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As a library, NLM provides access to scientific literature. Inclusion in an NLM database does not imply endorsement of, or agreement with, the contents by NLM or the National Institutes of Health. Learn more: PMC Disclaimer | PMC Copyright Notice . 2014 Aug 4;7:14.Considering the nature of qualitative studies, the interaction between researchers and participants can be ethically challenging for the former, as they are personally involved in different stages of the study. Therefore, formulation of specific ethical guidelines in this respect seems to be essential. The present paper aimed to discuss the necessity to develop explicit guidelines for conducting qualitative studies with regard to the researchers role. For this purpose, a literature review was carried out in domestic and international databases by related keywords.Health care providers who carry out qualitative research have an immense responsibility. As there is no statistical analysis in qualitative studies, the researcher has to both evaluate what he or she observes and to interpret it. Providing researchers with the necessary skills and applying stringent supervision can lead to better extraction of reliable information from qualitative studies. This article presents a debate in order to illustrate how researchers could cover the ethical challenges of qualitative studies and provide applicable and trustworthy outcomes.Researchers face ethical challenges in all stages of the study, from designing to reporting. These include anonymity, confidentiality, informed consent, researchers potential impact on the participants and vice versa. It seems of paramount importance that health care providers, educators and clinicians be well informed of all the different aspects of their roles when acting as qualitative researchers. Hence, these adroit roles need to be well defined, and the use of practical guidelines and protocols in all stages of qualitative studies should be encouraged.Keywords: qualitative research, ethical challenges, researchers role, guidelineIn the recent millennium, the constant trend of change in the demands of the community as well as transforming the trend of knowledge production has highlighted the necessity for researchers to adopt a more comprehensive approach. Increasingly, many academic disciplines are utilizing qualitative research (QR) as the qualitative method investigating the why and how of the process of a developed concept (1, 2). Qualitative research is sometimes defined as interpretive research, and as interpretations can be incorrect or biased, the findings may be controversial (3). However, qualitative research is not only useful as the first stage of quantitative research, but can also play a key role in validating it or in providing a different viewpoint on the same social phenomena (4).Qualitative studies tend to use methods that result in text production rather than numerical outputs. Given that the researcher is considered to be the research instrument, and the plan of inquiry needs to be developed and altered as the study progresses, a qualitative researcher cannot depend upon traditional approaches to address certain concerns such as bias and credibility. Therefore, learning from a series of mistakes is often considered an integral part of qualitative research (5, 6).In this study, a literature review was carried out in international electronic databases including PubMed, Web of Sciences, Cumulative Index to Nursing and Allied Health Literature (CINAHL), Scopus, Ebsco, EMBASE and Science Direct without any time limitation, using the search terms qualitative research, researchers role, ethical challenges and ethical guidelines. These keywords were also searched on national electronic databases including Scientific Information Database (SID), Iran Medex and Medical Articles Library (Medlib) using the same strategy.Authors of the present article endeavor to shine a light on the ethical issues affecting researchers and propose strategies to face the ethical challenges of qualitative studies, so as to provide applicable and trustworthy outcomes. This could be the basis for the formulation of specific ethical guidelines in this regard.Up to the 1970s, qualitative research was solely employed by anthropologists and sociologists. During the 1970s and 1980s, however, it was favored by various disciplines and experts of different branches of science and humanity such as health care, psychology, nursing, management, political science, education, and communication studies (2, 7).Qualitative research has been conducted in the field of nursing in order to identify, describe and explain related concepts, experiences and phenomena and to develop the nursing knowledge. Nursing professionals simultaneously introduced qualitative research to their peers. Since 1970, qualitative research has been performed to achieve the concepts of patient care and other main perceptions in the nursing profession. Qualitative studies provide nurses with sensitivity to the lived experiences of individuals from different nursing care aspects (4, 8).In the case of nurses who perform qualitative research, ethical issues are raised when the nurse-patient relationship in the research area leads to some degree of therapeutic communication for the participants (9). Thus, nurse researchers must be aware of the impact of the questioning on the participants, and in order to decrease such harmful effects on human subjects, the reflexive approach is recommended (10).In qualitative studies researchers are often required to clarify their role in the research process (11). In the QR procedure the researcher is involved in all stages of the study from defining a concept to design, interview, transcription, analysis, verification and reporting the concepts and themes. Therefore, whenever instruments are involved in qualitative research, a human being will be an integral part of the process (12).It is argued that humans have increasingly become the instrument of choice for naturalistic research due to certain characteristics: they are highly responsive to environmental stimuli, have the ability to interact with the situation, pull together different pieces of information at multiple levels simultaneously, and perceive situations holistically; moreover, they are able to process findings the instant they become available, can present immediate feedback, and feel unusual responses. Nevertheless, researchers need to improve the abilities that make them appropriate human instruments and consequently, their interpersonal skills are of major importance in natural settings and study processes (Table 1) (13, 14).Researchers role in qualitative methods at a glanceQualitative methodResearchers rolePhenomenologyThe main task of researchers in the phenomenological method is transformation of data to live the experience. They bring individual experiences into words in data collection, and then attempt to understand those experiences based on the statements, and to categorize the themes in the next stage. In the last stage, investigators record the essence in writing, which results in a comprehensive description of the phenomena (6, 15).Grounded theoryConsidering the significance of personal relations in grounded theory, researchers act as a component of daily events and must therefore be completely aware of their values. Since there is no control in this natural field, investigators are not detached from the research process, and ought to be conscious of their prejudices and potential influence on the study. Researchers need to be able to perform data admission and coding concurrently, and should consequently be equipped with proper analysis skills in order to criticize and conduct abstract thinking (16, 17).EthnographyIn ethnographic studies, researchers function as instruments that understand and analyze the culture. Therefore, ethnographic investigators need to be immersed in the culture and to live among the study population. However, ethnographers have to be notified of their role as research instruments while collecting and analyzing data (18).The relationship and intimacy that is established between the researchers and participants in qualitative studies can raise a range of different ethical concerns, and qualitative researchers face dilemmas such as respect for privacy, establishment of honest and open interactions, and avoiding misrepresentations (19). Ethically challenging situations may emerge if researchers have to deal with contradicting issues and choose between different methodological strategies in conflict arises. In such cases, disagreements among different components such as participants, researchers, researchers discipline, the funding body and the society may be inevitable (20, 21). Some important ethical concerns that should be taken into account while carrying out qualitative research are: anonymity, confidentiality and informed consent (22).According to Richards and Schwartz findings (22), the term confidentiality conveys different meanings for health care practitioners and researchers. For health care practitioners, confidentiality means that no personal information is to be revealed except in certain situations. For researchers, however, the duty of confidentiality is less clear and involves elaboration of the form of outcome that might be expected from the study (22, 23).The researcher must endeavor to minimize the possibility of intrusion into the autonomy of study participants by all means. When highly sensitive issues are concerned, children and other vulnerable individuals should have access to an advocate who is present during initial phases of the study, and ideally, during data gathering sessions. It is sometimes even necessary that the researcher clarify in writing which persons can have access to the initial data and how the data might be used (24, 25).Informed consent has been recognized as an integral part of ethics in research carried out in different fields. For qualitative researchers, it is of the utmost importance to specify in advance which data will be collected and how they are to be used (26). The principle of informed consent stresses the researchers responsibility to completely inform participants of different aspects of the research in comprehensible language. Clarifications need to include the following issues: the nature of the study, the participants potential role, the identity of the researcher and the financing body, the objective of the research, and how the results will be published and used (27).Informed consent naturally requires ongoing negotiation of the terms of agreement as the study progresses (26). Many people consider it necessary to participate in research that their peers, community and/or society may benefit from. Therefore, qualitative health researchers need to clarify that the research they carry out will benefit science and can contribute to the improvement of health policy (5).The qualitative method is utilized to explain, clarify and elaborate the meanings of different aspects of the human life experience. Therefore, researchers can interpret peoples experiences because they are involved in human activities. The principle of no harm to participants ought to be considered by researchers, who should be aware of the potential harms that might be inflicted upon study subjects. Obviously, sometimes a conflict between the right to know (defended on the basis of benefits to the society) and the right of privacy (advocated based on the rights of the individual) may happen (27, 28).There are several effective strategies to protect personal information, for instance secure data storage methods, removal of identifier components, biographical details amendments and pseudonyms (applicable to names of individuals, places and organizations) (27). Researchers have the responsibility of protecting all participants in a study from potentially harmful consequences that might affect them as a result of their participation. It is getting increasingly common for research ethics committees to seek documented proof of consent in a written, signed, and ideally, witnessed form. Researchers can only do their best to protect their respondents identity and hold the information strictly confidential as there would be no guarantee for it otherwise (29). Furthermore, in investigations of sensitive topics where written consent puts the informants at risk, audio recorded oral consent would be more appropriate (30).Development of personal relationships with participants may be inevitable while collecting certain data. Therefore, researchers should seriously consider the potential impact they may have on the participants and vice versa, and details of such interactions should be clearly mentioned in research proposals (23). Overall, the role of the researcher as (a) stranger, (b) visitor, (c) initiator, (d) insider-expert or other should be well defined and explained (3). As Brenner quoted Kvale state that, preparing an ethical protocol can cover issues in a qualitative research project from planning through reporting (30).In qualitative research, data are collected with a focus on multifaceted interviews and narratives to produce a description of the experiences. The researchers, therefore, play the role of a mediator between the experiences of the respondents and the community of concerned people (28, 31). The post-interview comment sheet could assist the researcher to note the