

CONTENT ANALYSIS

ABSTRACT

This study introduces the various definitions and types of content analysis. This type of analysis historically presents itself as a quantitative approach to data analysis and currently shows up as a qualitative approach. The most common types are the conceptual and relational analysis. The latter receives influences of linguistic, cognitive and mental models and it is subdivided in affective extraction, analysis of proximity and cognitive mapping. Regarding the importance of this type of analysis, we have quantitative and qualitative character and the latter approach can be used to identify hypotheses, theoretical constructs or even models that can be tested by multivariate statistical techniques or even by experiments.

ANÁLISE DE CONTEÚDO

RESUMO

Este estudo introduz as várias definições e tipos de análise de conteúdo. Este tipo de análise historicamente apresenta-se como uma abordagem quantitativa para a análise de dados e atualmente mostra-se como uma abordagem qualitativa. Os tipos mais comuns são a análise conceitual e a relacional. Esta última recebe influências da linguística, cognição e de modelos mentais e subdivide-se na extração afetiva, na análise de proximidade e mapeamento cognitivo. Quanto à importância deste tipo de análise, tem-se que esta tem caráter quantitativo e qualitativo e por esta última abordagem pode-se empregá-la para identificação de hipóteses, de constructos teóricos ou mesmo de modelos que, em seguida, poderão ser testados por técnicas estatísticas multivariadas, ou mesmo, por experimentos.

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1 INTRODUCTION

Once this theme is quite broad, we intend to present in a non-exhaustive way most common methodologies. This paper intends to present some of the most common methodologies, or strategies, to do a Content Analysis, being not, therefore, exhaustive, or we do not intend all variations and methods regarding this kind of analysis, this can only be accomplished by a book. Content analysis while traditionally is seen as a quantitative technique, there is also the qualitative approach that is increasing in use in the last years (GRANEHEIM, LUNDMAN, 2003).

An important issue concerning how doing content analysis is if the analysis will be focused on manifest or latent content. Analysis regarding to what text says deal with visible descriptions and obvious components are about manifest content that are accountable, a quantitative content analysis approach. On the other hand, analysis regarding what text presents deals with aspects of relationships involving hidden text meanings interpretations is latent analysis, a qualitative approach (DOWNE-WAMBOLDT, 1992, KONDRACKI et al., 2002). Both approaches, quantitative and qualitative, deal with interpretation, but interpretation varies in depth and abstraction levels. In that sense, the first decision to be made concerning content analysis is if it will be qualitative or quantitative or both will be used (BABBIE, 1998).

2 LITERATURE REVIEW

In this section, we present the origin, history and evolution of content analysis to contextualize their uses to then reveal the definitions and types or common methodologies of this analysis.

2.1 Origin, History and Content Analysis Evolution.

Content analysis has a long history in research, beginning in 18th century in Scandinavia (ROSENGREN, 1981). In the United States of America, the development of content analysis as a rigorous scientific method begins during the Second World War when the U.S. Government sponsors project under the direction of Harold Lasswell to evaluate and analyze the enemy propaganda. The allocated resources to research and methodological advances in the context of the problems under investigation have contributed significantly to the emergence of the methodology in the content analysis. One of the results of this project the book "LANGUAGE OF POLITICS" published in the years '40 and, still today, is a classic (WOODRUM, 1984).

Initially, content analysis as a method of research was used both qualitatively and quantitatively

(BERELSON, 1952). Then, content analysis is used primarily as a method of quantitative research, with text data encoded into explicit categories, and then described using statistical methodologies. Sometimes this approach is known as quantitative analysis of qualitative data (MORGAN, 1993).

More recently, the potential of content analysis as a method for qualitative analysis has been recognized leading to an increase of its applications and popularization (NANDY and SARVELA, 1997). Hsieh e Shanon (2005) define content analysis as research method for subjective interpretation of content from text data by systematic process classification of codification and to patterns and themes identification.

