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Seminar 4 for Doctoral Students

*Topic: Thematic Analysis &
Template Analysis*

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6th August 2021

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Seminar Structure

- Definition of thematic analysis
- Process of thematic analysis
- Definition of template analysis
- Process of template analysis
- Examples of coding a transcript and final template layout
- Activity.

Definition of Thematic Analysis (1/2)

- Thematic analysis has been defined as “a way of seeing. (...) Observation precedes understanding. Recognizing an important moment (seeing) precedes encoding it (seeing it as something), which in turn precedes interpretation. Thematic analysis moves you through these three phases of inquiry” (Boyatzis, 1998, p. 1).

Definition of Thematic Analysis (2/2)

- Thematic analysis is considered as different from other methods of analysis which seek to describe patterns of qualitative data, in the sense that grounded theory requires analysis to be directed towards theory development, but thematic analysis does not require that too (Braun & Clarke, 2006).

Process of Thematic Analysis (1/2)

- In thematic analysis, a theme captures an important aspect within the data relevantly to the research questions of the study and represents a patterned response or meaning within the data collected (Braun & Clarke, 2006).

Process of Thematic Analysis (2/2)

- According to thematic analysis, all transcripts of interviews have to be thoroughly read, and then text segments (i.e. sentences or paragraphs of meaning) to be coded under appropriate themes, based on the key concept/meaning of the text segment in relation to the aim of the study (Flick, von Kardorff, & Steinke, 2004).
- More specifically, coding is the process during which the researcher codes the text in order to answer the research questions (Joffe & Yardley, 2004).

Definition of Template Analysis (1/2)

- The technique of template analysis belongs to the method of thematic analysis.
- Template analysis is not a distinct method, rather a related group of techniques to thematic analysis, in terms that it is used for thematically organising and analysing textual data (King, 2004) (King, 2012), elsewhere described also as “a style” or “a form of thematic analysis” (Brooks, McCluskey, Turley, & King, 2015).

Definition of Template Analysis (2/2)

- “The essence of template analysis is that the researcher produces a list of codes (‘template’) representing themes identified in their textual data. Some of these will usually be defined a priori, but they will be modified and added to as the researcher reads and interprets the texts. The template is organized in a way which represents the relationships between themes, as defined by the researcher, most commonly involving a hierarchical structure” (King, 2004, p. 256).

Process of Template Analysis (1/6)

- Template analysis allows flexibility to the researcher to analyse data by combining both a partly theory-driven and partly data-driven approach to analysis, deriving from the aim and background literature of the study, and the data that emerge from fieldwork, respectively.
- An analytical template starts to be developed using a list of pre-defined codes or else analytical categories.

Process of Template Analysis (2/6)

- According to Nigel King (2004), often the best starting point for the development of an initial template for analysis is the interview topic guide used by the interviewer, and that is what in this study has been used as the initial template.
- Accordingly, the main questions from the interview guide can be used initially as higher-order analytical categories, with subsidiary questions and probes or other information that emerge from data as lower-order analytical categories (King, 2004).
- In short, "in qualitative template analysis, the initial template is applied in order to analyse the text through the process of coding, but is itself revised in the light of the ongoing analysis" (King, 2004, p. 259).

Process of Template Analysis (3/6)

- As soon as the initial template is constructed, the text of interviews should be read repeatedly to identify text segments (i.e. paragraphs or phrases) and conduct the preliminary coding, meaning to identify text segments based on the initial template and aim of the study (King, 2012) (King, 2004).
- Regarding the process of coding: “put simply, a code is a label attached to a section of text to index it as relating to a theme or issue in the data which the researcher has identified as important to his or her interpretation” (King, 2004, p. 257).

Process of Template Analysis (4/6)

- During this process, modifications of the initial analytical categories can occur in terms of insertion, deletion, changing scope, and/or changing higher-order classification, and in terms of levels of hierarchy, highest-order analytical categories that emerged included one to three levels of lower-order analytical categories, similarly to the paradigm of King (2004).
- Template analysis “encourages the analyst to develop themes more extensively where the richest data (in relation to the research question) are found” (Brooks, McCluskey, Turley, & King, 2015, p. 203).

