

Chapter 1 : A Phenomenological Research Design Illustrated

Groenewald PHENOMENOLOGICAL RESEARCH DESIGN 2 International Journal of Qualitative Methods 3 (1) April, Introduction Novice researchers are often overwhelmed by the plethora of research methodologies, making.

Paling potensial subyek menandatangani perjanjian dan mereka yang tidak tidak ditekan untuk berpartisipasi dalam studi. Semua yang akhirnya menjadi peserta setuju dengan isi dan ditandatangani. Karena Boyd menganggap dua menjadi 10 peserta atau subjek penelitian yang memadai untuk mencapai kejenuhan dan Creswell, hal. Di samping sepuluh diwawancarai, satu kelompok peserta program siswa diminta untuk menulis esai pada pengalaman mereka. Dengan kelompok lain peserta program, beberapa berpartisipasi dalam fokus diskusi kelompok, sedangkan yang lain menulis esai. Pengumpulan data wawancara berlanjut sampai topik kelelahan atau jenuh, yaitu ketika diwawancarai subjek atau informan tidak memperkenalkan perspektif baru topik. Pertanyaan penelitian utama saya adalah: Namun, Bentz dan Shapiro dan Kensit mengingatkan bahwa peneliti harus memungkinkan data muncul: Untuk alasan ini, sebenarnya pertanyaan penelitian yang diajukan kepada peserta baik akademisi dan wakil perusahaan yang terlibat adalah: Kvale menarik yang sama perbedaan antara pertanyaan penelitian dan wawancara pertanyaan. Lebih jauh, hal itu penting untuk diingat bahwa temuan mungkin, atau mungkin tidak, menggambarkan bahwa praktek pendidikan koperasi memberikan kontribusi tumbuhnya bakat. Dalam hal ini Jon Kabat-Zinn menyatakan bahwa "penyelidikan tidak berarti mencari jawaban" dikutip dalam Bentz dan Shapiro, hal. Aku tidak terstruktur dilakukan di fenomenologis wawancara mendalam dengan baik pendidikan lembaga berbasis manajer program dan dengan perusahaan berbasis perwakilan. Itu sisa dari ayat ini menjelaskan cara wawancara ini dilakukan. Menurut Bentz dan Shapiro, Husserl menyebutnya mengurung ketika penyelidikan dilakukan dari sudut pandang peneliti. Aku berfokus pada "apa yang terjadi di dalam" para peserta dan mendapatkan peserta untuk "menggambarkan hidup pengalaman dalam bahasa sebagai konstruksi bebas dari intelek dan masyarakat mungkin". Ini adalah salah satu bentuk mengurung. Menurut Bailey, hal 72 yang "wawancara informal adalah upaya sadar oleh peneliti untuk mencari tahu informasi lebih lanjut tentang pengaturan dari orang". Saya mengalami bahwa durasi wawancara dan jumlah pertanyaan bervariasi dari satu peserta yang lain. Pepatah Edmund Husserl adalah "kembali ke hal-hal diri mereka sendiri! Ini adalah catatan lapangan peneliti merekam apa yang peneliti mendengar, melihat, pengalaman dan berpikir dalam rangka pengumpulan dan merenungkan proses. Peneliti mudah diserap dalam proses pengumpulan data dan mungkin gagal untuk merenungkan apa yang terjadi. Namun, penting bahwa peneliti menjaga keseimbangan antara deskriptif catatan dan catatan reflektif, seperti firasat, kesan, perasaan, dan seterusnya. Miles dan Huberman menekankan bahwa memo atau bidang catatan harus diberi tanggal sehingga peneliti dapat kemudian berkorelasi dengan data. Selain sepuluh wawancara yang dilakukan dalam kajian ini, lembaga pendidikan berbasis manajer program disusun dalam dua contoh program akses ke peserta. Tergantung keadaan, aku baik berbicara langsung kepada peserta program untuk meminta mereka untuk menulis esai, atau bekerja melalui manajer program dan disajikan permintaan berikut: Tuliskan sudut pandang, perspektif atau perasaan dari program anda mengalami, atau telah selesai. Anda tidak perlu memberikan nama Anda. Anda tidak perlu keprihatinan diri Anda dengan tata bahasa atau ejaan. Jika mungkin, membandingkan program inidengan orang lain Anda mungkin telah dilakukan, yang tidak ditawarkan melalui kerjasama antara majikan dan lembaga pendidikan atau membandingkan program inidengan program akademik murni, yang dikenal untuk Anda dari berbicara dengan siswa lain. Setelah menjelaskan tiga metode pengumpulan data - tidak terstruktur mendalam fenomena wawancara, dan esai memoing - penyimpanan data akan dijelaskan selanjutnya. Setiap wawancara itu diberi kode, misalnya "Peserta, 21 Mei Aku mencatat setiap wawancara dikaset yang terpisah. Aku diberi label masing-masing kaset dengan kode wawancara yang ditugaskan. Secepatnyasetelah setiap wawancara aku mendengarkan rekaman dan membuat catatan. Kata-kata hati-hati oleh Easton, McComish dan Greenberg bahwa kegagalan peralatan dan kondisi lingkungan mungkin serius mengancam riset yang