2.2 Definitions of Content Analysis

Formally, content analysis is a research technique to do valid and replicable inferences about data in its context. This definition encompasses those proposed by Lasswell (1968), Berelson (1952) and Holsti (1969). Lasswell defines content analysis as a technique that emphasizes the quantification of "what" a message communicates and presents a classic formulation: WHO says WHAT to WHOM with what effect? To Berelson (1952) content analysis is a quantitative technique, systematic and objective the describes the communication manifest content.

By quantitative is said to be the counting of relevancies occurrences to the researcher. Systematic in the sense that the researcher needs to count all relevant aspects of the sample; and not arbitrarily selecting aspects that are relevant to his research generalizations. And objective in the sense that all selected units to be analyzed and categories formation must be clearly defined according some criteria. And by manifest we understand that is countable what is tangible and observable. What can be counted is the frequency that a world occurs (GAO, 1996).

And Holsti (1969) adds antecedents as "who", the source of information, the "why", the codification process, the "how", the communication channel, and the consequences or effects that the "receptor of the message" has.

While the classical conceptions of content (what) and the communication context (who says what to whom) are common in content analysis, the formal definition encompasses other circumstances and communications contexts such as psychoanalytic (the psychological conditions that explains a specific statement), institutional (socio-economics interests that underlies a specific communication as a television advertising) and cultural (functions that act as a specific ritual) (KRIPPENDORFF, 1980).

And, Lal Das and Bhaskaran (2008) describe content analysis as the scientific study of a communication content, it is in this way, the content study in regards to the meanings, contexts and intentions contained in a message. Content denotes what is contained and content analysis is the analysis of what is inside in the message.

Kerlinger (1973) advances this discussion arguing that content analysis is the interface of the observation and documents analysis. He defines as a method of observation in the sense that instead of asking people to answer questions, it gets the communication people are producing and asks questions about the communication. In this sense is a discrete method or non-reactive, that is, is a method that do not acts with researchers and, in this sense, eliminates possible bias.

An examination of the definitions above shows emphasis on aspects such as objectivity, quantification, context and validity being this last one with reference to inferences drawn, or made, regarding the content of the communication in respect to the sender, the message or the receiver of the message. So, content analysis is about making valid, replicable and objectives inferences regarding messages based on explicit rules (LAL DAS e BHASKARAN, 2008).

The materials for content analysis can be letters, diaries, content of newspapers, songs, short stories, messages, radio, television, documents, text, or any other symbol (KLEINNIJENHUIS et al., 2011).

2.3 Types of Quantitative Content Analysis

There are two generic content analysis categories: Conceptual analysis and relational analysis (BUSCH et al., 1994-2012).

2.3.1 Conceptual Content Analysis

Traditionally, content analysis has been approached as conceptual analysis in which a concept is chosen to be examined and involves the quantification or marking this concept. The emphasis is to check for the occurrence of selected terms within a text or texts being these implicit or explicit (PALMQUIST, CARLEY and DALE, 1997; SMITH, 1997).

- **Conceptual Analysis Methods**

Conceptual analysis starts with research question identification and the choice of the sample or samples. Once the choice is made, the text needs to be codified in content categories. The codification process is basically a selective reduction. Reducing the text in categories consisting with words, a set of words or phrases the researcher may puts emphasis, and to

code, specific words or patterns that are indicators of research questions.

To clarify this consider an exam of the speech made by a political candidate to the presidency of a country aiming public health issues coding for the existence of certain words. When we make analysis of this speeches, the research question may involve the exam of positive words to describe the status the candidate's plan of this candidate and the number of negative words used to describe the actual state of public health care in Brazil. The researcher can be interested in only on quantifying these words and not in examining the relationship of these words what is the purpose of relational analysis. In conceptual analysis, the researcher simply wants to examine the presence of words related to his research question. That is, there is a strong presence of positive or negative words used related with the proposal or existing plans.

