Analyzing Qualitative Data: With or without software

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Role of the Researcher

- YOU are a data collection instrument
- You take notes and decide what topics to record
- How much do you set the agenda
  - What questions do you ask or not ask?
  - What do you deem important?
Role of the Researcher

- You are driving the analysis:
  - What are your implicit/explicit theories?
  - What is your favored analysis method(s)?
Role of the Researcher

- You make decisions before analysis based on your:
  - Epistemological perspective
  - Approach to the problem
  - Particular research questions
How should I analyze my qualitative data?

- Depends on:
  - What research questions drive your study.
  - Research Question is linked to methods chosen and type of analysis rationale you apply.
Role of Transcription in analysis of your data

- Builds theoretical sensitivity (Strauss & Corbin, 1990)
- Brings the researcher closer to the data
- Provides a unique opportunity to critique and improve on the interview process
What is Transcribed?

- Written texts:
  - Field notes
  - Supporting documents
- Audio and/or Visual Data
  - Recordings of interviews, focus groups, consultation
  - Photos
  - Videos
Researcher Positionality

- The researcher’s viewpoint is part of transcription
- How does your set of social, economic, personal, and other characteristics impact the way you represent your data?
Issues of Representation

- Whose transcription are you creating?
- Address issues of authority and representation.
Transcription and data analysis reflection:

- Recognize ways that data are interpreted and represented.
- How do you decide what to transcribe (everything or only particular aspects)?
Data Analysis: The goal is to analytically reduce your data by:

- Producing summaries, abstracts, coding, and memos
- Finding ways to display your data (matrices, frequency counts, etc.)
- Draw conclusions and test their validity
- Remember: Analysis is an iterative and ongoing process
Memo-ing: A critical link between your interview data and creation of codes and categories

- Memo about:
  - Codes, categories, and their relationships
  - Initial thoughts on data analysis
- Memos are ways of summarizing where you are at during your analysis and potential interpretations you may have about your data.
- Analysis is saying: What does the data say.
- Interpretation is saying: What does it mean?
Data Analysis as Data Reduction

- Management goal is to make large amount of data manageable

- Analysis goals:
  - Search for commonalities, which lead to categories (known as codes or themes)
  - Search for contrasts/comparisons
  - There is Physical reduction of data (putting names on excerpts as if you are creating labels in a filing cabinet with no analytical bite)
  - Conceptual reduction of data: Thinking through meaning by coding—memo-ing—re-coding for meaning
Data Reduction...But how do I do this????

- Know your data: listen, read, and think about it
- Know your biases and standpoint
- Focus on the data – one way is to take a *grounded approach*. But remember there are multiple analytical styles (i.e. narrative analysis, content analysis, etc.). Go back to your research question to determine analytical rationale
Coding Styles: Deductive Coding of your data

- Starts with pre-set themes/codes/categories
- Themes suggested by research literature, advisor, etc.
- Provides direction in your analysis
- Yet: Do you want to start out with a set of themes a priori? Why? Go back to your research question. If you are exploring new territory it may not be best to start out looking for “a something.”
Inductive coding style: Iterative analysis (often referred to as a Grounded Analysis).

- Your analysis—codes come directly from reading/thinking about data
- Part of iterative process that is often a like an upward spiral in which you go up and down the twists and turns almost like a dance--a tango that has no straight lines.
Inductive (Grounded) Analysis

- Iterative process
- After initial coding, go back to change and break down codes
Developing Grounded Codes

- Code: symbol applied to a section of text in order to easily categorize it
- Related to research questions, themes, concepts
- Used for retrieval and organization
- Finish coding when saturation is reached
Developing Grounded Themes

- During and after coding, look for connections between codes
- Begin with descriptive themes
- Look for subcategories, relationships, cause-effect
- Develop a matrix of codes and themes
Differentiating Types of Grounded Codes:

- Tag
- Code
- Category
- Themes
Using Software to Analyze Qualitative Data

- Transcription Software: Using HyperTranscribe
- Computer-Assisted Software: Using HyperRESEARCH
Advantages of Computer-Assisted Qualitative Data Analysis (CAQDAS).

