

# Chapter 3

## Sampling Methods in Qualitative Sampling in Multicultural Settings

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### ABSTRACT

*This chapter explores the complex field of application of qualitative sampling techniques in the context of multicultural settings, covering both probabilistic and non-probabilistic sampling approaches. It recognises the importance of capturing the diversity and distinctiveness of multicultural populations and describes the intricacies of sampling in culturally diverse settings. It also explores the different challenges and considerations that arise when applying each method in different ethnic, linguistic and cultural contexts. Moreover, it emphasises the importance of aligning sampling methods with research objectives, context-specific considerations, and ethical principles. By providing practical information and guidance, the chapter equips researchers with the necessary tools to effectively navigate the complexities of qualitative sampling in multicultural settings.*

### INTRODUCTION

Qualitative research is becoming increasingly important in cross-cultural psychological studies (Tanggaard, 2014). Although it has its challenges, the use of qualitative approaches in multicultural research offers important advantages such as obtaining more diversity in participants' responses (Gómez & Kuronen, 2011). On the other hand, understanding the scope and rationale of the study is very important in the field of intercultural research. At this point, one of the issues to be considered is the cultural sampling process, which requires the deliberate selection of one or more populations for data collection. The second issue related to the conceptualization of culture-behavior links has been the sub-

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ject of extensive debate about the appropriate technique to use in cross-cultural psychology, whether qualitative or quantitative (Demuth, 2013).

The participants in qualitative research are seen as competent persons who possess the ability to contemplate and articulate their experiences, values, beliefs, and views. Various qualitative methodologies have distinct sampling objectives with regards to participants. The process of selection is contingent upon the established sample criteria. According to predetermined inclusion and exclusion criteria, sampling criteria cover the specific characteristics of the sample population and their suitability for participation in the research (Patton, 2023).

## **QUALITATIVE AND QUANTITATIVE RESEARCH IN MULTICULTURAL SETTING**

Qualitative methods are used to investigate and gain a comprehensive understanding of the factors that contribute to the successful or unsuccessful implementation of evidence-based practice and to identify strategies to facilitate implementation. On the other hand, quantitative methods are used to test and validate hypotheses derived from an established conceptual model and to gain a broad understanding of the determinants of successful implementation (Masiloane, 2008; Teddlie & Tashakkori, 2003).

The sampling tactics used in practical research for qualitative methods are typically less specific and less obvious than those used for quantitative approaches. Qualitative research differs from quantitative research in that it involves sampling a group with qualities that accurately represent a larger community rather than using random sampling. In qualitative research, non-probability sampling is used to selectively recruit populations for the purpose of investigating a particular topic or when the entire population is unknown or inaccessible. In a cultural setting, qualitative research sampling is examined using both probability and non-probability sampling methods (Berry et al., 2011).

As stated by Morse and Niehaus (2009), the aim of sampling procedures, whether quantitative or qualitative in nature, is to optimize both efficiency and validity. However, sampling should be compatible with the goals and assumptions involved in the use of both approaches. The primary aim of qualitative approaches is to achieve comprehensive knowledge, whereas quantitative methods are designed to achieve a broader understanding. Furthermore, in qualitative research, it is believed that samples are deliberately selected to obtain cases with rich information (Patton, 2002). Qualitative techniques prioritize saturation, which involves continuous sampling until no new significant information is obtained to gain a complete understanding (Brown, 2008). They prioritize the concept of generalizability, which requires ensuring that the information obtained reflects the wider population from which the sample was selected (Morse & Niehaus, 2009). Each technique has different expectations and criteria for determining the number of participants required to achieve its objectives. Additionally, quantitative methods use established formulae to avoid Type I and Type II errors, while qualitative methods often rely on precedent to determine the number of participants according to the type of analysis being conducted (Guest, Bunce & Johnson., 2006; Padgett, 2008).

As demonstrated by McArt and Brown (1990), when conducting cross-cultural research, it is important to consider three main concerns regarding recruitment and sampling. First and foremost, it underlines the importance of sample equivalence, which entails ensuring that the demographic characteristics of the sample are equivalent across the cultural contexts under investigation. This ensures that meaningful comparisons can be made between two different groups. The second concern is time equivalence; researchers should verify that the time required to collect data from both contexts is not excessively

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