- **Steps for doing a conceptual analysis.**

These steps involve coding a text or a set of texts. A text, or a set of texts, can be also the notes of a personal interview or a focus group notes.

- **Establish the level of the analysis:** First of all, the researcher must decide the level of analysis that may be coding a simple word or a set of words or phrases. In the above example, a word can be EXPENSIVE or a set of words as MEDICAL ASSISTANCE FOR ALL PEOPLE.
- **Decide how many concepts to code:** Now the researcher has to decide how many different concepts will be coded. This involves the development of a pre-defined or interactive set of concept and categories. Here, it is important to decide if all phrases and positive and negative words will be coded or if only those the researcher considers as the most important. After that, with this pre-defined number it is important to decide how much flexibility will be allowed in the codification process. Now, it is important to determine if only the pre-defined categories will be coded or if other categories not included initially will be added in the analysis. This determination of how many concepts or set of concepts allows to the researcher to examine a text for specifics points keeping him focused. Adding new concepts (flexibility) will allow the inclusion of new materials in codification that can be important for the final result.

- **Deciding if concept codification will be made by existence or frequency:**

After chosen the number or set of concepts selected for coding, the researcher must decide whether will codify only the existence or the frequency. When codifying the existence, "EXPENSIVE" is counted only once, regardless of how many times appear in the text. This is a very basic process of encoding and furnished to the researcher a very limited perspective of the text. On the other hand, the number of times that a concept appears in the text may be an indication of the importance of the concept. Thus, if the concept "EXPENSIVE" appears 75 times in the text and "HEALTHCARE FOR ALL PEOPLE" appears 30 times, the researcher can interpret that the emphasis is on economic benefits. However, if the option is for the existence, such a conclusion would not be possible, because there is only one occurrence.

- **Deciding how concepts will be distinguished:**

You must now decide on the level of generalization of concepts, i.e. the concepts will be coded exactly as they appear or may be counted as equals even if they appear in different forms. In the example, "EXPENSIVE" may appear as "COSTLY" or even "EXCLUSIVE". Thus, the researcher must decide whether these words mean the same thing or if the meanings are radically different. This implies more than simple semantic differences, therefore, may lead the researcher to consider all the words that mean "EXPENSIVE", which may involve technical words, technical jargon, or political euphemisms as "ECONOMICALLY CHALLENGEDED" that the researcher can be considered as all being equal and, thus, puts them with the implicit sense of "EXPENSIVE".

- **Develop rules to code texts:**

The development of a set of rules helps the researcher to ensure that he is encoding concepts consistently throughout the text, always the same way. If the concept of "ECONOMICALLY CHALLENGEDED" is coded as a different category of "EXPENSIVE" in a paragraph, and then categorized as 'EXPENSIVE' in following subparagraph, this data will be invalid. AND, the following interpretations will be invalid.

- **Decide what to do with irrelevant information:**

The next decision the

researcher has to do is if an irrelevant information should be ignored (WEBER, 1990), or if it is used to reconsider the codification procedures.

- **Coding the text:**

Once choices regarding irrelevant decisions were made the next step is to encode the text. This can be done manually, by reading the text and manually writing the occurring concepts, or by the use of software or both. Encoding with computer programs is of great help. By the insertion of categories, programs of content analysis can easily automate the process of encoding and examine large amounts of data in a wide variety of texts in a quick and efficient manner. However, the automation depends very much on the preparation and construction of categories. When the encoding is done manually, the researcher can identify errors more easily. This problem is far most critical when encoding with implicit information, where the preparation of categories is essential for an accurate coding.

- **Finding Analysis:**

Once the coding is done, investigate the data and tries to obtain conclusions and, if possible, to make generalizations. But, before this is done it is necessary to decide what to do with the information from the text that were not coded. One option includes to delete or skip such information, or understand all information as relevant and important and uses them to reconsider, reassesses and perhaps change the encoding scheme. It should be keep in mind that the conceptual analysis deals only with quantitative data, and this made the generalizability character very limited. The researcher can only extrapolate what data allows. But, you can identify trends that are indicators of broaden ideas. As in the above example, the amount of citations indicates that the emphasis on economic aspects of public health are higher than in the population as a whole. It should be keep in mind that the conceptual analysis is limited by its focus and the quantitative nature of the data examined. The exploration of the relationship between the concepts is made by relational analysis.

