

# Phenomenological

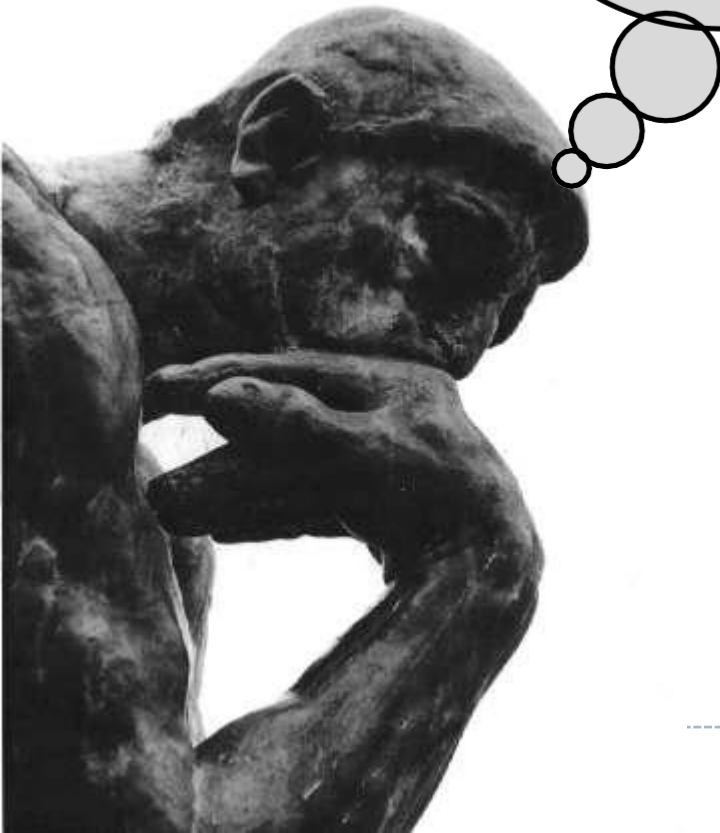
Research



---

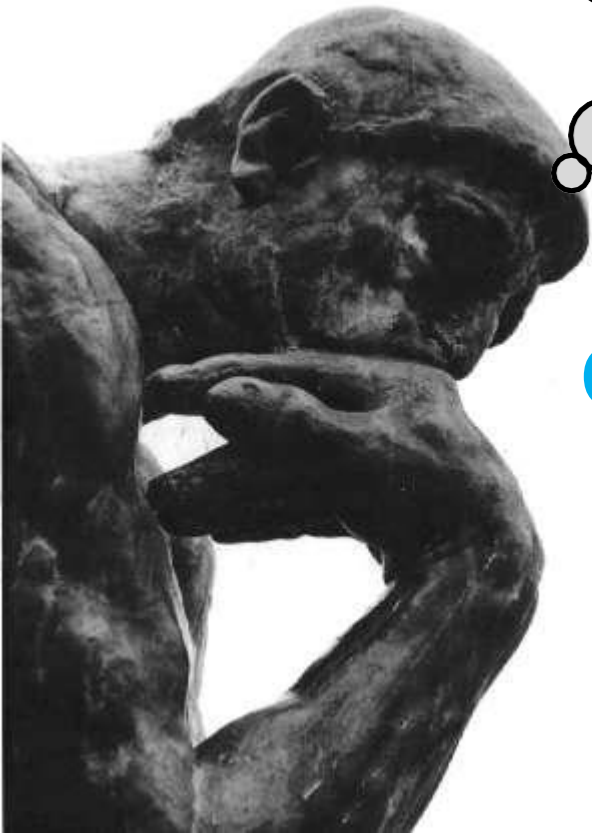
# Epistemology

↳ "theory of knowledge"



---

# Epistemology



objectivism

subjectivism

constructivism



---

# Phenomenology?

- ❑ Study of people's **perceptions** of the world
- ❑ **Multiple** ways of interpreting the same experience



---

# The Key

- Gain the **subjective experience** of the subject.





