



Introduction to Social Research Methods

Day 2

Dr Debbie Collins, Dr Diane Abdallah, and Melanie Reixach-Wong
National Centre for Social Research (NatCen)
Riyadh, Saudi Arabia





Module 3: Qualitative & Quantitative Data Collection

Lead: Dr Diane Abdallah

Discussants: Dr Debbie Collins, Melanie Reixach-Wong



Characteristics and differences across methods

Data collection methods

Quantitative

- Involves structured data collection and statistical analysis.

Qualitative

- Relies on open-ended data collection methods and thematic analysis.

Mixed Methods

- Combines both structured and open-ended approaches.



3.1 | Qualitative Data Collection





Qualitative data collection process

1

Turning research questions into questions for research participants

2

Creating the interview guide

3

Carrying out the interview





Preparing to carry out qualitative interviews

1

Turning research questions into questions for participants

- Focus on how participants describe and make sense of particular elements of their lives
- Be wary of researchers' bias in formulating questions
- Emphasis on how and why

2

Creating the interview guide

- List the topics which the interviewer should attempt to cover in the course of the interview
- Probes which may be used to follow-up responses and elicit great detail from participants
- Source of questions are: literature; personal knowledge; informal preliminary work
- The interview guide can change during the process

Context .1
1a. Economic situation
Q1.
Q2.
1b. Regulatory environment
Q3.
1c. Stakeholders
Q4.
Q5.
2. Business activities
....





Data collection considerations

Topic guide	Recording interaction	Informed consent
• Aide memoire – to navigate interaction • Lists topics, themes and prompts • Flexibility – responsive structure and question formulation • Consistency – of coverage	• Audio recording interviews • Helps active listening • Accurate capture of interaction and language • Requires consent to record*	• To discuss further in ethics • Prepare information sheet and verbal / written consent for interview / focus group • Information on data use and data storage • Ability to revoke consent • Anonymity



Topic guide example

*Applicable and useful for interviews and focus groups

المؤشر التصاعدي للحياة الكريمة في السعودية دليل مواضيع مجموعة النقاش المركزة

الحالة قيد الدراسة: أسرة مكونة من زوجين في سن العمل وثلاثة أطفال (3-5 سنوات، 6-12 سنة، 13-19 سنة)

Brief background

1-1 عن المشروع والدليل

يسعى مشروع المؤشر التصاعدي للحياة الكريمة في السعودية إلى تطوير مؤشر ينظر في التغيرات المجتمعية في طرق العيش وفي توقعات مستويات المعيشة المقبولة اجتماعياً في المملكة العربية السعودية، وأن يراجع المؤشر ويحدث خلال فترات زمنية معينة. سيتحقق ذلك من خلال التوصل إلى توافق في الآراء عن طريق الإسقاط عبر سلسلة من حلقات النقاش الجماعية المركزة. لن يُسأل المشاركين في حلقات النقاش المركزة عما يجدونه مقبولاً كأفراد، بل حول ما هو مقبول في سياق المجتمع السعودي ككل.

في عملية تطوير المؤشر ستجرى خمس جولات من حلقات النقاش المركزة (الأولى منها جولة تجريبية) بالإضافة إلى مراحل التحليل المؤقتة ومرحلة تحديد تكلفة سلة من السلع تحدد مكوناتها بالتوافق مع خبراء عند الحاجة. يمتد الجدول الزمني لهذا المشروع خلال الفترة من مارس إلى ديسمبر 2023، ويُصاغ التقرير النهائي للمشروع ويُقدم بحلول 12 ديسمبر 2023.

التجهيز والإعداد

- تأكد من توفر سبورتين ورفيتين، وأن يكون في كل سبورة العدد الكافي من الصفحات لكتابة العناصر التي ستتم مناقشتها خلال حلقة النقاش.
- اكتب تعريف المؤشر السعودي للحياة الكريمة على السبورة الورقية، والتعريف كالتالي: هو تحقيق مستوى معيشي كاف للفرد والأسرة، ليس ليكون مستوى معيشي فاخر أو مبذر، بل مستوى معيشي يسمح للفرد والأسرة بالمشاركة الكاملة في المجتمع، وتوفير القدر المعقول من الغذاء والسكن والملبس، والتمتع بوسائل الراحة التي تتمتع بها المجتمعات الحديثة، والمشاركة الكاملة في تعليم الأطفال، والحفاظ على صحتهم، وما إلى ذلك.
- اكتب الحالة قيد الدراسة أعلى السبورة الورقية

3-3-1 لمحة عامة عن تعريف المؤشر والحالة قيد الدراسة (ملاحظة للميسرين):

يجب كتابة التعريف على السبورة الورقية "تحقيق مستوى معيشي كاف للفرد والأسرة، ليس ليكون مستوى معيشي فاخر أو مبذر، بل مستوى معيشي يسمح للفرد والأسرة بالمشاركة الكاملة في المجتمع، وتوفير القدر المعقول من الغذاء والسكن والملبس، والتمتع بوسائل الراحة التي تتمتع بها المجتمعات الحديثة، والمشاركة الكاملة في تعليم الأطفال، والحفاظ على صحتهم، وما إلى ذلك."

(ملاحظة للميسرين: يجب كتابة الحالة قيد الدراسة على السبورة الورقية)

Research objectives

(ملاحظة للميسرين: يجب عرض كلا السبورتين في موضعين بارزين ليراهما الجميع ويتم الرجوع إليها خلال المناقشة)

- تركز اليوم على الحد الأدنى من الدخل اللازم لضمان حياة كريمة، وما نعتيه بهذا هو الدخل الذي يمكن الفرد والأسرة من تحقيق مستوى معيشي كاف، ليس ليكون مستوى معيشي فاخر أو مبذر، بل مستوى معيشي يسمح للفرد والأسرة بالمشاركة الكاملة في المجتمع، وتوفير القدر المعقول من الغذاء والسكن والملبس، والتمتع بوسائل الراحة التي تتمتع بها المجتمعات الحديثة، والمشاركة الكاملة في تعليم الأطفال، والحفاظ على صحتهم، وما إلى ذلك.
- هذا التعريف مكتوب على السبورة الورقية وسيكون متوفراً وسهل الإشارة إليه طوال النقاش.
- أهم شيء يجب ذكره هو أننا نركز على "الاحتياجات" أي الأشياء التي يحتاجها الناس لتحقيق مستوى معيشي لائق وليس على "الرغبات" التي يشعر المرء بأنه "من الجيد أو الرائع امتلاكها".
- سنفكر في نقاشنا اليوم في (نوع الأسرة / الحالة قيد الدراسة).
- هنا أيضاً يكتب هذا السيناريو على السبورة الورقية ويكون ظاهراً طوال المناقشة.
- يجب أن تكون إجاباتنا ونقاشنا محددة جداً بشأن كل شيء أو عنصر أو سلة نقاشها، فمثلاً عندما نتحدث عن الأحذية يجب أن نحدد عن أي نوع نتحدث كالمصنادل أو الأحذية الرياضية أو الأحذية الطويلة، وكم زوج من الأحذية، وكل كم يجب تغييرها واستبدالها بجديدة.
- خلال النقاش سنذكر أحياناً بالتعريف والحالة قيد الدراسة للتأكد من أننا نركز على احتياجات [الحالة قيد الدراسة] في حديثنا وليس احتياجات الأفراد الموجودين في الغرفة خلال النقاش.

Topic guide example

*Applicable and useful for interviews and focus groups

1-3-4 الموضوع الأول: الأطعمة والمشروبات والتبغ (التدخين)
(ملاحظة للميسرين: خلال هذه المناقشة، يجب على الميسر الرئيسي تسجيل القرارات التي يتم التوصل لها على السبورة الورقية، وفي حال تعذر الوصول إلى توافق في الآراء بين المشاركين، فيجب أيضًا تدوين ذلك لمناقشته لاحقًا في نفس الحلقة النقاشية أو في حلقة نقاشية أخرى).
(ملاحظة للميسرين: إذا ركز المشاركون كثيرًا على تفضيلاتهم أو رغباتهم الشخصية، يجب عليك أن ترجعهم إلى الحالة قيد الدراسة و / أو التعريف المكتوبين على السبورة الورقية)

Themes

- الطعام في المنزل:
 - الطعام الكافي لمدة أسبوع واحد: اذكر أطعمة محددة وكميتها (مثلًا: كيلو واحد من الأرز)
- الوجبات خارج المنزل:
 - عدد المرات في الشهر التي تأكل فيها الوجبات خارج المنزل
- المشروبات
 - المشروبات لمدة أسبوع واحد
- أطعمة ومشروبات الأطفال
 - الأطعمة والمشروبات لمدة أسبوع واحد
- التدخين: يتضمن السجائر والشمة والسجائر الإلكترونية والشيخة والسيجار والغليون
 - كل كم تحتاج إلى شراء المزيد مما ذكر؟
- هل تكاليف أي من تلك الأشياء مشتركة؟

