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การวิจัยเชิงคุณภาพ
กับการสัมภาษณ์แบบเจาะลึก

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บทคัดย่อ

การวิจัยเชิงคุณภาพเป็นวิธีการทางปรากฏการณ์นิยม โดยใช้วิธีการมีปฏิสัมพันธ์และมนุษยนิยม ปรากฏการณ์ เป็นการเริ่มต้นของการสืบสวนและตรวจสอบความถูกต้องของลักษณะการรับรู้ของนักวิจัย การสอบถามนี้พยายามบรรยายและอธิบายความหมายของประสบการณ์เกี่ยวกับมนุษย์ รวมทั้งอธิบายว่าบุคคล เชื่อมโยงประสบการณ์ของตนกับส่วนที่อยู่ต่ำกว่าระดับการรู้สติ อย่างไร นักวิจัยต้องระบุขอบเขตของการวิจัย เกี่ยวกับวิธีดำเนินการวิจัยในการเก็บข้อมูลและวิเคราะห์ข้อมูล นักวิจัยอาจต้องพิจารณาถึงขอบเขตการวิจัย การสัมภาษณ์แบบเจาะลึก ในการวิจัยเชิงคุณภาพที่ใช้กระบวนทัศน์แบบปรากฏการณ์นิยมนั้น มีวิธีดำเนินการ ดังนี้ 1) บทบาทของนักวิจัย 2) การกล่าวถึงปัญหาและคำถามการวิจัย 3) การเลือกวิธีดำเนินการวิจัย 4) การระบุ ผู้เข้าร่วมในงานวิจัย 5) กระบวนการเก็บรวบรวมข้อมูล 6) กระบวนการวิเคราะห์ข้อมูล 7) การตรวจสอบความถูกต้อง การยืนยันความถูกต้อง และความเชื่อมั่น 8) ข้อจำกัดของการวิจัย และ 9) รายงานผลการวิจัย สรุปผลการวิจัย และข้อเสนอแนะ

QUALITATIVE RESEARCH-DEPTH INTERVIEWS

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Abstract

Qualitative research is the phenomenological approach by using multiple methods in terms of interacting and humanity. The phenomenon represents the beginning to investigate an appearance of the researcher perception in which to be verified. Its' inquiry also attempts to describe and elucidate the meaning of human experience including explain how people describe their experience to the structure beneath consciousness. The researcher must identify limitations of the study, which were related to the research method of data collection and analysis. In conducting

the study. The research might consider the limitations such as time and schedule in selecting participants and analyzing data, geographic location of the sources. Qualitative Phenomenological Research (Depth Interviews Process) such as 1)The role of the researcher 2)Statement of Problem and Research Question 3)Selection of research method 4)Identification of Study Participants 5)Data Collection Procedure 6)Data Analysis Procedures 7)Verification, Validation, and Reliability 8)Limitations of the Study and 9)Summary, Conclusions, and Recommendations

Introduction

     Moustakas (1994) supports that this phenomenological approach allowed the detail from the participants' experiences in the study to be developed into units and themes and to synthesize the invariant meaning units and themes into a descriptive of the textures of the experience. This means that the individual textural-structural descriptions of all experiences, construct a composite textural-structural descriptions of the meaning via the universal description of the group of participants. He also explained that "Phenomenology is concerned with wholeness, with examining entities from many sides, angles, and perspectives unit a unified vision of the essences of a phenomenon or experience is achieved"(Moustakas, 1994). Bailey (1992) asserts that phenomenological research uses sampling in terms of idiographic emphasizing on the individual or case study for understanding the full complexity of the individual's experience. From this point of view, the findings of the research particular related to the perspective of the user in the finding.

     The construction of the term "Phenomenon" refers to get light up something to place in brightness, to show itself in itself, the totality of what lies before us in the light of day (Heidegger, 1977). Klenke (2008) supported that phenomenology is the study and interpretation of an appearances of things, as they appear in one experience, or the way its' meaning of experiences. Furthermore, the methodology of phenomenology is a rigorous descriptive-analytic approach that is governed by three interrelated processes such as phenomenological reduction, description, and search for essences. Therefore, the in-depth interviews provided a basis for exploring various dimensions relative to the focus concept of the study by using a phenomenological approach to investigate its' general complexities.

