

## ***Psychological Disposition in Qualitative Research***

Ajay Gupta, Vivekanand Institute of Management Studies and Research, India

The Asian Conference on Psychology & the Behavioral Sciences 2017  
Official Conference Proceedings

### **Abstract**

The role of psychological disposition is utmost important in qualitative research. It influences the quality of information and its authenticity. The paper examines the role of psychological disposition and its impact in conducting qualitative research. We reviewed Guba model to ensure credibility in qualitative research and analyzed with our field experience. We conducted qualitative research using semi structured in depth questionnaire for middle level and top management bank employees. Respondents' apprehension to reveal real information was influenced by their culture and personal experience. Respondents with adverse experience expressed confined information and became skeptical, whereas respondents with positive experience expressed unconfined information. However, confidence measures and trust building about their opinions played constructive roles.

Our preliminary result suggests that carefully addressed issues and trust building measures go long way to acquire adequate and reliable information from respondents. We conclude that psychological disposition plays crucial role to strengthen credibility in Guba model. This ensures trustworthy outcomes and provides scope for future research.

Keywords: Psychological disposition, credibility, trust building, reliable information, culture

**iafor**

The International Academic Forum

[www.iafor.org](http://www.iafor.org)

## **Psychological Disposition in Qualitative Research**

Psychological disposition plays the significant role in qualitative research. It influences the quality of data and its outcomes. Hence, it affects the believability of research findings and its applicability. There are many models to ensure creditworthiness of data. For example, rigor (Lincoln & Guba, 1985; Leininger, 1994; Rubin & Rubin, 1995), reliability and validity (Altheide & Johnson, 1998; Leininger, 1994) in qualitative research makes research inquiry trustworthy (Guba, 1981). Guba & Lincoln (1985), proposed naturalistic inquiry and suggested four paradigms establish trustworthiness- truth value- credibility, applicability-transferability, consistency-dependability, and neutrality- confirmability. They provided four criteria to ensure trustworthiness- credibility, transferability, dependability and confirmability. To ensure credibility in qualitative data, the researcher should use prolonged engagement, peer briefing, triangulation and member checks. Transferability means researcher should provide the thick description and should use purposive sampling. Dependability means creating an audit trail and triangulation. Confirmability should use triangulation and practice reflexivity. In other words, credibility refers to how true are the findings. Transferability refers to- whether findings are meaningful to other people in similar situations. It is also parallel to external validity. Dependability refers to- can the study and findings be replicated under similar conditions and confirmability refers to – how free are the results from research bias (Lincoln & Guba, 1981).

Credibility is not only restricted to qualitative research but quantitative research as well. Few authors argued that the broad and abstract concepts of reliability and validity can be applied to all research because the goal of finding plausible and credible outcome explanations is central to all research (Hammersley, 1992; Kuzel & Engel, 2001; Yin, 1994). Guba and Lincoln substituted trustworthiness for the rigor (1981). Rigor in research depends upon the kind of paradigm followed. And hence, criteria to ensure rigor in rationalistic paradigm is different from the naturalistic paradigm.

In four dimensions of Guba model (1981) to ensure trustworthiness of qualitative research, we find some scope to strengthen the credibility paradigm. We feel that psychological disposition of researcher and respondent plays role in influencing the credibility of data and findings. Psychological disposition refers to the feelings and attitude of researcher and respondents towards their contexts and people. It includes the experiences, perception, and process of establishing communication during the research process. Such psychological disposition is important to address. They do influence the quality of information shared and its authenticity.

This observation is the direct experience of the researcher during his data collection in the field. The researcher was conducting research to understand the morale in the banking industry in India where he was engaged in collecting audio recorded semi-structured interview with managers, board members, top management and retired chairmen (Gupta, 2014). During data collection, the researcher observed that respondents used to share socially desired response during the interview phase. As soon as, the interview used to finish, their reactions were different than what they had responded before. Some respondents offered positive responses and overlooked any shortcomings because they had the good experience. Despite visible issues, they preferred to provide positive responses. Some respondents were critical in their responses. They overlooked positive aspects and only discussed the negative aspects.

