

Qualitative Methods

Kenyatta University Workshop #5

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Goals

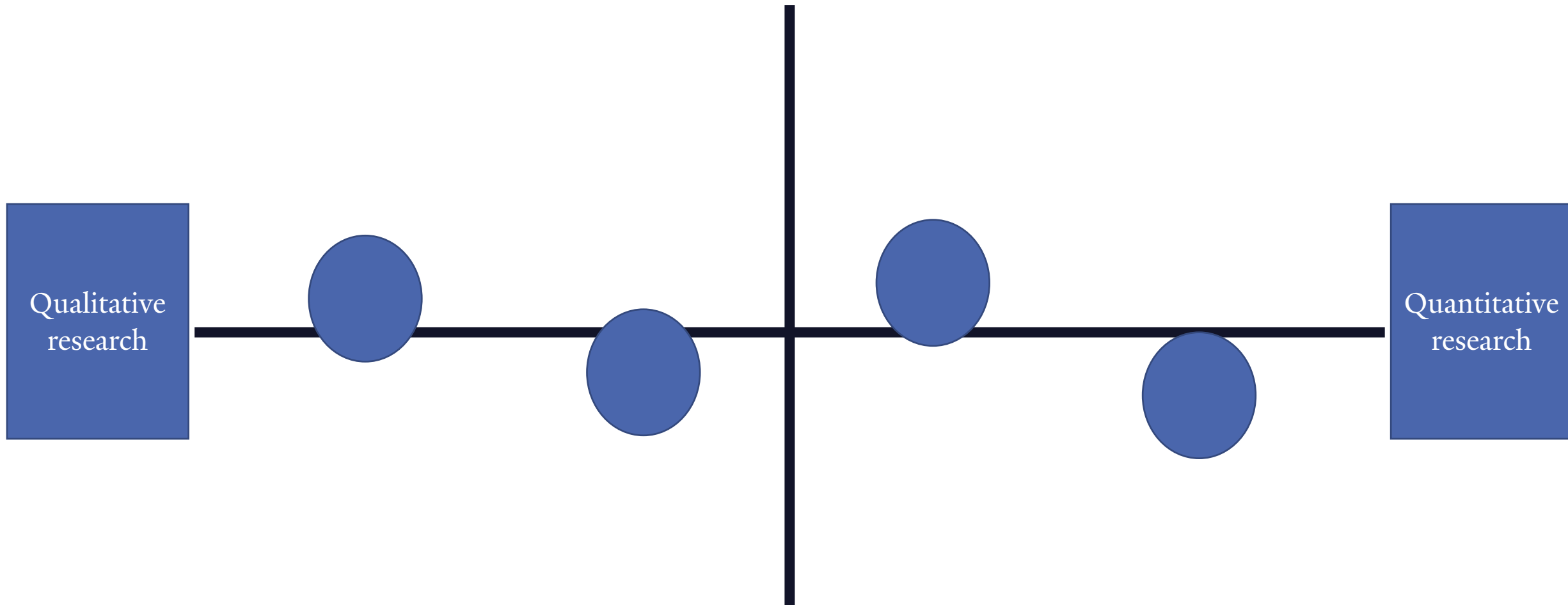
- Understand your prior data collection experience
- Understand how to leverage qualitative and data collection
- Illustrate what we have learned from qualitative work on women's mobile engagement

The role of qualitative research

Qualitative work v. quantitative research

Qualitative	Quantitative
Smaller sample size	Larger sample size
Respondents may be asked different questions: interviewer dynamically updates	Respondents asked same questions (incorporating skip patterns)
Can be run with individuals (in-depth interviews, oral accounts) or with groups (focus groups)	Individual-focused (except perhaps survey games)
Can obtain nuanced details that vary by person	If collecting these types of details, must plan carefully for how to do this
Can be used to design surveys	May be the basis for new, deeper qualitative work

Research – on a spectrum



Focus Group Discussions

- Semi-structured discussion with members of the target population to explore what they know about particular topics

Pros
Efficient feedback from group
Helpful to learn about cognitive processing
Researchers can adapt questioning in response to what they are learning in a given group

Cons
Participants likely not representative
Hard to replicate
Can be difficult to balance group/respondents

Semi-structured interviews

- Semi-structured discussion with one individual at a time to understand a particular issue in-depth

Pros

Allows researcher to understand nuances around a particular issue, follow-up on interesting aspects

Helpful to learn about cognitive processing

Cons

Participants likely not representative

Labor intensive since interviewers need specialized training; quality of information depends greatly on interviewer

Cognitive Interviews

- Interviewers administer draft survey questions in individual interviews and then probe to learn how respondents understand the questions and formulate answers.