Process of Template Analysis (5/6)

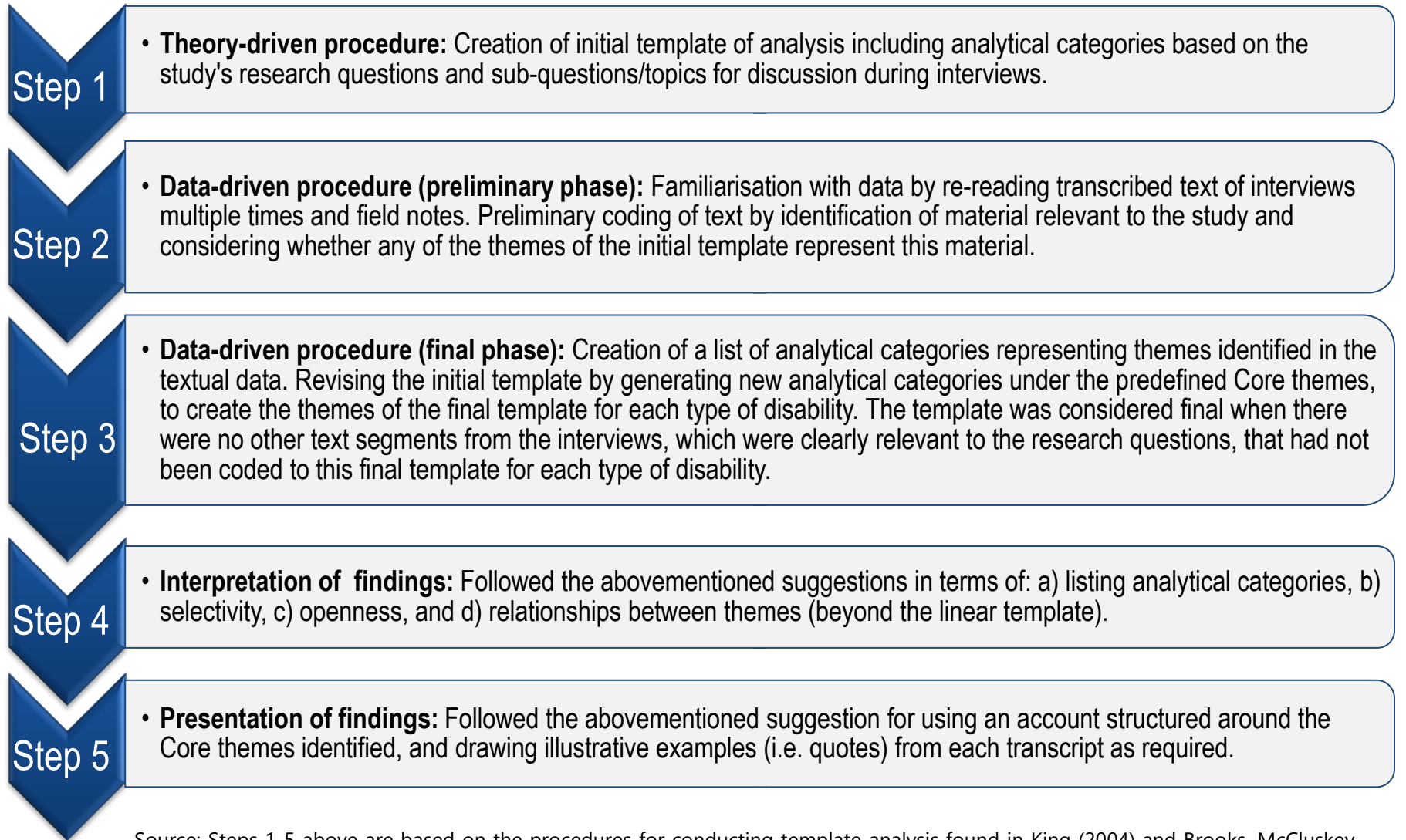
In terms of interpretation of data, there are no general rules in template analysis to follow, since it depends on the aims and content of each study (King, 2004). Nevertheless, it is advisable to keep in mind some suggestions as starting point, which King (2004, pp. 266-267) offers:

- **a) listing codes** (to compile a list of all codes occurring in each transcript, with some indication of frequency, but not relying on their frequency)
- **b) selectivity** (to seek to identify those themes which are of most central relevance to the task of building an understanding of the phenomena under investigation)
- **c) openness** (not be so strongly guided by the initial research questions that all themes which are not obviously of direct relevance become disregarded); and
- **d) relationships between themes: beyond the linear template** (the standard linear template presents a structure which has advantages in terms of clarity, however, the researcher should feel free to use these kinds of strategies in building their interpretations, and not feel that analysis has to stop at the point where a full linear template is produced.)

