

OXFORD

FOURTH EDITION

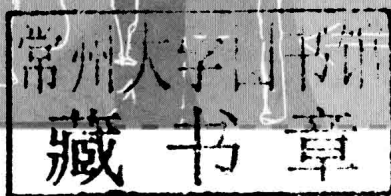
Qualitative
Research
Methods

Pranee Liamputtong



FOURTH EDITION

Qualitative
Research
Methods



Pranee Liamputtong

OXFORD
UNIVERSITY PRESS
AUSTRALIA & NEW ZEALAND

OXFORD
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trademark of Oxford University Press in the UK and in certain other countries.

Published in Australia by
Oxford University Press
253 Normanby Road, South Melbourne, Victoria 3205, Australia

© Pranee Liamputtong 2013

The moral rights of the author have been asserted.

First edition (by Pranee Liamputtong and Douglas Ezzy) published 1999
Second edition (by Pranee Liamputtong and Douglas Ezzy) published 2005
Third edition published 2009
Fourth edition published 2013

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, by licence, or under terms agreed with the appropriate reprographics rights organisation. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form and you must impose this same condition on any acquirer.

National Library of Australia Cataloguing-in-Publication entry

Author: Liamputtong, Pranee, 1955–
Title: Qualitative research methods / Pranee Liamputtong
ISBN: 9780195518559 (pbk.)
Notes: Includes bibliographical references and index.
Subjects: Research—Methodology.

Dewey Number: 001.42

Reproduction and communication for educational purposes

The Australian *Copyright Act 1968* (the Act) allows a maximum of one chapter or 10% of the pages of this work, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act.

For details of the CAL licence for educational institutions contact:

Copyright Agency Limited
Level 15, 233 Castlereagh Street
Sydney NSW 2000
Telephone: (02) 9394 7600
Facsimile: (02) 9394 7601
Email: info@copyright.com.au

Edited by Venetia Somerset
Cover design by Caitlin Ziegler
Text design by Leigh Ashforth
Typeset by diacriTech, Chennai, India
Proofread by Pete Cruttenden
Printed by Markono Print Media Pte Ltd, Singapore

Links to third party websites are provided by Oxford in good faith and for information only. Oxford disclaims any responsibility for the materials contained in any third party website referenced in this work.

Qualitative

Research

Methods

TO MY CHILDREN
ZOE SANIPREEYA RICE
EMMA INTURATANA RICE



About the Author

Pranee Liamputtong holds a position of Personal Chair in Public Health at the School of Public Health, La Trobe University, Melbourne, Australia. Pranee has previously taught in the School of Sociology and Anthropology and worked as a public health research fellow at the Centre for the Study of Mothers' and Children's Health, La Trobe University. Her particular interests include issues related to cultural and social influences on childbearing, childrearing, and women's reproductive and sexual health.

Pranee has published several books and a large number of papers in these areas. These include: *Maternity and Reproductive Health in Asian Societies* (with Lenore Manderson, Harwood Academic Press, 1996); *Asian Mothers, Western Birth* (Ausmed Publications, 1999); *Living in a New Country: Understanding Migrants' Health* (Ausmed Publications, 1999); *Hmong Women and Reproduction* (Bergin & Garvey, 2000); *Coming of Age in South and Southeast Asia: Youth, Courtship and Sexuality* (with Lenore Manderson, Curzon Press, 2002); *Health, Social Change and Communities* (with Heather Gardner, Oxford University Press, 2003). Her more recent books include: *Reproduction, Childbearing and Motherhood: A Cross-Cultural Perspective* (Nova Science Publishers, 2007); *Childrearing and Infant Care Issues: A Cross-Cultural Perspective* (Nova Science Publishers, 2007); *The Journey of Becoming a Mother amongst Thai Women in Northern Thailand* (Lexington Books, 2007); *Population, Community, & Health Promotion* (with Sansnee Jirojwong, Oxford University Press, 2008); *Infant Feeding Practices: A Cross-Cultural Perspective* (Springer, New York 2011); *Motherhood and Postnatal Depression: Narratives of Women and their Partners* (with Carolyn Westall, Springer, Dordrecht, The Netherlands, 2011); and *Health, Illness and Well-Being: Perspectives and Social Determinants* (with Rebecca Fanany and Glenda Verrinder, Oxford University Press, 2012). Her new books on HIV/AIDS will be published by Springer in 2012.

