Result and Discussion chapter

- Dr. Shawn Zhou
- **Xiao.zhou@gcu.ac.uk**

Purpose: Result Section

- Summarises the collected data and the analysis performed

– only your data is central here

- Reports the data in sufficient detail to justify your conclusion

- Mentions all relevant results

– including those contrary to the initial expectations

Purpose: Discussion Section

• After presenting the results you are in a position to examine, evaluate and interpret their implications

• You qualify the results and draw inferences and conclusions from them

• Goes beyond your data and reflects / mirrors the introduction

• Sometimes combined with Results – When discussion is relatively brief and straightforward

Results Vs Discussion

Results section:

The results section in the dissertation includes the findings of the investigation.

It only includes detailed information about observations in the context of Questions.

The Results section in the dissertation does not include complete answers to key research questions.

While writing the results section for a dissertation, you should not utilize words such as implies, suggest, etc. As all such words are more appropriate for writing the discussion section.

Discussion section:

The discussion section in the dissertation includes the interpretation of the research results.

In the discussion section of the dissertation, you need to relate your research outcomes with the **literature review**.

You are also required to include the limitations of your study and the importance of research findings.

Opening of Result Section

- Open the Result section with a paragraph on the method(s) of analysis used and report the fundamental result(s) of those

– "In keeping with the method of FDA advocated in this research, the analysis focuses on gender as discursive object, and the ways in which the male-only stereotype is constructed through language. Examples of gendered verbal behaviour were found in all ten interviews."

• Tell the reader what to expect over the next pages

• Result section of qualitative and quantitative research can be very different

– focus on variables, statistical tests, robustness versus summary of arguments, discourses or themes

Main Body of Result Section

Qualitative Research

• **Dependent on your chosen qualitative method you can split themes, discourses or arguments into sub-sections**

• **Should follow a logical order and flow well**

• **Each sub-section should have an introduction and is structured in paragraphs**

Quantitative Research

• **Have a look at published quantitative papers in your research area or the guidance**

Qualitative Result Section

• Use extracts from your interviews, focus groups or exemplary pictures which you have analysed to justify your analysis

• You do not have to use all of them – focus on the most expressive

• Longer extracts have to be highlighted in the text e.g., indent, numbered and explained

• Shorter extracts can be put into the main text and become part of your sentence structure

• Use coded identifier to guarantee data protection for your participants, but enables you to know where the extract initially originates from

