

Training on Qualitative Research Methods: Barrier Analysis

For Save The Children, South Sudan Team

February 22 - 23, 2021

Agenda

Day 1

- Introduction and objectives
- Qualitative vs Quantitative
- Overview of the DBC Framework
- Determinants of Behavior Change
- Do-er/Non-Do-er studies and Barrier Analysis Surveys
- Introduction to the Questionnaire and defining the behavior
- Writing the behavior screening questions

Day 2

- Recap of Day 1
- Writing Research Questions
- Interviews: the Do-er/Non-Do-er way
- Organizing the Field Work
- Coding, Tabulating & Analyzing Data
- Using the Data for Decision Making

Objectives

By the end of the two days, participants will be able to

- Understand the basics of qualitative research methods with increased knowledge on Barrier Analysis
- Gain confidence in conducting Barrier Analysis

Formative Research Methods

Qualitative methods	Quantitative methods
<ul style="list-style-type: none">• Group interviews• Focus groups• In-depth interviews• Barrier Analysis• Household observations• Facility observations• Trials of Improved Practices (TIPs)• Positive Deviance Inquiry• Guided photo narratives	<ul style="list-style-type: none">• Knowledge, Attitude and Practice (KAP) surveys• Household surveys• Reviews of health centre logs• Supply audits

Qualitative and Quantitative Methods

General – exploratory vs. definitive

Methods – semi-structured (FGD, KII, Observation) vs. highly structured (KPC survey.)

Sampling – purposive vs. random

Context – measures depth of understanding vs. level of occurrence

Questions – open-ended vs. close ended

Methodological principles – Qualitative Research

- **Philosophical basis:** human action is seen as infused with meaning in terms of intentions, motives, beliefs, social rules and values, and that these factors must be taken into account in both understanding and explaining it
- **Analytical process:** moves from observation to generalization
- **Study design:** less clearly defined
- **Methods and data:** semi-structured or unstructured
- **Bottom-up approach** to analysis and interpretation

Interviewing techniques

Use	Use open-ended questions
Avoid	Avoid leading questions
Probe	Probe issues in depth
Let	Let the informant lead

Elements of a Behavior Change Strategy

- Research base
- Target group – primary, secondary
- Baseline
- Influential group
- Media/channels
- Activities
- Current behavior that needs to change
- Determinants for change

DBC Framework: The 5 Principles

1. Action is what counts (not beliefs or knowledge).
2. Know exactly who your priority group is, and look at everything from its point of view.
3. People take action when it benefits them; barriers keep people from acting.
4. All your activities should maximize the most important benefits and minimize the most significant barriers.
5. Base decisions on evidence, don't guess, and keep checking.

Overview of Designing for Behavior Change

Behavior: Specific action that the priority group members carry out to address a problem they face.

Priority group: Group of people that are being encouraged to adopt the behavior and those people who ensure that someone else practices the new behavior

Influencing group: The group that has the most influence on the priority group regarding the specific behavior

Determinants: Categories of reasons why the priority group may or may not practice a given behavior

Bridges to activities: Specific descriptions of a change one should make to address the issue revealed by the research - usually begins with a directional verb (e.g., increase, decrease, improve, reinforce)

DBC Framework

Behaviour	Priority group and Influencing Groups	Determinants	Bridges to activities	Activities

What is a behavior?

Priority group	+ verb	+ specifics		
Who should do the behavior	Action Observable Feasible Measurable	When? How often? Duration?	How? Using what? Quantity?	To whom Where



Tip: Choose the behaviors the most important according to their impact on health.