Pros
Helps understand how individuals understand survey questions and arrive at answers
Helps pinpoint <i>how</i> to improve difficult questions

Cons
Participants likely not representative given small n – best to also pilot with expanded sample
Quality of information depends greatly on interviewers

Questions to consider prior to qualitative work

- How will I select and recruit respondents?
- Who will be in the room with me (or the interviewer) to interview, record, etc., and how might this affect responses?
 - Recorded interviews are costly to analyze and may inhibit responses – how will I balance this challenge?
- What level of privacy should we have, and how will we establish and maintain it?
- How will I record verbal and non-verbal communication throughout the interview?
- What is my analysis plan and how will I implement it?

Common Challenges in Qualitative Work

- Securing the right setting and dealing with “observers”
- Balancing guiding the conversation to the right questions without “leading”
- Drawing out insights from less outgoing participants
- Moving beyond the “standard” answers to real insights
- Post-session coding

Which is easier to do:
qualitative or quantitative
research?

Examples of qualitative work that have informed our WEE-focused studies

- Conducted focus groups and semi-structured interviews to understand the constraints to women's use of mobile phones across Indian states and demographic groups
- Used focus groups to understand how a government skilling program functioned in practice, and what frontline recruiters thought of the program and challenges they faced in recruiting women, to interpret quantitative study results (focused on administrative data)
- Conducted semi-structured interviews to inform survey question design for *all* surveys we have run
- Conducted cognitive testing to unpack how respondents understand survey questions and responses

Insights from Qualitative Work: What Explains India's Mobile Gender Gap?