- Enhances ability to play with the data
- Assists in development of organizing system
- Theory building and construction
- Exploring different possibilities of data analysis and interpretation
Advantages of CAQDAS

- Create and share large data sets
- Access facilitates group projects
- Allows for secondary analysis of qualitative data sets
Advantages of CAQDAS

- Facilitates exploration of epistemological issues
- Works as a pedagogical tool for qualitative research methods
Transcription as Analysis with Computer Software

- Transition marker: using time stamps to highlight transitions, etc.
- Mark text in color
- Insert memos using representative fonts
Benefits of Transcription Technologies

- Decrease time and money spent on transcription
- More easily used by junior team members
- Simplified technologies allow researchers to do own transcription
HyperTRANSCIBETM

- Allows you to watch or listen to video or audio file during transcription and take memos on the fly
- Single interface for media and transcription
- Allows you to time-stamp your transcription for easy retrieval and analysis on the fly
- Hands never have to leave the keyboard
- Supports common video formats such as AVI, QuickTime, MPEG-2, MPEG-4
You can load media files to play, start, pause, and loop the media while you're typing.
HyperTRANSCIBE™
Simple control over timing options

- **Seconds to play when advancing**
  When resuming playback after pausing the program will replay the portion of the file specified here.

- **Seconds to rewind when advancing**
  When resuming playback after pausing the program will replay the portion of the file specified here.

- **Seconds to pause before looping**
  When looping playback, this option determines the number of seconds playback will be paused after each time it is looped.

- **Seconds between start and end of selection**
  When setting the start or end of the media selection, this interval determines the minimum number of seconds between the two.

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HyperlTRANSCIBE™ Add text shortcuts to speed up the transcription process
HyperTRANSCIBETM

- Download a free demo at www.researchware.com
HyperRESEARCH 2.8

- CAQDAS for Win and Macintosh
- Used for a variety of fields and analytical styles
- Facilitates group work
- Allows code and retrieval of data:
  - Boolean/proximity searches
  - Auto-coding and viewing codes in context
HyperRESEARCH 2.8

- Uses AI to create complex code categories
- Summary memos on data documents
- Hyperlinking
- Theory building
  - Hypothesis testing
  - Cognitive mapping
  - Code lists
HyperRESEARCH 2.8

- Links qualitative and quantitative
  - Export matrices
  - Import quantitative data
- Detailed summary reports
Study Structure

Study

Case 01
- Text Source 01
- Text Source 02
- Text Source n

Case 02
- Image Source 01
- Image Source 02
- Image Source n

Case n
- Audio/Video Source 01
- Audio/Video Source 02
- Audio/Video Source n

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## Case Card

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Source</th>
<th>Type</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am making a high salary</td>
<td>Interview 1.txt</td>
<td>TEXT</td>
<td>1319</td>
</tr>
<tr>
<td>nontraditional field</td>
<td>Interview 1.txt</td>
<td>TEXT</td>
<td>452, 561</td>
</tr>
<tr>
<td>gets married and stays married</td>
<td>Interview 1.txt</td>
<td>TEXT</td>
<td>926, 1009</td>
</tr>
<tr>
<td>wants kids</td>
<td>Interview 1.txt</td>
<td>TEXT</td>
<td>1012, 1609</td>
</tr>
<tr>
<td>leaves work when kids born doesn’t return</td>
<td>Interview 1.txt</td>
<td>TEXT</td>
<td>1012, 1609</td>
</tr>
<tr>
<td>takes major responsibility for family work</td>
<td>Interview 1.txt</td>
<td>TEXT</td>
<td>1012, 1609</td>
</tr>
</tbody>
</table>
The year is 2010. I am 40 years old. What is my life like? That's a pretty difficult question to answer. For starters, I am the president of Copley and Mini Advertising Agency. I love my job, probably because I face a new challenge every day. I also like having power, and knowing that many people work below me. All kidding aside, the best part of my job is my six-figure salary. Everything is just so expensive, and any extra money helps.