Behavior statements

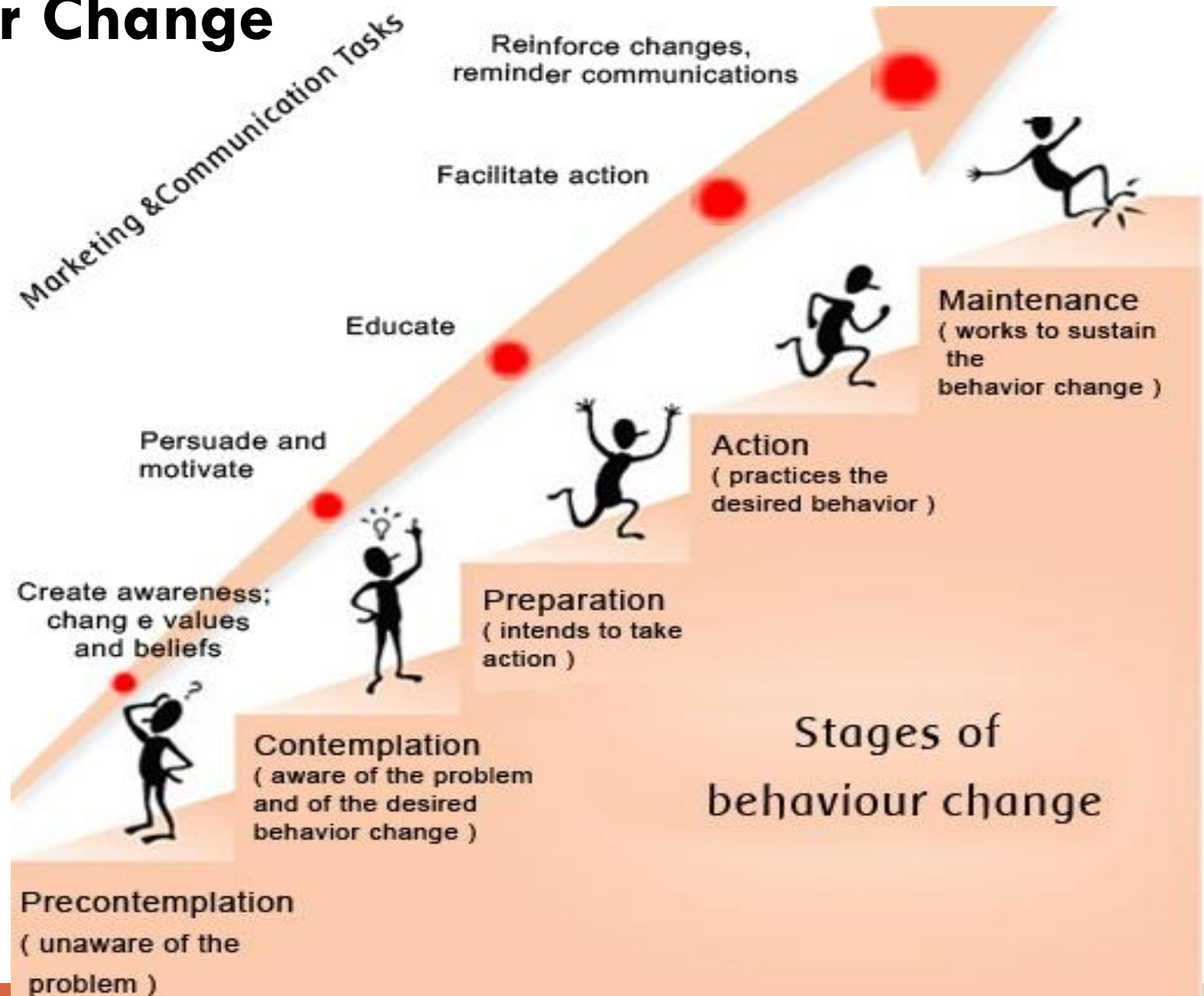
- Pregnant women eat at least 4 meals per day
- Mother of 0-6 months child gives only breast milk to the baby
- Mother of children 6 -11 months feed their child with enriched porridge every day
- Mother of children 6 -23 months continue to give breast milk to the child until they are 2 years old
- Mother of children 6 -23 months gives treated water to the child
- Mother of children 0 -23 months wash their hands with soap after defecating, before preparing food, before eating and giving food to children

Describing the Priority Group

Ways to describe priority group:

1. Demographic features
2. Things member of the priority group do
3. Things member of the priority group wish for/aspire for
4. What the priority group knows, practices and feels about the behavior
5. Things that prevent members of the priority group do the behavior
6. Gender role and traditions
7. Stage of behavior change

Stages of Behavior Change



Determinants of Behavior Change

1. Perceived self-efficacy/ skills
2. Social norms
3. Perceived positive consequences
4. Perceived negative consequences
5. Access
6. Cues for actions/reminders (trigger)
7. Perceived susceptibility
8. Perceived risk/severity
9. Perceived action efficacy
10. Perception of divine will
11. Policy
12. Culture

