

MIXED METHODS RESEARCH- 2



Data integration in MMR



FIGURE 6.1. Continuum of integration.

- Integration refers to how the researcher relates the quantitative and qualitative datasets.
- There is a continuum of integration. That is, the extent to which the two methods and datasets are related to each other varies.
- At one end of the continuum there are “component designs” (in which integration occurs only during data analysis and interpretation).
- Component designs offer minimal integration.
- At the other end of the continuum there are “integrated designs” (in which integration is built into the entire design structure)
- Integrated designs offer maximum integration.

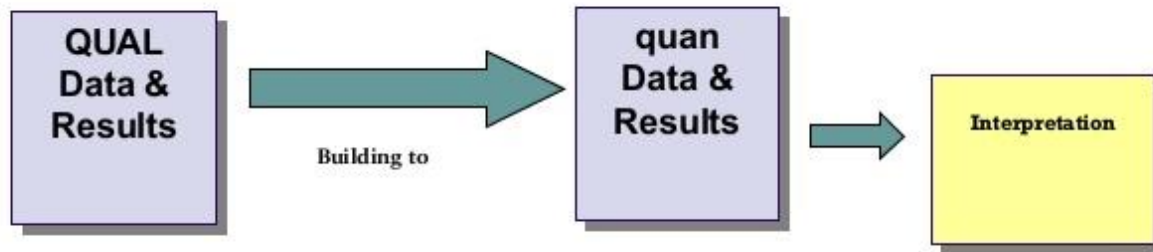


Data integration in MMR

- John Creswell (2015, p. 83) identifies four types of integration:
 1. Merging the data: The quantitative and qualitative results are brought together and compared.
 2. Explaining the data: The qualitative data are used to explain the results of the quantitative data.
 3. Building the data: The qualitative findings are used to build the quantitative phase of the study.
 4. Embedding the data: One set of data is used to augment or support the other set of data



Sequential exploratory design



Sequential Exploratory Design ('QUAL → quan')

- Alternatively, we can refer to it as exploratory design.
- Viewing the study as a two phase project.
- Used often to explore a phenomenon, identify themes, and or design an instrument.
- In an exploratory design, qualitative data is first collected and analyzed, and themes are used to drive the development of a quantitative instrument to further explore the research problem (Teddlie & Tashakkori, 2009).
- Typically, greater emphasis is placed on the qualitative data in the study.
- Data analysis is usually connected, and integration usually occurs at the data interpretation stage

18



Sequential Exploratory Design

- In exploratory studies, where the concepts, variables and relationships among them are mostly unclear, greater priority is often assigned to qualitative elements that uncover the 'pool' of variables and relationships among them that may be subsequently studied quantitatively



Sequential Exploratory Design- Data collection

- In this strategy, the data collection would occur in two phases with the initial qualitative data collection followed by the second quantitative data collection. The challenge is how to use the information from the initial phase in the second phase.
- The qualitative data analysis can be used to develop an instrument with good psychometric properties (i.e., validity, reliability).
- The qualitative data analysis will yield quotes, codes, and themes.
- The development of an instrument can proceed by using the quotes to write items for an instrument, the codes to develop variables that group the items, and themes that group the codes into scales.
- A researcher can analyse the qualitative data to develop new variables, that will be explored further in a quantitative phase.
- The question arises if the sample for the qualitative phase is the same for the quantitative phase. This cannot be, because the qualitative sample is typically much smaller than a quantitative sample needed to generalize from a sample to a population. Sometimes mixed methods researchers will use entirely different samples for the qualitative and quantitative components of the study.



Sequential Exploratory Design- Data Analysis

- In this strategy the researcher analyses the two databases separately and uses the findings from the initial exploratory database to build into quantitative measures.



Sequential Exploratory Design- Interpretation

- Researchers interpret the mixed methods results in a discussion section of a study.
- The order of interpretation is to first report the qualitative findings, the use of the qualitative results (e.g., the development of an instrument). and then the quantitative results of the final phase of the study.



