

Introduction to Qualitative Analysis

Feb 3, 2020

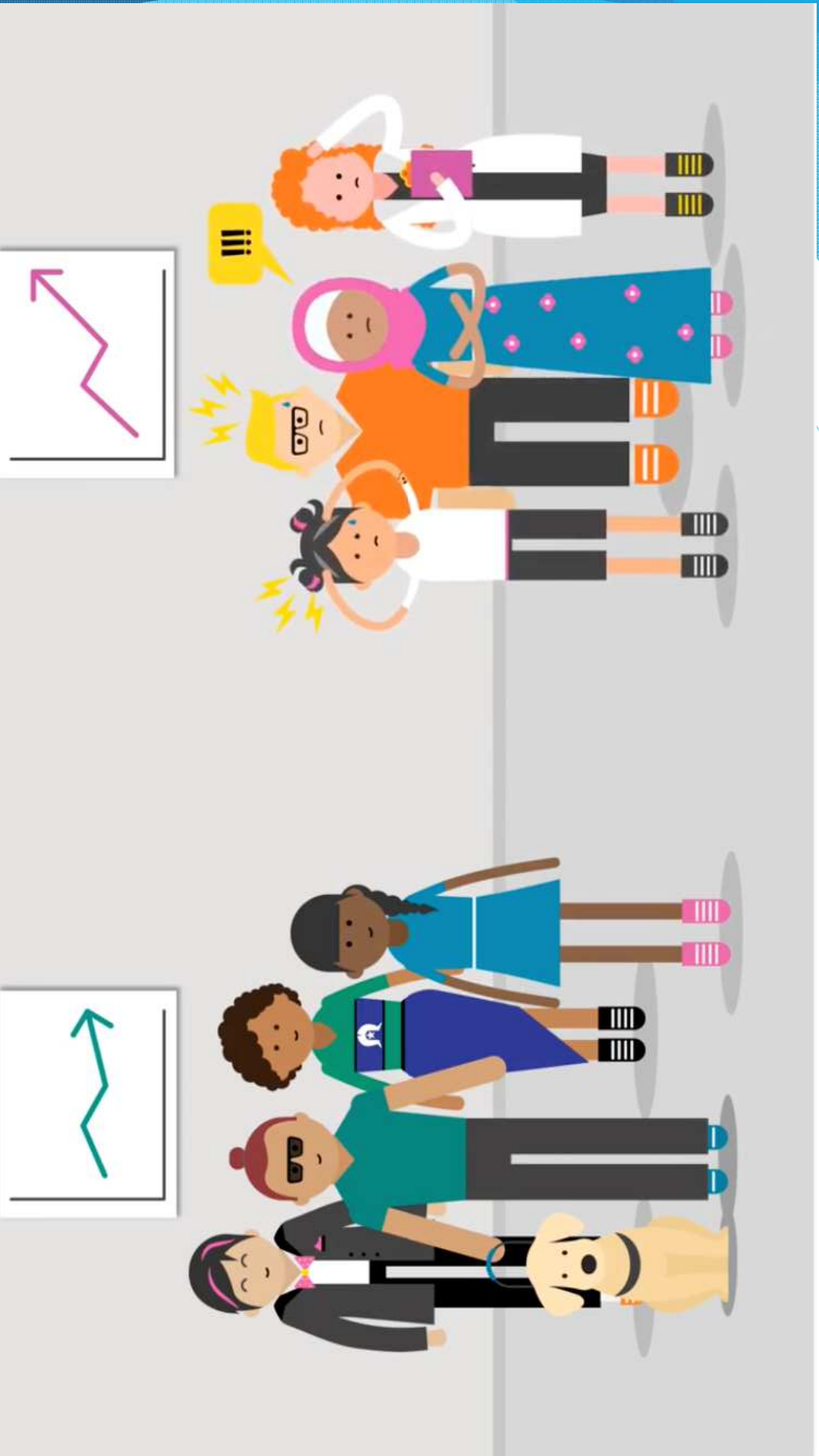
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Learning Objectives