During interactions, they shared that they faced discrimination and hence their reactions were critical.

Similarly, the researcher might have spoiled experience in the context where he is conducting research. It is more likely that his perception and attitude towards people and its context may shadow the reality. Since the researcher is one respondent in the qualitative research, his/her experience should be documented. Interpretation and discussion should be verified using the researcher experience and relations with respondents and its context. This could be one way to minimize researcher's bias. Similarly, respondents' bias can also be addressed and minimized.

Credibility in Guba model addresses many issues to ensure trustworthiness of data and its findings but unless psychological disposition of researcher and respondents are included in the data collection process, ensuring credibility may suffer from authenticity. Therefore, the paper examines the role of psychological disposition and its impact in conducting qualitative research.

Finally, we propose the model to ensure credibility in Guba model (1981). In other words, we strengthen Guba model for ensuring trustworthiness in qualitative research.

### **Credibility in Guba model**

Credibility is concerned with the validity of the conclusions that are drawn from the data and how these conclusions match the reality being reported on. Sufficient time spent with informants to find out the recurrence of theme increases the credibility (Leininger, 1985). Lincoln and Guba (1985) and Kielhofner (1982) supported the importance of intense participation/prolonged engagement with respondent. We provide scope to enhance credibility in the model.

In Guba model, there is the dimension for member checking and respondent validation. It also includes debriefing of the researcher with their supervisor etc. The objective is to ensure validity and reliability through triangulation. The process enhances the credibility of research. However, the process of confirmation with the respondents may face problems. For example, during data collection, the qualitative researcher notes his field experiences, observations and many things that respondents have not expressed but shared their experiences during interaction process. Many times, respondents share their experiences openly when they know that their responses will not go on the record. When the researcher presents interactions with interview content to the respondents, they may not accept it. They might question it. They may also claim that they have not shared such information any time before. Reasons could be many.

<b>Strategy</b>	<b>Criteria</b>	<b>Interpretation</b>	<b>Scope</b>
Credibility	Prolonged and varied field experience	Researcher's experience in the field decides time spent. Overinvolvement with respondent may influence interpretation. Therefore, reflexivity is useful. Perception, background, experience of	Perception and experience of respondent is missing.
	Time sampling		Quality of communication and interaction, and attitude
	Reflexivity		Environment, time and proximity
	Triangulation		
	Peer briefing		
	Member checking		
	Interview technique		
	Establishing authority of researcher		
	Structural coherence		

	Referential adequacy	researcher comes into play. Three types of information- method logs, strategy, field notes (thoughts, feelings, ideas, biases or preconceived assumptions).	Trust between researcher and respondent
			Value creation
			Genuineness of research outcomes and future scope

Figure 1: Criteria for trustworthiness of qualitative research

Credibility suffers from authenticity when respondents prefer offering the preferred social response (Kirk & Miller, 1986). Researcher's prolonged involvement may help to identify and detect the occurrence of ideal responses. Similarly, observations and multiple interviews may help to detect such responses. It can help elicit more personal responses. The environment where data is collected plays role in influencing credibility. The hygienic environment may more likely to encourage open responses whereas toxic environment may more likely to discourage open responses. Therefore, the researcher should note all possible situations, social settings, times of the day, week and season and interactions among different social grouping (Knafl & Breitmayer, 1989). At the same time, the prolonged involvement of researcher in the field may not always possible. It depends on the time available with respondents, their working environment, their perceptions and their willingness to spare time for the researchers. In the organizations, prolonged involvement may be viewed differently by the colleagues and superiors as well.

During my data collection in the banking industry, first, it was extremely difficult for me to connect with the respondents. Repeated communication was even more difficult. A mobile number was identified and it was difficult to even make contact again. Many times, I used new number to get contact with the respondents (Gupta, 2014). Further, the respondents were very conscious about the timing spared. I wanted to spend more time, but there was little room for it. In such cases and in similar organizations, it will be extremely difficult for the researcher to have prolonged involvement with the respondents. And therefore, it may not be always possible to understand what is preferred social response (Kirk & Miller, 1986), and what is real response. However, one strategy was useful to distinguish real response. I truncated the interview time when I used to record their responses and increased the interaction timings. Much useful information used to emerge during informal interactions. They used to respond to many questions that they preferred to skip during the interview period. Much of the real information came out after the interview was over.