---

# Result

- New meaning
- Fuller meaning
- Renewed meaning



---

## In Sum

- The focus of phenomenological research is **people's experience** in regard to a phenomenon and how they **interpret** their experiences.
  - **internal logic**

---

# Positivist Paradigm vs Phenomenological Paradigm



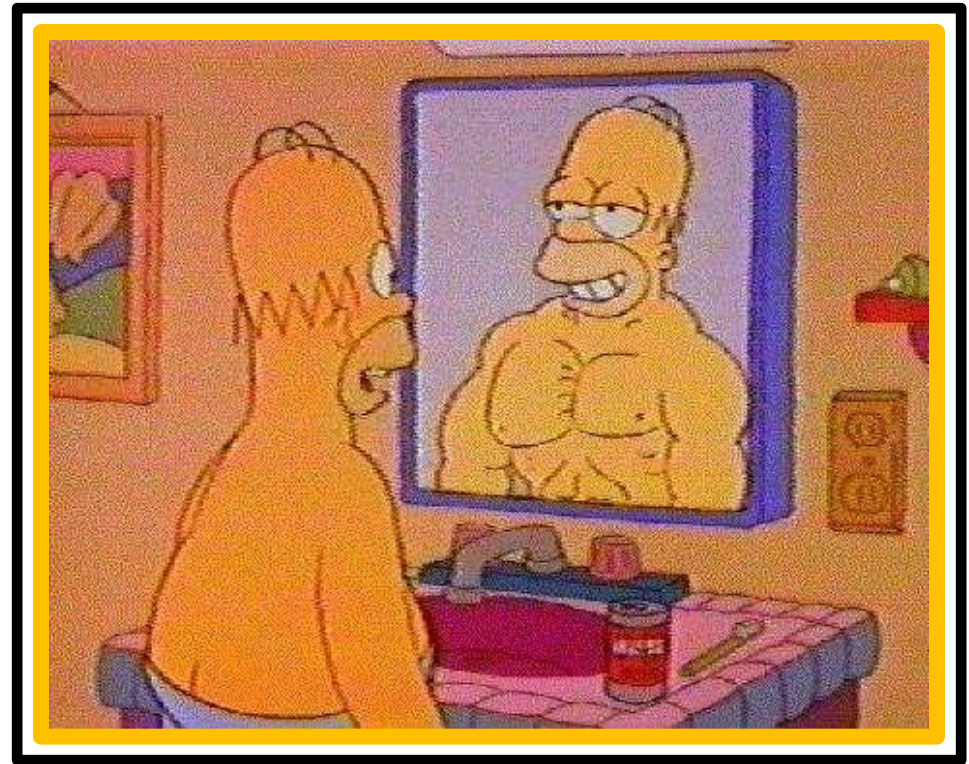
---

consciousness...



# Perception does not mirror reality

---



phenomenological

## Methods...

### Positivist

Operationalizing concepts so that they can be measured

Using large samples from which to generalize to the population

Quantitative methods

### Phenomenological

Using **multiple methods** to establish different views of a phenomenon

Using **small samples** researched in depth over time (5-25)

