



## 6 Data analysis

I claim that the discussions with the girls were contextual, which influenced their current experiences and interpretations. During the interpretations, I conceptualized the girls at the center of school discourses, with visible or invisible voices inside of school. These invisible or visible discourses in schools were rooted from discussions on German politics.

During the interviews, it was important to create open-ended, non-judgmental questions to encourage unanticipated statements and stories to emerge from the data as an end product (Charmaz, 2006, p. 26). This process employed the use of constant comparative methods, which I built during the analysis after each interview. Categories were constantly compared with previous data for a better explanation and analytical description of the phenomena. Relevant categories were identified and relationships between the sub- and main- categories, and they're overlapping issues, were linked (Charmaz, 2006, p. 61). The combination of how I constructed the questions and conducted the interviews shaped how well a balance between the data and field notes was achieved. This enabled the benefit of full interpretation.

During the initial phase of the analysis, I worked with open coding several times while repeatedly listening to the audio recorder to distinguish the tone of voices. The tone was important in order to highlight the experiences of the participants and to better understand nuance and meaning. As a result, open coding was based on the most predominant ideas and words highlighted by the participants. Memo writing was used to achieve cohesive, focused coding to begin the theoretical coding phase. Several questions were written for the purpose of analytical integration, to better analyze the meanings beyond the data.

Taking a critical distance was important, in order to build categories for analytical integration, and also in the later phases for an abstract explanation of the research findings. In that stage, there were 150 open codes as a result of line-by-line coding. Open codes were selected according to their capacity to answer the research questions. At the beginning of the focus coding analysis, there were 80 open codes to work on word-by-word. This data was transferred to excel sheets and the Atlas.ti program to organize the quotes and indicators and to analyze the links and relationships.

Table 5: Example of Open Coding and Memo Writing

<p><b>Open Code:</b> 'I will be integrated when I balance between two cultures'</p> <p><b>Memos from 27.07.2012</b></p> <ul style="list-style-type: none"> <li>▪ Is integration a group capability for a good life in Germany or is integration an adoptive preference?</li> <li>▪ Language, identity and belonging as capabilities for a good life, what is the relationship between these three concepts? How are these concepts inter-related with socialization? What is needed for a healthy structure of identity, belonging and language development? Where do the contradictions come from? From the data, how does one experience contradiction in everyday life?</li> <li>▪ What kinds of group capabilities are needed to expand these girls' capability sets to close the capability gap between girls of migrant and non-migrant origin in Germany?</li> <li>▪ Integration is a political term in Germany. Why do all the participants in the interviews bring the question of integration into discussion? What does it really mean? How does it affect their everyday life in school and in society?</li> <li>▪ How does culture affect the success of youths and children from different backgrounds?</li> <li>▪ Is it because the society does not acknowledge that these girls have a plural, or patchwork, identity, such as German-Turkish and Muslim, that they cannot build a healthy identity?</li> <li>▪ Where do they find room to develop an identity and belonging in Germany?</li> <li>▪ How are they marginalized due to the lack of acceptance of a plural identity?</li> <li>▪ How does religion play a role in identity making of the 3<sup>rd</sup> and 4<sup>th</sup> generation of girls in the midst of the tension of ideologies?</li> <li>▪ What does it mean to find a balance between the two cultures? How does it happen? What is the process of balancing cultures, languages and different ideologies?</li> </ul>
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Focused coding started after the open coding phase. During the focused coding, the line-by-line codes were combined and renamed in order to create focused codes that were more appropriate for the application to larger amounts of data. Similar codes were gathered under the same category without naming them. Quotes were checked several times to understand what they meant together and how they could be categorized cohesively. Several times quotes were rearranged and reorganized. After several rounds, each category stabilized and became cohesive.

As there were many quotes to elaborate, most relevant quotes were chosen carefully to explain questions of the research. During the focused coding, a codebook was prepared to visualize the data and to see the links between codes and their properties. At the advanced phase, the codebook helped to better analyze the categories. Comparing properties and the codes became simpler. The codebook became a document derived from the transcripts, which consisted entirely of the words and sentences of the participants.