Pranee has also written and editing a number of research method books. Her first research method book is titled *Qualitative Research Methods: A Health Focus* (with Douglas Ezzy, Oxford University Press, 1999; the second edition of this book is titled *Qualitative Research Methods* (2005); and the third edition was published in 2009. Pranee has also published a book on doing qualitative research online: *Health Research in Cyberspace: Methodological, Practical and Personal Issues* (Nova Science Publishers, 2006). Her new books include: *Researching the Vulnerable: A Guide to Sensitive Research Methods* (Sage, 2007); *Undertaking Sensitive Research: Managing Boundaries, Emotions and Risk* (with Virginia Dickson-Swift and Erica James, Cambridge University Press, 2008); *Knowing Differently: Arts-Based and Collaborative Research Methods* (with Jean Rumbold, Nova Science Publishers, 2008); *Doing Cross-Cultural Research: Ethical and Methodological Issues* (Springer, 2008), *Performing Qualitative Cross-Cultural Research* (Cambridge University Press, 2010); *Research Methods in Health: Foundations for Evidence-Based Practice* (Oxford University Press, 2010); and *Focus Group Methodology: Principles and Practice* (Sage, 2011). She is now working on *Using Participatory Qualitative Research Methodologies in Health* with Gina Higginbottom and will be published by Sage, London in 2013.



Preface

There has been an increasing demand for qualitative research, and qualitative enquiry continues to be valued by many professionals, practitioners and policy-makers. Almost two decades ago, Anselm Strauss and Juliet Corbin (1990, p. 19) wrote:

Qualitative research can be used to uncover and understand what lies behind any phenomenon about which little is yet known. It can be used to gain novel and fresh slants on things about which quite a bit is already known. Also qualitative methods can give the intricate details of phenomena that are difficult to convey with quantitative methods.

Now we are in the year 2012 and the writing of Strauss and Corbin still holds true. Social science researchers continue to explore their research using a qualitative approach as a tool because there are so many things that we still do not know and there is a great need for us to uncover and understand them. And even things that we have known, we may need to revisit to gain new understanding as our lives and societies continue to change. It is also still true that there are many issues for which a quantitative approach cannot provide a good and accurate understanding compared to what qualitative enquiry can offer. This has also been recognised within evidence-based practice, an emerging phenomenon that has intruded into the practices of most professional disciplines, but particularly in health care.

For this reason, qualitative research continues to grow. Although we still come across positivist researchers who would argue that the only legitimate way of doing research is through quantitative methods, particularly epidemiology and randomised controlled trials, a large number of social science researchers have come to accept that qualitative approach is a useful tool in social science research. For example, Janet Seeley and colleagues (2008, p. 1445) argue that the quantitative part of their research, which comprised more than two thousand participants, failed to provide a good understanding of some of their findings. It was only through the life histories of 24 families that they were able to explain these findings in a more meaningful way. They also say that there is no substitute for qualitative research. In her recent book, Fran Baum (2008), a prominent public health researcher in Australia, also calls for the inclusion of qualitative methods in all public health research endeavours. This is exciting. Qualitative researchers may no longer need to apologetically defend their choice of methodology!

There have been several qualitative research texts emerging in the last few years (see Further reading in the Introduction section). Most of the texts are written or edited by scholars in the USA and UK. This book is among the few texts written and published within Australia. It continues to be popularly adopted by many students, researchers, and lecturers in different disciplines, not only in Australia but also in other parts of the globe. I believe this is because the text is written in a way that readers can follow easily and it describes practical ways of carrying out different types of qualitative methods: from writing a qualitative research proposal to writing up a qualitative result; from conducting qualitative research to making sense of qualitative data; and the application of qualitative enquiry to different groups of individuals. The text also contains a full range of qualitative enquiry in one volume, something most texts do not have.