     Moustakas (1994) stated that phenomenological is a descriptions of personal experiences, not explanations or analysis. The researcher investigates in whatever she or he seeks to know by connecting to the phenomenon and describing its meaning. The explanation of the experiences from the participants' memory and history is like autobiographical of the discovery in the current situation and expand to the future.

Alvesson (2003) characterized the interview method into three categories such as (a) neopositivist view (study facts and structured interviews, (b) romanticist view (focusing on meaning and unstructured interviews), and (c) localist (social construction of situation and semi-structured interview). He also highlights four key aspects of the three viewpoints as presented in Table 1 below.

Table 1 : Four key aspects of the three view points

Position	interview	Interviewer	Interviewee	Accounts
Neopositivism	As a tool for collecting data	As a capable researcher to trigger honest response	As a truth teller	As objective data and knowledge transfer
Romanticism	As a human encounter between the interviewer and the interviewee	As an empathetic listener to explore the inner world of the interviewee	As a participant to reveal real life experiences ant complex social reality	As a pipeline of knowledge mirroring interior and exterior reality leading to in-depth shared understanding
Localism	As an empirical situation that can be studied	As people who are involved in the production of answers through complex interpersonal interaction	As people who are not reporting external events but producing situated accounts	As situated accounts that must be understood in their own social context

Source: Adapted from table I in Alvesson [2003'p. 15]

Qualitative Phenomenological Research (Depth Interviews Process)

1. The role of the researcher:

The researcher's role is to conduct a person-to-person interview with a small number of participants. Rudestam and Newton 1(1992) explained that the appropriate number might be at least 10 participants for a long period of 2 hours of interviewing. Personal interviews were conducted to uncover the meaning of a phenomenon for those involved rather than to determine a cause and effect of some attribute among a population (Merriam and Simpson, 1995). Seidman (1998) asserted that interviewing seemingly is the best way of inquiring in terms of subjective understanding. The quality of the results from the small group of participants depends on the rigor of the methodology and an understanding of the inductive process (Gravely, 1999). In the inductive process, the researcher develops general concepts from the details in the stories of the individuals (Moustakas, 1994). Furthermore, interviews are generally used in conducting

qualitative research, in which the researcher is interested in collecting "facts:, or gaining insights into or understanding of opinions, attitudes, experiences, processes, behaviors, or predictions (Rowley, 2012).

2. Statement of Problem and Research Question:

Rudestam and Newton (1992) suggest that a tentative conceptual framework allows the researcher to focus and bound the study with regard to whom and what would and would not be studied. Miles and Huberman (1994) also support that the conceptual framework should be consisted with events, settings, processes, and theoretical constructs. The research would study with some ideas about the content in the existing area. A conceptual framework generally describes in narrative form in terms of theoretical, causal or descriptive phenomenon. Importantly, the researcher must focus on the key factors, variables and the relationship between them in the framework. Understanding the phenomenon of the essential principle and the importance of the framework must be investigated carefully.

In a phenomenological research, the question grows out of an intense interest in a particular problem or topic. Personal history brings the core of the problem into focus. The formulation of a core question will be created throughout the investigation (Moutakas, 1994). He also characterized a research question that might combine with the following.

2.1 It seeks to reveal more fully the essences and meaning of participant experience.

2.2 It seeks to uncover the qualitative rather than the quantitative factors in behavior and experience

2.3 It engages the total self of the research participant, and sustains personal and passionate involvement.

2.4 It does not seek to predict or to determine causal relationships

2.5 It is illuminated through careful, comprehensive descriptions, vivid and accurate renderings of the experience, rather than measurements, ratings, or scores.

The interview method is the art of questioning and interpreting the answers (Rubin and Rubin, 1995). Accordingly, Alvesson (2003) shows three interview types on the basis of three perspectives in table 1 as presented in Table 2 below:

Table 2 : Three interview types on the three perspectives

	Structured	Semi-structured	Unstructured
Romanticst		x	x
Localist	x	x	x
Neopositivist	x	x	

Source: Adapted from table I in Alvesson [2003'p. 15]

        1. Structured Interviews: is where the interviewer asks interviewees a series of pre-established questions, allowing only a limited number of response categories. Organizing and quantifying the findings is thus generally straightforward. Structured interviews are therefore rigid as the interviewer reads from scrip and deviates from it as little as possible. All interviewees are asked the same questions in the same order to elicit brief answers or answers from a list. Interviewees are truth tellers who are faithful to the transmission and production of facts and knowledge.