dilakukan, itu diingat. Mereka menyarankan bahwa peneliti harus setiap kali memastikan bahwa fungsi peralatan rekaman baik dan bahwa cadangan baterai, kaset, dan sebagainya, yang tersedia. Pengaturan wawancara harus lebih lanjut sebagai bebas mungkin dari kebisingan latar belakang dan interupsi. Bidang catatan adalah metode penyimpanan data sekunder dalam riset kualitatif. Ini berarti bahwa peneliti harus disiplin untuk catatan, selanjutnya untuk setiap wawancara, seperti yang komprehensif mungkin, tapi tanpa menghakimi evaluasi, misalnya: Di mana melakukan kegiatan terjadi? Mengapa insiden terjadi dan bagaimana sebenarnya terjadi? Selain disiplin, catatan lapangan juga melibatkan "keberuntungan, perasaan, waktu, imajinasi dan seni" Bailey, h. Metode diikuti dalam studi ini didasarkan pada model atau skema yang dikembangkan oleh Leonard Schatzman dan Anselm Strauss dilengkapi oleh Robert Burgess. Empat jenis catatan lapangan yang dibuat: Bailey menekankan penggunaan semua indera dalam membuat pengamatan. Pada saat ini, penting untuk dicatat bahwa catatan lapangan sudah "satu langkah ke arah analisis data. Aku membuka file dengan divisi untuk berbagai wawancara dan mengajukan hard copy berikut dokumentasi: Penyimpanan data termasuk rekaman audio, catatan lapangan dan pengajuan hard copy dokumentasi. Itu transkrip wawancara dan catatan lapangan juga disimpan secara elektronik di beberapa hard drive. Analisis data, atau lebih tepatnya data explicitation dijelaskan selanjutnya. Coffey dan Atkinson, hal 9 analisis menganggap sebagai "sistematis prosedur untuk mengidentifikasi fitur penting dan hubungan". Ini adalah cara untuk mengubah data melalui penafsiran. Bracketing dan reduksi fenomenologis. Istilah bencana, diciptakan oleh Husserl, adalah dianggap oleh Hycner sebagai kerugian, karena tidak ada hubungannya dengan ilmu pengetahuan alam metodologi reduksionis. Ini akan melakukan ketidakadilan besar fenomena manusia melalui overanalysis, dihapus dari konteks hidup dari fenomena dan lebih buruk mungkin mengurangi fenomena sebab dan akibat. Ini adalah konsep yang berbeda mengurung istilah digunakan ketika wawancara untuk Braket fenomena diteliti untuk diwawancarai. Gambaran maksud unit Daftar unit makna yang relevan diambil dari setiap wawancara adalah dengan hati-hati diteliti dan yang jelas unit berlebihan dihilangkan Moustakas, Untuk melakukan hal ini peneliti menganggap harfiah konten, nomor signifikansi kali dalam makna telah disebutkan dan juga bagaimana non-verbal atau para-bahasa isyarat itu dinyatakan. Arti sebenarnya dari dua tampaknya serupa unit makna mungkin berbeda dalam hal berat badan atau kronologi peristiwa Hycner, Pengelompokan unit makna untuk membentuk tema. Dengan daftar non-redundant unit arti di tangan para peneliti harus lagi braket nya atau pengandaian agar tetap benar kepada fenomena. Dengan ketat memeriksa daftar unit makna peneliti mencoba untuk memperoleh esensi makna unit dalam konteks holistik. Hycner menyatakan bahwa panggilan ini untuk bahkan lebih penilaian dan keterampilan pada bagian peneliti. Kedua Holloway dan Hycner menekankan pentingnya peneliti akan kembali ke rekaman wawancara yang gestalt dan sebagainya ke daftar unit non-redundant makna untuk menurunkan makna cluster yang tepat. Seringkali ada tumpang tindih dalam cluster, yang dapat diharapkan, mengingat sifat fenomena manusia. Oleh menginterogasi makna dari berbagai kelompok, tema sentral yang ditentukan, "yang mengungkapkan inti dari kelompok-kelompok" Hycner, hal Coffey dan Atkinson dan King menyatakan bahwa banyak analisis kualitatif dapat didukung oleh sejumlah paket perangkat lunak komputer pribadi yang telah dikembangkan sejak an. Namun, program ini tidak membantu dengan melakukan fenomenologi. Ringkasan setiap wawancara, memvalidasi dan memodifikasi. Sebuah ringkasan yang menggabungkan semua tema menimbulkan dari data memberikan konteks holistik. Ellenberger menangkap itu sebagai berikut: Apapun metode yang digunakan untuk analisis fenomenologis tujuan penyelidikan adalah rekonstruksi dari pengalaman dunia batin dari subjek. Umum dan tema yang unik untuk semua ringkasan wawancara dan komposit. Setelah proses diuraikan dalam poin 1 sampai 4 telah dilakukan untuk semua wawancara, peneliti terlihat "untuk tema umum bagi sebagian besar atau semua wawancara serta variasi individual" Hycner, hal Perawatan harus diambil tidak klaster tema umum jika ada perbedaan yang signifikan. Yang unik atau suara-suara minoritas counterpoints penting untuk membawa keluar mengenaifenomena yang diteliti. Menurut Sadala dan Adorno, h. Initial theorising, betapapun kecilnya, berasal dari data kualitatif. Ayat berikutnya berisi beberapa petunjuk mengenai validitas dan kebenaran dari studi. Validitas dan kejujuran Schurink, Schurink dan Poggenpoel