feelings of informants, as well as interpretations and comments that occurred during the interview (32).Data collection needs to be as overt as possible, and findings should be recorded. Although there is no guarantee of absolute confidentiality, openly recording field notes assists participants to decide what they wish to have on the record. In health care research, the problem may be even more exaggerated as the researcher is sometimes the health provider as well (33).In comparison with other research methods, ethnography has singular characteristics. When a researcher aims to study the culture of certain people, living amongst them is inevitable. This method of collecting data is a subject of debate from an ethical point of view. Long presence of the researcher amongst people of a particular culture necessitates informed consent. Participants should always be aware of the information that has been obtained and is being recorded, and consent to it. Sometimes this cannot be achieved easily and conflicts may happen, as in studies of cultural and ethnic characteristics (18).The physical presence of the researchers within the culture requires them to be responsible for their role and potential consequences on the field. For instance, when criminals or a group of war veterans suffering from a disease are the subject of a study, the risks involved in living amongst them should be considered. Ethnographers must be vigilant about any distractions stemming from close interactions that can be potentially harmful to participants in the long run (33, 34). Researchers can benefit from supervision sessions directed at learning, mentoring and skill development, all of which can foster their ability to carry out research without risking their health. Adequate professional supervision (which may be outside of the university) can be of service to researchers in dealing with the potential stress associated with the study (35 37).In order to gain explicit data, ethnographers need to know the role of instrument details. There are eleven steps defined in ethnography which are meant to assist researchers. These steps include participant observation, ethnographic record, descriptive observation, taxonomic analysis, selected observation, componential analysis, discovering the cultural theme, cultural inventory, and finally writing ethnography (38, 39).Researchers should always be aware of the precise reason for involvement in a study in order to prevent undesirable personal issues. The probability of exposure to vicarious trauma as a result of the interviews needs to be evaluated. Interviewers should be properly scheduled to provide the researcher with sufficient recovery time and reduce the risk of emotional exhaustion, while allowing ample time for analysis of the objective and emotional aspects of the research. It is also necessary for the researcher to be familiar with signs of extreme fatigue and be prepared to take necessary measures before too much harm is done (40 42).In qualitative studies, researchers have a great responsibility and play many different roles. It is argued that qualitative research that deals with sensitive topics in depth can pose emotional and other risks to both participants and researchers. Clear protocols for dealing with distress should be in place so that both parties involved in research can use them if necessary. It is not usually easy to predict what topics are likely to lead to distress, and researchers should therefore receive sufficient training in predicting traumatic situations.Preventive measures for researchers who carry out sensitive qualitative studies should include official arrangements for a peer support program consisting of a list of researchers who are involved, or a constellation of researcher support activities aiming at improving psychological fitness in the form of a professional confidence building module. Other such measures include offering adequate supervision to provide opportunities for self-development and self-care, and facilitating the process of self-reflection and self-monitoring.Strategies for emotional distancing need to be considered and adopted if the research topic or participants have the potential to be emotionally challenging. An appropriate planning should be in place before the commencement of the fieldwork, and it must be perfectly clear how the study should be conducted and what level of relationship development is necessary. Measures must also be taken so that levels of self-disclosure, objective displays of emotion during the interviews, and strategies to end the relationships are well defined and communicated.One of the most prominent tasks of qualitative researchers is to minimize the flaws in observation and endeavor to gain truthful knowledge. Therefore, it is necessary for researchers to continuously update their investigation skills in terms of methodology and find novel techniques to better carry out studies in the field of health and sociology.As explained before, qualitative research is carried out in natural settings, which requires researchers to work in close collaboration with other members of the team and under direct supervision to discuss and resolve issues as they arise. Therefore, development of practical strategies and communicating them to researchers can be of great benefit and assist them in conducting more perceptive qualitative studies. It is noteworthy that such research should be directed towards making a difference in peoples lives, improving care delivery in different settings and at all levels, and providing a framework for health sciences without any ethical disturbances.As a result of the extensive body of research in the field of medical sciences, patients comprise a large proportion of the public who are frequently subjects of studies. Research Ethics Committees are formed to provide independent advice to participants, researchers, funders/sponsors and healthcare organizations on the extent to which research proposals comply with universally endorsed ethical standards.In the history of social and medical science, there have been a few research studies that seriously injured people, and many more in which their welfare was not sufficiently protected. Nations and research associations have taken steps to prevent hurtful and intrusive research. To return to the matter of privacy, the researcher should not rely solely on the informant to identify possible intrusion, but needs to work at anticipating it in advance. Confidentiality does not necessarily preclude intrusion, as anonymity by itself is not enough to protect a persons privacy or prevent disclosure of personal issues. Investigators should refrain from soliciting private information that is not closely related to the research question.Considering the aforementioned challenges, it is recommended to conduct further research in order to provide meticulous and explicit ethical protocols, guidelines and codes with respect to qualitative studies.The authors would like to offer special thanks to Dr. Ali Tootee for his assistance in the language editing of this article.1.Jones R. Why do qualitative research? Brit Med J. 1995;311(6996):2. doi: 10.1136/bmj.311.6996.2. [DOI] [PMC free article] [PubMed] [Google Scholar]2.Denzin NK, Lincoln YS. The Sage Handbook of Qualitative Research. 3rd ed. CA: Sage Publication; 2005. [Google Scholar]3.Stake RE. Qualitative Research: Studying How Things Work. First ed. New York: Guilford Press; 2010. [Google Scholar]4.Pope C, Mays N. Qualitative Research in Health Care. John Wiley & Sons; 2008. [Google Scholar]5.Holloway I, Wheeler S. 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We'll connect you to an academic expert within 10 minutes. You get help with your assignment in 1-2 hours Get help with your assignment in 1 hourLearn More Check out our study materials designed in a fun and entertaining way$1,500 Essay Video ScholarshipFor creative high school, college, or university students who want to be heard.$1,500 Essay Writing ScholarshipFor talented school, college, or uni students who demonstrate mastery of essay writing. Each $100 that we earn finances the planting of one treeThe biggest ethical dilemma in qualitative research is the researchers responsibility for disclosure of information. The decision on whether to disclose information to any interested party to research or even to conceal information from concerned individuals and groups forms the basis of the dilemma. Every research activity is aimed at finding solutions and researchers interest will be to find the necessary information. As a result, there may be a need to conceal some information to ensure a smooth research process. Similarly, the results of the research might be of public interest and prompt for disclosure, to the compromise of a groups interest. Get a custom coursework on Qualitative Research: Strengths and Weakness Concealing information or even the researchers identity has in the past been a tool for the success of major research activities. Similarly, participants in research are supposed to be informed of the nature of the research before they can consent to be part of such activities. Further, the guarantee of privacy should be offered to the participants before the research. Full disclosure of the extent of confidentiality should also be made before the commencement of the research. A researcher is therefore expected either to consider the success of the research at the expense of ethics of disclosure or to prioritize ethics (Berg and Lune, 2011).Primary reasons for using qualitative research and questions addressed by qualitative researchQualitative research is aimed at investigations on existing relationships. Every research initiative will, therefore, be based on goals and reasons for making conclusions and recommendations. As Flick and Steinke explain, the major reasons for qualitative research are description, a test of hypothesis and theory development (2004, p. 150). This is because qualitative research activities are explorative. They, as a result, seek to describe relationships, investigate the significance of such relationships, and develop a basis for explaining the identified or existing relationships.A research initiative to investigate trends in the prevalence of AIDS rates across age groups may, for example, be undertaken with the objective of exploring descriptive statistics such as mean, mode, and median across the considered age groups. Similarly, investigating trends among or within the groups may call for a test of hypothesis for establishing confidence through tests of significance on investigated trends. Qualitative research, through validating hypothesis, is also used as a basis for establishing theories (Flick and Steinke, 2004).Since research questions offer directions to exploring research objectives, they are supposed to be aligned to the objectives and reasons for the particular research. Qualitative research, therefore, addresses questions on descriptive statistics, tests of significance and theory development (Flick and Steinke, 2004)Triangulation of methods and their benefitsTriangulation of methods refers to the application of many approaches towards establishing findings of the research. The method is based on the concept that the application of many methods yields more accurate conclusions. The triangulation concept is derived from surveying methods in which many lines are used in the estimation of points. The concept is therefore mapped onto statistical qualitative research to use different approaches such as sampling techniques, analytical approaches, and diversification of samples in research. Triangulation of methods may also be understood in its literal meaning as the use of a variety of methods in research activity (Berg and Lune, 2011).There exist a variety of classes of triangulation. Data triangulation, for instance, refers to the use of approaches such as time, space, and person (Berg and Lune, 2011, p. 7). While time triangulation refers to the consideration of data from different time frames, space triangulation refers to physical or geographical consideration and person triangulations consider the nature and type of sample used in research. Other classes include investigator, theory, and methodological triangulation (Berg and Lune, 2011, p. 7). The benefits of triangulations are therefore its broader scope of research and a resultant accuracy in results and conclusions (Berg and Lune, 2011). 