Qualitative Result Section - Example

The references can be summarised into four discourses, which are split into two discourses per gender. They heavily affect and interplay with each other and are displayed in a comprehensive formatted table in *Appendix A*. These gendered discourses include the (a) Male Oblivious Discourse, whereby gender was non-existent for men; it leads to Female Discourses of Resistance, whereby gender is constantly present, and they are split into the (b) Emphasis Discourse and (c) Negation Discourse; as a result of these female discourses, the (d) Male Justification Discourse is established, in which gender was acknowledged, but indirectly classified as subsidiary through the usage of mechanisms of vindication. This shows that there are several ways of constructing and dealing with the male-only stereotype within the hacktivist community and its effect on hacktivists' own talk and sense-making. Each discourse will be analysed in more detail in the following sections.
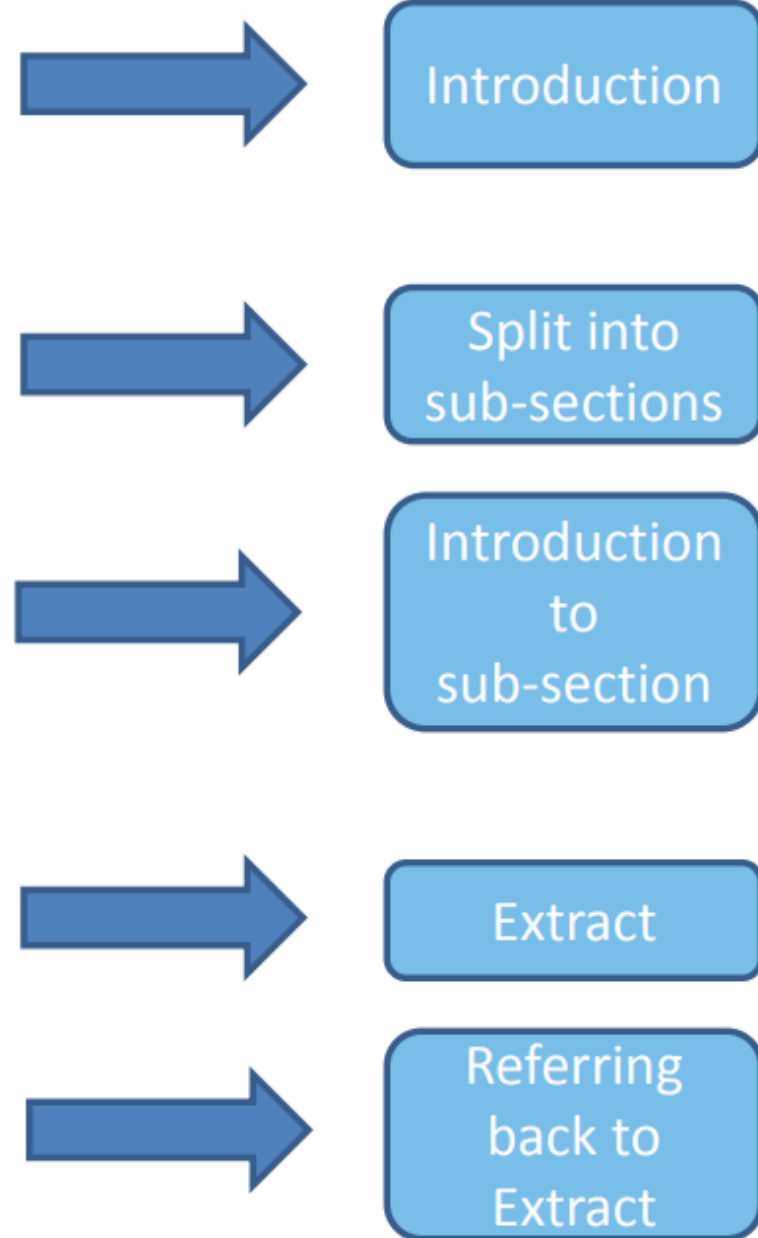
Male Oblivious Discourse

The Male Oblivious Discourse was the most subtle, but most prominent discourse. It interplayed with all following ways of talking about gender. The Male Oblivious Discourse was the male hacktivists' subconscious marginalisation and suppression of female hacktivists. It was the discursive construction of gender as being a non-issue and therefore non-existent. Males apply this suppression of gender, as they do not take any slightly gender-related aspect into consideration until being specifically asked for it. Thus, no references to their female colleagues were made, nor did they approach aspects of the male-only stereotype, inequality and sexism within the community. This became particularly evident in certain sections of the interview which were designed in accordance to Katz and Bradley's (1933) method. These sections should give the possibility to refer to gender or the male-only stereotype, such as when asked to refer to famous hacktivists. Males thereby persistently mentioned only males and organisations.

Extract 1:

PM5: Ah! Aha! You mean some famous hacktivists? - **Jeremy Hammond** comes to mind almost immediately. So, **he's** one of the people that is currently in jail right now and accused of being a member of LulzSec. (…) Ahm another good example of a hacktivist – you know – I would consider **Bradley Manning**[1] to be a hacktivist. (…) Ahm [audible intake of breath] and then **Wikileaks**.

Further examples were given, which included among others males such as the information freedom activist Smári McCarthy, the whistleblower Edward Snowden, or organisations such as the Cult of the Dead Cow and Hacktivismo.