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menekankan kebenaran-nilai dan riset kualitatif daftar sejumlah alat untuk mencapai kebenaran. Dalam studi ini, desain penelitian fenomenologis kontribusi menuju kebenaran. Rekaman audio yang terbuat dari setiap wawancara dan lagi mengurung diri selama transkripsi wawancarakontribusi lebih lanjut kebenaran. Setelah subyek menerima salinan teks untuk memvalidasi bahwamencerminkan perspektif mereka mengenai fenomena yang sedang dipelajari. Sebuah synopsis Temuan-temuan dari studi selesai disajikan berikutnya. Sinopsis dari temuan penelitian Sebuah spektrum luas perspektif ditemukan mengenai fenomena pendidikan bersama usaha dan nilai yang dirasakan berasal dari upaya-upaya bersama tersebut. Antara lain, peran penting mentor dan pentingnya mentor pembimbing yang cocok kerja berbasis belajar berdiri keluar. Sehubungan dengan ini adalah pentingnya komitmen oleh majikan dan kemampuan untuk mencurahkan energi manajerial. Namun, kesulitan yang dialami dalam mencari sesuai pengalaman kesempatan belajar. Ada persepsi bahwa pengalaman belajar tidak menambah nilai karena kekurangan pengalaman belajar dan kendala berpengalaman terkait dengan pengelolaan yang tepat. Namun, berdasarkan hasil yang baik berasal dari in-service pelatihan dan kepuasan dengan integrasi teori dan praktek, yang berlawanan perspektif itu dijumpai. Learnerships sebagai unsur Pengembangan Keterampilan Nasional Strategi itu dianggap lebih penting dan memberikan kontribusi bagi masyarakat pada umumnya. Penting lainperspektif adalah respons yang dibutuhkan oleh lembaga pendidikan dengan kebutuhan perusahaan. Meskipun beberapa kemitraan pendidikan yang disesuaikan dengan kebutuhan organisasi ada,kegagalan lembaga-lembaga pendidikan dan kemitraan kaku juga lazim. Ringkasan komposit di atas hanya mencerminkan tema-tema yang umum untuk sebagian besar atau semuawawancara. Namun, setiap variasi atau tema unik Hycner, adalah sama pentingnya dengancommonalties berkenaan dengan fenomena yang diteliti. Dari studi yang dilakukan itu adalah jelas bahwa organisasi logistik dan koordinasi bersama usaha, antara lembaga pendidikan dan perusahaan, faktor yang sangat penting dalam menumbuhkan bakat.