2.3.2 Relational Content Analysis

Relational analysis as well as the conceptual begins with the identification of concepts present in a given text or set of texts. However, the relational

analysis seeks to go beyond the presence of concepts by searching of the relationship between the concepts identified. Palmquist, Carley and Dale (1997) assert that this type of analysis is also known as semantic analysis and its emphasis is the search for semantic relations or meanings. In this sense, individual concepts are seen as not having inherent meanings. As well, the meaning is due to the relationship between the concepts in a text.

- **Theoretical influences in Relational Analysis**

There are two approaches for the relational analysis. The linguistic approach and the approach of the cognitive science.

Linguistic approach for content analysis tackles the analysis of texts in the level of the linguistic unity, typically a sentence (The subject and predicate, being this a verbal phrase). Gottschalk (1975) developed a proceeding that analyses each sentence in a text and allocates a numerical note based on different emotional / psychological scales. Another technique is to encode a text grammatically in sentences and parts of speech to establish a representation matrix (CARLEY, 1990).

Cognitive science approach it includes the creation of maps of decision and mental models. Maps of decision make an attempt to represent the relations between ideas, beliefs, attitudes and available information for an author when of the decision in a text. These relations can be represented as logical, inferences, causals, sequentially, and mathematical relations. Typically, two of these connections are compared in a study and analyzed like nets. Heise (1987) took as a base the use of logic and sequential connections for the analysis of symbolic interaction. This methodology is considered as a technique of generalized cognitive mapping instead of an specific approach of mental model.

Mental models are groups or nets of inter-connected concepts that reflect conscious or subconscious perceptions of the reality. For cognitive scientists, mental internal structures are created when the persons do inferences and obtain information on the world. Mental models are an approach more specific for the mapping because they can be analyzed numerically and graphically. These models strongly settle down in the use of computers for the analysis and representations of construction of mapping. In general, this approach follows the next stages: Concepts identification, Definition of types of relationship, Code texts as on steps 1 e 2, Code statements and Graphic presentation and numerical analysis of resulting maps.

To raise a model, it is necessary to convert the text in a map of concepts and its relations, the map is then analysed in the level of the concepts and declarations, being that a declaration consists of two concepts and of its relationship. Carley (1990) affirms that this makes possible the comparison of large variety of maps, representing multiple sources of information, implicit and explicit, as well as socially shared cognitions.

- **Relational Analysis: An overview of methods.**

The analysis relational applies what firstly decides which concepts will be explored in the analysis. The stages here presented are some available means to the investigators who carry out analysis of content. The diversities of available techniques indicate the versatility of the method and it's arousal. The process of relational analysis though helped by programs of computer, still is slow and it applies for time to be carried out. The biggest advantage of this method is that it has great statistical rigor without losing the wealth of details that appear in the qualitative methods.

- **Subcategories of relational analysis**

The relational analysis presents 03 subcategories: Affective extraction, proximity analysis and cognitive mapping.

Affective extraction provides an emotional evaluation of the explicit concepts in the text. The disadvantage, or problem, with this is that emotion can vary in time and in space, or between the populations. Even so, it can be an important way for the exploration of the emotional / psychological state so much of the transmitter of the oral or written message (GOTTSCHALK, 1995).

Proximity analysis it investigates with the co-occurrence of the explicit concepts in the text. In this method, a specific set of words (a window) is determined. This window is then analyzed through the text to check the co-occurrence of the concepts. The result is the creation of a concept determined by the matrix of concepts. Or, the matrix or the group of inter-connected concepts that take place jointly can suggest a more generic meaning. This technique has as problem the fact that records of windows done only explain concepts out and treat the meanings like close co-occurrence. Other techniques "clustering", grouping, and scheduling healthy are useful in the analysis of proximity.