Introduction

Split into sub-sections

Introduction to sub-section

Extract

Referring back to Extract

Quantitative Result Section

1. Report your statistics and data analysis – What kind of analysis was conducted: regression, structural equation, linear models etc.

2. Report on the outcome of these analyses

– Include values of tests conducted: degrees of freedom, probability, effect size or confidence intervals

– Data can be presented in text, table, or chart form

Other aspects which may be included

– Report on ancillary analyses: any other analyses performed, including subgroup analyses and adjusted analyses

– Participant Flow

– Baseline Data

– Intervention and manipulation

Quantitative Result Section - Example

Report on the analytical treatment of data

Analyses conducted

Outcome of analysis

Ancillary analysis

Results

Preliminary Analyses

...nary of the correlation matrix, mean item scores, stan-...tions, internal reliability estimates, and response scale ...udy variables is presented in Table 1. All scales dem-...ood internal reliability (Cronbach's αs > .80). In the ...dy, participants' average PRSL score of 1.58 suggested ...enced discrimination on at least one occasion during the ...This is comparable to other research that has used the ..., Moradi & Risco, 2006). We examined whether there ...ficant differences of survey method (i.e., paper vs. ...n our main study variables (i.e., Perceived Racial Dis-crimination, Problem Solving, Cognitive Restructuring, Expres-sion of Emotion, Social Support, Social Withdrawal, Self-Criticism, Problem Avoidance, Wishful Thinking, and Subjective Well-Being) using independent t-tests. Results suggested no sig-nificant differences across survey methods.

We also examined whether there were significant demographic ...erences (i.e., Age, Sex, Academic Class Standing, and ...atus) on our main study variables (i.e., Perceived Racial ...tion, Problem Solving, Cognitive Restructuring, Ex-...f Emotion, Social Support, Social Withdrawal, Self-...Problem Avoidance, Wishful Thinking, and Subjective Well-Being). Bivariate correlational analyses were conducted for ordinal and ratio variables and independent t tests were conducted with nominal variables. Bivariate correlational analyses indicated that Age was significantly positively correlated with Subjective Well-Being and was negatively correlated with Problem Avoid-ance, Wishful Thinking, and Self-Criticism (see Table 1). Aca-demic Class Standing was significantly positively correlated with Subjective Well-Being and was negatively correlated with Per-ceived Racial Discrimination, Problem Solving, Cognitive Re-structuring, Expression of Emotion, Social Support, Problem Avoidance, Social Withdrawal, Self-Criticism, and Wishful Think-ing (see Table 1).

In regards to Sex, we found significant differences between men and women in Problem Solving, $t(300) = 2.25, p = .025$; Social Withdrawal, $t(300) = 1.99, p = .048$; and Self-Criticism, 2.43, $p = .016$, with men compared to women using mor... Solving ($M = 17.60$ vs. $M = 15.41$), Social Withdraw... 12.11 vs. $M = 10.18$), and Self-Criticism ($M = 10.31$... 7.73). In regard to Nativity Status, we found significant d... between U.S.-born and foreign-born in Perceived Racial... ination, $t(300) = 2.62, p = .009$; use of Social Support, $t(300) = 2.23, p = .027$; Expression of Emotion, $t(300) = 2.35, p = .020$; Cognitive Restructuring, $t(300) = 2.62, p = .009$; Problem Avoid-ance, $t(300) = 5.34, p < .001$; Social Withdrawal, $t(300) = 4.39, p < .001$; Wishful Thinking, $t(300) = 4.26, p < .001$; Self-Criticism, $t(300) = 4.40, p < .001$; and Subjective Well-Being, $t(300) = -4.03, p < .001$. Foreign-born compared to U.S.-born reported more Perceived Racial Discrimination ($M = 57.07$ vs. $M = 50.35$), using Social Support ($M = 18.71$ vs. $M = 16.38$), Expression of Emotion ($M = 15.51$ vs. $M = 13.38$), Cognitive Restructuring ($M = 18.56$ vs. $M = 15.97$), Problem Avoidance ($M = 16.12$ vs. $M = 11.58$), Social Withdrawal ($M = 13.08$ vs. $M = 9.01$), Wishful Thinking ($M = 17.48$ vs. $M = 12.96$), and Self-Criticism ($M = 11.12$ vs. $M = 6.62$). Moreover, U.S.-born compared to foreign-born reported lower Subjective Well-Being ($M = 38.53$ vs. $M = 29.85$). Subsequently, in the main mediation analysis, we controlled for Age, Sex, Academic Class Standing, and Nativity Status.