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Chapter 2 : Analysis or Explication | Phenomenology Research

This article distills the core principles of a phenomenological research design and, by means of a specific study, illustrates the phenomenological methodology. After a brief overview of the developments of phenomenology, the research paradigm of the specific study follows.

This article distills the core principles of a phenomenological research design and, by means of a specific study, illustrates the phenomenological methodology. After a brief overview of the developments of phenomenology, the research paradigm of the specific study follows. Thereafter the location of the data, the data-gathering the data-storage methods are explained. Unstructured in-depth phenomenological interviews supplemented by memoing, essays by participants, a focus group discussion and field notes were used. The data explication, by means of a simplified version of Hycner's process, is further explained. The article finally contains commentary about the validity and truthfulness measures, as well as a synopsis of the findings of the study. A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3 1. The aim of this article is to illustrate to researchers, both novice and experienced but with little experience in phenomenology, a thorough design, complete with an explication of how it was implemented. Following seven years of study of research methodology including periods of formal study, as well as the attendance of short courses and self study I came to the conclusion that one needs a grasp of a vast range of research methodologies in order to select the most appropriate design, or combination of designs, most suitable for a particular study. One further needs to make a thorough study of the methodologies chosen, to execute good research practice. Often, authors contradict one another, which requires that researchers need to exercise well informed choices, make their choice known and substantiate it. I wanted to do research regarding an aspect of teaching and learning practice, namely co-operative education, which, based on my experience and literature review, I found to be often misunderstood or poorly practised. Needing a suitable explorative research design that would prevent or restrict my own biases, after some investigation I chose phenomenology. Having selected a suitable research design, I found that the Rand Afrikaans University library held a collection in excess of titles on phenomenology. Therefore, although I do not regard this article authoritative, I offer it as a guide to spare other researchers some agony. This article includes a brief explanation of phenomenology as research paradigm, followed by an exposition of the research design as it unfolded for a particular study Groenewald, This includes the location of the research participants, the data-gathering and data-storage methods used, and the explication of the data. An informed consent agreement and an example of the various explication phases of one of the interviews are further included. Because the aim of the article is to illustrate a phenomenological study, the literature review of the actual study is not included and only a synopsis of the findings is given. An overview of phenomenology follows. Europe lay in ruins at the end of World War One. The social order of European capitalism had been shaken to its roots by the carnage of the war and its turbulent aftermath. The ideologies on which that order had customarily depended, the cultural values by which it ruled, were also in deep turmoil. Science seemed to have dwindled to a sterile positivism, a myopic obsession with the categorizing of facts; philosophy appeared torn between such a positivism on the one hand, and an indefensible subjectivism on the other; forms of relativism and irrationalism were rampant, and art reflected this bewildering loss of bearings. In the context of this ideological crisis, the German philosopher, Edmund Husserl, sought to develop a new philosophical method which would lend absolute certainty to a disintegrating civilization Eagleton, , p. Although the origins of phenomenology can be traced back to Kant and Hegel, Vandenberg, p. He argued that people can be certain about how things appear in, or present themselves to, their consciousness Eagleton, ; Fouche, To arrive at certainty, anything outside immediate experience must be ignored, and in this way the external world is reduced to the contents of personal consciousness. Realities are thus treated as pure phenomena and the only absolute data from where to begin. Husserl named his philosophical method phenomenology, the science of pure phenomena Eagleton, , p. The

