

QUALITATIVE RESEARCH METHODS IN HEALTH EDUCATION

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What is Re-search?

- ❖ Is a process which involves a **systematic collection of pieces of information** required to answer particular questions that are helpful in understanding a certain issue in a detailed and scientific manner.
- ❖ Is a systematic collection, analysis and interpretation of data to solve health problem

Characteristics of Research

- ❖ Directed towards the solution of a problem
- ❖ Is based up on observable experience or empirical evidence
- ❖ Demands accurate observations and description
- ❖ Is carefully recorded and reported

Characteristics-----

- ❖ Involves gathering new data from primary or using existing data for a new purpose
- ❖ Requires expertise. The researcher knows what is already known about the problem and how others have investigated it
- ❖ Strives to be objective and logical
- ❖ Required to be patient and unhurried activity

Research in HE

In HE, mostly we use qualitative technique. This is because, qualitative research, by its very nature, deals with the *emotional & contextual* aspects of human response rather than with objective, measurements.

Research in HE

- ❖ Qualitative Research...involves finding out what people think, and how they feel – or at any rate, what they say they think and how they say they feel.
- ❖ This kind of information is subjective.
- ❖ It involves feelings and impressions, rather than numbers

Research in HE

- ❖ Qualitative research is a type of scientific research.
- ❖ It seeks to understand a given research problem or topic from the perspectives of the local population it involves.
- ❖ It is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular

Quantitative Vs Qualitative

	Quantitative	Qualitative
Purpose	Seeks explanations and predictions to develop generalizations.	Seeks a better understanding of complex situations.
Research process	Known variables, established Questionnaires, predetermined methods, objective	Unknown variables, flexible guidelines, emergent methods, subjective
Data gathering	Numeric data, representative large sample, standardized instruments	Textual/image data, small sample, loosely structured observations and interviews
Data analysis	Statistical analysis, objectivity	Search for themes and categories, subjective and potentially biased analysis
Findings	Numbers, statistics, aggregated data	Words, narratives, quotes

Qualitative	Quantitative
(Usually) Non-probability based sample	Typically a probability-based sample
Non-generalizable	Generalizable
Answers Why? How?	Answers How many? When? Where?
Formative, earlier phases	Tests hypotheses, latter phases
Data are “rich” and time-consuming	Data are more efficient, but may miss contextual detail.
Design may emerge as study unfolds	Design decided in advance
Researcher IS the instrument	Various tools, instruments employed