1 hour! The minimum time our certified writers need to deliver a 100% original paper Sampling strategies for qualitative researchSampling strategies form one of the distinctions between qualitative and quantitative research approaches. The most commonly used sampling strategies in qualitative research are criterion-based sampling and theoretical sampling (Ritchie and Lewis, 2003, p. 78, 80). Criterion, as a basis for sampling, is used in cases where the participants in the research posses defined properties that are relevant to the research.The main objective of this strategy is to obtain adequate representation through the selected sample. An element will, for example, be selected to represent a particular geographical area, group, or a behavioral characteristic. Criterion based sampling is further divided into several classes which include homogeneous sampling, heterogeneous sampling, extreme case sampling, intensive sampling, typical case sampling, stratified purposive sampling, and critical case sampling (Ritchie and Lewis, 2003, p. 79, 80).Since criterion-based sampling relies on the purpose of the research, the particular sampling approach for used is identified before the commencement of the research, and the decision is usually based on the objectives of the research. The theoretical sampling strategy is on the other hand based on the capacity of the participants to make significant contributions to the results of the research (Ritchie and Lewis, 2003)Strengths and weakness of qualitative researchQualitative research has both strengths and weaknesses. One of the strengths is its extensive understanding that it offers to the subject of research. The explorative nature of qualitative research that involves extensive analysis of background information as well as collected data offers a basis for understanding. Further, a summary of the research results through descriptive statistics facilitates a deeper understanding.The nature of the research that induces confidence through the reliable test of hypothesis also draws interest for closer attention and understanding. Another advantage of qualitative research is its flexible nature. The numerous strategies and techniques at different stages of research are easily interchangeable. As a result, approaches and methods can be substituted at any stage of the research (Rubbin and Babbie, 2009).Weaknesses that have been associated with qualitative research include generalization in presentation and biasness due to formed opinion or conflict of interest on the part of a researcher. Generalization of reports, for instance, leads to loss of precision especially in cases where varying opinions exist across samples. Similarly, a researcher may be biased at any point in the research to influence an outcome. Biasness can be induced during sample selection or data collection stages (Rubbin and Babbie, 2009).Possible problems faced in qualitative researchThere are several problems faced in qualitative research. These problems range from the research process to the research environment. One of the already identified problems is the researchers ability to adopt and adapt to different research strategies and methods (Barbour, 2007). The main reason why the availability of many options is a challenge to many researchers is the intersection of concepts in research strategies. This particularly makes it difficult for a researcher to identify the most suitable approach to use. Remember! This is just a sample You can get your custom paper by one of our expert writers Another significant challenge in qualitative research is a conflict of interest in which a researchers motive shifts to exalting himself instead of paying attention to the subject of research. When attention is shifted, the chances of biasness become higher. The financial interest of researchers has also developed to be a major challenge in qualitative research. This is particularly encountered in sponsored research activities where a researcher is dependent on and is subjected to forces from other interested parties. As a result, a researcher may be influenced by compromising and being biased to favor the parties. Researchers are therefore expected to be strong enough and independent to shun down such forces leading to biasness (Barbour, 2007).ReferencesBarbour, R. (2007). Introducing Qualitative Research: A Students Guide to the Craft of Doing Qualitative Research. 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Our experts explainhow.Learn MoreThe Motorsport Images Collections captures events from 1895 to todays most recentcoverage.Discover The CollectionCurated, compelling, and worth your time. Explore our latest gallery of EditorsPicks.Browse Editors' FavoritesHow can financial brands set themselves apart through visual storytelling? Our experts explainhow.Learn MoreThe Motorsport Images Collections captures events from 1895 to todays most recentcoverage.Discover The CollectionCurated, compelling, and worth your time. Explore our latest gallery of EditorsPicks.Browse Editors' Favorites Please wait while we attempt to authenticate you... 2020 John Wiley & Sons Ltd. This chapter explores ethics in qualitative research. It outlines the broad ethical principles that underpin good research and the aspects of ethical practice that qualitative researchers are especially likely to need to consider when designing, conducting, and disseminating their research. The chapter explains ways of thinking about research ethics, beginning with some overarching philosophical principles, before moving on to discuss situational and relational aspects of ethical research practice. Formal codes of ethics, and practice guidelines developed by professional bodies and institutions, highlight three core concerns that researchers working with human subjects should attend to, namely: informed consent, confidentiality, and anonymity. The chapter also outlines how these apply to qualitative research. It also explores ethics associated with doing research. Although the requirements of research ethical review processes described in the chapter can help the researcher avoid many ethical issues in advance, ethical questions and dilemmas can arise during the conduct of a project. Form of researchPart of a series onResearchResearch designEthicsProposalQuestionWritingArgumentReferencingResearch strategyInterdisciplinaryMultimethodologyQualitativeArt-basedQuantitativePhilosophical schoolsAntipositivism ConstructivismCritical rationalismEmpiricismFallibilismPositivismPostpositivismPragmatismRealismCritical realismSubtle realismMethodologyAction researchArt methodologyCritical theoryGrounded theoryHermeneuticsHistoriographyHuman subject researchNarrative inquiryPhenomenologyPragmatismScientific methodMethodsAnalysisCase studyContent analysisDescriptive statisticsDiscourse analysisEthnographyAutoethnographyExperimentField experimentSocial experimentQuasi-experimentField researchHistorical methodInferential statisticsInterviewsMappingCultural mappingPhenomenographySecondary researchBibliometricsLiterature reviewMeta-analysisScoping reviewSystematic reviewScientific modellingSimulationSurveyTools and softwareArgument technologyGIS softwareLIS softwareBibliometricsReference managementScience softwareQualitative data analysisSimulationStatisticsPhilosophy portalvtePart of a series onSociologyHistoryOutlineIndexKey themesSocietyGlobalizationHuman behaviorHuman environmental impactIdentityIndustrial revolutions 3 / 4 / 5PopularitySocial complexitySocial environmentSocial equalitySocial equitySocial powerSocial stratificationSocial structureSocial cycle theoryPerspectivesConflict theoryCritical theoryStructural functionalismPositivismSocial constructionismSocial darwinismSymbolic interactionismBranchesAgingArchitectureArtAstrosociologyBodyCriminologyConsciousnessCultureDeathDemographyDevianceDisasterEconomicEducationEmotion (Jealousy)EnvironmentalFamilyFeministFiscalFoodGenderGenerationsHealthHistoricalImmigrationIndustrialInternetJewryKnowledgeLanguageLawLeisureLiteratureMarxistMathematicMedicalMilitaryMusicPeace, war, and social conflictPhilosophyPoliticalPublicPunishmentRace and ethnicityReligionRuralScience (History of science)Social movementsSocial psychologySociocyberneticsSociologySpaceSportTechnologyTerrorismUrbanUtopianVictimologyVisualMethodsQuantitativeQualitativeComparativeComputationalEthnographicConversation analysisHistoricalInterviewMathematicalNetwork analysisSocial experimentSurveyMajor theorists1700s: Comte Sieys1800s: Martineau TocquevilleMarx Spencer Le Bon Ward Pareto Tnnies Veblen Simmel Durkheim Addams Mead Weber Du Bois Mannheim Elias1900s: FrommAdorno Gehlen Aron Merton Nisbet Mills Bell Schoeck Goffman BaumanFoucaultLuhmann Habermas Baudrillard Bourdieu GiddensListsBibliographyTerminologyJournalsOrganizationsPeopleTimelineBy country Society portalvteQualitative research is a type of research that aims to gather and analyse non-numerical (descriptive) data in order to gain an understanding of individuals' social reality, including understanding their attitudes, beliefs, and motivation. This type of research typically involves in-depth interviews, focus groups, or field observations in order to collect data that is rich in detail and context. Qualitative research is often used to explore complex phenomena or to gain insight into people's experiences and perspectives on a particular topic. It is particularly useful when researchers want to understand the meaning that people attach to their experiences or when they want to uncover the underlying reasons for people's behavior. Qualitative methods include ethnography, grounded theory, discourse analysis, and interpretative phenomenological analysis.[1] Qualitative research methods have been used in sociology, anthropology, political science, psychology, communication studies, social work, folklore, educational research, information science and software engineering research.[2][3][4][5]Qualitative research has been informed by several strands of philosophical thought and examines aspects of human life, including culture, expression, beliefs, morality, life stress, and imagination.[6] Contemporary qualitative research has been influenced by a number of branches of philosophy, for example, positivism, postpositivism, critical theory, and constructivism.[7] The historical transitions or 'moments' in qualitative research, together with the notion of 'paradigms' (Denzin & Lincoln, 2005), have received widespread popularity over the past decades. However, some scholars have argued that the adoptions of paradigms may be counterproductive and lead to less philosophically engaged communities.The use of nonquantitative material as empirical data has been growing in many areas of the social sciences, including pedagogy, development psychology and cultural psychology.[8] Several philosophical and psychological traditions have influenced investigators' approaches to qualitative research, including phenomenology, social constructionism, symbolic interactionism, and positivism.[9][10]Phenomenology refers to the philosophical study of the structure of an individual's consciousness and general subjective experience. Approaches to qualitative research based on constructionism, such as grounded theory, pay attention to how the subjectivity of both the researcher and the study participants can affect the theory that develops out of the research. The symbolic interactionist approach to qualitative research examines how individuals and groups develop an understanding of the world. Traditional positivist approaches to qualitative research seek a more objective understanding of the social world. Qualitative researchers have also been influenced by the sociology of knowledge and the work of Alfred Schtz, Peter L. Berger, Thomas Luckmann, and Harold Garfinkel.Qualitative researchers use different sources of data to understand the topic they are studying. These data sources include interview transcripts, videos of social interactions, notes, verbal reports[8] and artifacts such as books or works of art. The case study method exemplifies qualitative researchers' preference for depth, detail, and context.[11][12] Data triangulation is also a strategy used in qualitative research.[13] Autoethnography, the study of self, is a qualitative research method in which the researcher uses his or her personal experience to understand an issue.Grounded theory is an inductive type of research, based on ("grounded" in) a very close look at the empirical observations a study yields.[14][15] Thematic analysis involves analyzing patterns of meaning. Conversation analysis is primarily used to analyze spoken conversations. Biographical research is concerned with the reconstruction of life histories, based on biographical narratives and documents. Narrative inquiry studies the narratives that people use to describe their experience.Qualitative researchers may gather information through observations, note-taking, interviews, focus groups (group interviews), documents, images and artifacts.[16][17][18][19][20][21][22]Main article: Interview (research)Research interviews are an important method of data collection in qualitative research. An interviewer is usually a professional or paid researcher, sometimes trained, who poses questions to the interviewee, in an alternating series of usually brief questions and answers, to elicit information. Compared to something like a written survey, qualitative interviews allow for a significantly higher degree of intimacy,[23] with participants often revealing personal information to their interviewers in a real-time, face-to-face setting. As such, this technique can evoke an array of significant feelings and experiences within those being interviewed. Sociologists Bredal, Stefansen and Bjrnholt identified three "participant orientations", that they described as "telling for oneself", "telling for others" and "telling for the researcher". They also proposed that these orientations implied "different ethical contracts between the participant and researcher".[24]In participant observation[25] ethnographers get to understand a culture by directly participating in the activities of the culture they study.[26] Participant observation extends further than ethnography and into other fields, including psychology. For example, by training to be an EMT and becoming a participant observer in the lives of EMTs, Palmer studied how EMTs cope with the stress associated with some of the gruesome emergencies they deal with.