aim of phenomenology is the return to the concrete, captured by the slogan Back to the things themselves! Holloway points out that Husserl was a student of Franz Brentano, who provided the basis for phenomenology. Brentano first stressed the intentional nature of consciousness or the internal experience of being conscious of something Holloway, p. A student of Husserl, Martin Heidegger, introduced the concept of Dasein or Being there and the dialogue between a person and her world. Heidegger and Husserl respectively explored the lived-world and Lebenswelt in terms of an average existence in an ordinary world Schwandt, A follower, Alfred Schultz, furthered the idea that the human world comprises various provinces of meaning Vandenberg, p. The existential phenomenology of Heidegger was carried forward by among others Jean-Paul Sartre and Maurice Merleau-Ponty. The reason, according to Giorgi as cited in Stones, was that a phenomenological praxis, a systematic and sustained way, had not yet been developed Schwandt, In this regard, Lippitz, p. However, in the 1950s, phenomenological psychologists established a praxis, which is a methodological realisation of the phenomenological philosophical attitude Stones, For Giorgi, the operative word in phenomenological research is describe. The aim of the researcher is to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. According to Welman and Kruger, p. The words of Van den Berg, translated by Van Manen, p. Therefore, poets and painters are born phenomenologists. Or rather, we are all born phenomenologists; the poets and painters among us, however, understand very well their task of sharing, by means of word and image, their insights with others an artfulness that is also laboriously practised by the professional phenomenologist. He goes on to say that one cannot impose method on a phenomenon since that would do a great injustice to the integrity of that phenomenon p. However, some guidelines are necessary, especially for novice researchers. Now that phenomenology has been explored, the following section outlines how the research unfolded. It starts with a synopsis of the research paradigm, then a description of the locating of the research participants, followed by the data-gathering methods, whereafter data-storage methods are outlined. Thereafter follows an explanation of the explicitation of the data comprising several stages. How the study unfolded The research paradigm of a study undertaken A good research-undertaking starts with the selection of the topic, problem or area of interest, as well as the paradigm Creswell, ; Mason, Stanage traced paradigm back to its Greek paradigmata and Latin origins paradigmata meaning pattern, model or example. A paradigm is the patterning of the thinking of a person; it is a principal example among examples, an exemplar or model to follow according to which design actions are taken. Differently stated, a paradigm is an action of submitting to a view Stanage, This view is supported by Denzin and Lincoln, p. My epistemological position regarding the study I undertook can be formulated as follows: Based on Davidson and Jones, I identified a phenomenological methodology as the best means for this type of study. In this regard, Mouton and Marais, p. The intention of this research, at the outset preliminary focus, was to gather data regarding the perspectives of research participants about the phenomenon of the growing of talent and the contribution of co-operative education in this process. For the sake of clarity of this illustration by example, I consider it necessary to specify what I mean when referring to co-operative education and talent. A form of education in which the school [educational institution] and the occupational field co-operate in order to provide a joint educational programme with alternate attendance in both school and work. Courses of this nature are usually either at professional qualification or undergraduate level. They define talent in terms of key employees who are characterised by an astute strategic mind, leadership ability, good communication skills, the ability to draw and inspire people, having entrepreneurial instincts, possessing the relevant functional skills, and able to deliver results. So far, I have explained what is meant by phenomenology and outlined the research paradigm of completed research undertaking. In the next section I discuss the research sample, or more appropriately in a qualitative research design of this nature, how the research participants were located. I chose purposive sampling, considered by Welman and Kruger as the most important kind of non-probability sampling, to identify the primary participants. Interviews were arranged with these programme managers. In order to trace additional participants or informants, I used snowball sampling. Bailey, Holloway, and Greig and Taylor call those through whom entry is gained gatekeepers and th