        2. Unstructured Interviews: is the open-ended ethnographic interview intending to make the interviewee feel relaxed and unassessed (Hannabuss, 1996). The unstructured interview proceeds from the assumption that the interviewers do not know in advance all necessary questions. The interviewer must develop, adapt and generate follow-up questions reflecting the central purpose of the research. The open-ended interviewing is not to put things in someone's mind but to access the perspective of the person being interviewed (Greene, 1998).

        3. Semi-Structured interviews: The semi-structured interview involved prepared questioning guided by identified themes in a consistent and systematic manner interposed with probes designed to elicit more elaborate responses. It is flexible, accessible and intelligible and, more important, capable of disclosing important and often hidden facets of human and organizational behavior. It also is the most effective and convenient means of gathering information (Kvale and Brinkmann, 2009).

        The interview method is useful when the research objectives center on understanding experiences, opinions, attitudes, values, and processes including if there is insufficient knowledge about the subject to be able to draft a questionnaire (Rowley, 2012).

3. Selection of research method:

        Phenomenology is rooted in questions that give a direction and focus to meaning, and in themes that sustain an inquiry, awakens further interest and concern, and accounts for our passionate involvement with whatever is being experienced (Moustakas, 1994).

        It also seeks meaning from appearances and arrives at essences through intuition and reflection on conscious acts of experiences, leading to ideas, concepts, judgments, and understandings.

        The methodological requirements may be organized in terms of Method of Preparation, Method of Collecting Data, and Methods of Organizing and Analyzing Data. Moustakas (1994) explained **that a method offers a systematic way of accomplishing something orderly and disciplined, with care and rigor. Procedures or technic make up a method, provide a direction and steps to be followed, and move a study into action. There are no definitive or exclusive requirements. Each research project holds its own integrity and establishes its own methods and procedures to facilitate the investigation and the collection of data.**

4.Identification of Study Participants:

The initial participant criterion established to capture a maximum variation sample for the purpose needed to meet certain criteria:

4.1 First Level: grouping the participant in the scope of size, area, years of experience, qualifications or study requirement to the framework. The additional level of screening is based on the judgment of the researcher by using sampling technic to ensure only those individuals who were familiar with the experience in the research question were asked to contribute to the study.

4.2 Second Level: the researcher determined the ability of the individual's participant to point out the fact from their experience. Demographic appropriateness and availability for in-depth interviews must be concerned (Gravely, 1999). Moustakas (1994) explained that there are no-advance criteria for locating and selecting the research participants such as age, race, religion, ethic and culture factors, gender, and political and economic factors. Importantly, the participant must have experienced the phenomenon and understand its nature and meaning. Willingness to participate in a lengthy interview and giving the right to tape-record, videotape, and publish the data in a dissertation and other publications are crucial.

The researcher conducted and recorded a lengthy person-to-person interview following the research topic and question. After the final selection was made, an interview schedule was set.

4.3 Third level: The field test can be designed to determine what kinds of measurements are necessary to assure the welfare of the participants. In this process, the conduct of the study must be concerned protecting psycho-social-medical welfare and civil liberties of prospective participants. The basic function of the field test is to select a small group of professionals to view the eligible participants in the study. The purpose of this field study is to evaluate research procedures for protecting the welfare of participants and their reaction to establish the viability of data collection to the integrity of the methodology.

In order to ensure the interviewees understand the questions, all questions should be checked whether they (a) are not leading or have implicit assumptions. (b) do not include two questions in one, (c) do not invite "yes/no" answer, (d) are not too vague or general, and (e) are not, in any sense, or invasive (Roewley, 2012).

5. Data Collection Procedures:

The interviews were conducted face-to-face and ranged in length from 1 hour to a maximum of 2 hours for collecting topics related to the question. Quality researchers look for involvement of their participants in data collection, based on open-ended observation, interviews, and documents including others appropriat recording forms (Creswell, 2003). The researcher personally called participants on the list to discuss the interviewing process and set up an appointment. The researcher stated the purpose for interview and the process included the need to sign a consent form and informed the participants that the interview would be taped and later transcribed.