Main Analysis

Figure 1 contains the parameter estimates for the... specific indirect effects on the relationship between... Racial Discrimination and Subjective Well-Being as me... engagement (i.e., Problem Solving, Cognitive Restructu... cial Support, and Expression of Emotion) and disengagement (i.e., Wishful Thinking, Self-Criticism, Problem Avoidance, and Social Withdrawal) coping strategies. Total and direct effects of the independent variable on dependent variable were significant ($p <$

End of Result Section

• Result section can both end up abruptly (quantitative) or ease out slowly (qualitative)

• Yet, there are no clear guidelines and it is dependent on your dissertation, preferences and the style of writing

• However, you can lead towards the end of the section in the last paragraph(s) before starting the discussion

Opening of Discussion Section

• Open the Discussion section with a clear statement of the support or non-support of your original hypotheses respectively the main findings of your research
– "This research sought to explore how the male-only stereotype affects the self-perception and discourse of politically motivated hackers. Four discourses arising from the discursive object gender… "

• Approximately one paragraph for the summary of your findings
• Reader should receive in this section clear, unambiguous and direct answers

Main Body of Discussion Section

• Thereafter similarities and differences between your results and the work of others should be discussed

• Confirm, contextualise and clarify your conclusions

• Do not repeat and reformulate points already made

• Each new statement should contribute to your interpretation and the reader's understanding of the problem

The Male Oblivious Discourse contributes to research of a common Western dynamic, which is the suppression of gender and women both in our language (Holmes & Meyerhoff, 2008) as well as in current societal structures (Coffee, 2013). The usage of "men" and "guys" to describe collectives, or the frequent use of "he" in everyday speech highlights this. Especially feminist linguistics criticise the male-centred nature of language, as it influences societal consciousness, affects the way society perceives its environment, and shapes societal ideas about men and women (Pusch, 1984; Pusch, 1990). The analysis suggests a constant subconscious availability of gender within our speech. A gender sphere is even evident if gender respectively femininity is suppressed, as a male dominance becomes present. Parker (1992) argues that discourses facilitate and limit what can be said by whom, and where and when it can be said. Thus, the fact that males do not speak about gender and women, implies that males do not think of females in their talk. Females are not considered in their own perception and identity of hacktivists.

Finding 1: Language

However, language not only has power to affect public perception, but also represents power structures. Despite this rather abstract analysis, due to the usage of FDA, ways of defending the societal status quo were exemplified within the hacktivist community. This became particularly evident in the two male discourses, as men indirectly put themselves in the position of being the norm. Research conducted by University of Nevada identified in an analysis of 352 front-page stories from The New York Times that reporters quoted 3.4 times as many male as female sources (Layton & Shepard, 2013). This demonstrates how the public appearance is receptive to males, while females are excluded from this public sphere. Similarly, females' share of hacktivism is ignored when both media reports as well as male hacktivists focus predominantly on men. The current male dominance of this community is thereby perpetuated and the diversity of the hacktivist scene is not acknowledged.