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ose persons who volunteer assistance key actors or key insiders. Historically, the common term was informants, a term which is losing popularity owing to negative connotations. Neuman qualifies a gatekeeper as someone with the formal or informal authority to control access to a site p. Key insiders often adopt the researcher. Bailey cautions that such adoption may isolate the researcher from some potential informants or subjects. In order to ensure ethical research, I made use of informed consent Holloway, 1 ; Kvale, Bailey cautions that deception may be counter-productive. However, not asking the leading Kvale, central research question given under the next heading is not regarded as deception. Based on Bailey s , p. The informed consent agreement form was explained to subjects at the beginning of each interview. Most potential subjects signed the agreement and those who did not were not pressured to participate in the study. All who ended up being participants were in agreement with its content and signed. In addition to the ten interviewees, one group of programme participants students was requested to write essays on their experiences. With another group of programme participants, some participated in a focus group discussion, whereas others wrote essays. Data-collection interviews continued until the topic was exhausted or saturated, that is when interviewees subjects or informants introduced no new perspectives on the topic. My central research question was: However, Bentz and Shapiro and Kensit caution that the researcher must allow the data to emerge: Doing phenomenology means capturing rich descriptions of phenomena and their settings p. What value, if any, has been derived from the collaborative effort? Kvale draws a similar distinction between the research question and the interview question. Further, it was important to keep in mind that the findings may, or may not, illustrate that the practice of co-operative education contributes to the growing of talent. In this regard Jon Kabat-Zinn states that inquiry doesn't mean looking for answers cited in Bentz and Shapiro, , p. I conducted unstructured in-depth phenomenological interviews with both the educational institution-based programme managers and with the enterprise-based representatives. The remainder of this paragraph explains how these interviews were conducted. According to Bentz and Shapiro , Husserl called it bracketing when the inquiry is performed from the perspective of the researcher. I focused on what goes on within the participants and got the participants to describe the lived experience in a language as free from the constructs of the intellect and society as possible. This is one form of bracketing. According to Bailey , p. The interview is reciprocal:

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was that a phenomenological praxis. translated by Van Manen (the operative word in phenomenological research is 'describe'. it is a principal example among examples. A researcher applying phenomenology is concerned with the lived experiences of the people (Greene.

Problem Statement - It is unknown what relationship , if any, exists between leadership styles and attainment of executive positions within non-profit organizations Drucker, ; Hesselbein, The sample was purposely selected from a cross-section of professions such as education , medicine, law , nursing, civil service, and business sector. According to the U. Bureau of Labor Statistics , in , the census recorded the population at 2. There are nonprofit organizations in Dallas Texas in which are women executives Peters, Jeanne, The survey population will include 20 professional women who have an understanding of the subject by issuing a questionnaire for the assessment of awareness within the subject. My intent is to interview 20 women who have broken barriers in attaining leadership positions in non-profit organizations in the metropolitan area. What barriers, if any, did you experience while pursuing positions of authority within your non-profit organization? How do professional women overcome barriers while pursuing leadership positions within non-profit organizations? What barriers, if any, did you experience while pursuing your higher educational goals? What advice would you give women pursuing leadership positions in the non-profit sector. Phenomena - The independent variables are leadership styles and female executives and the dependent variable is non-profit sector. This study narrowed the scope of leadership traits under evaluation to successful female leaders in non-profit organizations in order to determine whether there are specific commonalities of leadership approach and valuation embraced by this particular leader population. Methodology - Qualitative phenomenological research method. In recording these experiences, an interview protocol was the most effective instrument for capturing the relevant themes. The qualitative phenomenological research method also created an inclusionary nature and ability to give the participants a voice through the research process and in-depth interviewing Creswell, Research Design - A qualitative design allows the researcher to focus on description, analysis, and interpretation by using open-ended questions to examine the research questions Creswell, In this study, the population will be women within the professional workplace in the metropolitan area of Dallas, TX. The survey population will consist of women who hold management positions within non-profit organizations. The survey will not focus on women who are in management roles by identifying their job title, but rather include women who have been assigned managerial duties as their primary role. Data Collection - In this qualitative phenomenological research, 20 professional women will be selected to complete questionnaires and are developed through Survey Monkey and approved by my Committee Chair. I will also conduct individual face-to-face interviews. The questions will be open ended that will probe the issues in debt. The questionnaire process will be effective for collecting data because the participants were members of a homogenous group of college-educated, professional women who have the experience in understanding the effects of the pay equity. A high response rate will be anticipated from the questionnaires because the members should be interested in the activities and studies relevant to advancing causes that will benefit women. Internet is easily accessible and an efficient mean of transmitting confidential information within a short period of time. Mailed questionnaires are a commonly used strategy for collecting data, because making copies and postage is inexpensive Creswell, For this study, mail transmission was not selected because of the slow speed in which mail is processed and delivered and the inability to ensure the questionnaire was received and opened by the intended respondent. The interviews will not exceed one hour and completed without interruptions. Data Analysis - A thematic analysis will be used to capture the complexities of a meaning within a textual data set while moving the analysis from a broad reading of data towards discovering patterns and developing themes Boyatzis, By doing so, the researcher will be able to determine the complexities within the leadership styles of female executives in the non-profit organizations.