Table 6: Example from the Code Book

Interview Topic	Structural Code Name	Structural Code Definition
What is needed most for a Good Life?	Citizenship	<p><b>Brief Definition:</b> Advantages of being a German citizen.</p> <p><b>Full Definition:</b> Participants discussed that having German citizenship makes their life easier. Some professions require German citizenship and so they would like to obtain German citizenship. The girls discussed what obtaining German citizenship means in terms of having a good life in Germany. They mainly associated German citizenship with fulfilling their materialistic needs in Germany.</p> <p><b>When to Use:</b> When participants refer to citizenship as a means of accessing the public life for their materialistic objectives, for example, for professional reasons or for voting.</p> <p><b>When not to Use:</b> When they define belonging, religion and identity with citizenship.</p>
How do they relate to Germany?	Ethnicity	<p><b>Full Definition:</b> How girls relate themselves with Germany and ethnicity?</p> <p><b>When to Use:</b> When there is social vulnerability that is caused because they don't feel they are part of German society and are not accepted as Germans.</p> <p><b>When not to Use:</b> When a social vulnerability is caused by reasons other than belonging and identity.</p>
What manifests itself as the one main component of a good life but is also an obstacle for a good life?	Religion	<p><b>Brief Definition:</b> Why religion is important for them to build resilience and a healthy identity with which they feel included by the mainstream community.</p> <p><b>Full Definition:</b> The girls discussed that they value religion and practicing religion because religion helps them to be included in a group of people with whom they feel connected, accepted and valued for who they are. Religious identity also helps them to be resilient and build a good life when they feel excluded and discriminated against by mainstream society.</p> <p><b>When to Use:</b> When they connect religion with building an identity necessary for a good life. Furthermore, when girls associate being a Muslim with belonging and inclusion.</p> <p><b>When not to use:</b> When they feel excluded and discriminated against in their everyday life in Germany because of their religious identity. When girls identify themselves as having a migration background, nationality or ethnicity.</p>

Preparing a codebook did not only systematize the analysis process but also facilitated the understanding of the participants lives. For example in the data, there were many issues concerning ‘identity’, ‘identity formation’, ‘being Turkish and/or German’, ‘being from Turkey and/or Germany and/or nowhere’, a ‘patchwork identity’, ‘finding a balance between two cultures’, ‘being integrated’, ‘being part of Germany’, ‘knowing who you are’, ‘ethnicity and identity’, ‘identity and agency’, ‘language and identity’, ‘speaking German and Turkish equally’ and ‘being foreign’. Sorting out the quotes of these complex codes and their indicators would be difficult without visualizing the data in the codebook.

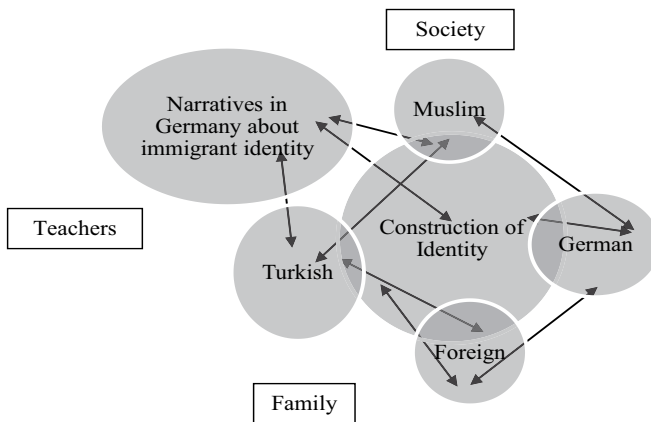
The table above shows the early stage of the codebook used for constant comparison and to conceptualize the data. The codebook helped to sort out quotes in which concepts had various overlapping indicators. It was clear to see various main categories, sub-categories, and their properties and property indicators. The constant comparative analysis is an essential aspect of the Grounded Theory method (Charmaz, 2006 & 2014). The constant comparisons of indicators was essential to the initial generation of codes. Future indicators were compared and categorized with future codes then compared and categorized again.

I gained analytical insights by comparing quotes which were selected in the line-by-line, and also in the advanced stage in word-by-word, coding and began to define subtle patterns and processes (Charmaz, 2006). Before naming each sub-category, different groups were compared for overlapping issues, similarities, and differences. After constant comparison and making changes, more cohesive categories emerged and were described as sub-themes. I continued to write memos intensively during this process to gain a better understanding of the data, such as which sub-categories should be merged together or which sub-categories should be left out as they were not relevant to the research questions.

The codebook helped with the production of diagrams as it helped me to see links. Also, it helped to highlight any missing relationships between the categories or any gaps in the data analysis. The codebook was a concrete tool used to see the data analysis together with the sub-categories and related quotes as a whole. Also, the codebook helped transform the refined data, which allowed it to be reorganized by the ‘Atlas.ti’ program.

Diagraming was an important and useful tool from the beginning of the analysis. In the early stages, the diagrams were confusing, because there were many ideas, concepts, notes, and relationships. Throughout the analysis, the diagrams became clearer and more meaningful for understanding the relations between the properties, sub-categories and the main category. The diagrams helped visualize the gaps, problems, and relations between properties, sub-categories and main categories. In this process, it was often necessary to re-check the codebook to make necessary changes.