Focus Group interview is one of the methods of data collection to conduct with a small group of people on a specific topic with size ranging from 2 to 10 people (Denzin and Lincoln, 2000). It takes between 1 and 2 hours to interview a series of different focus groups with a variety of perspectives and confidence in whatever patterns emerge. Krueger and Casey (1994) suggested that the focus group must be carefully planned with the assistance of a skilled moderator rather than an interviewer because it combines with multiple interactions not only between the interviewer and respondents but among all participants in the group. This is a group discussion with various conversations which must be moderated. They also identified the main characteristics of the focus group interview as it involves people for conducting a series leading to discussion. It can be concluded that in focus group interviews several people are interviewed together utilizing a flexible and exploratory discussion format emphasizing interactions between participants rather than the interviewer and the interviewees, with the interviewer serving the role of moderator. It can be concluded that focus group interviews are conducted to allow researchers to learn about issues, concerns, and perceptions from a group discussion led by a moderator. It relies on the dynamic of group interactions to reveal participants, similarities and differences of opinion as well as their understandings and beliefs (Krueger).

6. Data Analysis Procedures:

After the interviews were completed, each tape was listened to at least twice. **The process of data analysis involved making sense of text and image data.** Transcribed text from the in-depth interviews formed the content of the data. Most qualitative researchers begin their data analysis by reading and rereading in its entirety all the information they have collected, including interview transcripts and filed notes, to get a feel for the whole (Creswell, 2009). As mentioned earlier, this inductive approach refers to the themes, obstructions, and concepts that are derived from the details (Gravely, 1999).

Quality methods seek to understand phenomena in their entirety in order to develop a complete understanding of a person, program, or situation (Rudestam and Newton, 1992). The researcher becomes aware of the possibilities for meaningin the research (Gravely, 1999). Miles and Humberman (1994) stated that A cognitive map displays the person's representation of concepts about a particular domain, showing the relationships among each concept.

Remark: In phenomenological investigation, the researcher summarizes the study and reports the findings and not what the researcher feels. The researcher begins with a particular incident from an interview, field notes, or document and compares it with another incident in the same set of data in another set to become tentative categories.

Therefore, the researcher must design the essential principles from the details of the participants' stories and conclude into the themes report. Finally, data analysis is the process of making sense out of the

data. Making sense out of the data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read (Merriam, 1988). The finding can be in the form of organized descriptive accounts, themes, or categories that cut across data, or in the form of models and theories that explain the findings.

7. Verification, Validation, and Reliability:

Qualitative validity is the process for the accuracy and creditability of the finding by certain procedures.Generally, content validity (or logical validity) refers to the extent to which a measure represents all the particular parts of the study concept (Wikipedia, 2006).

Qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects (Gibbs, 2007). He also suggests reliability procedures such as (a) check transcripts to make sure that they do not contain obvious mistakes made during transcription, (b) make sure the certain meaning of each definition by comparing with the writing memo, (c)cross-checking with different researchers by comparing results that are independently derived. Wertz (1986) suggested that phenomenological researches should be comprised with multiple perspectives that still recognize coherent meaning. The findings are reliable and valid due to the interviewees resonate with their experiences from the phenomenon in questions (klenke, 2008). The review recording, transcribed data, and checking must be proceeded to insure reliability.

8. Limitations of the Study:

The researcher must identify limitations of the study, which relate to the research method of data collection and analysis (Crewell, 2003). In conducting the study. The research might consider the limitations such as time and schedule in selecting participants and analyzing data, geographic location of the sources.

9. Summary, Conclusions, and Recommendations

9.1 Summary: "The reader needs to understand what you did and how you thought about it in order to appreciate the links among the research problem, the method, and the results" (Rudestam and Newton, 1992). They also explained further that qualitative studies are likely to produce large quantities data that represent words and ideas rather than numbers and statistics. Therefore, this step needs to clarify the relationship between the proposed study and previous work conducted on the topic. The researcher must lay out the findings clearly and systematically and present them to the reader for careful scrutiny and comment.

9.2 Conclusions: General conclusions can be drawn from the findings of the study: The new knowledge comes from a better understanding of how the interviewees interview the multidimensional phenomena

consisting of many different but interconnected elements. The result of the study involves essential principles, which the interviewees have conducted.

9.3 Recommendations:

      9.3.1   Data-Based Recommendations

      9.3.2   Further research recommendations are needed to highlight the important issues toward understanding in the area of research. It includes hypothesis development, statistical analysis, and sampling frame should be considered. The focus of future research should be more on concept of understanding in essential of the finding and develop new knowledge in which should be extended.

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