This book is now in its fourth edition. In this new edition, I have added one new chapter: Chapter 16: Conducting Cross-Cultural Research Qualitatively. I have also updated new

references and examples in all the chapters I wrote in the third edition. As I have done in the first three editions, I choose to write simply and I provide practical examples throughout the book. These features are what most of my students and other researchers have suggested in response to the previous editions; they make this book easy to follow without having to interpret jargon that other qualitative research texts have used. So I can guarantee that the book will be accessible to students, novices and experienced researchers alike. As the book has been adopted by readers in different disciplines, I have tried to ensure that I include discussions and examples from fields as diverse as sociology, anthropology, criminology, psychology, education, social work, nursing, public health and medicine. I hope that the book will continue to be valuable to readers, particularly to those who wish to raise the voices of people they work with, which might lead to some change in the social world.

Norman Denzin and Michael Giardina (2010, p. 36) write: 'Qualitative research scholars have an obligation to change the world, to engage in ethical work that makes a positive difference.' I agree entirely. For this reason, I have included two chapters in this volume that will allow readers to understand vulnerable people and people from different cultural backgrounds (see Chapters 15 and 16). These two chapters will no doubt contribute to our discussions surrounding qualitative research and social justice, which has been a serious matter of debate in the last few years. And to me, these two chapters might result in a more just world for these marginalised people.

I should like to express my thanks to several people here. I thank Debra James and Shari Serjeant of Oxford University Press in Melbourne, who worked with me throughout the process of making this third edition possible. Many thanks to Shari and Debra for numerous cups of café latte at Brunetti in Camberwell where we met. Last, I thank my two daughters, Zoe and Emma, who continue to live through my busy schedules with my writing and other work commitments including teaching and supervision. The children have come to accept that my writing task is a crucial part of our home environment. I love you two tremendously.

*Pranee Liamputtong
Melbourne, March 2012*



Introduction

Words, especially when they are organised into incidents or stories, have a concrete, vivid, meaningful flavour that often proves far more convincing to a reader, another researcher, a policy-maker, a practitioner, than pages of numbers. (Miles & Huberman 1994, p. 1)

The province of qualitative research ... is the world of lived experience, for this is where individual belief and action intersect with culture ... Thus is the textual, narrative turn rejected by the positivists. (Denzin & Lincoln 2011, p. 2)

The Chinese proverb, 'the journey is the reward', emphasizes the importance of the process of using a qualitative approach to understanding human experience. (Maschi & Youdin 2012, p. 206)

Attention to human forms of life, to the subtle details of people's talk and actions, to human bodies in material surroundings, can open our eyes to unnoticed aspects of human life and learning, unexplored characteristics of the relationship between humans and the world we inhabit, and unsuspected ways in which we could improve our lives on this planet. (Packer 2011, p. 3)

SETTING THE SCENE

Qualitative research is recognised as 'the word science' (Denzin 2008, p. 321). It relies heavily on 'words' or stories that people tell us as researchers (Liamputtong 2010a). Qualitative research is research that has its focus on the social world instead of the world of nature. It is 'a form of social inquiry' that looks at how individuals 'make sense of their experiences and the world they in which they live' (Holloway & Wheeler 2010, p. 3). Fundamentally, researching social life differs from researching natural phenomena. In the social world, we deal with the subjective experience of human beings, and our 'understanding of reality can change over time and in different social contexts' (Dew 2007, p. 434). This sets qualitative enquiry apart from researching the natural world, which can be treated as 'objects or things'. Within the perspective of positivist (quantitative) research, natural laws can be generated from structured and careful observations. But this is rejected by qualitative researchers, who see their work as more flexible and fluid in its approach than positivist methods. Some people seem to think this makes qualitative research less worthwhile because it is not governed by clear rules. Positivist researchers have argued that the interpretive nature of qualitative data makes it 'soft' science, lacking in reliability and validity, and of little value in contributing to scientific knowledge (Hammersley 2007; Baum 2008; Denzin 2008; Torrance 2008; Denzin & Lincoln 2011; Packer 2011).