The next figure explains how indicators with overlapping issues were grouped and gathered. This example shows quotes connected with identity, as one could see there was a strong meaning in the data with regards to identity. After a constant comparison between the main categories and sub-categories, the ‘Construction of Identity’ category emerged. For example, quotes on ‘patchwork identity’ were eliminated because there wasn’t strong enough evidence in the data for this code. The following figure shows how decisions were made to choose only one relevant concept from overlapping concepts in order to develop the most valid sub-category.



*Figure 4: Mapping Overlapping Categories – Dimensions of Identity*

During focused coding, a large number of memos and questions were written to visualize the meaning beyond the data and to build a cohesive, abstract discussion of the findings. The table below shows, through written memos, how open coding was transferred to focus coding to make a new sub-category.

Table 7: Example for Building Focused Coding from Open Coding

Open Coding	Focused Coding
I am a little bit Turkish, a little bit German and Muslim.	Ethnicity
<p><b>Memo (02.04.2013):</b> In German society, the integration of migrants is a hot topic. Most of the time they are not accepted as Germans. The way right-wing politicians and society discuss them is exclusive: they are not welcomed, they are different, and they are not known and accepted. It becomes more visible, especially in times of economic change. These girls are also called ‘Almanca’, a term used in Turkey to describe Turks who emigrated to Germany as guest workers, when they are in Turkey. When they are in public, they are treated differently due to their way of speech and dress. They don’t have a public space in which to build an identity. This space is limited and organized by Turkish cultural and religious organizations. How does religion impact marginalization or does it not? How do national identity, cultural identity, and religious identity interact and support identity contribution?</p>	

Table 8: Developing Theoretical Coding with Memo

Open Coding	Focused Coding	Theoretical Code
I am a little bit Turkish, a little bit German and Muslim.	Religion	Constructing an Identity
<p><b>Memo (1.12.2013):</b> They are also aware that bad things exist in Turkey, but they still feel close to Turks because they come from the same background and culture. Germany’s atmosphere concerning ethnicity, as well as the lack of opportunities to get to know other people living in Germany, makes them feel as if they are foreigners in Germany and closer to Turkey. It is actually only a dream of closeness, it is not real, just an illusion, because they have also mentioned that they feel like foreigners in Turkey and are not accepted because they are Germans. This feeling of belonging would be interpreted as illusionary.</p>		

Charmaz suggested gathering data that enables the development of analytical categories to allow comparisons to be made between data, and discussed how these comparisons generate and inform the arguments of the dissertation (Charmaz, 2006, p. 19). This process is called saturation. Charmaz (2006) describes the saturation phase as “an empirical generalization”, “a category”, “an explication of a process”, “a relationship between variables”, “an explanation”, “an abstract understanding” and “a description”. Grounded Theory analysis requires a constant comparative method for generating and analyzing the data. The method involves activities characterized as generating and integrating categories and their properties, as well as delimiting and writing the emerging theory (Dey, 2007).

Birks and Mills (2015) define theory as an explanatory concept comprising a set of concepts related to each other through logical patterns of connectivity. According to Charmaz (2006), a number of other definitions exist that largely

reflect the philosophical roots of their proponents. Positivists, for example, seek to observe relationships with the aim of explanation and prediction while interpretivists aim for increased understanding through theory development. Theoretical integration requires the application of advanced analytical strategies in order to raise the analysis to an abstract conceptual level.

The theoretical saturation of major categories was checked for the final pool of analytical memos (Birks & Mills, 2015). Focused coding integrated with advanced memos was used for conceptual understanding throughout the progress of analysis. The general procedures of Grounded Theory were applied for a constant comparison of the categories and their sub-categories while writing memos. Codes were grouped into categories and sub-categories that were created for the gradual foundation of Grounded Theory. Categories were refined by defining properties and their dimensions while the conditions they operated under were identified as gaps in the data (Birks & Mills, 2015). At that stage theoretical sampling was necessary.

After theoretical sampling, the theoretical coding phase began with a prepared list of core categories from the focused coding process. A final codebook on an excel sheet was prepared to transfer the focus codes' main- and sub-categories. In this phase, indicators were defined clearly. More diagrams and conceptual mind maps were drawn to visualize the relationships linking the indicators' properties. Charmaz (2006) discusses, that once categories were saturated, they were theoretically abstract yet substantively grounded.

Before working on the abstract conceptualization of the findings using the Capability Approach, the data was reanalyzed to explore missing points and gaps. As in the final data analysis, there were four main overarching codes and their related sub-categories, listed below (figure 5).