If the researcher documents shared information that was not on the record and shows it to respondents for their verifications, they are more likely to question it. They may also question researcher's claim for confidentiality of information etc.

### **Rationale**

The quality of outcomes in research depends upon the quality of data and quality of information. Qualitative research tries to increase the worth of the findings by decreasing the distance between the researcher and the informants (Krefting, 1991).

We have addressed four phases of qualitative research- pre-research, in-research, process and outcome phase. Each phase has its own dimensions that require understanding from researcher side. We have addressed pre-research and in research

phase that includes researchers and respondents psychological disposition. It is critical to understand such issues. The quality of data is the process phase that depends upon the quality of interaction and communication between researcher and respondents. And finally, the authenticity of outcomes decides the scope of application and further exploration in the area.

The paper addresses four phases of qualitative research that determines the quality of outcomes.

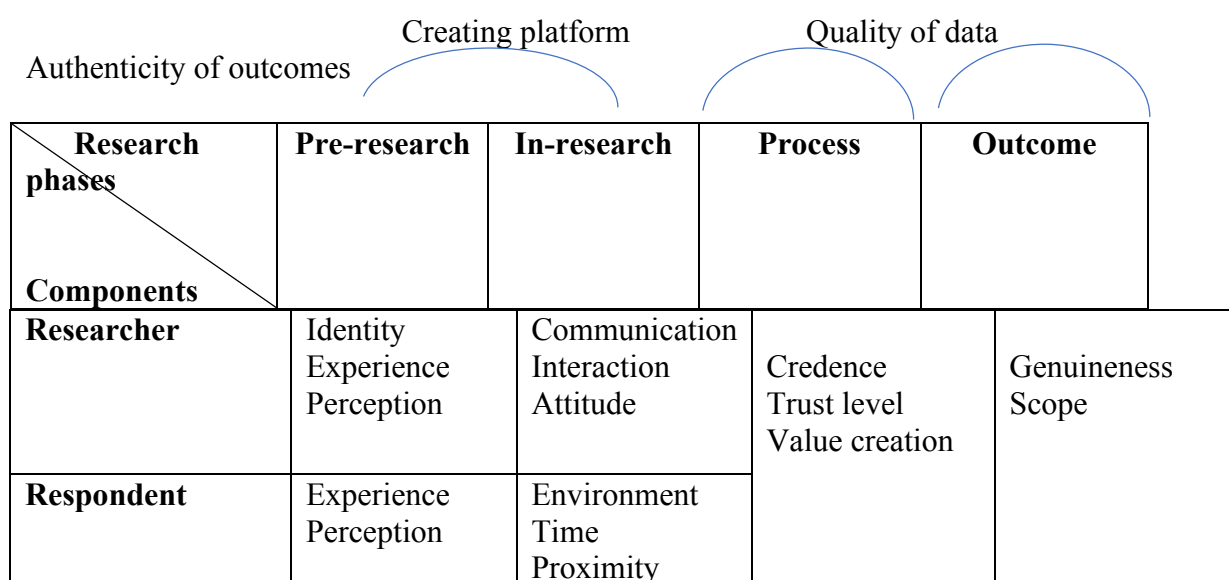


Figure 2: Phases of qualitative research

## Researcher's dimension

### Pre-research phase

#### Identity

Researchers engaged in quantitative research seek to maintain impersonal objectivity in their experimental methods and in their analysis of the data. Qualitative research offers the platform to investigate human and social conditions that may not be addressed by quantitative methods alone. The identity of researchers in qualitative research plays the crucial role. Besides the individual identity, the researcher should have background ideas, concepts, and practices in the specific context. Their personal involvement and candidness are desired. Researcher's identity is important to understand his relations to the research context. It is even more important to know researcher's perception with the contexts and respondents. While it may strengthen research process, it may also deter the quality when researcher's bias influences more than what emerges out of research. As per Norton (2000:5), identity refers to the relations of the researcher to the world. And how such relationship is constructed across time and space, and how the researcher understands possibilities for the future. In most interviews, the main aim is to evoke information. And general question researcher raises, what is your opinion or tell something about the topic etc. And they are the most common open-ended question in any kind of interview. The core objective about such information gathering is to enhance understanding of the issue in question. In the process, the researcher needs to clear away once and for all the natural assumption that the interview is simply a matter of gathering facts (Richards,

