

Acknowledging the significance of youth insights in research with MAXQDA tools

In North America, several researchers have demonstrated or argued that punitive school discipline is detrimental to the academic performance and sense of belonging of students (Fenning, Theodos, Benner, & Bohanon-Edmonson, 2004; Fowler, 2011; Gregory, Skiba, & Noguera 2010, p. 60; Mayer, 2001; Nishio-ka, 2013). This research project aimed to explore refugee and immigrant youth, parents and immigration professionals' perspectives of alternative non-punitive school discipline practices. During the course of data collection, it became clear that while adults and youth's responses overlap to some extent, some critical insights regarding every day social dynamics were only reported by youth participants. MAXQDA visual tools can contribute to demonstrate the unique insights provided by immigrant and refugee youth participants regarding everyday relational dynamics and pro-active and preventive practices and interventions.

Methodology

Using a qualitative research design, between 2019 and 2020, I conducted in Ontario (Canada) fifteen semi-structured interviews with immigrant and refugee youth (16-19 years old) and three focus groups with adults who work with immigrants and refugees in French. Data collection took place in three different cities and the total sample size is thirty-seven. The interviews and focus groups were audio-recorded, transcribed, and coded with MAXQDA.

Visual representation

While adults discussed the lack of resources and services in French, the impact of and their responses to prejudice and stereotypes, these themes were not mentioned by immigrant and refugee youth participants. In fact, youth participants highlighted the importance of equity measures and inclusion practices, relevant curriculum and pedagogy, the availability of academic support, and the significance of social ties and relationships for their schooling experiences. This is most visible when we use the MAXQDA code matrix browser of documents based on the frequency of coded segments

Code System	FD	FD	FD	S.L	S.S	S.L	S.S	S.L	S.S	S.L	S.S	S.L	S.S	S.L	S.S
Integration processes															
Pre/post migration contexts an															
Resources in French															
School-parents-community col															
Pro-active support and prevention															
Equity measures and inclusion															
Curriculum and pedagogy															
Academic support															
Accessibility and accommodati															
Health, mental health and well-															
Relational dimension of schooling															
Bullying and cyberbullying															
Social ties															
Cultural flexibility															
Trust															
Prejudice, stereotype and disc															
Prejudice															
Stereotype threat															
Discrimination															
Responses to prejudice and															
Discipline															
Definition of school discipline															

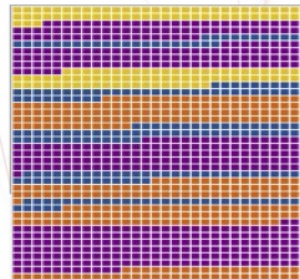
Implications for future inquiries

While it is true that adults can offer critical insights regarding alternative school discipline interventions, discipline immigrant and refugee youth, with their unique outlook, may bring to our attention the necessity to implement equitable practices, to examine the curriculum and pedagogical approaches, to provide more academic support, to address bullying and cyberbullying, and foster cohesive social ties in order to prevent and address school discipline and misconduct issues.

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Results

Inductive coding and data analysis reveal that while some themes in the narratives overlap between adults and youth, others are emphasized primarily by immigrant and refugee youth participants. Using MAXQDA document portrait visual tool, we can see that all the participants discussed the following themes: a) integration processes (blue), b) pro-active support and prevention (orange), c) relational aspects of schooling (purple), and d) discipline incidents (yellow).



The following MAXQDA code browser matrix of document groups displays a binary representation of themes discussed and enables us to clearly identify which themes overlap between adult and youth participants. Youth participants discussed less integration processes or discipline processes. They were more interested in the implementation of pro-active interventions to prevent misconduct incidents and in a range of aspects that affect their interpersonal relationships.

Code System	Adults	Youth
Integration processes		
Pre/post migration contexts an		
Resources in French		
School-parents-community col		
Pro-active support and prevention		
Equity measures and inclusion		
Curriculum and pedagogy		
Academic support		
Accessibility and accommodati		
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Discrimination		
Responses to prejudice and		
Discipline		
Definition of school discipline		