My husband, Michael, also has an excellent job. He works for an engineering company, where he is very happy. With both of our salaries combined we live very comfortably, but not extravagantly. We both set aside portions of our pay every week and put it in an account that will one day pay for our children's college education. I knew what it was like to work to pay my own way through college. I want to make sure that my kids don't have to worry about that.

Michael and I have two wonderful children, Courtney, who's 10, and Justin, who's 8. Right now I feel I must deviate a little from this paper. In all honesty I don't know whether I want to say that I took off 4-6 years from work to raise my children or that I hired a nanny for them. I'm extremely torn on this issue. Sometimes I think that it is my responsibility to stay home and be more of a mother than a businesswoman. Other times I think, why should I have to be the one to sacrifice my career? I'm hoping that this class will help me to sort out my feelings on this topic. For the sake of the assignment, I'll say that I took the time off from work to be with my babies.
Code List Editor

cannot envision future career
cannot envision future life
combine work and family no problems
combining work and family
concern about getting old
concerned with being thin
conflict over taking nontraditional role
conflict between work and family
divorced
fabulous nontraditional job
family before career
fifty fifty marriage
Follow moms traditional footsteps
gets married and stays married
good sex life
great job on return nontraditional
I am making a high salary
I have made significant contribution
leaves work when kids born doesn’t retu
Left nontraditional field for traditional fie
mom belongs at home with young kids
no financial problems
no help from husband
nontraditional field
not sure if single or married
perceives some discrimination on job
places family needs above self
successful happy life
takes major responsibility for family work
takes major responsibility for raising kids
wants kids
wants remarriage
works in traditional field
Memoing in Master Code List

- Define code categories on the fly
Selecting Cases or Codes

- Select all
- Select by choosing from a list
- Select using a Boolean expression

(note:
- All subsequent browsing or analysis is done using the SELECTED subset of cases and codes)
Selecting Cases or Codes

- Overlaps
- Includes
- Equals
HyperRESEARCH adds codes on the fly. Or use the Master Code List Editor to add codes without attaching them to text or media segments. A code definition may be added for each master code. 30,000 characters/code.
Use the tools to create a code map and then use the code map to select a set of codes that are 'n' links away from a code you click on in the map.

- **Computer as tool**
  - **Computer as writing tool**
  - **Computer as extension of self**
  - **Computer as creativity tool**
    - **Computer manipulate data**
    - **Computer experience**
    - **Organizational tool**

When you apply your code map selection, the matching codes on case cards are selected.

<table>
<thead>
<tr>
<th>Code Name</th>
<th>Source</th>
<th>Type</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer as creativity</td>
<td>SODeman</td>
<td>TEXT</td>
<td>16248,16752</td>
</tr>
<tr>
<td>computer as tool</td>
<td>SODeman</td>
<td>TEXT</td>
<td>1559,1708</td>
</tr>
</tbody>
</table>
Coding Images


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Coding Video and Audio

Running Reports

Frequency reports will include the code name and total number of occurrences across the entire study. You can optionally choose to display the statistics listed below:

- Minimum
- Maximum
- Mean
- Standard Deviation
- Bar Graph

Codes and Cases to Include:
- All Codes and Cases
- Only Selected Codes and Cases