2003). There is need to dig deeper to quest for understanding complexities, dynamics and practices to achieve better information. This helps to establish the relationship with people, environment and their perception of the world.

The researcher should show empathy towards interviewees. Any mental cobwebs can hamper the researcher's judgment, perception, and opinions during the investigation.

Encourage respondents to keep talking with minimal interruptions. Always one should remember the golden rule for interviewing: Always seek the (Richards, 2003:53) specific events, and let attitudes and beliefs emerge from this context. A good interviewer is a good listener (Richards, 2003: 53). The researcher should also develop an ability to handle natural distractions during the process of interviews.

## **Experience**

Researcher's experience influences the qualitative research process. A researcher with substantial experience of the context may develop the deep understanding of issues, challenges, and practices prevalent in the context. He may also gain the better understanding of difficulties and motivation associated with respondents. Contrary to this, researcher's moderate or surface level understanding of people and its context may influence the quality of information. It may suffer from reliability. And when it influences, it raises the questions of integrity and honesty in conducting qualitative research. It underpins the ethical practice in all the activities that includes data collection and analysis phase. The researcher must follow research principles that do no harm to respondents and stakeholders. And It is important to present the facts before interviewees to gain their opinions and responses. Most importantly, it is ethically desired that researcher should portray the views and feelings of respondents as accurately as possible as the part of the epistemological process.

Therefore, the experience of the researcher may influence the research process. Many times, integrity may be compromised and complicated based on how researcher gets influenced by his experience and intention. In a sense, qualitative research is not neutral or objective. It gets influenced by researcher's experience and intention.

## **Perception**

Researcher's perception towards the organization and its people does influence research process. Further, it can affect the quality of data and its outcomes. In qualitative research, researcher itself is one respondent. And, he must have developed relations with contexts and its people. Such relations may have created an impression in the mind of the researcher.

Once access to the field has been granted and the first step of data collection is taken, researchers may experience ethical dilemmas that may not have been anticipated in the research plan (Field & Morse, 1992). To overcome such issues, it is better to introduce the research, clear instructions, guidelines and limitation of the research. Ethical dilemmas that may emerge from an interview are difficult to predict but the researcher needs to be aware of sensitive issues and potential conflicts of interest.

Other authors agree that all research involves subjective perception and that different methods produce different perspectives, but, unlike the anti-realists, they argue that there is an underlying reality which can be studied. (Hammersley, 1992). The philosophy of qualitative and quantitative researchers should be one of "subtle realism"—an attempt to represent that reality rather than to attain "the truth." (Kirk & Miller, 1986).

Ramos (1989) described three types of problems that may affect qualitative studies: the researcher/participant relationship, the researcher's subjective interpretations of data, and the design itself.

At the end, it is important to note that identity, experience, integrity, intention and perception of the researcher plays the crucial role in the process of qualitative research.

### **Pre-research phase: Respondent Experience**

Respondent's experience does influence the qualitative information. This includes respondent's relations with its environment and people. It goes a long way to influence views of respondents. Respondents with encouraging experience may provide positive image about the organization. Similarly, respondents with pernicious experience may try to express their feeling in a different way. In either case, data is influenced. And it is important to find out ways to get reality. Simultaneously, how does the respondent view the research, affect the response? During my data collection phase, I could clearly experience how experienced respondents could understand the question deeply and could respond properly keeping the various linkages. Their responses were rich and they also used to suggest measures improve practices or situations. In fact, their responses used to be holistic covering multifold dimensions. They showed their curiosity to speak up. Contrary to this, respondents with less experience were not aware of many dynamics and relations in their contexts. Therefore, their responses were not as insightful as those of experienced people.