However, the interpretive and flexible approach is necessary because the focus of qualitative research is on meaning and interpretation (Denzin & Lincoln 2000, 2008a, 2011; Liamputtong 2007a; Padgett 2012). According to Hammersley (1992, p. 45), qualitative data are reliable because they 'document the world from the point of view of the people studied ... rather than presenting it from the perspective of the researcher'. Most qualitative researchers agree that in order to understand people's behaviour, we must attempt to understand the meanings and interpretations that people give to that behaviour. Essentially, qualitative

research aims to 'capture lived experiences of the social world and the meanings people give these experiences from their own perspective' (Corti & Thompson 2004, p. 326; Hesse-Biber & Leavy 2011).

In its original Greek, the word 'method' means 'a route that leads to the goal' (Kvale 1996, p. 4). This means that the researcher 'wanders along with the local inhabitants, asks questions that lead the subjects to tell their stories of the lived world, and converses with them in the original Latin meaning of *conversation* as "wandering together with"'. Warren (2002, p. 86) says that qualitative research is more 'open-ended' because 'it is more concerned with being attuned to who is being travelled with, so to speak, than with setting out a precise route for all to follow, as in survey research'.

Because of its flexibility and fluidity, qualitative research is suited to understanding the meanings, interpretations and subjective experiences of individuals (Denzin & Lincoln 2008a; Dickson-Swift et al. 2008; Denzin & Lincoln 2011). Qualitative enquiry allows the researchers to be able to hear the voices of those who are 'silenced, othered, and marginalized by the dominant social order' because qualitative methods 'ask not only "what is it?" but, more importantly, "explain it to me—how, why, what's the process, what's the significance?"' (Hesse-Biber & Leavy 2005, p. 28, 2011). The in-depth nature of qualitative methods allows the researched to express their feelings and experiences in their own words (Barbour 2007; Daly 2007; Liamputtong 2007a; Padgett 2008, 2012; Bryman 2012; Creswell 2012).

Qualitative research has been adopted extensively in the social sciences, particularly in anthropology and sociology. We have also witnessed the wider adoption of a qualitative approach in criminology, psychology, social work, education and nursing (see Further reading at the end of this Introduction). In the past decade or so qualitative data or interpretive information has been gradually accepted as a crucial component in our understanding of health. In many areas of health, social scientists have argued about the value of interpretive data. In public health, particularly the new public health that recognises the need to 'describe' and to 'understand' people, for example, Baum (2008, p. 180) argues for the need for qualitative methods since they 'offer considerable strength in understanding and interpreting complexities' of human behaviour and their health issues. Qualitative research is crucial 'for coping with complexity and naturalistic settings'.

Norman Denzin (2011, p. 645) contends that 'like an elephant in the living room, the evidence-based model is an intruder whose presence can no longer be ignored'. This is what we have seen not only in the health care area but also in the domain of social science generally, though it seems to be more pronounced in the health sciences. Within the emergence of evidence-based practice in health care, it has been argued that qualitative research contributes greatly to the appropriateness of care (Sandelowski 2004; Grypdonck 2006; Beck 2009; Meadows-Oliver 2009; Rice 2009; Thorn 2009; Freshwater et al. 2010; Munhall 2012). Grypdonck (2006, p. 1379), for example, says that health practitioners need to have a good understanding of

what it means to be ill, to live with an illness, to be subject to physical limitations, to see one's intellectual capacities gradually diminish or to be healed again, to rise from [near] death after a bone marrow transplant, leaving one's sick life behind, to meet people who take care of you in a way that makes you feel really understood and really cared for.

Practitioners cannot obtain all relevant knowledge from existing literature in order to answer these crucial health and illness issues. By adopting qualitative research in their daily

work practitioners can build some relationship with their clients. Surely, having a better understanding of the lived experience of clients means that health practitioners will be able to provide a more sensitive and appropriate care (Liamputtong 2010a; Denzin 2011).