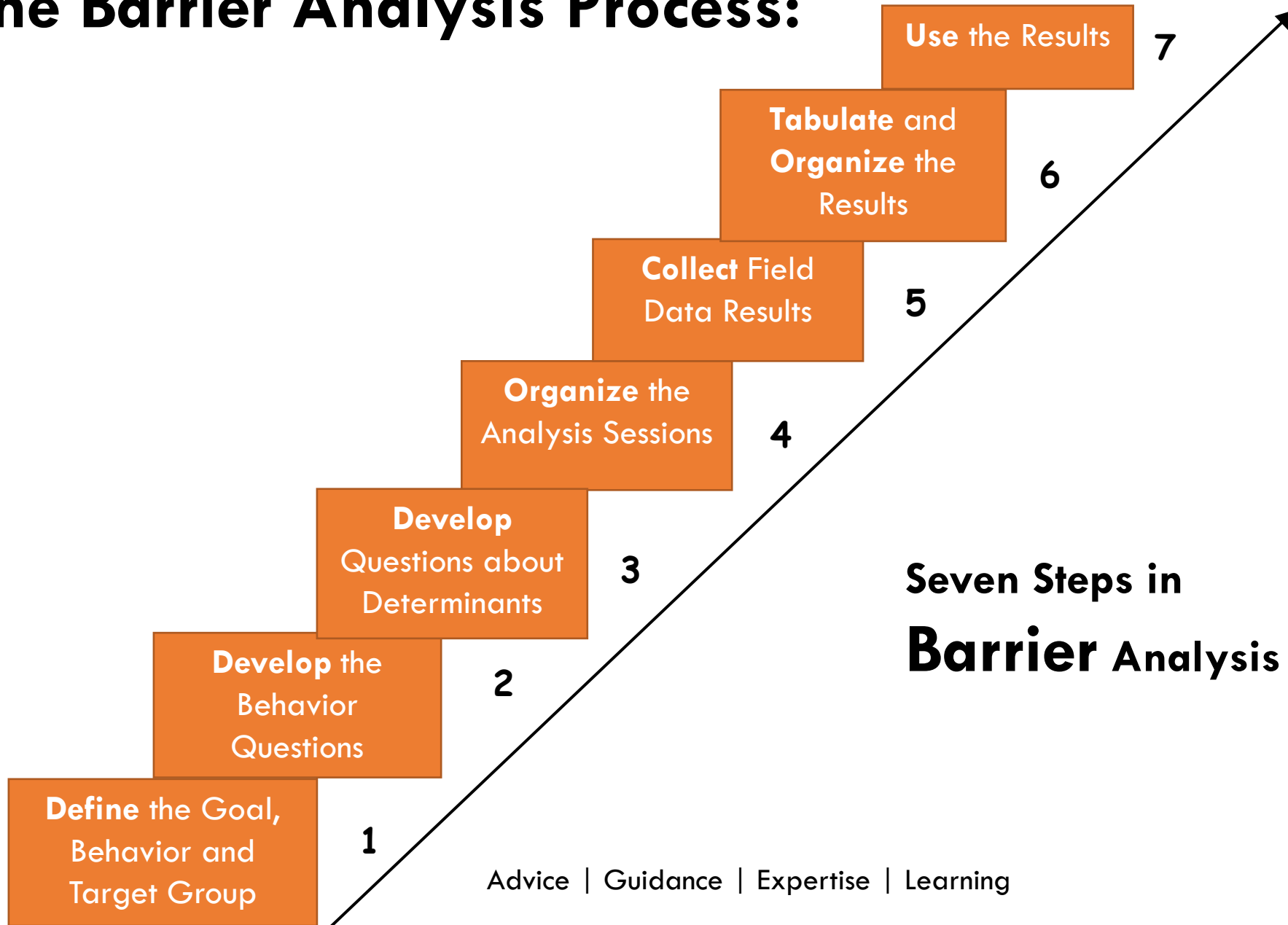
Identify the Determinants

1. In many households, it is a tradition that the mother-in-law gives a newborn some water immediately after birth.
2. Few men are taking tea together. Ali seems very relaxed and his friend asks him the reason. He explains that he is very happy because since his wife is breastfeeding, the child cries less, and he can rest better.
3. Few young men are playing cards. They will share a plate of food, and Peter asks for water and soap to wash his hands. The others laugh at him saying: ‘Ooooh, are you so delicate? Nothing will happen, men are strong!’
4. Sarah has heard from the health worker that it is important to breastfeed her child. But she gets a pain while trying to breastfeed and is not sure what to do. She thinks it is difficult.