The Opportunity

Mobile Phones are Reshaping the Economic Lives of the Poor



Two-thirds of the world's population has a mobile phone¹

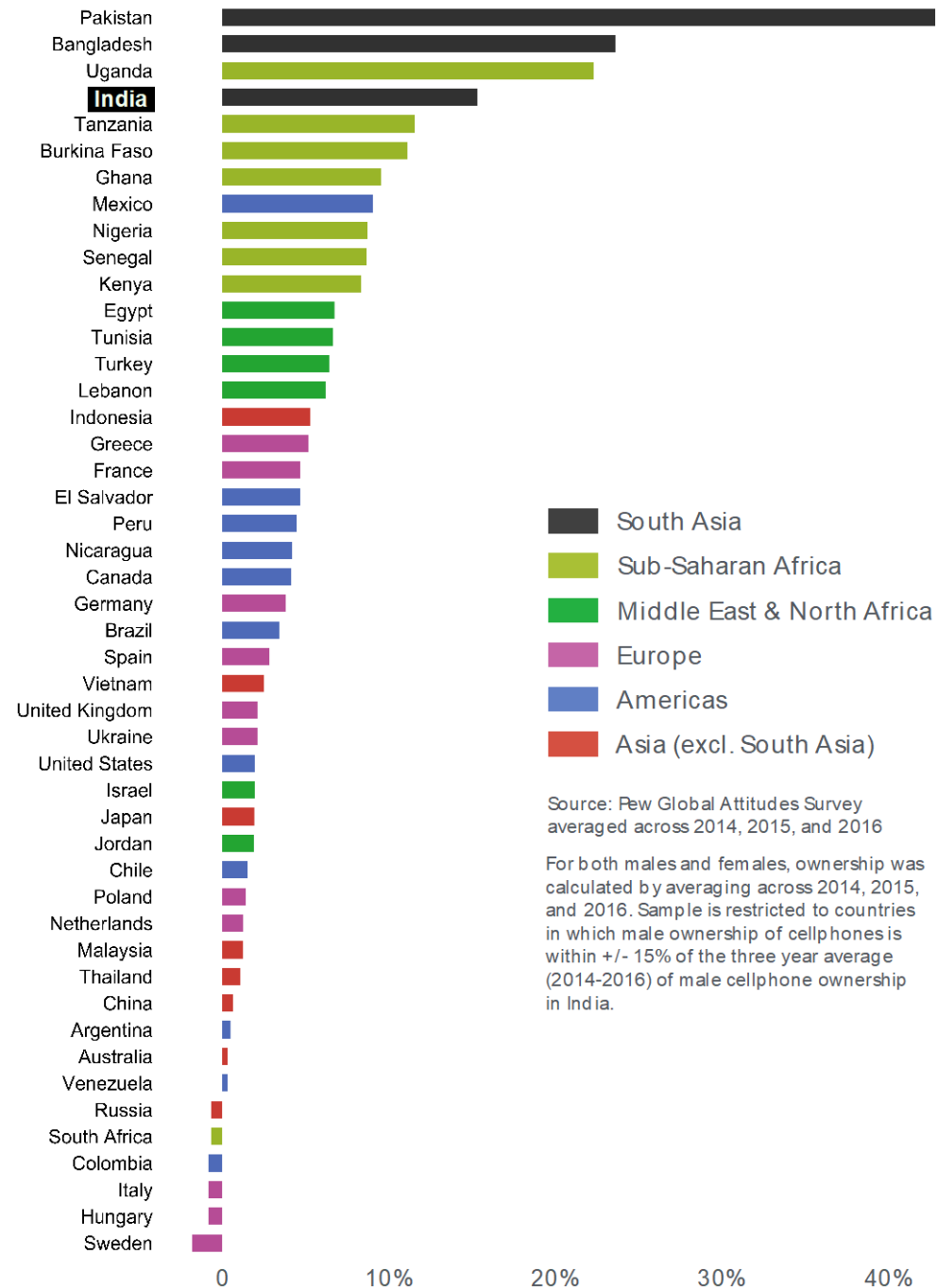


Phones **speed** spread of **information**, **improve** functioning of **markets**²



Value-added services proven to **reduce poverty**, improve educational, financial, health outcomes³

¹GSMA (2017), ²Jensen (2007), Aker (2010), Jensen and Miller (2017), ³Aker et al. (2012), Ksoll et al. (2014), Suri and Jack (2016), Cadena and Schoar (2011), Karlan et al. (2016), Zurovac et al. (2014)