IN QUALITY WE TRUST

Qualitative research is known for giving voice to people, to hearing people's own personal narrative and using the *language of our participants* in research. (Munhall 2011, p. 4, original emphasis)

Qualitative research is valuable in a number of ways (Liamputtong Rice 1996a). Researchers in the health and social sciences conduct qualitative research for several reasons:

- Qualitative research is particularly essential when the researchers have little knowledge about the phenomenon under investigation.
- Qualitative research is needed when there is a problem or issue that needs to be explored. This exploration will in turn allow researchers to hear more silenced voices.
- Qualitative research is essential when we need to understand a complex issue in greater detail. This detail can only be obtained by 'talking directly with people, going to their homes or places of work, and allowing them to tell the stories unencumbered by what we expect to find or what we have read in the literature' (Creswell 2012, p. 48).
- Qualitative research is carried out when we wish to hear people's voices, to share their stories, to empower them and to decrease the power relationships between researcher and participants.
- Qualitative researchers undertake qualitative research because there is a need to understand the contexts or settings that play a crucial role in the lives of the research participants.
- Qualitative research is crucial when there is a need to develop theories that help to explain and capture the complexity of the problem of certain individuals or population groups that existing theories do not adequately explain.
- Qualitative research is used because quantitative measures and statistical analyses cannot provide crucial answers when the uniqueness of an individual is important.
- Qualitative data are needed to explain the results of quantitative research. This is especially so when researchers are unable to logically explain the findings in numerical forms. Quantitative research, Creswell (2012, p. 48) says, provides 'a general picture of trends, associations, and relationships, but [it does] not tell us about the processes that people experience, why people responded as they did, the context in which they responded, and their deeper thoughts and behaviour that governed their responses'.

Within the public health arena, Baum (2008, p. 181) suggests that qualitative data can be used in several ways:

- to explain the economic, political, social and cultural factors that influence health and disease in more depth than through quantitative methods

- to gain an understanding of how communities and individuals within them interpret health and disease and make sense of their illness experiences
- to enable public health researchers to elaborate on causal explanations and provide contextual data to explain their epidemiological and clinical research.

Baum thinks quantitative data can be very useful in explaining public health issues, especially the cause and extent of disease. However, quantitative data may mask people's experience and their interactions with others. Quantitative data have less power to allow an in-depth understanding of the contextual issues that have in recent times become a major concern in public health.

CHARACTERISTICS OF QUALITATIVE RESEARCH

According to Carpenter and Suto (2008), Rossman and Rallis (2012) and Creswell (2012), common features of qualitative research include the following:

- It takes place in the natural settings of human life.
- The essence is on the meanings and interpretation of the participants.
- It focuses on context.
- It emphasises holistic accounts and multiple realities.
- It makes use of multiple methods.
- It is emergent rather than strictly predetermined.
- It is fundamentally interpretive.

And qualitative researchers are individuals who:

- have a strong commitment to examining an issue from the participant's perspective rather than their own agendas
- interact extensively with the participants
- see the social world holistically
- are sensitive to personal biography
- employ multiple reasoning
- are reflexive in the conduct and interpretation of research.

To put it simply, qualitative researchers, according to Denzin and Lincoln (2011, p. 3), examine 'things in their natural settings'. They attempt 'to make sense of or interpret phenomena in terms of the meanings people bring to them'.

CONCLUSION

I think metaphorically of qualitative research as an intricate fabric composed of minute threads, many colours, different textures, and various blends of material. This fabric is not explained easily or simply. Like the loom on which fabric is woven, general worldviews and perspectives hold qualitative researchers together. (Creswell 2012, p. 35)

Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. (Denzin & Lincoln 2011, p. 3)

To understand and respond to the multiple social and physical facets of human lives, research methods must be capable of exploring the complexity of human behaviour beyond the scope of positivist science (Johnson & Waterfield 2004; Denzin & Lincoln 2008a, 2011; Torrance 2008). Qualitative enquiry is an essential means of eliciting evidence from diverse individuals, population groups, and contexts (Grypdonck 2006; Daly 2007; Liamputtong 2007a; Carpenter & Suto 2008; Padgett 2008; Denzin 2011; Creswell 2012). However, there is still some distrust of qualitative research (Baum 2008), mainly due to a perception that such enquiry is unable to produce useful and valid findings (Sandelowski 1997; Hammersley 2007; Torrance 2008; Denzin 2011; Munhall 2012). This distrust stems also from insufficient understanding of the philosophical framework for qualitative work, which has its focus on meaning and experience, the social construction of reality, and the relationship between the researched and the researcher (Daly 2007; Bryman 2008; Denzin & Lincoln 2008a; Packer 2011; Creswell 2012). According to Packer (2011, p. 3), qualitative research is often seen as 'a set of techniques—a toolbox of procedures for the analysis of qualitative materials'. However, I agree with Parker, who believes that qualitative research 'is something much more important, the basis for a radical reconceptualization of the social sciences as forms of inquiry in which we work to transform our forms of life'.