Process of Template Analysis (6/6)

- Regarding the presentation of findings, King (2004, p. 267) suggests that: "through summarizing detailed notes about themes, selecting illustrative quotes, and producing a coherent 'story' of the findings, the researcher continues to build his or her understanding of the phenomena the research project has investigated."
- In addition, there are various approaches to presentation, again depending on the nature of data, and for any approach it is essential to use quotes from the participants, whether shorter or longer quotes, which give the reader a flavour of the original text (King, 2012).

Example of an analytical process using template analysis



Source: Steps 1-5 above are based on the procedures for conducting template analysis found in King (2004) and Brooks, McCluskey, Turley, & King (2015).

MAIN AREA 1: THE BODY, SELF AND DISABILITY

CORE THEME 1. BIOGRAPHICAL EXPERIENCE OF HEALTH ISSUE

- 1.1 Age of onset
- 1.2 Cause of onset
 - 1.2.1 Cause related to difficulties with social and/or intimate relationships
 - 1.2.2 Cause related to family problems
 - 1.2.3 Exhibited after an intense period of tiredness and work or within the work environment
 - 1.2.4 Undisclosed cause of onset of mental health issue

CORE THEME 2. COPING MECHANISMS FOR DISABILITY AND FEELINGS OF LONELINESS

- 2.1 Going outdoors or relaxing at home and/or turning to friends or family
- 2.2 Relying on religious faith
- 2.3 Reading or writing or waiting passively for difficult moment to pass
- 2.4 Tackling loneliness mainly with support of friends or other distractions indoors
- 2.5 Loneliness as not necessarily a negative state

CORE THEME 3. PERCEIVED GENDER DIFFERENCES BASED ON HEALTH ISSUE

- 3.1 Never encountered man with same health issue or no perceived gender differences
- 3.2 Reported perceived gender differences

CORE THEME 4. EXPECTATIONS ABOUT THE FUTURE AT INDIVIDUAL LEVEL

- 4.1 To recover from mental health issue or remain in good health
- 4.2 Positive thinking about the future; without mentioning health issue
- 4.3 Negative thinking about the future.

MAIN AREA 2: SOCIAL RELATIONSHIPS, SOCIAL PARTICIPATION AND DISABILITY

CORE THEME 5. SOCIAL NETWORKS (STRUCTURAL ASPECTS)

- 5.1 About size of social network and type of relationship
 - 5.1.1 Size of social network
 - 5.1.2 Social network including family and/or friends and/or health professionals
 - 5.1.3 Specifying that their social network consists of persons who know about their mental health issue
 - 5.1.4 Specifying that they have difficulty making friends and/or are isolated from others
- 5.2 Frequency and way of contact with ties of social network
- 5.3 Membership at organisation or volunteer groups (formal social networks)

CORE THEME 6. DAILY ACTIVITIES

- 6.1 Meeting socially with friends, neighbours or colleagues
- 6.2 Not meeting socially with friends, neighbours or colleagues

CORE THEME 7. DISABILITY-BASED HOMOPHILIOUS OR HETEROPHILIOUS SOCIAL NETWORKS

- 7.1 Majority have heterophilious social networks
- 7.2 Majority conceal mental health issue thus/or have not received direct rejection from the wider social network

CORE THEME 8. CHANGE OF ATTITUDES OF SOCIAL NETWORK DUE TO DISABILITY

- 8.1 Received negative change of attitude from others at the beginning but later others overcame it
- 8.2 Received negative change of attitude from others and ended relationship or avoids social contact
- 8.3 Received no negative attitude; because was concealing health issue or informing others from the start

CORE THEME 9. SOCIAL SUPPORT (RECEIVED AND PROVIDED)