Qualitative methods

Source: Adapted from Easterby-Smith et al., 1991

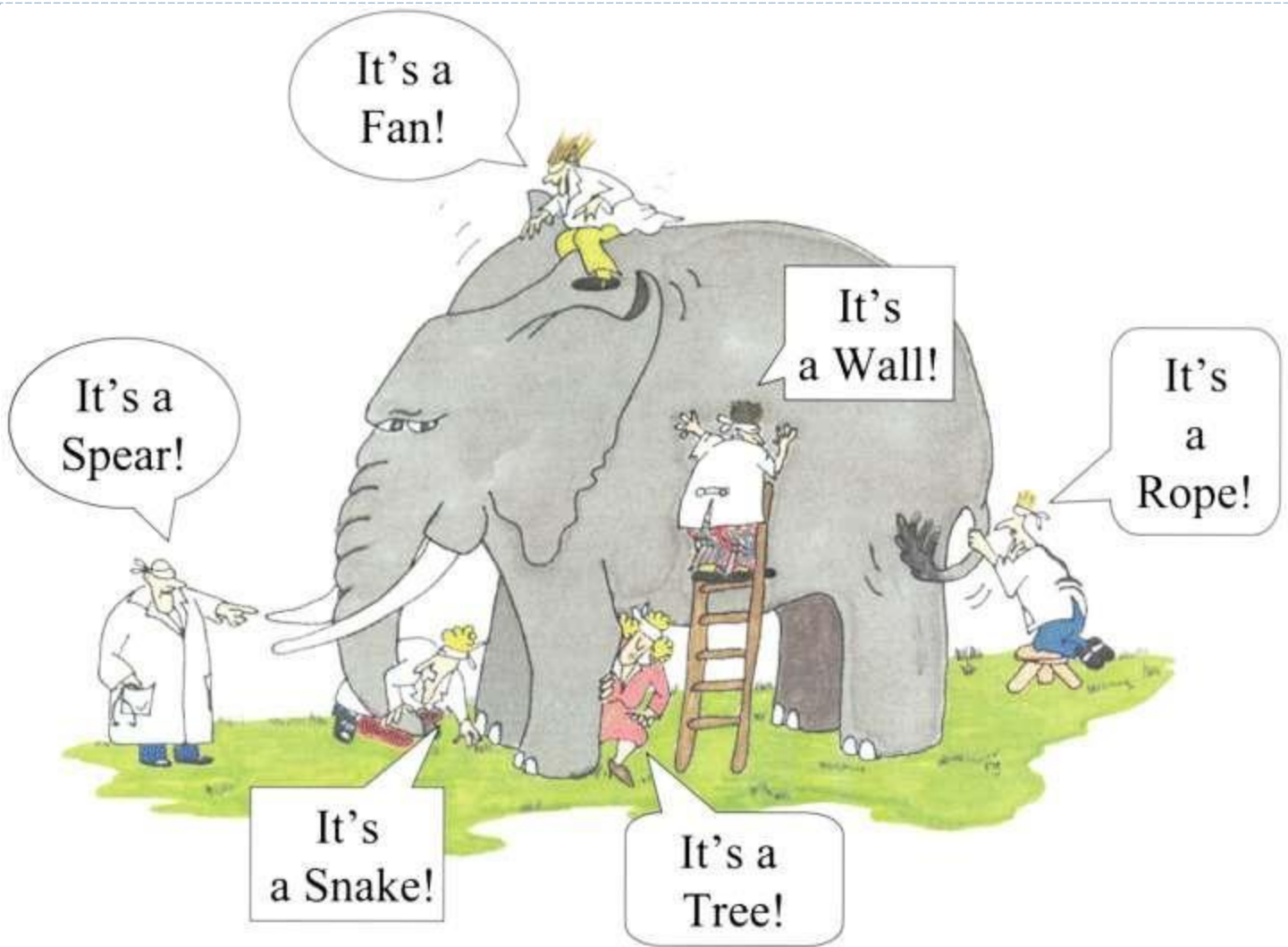
---

"Truth is an **interpretation** of some phenomenon; the more shared that interpretation is the more factual it seems to be, yet it remains temporal and cultural"

(Munhall 1989).

---





It's a Fan!

It's a Spear!

It's a Wall!

It's a Rope!

It's a Snake!

It's a Tree!



---

# Phenomenological Research



# Phenomenological Research

“Based upon experiences occurring in everyday life by persons from all walks of life.”

seeks **opinions, subjective accounts, & interpretations** of participants



# Key Characteristics (Shared w/ other Qualitative Research)

## Natural Setting

study of behavior as it occurs  
in settings that influence the way  
humans behave  
**naturally**

# Key Characteristics (Shared w/ other Qualitative Research)

## Direct data collection

Researcher collects data directly from source.

# Data gathering methods:

---





# Data gathering methods:

---



Participants have lived through the experiences being investigated, are willing to share their thoughts about the experiences, can articulate conscious experiences.

# Key Characteristics (Shared w/ other Qualitative Research)



**Rich narrative descriptions**

**Detailed narratives that provide in-depth understanding of contexts and behaviors**

# Key Characteristics (Shared w/ other Qualitative Research)

**Process orientation**

Focus on **why** and **how** behaviors occur



# Key Characteristics (Shared w/ other Qualitative Research)

## Inductive data analysis

Generalizations induced from **synthesizing** gathered information.



# Inductive Logic

---



As **evidence accumulates**, the *degree* to which the collection of true evidence statements comes to **support a hypothesis**, as measured by the logic, should tend to indicate that false hypotheses are probably false and that true hypotheses are probably true



# Inductive Logic

---



Example:

Every raven in a random sample of 3200 ravens is black.

This strongly supports the hypothesis that all ravens are black.