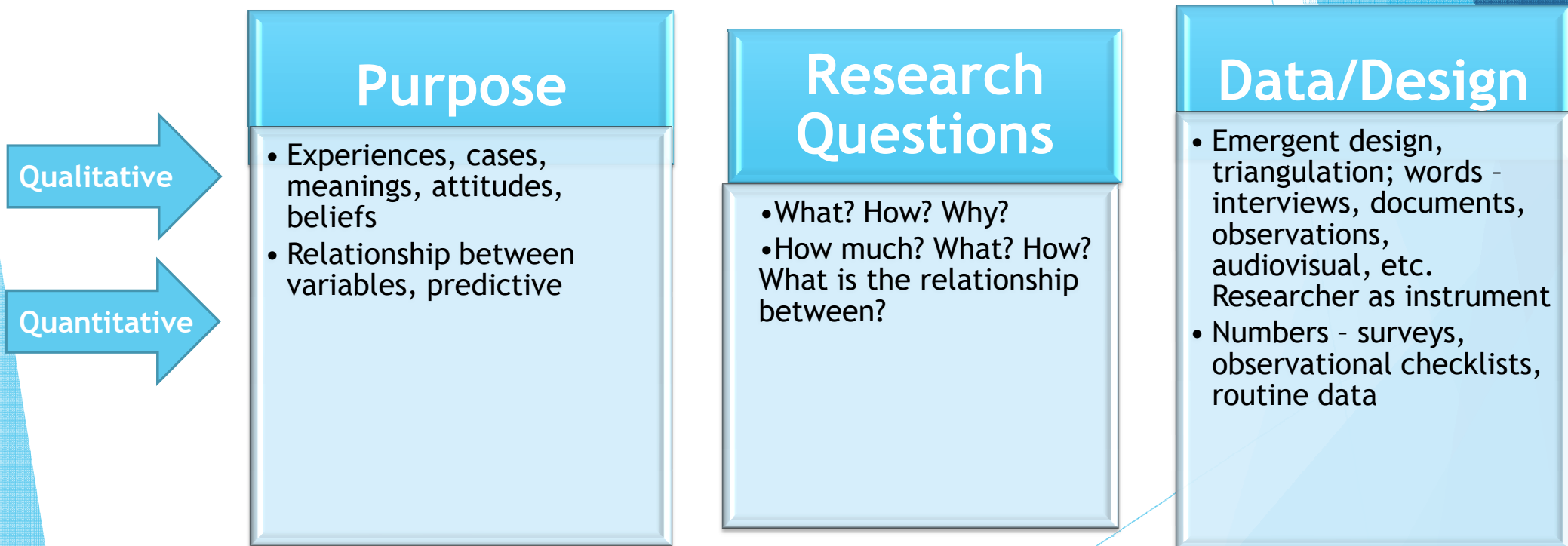
- ▶ Understand the differences between qualitative and quantitative data and methods
- ▶ Develop, at a basic level, an understanding of the process of qualitative analysis
- ▶ Practice analysing interview data to generate codes, categories and themes



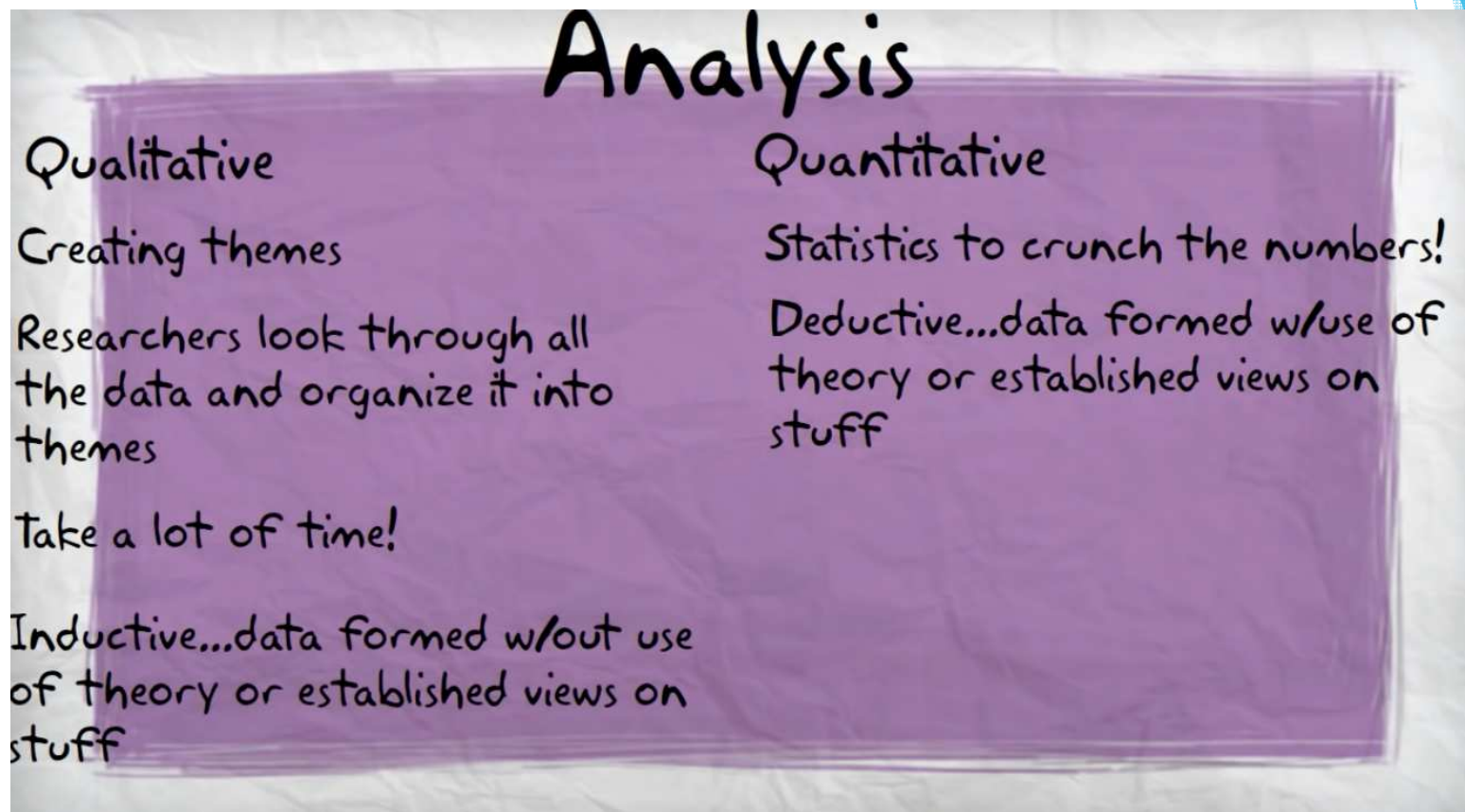
Quantitative and
Qualitative – what’s
the difference?