Respondents with substantial experience of the context may develop the deeper understanding of issues, challenges, and practices prevalent in the context. They may also gain the better understanding of difficulties and motivation associated with their colleagues. Experience shape their perception towards the organization, people, and its environment. And it does affect their responses and reactions. A good researcher should keep such issues in mind and find out ways to delve into realities.

### **Perception**

The respondents' perception is their view towards issues. They tend to develop perception towards their contexts and people based on their experiences. Employees emotionally attached to their supervisors may have developed the positive image of the organization. Employees posted at the choice place might also have the good image about the organizations and hence more likely to speak good things. However, employees struggling to get choice posting might have different opinions. Thus, it is important to understand respondents' positions and obstacles faced. This will help the researcher to understand respondents' view better. When emotion plays a role, realities get distorted either positively or negatively. For example, emotion enables individuals to modulate the experience and expression of positive and negative emotions (e.g., Bridges & Grolnick, 1995; Cicchetti, Ganiban, & Barnett, 1991; Gross, 1998; Kopp, 1989; Thompson, 1994).

In pre-research phase, the respondent's view towards the organization, people, and its environment influence his response. The researcher should develop an ability to find out an emotional response from the real response. Personal or professional injury faced by an individual in his/her context may shadow its response. And that is why a good researcher should raise the question about the personal experience of the

respondent. Such questions should include questions like- could you share moments when you feel/felt proud of or not proud of. Such questions can reveal their feeling and attitude. It is equally important to understand the perception of the respondents towards the researcher. Why any respondent spare time for you? Or why the respondent should reveal the facts to you or what the respondent will gain from your research etc.? Such questions are obvious from the respondents. Therefore, the researcher should address such questions before data collection starts. Any assumption or avoidance on these parts may impede the quality and proper information.

### **In research phase: Researcher Communication**

The research phase is the second phase in data collection process where the researcher gains access to the participants. The researcher should establish rapport with participants to get good data (Creswell, 2003). And it is important to develop mutually agreed protocols between the researcher and the respondents. Protocols should generally be in written form and should be communicated to the respondents before data collection starts. It is natural for the researcher to face unexpected issues during data collection. For example, the respondents might have some appointment and may leave during the interview. Alternatively, He might not provide the right information etc. the researcher should anticipate such issues known as “field issues” (Creswell, 2003), during data collection. Field issues provide very important information during transcription and analysis. It is also important to find out the respondents who are willing to provide information and are accessible. Plummer (1983) recommends two sources of individuals to study. First, individuals met on a chance encounter, or volunteers. Second, the researcher might identify a “marginal person”, “great person”, or an “ordinary person”, etc. Such sources have potential to invite data from multiple angles. Each participant has a story to tell. And researcher should construct the collective story that represents the issues and experiences of people.

How researcher establishes communication with the respondents, goes the long way in creating relationships. It also makes the platform to either ease the process or make it difficult. Proper and timely communication conveyed properly to respondent makes a responsive platform. However, any lacuna in communication process may create weak relations that can further hinder the quality of feedback.

### **Researcher-respondent Interaction**

Interaction plays an instrumental role in revealing information from the respondents. It builds relations between the researcher and the respondents. And it helps to bring out more information. Interactions in research refer to the informal communication with the respondent. This process makes respondent at ease. During data collection process, respondents become conscious and may provide filtered information. They may also hide some information anticipating unfavourable consequences in future. Even though protocol between researcher and respondents addresses such possibilities; the respondents tend to become hesitant. When the interview is over, respondents become relax and they may more likely to engage in informal talks. That is the point when the researcher starts getting much useful information that was perhaps not captured during the interview process.



In qualitative research, a generally in-depth questionnaire is used. And the researcher collects audio recorded data. Many times, the researcher keeps note of responses in front of the respondents. During the data collection phase, the respondent might be conscious about the type of information he or she is revealing. It could be natural as it is going into record even though many ethical issues and concerns have been clarified before starting the interview.