Cognitive mapping allows to advance the analyses of the obtained results of the previous approaches undertaking, so, to advance the processes above for the

visual representation of the relationships for comparison. Being the results of the analyses of proximity or affection extraction to preserve the order of the text, the cognitive mapping looks to raise a general model of meanings of the text. This can be represented like a graphic map that represents the relations between the concepts.

In this sense, the cognitive mapping allows the comparison of semantic connections along the text. This is known as an analysis of map that allows comparisons to explore “ like meanings and definitions change through persons and time ” (PALMQUIST, CARLEY and DALE, 1997) in accordance with the focus of the investigator. This variety indicates the theoretical premises that support the mapping: mental models are representations of the inter-relationships of concepts that reflect the conscious or unconscious perception of the reality; language is the key to understand the models; and the models can be represented like nets (CARLEY, 1990).

- **Steps for making relational analysis.**

The following steps can be done for text coding or to a set of texts for relational analysis.

- i. Identify the research question. The research question indicates what is intend to do and why. Without a research question , the types of concepts and options that will be raised are quite huge and, therefore, analysis can be quite difficult.
- ii. Choose a sample or samples for the analysis. After the identification of the question of inquiry, it is necessary to select the texts / speeches (or you leave of this). For the analysis of content relational, the consideration would excel and quanta information to preserve for the analysis. Must avoid the collection of few information, so, be able to limit the analysis and not great, so, in this case the process of codification can be very much spread out to obtain relevant results.
- iii. Determine the type of analysis. As soon the samples were chosen for the analysis, it is necessary determines which type or types of relationship it is intended to examine. There are different subcategories of analysis relational that can be used to examine the relations in the text. Once chosen the subcategory of the analysis, the selected texts need to be reviewed to determine the level of the analysis. The researcher must decide if codifies for a single word or for a set of words or phrases.
- iv. To reduce the text for categories and to encode the words or standards.

In the most simple level, it is possible to encode for the existence. This does not implicate in simple results, so, many studies adopt this approach with great success. Some studies do not undertake to establish the relations between concepts; but, to observe changes in the presence of concepts along a specific situation and, next, to compare the analyses of the beginning of the situation studied with his end.

- v. To explore the relations between the concepts (strength, sign and direction).
As soon as the words were encoded, the text can be analysed for the relations between the concepts.

The strength of the relationship. It refers to the degree to which two or more concepts are connected. These relations are simple of analysing, comparing and plotting into a graphic when all the relations between the considered concepts are the same. But , to attribute strength the relations teases in great degree of details found in the original text. The identification of the strength of relationships is important for the determination if determined words are related in a specific part of the text, of the sentence or of the idea.

The sign of the relationship. It refers if the concepts are made a list in the positive or negative form. The use of the codification of sign for relations can indicate if the words under investigation are used in the averse form or on behalf of the concept, this can be dangerous, but, importantly to establish meanings.

Direction of the relation. It refers to the types of connected categories. The codification for this type of information can be a usefulness to establish the impact of a new information in the process of decision. Several types of relationship include, “ X tease Y ”, “ X takes place before Y ”, and “ if X then Y ”. In an analysis of audience in the congress the word "perhaps" implicates “ doubt “; “ perhaps take place before some explanation ”. In some cases, the concepts can be bidirectional, or tending equal influences.

- vi. 6. To encode the relations. One of the principal differences between the conceptual and the relational analysis is that the declarations or relationships between the concepts are encoded.
- vii. 7. To do statistical analysis. There involves the driving of statistics analysis of the data encoded in the relational analysis. This can involving to explore the differences or to look for relationships between the variables identified in the study.
- viii. 8. Mapping the representations. In addition the statistical analysis, relational analysis

show representations of the concepts and his representations in the text (or along the text) of graphic form or of maps. Relational Analysis also can be informed through different theoretical approaches like content analysis, linguistics, maps of decision and mental models.