Qualitative and Quantitative data: What is the difference?



Qualitative and Quantitative analysis: What is the difference?

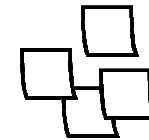
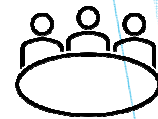


Pre-analysis stage: things to consider

- ▶ Researcher's background, experiences, beliefs, interests influence and can bias the data analysis process
- ▶ Importance of being aware of your influence, and bracketing it
- ▶ **Reflexivity:** Critical awareness of how your beliefs and attitudes impact the research process
- ▶ **Bracketing:** The process of setting aside personal experiences, previous research knowledge, biases, and preconceived notions about the research topic

Some ways to bracket

- ▶ 1. Dialogue: talking with fellow researchers about personal biases, experiences, past knowledge about the research topic, and writing these things down
- ▶ 2. Take 'memos' or have a bracketing journal during the research process (including data collection and analysis) when you sense a preconceived notion
- ▶ Writing down the biases and bracketing in the final research report /manuscript



Being non-Brazilian meant I was able to navigate a politically delicate field and ask sensitive questions that I may not have been able to if I was positioned inside the policy community (Walt et al. 2008). I found that having some clinical experience as a trainee midwife in the UK made people feel comfortable discussing their experiences of delivering and receiving obstetric care. I personally support the normalisation of birth, whilst also recognising the need for life saving interventions where necessary. To account for my positionality, I would remain impartial in interviews until explicitly asked about my own opinion. Many people were curious about the NHS in England because it is internationally recognised for its model of midwifery-led care. In response to questions, I would direct people to key research studies on this topic, framing my own experiences as my subjective viewpoint.

Irvine, L. (2021). Selling beautiful births: the use of evidence by Brazil's humanised birth movement. In *Anthropologies of Maternal and Reproductive Health: From Policy Spaces to Sites of Practice*. Submitted.