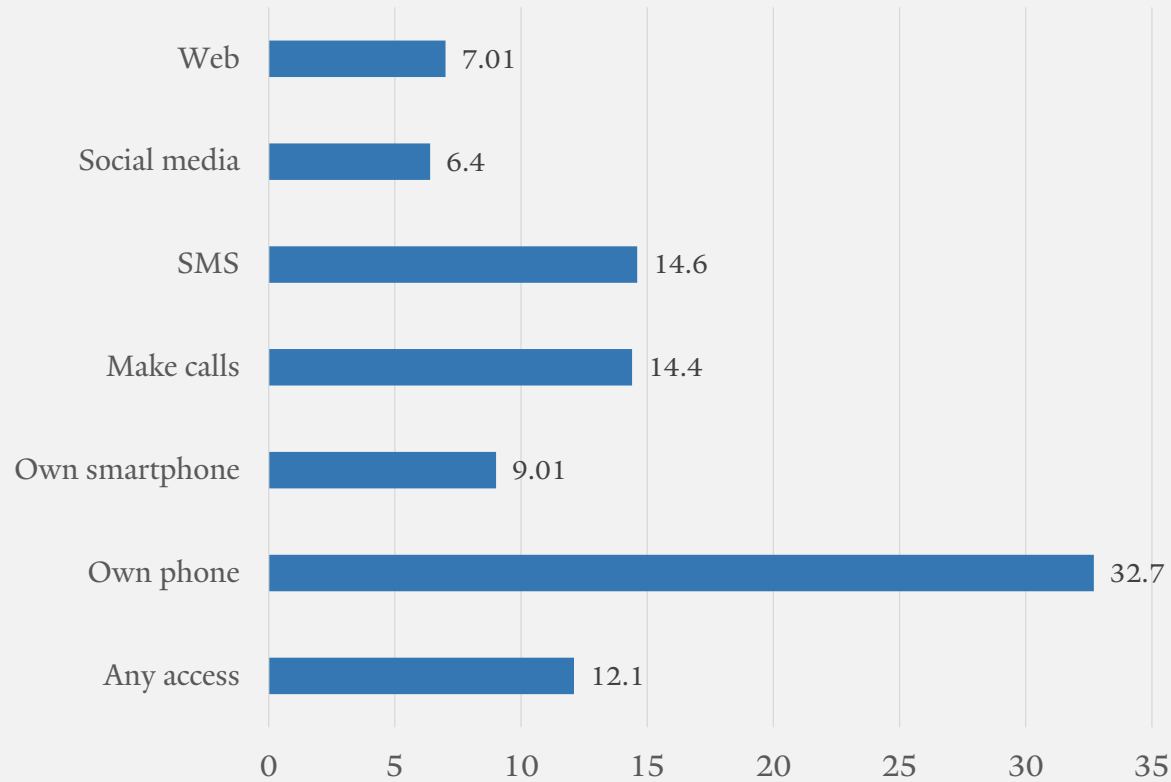


The Challenge

India Has One of the Largest Gender Gaps in Mobile in the World

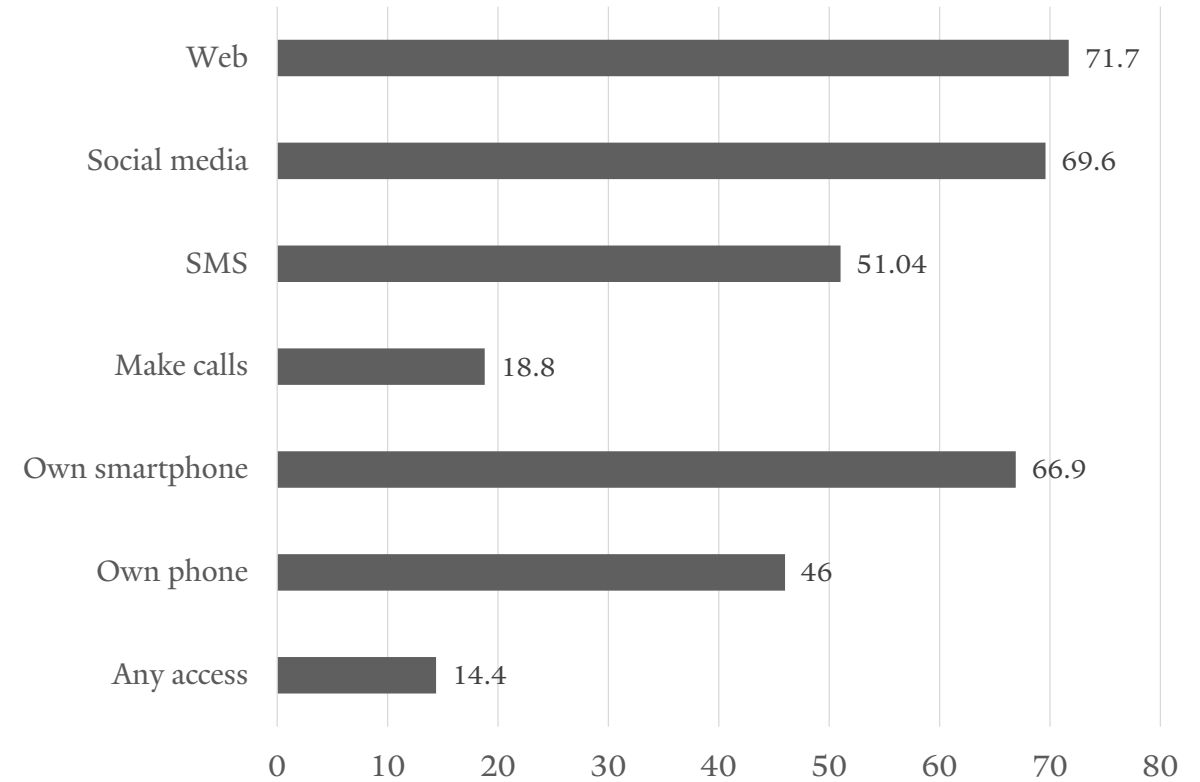
Gaps Exist Across Spectrum of Mobile Engagement

Absolute Gaps



Source: Authors' calculations from 2015-2016 FII data.