The discussion till this point was centered in introducing the Content Analysis and his types. The following session emphasizes it how to do the content analysis in general terms. The reader must bear in mind that the realization of the content analysis, next, is a general applicable approach to the methods above quoted.

3 CARRYING OUT QUANTITATIVE CONTENT ANALYSIS

Krippendorff (1980) suggests six question that must be answered in any content analysis: 1. which data is to be analyzed? 2. How they are defined? 3. Which is the population and from where the data will be extracted? 4. Which is the relative context that the data will be analysed? 5. What are the limits of the analysis? 6. Which and the objective of the inferences?

3.1 Analysis of data.

The most common notion of the content analysis is that of counting of frequency of words. This vision assumes that the most quoted words are those that reflect interest of inquiry. This can be true for some cases, but, ha several points counterpoints relatively to this vision.

A Point is which synonyms can be used by questions of style that can take the investigators to look down upon the importance of the concept (WEBER, 1990). Also, the words cannot represent the category under investigation and can take different meanings as "STATE" that can represent a body of a nation or a situation.

A practical rule for that is the use of the counting of frequency of words to identify words with potential interest and then to test the consistency of the used words. There are softwares that do that as NUD*IST, among others. The wealth of the analysis of content and of his importance and the confidence in the codification and categorization of the data. The basic about categorization can be summarized as: A category is a group of words with meanings or similar connotations (WEBER, 1990). Categories need to be

mutually exclusive and exhaustive (GAO, 1996). Mutually exclusive exists when no unity relays into any more than two categories and each unity is represented by a category. Exhaustive when all the unities are categorized.

3.2 EMERGENT CODIFICATION VS BEFOREHAND

Emergent and established codification following some preliminary examination of the data (HANEY, RUSSEL, GULEK and FIERROS, 1998). Firstly two independent investigators analyses the material and prepare a list for the checking of the data. Then, they compare his notes and reconcile the differences in his lists. Next, they do the codification with the consolidated list. Finally, they check the validity of the codification (it must have 95 % of agreement, or rate of 0,8 of Kappa de Cohen). If there will be no validity do it again until to obtain such validity.

The codification beforehand takes place through use of theory. Colleagues must agree with the categories and then to apply to the data. Revisions are done if they necessary (WEBER, 1990).

Unities of codification. There are 03 ways of defining unities of codification. The first one is to define them physically in terms of his intuitive or natural frontiers like articles of newspapers, letters or the same poem. The second one is for the definition syntactically, or using the separations created by the author like words, sentences or paragraphs. The third one happens for the use of unities of references. Unities of reference are the way like one unity is represented. For example, it is possible to reference EDSON ARANTES OF the BIRTH like Skin, or Eternally Shirt 10 of Saints, or the best player of all the times, this method is usefulness for the one who wants to investigate attitudes, values or preferences.

A fourth method of defining unities of codification is the use of propositional unities what are the most complex due to the fact of investigating overcast premises or you do not set out; the text aims to divide in less parts to understand hidden propositions. For example: Investors receive another blow while the Stock Exchange continues in decrease. We can divide that in: The market of actions has bad performance recently / investors lose money in the Stock Exchange, I eat exposed by Krippendorff (1980).

THE PURPOSES OF CONTENT ANALYSIS

PURPOSE	QUESTIONS	RESEARCH PROBLEMS
To describe the characteristics of content	What?	To describe trends in communication content. To relate known characteristics of sources to the messages they produce. To check communication content against standards.
	How?	To analyze techniques of persuasion. To analyze style.
	To Whom?	To relate known characteristics of audiences to the messages produced for them. To describe patterns of communication.

PURPOSE	QUESTIONS	RESEARCH PROBLEMS
To make inferences about causes of content	Why?	To secure political and military intelligence. To analyze psychological traits of individuals. To infer aspects of culture and cultural change. To provide legal evidence.
	Who?	To answer questions of disputed authorship.
To make inferences about effect of content	With what effect?	To measure readability. To analyze the flow of information, To assess responses to communication.