In the data, there were various codes related to self-making or creating oneself. The overarching code was 'Construction of Identity'. The data analysis revealed that 'Citizenship', 'Religion' and 'Ethnicity' were the main components of creating self. The second overarching category was 'Aspiration for Education'. The data revealed that being educated, being heard, and being visible in German society with their achievements were important for girls, even though they experienced obstacles in pursuing their educational goals. 'Marginalization' was the third overarching category, in which the interpretations of the girls were sub-categorized as 'Discrimination', 'Stereotypes' and 'Institutional Marginalization'. The girls of Turkish origin were confronted with various obstacles to achieving their valuable life in German society. The fourth category was 'Living in a Multicultural Society', which contained two sub-categories, 'Unity' and 'Multiculturalism'. The girls aimed to live in a more inclusive society where differences were harmonized, recognized, accepted and valued.

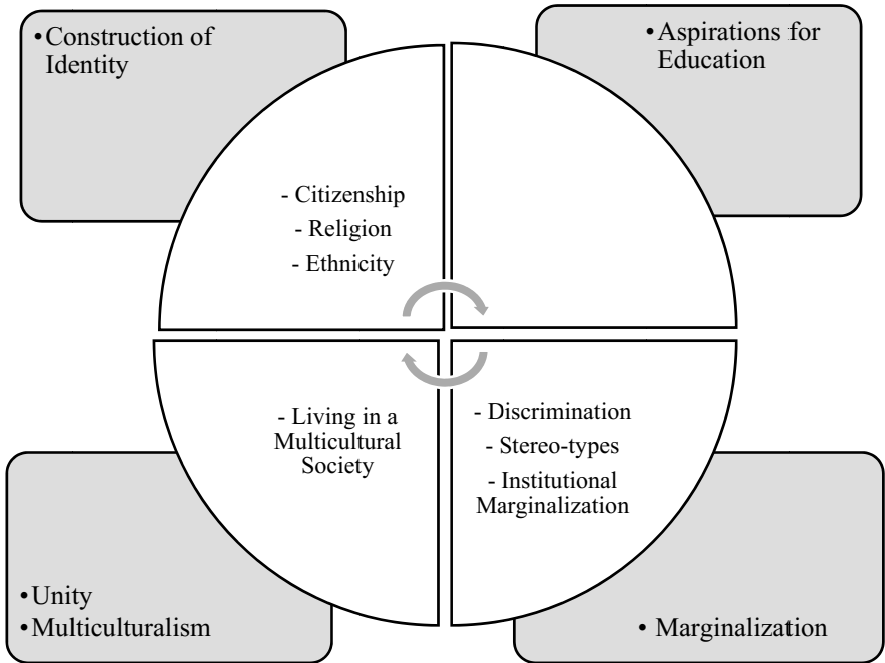


Figure 5: Final Theoretical (Abstract) Categorization of the Findings

The theoretical coding used for theorizing the data proceeded for more than a year. Qualitative research is a long process which is performed in order to see the links between the concepts and to make sense of the results. I worked on the interpretation of the data for close to two years, which required a significant amount of reading on Germany. This included subjects such as integration policies, education, welfare, politics, contemporary research for youth, gender and identity.

Interviews were listened to several times to check if there was a missing aspect still not represented in the coding. During the final stages, I had 1050 pages of data analysis in a word document, together with diagrams, mind maps and memos. The codebook on excel sheets was checked to see if processes and procedures were followed in the analysis. A senior colleague recommended that I keep a research diary, which I could read to understand what I had been thinking and seeing during the different phases of the data analysis. Reviewing all these stages helped me visualize different aspects of the data to develop a higher level of conceptualization for theory building.



The logic of abduction is also an important aspect of Grounded Theory. Abductive reasoning occurs at all stages of analysis, but particularly during the constant comparative analysis between categories, which leads to theoretical integration. When using abductive reasoning, I decided that I would no longer adhere to the conventional view of categories but instead see what would emerge from the memos. “Abduction is, therefore, a cerebral process, an intellectual act, a mental leap, that brings together things which one had never associated with one another. It is the cognitive logic of discovery” (Reichert, 2007, p. 220). This concept was applied in this research project to finalize the data analysis.

I would like to give examples to provide insight about the procedure of theoretical abduction. There was extensive data on the issues of discrimination and racism, inside and outside of school. I decided that it would better to distinguish between encountering discrimination and racism inside of school and encountering it in society. Similar issues were observed in the concept of agency as data revealed that participants were discussing what they would like to improve in their lives. It was very clear in the data that school and other spheres of the girls’ lives were mingled. The participants’ early childhood deprivations and choice of ethnic friendship were left out as there were not enough important sub-categories to explain the concept of agency in girls’ lives.