Gaps Relative to Men



Source: Authors' calculations from 2015-2016 FII data.

Filling the gaps is key: returns to mobile could be even larger gains for women given that they are disproportionately constrained (Duflo, 2012).

Setting the Stage: Economic and Normative Barriers

Definitions

Economic barriers

- Factors directly related to the **financial** and **human capital** needed to own, operate a phone
- (Lack of) **economic pull factors** that drive use

Normative barriers

- **Social norms, customs, and individual beliefs** that shape men's and women's role in the household and society

Barriers are Interlinked



What's in a Norm?

A “**grammar of social interactions**” that outlines behaviors that society deems acceptable.
(Bicchieri and Muldoon 2014)

- 1 **Individual beliefs** are personally-held opinions about what behaviors and actions are appropriate
- 2 **Actual norms** are the average beliefs/behaviors of a social group
- 3 **Perceived norms** are what people *perceive* the average beliefs/behaviors to be



Qualitative Interviews Targeted A Diverse Range of 98 Women and 27 Men

South & East Delhi, Delhi

- Urban population
- Centred around the city
- Age range: 26 – 50 years
- Domestic workers, micro-entrepreneurs

Gwalior, Madhya Pradesh

- Rural population
- Disjoint from the main city
- Age range: 19 – 65 years
- Mostly housewives

Amravati, Maharashtra

- Urban and peri-urban population
- Centred around the main city
- Age range: 16 – 54 years
- Mostly micro-entrepreneurs working from home



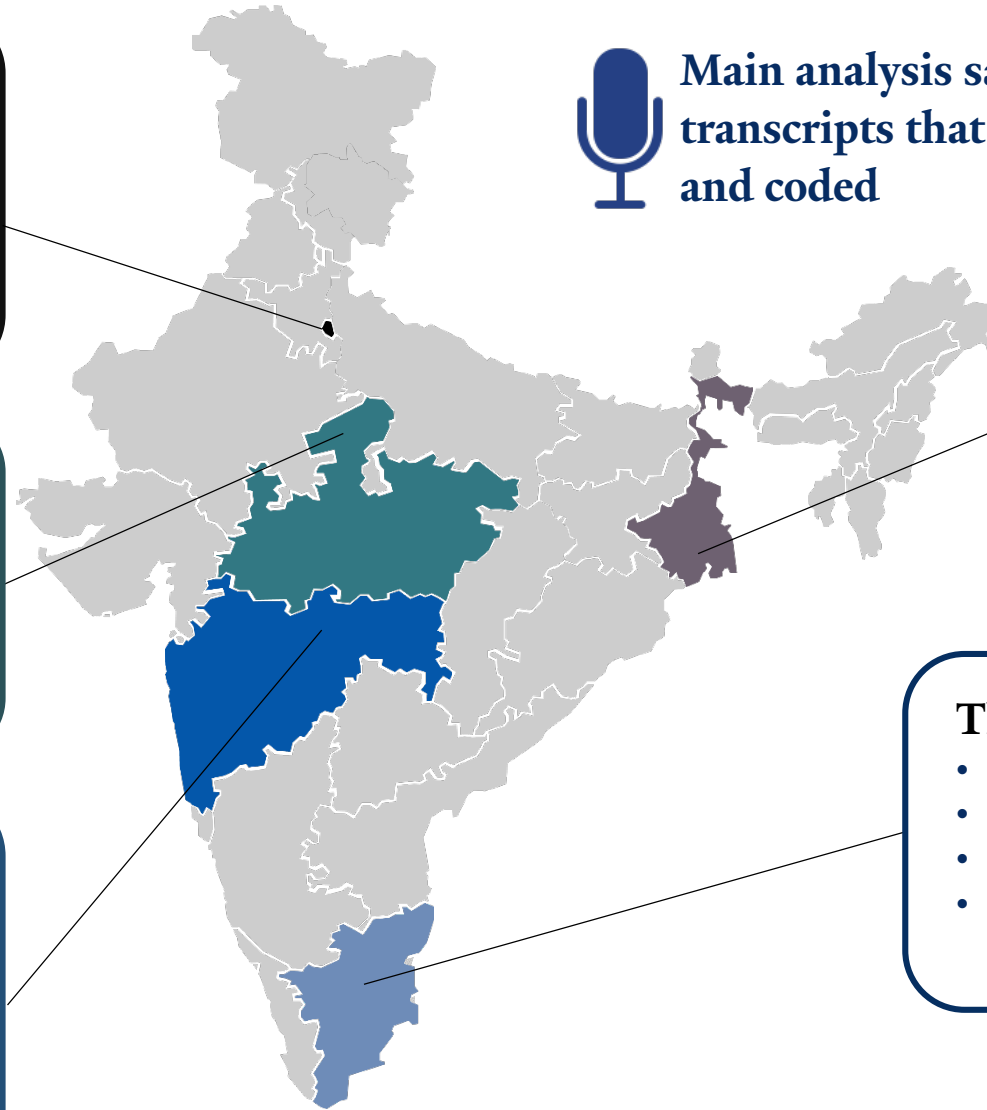
Main analysis sample: 53 female, 13 male transcripts that were recorded, transcribed, and coded