### **Attitude**

In qualitative research, the researcher is also one respondent. His attitude towards context and its people does influence research process. Having right attitude can bring more meaningful perspective and hence bring insightful information. Therefore, the role of the researcher becomes critical. How researcher views the respondents and its environment influence the data and its process. During my data collection process for Ph.D., one respondent expressed an unfavourable attitude towards one top management respondent, when I tried to influence him quoting management name as one of my respondents. He started showing his displeasure and discomfort. He said, do not try to influence me. I was clueless how should I proceed. I kept quiet for a while. And I politely suggested, Sir, you are free not to respond and I have no issue in this. However, I have this letter with me, you can just have look on this. This was the ethical letter with the protocol that no data, information and person's name will be revealed. I had already sent the letter to the respondent through email. He started reading it carefully and said, Can I keep this letter? I immediately said, Sir, this is for you only. You can keep it. He pressed the bell and called his peon to take the photo copy of the same. He kept in his file. He appeared responsive by then. With his permission, I started the interview and it got over within 18 minutes. Most of my interviews had lasted for more than 30 minutes. When I engaged into informal interaction after the interview, he started sharing useful information, that I was expecting. During his informal interaction, he revealed much crucial information that clearly showed how his promotion got delayed and he felt discriminated from management. His experience created his attitude towards management.

### **In-research phase: Respondent Environment**

The environment of the context has a deep link with the respondent's feelings and responses. Reactions and responses are more driven by the working environment. The positive working environment may encourage more open responses. Similarly, a toxic environment may preclude open responses. It is important to know how the organization views people opinion. Many organizations encourage openness and autonomy to their people. Respondents in such organizations are more likely to respond enthusiastically and can provide useful information. They are more likely to refer to other respondents. However, many organizations keep watch on employees' opinions. They view it negatively and hence respondents in such organizations are more likely to withhold the truth. They are more likely to provide a socially desired answer that fits everywhere.

Questions like how are your working environment or how much do you like your working schedule etc. might help to understand whether responses are influenced or real. Even though such questions may not be part of the questionnaire, they have potential to bring out credibility in the data.

The researcher is not always aware of the internal working culture of the organization or context. Therefore, it is important to understand the culture as an influencing factor of responses.

### **Time**

The researcher needs to understand the schedule of the respondents. Data collection when respondents are mostly busy in their work, may not offer meaningful information. This may also suffer from proper justification. Unless, respondent has spared time for researcher, busy time schedule should be avoided. However, the researcher can acquire working practices during busy schedule by observation. Responses collected during busy schedule might be incomplete and inadequate. Respondents may be more likely to offer shortcut answers.

It is extremely important for the researcher to prefer timing when the respondent has spare time and not busy in his routine work. It might not be always possible. However, the researcher should always make effort to schedule an interview in spare and convenient time based on respondent's preferences.

### **Proximity**

Working environment and respondent experience can affect their responses. Respondents might become more conscious especially in a fearful culture where your words can be twisted in a different way. Respondents in such environment may not prefer to speak in presence of other people.

Even though respondents respond, they may be more likely to articulate their responses to appear right. They might not want to create a poor impression before their colleagues. It is suggested that researcher should find a place with minimum interruption. This can bring out more open information and feedbacks. Such issues are more relevant to an environment where people are fearful. They are more likely to withhold their feelings in the presence of their peers. Researchers should document the situation as for how was the proximity or who else were present in the situation.

### **Process phase**

#### **Credence**

Well addressed issues and proper communication with the respondent can enhance the credence with the respondents. When respondent believes that researcher has a responsive and significant purpose of conducting research, it increases the credibility of the researcher and his mission. Understanding and respecting respondents' feelings is crucial in developing credence in research. Showing empathy towards respondents goes long way in developing credence.

#### **Trust level**

Credence leads to increasing trust level between researcher and respondent. Trust is extremely important to get the truth in research. Respondents may not reveal the truth when they do not believe researcher. They also may not provide the proper information when they develop apprehension about disclosure of their identity and information at a later stage. Therefore, making high trust level between researcher and respondent is important to get the true picture.