For theory building, data had been analyzed in several rounds from open coding to focus coding. Memos were written for an advanced analysis of the analytical links between concepts and its indicators. In the advanced stage, the memos were helpful for theorizing the findings. For the theoretical coding, all main categories, their sub-categories, properties and the related quotes were gathered in the same pool for a holistic understanding of analytical integration.

I started to see once more how categories can be structured for analytical integration and to theorize the research findings. Categories were not regarded as a representation of the data but instead as being ‘indicated’ by the data (Dey, 2007). Categories must also be ‘sensitizing’ and provide a ‘meaningful picture’ that helps the reader to see and hear vividly from the perspective of the research participants (Glaser & Strauss, 1967, pp. 37-38). The next table shows the process of development: open coding, focus coding and theoretical coding using memos to develop the final abstract conceptualization.

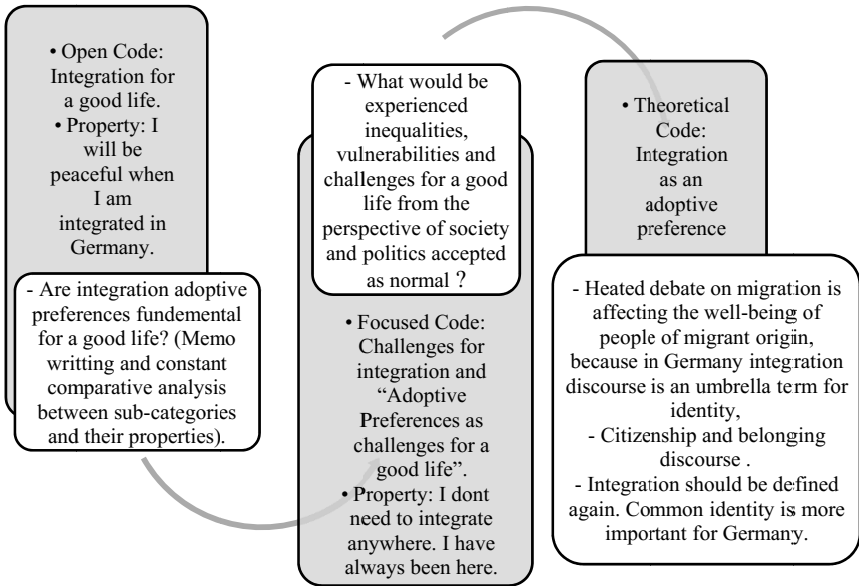


Figure 6: Coding Process for Theorizing

## 6.1 Answering Research Questions

In this chapter, I would like to explain in detail how each research question was answered. The first research question is, "How do young, Turkish women of immigrant origin living in Germany describe the fundamental aspects of a good life?" To answer this question, I mainly used the focus group data because the main data on a 'good life' emerged during the focus groups interviews. Also, I used sections from the individual interview data as the girls interpreted what their opportunities were during their life-history interviews. The second research question was, "How do young Turkish women of immigrant origin living in Germany (2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> generation) describe their identity in a cultural setting which frames them as 'foreigners'?" This required both focus group and individual interview data because the girls had their interpretations as individuals as well as their interpretations on how Turkish youths of immigrant origin have been positioned in German society. The triangulated data supported the analysis of various aspects of cultivating or building an identity in a cultural setting which frames them as 'foreigners' after living in Germany for several generations.

The third research question also required triangulated data, “How do young, Turkish women of immigrant origin living in Germany describe their ideas, aspirations, inspirations, and future plans?” The way the girls perceived group opportunities for the Turkish immigrant community could affect their inspirations, aspirations and creation of future plans. Also, I was interested in analyzing in-depth how the future plans of immigrant girls were constructed at a young age, what inspired them and what their aspirations were. I planned the individual interviews to provide data on the opportunities and obstacles for these girls at various stages in life, and also to understand the inequalities that occurred during transitions.

Finally, the fourth question was, “How do young, Turkish women of immigrant origin living in Germany describe the challenges/obstacles in their everyday life?” To answer this research question triangulated data was also necessary. Using triangulated data I was able to ascertain what young Turkish people of immigrant origin viewed as challenges and obstacles as a group.

I was interested in analyzing the personal interpretations of obstacles and challenges the girls confronted every day in school and beyond school. Also, I was interested in analysing if there was any collective agency among the people of Turkish immigrant background. If not, how are girls activated to use their agency at a personal level, to make changes in their personal lives, and indirectly, to contribute to the Turkish immigrant community.