Source: Krippendorf (1980).

4 QUALITATIVE CONTENT ANALYSIS

For Graneheim and Lundman (2003) the basic assumption in the qualitative analysis of content and which reality can be interpreted of manageable newspaper commentaries and the understanding and dependent of subjective interpretation. In this sense, a text always wraps meant multiples and there will always be some degree of interpretation.

Content Qualitative analysis is one among other methodologies used to analyse data of texts. This methodology focuses in the characteristics of the language of the communication with attention to the content or meanings contextualized of the text (BUDD, THORP and DONOHEW, 1967; LINDKVIST, 1981, McTAVISH and PIRRO, 1990, TESCH, 1990). Text Data can be verbal, printed, or electronic and can be obtained through narrative answers, half-open questions, interviews, groups of focus, observations or media printed like articles,

magazines, books or manuals (KONDRACKI and WELLMAN, 2002).

Qualitative analysis goes besides the simple counting of words to examine to intensively the language for the purpose of classifying great quantities of text in an efficient number of categories that represent similar meanings (WEBER, 1990). These categories can act so much the communication sets out as for inferred.

There is defined, so, qualitative analysis of content as a method of inquiry for the subjective interpretation of the content of the data of a text by the systematic process of codification and identification of subjects or standards (HSIEH and SHANON, 2005).

Qualitative analysis of content includes three approaches. The conventional one, the straight one and the accumulative one. They all are used to interpret the data of a text for the naturalist paradigm.

The conventional one is used when the objective of the study is the description of the phenomenon. And

when the existent theory or the literature revised on the phenomenon investigated and limited was appropriated when. The investigators avoid to use preconceived categories (KONDRACKI and WELLMAN, 2002), instead of that, the categories and names of the categories flow of the data through the immersion of the investigator in the data collected (TESCH, 1990). Depending on the purpose of the investigation, investigators can decide for the identification of the relations between categories and subcategories based on the joint incident of the categories, records, or consequences (MORSE and FIELD, 1995).

The direct analysis does to itself use when the theory in hand and incomplete about the phenomenon or can be benefited of a more deep investigation. This methodology and more used to validate or to expand a theory or concept, so, and a deductive method (POTTER and LEVINE-DONNERSTEIN, 1999, MAYRING, 2000). This methodology and when that the conventional one was more structured. While using the existent theory or previous inquiries, it is possible to identify concepts keys or variables like initial codes of categories.

The accumulative one begins with the identification and quantificação of certain words in a text with the purpose of understanding the use contextual of a word or content. This quantificação aims to explore uses of concepts and / or words what and one analyses of obvious content and, so, if the inquiry to stop here becomes quantitative with focus in the counting of frequency of words or specific contents (KONDRACKI and WELLMAN, 2002). The accumulative analysis goes besides the simple counting to include analysis of latent content. The analysis of latent content tells to itself the interpretation of the content (HOLSTI, 1969). In this analysis the focus this one in the discovery of hidden meanings of words and contents (BABBIE, 1992; MORSE and FIELD, 1995).

5 FINAL

Content analysis is a technique for analyzing data both quantitatively and qualitatively. The quantitative approach can quantify the occurrence of words and / or concepts important to the researcher in order to identify the importance of these. The qualitative approach allows deeper analysis of these words and / or concepts, and in this sense, we can identify relationships around terms or themes central to research that may lead to the proposition of hypotheses and constructs that can be checked by statistical techniques multivariate.

Content analysis as applied to the literature review by the researcher can be an important tool for the construction of theoretical hypotheses and to test or even being validated by experiments models. Special use for this analysis lies in bibliographic and similar studies.

As its limitations, one must consider that this type of analysis requires a strong emphasis on validation due to its own interpretive nature, especially when made qualitatively.

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