#### **Value creation**

The researcher must see value for his research for respondents. It is natural for respondents to assume as for why they should provide information? Why should they spare their time and why should they invite trouble if anything is known about them? Unless respondent is convinced about such issues, it might be difficult to get true information. The researcher should understand such natural assumptions and should develop an ability to answer them. Research is aimed at developing, people, society, and relations. The researcher should relate his motivation to take care of the respondents in the terms of their advancement, welfare, and opportunity. During my data collection, everyone was asking why you want to conduct research in this organization? Nothing will change, and things will remain same. Who will listen to your ideas etc.? Such reactions could be natural when people are discouraged and do not see any improvement in their environment and with their superiors.

It is always better to collect information and present before respondent in the term for future and expected benefit of the research. The researcher should also make the promise to provide further development of his research to respondents from time to time. Respondent should be respected for his contribution, experience, and concern for the researcher. He should realize the expected benefit for his contribution to his environment and people.

### **Outcome phase**

#### **Genuineness**

The genuineness of data decides the genuineness of outcome. And hence, an outcome may be questionable when data is not genuine. In qualitative research, every aspect of data collection is important. Assumption that responses are enough to arrive at findings, may mislead result. Building high degree of trust between researcher and respondent goes the long way to deciding the quality of data. All the above mentioned three phases decide the genuineness of data and its findings. Responses are just reactions based on experiences, perception, personality and attitude of both researcher and respondents. Unless these issues are considered, any data may lack authenticity. Therefore, trust level in research positively influences the quality of data.

### **Scope**

Any good research provides further scope to carry forward the research. Credible information and authentic outcomes provide the deeper understanding of issues and its possible solutions. It provides powerful scope to apply suggestions and insights to develop people, culture, and its relations. It automatically leads to enhance performance.

## **Conclusion**

In organizations, there are many sensitive issues where respondents are not candid. During my field visit for data collection, many respondents kept quiet when questions were related to whistleblowing, favoritisms, and connections. They had apprehension that in case something is known to their superiors, they may face requital. Such issues can influence the researcher as well (Kellehear, 1989; Perry, 1989; Sieber & Stanley, 1988; Wax, 1971). They may not get proper information. Such issues are sensitive topics as they have potential to harm respondents. Raymond Lee (1993:16) highlights that researchers need to find ways of dealing with the problems and issues raised by research on sensitive topics. The threats which the research poses to research participants, to the researcher, and to others need to minimize, managed or mitigated. Qualitative research essentially captures the human aspects. Data has no meaning without understanding and including the psychological dimensions. The nature of qualitative data is personal; therefore, the information should be based on personal relations with the respondents. The researcher should develop relations for the sake of conducting research. Such relations can last long as researcher presents, confirms and further modifies research process. Responses are always laden with researcher field experience. Unless they include their field experience to interpret their data, they may not find truth in research. Words may not provide the holistic picture. Therefore, we conclude that psychological disposition plays the major role in qualitative research. And Guba model (1981) to ensure trustworthiness in qualitative research is one of the highly-appreciated models. It is holistic and captures very important dimensions in qualitative research. However, we suggest that credibility in Guba model can be strengthened if suggested points are included in the qualitative research.

