


# Chapter 2

## Qualitative Methodology Selection: Key Considerations for Dissertation Scholars

**Andi Asrifan**

 <https://orcid.org/0000-0002-9934-6129>

*Universitas Negeri Makassar, Indonesia*

**Baso Jabu**

*Universitas Negeri Makassar, Indonesia*

**Widya Rizky Pratiwi**

*Universitas Terbuka, Indonesia*

**Ahmad Rossydi**

*Politeknik Penerbangan Makassar,  
Indonesia*

**Arsad Bahri**

 <https://orcid.org/0000-0002-2693-6662>

*Universitas Negeri Makassar, Indonesia*

**Mulyadi Mulyadi**

*Universitas Islam Makassar, Indonesia*

### ABSTRACT

*This chapter discusses the dissertation's qualitative methodology selection criteria. To understand complex human and social events, qualitative research emphasizes participants' views to generate rich, detailed insights. This chapter discusses ethnography, phenomenology, grounded theory, and narrative analysis, each suitable for different study contexts. Discussing research questions, methods, theoretical frameworks, and practical restrictions. The chapter also discusses ethical issues that protect research integrity, including informed consent and confidentiality. This study evaluates purposive, snowball, and theoretical sampling for data collection. Details on interviews, focus groups, and participant observation emphasize their function in acquiring complex data. The chapter concludes with thematic, grounded theory, and narrative analysis, which is essential for qualitative data interpretation. The chapter provides a detailed summary of these factors to help dissertation scholars*

DOI: 10.4018/979-8-3693-3069-2.ch002

*make informed methodological choices for rigorous, ethical, and meaningful research.*

## **INTRODUCTION TO QUALITATIVE RESEARCH METHODOLOGIES**

Qualitative research is a critical and increasingly prominent feature of scholarly inquiry across various academic disciplines, particularly education (Jones et al., 2021; Hays & McKibben, 2021; Hong & Cross Francis, 2020; Yadav, 2022). The primary principle of qualitative research is understanding the inquiry as an integrated process from the participants' perspectives. This approach privileges subjective human lived experiences over purely objective data, offering rich, detailed insights into phenomena. Qualitative research methodologies are commonly used in social science disciplines such as sociology, anthropology, and psychology (Priya, 2021; White & Cooper, 2022). Researchers employ qualitative methodologies to capture in-depth details about or examine the phenomenon (Priya, 2021; Urcia, 2021). The participants' perspective, or the “insiders' view,” is central to this endeavor, making qualitative research particularly effective for studies that require a nuanced understanding of human behavior and social contexts.

Various qualitative methodologies are available for scholarly research projects, each suitable for different inquiries (Morse, 2020; Pratt et al., 2022; Yadav, 2022). An appropriate qualitative methodology is essential for doctoral research and dissertations, representing many graduate students' culminating projects. These projects often emphasize participant interactions and require substantial data collection. Direct observation and in-depth interviews are commonly used to gather primary data, making these interactions some of the most tangible examples of qualitative research in dissertation projects.

Qualitative research is fundamentally holistic, focusing on understanding phenomena (Polkinghorne & Given, 2021). Researchers engage in a continuous data collection and analysis cycle, iteratively refining their understanding of the data. This approach allows for the development of new theoretical insights and contributes to the robustness and reliability of the research findings. Given these characteristics, qualitative research is often situated within a deductive context, employing inductive reasoning to move back and forth between theory and data (Edwards et al., 2021; Fridberg et al., 2021). This iterative process ensures that qualitative studies are rigorous and produce valuable and reliable results. Furthermore, qualitative research serves as a cornerstone for other types of research, guiding students through a multifaceted research process that they can apply to various components of their theses and dissertations. In summary, qualitative research methodologies provide a rich framework for understanding complex human and social phenomena. They are

26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/qualitative-methodology-selection/364402](http://www.igi-global.com/chapter/qualitative-methodology-selection/364402)

## Related Content

---

### Fostering Computational Thinking Through Virtual Reality to Enhance Human-Robot Collaboration: A Technological-Pedagogical Framework

Amirhosein Jafari, Yufeng Qian, Andrew Webb and Yimin Zhu (2024). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-17).

[www.irma-international.org/article/fostering-computational-thinking-through-virtual-reality-to-enhance-human-robot-collaboration/367326](http://www.irma-international.org/article/fostering-computational-thinking-through-virtual-reality-to-enhance-human-robot-collaboration/367326)

### Cyber Security Competency Model Based on Learning Theories and Learning Continuum Hierarchy

Winfred Yaokumah (2022). *Research Anthology on Advancements in Cybersecurity Education* (pp. 139-156).

[www.irma-international.org/chapter/cyber-security-competency-model-based-on-learning-theories-and-learning-continuum-hierarchy/292108](http://www.irma-international.org/chapter/cyber-security-competency-model-based-on-learning-theories-and-learning-continuum-hierarchy/292108)

### The Purpose of Statistics Education: Improving Statistics Cognitions

(2017). *Assessing and Measuring Statistics Cognition in Higher Education Online Environments: Emerging Research and Opportunities* (pp. 1-9).

[www.irma-international.org/chapter/the-purpose-of-statistics-education/182186](http://www.irma-international.org/chapter/the-purpose-of-statistics-education/182186)

### "The Fact That the Author Was Male Instead of Female Provided for an Objective Opinion": Implicit Bias in the Classroom

Julia Ferrara Waity, Jennifer Vanderminden and Kristin Robeson (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 44-60).

[www.irma-international.org/article/the-fact-that-the-author-was-male-instead-of-female-provided-for-an-objective-opinion/265506](http://www.irma-international.org/article/the-fact-that-the-author-was-male-instead-of-female-provided-for-an-objective-opinion/265506)

### Educators as Catalysts for Peace: Advancing Peace Education Through the SDGs and Sustainable Education

(2025). *Transformative Practices in Tertiary Education: Bridging Theory and Practice* (pp. 23-48).

[www.irma-international.org/chapter/educators-as-catalysts-for-peace/381125](http://www.irma-international.org/chapter/educators-as-catalysts-for-peace/381125)