Prompts

- (ملاحظة للميسرين: إذا كان هناك المزيد من الوقت) يمكنك العودة إلى أي بنود لم يتم التوصل إلى توافق في الآراء بشأنها:
- لخص السيناريو باختصار: ركز مرة أخرى على السيناريو وعلى الاحتياجات (وليس الرغبات)
 - توصل إلى توافق أو إجماع حول ما إذا كان العنصر/الشيء المذكور ضروري لعيش حياة كريمة.
 - لماذا يعتبر العنصر مهم أو غير مهم لعيش حياة كريمة
 - حدد وجهات النظر المشتركة حول سبب كونه مهم أو غير مهم
 - (إذا كان هذا النشاط صعبًا أو يمثل تحديًا، قد يكون من المفيد استخدام السبورة لوضع قائمة بوجهات النظر المختلفة ومن ثم إيجاد أرضية مشتركة بينها).
 - في أي ظروف في هذا السيناريو قد يصبح العنصر أكثر أو أقل أهمية.
 - قارن الظروف التي يحددها المشاركون بالسيناريو الحالي لتحقيق المزيد من التوافق والإجماع
 - (إذا قرر المشاركون أن العنصر ضروري من أجل حياة كريمة) فقم بتحقيق توافق في الآراء بشأن الحد الأدنى من هذا العنصر (مثل نوع الشيء وعدد مرات توفره خلال فترة محددة).
 - (إذا تعذر الوصول إلى توافق في الآراء، قم بتدوين ملاحظة على السبورة الورقية وانتقل للنقاط التالية)

Themes

1-3-5 الموضوع الثاني: الملابس والأحذية



Delivery considerations for web and telephone data collection



- Practical (can save on cost, time and travel)
- May help to overcome reticence
- Anonymity can be afforded



- Lack of non-verbal cues
- (In)appropriate for:
 - people with certain impairments or communication barriers
 - people who don't have access to the internet/ are confident using it

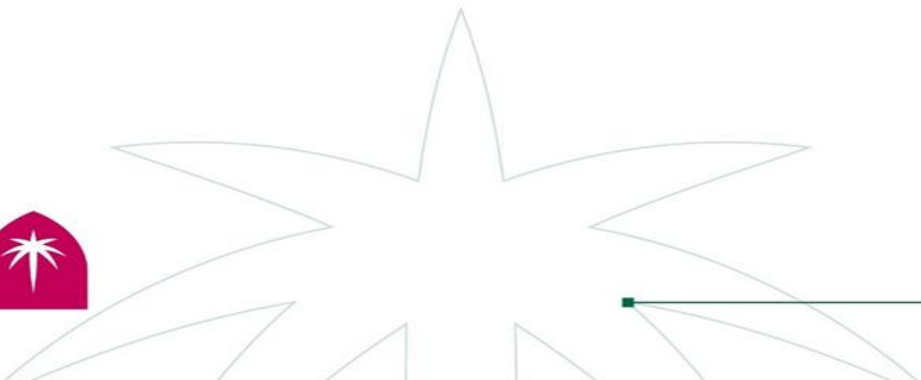


- May have to be **shorter** than normal (45 mins to 1 hour max)
- May require **more focused questions** (online)
- (Un)suitable for **sensitive** subjects?





Interviews





Qualitative data collection process

1

Turning research questions into questions for research participants

2

Creating the interview guide

3

Carrying out the interview





Carrying out qualitative interviews

3

Carrying out interviews

- Build rapport
- Flexibility and effective communication
- Phrasing (avoid multiple questions and leading questions, and phrase questions simply)
- End on a positive note
- Broad open questions
- Allows participant to provide answer and define direction
- Follow up probes
- Help clarify, explore and explain
- Prompts
- Invite participant to reflect on issues of interest to the researcher – perspective widening

Example prompts

- Are there any other factors that would influence your decision, such as your job, family commitments, things like that?
- Some people have mentioned that the attitudes of their teachers were important in their career choices. Was that a factor in your choice?



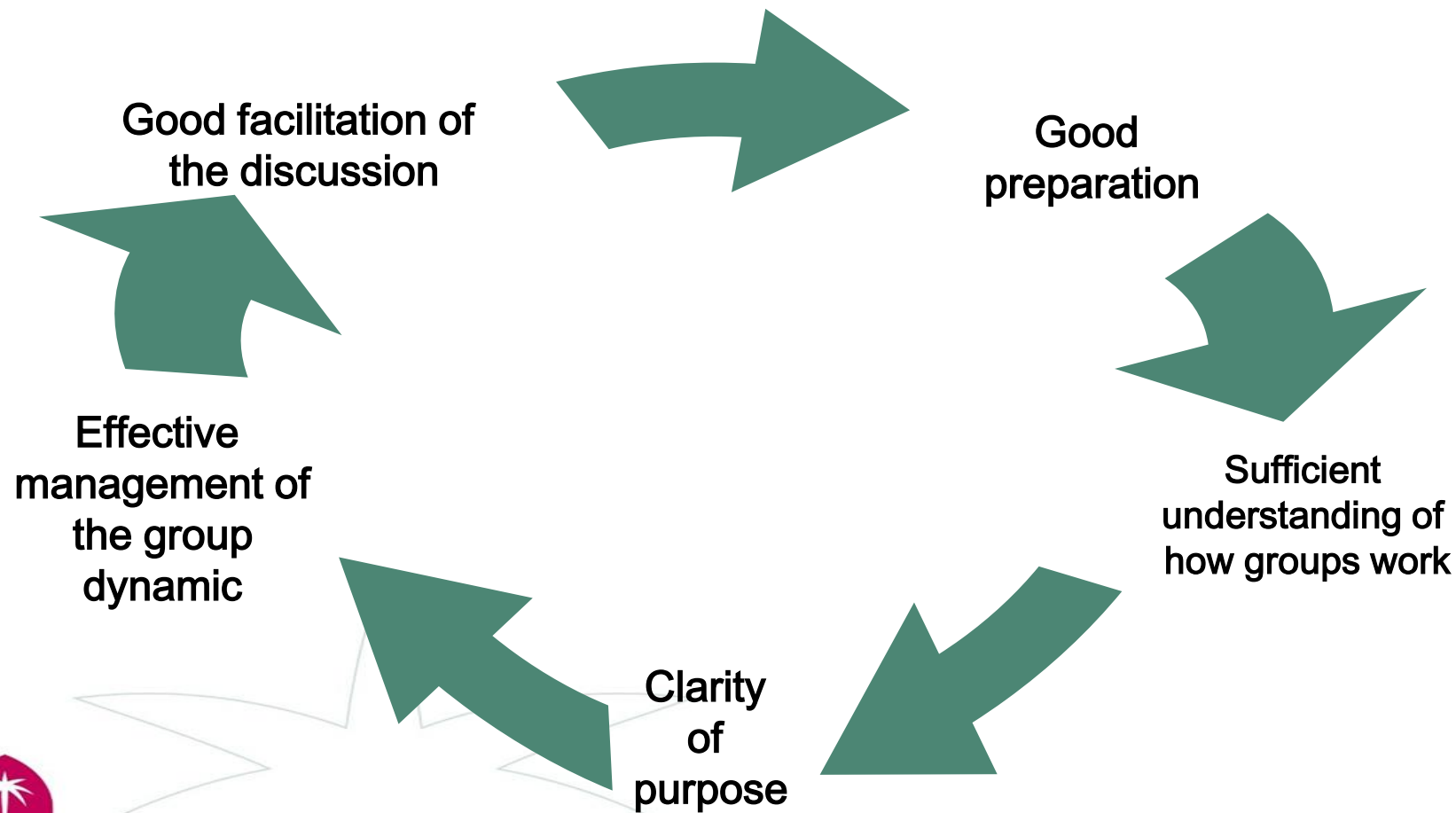


Focus Groups





Successful focus group moderation





Delivery approach: Participant-led; getting beneath the surface

Active listening

- Understanding meaning of what the participant is saying (nuances, omissions, disconnections and contradictions)

Inclusive

- Ensuring all key topics covered
- Everyone given a chance to contribute

Open questions

- That do not lead – allow participants to supply answers

Follow up questions

- Probing and prompting to get below the surface
- Probes – follow up what participants have said
- Prompts – introduce new areas not raised spontaneously by participants

Qualities – not just about skills

- Openness, neutrality and interest





Use of probes and prompts

Probes used differently in focus groups from in-depth interviews

- Less probing of individuals' views
- More probing of the group as a whole
- Used to explore breadth rather than depth of opinion