## References

- Altheide, D., and Johnson, J. (1994). Criteria for assessing interpretive validity in qualitative research. In N. Denzin and Y. Lincoln (eds.) *Handbook of Qualitative Research*, Thousand Oaks, CA: Sage, 485-499.
- Altheide, D., & Johnson, J. M. C. (1998). Criteria for assessing interpretive validity in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and interpreting qualitative materials*. (pp. 283-312). Thousand Oaks, CA: Sage.
- Bridges, L. J., & Grolnick, W. S. (1995). The development of emotional self-regulation in infancy and early childhood. *Social development*, 15, 185-211.
- Cicchetti, D., Ganiban, J., & Barnett, D. (1991). Contributions from the study of high-risk populations to understanding the development of emotional regulation. In J. Garber & K. A. Dodge (Eds.), *The development of emotion regulation and dysregulation* (pp. 69-88). Cambridge, UK: Cambridge University Press.
- Dickson-Swift, V., James, E. L., & Liamputtong, P. (2008). What is sensitive research. *Undertaking Sensitive Research in the Health and Social Sciences: Managing Boundaries, Emotions and Risks*, 1, 1-10.
- Field, P.A., & Morse, J.M. (1992). *Nursing research. The application of qualitative approaches*. London: Chapman & Hall.
- Gross, J. (1999). Emotion regulation: Past, present, future. *Cognition and Emotion*, 13, 551- 573.
- Guba, E. G. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *ECTJ*, 29(2), 75.
- Guba, E.G., and Lincoln, Y. S. (1981) *Effective evaluation: Improving the usefulness of evaluation results through responsive and naturalistic approaches*. San Francisco, CA: Jossey-Bass.
- Gupta, A. K. (2014). A comparative study of middle managers' morale in two public sector banks in India.
- Hammersley, M. (1992). *What's wrong with ethnography?* London: Routledge.
- Kellehear, A. (1989). Ethics and social research. *Doing fieldwork: Eight personal accounts of social research*, 61-72.
- Kirk, J., & Miller, M. L. (1986). *Reliability and validity in qualitative research*. Sage.
- Knafl, K. A., & Breitmayer, B. J. (1989). Triangulation in qualitative research: Issues of conceptual clarity and purpose. *Qualitative nursing research: A contemporary dialogue*, 193-203.
- Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American journal of occupational therapy*, 45(3), 214-222.

- Kuzel, A. & Engel, J. (2001). Some pragmatic thought on evaluating qualitative health research. In J. Morse, J. Swanson, & A. Kuzel (Eds.), *The Nature of Qualitative Evidence* (pp. 114-138). Thousand Oaks, CA: Sage
- Lee, R.M. (1993) *Doing Research on Sensitive Topics*. London: Sage.
- Lee, R.M. and Renzetti, C. (1993) 'The Problems of Researching Sensitive Topics', in C.M. Renzetti and R.M. Lee (eds) *Researching Sensitive Topics*. Newbury Park, CA: Sage.
- Leininger, M. M. (1985). Nature, rationale and importance of qualitative research methods in nursing. In M. M. Leininger (Ed.), *Qualitative research methods in nursing* (pp. 1-28). New York: Grune & Stratton.
- Maykut, P., & Morehouse, R. (1994). The qualitative posture: Indwelling. In *Beginning qualitative research: A philosophic and practical guide* (pp. n 25–40) London: Falmer Press.
- Norton, B. (2000) *Identity and Language Learning: Gender, Ethnicity and Educational Change*. Harlow, UK: Pearson.
- Perry, M. K. (1989). Vertical integration: determinants and effects. *Handbook of industrial organization*, 1, 183-255.
- Ramos, M.C. (1989). Some ethical implications of qualitative research. *Research in Nursing & Health*, 12, 57-63.
- Richards, K. (2003) *Qualitative Inquiry in TESOL*. Houndmills, Basingstoke, UK: Palgrave Macmillan.
- Rubin, H. J. & Rubin, I. S. (1995). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage.
- Schmid, H. (1981). The foundation: qualitative research and occupational therapy. *The American journal of occupational therapy: official publication of the American Occupational Therapy Association*, 35(2), 105.
- Sieber, J. E., & Stanley, B. (1988). Ethical and professional dimensions of socially sensitive research. *American Psychologist*, 43(1), 49.
- Thompson, R. A. (1994). Emotion regulation: A theme in search of definition. In N. A. Fox (Ed.), *The development of emotion regulation: Biological and behavioral considerations*, Monographs of the Society for Research in Child Development, 59(2/3, Serial No. 240), 25–52. Chicago, Ill.
- Wax, M. L. (1971). *Indian Americans: Unity and Diversity*. Ethnic Groups in American Life Series.

Yin, R. K. (1994). Discovering the future of the case study method in evaluation research. *Evaluation Practice*, 15, 283-290.