<table>
<thead>
<tr>
<th>Code</th>
<th>Total</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Bar Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>cannot envision future career</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.125</td>
<td>0.354</td>
<td></td>
</tr>
<tr>
<td>cannot envision future life</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0.25</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>combine work and family no problems</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.25</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>combining work and family</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.25</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>concern about getting old</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.25</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>concerned with being thin</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.25</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>conflict over taking nontraditional role</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.25</td>
<td>0.34</td>
<td></td>
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<tr>
<td>conflict between work and family</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>divorced</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>fabulous nontraditional job</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>family before career</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>fifty fifty marriage</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>follow moms traditional footsteps</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>gets married and stays married</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>good sex life</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>great job on return nontraditional</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>I am making a high salary</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>I have made a significant contribution</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>leaves work when kids born doesn't return</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>left nontraditional job for traditional field</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>mom belongs at home with young kids</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>no financial problems</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>no help from husband</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>nontraditional field</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>not sure if ample or married</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>perhaps same discrimination on job</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>places family needs above self</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>successful happy life</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>takes major responsibility for family work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>takes major responsibility for raising kids</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>wants kids</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>wants someone</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>works in traditional field</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Total: 33

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Auto Code: Choose Sources
Auto Code: Choose Phrases

Choose "Select Cases" from the Cases menu to change the set of selected cases if necessary.

Double-click on a case name to choose a source to code to that case.

Double-click on a source
Reporting

- Based on cases and codes
- Display, print, or export
  - A report is based on the set of cases AND codes you have selected.
  - The checkboxes specify which elements are included in a report.
  - Reports may be displayed, printed or exported
Hypothesis Tester & Theory Generator

Hypothesis Rule List

1. IF fabulous non trad job AND I am makg high salary THEN ADD HIGH WORK COMMITMENT
2. IF gets married and stays married AND wants kids THEN ADD HIGH FAMILY COMMITMENT
3. IF HIGH WORK COMMITMENT AND HIGH FAMILY COMMITMENT THEN ADD HI POTEN FOR WRK FAM CONF
4. IF HI POTEN FOR WRK FAM CONF AND (omb wrk fam no problems OR fifty-fifty growing OR successful happy life) THEN ADD HIGH WORK COMMITMENT

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Integrating Qualitative Analysis with Software: A Step by Step Approach with some examples of the “how to’s”
Exploration Phase

- **Steps in Analysis**
  - Read text and think of codes (also referred to as ‘indexing’ or ‘tagging’)
  - Assign codes to segments

- **Computer Function**
  - Assign codes
  - Attaches codes to text segments; automatic coding or words and phrases
Add Codes to Text

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Exploration Phase

- **Steps in Analysis**
  - Clarify codes if necessary
  - Writing memos about codes and new directions in research; link codes to the research questions

- **Computer Function**
  - Assigns codes, overview of codes, create theory memos, attach memos to text/codes
  - Memoing, theory memos, formulate new questions / hypotheses

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<table>
<thead>
<tr>
<th>Text</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always wanted to be the thinnest, the prettiest</td>
<td>Pos. body image</td>
</tr>
<tr>
<td>Thinnest, Prettiest</td>
<td>Provides</td>
</tr>
<tr>
<td>I wanted to look like the girls in the magazines</td>
<td>Thin Rationale</td>
</tr>
<tr>
<td>I’m going to have so boyfriends and boys are going</td>
<td>Thinness as Media</td>
</tr>
<tr>
<td>Going to be so in love with me, I won’t have to</td>
<td></td>
</tr>
<tr>
<td>economic resources</td>
<td></td>
</tr>
<tr>
<td>work and I’ll be taken care of me</td>
<td></td>
</tr>
<tr>
<td>for the rest of my life</td>
<td></td>
</tr>
<tr>
<td>security</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation of codes

Initial codes in Eating Disorders Study were changed as follows:

FROM:
Clothing made for thin people
Weight lower priority
Minimal diet
Magazines
Dating and appearance
Will always want to be thin

TO:
clothing that fits
concerned with weight appearance
control over body and eating
media creates standards
men control women by appearance
values thinness

Thin rationales:

- Thin as a means of Security
- Thin and Healthy
- Thin as Part of Identity
- Thin /Beauty is Empowering
Using diagrams