Kolkata, West Bengal

- Sub-urban population
- Easy access to the main city
- Age range: 17 – 45 years
- Mostly business/shop owners with their husbands

Thanjavur, Tamil Nadu

- Rural population
- Connected to main town area
- Age range: 21 – 52 years
- Private/government jobs, shop owners and housewives



Identifying Respondents

- Wanted to source informants from a range of rural/urban, age, education, and geographic groups
- Identified communities from primary survey data (previous studies) with good variation in phone ownership, occupation, marital status
- Identified potential respondents from survey data based on phone ownership, occupation, marital status and age.
- Sampling at sites based on both purposive, snowball approach
 - Example: If targeted respondents unavailable, we asked community members for 'unmarried women', 'young married women', or 'old, married women' who worked or did not work.
 - In rural areas: asked local (government-paid) child care workers to guide us to specific respondents

Data Collection

- 45 minute interviews (n~65)
- Took place in environment comfortable to respondent
- Started with demographic questions
- Then mobile use
- ...then (more sensitive) gender differences in phone engagement and why the respondent thought they existed
- 15 additional small focus groups with respondents of similar demographics

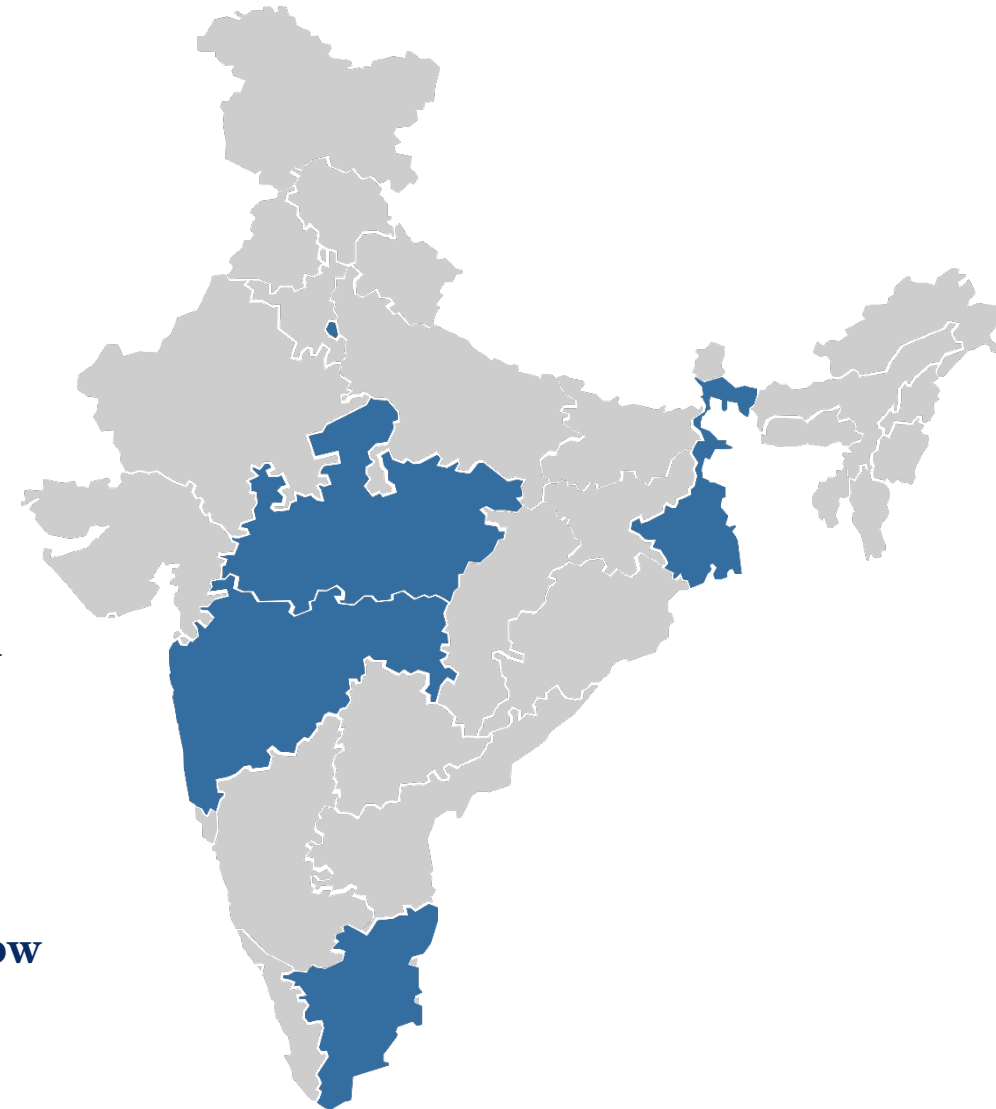
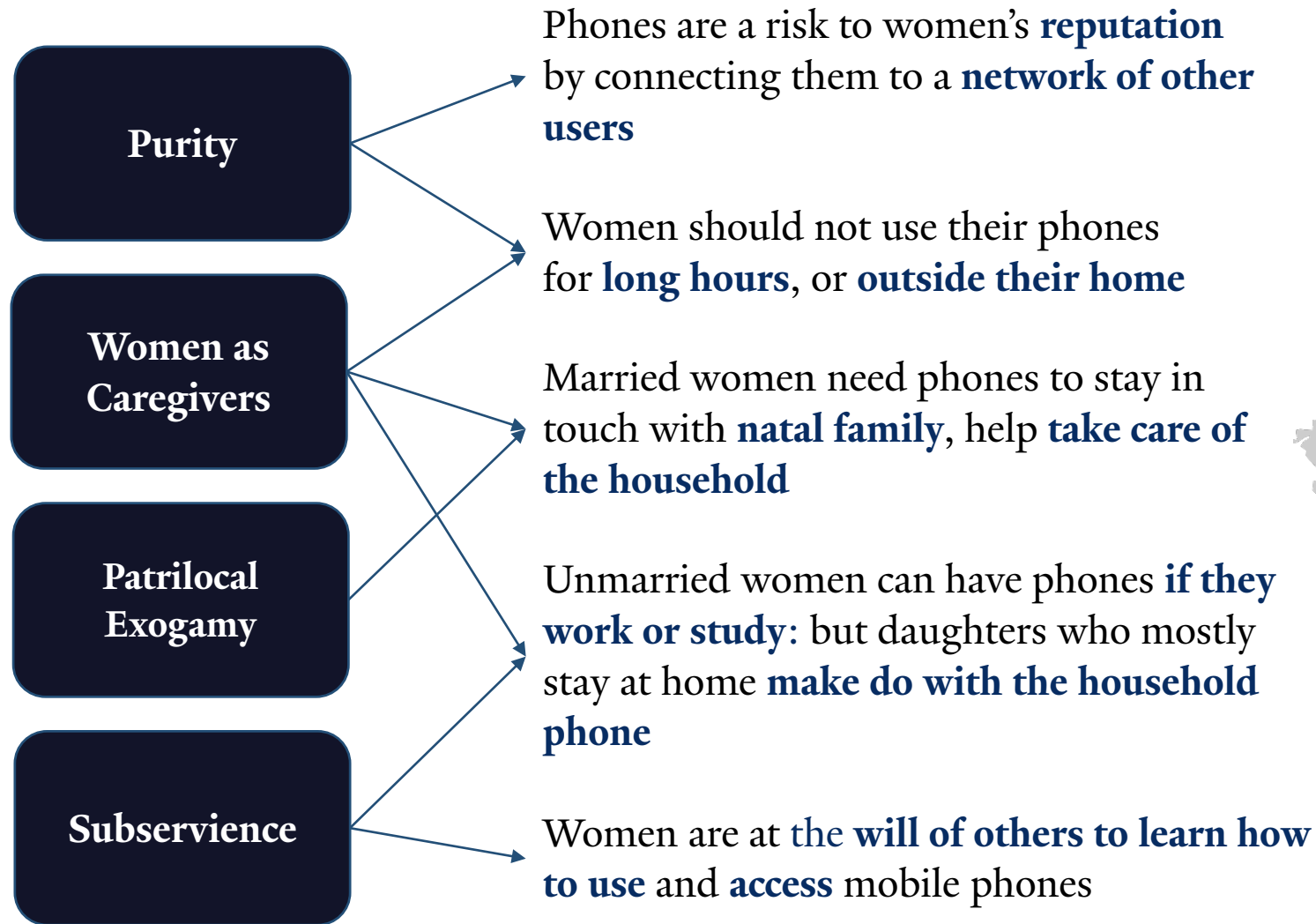
Data Processing