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Chapter 4 : Phenomenological research design

International Journal of Qualitative Methods 3 (1) April, 1 A Phenomenological Research Design Illustrated Thomas Groenewald Thomas Groenewald, Profesional Educational Services, University of South Africa, Florida, South Africa Abstract: This article distils the core principles of a phenomenological research design and, by means of a specific study, illustrates the phenomenological.

Unquestionably, data analysis is the most complex and mysterious of all of the phases of a qualitative research, and the one that receives the least thoughtful discussion in the literature. The aim of this review paper that adapted from methodology section of doctoral dissertation was outlines the descriptive phenomenological psychological method of research and explain of data analysis based on Giorgi approach with objective examples to cause further insight and reflection by later researchers who may this choose as most appropriate method to analyze their data. Data analysis based on Giorgi framework follows Husserl tradition. Description and clarification of the phenomenon being studied is cornerstones of this phenomenological method. The stages of analysis method based on Giorgi are: Among the analysis approaches of qualitative data, analytical method of Giorgi has been as least preferred method by local researchers. However, the review of literature suggests that many foreign studies have used this approach to analyze data, describing the data analysis with comprehensive details has not been mentioned. Providing more details on the method of data analysis, allowing researchers access to necessary information and will be useful as a guide for future research. Qualitative Researches, Phenomenology, Descriptive phenomenology, Giorgi analytic approach References: The experience of night shift registered nurses in an acute care setting: The Journal of Perinatal Education. Descriptive phenomenological psychological method: An example of a methodology section from doctoral dissertation San Francisco, California: Duquesne Studies in Phenomenological Psychology. Procedures involved in following a scientific phenomenological method. International Journal of Qualitative Methods. A Mixed " Method Study] Tehran: Journal of Advanced Nursing. A qualitative study about the perceptions of patients with cancer. Scandinavian Journal of Caring Sciences. Reflections of Post- Partum Women [dissertation] Texas: Phenomenology and Human Science Research Today. Persian - Penner J L and McClement S E Using phenomenology to examine the experiences of family caregivers of patients with advanced head and neck cancer: Reflections of a novice researcher. A Qualitative Study] Tehran: Journal of Nursing and Care. Nurse education in practice. Wimpenny P and Gass J Interviewing in phenomenology and grounded theory: Iranian Journal of Psychiatry and Clinical Psychology.

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Chapter 6 : Research And Statistics: A Phenomenological Research Design Illustrated

The phenomenological research design is most appropriate for such a research. The phenomenological research design provides an in-depth understanding of individual phenomena and rich data from the experiences of.

Chapter 7 : Planning Research Design

Before defining phenomenological design, we should first define what phenomenology is. Phenomenology is a philosophy or method of inquiry, wherein it depend on the idea that reality is composed of objects or events that we are able to perceive or understand in our consciousness, and this does not include anything that is independent or outside

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human consciousness.

Chapter 8 : Phenomenology Presentation by Angela Bain on Prezi

Further, the article provides guidelines for conducting phenomenological research, illustrated with examples of online accessible phenomenological studies in a variety of fields that were conducted from different viewpoints.