Verbal prompts may be more needed in groups

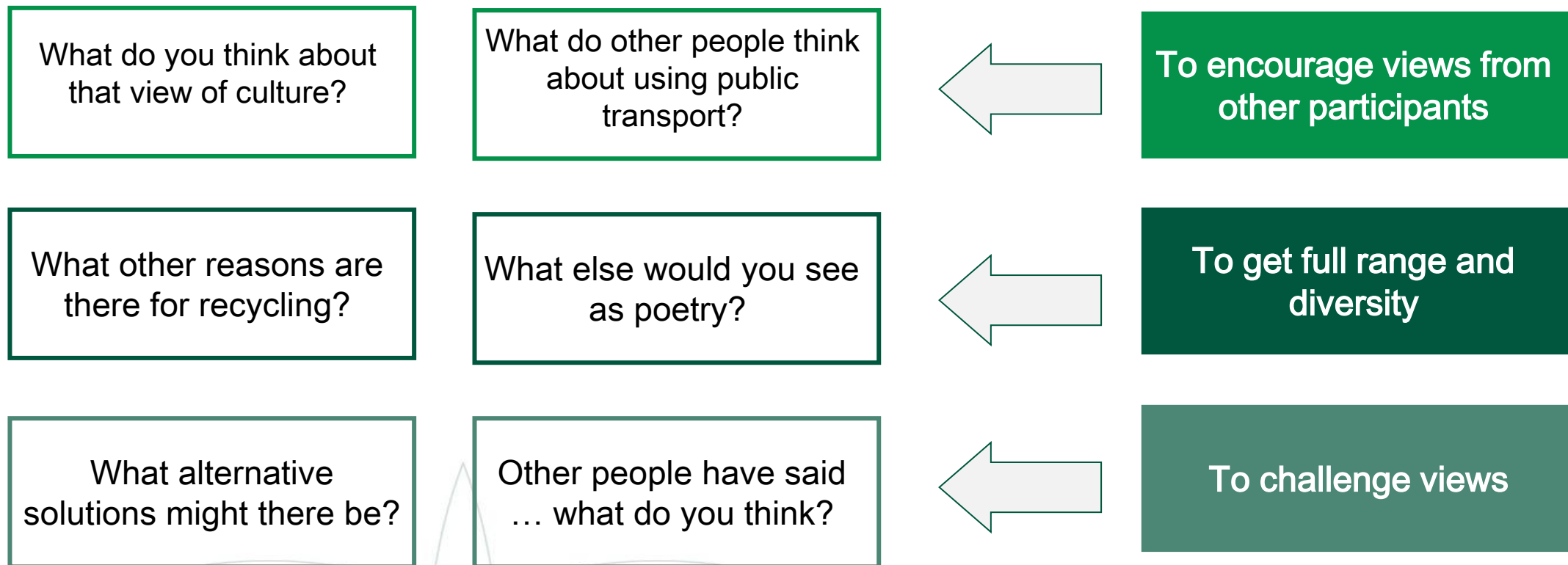
- Where topics and issues are not raised spontaneously
- To explore alternative viewpoints or challenge views expressed

Other stimuli may be used to prompt

- Visual, activities and exercises



Use of probes in focus groups





Carrying out focus groups

Interpersonal and facilitation skills are necessary for effective focus groups

Group dynamics

Setting ground rules

Awareness of participant reactions

Maintaining balance between individuals' contributions

Monitoring interactions between participants

Listening

Contribution from all participants

Picking up on consensus/ differences

How to direct conversational flow

Remembering issues to return to





3.2 | Qualitative Hands-On Activity





Active listening

Complete attention

Observe
body
language

Show
attention

Hear what
they are
saying

Shut out
distractions



Tips: art of asking questions



Avoid

- Leading questions
- Double questions
- Abstract questions
- Summarising or analysing what the participant has said



Good practice

- Short, clear questions
- Reflect participant's language
- Ask mapping questions
- Follow with mining questions
- **Good preparation produces brief and clear questions**



Activity: Live Interview Simulation

Partner B: How do you decide what groceries you want to get for the week?

Partner A: How do you decide what training activities you want to sign up to?

Topic Guide Preparation (5 minutes): Prepare an outline or idea of questions / areas of interest to answer the question

Partner B provides feedback and discusses with Partner A (5 mins)

Partner A conducts interview on Partner B (5 mins)

Partner A provides feedback and discusses with Partner B (5 mins)

Partner B conducts interview on Partner A (5 min)

= 25 minutes





Activity: Live Interview Simulation

Partner B: How do you decide what groceries you want to get for the week?

Partner A: How do you decide what training activities you want to sign up to?

Feel free to try out:

- Open questions
- Broad and focused questions
- Closed questions





Break and Prayer



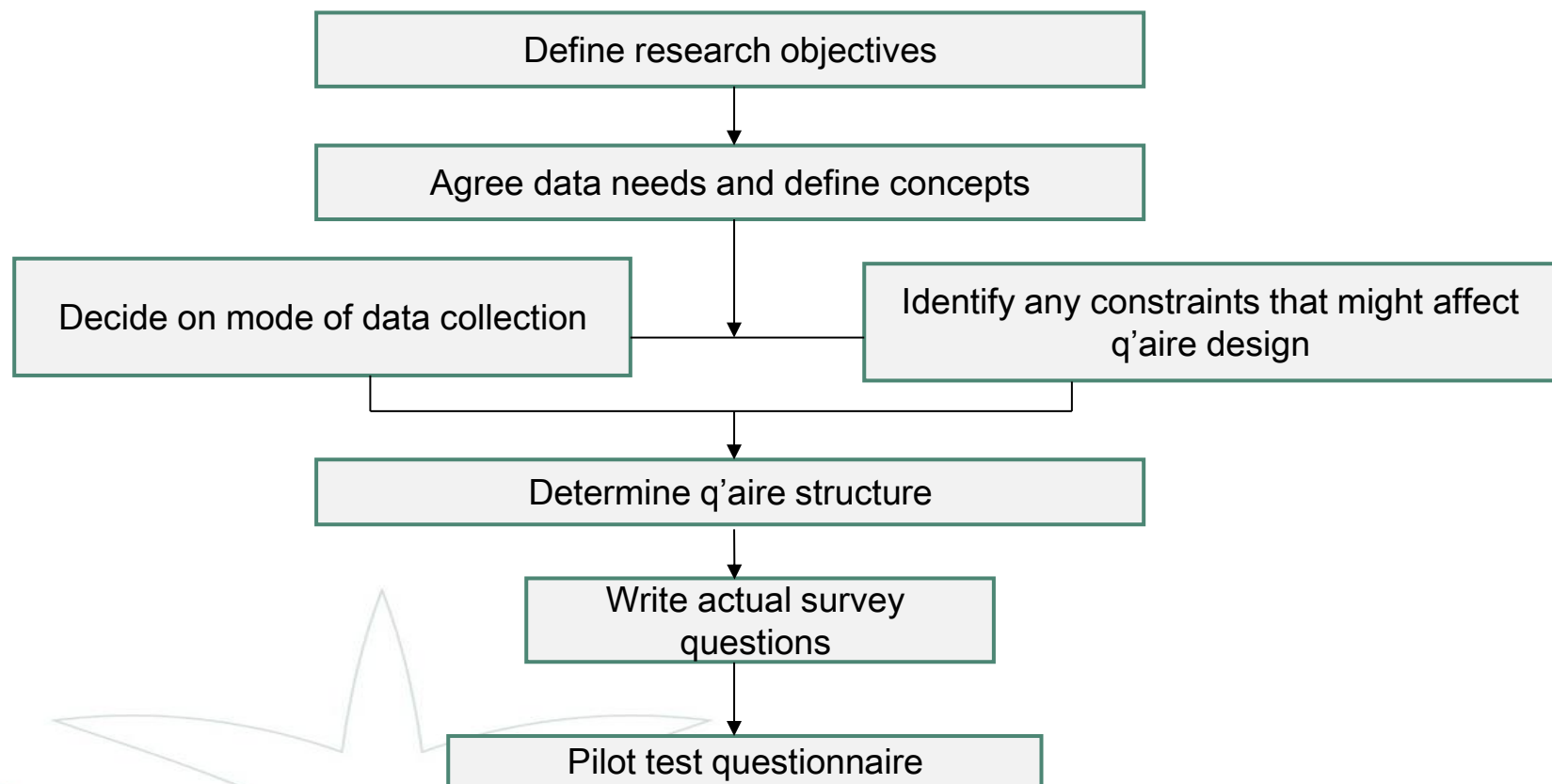


3.3 | Survey Data Collection





Questionnaire development process





Deciding what data to collect

Review the literature

Convene an expert panel

Involve stakeholders

Identify topics

Identify data needs

- Granularity
- Time periods
- Units of analysis





Deciding how to collect data: Example of behaviours / events

Decide what you want to measure e.g. sleep, exercise

Define target behaviour/event

- Provide a definition or
- Allow people to answer using their native concept

How will you collect the information?