[27]In qualitative research, the idea of recursivity refers to the emergent nature of research design. In contrast to standardized research methods, recursivity embodies the idea that the qualitative researcher can change a study's design during the data collection phase.[12]Recursivity in qualitative research procedures contrasts to the methods used by scientists who conduct experiments. From the perspective of the scientist, data collection, data analysis, discussion of the data in the context of the research literature, and drawing conclusions should be each undertaken once (or at most a small number of times). In qualitative research however, data are collected repeatedly until one or more specific stopping conditions are met, reflecting a nonstatic attitude to the planning and design of research activities. An example of this dynamism might be when the qualitative researcher unexpectedly changes their research focus or design midway through a study, based on their first interim data analysis. The researcher can even make further unplanned changes based on another interim data analysis. Such an approach would not be permitted in an experiment. Qualitative researchers would argue that recursivity in developing the relevant evidence enables the researcher to be more open to unexpected results and emerging new constructs.[12]Qualitative researchers have a number of analytic strategies available to them.[28][29][30]Main article: Coding (social sciences)In general, coding refers to the act of associating meaningful ideas with the data of interest. In the context of qualitative research, interpretative aspects of the coding process are often explicitly recognized and articulated; coding helps to produce specific words or short phrases believed to be useful abstractions from the data.[31][32]Data may be sorted into patterns for thematic analyses as the primary basis for organizing and reporting the study findings.[33]Main article: Content analysisAccording to Krippendorf,[34] "Content analysis is a research technique for making replicable and valid inference from data to their context" (p.21). It is applied to documents and written and oral communication. Content analysis is an important building block in the conceptual analysis of qualitative data. It is frequently used in sociology. For example, content analysis has been applied to research on such diverse aspects of human life as changes in perceptions of race over time,[35] the lifestyles of contractors,[36] and even reviews of automobiles.[37]A screenshot of a user coding text on NVivoContemporary qualitative data analyses can be supported by computer programs (termed computer-assisted qualitative data analysis software).[38] These programs have been employed with or without detailed hand coding or labeling. Such programs do not supplant the interpretive nature of coding. The programs are aimed at enhancing analysts' efficiency at applying, retrieving, and storing the codes generated from reading the data. Many programs enhance efficiency in editing and revising codes, which allow for more effective work sharing, peer review, data examination, and analysis of large datasets.[38]Common qualitative data analysis software includes:ATLAS.tiDedoose (mixed methods)MAXQDA (mixed methods)NVivoQDA MINERA criticism of quantitative coding approaches is that such coding sorts qualitative data into predefined (nomothetic) categories that are reflective of the categories found in objective science. The variety, richness, and individual characteristics of the qualitative data are reduced or, even, lost.[citation needed]To defend against the criticism that qualitative approaches to data are too subjective, qualitative researchers assert that by clearly articulating their definitions of the codes they use and linking those codes to the underlying data, they preserve some of the richness that might be lost if the results of their research boiled down to a list of predefined categories. Qualitative researchers also assert that their procedures are repeatable, which is an idea that is valued by quantitatively oriented researchers.[citation needed]Sometimes researchers rely on computers and their software to scan and reduce large amounts of qualitative data. At their most basic level, numerical coding schemes rely on counting words and phrases within a dataset; other techniques involve the analysis of phrases and exchanges in analyses of conversations. A computerized approach to data analysis can be used to aid content analysis, especially when there is a large corpus to unpack.A central issue in qualitative research is trustworthiness (also known as credibility or, in quantitative studies, validity).[39] There are many ways of establishing trustworthiness, including member check, interviewer corroboration, peer debriefing, prolonged engagement, negative case analysis, auditability, confirmability, bracketing, and balance.[39] Data triangulation and eliciting examples of interviewee accounts are two of the most commonly used methods of establishing the trustworthiness of qualitative studies.[40]Transferability of results has also been considered as an indicator of validity.[41]Qualitative research is not without limitations. These limitations include participant reactivity, the potential for a qualitative investigator to over-identify with one or more study participants, "the impracticality of the Glaser-Strauss idea that hypotheses arise from data unsullied by prior expectations," the inadequacy of qualitative research for testing cause-effect hypotheses, and the Baconian character of qualitative research.[42] Participant reactivity refers to the fact that people often behave differently when they know they are being observed. Over-identifying with participants refers to a sympathetic investigator studying a group of people and ascribing, more than is warranted, a virtue or some other characteristic to one or more participants. Compared to qualitative research, experimental research and certain types of nonexperimental research (e.g., prospective studies), although not perfect, are better means for drawing cause-effect conclusions.Glaser and Strauss,[14] influential members of the qualitative research community, pioneered the idea that theoretically important categories and hypotheses can emerge "naturally" from the observations a qualitative researcher collects, provided that the researcher is not guided by preconceptions. The ethologist David Katz wrote "a hungry animal divides the environment into edible and inedible things....Generally speaking, objects change...according to the needs of the animal."[43] Karl Popper carrying forward Katz's point wrote that "objects can be classified and can become similar or dissimilar, only in this way--by being related to needs and interests. This rule applied not only to animals but also to scientists."[44] Popper made clear that observation is always selective, based on past research and the investigators' goals and motives and that preconceptionless research is impossible.The Baconian character of qualitative research refers to the idea that a qualitative researcher can collect enough observations such that categories and hypotheses will emerge from the data. Glaser and Strauss developed the idea of theoretical sampling by way of collecting observations until theoretical saturation is obtained and no additional observations are required to understand the character of the individuals under study.[14] Bertrand Russell suggested that there can be no orderly arrangement of observations such that a hypothesis will jump out of those ordered observations; some provisional hypothesis usually guides the collection of observations.[45]Autobiographical narrative research has been conducted in the field of community psychology.[6] A selection of autobiographical narratives of community psychologists can be found in the book Six Community Psychologists Tell Their Stories: History, Contexts, and Narrative.[46]Edwin Farrell used qualitative methods to understand the social reality of at-risk high school students.[47] Later he used similar methods to understand the reality of successful high school students who came from the same neighborhoods as the at-risk students he wrote about in his previously mentioned book.[48]In the field of health psychology, qualitative methods have become increasingly employed in research on understanding health and illness and how health and illness are socially constructed in everyday life.[49][50] Since then, a broad range of qualitative methods have been adopted by health psychologists, including discourse analysis, thematic analysis, narrative analysis, and interpretative phenomenological analysis. In 2015, the journal Health Psychology published a special issue on qualitative research.[51]According to Doldor and colleagues[52] organizational psychologists extensively use qualitative research "during the design and implementation of activities like organizational change, training needs analyses, strategic reviews, and employee development plans."Although research in the field of occupational health psychology (OHP) has predominantly been quantitatively oriented, some OHP researchers[53][54] have employed qualitative methods. Qualitative research efforts, if directed properly, can provide advantages for quantitatively oriented OHP researchers. These advantages include help with (1) theory and hypothesis development, (2) item creation for surveys and interviews, (3) the discovery of stressors and coping strategies not previously identified, (4) interpreting difficult-to-interpret quantitative findings, (5) understanding why some stress-reduction interventions fail and others succeed, and (6) providing rich descriptions of the lived lives of people at work.[42][55] Some OHP investigators have united qualitative and quantitative methods within a single study (e.g., Elfering et al., [2005][56]); these investigators have used qualitative methods to assess job stressors that are difficult to ascertain using standard measures and well validated standardized instruments to assess coping behaviors and dependent variables such as mood.[42]Since the advent of social media in the early 2000s, formerly private accounts of personal experiences have become widely shared with the public by millions of people around the world. Disclosures are often made openly, which has contributed to social media's key role in movements like the #metoo movement.[57]The abundance of self-disclosure on social media has presented an unprecedented opportunity for qualitative and mixed methods researchers; mental health problems can now be investigated qualitatively more widely, at a lower cost, and with no intervention by the researchers.[58] To take advantage of these data, researchers need to have mastered the tools for conducting qualitative research.[59]Consumption Markets & CultureJournal of Consumer ResearchQualitative InquiryQualitative Market ResearchQualitative ResearchThe Qualitative ReportSociety portalPsychology portalComputer-assisted qualitative data analysis software (CAQDAS)Hermeneutics Theory and methodology of text interpretationMethodological dualism Epistemological position in praxeologyParticipatory action research Approach to research in social sciencesProcess tracing Method to develop and test theoriesQualitative geography Subfield of geographic methodsQualitative psychological research Psychological research with qualitative methodsQuantitative research All procedures for the numerical representation of empirical factsReal world data Medical data derived from many sources^ Creswell, John W. 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Cambridge, Uk: Cambridge University Press.Library resources about Qualitative research Resources in your libraryResources in other librariesWikiversity has learning resources about Qualitative research methodsQualitative PhilosophyC.Wright Mills, On intellectual Craftsmanship, The Sociological Imagination,1959Participant Observation, Qualitative research methods: a Data collector's field guideAnalyzing and Reporting Qualitative Market ResearchOverview of available QDA SoftwareQualitative analysis, with a focus on interview data on YouTubeLiving Theory Approach to Qualitative Action Research on YouTubeYale University series by Leslie Curry on YouTubeRetrieved from " This high-level guidance has been developed by the UK Statistics Authoritys Centre for Applied Data Ethics (CADE), and the UK Government Data Quality Hub (DQHub), based at the Office for National Statistics (ONS). The guidance can be used as a practical resource to help researchers identify different ethical issues when conducting qualitative research.This guidance is not exhaustive but aims to support researchers navigating the ethical issues surrounding qualitative research projects (particularly in relation to primary data collection). It brings together existing literature on qualitative research methods and their ethical concerns. Links to further resources are provided if you would like to read about aspects in more detail. The guidance has been created for researchers using qualitative methods within the ONS. However, the ethical considerations discussed, and the mitigations for these, can be more widely applied to all types of qualitative research. The guidance is divided into several parts. An introduction to qualitative research and why ethics matters in this space.An overview of some of the ethical considerations associated with qualitative research methods, and some potential mitigations for these issues.This includes an overview of some of the qualitative methods used within the ONS.An ethics checklist which summarises the main points covered in this guidance. A list of helpful links to further resources.Back to top Page 2 This high-level guidance has been developed by the UK Statistics Authoritys Centre for Applied Data Ethics (CADE), and the UK Government Data Quality Hub (DQHub), based at the Office for National Statistics (ONS). The guidance can be used as a practical resource to help researchers identify different ethical issues when conducting qualitative research.This guidance is not exhaustive but aims to support researchers navigating the ethical issues surrounding qualitative research projects (particularly in relation to primary data collection). 