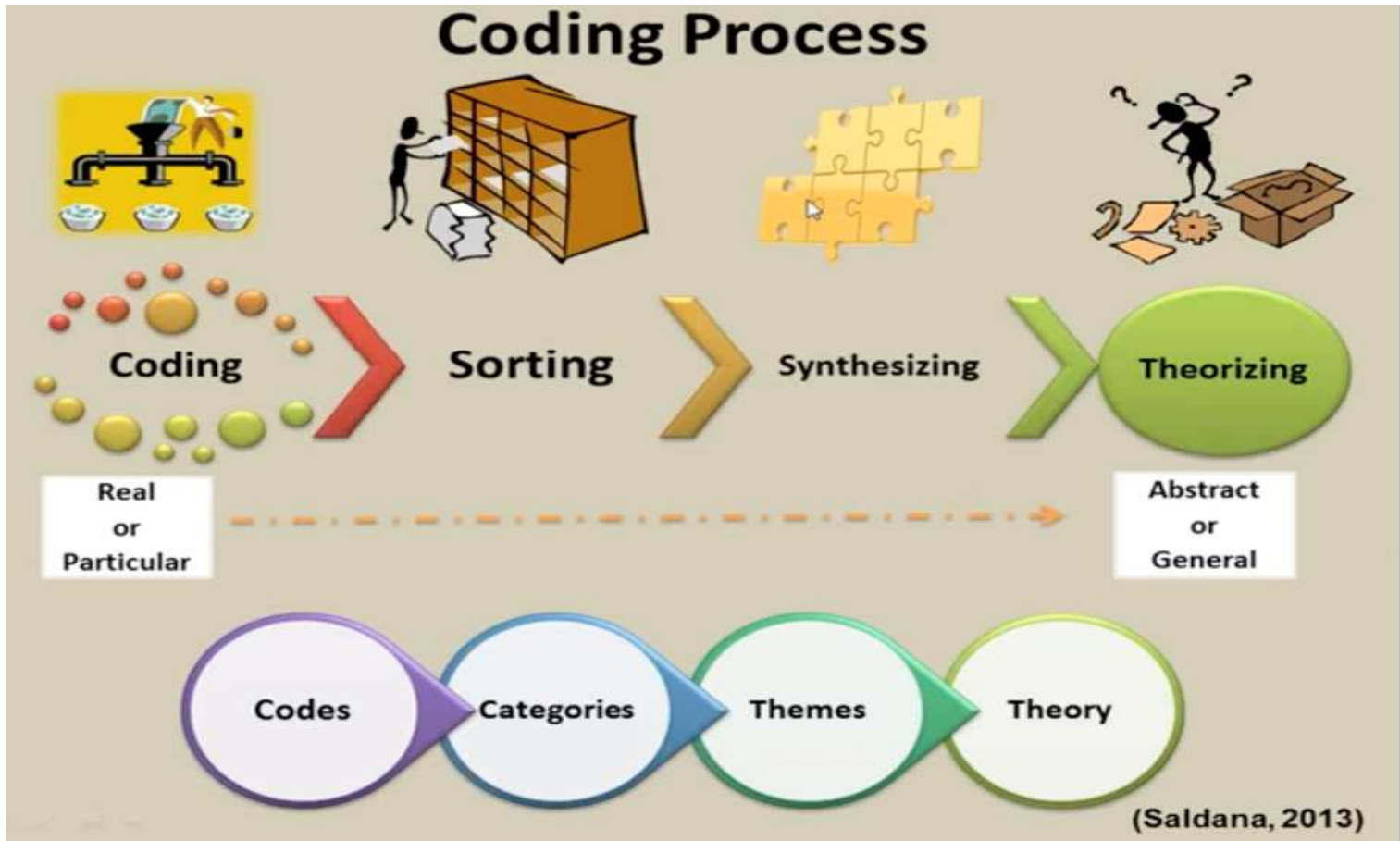
Codes

A **code** is a word, a phrase, a sentence, that captures the essence or features of the data.

Types of coding

Coding Method	Function	Example
<i>Attribute coding</i>	Coding features of research site(s), participant(s), and material(s) being studied	Participants' age, gender, educational level etc.
<i>Emotion coding</i>	Coding participants' feelings, reactions etc. (from either participants' or researchers' viewpoint)	Hopelessness, denial, excitement, anxiety
<i>In vivo coding</i>	Coding by using participants' own words	'never again'
<i>Descriptive coding</i>	Assigning topics to aspects of the data (Normally nouns)	Ex. Type of facility: 'CHPS compound, pharmacy, teaching hospital
<i>Process coding</i>	Also called action coding (often used for coding direct observations)	Walking, checking emails, cooking breakfast, making calls
<i>Themeing coding</i>	Using a phrase or sentence to describe or capture the meaning of an aspect of the data	Ability to take care of children Ability to pay bills Ability to have time with children
<i>Magnitude Coding</i>	Assigning intensity, frequency, direction, presence to codes	Higher income, lower income More determined, less determined

How do we generate themes? The coding process



Moving from codes to categories and themes

Categorizing codes and generating themes – based on:

- a. Relationship between codes
 - i. **Reference:** Are a group of codes making reference to a specific concept?
 - ii. **Occurrence:** How does a group of codes happen?
 - iii. **Sequence:** Does one code/a group of codes come before/after the other?
- b. Code frequencies
 - i. **Frequency:** How many times does a specific code assigned to parts of the data?
- c. Underlying meaning across codes
 - i. **Essence:** Is there an underlying meaning among a group of codes?

Manual versus electronic coding

Manual

- Pen, Paper, Pencil hard copies of the documents to be coded
- Word document: Using comment function in track changes
- Excel

- Can be time consuming
- May be simpler for smaller data sets

Software

- Computer software (Ex. Nvivo, Atlas)

- Faster to run code frequencies, merge, unmerge and organise data under codes
- Higher cost
- Need familiarity with functions of specific software