Data Analysis

- Used several interviews to develop a coding framework that we would apply to all interviews
 - Groups codes around phone *ownership*, phone *use*, *norms* related to phones, and *empowerment*
- Used software to apply codes to the whole dataset
- Linked code themes with demographic information

Norms and Beliefs About Women's Phone Ownership Map to Broader Gender Norms



But Not All Beliefs in Line With Norms

“Boys and girls both deteriorate by using phones but **girls need to be controlled. They are the respect of the home.**”

“It might be possible they are **talking about their job, doing SMS for their studies** or due to emergency they stay and talk for half an hour”

“I always think and say, ‘**If she will not come out from the nest, then how she will know how to fly?**’ When children get together, they won’t necessarily fall into bad friendships. **They can also learn good ways of thinking.**”

In line
with norm

“I am scared that the **girl is talking with someone she shouldn’t.** We must watch her to know who she is talking with.”

“**She can have a phone when she is studying in college,** if college is very far. They can miss the bus, so I will give them the phone at that age.”

“It depends on mentality, and they (elders) think according to it. **We (younger generation) do not think like this as we are of today’s era**”

Against
the norm

Younger people, particularly women, less likely to hold beliefs in line with norms

Economic Barriers, Limited “Use Cases” Matter Too

“Girls should give their number only for important tasks – that is alright. But not to everyone.”

Female respondent from West Bengal

“Girls can own phones before marriage only if they have a government job”

Male respondent from Gwalior

“My husband needs the phone for work... What would I need a phone for?”

Housewife in Madhya Pradesh

“My daughter travels to the city for college. She needs a phone to be safe.”

Female respondent in Kolkata

Developing Mobile Content Tailored to Women’s Lives May Be An Entry Point

What Came Out of This Work?

	Direct	Indirect
Normative	I. Target normative barriers directly E.g. Behavior/norms change campaigns for IPV <i>Abramsky et al. (2014)</i>	II. Target normative barriers indirectly E.g. Soap operas in Brazil, TV in India <i>La Ferrara, Chong, and Duryea (2012); Jensen and Oster (2009)</i>
Economic	III. Provide high-powered incentives to break normative barriers E.g. payments to delay marriage, reservations for women in India <i>Buchmann et al. (2017); Beaman et al. (2009)</i>	IV. Create entry points in line with normative context E.g. bicycles for girls, white collar jobs for women <i>Muralidharan and Prakash (2017); Goldin (1995)</i>

1. A framework to think about how to address constraints to women's mobile engagement
 - Understanding that both *economic* and *normative* barriers must be addressed to close the gender gap
2. Ideas for how a mobile use case could increase women's mobile engagement, and questions we wanted to test through an RCT

Roadmap for Future Sessions

Session #6 (May 21):

Women and Mobile: Experimental and non-Experimental Learning.

Q&A Re: Collecting Data Through the Pandemic, Surveying Women

Session #7 (May 28):
Research Team Consultations

Session #8 (June 4):
Paul Schultz: Progresa