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Different fields, disciplines, and even individual researchers have different approaches to qualitative methods. Researchers should consider the ethical challenges associated with any methods and the subsequent analysis that they choose to carry out, to ensure that the method(s) chosen best help to answer the research questions being posed.type of data that you collect. Below, we outline some of the common qualitative methods used within the ONS. Whilst this is not an exhaustive list of methods, we have provided a brief overview of each method, and when they are often used. Interviews are one of the most used qualitative data collection methods. They can be conducted online, face-to-face, or via the telephone. Qualitative interviews typically involve discussion between one researcher and one participant (though occasionally, more than one participant or researcher may be present). The discussion is guided by the researcher, based upon the aims of the research and the topic of interest. There are several different ways to structure interviews, dependent on the aims of the research and the topic of conversation.Interviews can be semi-structured, structured or unstructured.Semi-structured interviews: Semi-structured interviews utilise a set of key questions, chosen based upon the research aims. This is known as a topic guide. It provides some guidance on what to talk about and allows the interviewer room to ask probing questions where necessary. It also gives the e participant an opportunity to talk about topics which the researchers may not have thought about.Structured interviews: Much like semi-structured interviews, structured interviews typically utilise a topic guide. However, questions are completely predetermined with little flexibility or variation for interviewers to ask follow-up or probing questions. Questions are asked in a set order, and there is no variation in the questions asked to each participant. Asking set questions, in a specific order helps researchers to easily compare responses from participants. However, it also limits the data collected from participants, as neither party has the flexibility to move away from the set questions being asked.Unstructured interviews: Unstructured interviews (also known as non-directive interviewing) are typically very informal and flexible. Unlike structured and semi-structured interviews, they do not utilise a topic guide, and questions are not decided in advance. Unstructured interviews are less common than those described above but are a useful tool in exploratory research. The flexibility enables researchers and participants to delve deeper into different topic areas and issues relating to the study.When to use: Interviews are a suitable method to use when you want to better understand the views, beliefs, or experiences of participants on the topic of interest. Interviews can produce in-depth discussion, allowing for a topic to be explored in detail. The type of interview structure chosen will greatly affect the data collected, so it is important to consider this in relation to the aims of the research study and the needs of potential participants. Whilst an unstructured interview may produce more detailed or wide-spread data for example, a semi-structured interview may be easier to conduct, and provide more specific data relevant to the study.Whilst interviews are a very popular qualitative method, they do have their limitations. For example, conducting and analysing interviews can be time-consuming. This should be taken into consideration at the research design phase. Cognitive interviewing is a method used to provide insight into an individuals perceptions and understanding of a product or service. Traditionally, cognitive interviewing has been used to test participants comprehension of survey questions. However, it can be applied more widely. Cognitive interviewing often uses a think aloud approach. This invites participants to talk through their thoughts and feelings as they perform a task or use a product. This helps the researcher to understand how the respondent interprets and comprehends the task, and the thought-processes behind their decisions.When to use: Cognitive interviewing can be used to understand a respondents:Comprehension of text (e.g survey questions)Recall processesJudgement of the information given to themAbility and willingness to do the task being presentedCognitive interviewing can help improve accessibility and inclusivity, ensuring that materials are developed with the user or participant in mind, thus improving the quality of the data being collected. Cognitive interviewing can be used in the design and development phase of research, or when you already have a product that you would like to improve. Usability testing is a form of interview where participants are asked to complete specific tasks relating to the service being studied, to help understand how easy or difficult a product is to use. For example, it may be used to test prototypes or to understand problems in an existing service. This may involve participants completing a task whilst being observed by a researcher, to establish what works well and what features may be causing issues. Like cognitive interviews, usability testing may also encourage participants to use a think aloud approach (see cognitive interviewing section for a definition).When to use: Usability testing can be used to find out whether users understand how to use a service, website, or product, and to identify how it can be improved to ensure that it works as intended. In contrast to cognitive interviewing which explores participants cognitive understanding, usability testing focuses on the functionality of a service. Cogability testing is a hybrid technique, combing elements of both cognitive interviewing and usability testing. It aims to test both the participants cognition (their understanding), and the usability of a product or service. It is important to explore these two aspects together as one can impact the other. For example, visual design and layout can influence comprehension. If they are not explored together in the same session, then you may risk changing the wrong feature in the design. Cogability testing also encourages participants to use a think aloud approach (see cognitive interviewing section for a definition).When to use: Cogability testing is often used in survey design, as it can help capture a participants understanding of the questions being asked, as well as their ability to navigate the survey questions and the surveys format. Cogability testing can be carried out in person or online. A focus group is a research method which brings together a small group of participants to discuss the topic being studied, and their opinions and experiences. Often participants will share a similar characteristic or experience related to the topic, and this will be the basis for the discussion. This can help researchers to determine where there is agreement and disagreement between different participant views and perceptions. When to use: Focus groups are useful to understand a participant groups views, opinions, and attitudes of a topic. There are many advantages to using focus groups in comparison to other methods such as interviews. Focus groups help to promote discussion, idea sharing, and debate. They can also be used to help determine the usefulness of a product or service. Focus groups can be used at many different stages of a research project. For example, they can be used:to help researchers explore points of interest at the research design stageas the primary method of data collectionto test recommendations made at the end of a research project (or once a service or product has been developed)As an opportunity to use interactive, task-based exercises to gather group insights Pop-up research involves conducting short, informal interviews or usability tests in places that the people who you want to talk to typically use. This could include libraries, office spaces, or shopping centres. Pop-up testing requires the researcher to recruit participants on the day itself, and participation is immediate. For this reason, activities used in pop-up research should be short and easy to explain. Because pop-up research limits the length of interaction with participants, it should always be used in combination with other research methods.When to use: Pop-up research is usually done in the early phases of research to help guide the project on which option to take or path to pursue. It is not used to gather critical decision-making insights as it not rich enough. Pop-up research is useful for when you may need to:collect insights quicklytalk to specific, hard to reach user groupsconduct research in different places to understand regional differences Participatory research is a group of methods which involve the collaboration of researchers and participants to better understand social issues. It aims to hand the power from the researcher to the participant by giving participants a bigger role in the research process. Participatory research utilises a range of activities that enable participants to explore and express ideas in a way that makes sense for them. For example, this may include the use of video-diaries, visual and creative methods, such as vision-boarding or poster-building exercises, and idea-mapping.When to use: Participatory methods can be used in any part of the project cycle, including planning, data collection or analysis. This allows for participants to play an active role in the research and decision-making. Participatory methods are often used when working with children and young people, people with learning disabilities and groups or communities. These methods can be useful to create distancing. This means that the discussion of an issue centres not on the personal experiences of a participant, but the social, political, or environmental context of an issue more generally. Ethnographic research describes the practice of observing people in their own environment. It aims to understand behaviours by viewing a persons actions, attitudes, and emotions in their natural surroundings. Ethnographic research can be done in a number of ways, including taking field notes, document analysis, and filming. This makes it a very varied method of data collection and analysis.A researcher may record participant behaviours by watching how they behave or interact in an environment, or by listening to conversations. Observations can be overt or covert, participatory or non-participatory and direct or indirect. In overt observations, participants are aware they are being observed, whilst in covert observations, participants are not aware they are being observed. In participatory observation, the researcher takes part in the activity, whilst in non-participatory observation the researcher is not involved in the activity. Direct observation involves the researcher observing an activity whilst it is happening, and indirect observation involves the researcher observing the results of an activity after it has taken place.When to use: Ethnography can be used to understand how a particular group or community act within a specific context. Ethnographic research focuses on exploring experiences, rather than testing hypotheses. It can help researchers to understand not only what people may say, but also what they do, and how this compares. Bias can be introduced into qualitative research at any stage of the research process. The possibility of bias should be discussed by researchers when planning their project. This will help to minimise bias before it becomes problematic.One of the most common ways that bias is introduced into qualitative research is by the researcher. For example, researchers may have preconceived ideas or notions about the topic being studied. This may influence the questions that they ask participants, the way in which questions are asked, and how they interpret and analyse the data being collected.Researchers should avoid asking leading questions when asking participants questions, as they may affect the results and credibility of the research. Leading questions may cause a bias in responses, often aligning with the views or goals of the researcher, as participants are encouraged or led to answer in a specific way. This may also dissuade participants from talking about topics which are unexpected and could also impact upon the relationship between the researcher and participant. Respondents may be likely to repeat words used by the researcher or talk more in-depth about topics