Finding 2: Power Structure

To counteract this process, females follow Foucault's (1977) argument that power and powerful discourses are always intertwined with resistance. The exposure of these Discourses of Resistance is essential to challenge existing dominance (Eamonn, 2004). Similar Discourses of Resistance have been analysed in the context of social and political discourses, such as the political revolutions in North Africa and the Arab world (Chiluwa, 2012), or the policing discourses of Northern Ireland (Wilson & Stapleton, 2007). Thus, in the present study these Female Discourses of Resistance are the outcome of the male suppression of gender and the prevalence of masculinity in hacktivists' perception and talk. Females counteract this by making their gender discursively present. Through these mechanisms, women achieve agency. Females either use the Emphasis Discourse to act in a state of acceptance against this male-only stereotype from within the community, or they put themselves into an outsider position when using the Negation Discourse.

Finding 3: Counter-mechanism

Tying on the existing literature of SIA see: (Reicher et al., 2010), the gained insights demonstrate the importance of identity. Within all discourses of males and females the hacktivist identity was central for their argumentation. However, the females' emphasis on gender indicates that their social identity of being hacktivists is linked with their social identity of being females. Depending on the social identity which is made salient in the interview, they either identify as *women* who are hacktivists (e.g., when gender is salient) or conversely *hacktivists* who are women (e.g., when hacktivism is salient). This adds to research on category salience (Huddy, 2001). It provides evidence that category salience shapes identity and thereby discursive positions. The importance of gender for female hacktivists is similar to findings of McGuire and Padawer-Singer (1976). They could demonstrate that gender is more salient for children when having a family background with more members of the opposite sex. These children tend to mention their gender more often when describing themselves. Likewise there are findings of the heightened salience of ethnicity in the school context (McGuire, McGuire, Child, & Fujioka, 1978). School children are more likely to perceive themselves in accordance to their ethnicity when they are in the minority within the classroom setting.

Theory

Similarly, results with a gender attitude Implicit Association Test (IAT) (Greenwald, McGhee, & Schwartz, 1998) show that women's ingroup bias is remarkably stronger than men's. Females evaluated target stimuli synonyms for male and female in this test more positively (Rudman & Goodwin, 2004). Although these are positivistic results, they provide interesting thoughts for the present study, considering that women tended to think more about their female hacktivist colleagues then men. The analysis can therefore be located in a broader scientific field and extends these positivistic findings from a social constructivist background.

Comparison

The importance of gender provides further the basis for females' hacktivist actions. This exemplifies the discursive connection of social identity with political identity (Huddy, 2001) and adds to research on collective action. The internet and political activism online function as an empowering medium, but always with regard to existing gender and power inequalities (Van Laer, 2007). The findings show that despite the fact that hacktivists in general are motivated to work against existing power inequalities, women within the community are themselves facing power struggles and they lack acknowledgement due to the male-only stereotype. Female hacktivists therefore "fight on two fronts" (PF8). This demonstrates that politically motivated movements who act against power structures are themselves not immune to forms of discrimination. Similar mechanisms were found in research on the suppression of bisexuals within the LGBT community (Ault, 1996a; Ault, 1996b; Paul, 1996; Rust, 1993) or erased women of colour within the feminist movement (Crenshaw, 1989).

Inter-pretation

Follow the Logical Structure

- Paragraph: Summary of Results
- Paragraph: Discussion of Finding 1
- Paragraph: Discussion of Finding 2
- Paragraph: Discussion of Finding 3
- Paragraph: Discussion of findings & theory
- Paragraph: Discussion of findings & other research areas
- Paragraph: Limitations
- Paragraph: Social Implication and Future Research

Limitation

• Acknowledge the limitations, weaknesses and barriers of your research

e.g.,

– Research design

– Sampling and data collection procedure: Differences between target population and sample

• Your interpretation of the results should take into account any sources of potential bias and other threats to internal and external validity

End of Discussion Section

• End the Discussion section with a reasoned and justifiable commentary on the importance of your findings

• What larger issues might hinge on the findings – consider:

– What is the theoretical and practical significance of the findings?

– If the findings are valid and replicable

– what real-life phenomena might be explained by the results?

– What problems remain unresolved or arise anew because of the findings?

• The Concluding section / paragraph may be brief and should be tightly reasoned, self-contained and not overstated