- 9.1 Received social support
 - 9.1.1 Receiving social support
 - 9.1.2 No social support received
- 9.2 Provided social support
 - 9.2.1 Provide practical support to others
 - 9.2.2 Provide moral support to others
 - 9.2.3 No support provided to others

CORE THEME 10. TRUST

- 10.1 General trust
 - 10.1.1 Have trust in other people in general
 - 10.1.2 Have little or no trust in other people in general
- 10.2 Institutional trust

CORE THEME 11. OPINION ON SPECIFIC CIVIC NORMS

- 11.1 Not agreeing with tax evasion, claiming government benefit that one is not entitled to or accepting a bribe during work
- 11.2 Neither agree or disagree for accepting a bribe or evading taxes

CORE THEME 12. POLITICAL PARTICIPATION

- 12.1 Voting at elections
 - 12.1.1 Active voters
 - 12.1.2 Non active voters
- 12.2 Participation at demonstration or signed a petition
 - 12.2.1 Never participated in demonstration nor have ever signed a petition
 - 12.2.2 Both participated in demonstration and have signed a petition
 - 12.2.3 Signed petition but never participated in a demonstration

CORE THEME 13. EMPLOYMENT DIFFICULTY DUE TO HEALTH ISSUE

- 13.1 Difficulty finding or maintaining a job due to mental health issue
- 13.2 Not looking for a job or could not find a job due to non-health-related reasons

CORE THEME 14. BARRIERS FOR SOCIAL PARTICIPATION AND SUGGESTIONS FOR REMOVING THEM

- 14.1 Prejudice, stigmatisation, and/or lack of empathy received by informal and wider social network
- 14.2 Discrimination and/or prejudice received by formal social network
- 14.3 Avoiding social participation due to mental health issue per se
- 14.4 Never experienced any barriers for social participation due to mental health issue
- 14.5 Suggestions for education, campaigns, understanding, and change of mentality of wider social networks on mental health issues
- 14.6 Suggestions for self-confidence, self-worth and self-acceptance of mental health issue by the person experiencing it
- 14.7 Suggestion for more projects for enhancement of social life of persons with mental health issues

CORE THEME 15. BARRIERS FOR INDEPENDENT/AUTONOMOUS LIVING AND SUGGESTIONS FOR REMOVING THEM

- 15.1 Not being allowed to have a driving licence due to mental health issue and difficulty doing housework
- 15.2 Not being allowed to live autonomously during institutionalisation for mental health issue and problems with benefits for children
- 15.3 Not being allowed by family member to live alone
- 15.4 Difficulty finding work due to mental health issue or for financial reasons
- 15.5 No barriers for living autonomously
- 15.6 Suggestions to change the attitude of others and themselves
- 15.7 Suggestions for more support from the State and in employment sector.

Coding in practice (1/2)

- During coding and themes selection, first coding can be performed on the document of transcripts by highlighting text segments which correspond to the analytical categories of the initial template and/or including meaningful concepts to the aim of the study, and using comments on the Word document (Microsoft Office software) to do the preliminary coding and description of the meaningful text segments, relevantly to this study.
- Then for the analysis can also use an Excel spreadsheet (Microsoft Office software), where extracts are placed under the core themes of the initial template for each respondent and then a theme was selected based on the meaningful text segments that emerged from each interview.

Coding in practice (2/2)

- The themes that emerge from the first phase of analysis can be cross-checked by the researcher and there should be a continuous cycle of re-reading the transcripts and checking analytical categories and themes, for ensuring that all meaningful concepts were extracted, and reviewing appropriateness of selected themes (Braun & Clarke, 2006).

Examples of transcript and coding

- Example of transcript:
- <https://ukdataservice.ac.uk/media/622380/ukdamodeltranscript.pdf>
- Example of coded transcript:
- <https://uhra.herts.ac.uk/bitstream/handle/2299/12592/03064470%20James%20Dawn%20final%20PhD%20submission%20appendix%209.pdf?sequence=2>

Activity

- Try to code the text provided and identify relevant themes.
- Aim of study:
Explore the social experiences of women with disability
- Share your thoughts.

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Thank you

Any questions?

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