- Prospectively e.g. diary
- Retrospectively e.g. recall Qs
- Usual/ average behaviour or actual behaviour over a set time?

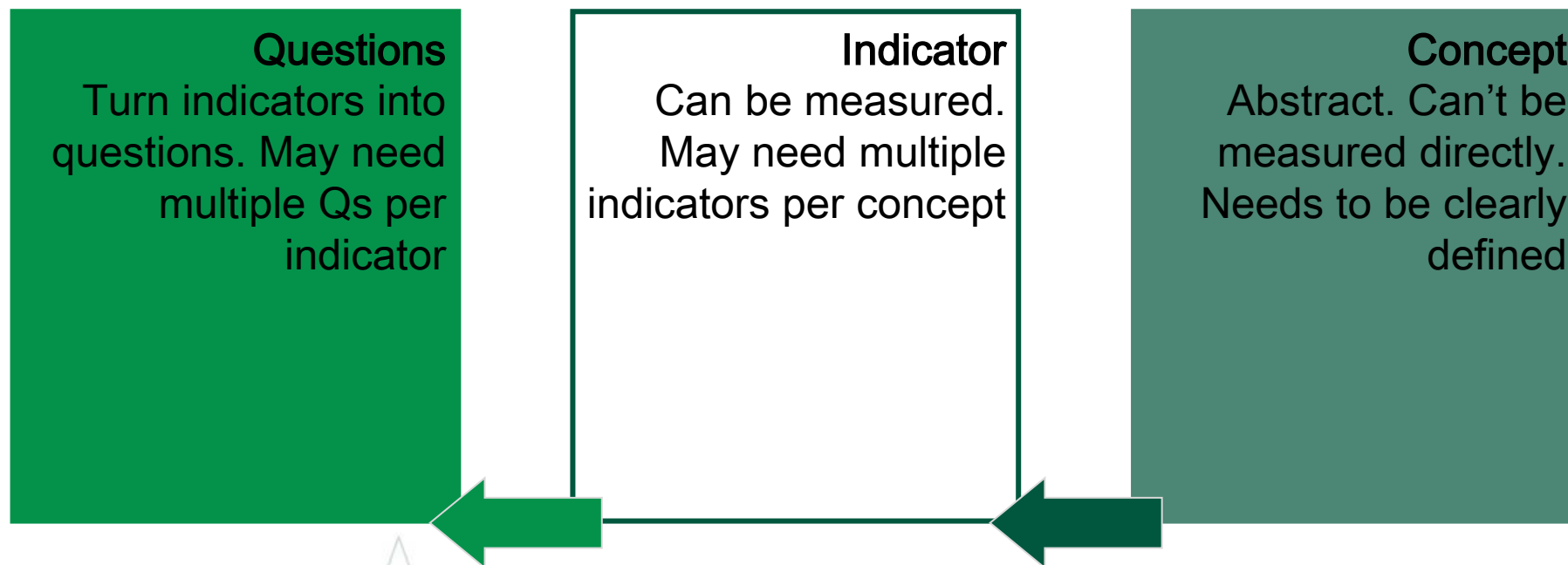
Example: Exercise

- Duration? •
- Number of occasions / instances? •
- Number of hours/ minutes exercising? •
- Number of hours/ minutes exercising in an 'average' week/ day or last week/yesterday? •





Concepts, indicators & questions





Example

- Customer satisfaction

Concept

- Service delivery (e.g. reliability, outcome)
- Timeliness (e.g. waiting times, number of contacts)
 - Information (e.g. accuracy, kept informed)
 - Professionalism (e.g. competent, fair)
- Staff attitude (e.g. friendly, polite, sympathetic)

Indicators





General Principles

- Ask questions people can understand
- Ask questions people are able to answer
- Ask questions people are willing to answer
- Ask questions that have a specific, clear purpose
- Write questions for the mode (e.g. web, telephone)





Exercise

Write one 'good' survey question that measures the typical number of hours slept by the respondent, which would be suitable to include in a survey of the general population of adults aged 18+

Start with one question, only splitting it into two if it grows too long or complex



Biases (Systematic Error)

Design of the question influences how the respondent answers it	Question wording bias
Tendency to take cognitive short cuts	Satisficing
Tendency to give a positive rating/ agree	Acquiescence/ positivity
Tendency to select early or later response options	Primacy/ recency
Tendency to misreport behaviour, actively or passively	Social desirability

Strategies to avoid bias

Avoid asking more than one concept in a question Ensure all answers can be captured	Question wording bias
Avoid overly complex questions Avoid repetition	Satisficing
Use construct-specific rather than agree-disagree answer scales	Acquiescence/ positivity
Keep response lists short Where appropriate, randomise item order	Primacy/ recency
Use self-completion methods Consider alternatives to self-reports e.g. vignettes	Social desirability

Example: agree-disagree and construct specific versions of the same question

Construct specific	Agree-disagree
Since you started work would you say your financial situation has ... Got worse, Got better, Or stayed more or less the same?	To what extent do you agree or disagree with the following statement: Overall, I am better off in work... Strongly agree, Agree, Neither agree or disagree, Disagree Strongly disagree

Which of these types of charities or causes have you supported in the past 12 months? (this includes fundraising, donations, volunteering, and any other form of support)?

Which, if any, of these types of charities or causes have you supported in the past 12 months?

- Physical health (e.g. Cancer, Heart disease, disability) .١
- Mental health .٢
- Overseas aid/ emergency relief .٣
- End of life care/ elderly .٤
- Wildlife conservation/ environment .٥
- None of these .٦

And which, if any, of these types of charities or causes have you supported in the past 12 months?

- Animal welfare .١
- Child welfare and protection .٢
- Community groups .٣
- Universities .٤
- Arts & national heritage .٥
- Homelessness .٦
- None of these .٧

- Physical health (e.g. Cancer, Heart disease, disability) .١
- Mental health .٢
- Overseas aid/ emergency relief .٣
- End of life care/ elderly .٤
- Wildlife conservation /environment .٥
- Animal welfare .٦
- Child welfare and protection .٧
- Community groups .٨
- Universities .٩
- Arts & national heritage .١٠
- Homelessness .١١
- None of these .١٢



Exercise

Review your sleep question in terms of the biases we have just discussed. Is there a risk of:

- Wording bias
- Satisficing
- Acquiescence bias
- Social desirability
- Primacy/recency bias

Revise the question to reduce risk of bias





In writing questions, keep analysis requirements in mind

What course are you on? Design, surveying and planning for construction Digital production, design and development ١. Education and childcare ٢. T level Transition programme ٣.	Nominal
The behaviour of other pupils around school is good All the time ١. Most of the time ٢. Some of the time ٣. Almost never ٤. Never ٥.	Ordinal
On a scale of 0 to 10, where 0 is not at all and 10 is all of the time, how would you rate the behaviour of pupils around your school?	Interval
How much do you spend on travel to and from school per week, if anything? Record SAR 00 Nothing	Ratio





Exercise

Review your sleep question. What level of measurement is it using?