that have a reaction from the researcher, as they may assume the topics is important for the research.The importance of question structure bias in leading questionsLeading questions may encourage a biased response, based on the way the question is framed. Researchers may not be aware that they are asking as they may be a result of , and leading questions are less likely to occur in structured interviews where there is less variation and flexibility in the questions asked. Topic guides should be checked for leading questions before being used. Researchers may find it helpful to ask colleagues to look over the topic guides, as they may spot different biases in the structure or wording of the questions.In methods where researchers may move away from the topic guide to probe the participant more, it is also important that researchers remain as neutral as possible both when they ask questions, and when they respond to the information given by participants. This can be more difficult when questions are unplanned. Researchers should note down these interactions and be reflexive about any possible bias in the structure or content of the questions being .Be aware of your influence as a researcherIt is also important to reflect on whether the presence of a researcher will influence how individuals may act. For example, participants may behave differently if they know they are being watched, or if they think that the researcher wants them to act in a certain way. Whilst this can be difficult to control, it is important that researchers communicate the potential implications of this bias when they disseminate their research. Reflexivity is key. It is also important that researchers build rapport with their participants, so that participants feel comfortable, and trust the researcher they are interacting with.Positionality considers a researchers relative social, cultural, and politicallocation in relation to another person in a particular context.Positionalityisclosely related to a persons social identities, standpoints, and cultural practices. As a researcher,you should consider how you seeyourself and how you are viewed by others, and then how this may affect yourdata collection.For example, the clothing and sociodemographic of the researcher can impact data collection. Researchers should think about the degree of connection to the participant groupyou are working with, and the positive and negative consequences this mayhave.You should be mindful of assumptions, for example how difficult or easy it is increating rapport and gaining insight from your participants.Being aware of what is happening and why will help to increase validity of yourresults.A note on group-based researchGroup dynamics will have a significant impact on the quality of the data that is collected. For example, whilst focus groups give participants an opportunity to engage in the discussion of shared experiences and debate, it can be difficult to ensure that the discussion remains relevant to the topic being studied. It is the role of the researcher to ensure that discussion is kept on track. It is also important that participants can voice their opinions, and that discussion is not unnecessarily stifled. It can be difficult to ensure that no participant dominates the conversation, and that quieter voices still feel valued. It is therefore important that the researcher acts both as a moderator and a facilitator when conducing focus groups. The methods for doing so may vary depending on the mode of the session. For example, body language can be used in-person focus groups, but when sessions are being conducted remotely the researcher may have to find other ways to do so.Researchers may wish to use topic guides to ensure that the discussions stay relevant, whilst allowing the flexibility for participants to talk around the topic. It is also important for the researcher to create a safe space where participants feel comfortable to share their opinions, managing discussions to avoid confrontation and distress between participants. Researchers should lay out a set of rules for participants to abide by during the focus group. This may include asking participants to ensure that they do not speak over each other and that they are respectful of other peoples opinions.You may also need to consider the possibility of harm from over-disclosure, distress, or embarrassment in a group setting. You will also need to be aware of vicarious re-traumatisation, especially when discussing sensitive topics in a group setting. Although one participant may be comfortable discussing and sharing a potentially sensitive experience, this may be detrimental to another participants wellbeing.Qualitative research should be reflexive. Reflexivity involves examining how your own judgements, thoughts and feelings, and biases may affect a situation. Unconscious bias is making judgements or decisions based on prior experiences, assumptions or interpretations, without being aware you are even doing this. As a researcher, you should take the time to consider how this may influence your research, including your data collection and analysis.Researchers play a fundamental role in qualitative research and can actively influence research outcomes. Any underlying beliefs or behaviours, both positive and negative, can impact data collection. Once researchers have collected and coded their data, themes and relationships can be identified. You can question your own assumptions to understand whether you hold any beliefs which may have led you to a particular conclusion. Reflexivity can help identify whether any of your predisposed beliefs, opinions or biases may have impacted the research. It can be helpful to log decisions during your research to enable you to be reflexive throughout your project.Incorporating reflexivity in your research and findings allows you to be open and honest. It can provide clarity to your results and help stakeholders understand how you came to your conclusion. This doesnt need to be every detail, rather the researchers relationship to the research and why certain outcomes may have come about.Back to topTake time to reflect on possible biases that may find their way into the data you are collecting and using. Any potential for bias, no matter how big or small, and the impacts that may arise from this should be documented throughout the project. Reflexivity on the part of the researcher is key.It may be useful to discuss your project with colleagues as part of an independent review. This may help to determine whether any biases have been introduced into the dataset or results.You should consider how the topic that you are researching may impact on the participants that you recruit, and how harm can be minimised. This should be discussed when designing your research project, as it may have an effect on the methods that you choose to use.It may be beneficial to consider how Respondent Centred Design can be applied to you research project to ensure that the needs of respondents are identified, and methods are designed in a way that meets those needs.As a researcher, you should be aware of and acknowledge your bias. This can be valid at all points of the research project, from defining your research question, selecting your methodology and mode, data collection, analysis, and dissemination. You should be aware of your position as a researcher, and how your background may affect data collection and analysis.Researchers might find it useful to produce a clear statement of why their conclusions are believed to be valid, what is meant by being valid for their particular use case, and any limitations on the validity.It may be beneficial to have multiple researchers involved in data collection, coding and analysis, to ensure bias is avoided and there is agreement in any interpretations.Researchers may wish to ask participants to review transcripts and reports, to ensure their experience and opinion has been correctly captured or interpreted.Back to top Page 4 The UK Statistics Authority has a statutory objective of promoting and safeguarding the production and publication of official statistics that serve the public good. It is important to consider, and clearly communicate the public good benefit of any research that we do. The term public good is considered in the Statistics and Registration Service Act 2007 and the Research Code of Practice and Accreditation Criteria within the Digital Economy Act 2017. Further guidance on considering and effectively communicating public good has also been published by the UK Statistics Authoritys Centre for Applied Data Ethics.You can ensure the public good through qualitative research in several ways. For example, a project may attempt to:influence specific policy decisions or service deliveryprovide further research in a particular area by filling gaps or building upon existing literaturechallenge existing research that policy has been developed onextend the publics understanding of specific issues, for people to make better informed decisions about social, political, or economic issues and processesIt is important to consider the balance of the potential benefits of your research, and any risks or negative implications (which may be direct, or indirect) that the research may have on individuals, the public, or a specific group or community.Researchers have an ethical duty to ensure that the data reflects the voices and experiences of the groups that are being researched. Failing to do so may limit the potential for the research to realise its intended benefits and may lead to inaccurate or incomplete conclusions. This in turn could harm both the population being studied and the wider public.Participants should not suffer any harm, risk, or disadvantage, as a result of taking part in a research project. It is therefore important for researchers to consider any potential harmful consequences which could affect anyone involved in the research. This includes participants, the general public, and the researchers themselves. Harm may be emotional, physical, social, or psychological, and could occur at any point in the research process, from data collection through to dissemination.You should follow distress protocols to manage any potential harm throughout your research. You should create these documents prior to data collection. These should be specific to each study, and outline any possible risks attached to it. You will typically need two distress protocol documents one for participants, and one for researchers. Some of the key features included in each of these documents is provided below. Participants may exhibit signs of distress in different ways. A participant may verbally indicate that they are experiencing distress, telling the researcher directly how they are feeling. However, it is also important that researchers are aware of changes in the body language of the participant, as they may not always want, or be able, to verbalise how they are feeling. For example, a participant may start to cry or shake, start fidgeting, stop answering the questions, or limit the detail they give in answering questions.If a researcher suspects that a participant is becoming distressed, they should pause the discussion immediately. You should have strategies in place to ensure that, where possible, you are able to pause the conversation in a way which doesnt feel abrupt to the participant. This will be easier to do when conducting one-on-one research such as interviews, or cogability testing, in comparison to focus groups or ethnography. Researchers should consider these difficulties when they create their distress protocols, and tailor them to suit the method being used.Researchers may also wish to consider ways for participants to let them know that they wish to take a break or leave, without needing to verbalise this. For example, participants could be given coloured cards which they can show to researchers should they wish to leave, take a break, or move the discussion on. In the case of focus groups, which involves group participation, discretion should be exercised where possible, to ensure that the participant is not further distressed or embarrassed.Once the discussion has been paused, you should take the time to discuss what is causing distress to the participant, and how this can be avoided going forward. Participants may feel comfortable continuing with the discussion after a break, but they should also be given the option to withdraw from the research. Researchers should determine how to proceed with the participant, and whether it would be beneficial to remove certain questions or topic going forward.If the participant is displaying signs of mental or physical distress, the researcher may wish to:ask if there is anyone they go to for supportsuggest they contact their GP or mental health provider (or, if the situation requires, emergency services)provide details of relevant support servicesWhen researching sensitive topics, all participants should be given information on further support services that they can contact should they wish to speak about issues raised by the research with a trained professional. This information should be given to the participant at the end of, or immediately after the discussion. When researching sensitive topics with the same participants on multiple occasions, all participants should be given the information following each discussion. It is not the responsibility of the researcher to provide counselling