Miles and Huberman (1994, p. 1) suggest that 'qualitative data are sexy'. For qualitative researchers, we believe that qualitative research produces data that are well grounded and provide 'thick' and rich descriptions and explanations of processes situated within particular contexts. Miles and Huberman speak clearly about the value of qualitative research:

With qualitative data one can preserve chronological flow, see precisely which events led to which consequences and derive fruitful explanations. Then, too, good qualitative data are more likely to lead to serendipitous findings and to new integrations; they help researchers to get beyond initial conceptions and to generate or revise conceptual framework. Finally, the findings from qualitative studies have a quality of 'undeniability'.

And for all researchers, we need to remember, as Creswell (2012, p. 6) reminds us, that '[q]ualitative inquiry represents a legitimate mode of social and human science exploration, without apology or comparisons to quantitative research'.



About this book

The book is divided into four parts. Part One comprises two chapters on foundational issues of the qualitative approach. In Chapter 1, I introduce the methodological frameworks of qualitative research, which include ethnography, phenomenology, symbolic interactionism, hermeneutics, feminism and postmodernism. Chapter 2 examines the rigour and ethics of the research process.

Part Two comprises nine chapters. Chapters 3 to 11 describe some of the more commonly used qualitative research methods, including in-depth interviewing, focus groups, unobtrusive methods, narrative research, memory-work, ethnography, participatory action research, case study research and grounded theory research. The emphasis in these chapters is on methods of data collection, although data analysis is also discussed as it is integral to some of the methods reviewed, such as narrative analysis, memory-work and participatory action research. Each chapter also gives extended examples of research that has used the particular method. Part Three is concerned with the management of qualitative research and comprises three chapters. Chapter 12 discusses the process of data analysis and includes a review of the various modes of analysis, as well as an overview of matters that arise in computer-aided analysis. Chapter 13 reviews the writing of qualitative research proposals for funding, and Chapter 14 outlines how to write for publication and considers the problem of dissemination and evaluation of qualitative research findings. Part Four deals with the applications of qualitative research. Chapter 15 discusses research with vulnerable and marginalised groups of people. I include a new chapter on conducting qualitative research in cross-cultural settings in Chapter 16. In Chapter 17, I explore a new trend of doing qualitative research: researching online. I conclude the book, in Chapter 18, with a discussion of new directions in qualitative research: new ways of representing the voices of our research participants.

As readers may expect, parts of this book will be more useful to some readers and other parts less so. I have tried to provide an introduction to different qualitative research methods that will allow new researchers to begin to conduct research themselves. But I have also discussed some more complex, innovative and resource-intensive methods that will be of more interest to advanced researchers, although new researchers should also be aware of these methods even if they are not in a position to make use of them immediately.

What I have aimed at in this volume is to raise readers' interest in engaging in research that uses qualitative methods in a way that assists not only in understanding the world but also in changing it for the better. There is an increasing interest in these methods in many disciplines in the health and social sciences, including sociology, anthropology, criminology, social work, education, nursing and public health. I strongly believe that qualitative methods have proved to be successful in helping us achieve a better knowledge of what can be done and the ability to participate with others in the doing.