Select a different level of measurement and revise the question for that level



NatCen International

مؤسسة الأميرة العنود
Princess Alanood Foundation



Lunch and Prayer

تدريب
Tadreeb



Module 4: Introduction to Quantitative Analysis

Lead: Dr Diane Abdallah

Discussants: Dr Debbie Collins, Melanie Reixach-Wong

Start thinking about analysis early in the research process

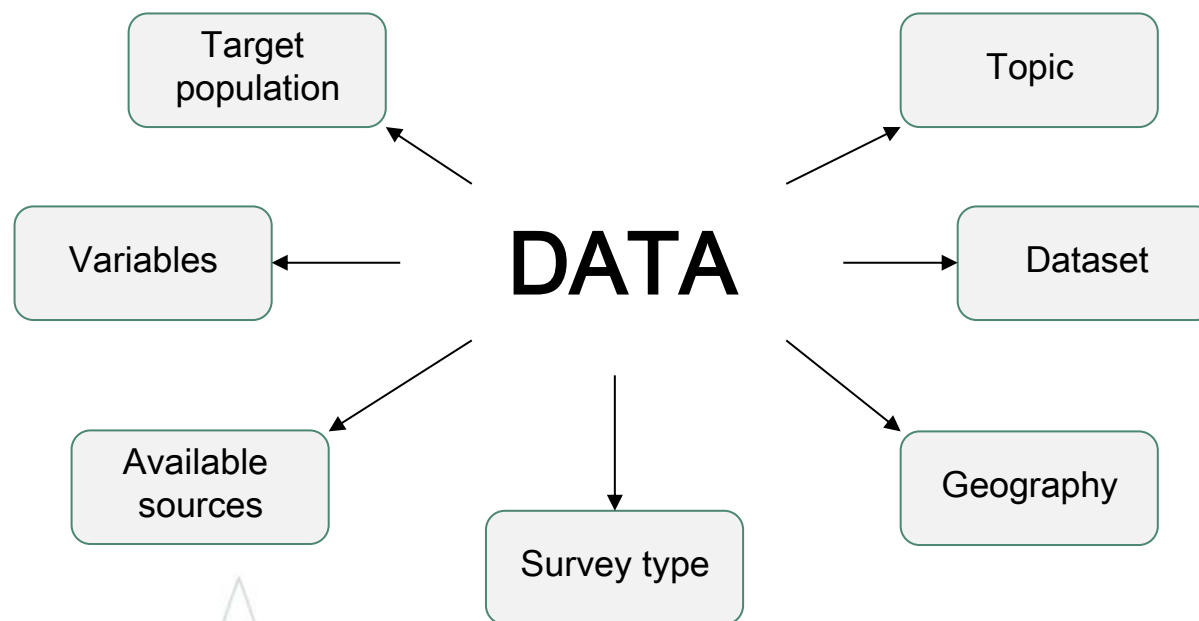


What kinds of data do you need?

For what purposes?



Data sources: Where to begin?





Developing your analytical plan

- Need to be clear on what you're going to do

- Develop approach

- Make it 'doable'

- Break tasks down

- Operationalisation

- Decide how you are going to measure things (lit review?)

- Select with data/variables to use (previous research?)

- Think about analysis techniques (training/software?)

- Timings

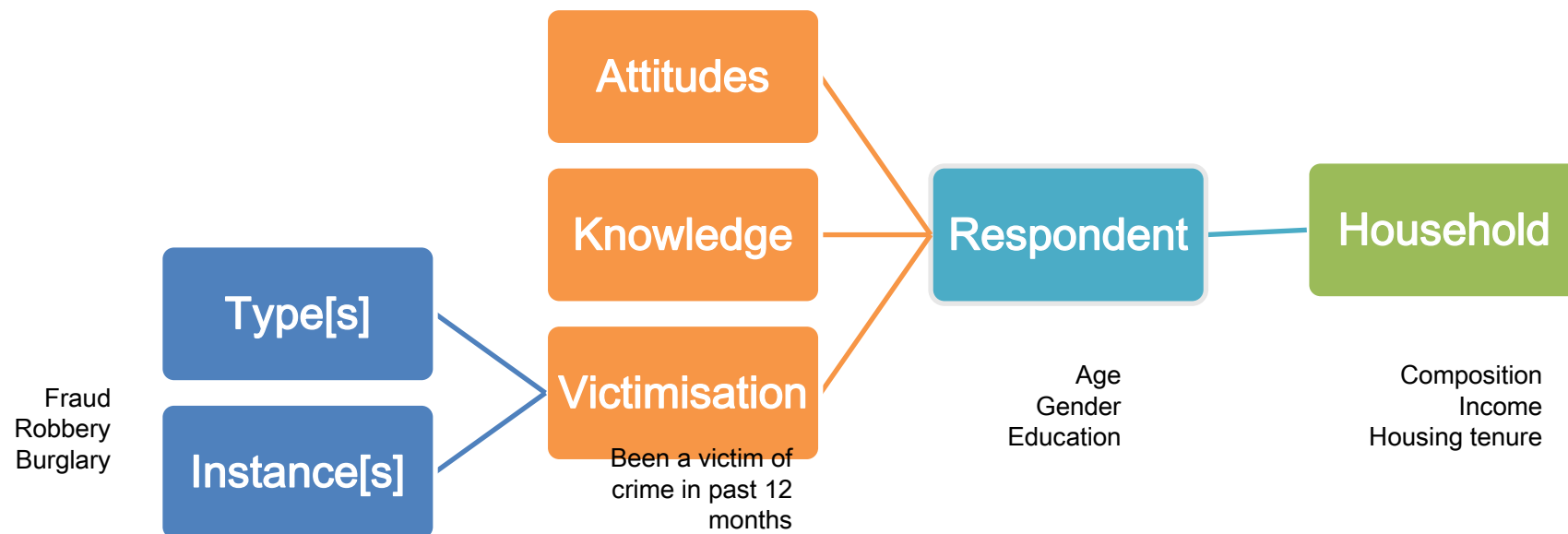
- Order tasks

- Set some short-term deadlines

- And see the bigger picture (structure report/outputs?)



Data structure: Crime survey example





Getting to know the data

- Survey documentation

- Technical report

- Questionnaire

- The 'user guide'

- Rationale

- Data collection process

- Data description

- Derived variables

- Example syntax

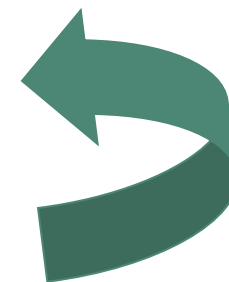
- Previous studies





Data management

- Can be time consuming
 - Cleaning, labelling
 - Reducing datasets
 - Matching and merging datasets
 - Deriving complex variables
 - Using complicated data
- Knowing a statistical package ‘well’ can save time
- Focus analysis dataset on research questions





Finding and preparing your data - Summary

Finding and accessing your data

Assessing your data

Data documentation

Data management

Conceptualisation & operationalisation



Sample design and analysis

We might want to design a sample that gives certain sub-groups a **higher chance of selection** than others (e.g. to increase the size of sub-groups available for analysis). This is sometimes called a “**boost**”

In a **random probability** sample design, the selection probabilities are known

This means that we can adjust the estimates to take account of a boost at the analysis stage. This adjustment is called “**weighting**”

Example: We undertake a survey of businesses, to compare the workforce profiles and training opportunities of businesses of different sizes. In the population there are 5 times more medium and large businesses than small ones. To ensure we have enough small businesses we give small businesses a greater chance of selection than medium and large ones



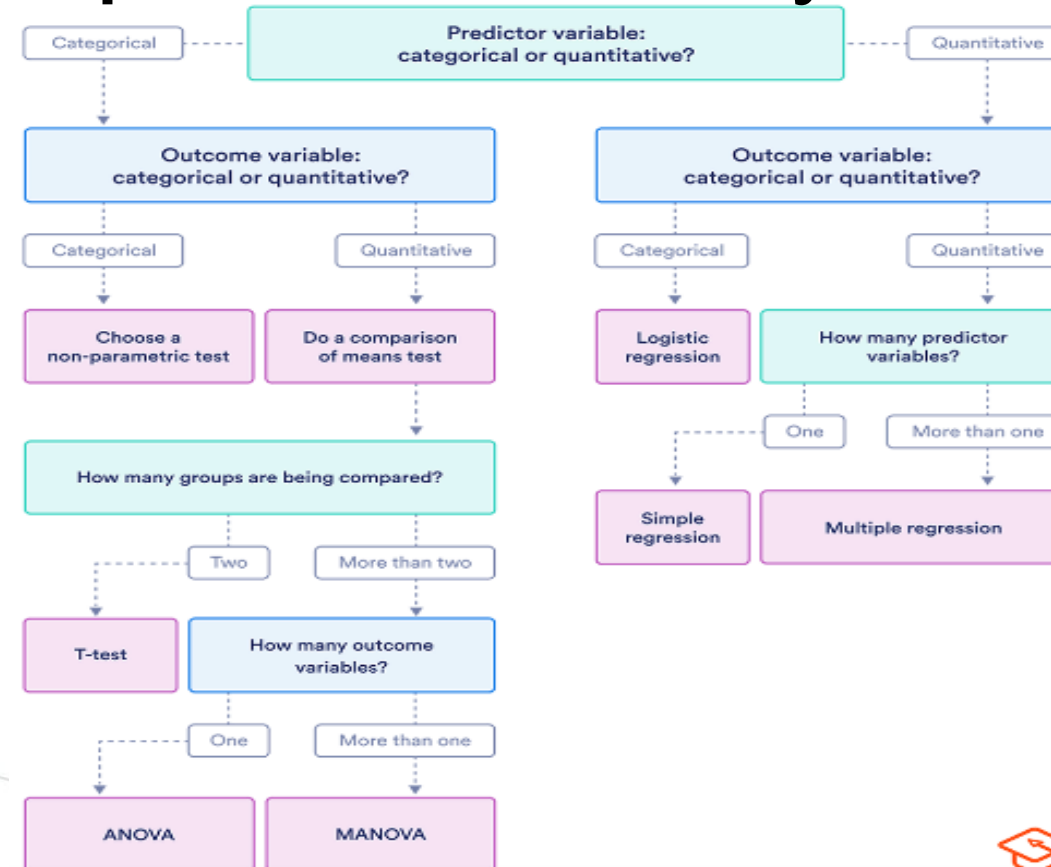
Analysis and key considerations

- What type of variables are available?
- How are the variables measured?
- How many dependent and independent variables are there?
- Is the data parametric or non-parametric?
- How was the data collected?
- Sample size?