to participants, however researchers should be prepared to guide participants to these resources when required. Researchers should be iterative and reflexive in their approach to data collection. If, on repeated occasions, particular questions or topics are causing distress to participants, researchers should find ways to mitigate this. This could be done by changing the wording or focus of the question, or if necessary, removing it completely. It may be useful to discuss this with colleagues before continuing with data collection. Whilst we often think about the potential harms research can cause to participants, it is also important to consider the negative effects that research may have on the researcher. Typically, this may be physical or psychological harm to the researcher. Psychological harm may occur as a result of the participants description of their life experiences, or emotional fatigue as a result of undertaking lots of data collection in a short period of time.Dependent on the sensitivity of the research topic, it is recommended that data collection is undertaken by two or more researchers to help limit researcher fatigue. Regular debriefing meetings should be scheduled after interviews and discussions to ensure that the researchers are able to discuss any concerns they may have, and to ensure that they are not being negatively impacted by the topics being discussed. These should happen as soon as possible after each discussion.Where data collection is taking place in person, researchers should make colleagues aware of the time, date, and location of the meeting. This is so that researchers can be more easily safeguarded should something go wrong. If conducting data collection in a public space or group setting, it is recommended that researchers work in pairs. This helps to ensure their safety, but also allows for the researchers to work together. For example, one researcher can lead the session whilst the other takes notes, or one researcher can continue to recruit participants whilst the other leads a session.Researchers may find it beneficial to use a journal to document their experiences with data collection, and their thoughts and feelings, depending on the research subject. This can help researchers to reflect on any issues which have affected them throughout the research process. Field notes may also be useful when analysing the data. This may help you remember and contextualise specific details which may help to more accurately interpret the data.Any team members who are transcribing or analysing the data should be alerted to any difficult interviews or discussions. This allows them to be prepared for any sensitive or distressing material. You should also identify support services that may be useful to researchers if they feel distressed or concerned throughout the research process. Inclusivity and Accessibility When planning your qualitative research, it is important to consider the participant groups that you intend to include, and what they may need to be able to participate in the research. This is particularly true when researching populations who are considered vulnerable, or if your research topic is sensitive.Researchers should be aware of the needs of their participants, which may be different dependent on the individuals taking part. For example, it may be necessary to think about the accessibility of location and the modality of collection. Whilst many people will have access to transport, and may be able to travel, others may not. Similarly, whilst some participants may be happy to invite a researcher into their home, others may not feel so comfortable, or may not be able to provide a quiet, private environment whilst at home due to competing priorities. You may also need to be flexible with the timings of your data collection.For these reasons, researchers may find it appropriate to conduct data collection online. This has become particularly common since the Coronavirus pandemic. However, you cannot assume that all participants will have access to the technology or the digital literacy skills needed to participate.. You should consider this when designing your research project.We also have a legal duty to address inclusivity when collecting and using data for research and statistics under the Equality Act 2010. The UK Statistics Authoritys Inclusive Data Taskforce considered the inclusivity of data in relation to a range of areas, including:The 9 protected characteristics of the Equalities Act (i.e., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation);Additional areas associated with the Sustainable Development Goals (e.g., income; migrant status; and geography);Other topics that would allow contextual and cross-cutting insights into equalities (e.g., socioeconomic status, access to the natural environment, intersectionality); andData on those at risk of greater disadvantage or who may be missing from household surveys (e.g., homeless people, those not resident in private households).Back to topThough a project may have risks associated with it, this does not mean that it should not be done. However, careful consideration should be given to any and all potential risks, and how these can be mitigated. Can you justify the risk in order to achieve the intended benefits? If you are unsure, then it may be beneficial to talk through your risk and benefit lists with colleagues, or any relevant interest groups or stakeholders.Researchers should consider who they wish to participate, and whether there is justification to expose them to the research in hand. Some topics and participant groups may be over researched so it is important to ensure that desk research and literature reviews have been conducted for your research to contribute to the research that already exists. This does not mean you should not work with vulnerable populations for your research, but rather justification for exposing them to the project should be considered.Researchers should consider providing resources to participants guiding them to additional support services. This is particularly important when the research topic is sensitive in nature. Participants should also be given researcher contact details, should they wish to discuss any problems relating to the research before, during, or after participation.The qualitative method you use must relate specifically to the research question and the research design must address this. The research question must give clarity for the scope of data collection so there is not more data collected than necessary. When conducting qualitative research with participants, a clear research question will ensure you are not asking for more insight into their privacy than needed.Researchers should be suitably trained in the chosen methodological approach before conducting research in the field with participants. Researchers may find it beneficial to take part in a mental health first aid course, especially when conducting qualitative research on sensitive topics.Careful consideration should be taken to ensure that you support your participants to engage with the project. This includes thinking about what type of support different groups or individuals may need, and how their involvement in data collection can be made as easy as possible for them.When recruiting participants, it is important to ensure that you consider any barriers to data collection for different groups, and how best to mitigate these. These barriers may be physical, social, institutional, or attitudinal.Back to top Page 5 It is a researchers ethical responsibility to ensure that the data, analysis, methods, and any decision-making processes used within their research projects are clearly communicated and remain transparent. This allows readers to evaluate the research and its processes. This is important when using qualitative data as it is often subjective, open to interpretation, and emergent in nature. Qualitative research often faces criticism for its lack of reproducibility and replicability. This is because of the subjective and interpretative nature of qualitative analysis. For example, the collection and analysis of data is heavily influenced by the researcher, and their inferences or interpretations of the data. Being transparent about the way in which data is used, and how data collection and analysis is carried out can allow others to verify the findings of a project via replication. Qualitative data should not be quantified. Whilst this is often argued to lack credibility, it is not the aim of the method to do so. Quantifying qualitative findings can also be misleading and an inappropriate use of the data. Being transparent can also help to manage the expectations of participants and build trust. This can ensure that participants fully understand the purpose of the research project and what their involvement will look like, allowing for informed decisions to be made regarding their participation.Consent means offering individuals real choice and control. This gives autonomy to the participant, builds trust and engagement in your research, and helps to build and maintain researcher and organisational reputation. Consent should be informed. This means ensuring that the participant understands the research that they are taking part in. Limitations to consent in a group setting Gaining informed consent from participants is not always a simple process, and difficulties may arise when conducting qualitative research due to its flexible and iterative nature. This is particularly true in group research environments (such as focus groups). Participants ultimately have less control over the discussion in a focus group than they would typically have in a one-to-one interview. It is possible that participants may raise issues that were not intended or predicted by the researcher facilitating the focus group. This means that whilst participants should be able to decline to respond to a question (and this should be outlined on the participant information materials), doing so without drawing attention to themselves may be difficult. Moreover, the discussion may continue amongst other participants, which could be uncomfortable, or even traumatic, for the participant wishing to decline to respond. It is important for a researcher to reiterate consent and the right to withdraw at the beginning of the discussion. Whilst participants may have given consent prior to arriving, they may feel less comfortable consenting when they see the environment, the researcher, or other participants. Researchers should always obtain consent prior to participation, but it may also be necessary to monitor and update consent with a participant should the research change, if the participant displays signs of distress or discomfort, or if the participant is required to take part in more than one research activity or discussion.Participation in research is voluntary, and participants should be made aware of their right to withdraw from the study at any point. This should be discussed prior to consent and reiterated after the research session. In most instances, withdrawing from the study will also mean that the data collected from the participant is also deleted.Whilst participants are normally able to withdraw their consent at any point, it is important to consider the extent to which this can be achieved in a group setting. Participants may find it hard to withdraw from the group once it has begun, as this may cause embarrassment or disruption within the group. Whilst participants should not be required to give a reason as to why they wish to revoke their consent, this may also be difficult within a group environment, and participants may feel like they need to justify why they are leaving to the group.When participants withdraw from a group setting, they may expect that this also includes the withdrawal of their data. This too can present difficulties for the researcher, as analysis may be based upon the discussion and interaction between participants, rather than from what each individual may say.Insights from the data are constructed by all participants and researchers involved within the discussion. This means removing sections of dialogue may make interpreting the discussion more difficult and may affect the quality of the data and results. To address this issue, researchers should make it clear to participants that whilst they can withdraw from the study at any time and may ask that their data collected prior to their withdrawal is not quoted in the study results, complete withdrawal of their contribution may not be possible. This should be clearly communicated to participants prior to initial consent. You may wish to audio or video record your discussion to aid your data collection. Recordings can be transcribed and then used for analysis. This can allow for interviewers to focus on facilitating the discussion, not having to take lots of notes throughout the conversation and ensure they are capturing correct quotes and the participant voice. You will need to ask participants to consent to be recorded if you plan to do so. Page 6 We must maintain the confidentiality and security of the data that we are collecting and using in all research. This is particularly important in the case of qualitative research, as the rich, in-depth nature of the data collected can increase the risk of individual identification. Qualitative methods can be used to explore sensitive research topics, and the implications of identification could