► Further reading

- Atkins, L. & Wallace, S., 2012. *Qualitative Research in Education*. Sage, London.
- Bourgeault, I., Dingwell, R. & de Vries, R., 2010. *The Sage Handbook of Qualitative Methods in Health Research*. Sage, London.
- Clark, V. & Braun, V., 2012. *Successful Qualitative Research: A practical guide for beginners*. Sage, London.
- Creswell, J., 2012. *Qualitative Inquiry and Research Design: Choosing among five approaches*, 3rd edn. Sage, Thousand Oaks, CA.
- Denzin, N.K. & Giardina, M.D., 2010. *Qualitative Inquiry and Human Rights*. Left Coast Press, Walnut Creek, CA.
- Denzin, N.K. & Lincoln, Y.S. (eds), 2011. *The Sage Handbook of Qualitative Research*, 4th edn. Sage, Thousand Oaks, CA.
- Flick, U. & Salomon, A., 2010. *An Introduction to Qualitative Research*, 4th edn. Sage, London.
- Forrester, M.A., 2010. *Doing Qualitative Research in Psychology: A practical guide*. Sage, London.
- Gadd, D., Karstedt, S. & Messner, S.F., 2011. *The Sage Handbook of Criminological Research Methods*. Sage, London.
- Green, J. & Thorogood, N., 2009. *Qualitative Methods for Health Research*, 2nd edn. Sage, London.
- Harper, D. & Thompson, A.R., 2011. *Qualitative Research Methods in Mental Health and Psychotherapy: A guide for students and practitioners*. Wiley-Blackwell, Chichester, UK.
- Hennink, M., Hutter, I. & Bailey, A., 2011. *Qualitative Research Methods*. Sage, London.
- Hesse-Biber, S.N. & Leavy, P., 2011. *The Practice of Qualitative Research*, 2nd edn. Sage, Thousand Oaks, CA.
- Holloway, I. & Wheeler, S., 2010. *Qualitative Research in Nursing and Healthcare*, 3rd edn. Wiley-Blackwell, Chichester, UK.
- Janesick, V.J., 2011. *'Stretching' Exercises for Qualitative Researchers*, 3rd edn. Sage, Thousand Oaks, CA.
- Lichtman, M., 2012. *Qualitative Research in Education: A User's Guide*, 3rd edn. Sage, London.
- Malcolm, C., 2009. *The Social Work Dissertation: Using small-scale qualitative methodology*. Open University Press, Maidenhead, UK.
- Munhall, P. (ed.), 2012. *Nursing Research: A qualitative perspective*, 5th edn. Jones & Bartlett Learning, Sudbury, MA.
- Noaks, L. & Wincup, E., 2004. *Criminological research: Understanding qualitative methods*. Sage, London.
- Nollaig, F., 2011. *Qualitative Research Methods in Psychology: Combining core approaches*. McGraw-Hill International, Maidenhead, UK.
- Padgett, D.K., 2012. *Qualitative and Mixed Methods in Public Health*. Sage, Thousand Oaks, CA.

Rubin, H.J. & Rubin, I.S., 2012. *Qualitative Interviewing: The art of hearing data*, 3rd edn. Sage, Thousand Oaks, CA.

Seale, C., 2012. *Researching Society and Culture*. 3rd edn, Sage, London.

Silverman, D., 2010. *Doing Qualitative Research: A practical handbook*, 3rd edn. Sage, London.

Silverman, D., 2011. *Interpreting Qualitative Data: A guide to principles of qualitative research*, 4th edn. Sage, London.

Streubert, H.J. & Carpenter, D.R., 2011. *Qualitative Research in Nursing: Advance the humanistic imperative*, 5th edn. Wolters Kluwer Health/Lippincott Williams & Wilkins, Philadelphia.



Contents

BOXES, FIGURES, AND TABLES	vii
ABOUT THE AUTHOR	viii
PREFACE	ix
INTRODUCTION	xi
ABOUT THIS BOOK	xvi

Background to Qualitative Research

1	Methodological Frameworks and Sampling in Qualitative Research	5
2	Rigour and Ethics in Qualitative Research	23

Types of Qualitative Research Methods

3	The In-depth Interviewing Method	51
4	Focus Groups	74
5	Unobtrusive Methods	98
6	Narrative Enquiry Methodology: Life and Oral History, Life Story, and Biographical Research	118
7	Memory-work	139
8	Ethnography	158
9	Participatory Action Research	180
10	Qualitative Case Study Research	199
11	Grounded Theory Research	218

Managing Qualitative Research

12	Making Sense of Qualitative Data: The Analysis Process	241
13	Writing a Qualitative Research Proposal	264
14	Writing a Qualitative Research Report	285