Are the statistical tests you are planning to use appropriate for the data you have?



Considering the audience

- Who is the analysis aimed at? What level of analysis is most appropriate?
- Is more complex analysis adding anything additional to the descriptive findings?
- How will the findings be presented / reported?
- How big is your data set? Is it appropriate to conduct complex analysis?
- How much time and expertise are available?



Reflections

What are your experiences of analysis quantitative data?

What issues or challenges arose and how did you try to address these?





Break and Prayer



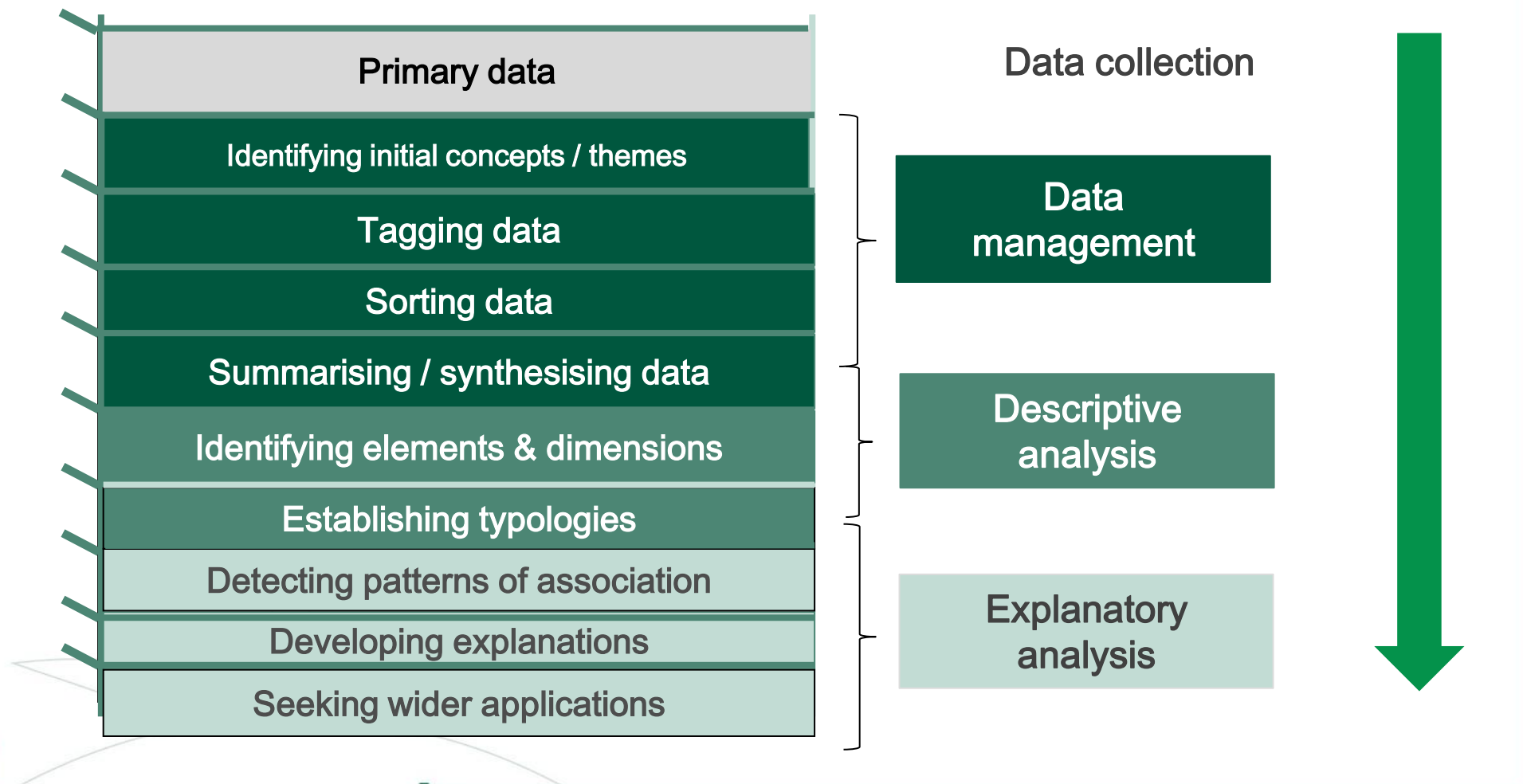
Module 4: Introduction to Qualitative Analysis

Lead: Melanie Reixach-Wong

Discussants: Dr Debbie Collins, Dr Diane Abdallah



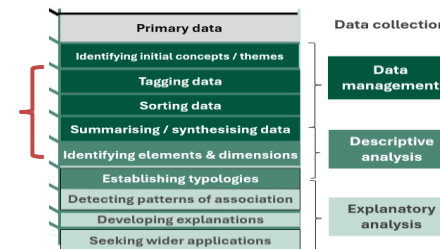
Qualitative analysis: The analytical ladder





Data Management





The data management process

Primary data

Identifying initial concepts / themes

Tagging data

Sorting data

Summarising/synthesising data

Organising your data to prepare for analysis

- (Re-)Familiarisation with your data
- Developing a thematic framework or structure
- Sorting the data
- Summarising/ synthesising the data



Familiarising yourself with the data

Several opportunities for this:

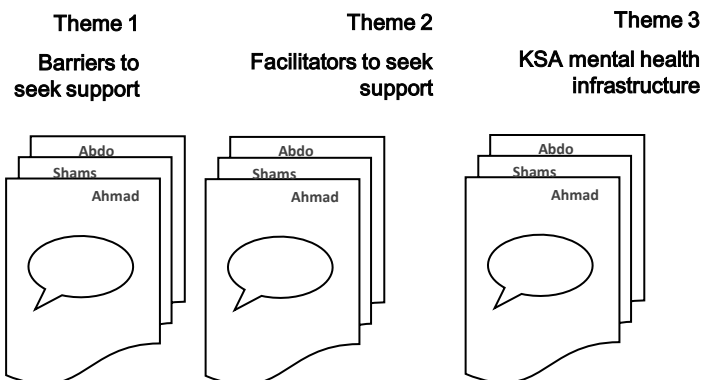
- When you conduct the interview
- Transcribing the interview
- Read all interviews
- Re-read all interviews
- Start making notes of your initial thoughts
- Develop a sensitivity to the data and trust your instincts

You will start to form ideas in your head of what may emerge as a theme but don't skip ahead to that stage yet!

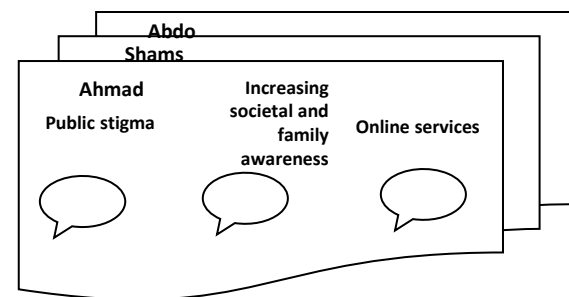


Data management approaches

Theme-based



Case-based



To illustrate: Noorwali et al. (2022) study



International Journal of
Environmental Research
and Public Health



Article

Barriers and Facilitators to Mental Health Help-Seeking among Young Adults in Saudi Arabia: A Qualitative Study

Robena Noorwali ¹, Sarah Almotairy ¹, Raneem Akhder ¹, Ghadi Mahmoud ¹, Loujain Sharif ^{2,*},
Nofaa Alasmee ², Alaa Mahsoon ² and Duaa Hafez ³

- ¹ Faculty of Nursing, King Abdulaziz University, Jeddah 21589, Saudi Arabia; robena.99@outlook.com (R.N.); almotairysara@gmail.com (S.A.); ran.bassam@gmail.com (R.A.); ghadi.a.mahmoud1999@hotmail.com (G.M.)
- ² Department of Psychiatric and Mental Health Nursing, Faculty of Nursing, King Abdulaziz University, Jeddah 21551, Saudi Arabia; nalasmee@kau.edu.sa (N.A.); mahsoon@kau.edu.sa (A.M.)
- ³ Department of Public Health Nursing, Faculty of Nursing, King Abdulaziz University, Jeddah 21551, Saudi Arabia; dahafez@kau.edu.sa
- * Correspondence: lsharif@kau.edu.sa