An example on Sequential Exploratory Design

- A researcher may conduct a focus group of special education teachers to generate discussion of perceived barriers to implementing speech and language services in the schools (QUAL). Then, using the ideas generated in the focus group, a large-scale survey might be sent to all the teachers in a district asking them to rate the impact of predetermined barriers (quan).



Another example on Sequential Exploratory Study

- A study sought to: 1) understand the motivating and inhibiting factors to physical activity and exercise in people after spinal cord injury (SCI), and 2) develop, test and implement a survey tool that examines self reported physical activity after SCI and its relationship with secondary conditions.
- Qualitative (exploratory) data collection preceded the quantitative study component.
- The focus groups specifically explored barriers and facilitators of exercise. Understanding these factors was critical to inform development of the survey tool, which included items on 'chronic and secondary conditions', 'health risk behaviours', 'hospital and health care utilisation', 'physical functioning', 'exercise activities and patterns', 'rehabilitative therapy', 'wheelchair use', 'community integration' (Neri, Kroll, & Groah, 2005).



Sequential transformative design



Sequential Transformative Design



- Has two distinct data collection phases.
- Both types of methods are combined in this design, but the research is also explicitly driven by a transformative theoretical perspective.
- In this method either type of data can be collected first
- A theoretical perspective (lens) is used to guide the study (transformative framework).
- Purpose is to use the methods that will best serve the theoretical perspective of the researcher.
- After separate analysis of qualitative and quantitative data, integration of outcomes will take place during the interpretation phase (Alavi & Habek, 2016).

22



Sequential Transformative Design

- The researcher uses a theoretical based framework to advance needs of **underrepresented** or **marginalised** population (women, people with disabilities, racial and ethnic minorities, religious minorities).
- Seeks to address issues of social justice and call for change.
- Strength: very straight-forward in terms of implementation and reporting.
- Weakness: time consuming. Little guidance due to the relative lack of literature on the transformative nature of moving from the first phase of data collection to the second.



An example of Sequential Transformative design

- A sequential transformative study was conducted to examine the cultural influences on mental health problems.
- The study commenced with a quantitative telephone survey of the community which included the General Health Questionnaire.
- The quantitative phase of the study was followed by qualitative interviews which were theoretically driven. These interviews enabled the researchers to explore the cultural health experiences related to the non-use of mental health facilities by Vietnamese and West Indian participants living in an urban area of Montreal.



Concurrent Triangulation Design

Concurrent triangulation design



24

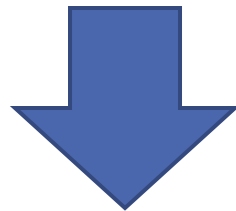
- In this case, the qualitative and quantitative data are collected simultaneously.
- Priority is usually equal and given to both forms of data.
- The results are then integrated in the final interpretation.
- Merging of QUAN and QUAL results occurs during the analysis and interpretation to provide an integrated conclusion and involves comparing, contrasting and synthesising the two strands.

(Creswell, Klassen, Plano Clark, & Smith, 2011)



Concurrent triangulation design

- Used when the researcher wants to validate quantitative findings with qualitative data.
- Particularly useful for decreasing the implementation time.
- “Parallel” term can be used to define the concurrent approach (Bryman, 2006).



Parallel triangulation design



Concurrent triangulation design

- Data collection priority (equal).
- Sequence (concurrently)
- Use of data (To **compare** similar/dissimilar).



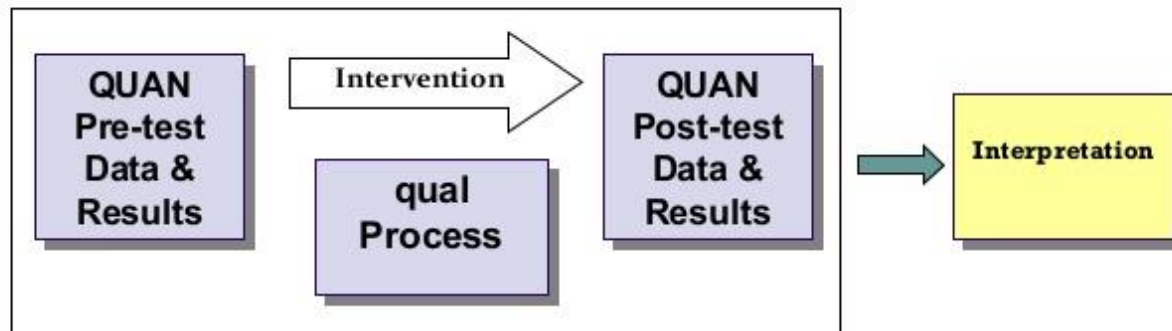
An example on Concurrent Triangulation Design