cause harm to individual participants, or the wider population being studied. Researchers should be transparent in their approach to data security and confidentiality to help participants better understand how their data is being protected. This can allow participants to be more trusting of the research, and therefore more honest and open in the answers they give to researchers. It can be difficult to anonymise qualitative data as participants can give in-depth personal information about their own experiences. Removing personal characteristics, such as names and addresses may not be enough to ensure the privacy and confidentiality of the participants.You should use your judgement to include enough detail and information in your report, without the risk for deductive disclosure. That is, even though their personal information has been removed, there is the possibility of an individual being identified through unique characteristics. This could include their behaviours, their experiences, or the opinions they express, and the combination of these. When presenting your outputs and findings, you must ensure that the data collected is carefully read and analysed to ensure that any information which could enable identification is found and removed.Where possible, the amount of sensitive or re-identifiable information collected and stored should be minimised. This may be difficult when working with qualitative data, as context may play a large part in the accurate interpretation of the participants narratives. Data should be reviewed frequently and at the earliest opportunity. Any unnecessary data should be disposed of. It is therefore recommended that data is coded and analysed as an iterative process alongside data collection. This allows for the researcher to sooner determine what data is relevant to the research and what data can be disposed of. Data should be stored in a secure, safe location, with access limited to only the researchers that need it. Researchers will often give their participants pseudonyms or unique identifiers to anonymise participant data. A pseudonym is a fictitious name, whilst unique identifiers will often be a mixture of numbers and letters.Whether researchers choose to use pseudonyms or unique identifiers is often down to personal preference, and both have their benefits for anonymisation and confidentiality. Pseudonyms are often chosen by researchers as they allow some information to be kept about the participant which may be important to the study, for example, gender. They also help to better reflect real life and may feel more personal to the participant than unique identifiers. You can choose the names themselves or ask participants to choose their own pseudonyms. This may also be a good way to build rapport with participants.It is important to remember that the reason for choosing to use pseudonyms or unique identifiers is to maintain participant confidentiality. This should be at the forefront of your mind when deciding which is most appropriate for your research. In some qualitative research projects, researchers may ask participants for information on third parties, or this information may be disclosed by the participant in discussions with the researcher. Third parties include any individual identified or described by a participant. For example, family members, spouses, medical professionals, and friends. Third party privacy concerns may be an issue if the data collected is within a unique or rare contextual environment, or when data is collected longitudinally, even if it is anonymised. Harm to third parties may include the release of private information that they may not wish to have been disclosed, social stigma, or discrimination. Researchers are encouraged then to consider the risk of third-party disclosure at the research design stage. There may be occasions when researchers are given information by participants that requires them to report this to a safeguarding officer. As a researcher, you should stay alert to the signs of harm and abuse. If a participant discloses information to you that makes you worried for their safety, or the safety of someone else, you should follow safeguarding procedures or alert the appropriate authorities. This may be more likely in some research projects than others, dependent on the topic being studied. However, all researchers should be aware of this risk, and try to identify any safeguarding issues that may occur and strategies to deal with these, during the planning phase. It should be made clear to participants the limitations to confidentiality based on these moral and legal obligations, prior to consent.Where you are conducting research with groups of participants, there may be confidentiality and anonymity issues due to limited control over what participants may discuss outside of the group. Although participants should be asked not to share information disclosed during the focus group once it has ended, you cant guarantee this and have very little control over what people will choose to share with others following the focus group. It is also important that participants are made aware of the potential risk for others to disclose information given within the focus groups, as this may affect their willingness to participate. This may affect the information that they share with the group.Back to topAll processes and decisions made in relation to the security and confidentiality of data collected and used should be clearly documented for transparency. These processes should be clearly communicated to participants prior to data collection.Where secondary data is being used, transparency is still very important, and researchers should not assume that the data they are using has been adequately deidentified without additional assurance from the data provider or processor.Researchers should consider specific techniques for deidentifying their participants. This may include using pseudonyms or unique identifiers. However, this may not be sufficient in completely de-identifying participants. Further consideration should be taken as to the sensitivity of the data, and the risk of identification, and mitigated against appropriately.Data should be reviewed at the earliest opportunity. The data should be anonymised, and any unnecessary data should be disposed of. It is therefore recommended that data is coded and analysed as an iterative process alongside data collection. This allows for the researcher to sooner determine what data is relevant to the research, and therefore what data can be disposed of.Researchers are encouraged to consider the risk of third-party disclosure at the research design stage. Where it is not beneficial for the research to collect information on third parties, this should be explained to participants, and they should be encouraged not to disclose this type of information.If disclosure of criminal or harmful activity is seen to be a risk within your research project, this should be discussed at the outset, and any limitations to the confidentiality of research participants should be clearly articulated both in the project outline, and participant information materials.Researchers should further consider the legal obligations they may have to disclose certain behaviours, such as criminal activity. This will be dependent on the jurisdiction they are working in, and so researchers should ask for further clarification from their research institution and legal experts.Researchers should be alert to situations where an individuals wellbeing could be at risk and know the appropriate action to take.Back to top Page 7 Researchers must consider any legal requirements relating to their work before they start their research. The legal requirements may differ depending on the research that is being conducted, and the environment in which it is taking place. For example, different countries will have different legal requirements that you will need to consider.The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 together determine how, when, and why any organisation can process personal data. Personal data is any information relating to an identified or identifiable natural person. You therefore need to think about and justify how and why you will use the data you collect. This includes ensuring that the processing of personal data is fair, lawful, necessary, and proportionate.Processing can be unlawful if it results in other breaches, for example, of the Human Rights Act 1998. Researchers must ensure that their research is undertaken in a way that advances equality of opportunity, does not cause harm to any involved party, and eliminates discrimination. Some of these aspects are considered in other sections of this guidance. You must have a lawful basis for processing personal data. The lawful basis which applies to your data depends on the specific purpose and context of the processing.Article 6 of the UK GDPR outlines the lawful bases for processing data. At least one of these must apply when you are processing personal data:consentcontractlegal obligationvital interestspublic tasklegitimate interest Back to top Page 8 When designing qualitative research, consider the steps in the checklist below.1. ThinkStep back from the project, think about the work you are about to do and the ethical issues that could occur at all stages of the research. Think about the specific ethical considerations around your chosen methodology, and the impact these have on data collection, analysis and your overall outcomes.Try and think about any risks and take steps to prevent them. Both by using the advice provided in our guidance and by seeking furthersupportif necessary.2. Avoid harmParticipants should not suffer any harm as a result of taking part in your research. You should identify any potential risks for both participants and researchers.Have you got the necessary support in place for both participants and researchers in place should they need it?Consider in particular the UK Statistics Authoritysgeneral ethical principlesbelow:3. Methods and QualityHave you considered the limitations of the chosen method and the impact this may have on data collection, analysis and overall results?Have you considered the specific ethical issues in relation to your method?Is your method appropriate for your participant group to partake?Are the researchers skilled in the chosen methodology?Do you have a clearly defined research question? Is your method best suited to answer your this?Is your data collection method accessible to your participant group and reflect individual needs to partake?Have you considered your own bias and how your own opinions and experiences may influence every stage of the research project?You should avoid the use of leading questions in your data collection. Leading questions may bias participant responses and affect your overall research outcomes. Using a topic guide to help facilitate discussions may help reduce the amount or likelihood of leading questions.4. Public GoodThink about what you intend to do with the findings, do the benefits outweigh the risks?Have you clearly documented the benefits of conducting your research?Can you ensure your findings will reflect the experiences and opinions of the participant group?Have you done the necessary literature reviews to ensure your research has identified current gaps or is contributing to already existing information5. TransparencyHave you clearly communicated how you will collect, store, analyse use and share the data?Can you clearly outline what taking part in the research looks like?Have you considered how your audience will best engage with your recommendations and outputs?6. Confidentiality and Data SecurityHave you considered how you will maintain confidentiality and anonymity of participant data at all times?Are you able to ensure the anonymity of individuals in your findings, even when personal identifiers have been removed?The location of where the data collection is taking place may have an impact on how comfortable both the researcher and the participant feels. This in turn can have an effect on the quality of information collected. You should also consider how private the location is. Is there anybody else present? Is there a chance the discussion could be overheard?There may be situations when you have to break confidentiality if a participant discloses information that makes you concerned for their safety, or the safety of someone else. Do you have the necessary process in place to break confidentiality when needed? Are you aware of the relevant safeguarding authorities to contact?7. Legal ComplianceHave you considered your legal obligations in collecting and storing personal information?Do you have the appropriate safeguarding procedures in place should a participant tell you something that you need to report? Are you aware of how much information you need to collect in order to answer your question? Page 9 The following resources may be useful in finding out more about different aspects of qualitative research methods, and the associated ethical considerations.Ethics in Social Research Qualitative Methods Inclusivity Consent Tools for Researchers Data Ethics and Legal Other interesting resources Back to top

Ethical concerns in qualitative research. Qualitative ethical issues. What are ethical issues in research. What are examples of ethical issues in research. Ethical issues in qualitative research pdf. Ethical issues in qualitative and quantitative research.