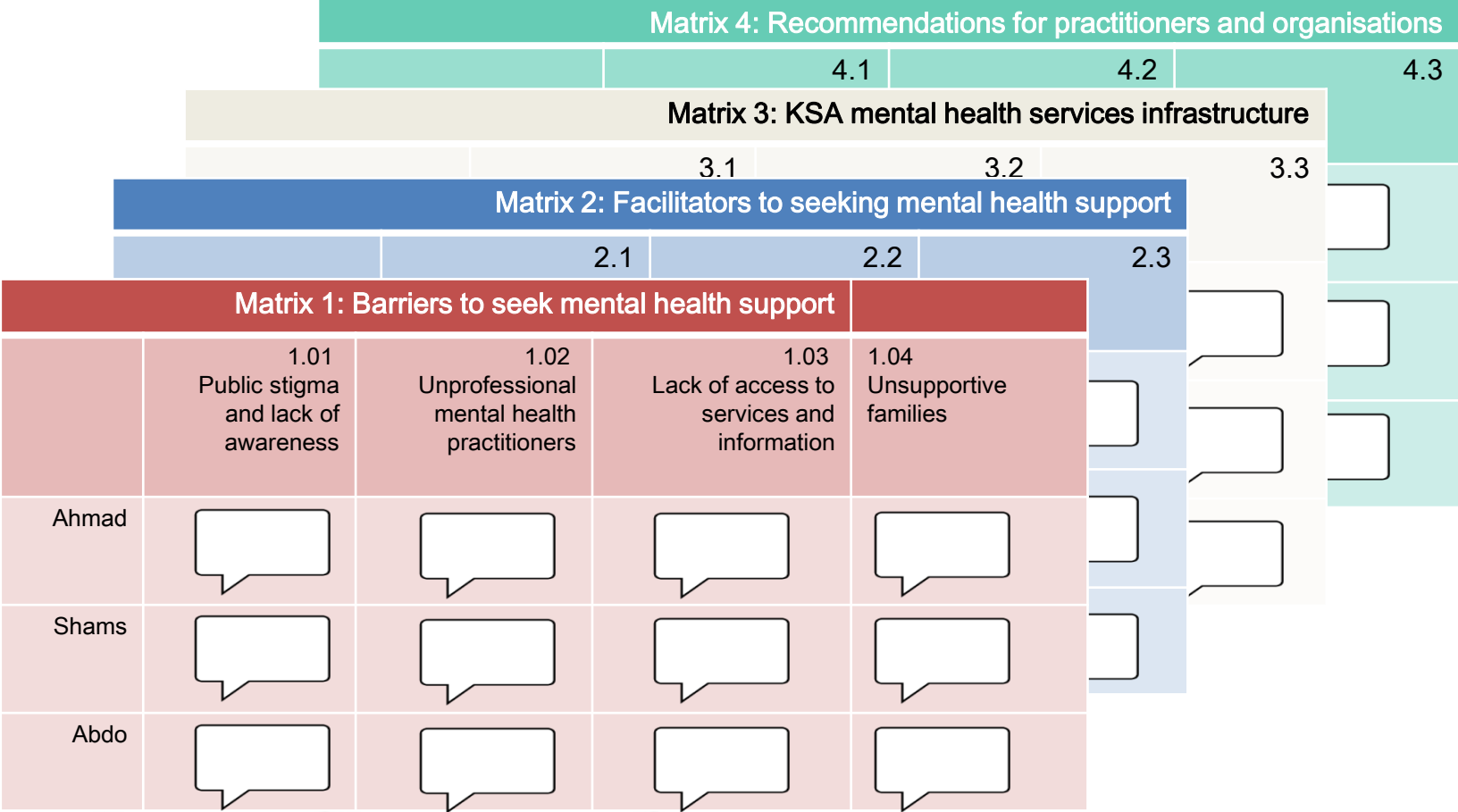
Abstract: While young Saudi adults are reportedly prone to experiencing a variety of mental health problems, they tend to delay seeking mental health support. Therefore, this study aimed to explore the barriers and facilitators of seeking mental health support among young adults in Saudi Arabia. A qualitative research design was implemented using semi-structured interviews with 12 young adult participants in Saudi Arabia, recruited through social media platforms, and the interviews were then analyzed using thematic analysis. Two major themes emerged: barriers that impede the process of mental health help-seeking and facilitators that assist individuals in seeking mental health support. The barriers included public stigma and lack of awareness, unprofessional mental health practitioners, lack of accessibility to services and information, unsupportive families, intrapersonal dilemmas, and misconceptions based on religious beliefs. Facilitators of help-seeking included increasing societal and family awareness, promoting the accessibility of services, enhancing sources of external support, personal motivation to change, and online therapy. The findings of this study emphasize the importance of promoting mental health literacy among the Saudi public, particularly with regard to young adults and their unique mental health needs. Exploring facilitators and barriers may also assist mental health providers in developing tailored mental health campaigns and interventions directed at young adults.



Citation: Noorwali, R.; Almotairy, S.; Akhder, R.; Mahmoud, G.; Sharif, L.; Alasmee, N.; Mahsoon, A.; Hafez, D. Barriers and Facilitators to Mental Health Help-Seeking among Young Adults in Saudi Arabia: A Qualitative Study. *Int. J. Environ. Res. Public Health* **2022**, *19*, 2848. <https://doi.org/10.3390/ijerph19052848>



Case and theme-based approach = Framework approach





What is the framework approach?

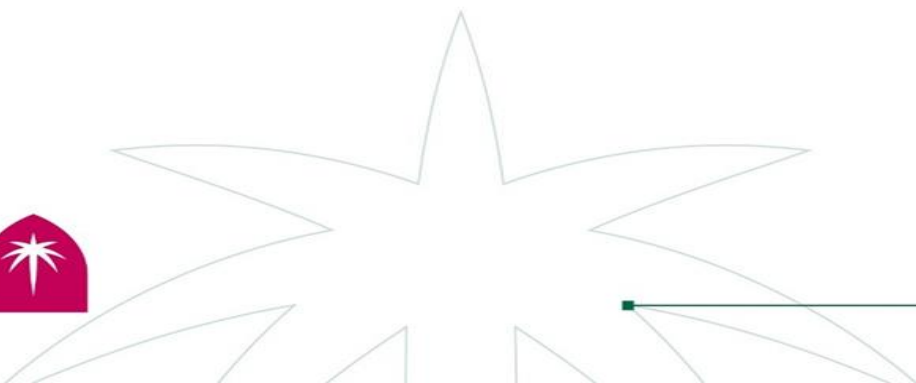
Framework is a data management approach developed by NatCen in the 1980s •

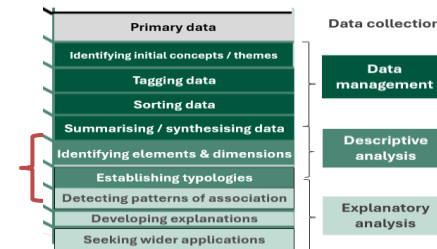
- Case and theme based
- Thematic framework: a set of descriptive themes and related sub themes
- Data summarised
- Retains links to original data
- Aids systematic and comprehensive investigation





Data Analysis & Interpretation





What is descriptive analysis?

The **basic building block** of qualitative analysis

- Invaluable
- Might be the only step in some studies
- The stepping stone of explanatory analysis