- In their longitudinal study of maternal and child well-being conducted semi structured in-depth interviews with mothers and collected quantitative data using several validated scales (e.g. Parenting Stress Index, Edinburgh Post-Natal Depression Scale (EPDS), Rosenberg Self-Esteem Scale) at the same home visit.
- The authors identified numerous family stressors in interviews, which were corroborated in the quantitative maternal stress index scales. Similarly, the objective measures (EPDS) addressing emotional well-being that indicated a high level of maternal depression were supported by findings from the interviews, in which mothers reported low energy levels, despondency and anxiety attacks.
- The authors note that concurrent use of qualitative and quantitative measures adds to the depth and scope of finding (McAuley, McCurry, Knapp, Beecham, & Sled, 2006).



Concurrent Embedded/Nested Design

Concurrent embedded design



27

- Quantitative and qualitative data are collected and analysed at the same time. However, priority is usually unequal and given to one of the two forms of data— either quantitative or qualitative data.
- In this case, both types of data are collected simultaneously, but one of the two methods is embedded in the other in a way that allows the researcher to address a question that is different from the one answered by the dominant method.
- The integration of data occurs in the analysis.



Concurrent Embedded/Nested Design

- Primarily purpose is for gaining a broader perspective than could be gained from using only the predominant data collection method.

- Secondary purpose is use of embedded method to address different research questions.



An example of Concurrent Nested/Embedded Design

- Strasser et al. (2007) conducted a concurrent nested design to explore eating-related distress of advanced male cancer patients and their female partners.
- The primary method used in the study was focus groups which were attended by patients and their partners with the conduct of these groups and the analysis of the data based on grounded theory (qualitative) techniques.
- The secondary or nested focus of the study was the differences in patients' and their partners' assessment of the intensity and symptoms and degree of cachexia-related symptoms of eating-related disorders of patients. This secondary information was collected by a structured questionnaire which was completed at the time of the first focus group.
- The eating-related distress differed for patients and their partners as indicated in the qualitative findings, and this was complemented by the quantitative findings (Strasser, Binswanger, Cerny, & Kesselring, 2007).



Concurrent transformative design



Concurrent Transformative Design

- Guided by a theoretical perspective of change.
- Concurrent collection of both quantitative and qualitative data.
- Similar to sequential transformative designs, these designs are useful for giving voice to diverse or alternative perspectives, advocating for research participants, and better understanding a phenomenon that may be changing as a result of being studied.
- Aims to address social issues faced by the group of people.

QUAN + QUAL

Social science theory, qualitative theory,
advocacy worldview

quan

QUAL

Social science theory, qualitative theory,
advocacy worldview

30



Table 10.3 Choosing a Mixed Methods Project, Expected Outcomes, Type of Design

Reasons for Choosing Mixed Methods	Expected Outcomes	Recommended Mixed Methods Design
Comparing different perspectives drawn from quantitative and qualitative data	Merging the two databases to show how the data convergent or diverge	Convergent parallel mixed methods design
Explaining quantitative results with qualitative data	A more in-depth understanding of the quantitative results (often cultural relevance)	Explanatory sequential mixed methods design
Developing better measurement instruments	A test of better measures for a sample of a population	Exploratory sequential mixed methods design
Understanding experimental results by incorporating perspectives of individuals	An understanding of participant views within the context of an experimental intervention	Embedded mixed methods design
Developing an understanding of needed changes for a marginalized group	A call for action	Transformative mixed methods design



Research Questions in MMR

- Think about order of data collection:
 - If sequential, ask first question first, second second.
 - If concurrent, ask questions based on weight or importance- if quan more heavily weighted , start with quan research hypothesis, if qual more heavily weighted, start with qual research questions.