- Thin as a means of Security
- Thin and Health
- Thin as Part of Identity
- Thin /Beauty is Empowering

Thin Rationales
Meta Coding: Going from Larger Themes to Detailed Analysis

- Meta Code: Pressure to be thin or thick
- Sub codes:
  - media source of thin pressure
  - no pressure to be thin
  - peer pressure to be thin
  - pressure to be thin
  - pressure to gain weight
  - resists pressure to be thin
  - teased about skinniness
Hierarchical Coding - Attitudes towards Appearance

Positive
  - Supportive

Negative
  - Destructive

Neutral
  - Don’t Care
Memoing Codes in Context
Memoing in Context: An Example

- Code: Being thick
- Throughout all interviews it was clear that being thin is not only not a valued social norm, but is also often considered a negative attribute associated with starvation and ill health (several kids associated being thin with being bony). Conversely, being heavy or ‘thick’ was associated with health and sexuality (one boy said he liked it when ‘things jiggle’). It was commonly acknowledged that guys like a “big butt” and a “big chest.”
Data Reduction Phase

- **Steps in Analysis**
  - Linking text segments that have the same meaning

- **Computer Function**
  - Retrieval of text segments by codes or combinations of codes
Data Reduction Phase

- **Steps in Analysis**
  - Perform open and axial coding
    - Formulate initial code categories
  - Create analytical codes and check with material
    - May want to sub-categorize or integrate categories

- **Computer Function**
  - Perform coding and retrieval of code segments
  - Create a hierarchical coding structure
  - Create and analyze memos
  - Change/adjust segments and codes
  - Create methodological memos
Data Reduction: An Example

- Code: Attitudes towards appearance
- Subcodes:
  - Importance of looks in the estimation of self/others
  - Worries about appearance
  - Important aspects of appearance
  - Social support or pressures re: appearance
Metacodes: An Example

**Code: Body Image**
- Family supportive of looks
- Mother critical of weight
- Not worried about looks
- Parents critical of looks
- Parents supportive of looks
- Peer support for looks
- Positive body image
- Satisfied with wt
- Worried re looks

**Code: Hair**
- hair is important
- hair braiding experience
- hair more important than weight
- short hair is in
- straight is better
- teased about hair
- spends time on hair
- won’t hire if “nappy hair”
- ”afros not cool”
Mixed Methods: use of a qualitative and a quantitative method in your study

- Based on priority and timing (Morgan, 1998)
  - QUAL-quan, QUAN-qual, equal
  - Sequential or concurrent

- Note: Multi-modal study is the use of two or more qualitative methods OR two or more quantitative methods
Mixed Methods: Data Analysis Stage

- Quantizing: changing codes into variables
- Qualitizing: changing variables into codes
Mixed Methods Analysis: Quantizing

- For example, what women report parents who are overweight and have an eating disorder (Hesse-Biber, 1996)?
- Or, of those women whose parents value thinness, how many report an eating disorder?
## Table 1
The Relationship Between Having an Eating Disorder (EATDIS) and Growing up with Parents, Peers, or Siblings Being “Critical” of One’s Body and Eating Habits (PPSC)

<table>
<thead>
<tr>
<th>EATDIS</th>
<th>PPSC</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>12.8</td>
<td>87.2</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>56.3</td>
<td>43.8</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>56.3</td>
<td>87.2</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>12.8</td>
<td>43.8</td>
</tr>
</tbody>
</table>

N=55
### Matrix of Quantized and Quantized Data

<table>
<thead>
<tr>
<th>Case</th>
<th>Eating Disorders Scale</th>
<th>Body Image Dissatisfaction</th>
<th>Eating Disorders</th>
<th>Self Esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Jenna”</td>
<td>8</td>
<td>high</td>
<td>moderate</td>
<td>low</td>
</tr>
<tr>
<td>“Mary”</td>
<td>28</td>
<td>low</td>
<td>high</td>
<td>high</td>
</tr>
</tbody>
</table>