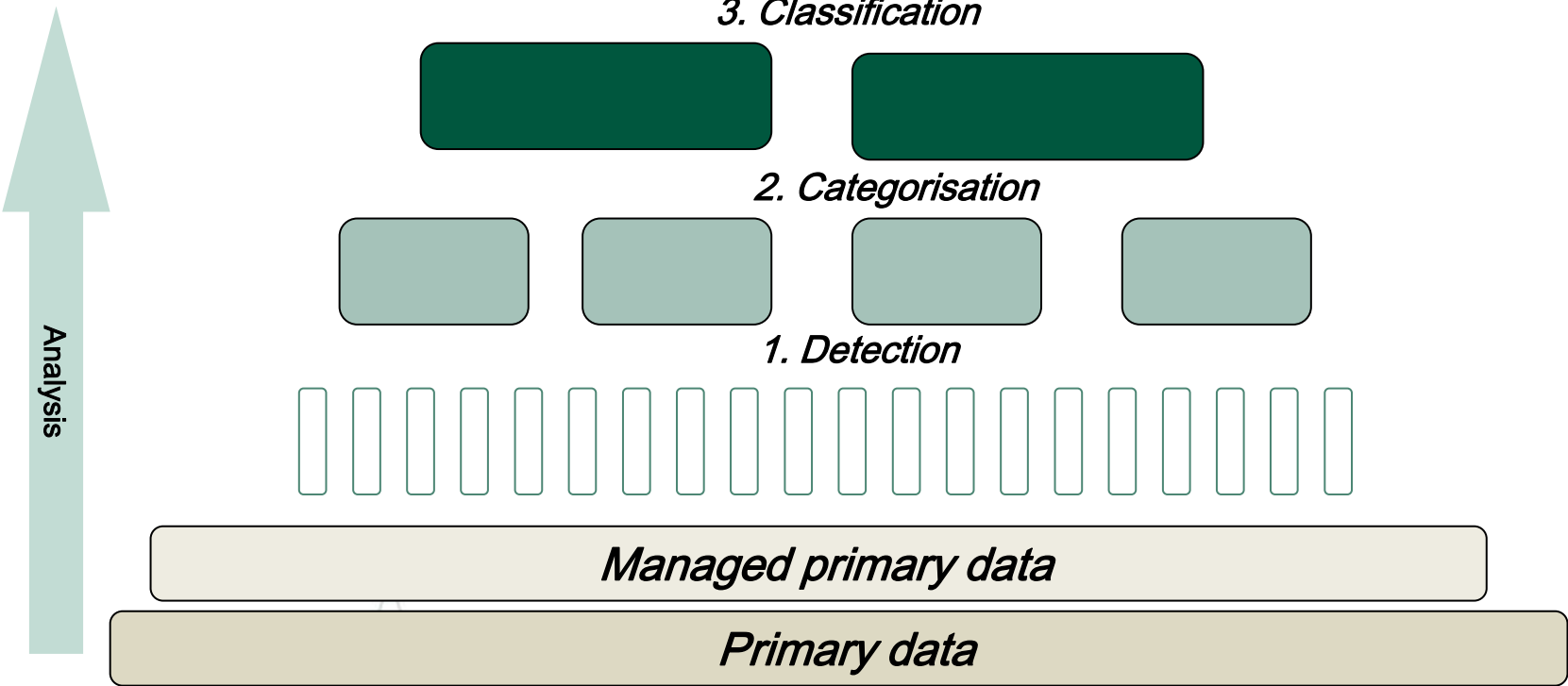
Key questions:

- What is the **range** of things people are saying about a particular theme and how does this **vary**?
- What is the most appropriate/effective way to **display** this diversity?





Analysis





Three Key Steps

Step 1 Detection

- familiarisation
- extraction (highlight/ summarise)

Step 2 Categorisation

- creating meaningful conceptual boxes
- assigning data

Step 3 Classification

- creating higher order categories
- assessing relationships between categories





Exercise

Based on the study, Noorwali et al. (2022), how would you classify the below themes. How many classifications would you choose and why?

Share with a neighbour.

Public Stigma and
lack of awareness

Promoting the
accessibility of
services

Lack of accessibility to
services and
information

Personal motivation
to change

Unsupportive
families

Interpersonal
dilemma

Increasing social
and family
awareness

Unprofessional Mental
Health Practitioner

Source of external
support

Misconceptions
based on beliefs



Step 1: Detection – Example of extraction

Participant 12

“I met a doctor. At first, he talked with my mom only. Then, I went to the therapist by myself; she had so many students ... I went for the second appointment to give it another chance, but it actually made me worse; I remember going out of the therapist’s session feeling extremely sad.”
“She told me, ‘Are you a psycho? You are not suffering from anything; you are fine, you are just pretending’”

- Mental health professional communicated with mother of the patient (12)
- Therapist worsened the feelings of the patient (12)
- Participant’s parent calls the participant a psycho (12)
- Participant’s parent denies that the participant has mental health problems (12)

Participant 8

“He informed me about the diagnosis and it put everything into perspective; the symptoms made sense, I was able to notice them and put a label on them [...] Wanting to change your current situation and being unhappy with the impact it has on your life and people around you, and having faith in God”

- Participant receives support from professional (8)
- Participant is motivated to change their mental health (8)
- The impact the participant’s mental health has on others motivates them to change (8)
- The participant’s faith in God motivates them to change (8)

Step 2: Categorisation – Example of assignment of data to categories

Text	Annotation	Tags	Theme
I met a doctor. At first, he talked with my mom only. Then, I went to the therapist by myself; she had so many students ... I went for the second appointment to give it another chance, but it actually made me worse; I remember going out of the therapist's session feeling extremely sad	Participant notes that the therapist is unprofessional, addresses their mother and made them feel worse.	- Incorrect method of treating mental health problems - Breach of patient-therapist confidentiality	Unprofessional mental health practitioner
When I tried to end my life, my friend thought I should seek some help to stop this feeling and move on	Participant states that they received help and advice from a friend	Encouragement from friend to seek help	Source of external support



Step 3: Classification

Unsupportive families

- Families' perception of mental illness (12)
- Downplaying offspring's problems (12)
- Using harsh labels (12)
- Parents reject that their child is struggling (8)

Interpersonal dilemma

- Label avoidance (8)
- Problem believed to be temporary (8)
- Lack of personal motivation and readiness to seek help (11)
- Having priorities other than seeking help (3)

Source of external support

- Having supportive family and friends is helpful (7)
- Family and friends able to recognize individual's changed behaviour and need for help (7)
- Suggestions by professionals help (8)

Personal motivation to change

- Need for a better future (8)
- Promoting overall wellness and happiness (8)
- Having faith in God (8)
- Sign and symptom recognition (5)
- Earlier recognition leading to better care (5)





Refining categories and classifying them

Barriers

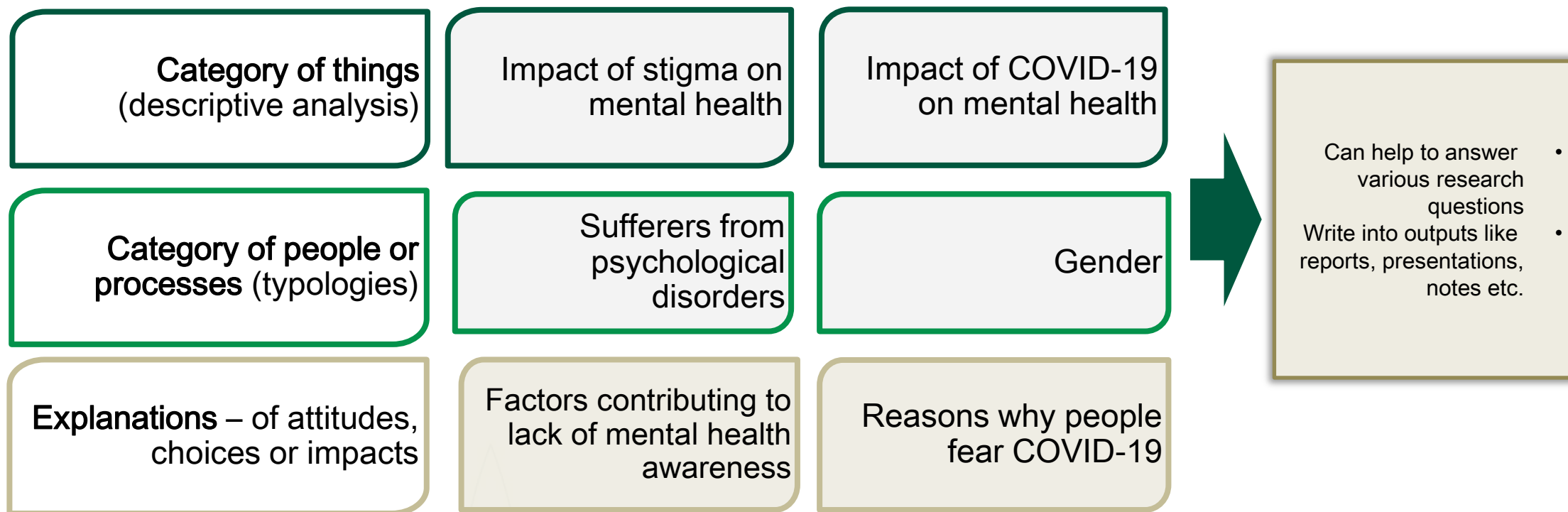
- “Family and friends look at you as a psycho. or say ‘no you do not need it, everything is alright, just forget it,’ etc.” (P3)
- “They will accept the fact that the person is seeking help or that they are mentally ill. but they will not behave and consider that this person is struggling” (P8).
- “I had priorities at that time. which were more important than my feelings” (P3)

Facilitators

- “everything starts with the family. If they are educated and children are appropriately raised. this may help them in taking care of their mental health” (P9)
- “When I tried to end my life. my friend thought I should seek some help to stop this feeling and move on” (P7)
- “Wanting to change your current situation and being unhappy with the impact it has on your life and people around you,” (P8)



Analytical outputs





Reflection and Discussion