Data analysis in mixed methods

- It is unusual for qualitative and quantitative data to be analysed together.
- Typically, we use analytic methods appropriate to our data collection strategy
- Each of our analyses must, therefore, meet standards of rigor specific to the overall approach
- The key is actually how we:
 - Use each form of analysis
 - Integrate our INTERPRETATION of our analyses



Advantages of MMR

- Compares quantitative and qualitative data.
- Reflects participants' point of view.
- Fosters scholarly interaction.
- Provides methodological flexibility.
- Collects rich, comprehensive data.



Advantages of MMR (Continued)

- Words, pictures, and narrative can be used to add meaning to numbers.
- Numbers can be used to add precision to words, pictures and narrative.

(Migiro & Magangi, 2011)



Weaknesses of MMR

- A researcher has to learn about multiple methods and approaches and understand how to mix them appropriately.
- Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm.
- Mixed method research can be difficult for a single researcher to carry out, especially if the two approaches are expected to be used concurrently.
- Mixed method research is more expensive and more time consuming.
- Little guidance on transformative methods in the literature.

(Migiro & Magangi, 2011)



References

- Alavi, H., & Habek, P. (2016). Addressing research design problem in mixed methods research. *Management Systems in Production Engineering*, 21(1), 62-66.
- Anastario, M., & Schmalzbauer, L. (2008). Piloting the time diary method among Honduran immigrants: gendered time use. *Journal of Immigrant and Minority Health*, 10(5), 437-443.
- Bowers, B., Cohen, L. W., Elliot, A. E., Grabowski, D. C., Fishman, N. W., Sharkey, S. S., . . . Kemper, P. (2013). Creating and supporting a mixed methods health services research team. *Health services research*, 48(6pt2), 2157-2180.
- Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative Research*, 6(1), 97-113.
- Creswell, J. W., & Creswell, J. D. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Doyle, L., Brady, A.-M., & Byrne, G. (2016). An overview of mixed methods research—revisited. *Journal of research in nursing*, 21(8), 623-635.
- Fries, C. J. (2009). Bourdieu's reflexive sociology as a theoretical basis for mixed methods research: An application to complementary and alternative medicine. *Journal of Mixed Methods Research*, 3(4), 326-348.
- Halcomb, E. J. (2018). Mixed methods research: The issues beyond combining methods.
- Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field methods*, 18(1), 3-20.
- Liem, A. (2018). Interview schedule development for a Sequential explanatory mixed method design: complementary-alternative medicine (CAM) study among Indonesian psychologists. *International Journal of Social Research Methodology*, 21(4), 513-525.



References (Continued)

- McAuley, C., McCurry, N., Knapp, M., Beecham, J., & Slead, M. (2006). Young families under stress: assessing maternal and child well-being using a mixed-methods approach. *Child & Family Social Work, 11*(1), 43-54.
- Migiro, S., & Magangi, B. (2011). Mixed methods: A review of literature and the future of the new research paradigm. *African journal of business management, 5*(10), 3757-3764.
- Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing research, 40*(2), 120-123.
- Neri, M. T., & Kroll, T. (2003). Understanding the consequences of access barriers to health care: experiences of adults with disabilities. *Disability and rehabilitation, 25*(2), 85-96.
- Scott, C., & Sutton, R. E. (2009). Emotions and change during professional development for teachers: A mixed methods study. *Journal of Mixed Methods Research, 3*(2), 151-171
- Neri, M., Kroll, T., & Groah, S. (2005). Towards consumer-defined exercise programs for people with spinal cord injury: focus group findings. *Journal of Spinal Cord Medicine, 28*(2), 132. .
- Strasser, F., Binswanger, J., Cerny, T., & Kesselring, A. (2007). Fighting a losing battle: eating-related distress of men with advanced cancer and their female partners. A mixed-methods study. *Palliative medicine, 21*(2), 129-137.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*: Sage.
- Teddlie, C., & Tashakkori, A. (2003). Major issues and controversies in the use of mixed methods in the social and behavioral sciences. *Handbook of mixed methods in social & behavioral research, 3*-50.



THANK YOU