Barrier Analysis: The 5 Principles

1. Just because a person knows what he/she should do does not mean that he/she will do it.
2. Just because a person wants to do a behavior does not mean that he/she will do it.
3. Just because a person fears a given outcome does not mean they will take action to prevent it.
4. Many of the actions that people engage in to improve their lives are not necessarily done for the reasons that we promote.
5. If you do not choose the right behavior to promote, increasing adoption won't make much difference.

The Barrier Analysis Process:



Advice | Guidance | Expertise | Learning

Sample Size

A sample size of 45 individual Doers and 45 individual Non-Doers is recommended.

If you cannot find 45 of one group (e.g., Doers), do more interviews of the other group (e.g., Non-Doers) to find statistically significant differences between the two groups (e.g., interviewing 30 Doers and 60 Non-Doers)

Draw your respondents from different communities: especially different religious or ethnic groups, geography (if it impacts behavior)

Introduction to the Questionnaire

Refer to page 4 of Barrier Analysis Handouts

Read through the sections and discuss observations

Let's write a behavior statement:

Mothers with children between 0-6 months feed their babies with breastmilk only.

Mothers with children between 6-8 months feed their babies with thick porridge 3 times a day in addition to breastmilk.

Behavior Statement: Mothers with children 0-5 months feed their babies with breastmilk only.

Screening Questions:

Respondents: Mothers with children 6-8 months

Interviewer's name:

Gender of interviewee:

Level of education:

Marital status:

Community/location:

Age of the youngest child: No. of children:

Sex of the youngest child:

1. Have you ever breastfed your child?
2. What else have you been feeding your child? (nothing/only breastmilk, watery porridge, cows milk)
3. At what age did you start feeding the child (response from previous question)?

Behavior Screening Questions

- Directly related to each element of the behavior statement, including the profile of the target audience (age, marital status, age of child, vocation, health status)
- Personal, about the person's own behavior
- Specific, not theoretical (not “if this, then that” questions); presented in logical order
- Often are time-bound
- Sometimes include a “reminder” question just to help the person remember when they last did the behavior so they can more accurately answer the subsequent questions
- Sometimes include an observation/sign of proof question
- Do not lead the respondent to answer in a particular way



Q&A Conclusion – Day 1

Agenda

Day 2

- Reflections on Day 1
- Writing Research Questions
- Interviews: the Do-er/Non-Do-er way
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Writing Research Questions

Review Handout 2 – pages 1 to 6. Discuss and correct the errors in this questionnaire

Let's write some sample questions for Section B of the questionnaire

Interviewing the Doer/Non-Doer Way

Read pages 7-8 in handout 2 – Do's and don'ts and discuss

Differences between a typical interview and Doer/Non-doer interview:

- know how to probe
- understand the meaning of the response
- give the respondent time to think
- clarify the question

Is Disadvantage and Difficult the same thing or are they different? (Handout page 9)

Quality improvement checklist – page 10, handout 2

Interviewing the Doer/Non-Doer Way

Relating Responses to Determinants

Example: What makes it easier to attend four prenatal consultations?

Response 1: Knowing the days when the clinic offers prenatal consultations

Response 2: When the nurse treats me well

Response 3: When my husband gives me permission

Organizing Field Work

- Anticipate logistical problems (language differences, ethnic groups, special situations)
- Make a list of logistical questions (Handout pages 14-15)
- Develop a Supervisor checklist
- Selecting the sample communities (representation from ethnic groups, religious groups, language groups, geographical area and access to services)

Coding Tabulating Analyzing Data

Coding is the process of examining the responses to a given question, looking for ways to categorize them according to their similar meaning, then assigning a few words that represent that categorization.

Coding Game (Handout page 16)

[www.caregroupinfo.org/docs/BA Tab Table Latest.xlsx](http://www.caregroupinfo.org/docs/BA_Tab_Table_Latest.xlsx)

Using data for decision-making

Identify most important determinants:

- p-value less than 0.05 is statistically significant (will display in blue font)
- Estimated relative risk greater than 1 (Do-ers more likely to mention the response)
- Estimated relative risk less than 1 (Non-Doers more likely to mention the response)
- Result important if there is more than 15 percentage points difference between Doers and Non-Doers

Examples on pages 17-18 of handout 2

THANK YOU