# Inductive Data Analysis

1

- Gather extensive data

2

- Close reading of notes

3

- Code & verify data

4

- Create categories

5

- Eliminate redundancy

6

- Synthesize into a conclusion, model or framework

# Inductive Data Analysis

1

- **Description** of researcher's experiences w/ phenomenon

2

- Statements that show how the **participants experience** the phenomenon are identified

3

- **Meaningful units** are formed from statements using verbatim language from the participants as illustration

4

- Descriptions from **what was experienced** are separated from **how it was experienced**

5

- Researcher may **reflect** on own experiences or **integrate** w/ those of participants

6

- **Overall description** of the meaning of the experience is constructed

# Key Characteristics (Shared w/ other Qualitative Research)

**Participant perspective**

**Focus on participants' understanding and meaning**

# Key Characteristics (Shared w/ other Qualitative Research)

---

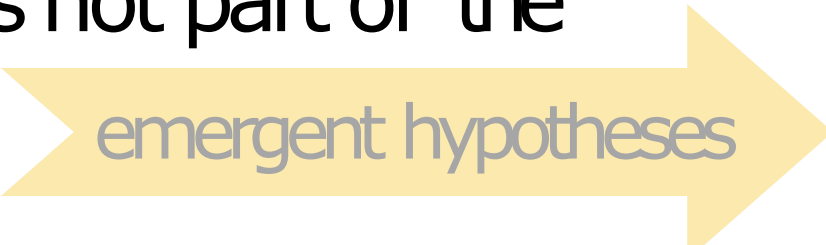
**Emergent research design**

Research design **evolves and changes** as the study takes place.



# Advantages

---

- Likely to pick up factors not part of the original research focus  emergent hypotheses
- Capable of producing “thick descriptions” of people’s experiences or perspectives w/in their natural settings





# Advantages

---

- Excels at illuminating context and process as a way of explaining actions and events
  
- Gain insights into people's motivations and actions,



# Disadvantages

---

- Concerns of generalizability to other situations
- Difficult to replicate



# Validity Tips (Maxwell)

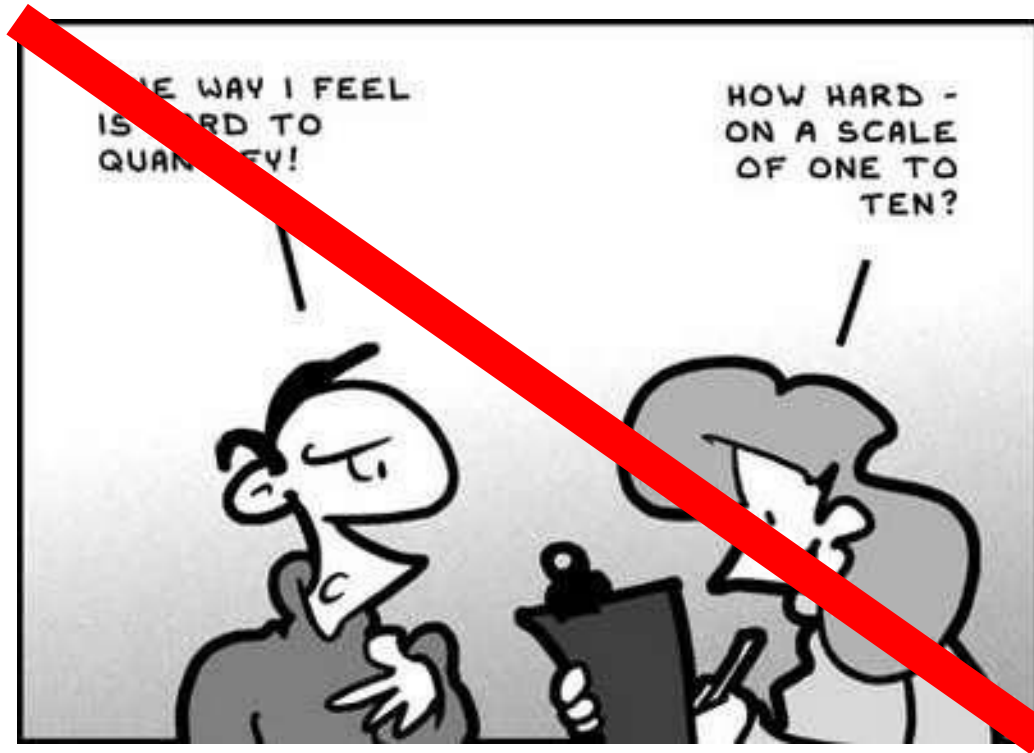
---



#1 Talk less.

# Validity Tips (Maxwell)

---



#2 Listen a  
lot.

# Validity Tips (Maxwell)

---



#4 Record observations  
accurately.

# Validity Tips (Maxwell)

---



#4 Seek feedback.



# Case Study : **Street Soliciting**





# Case Study : Street Soliciting

---

Q

**Why** are the women turning to prostitution?

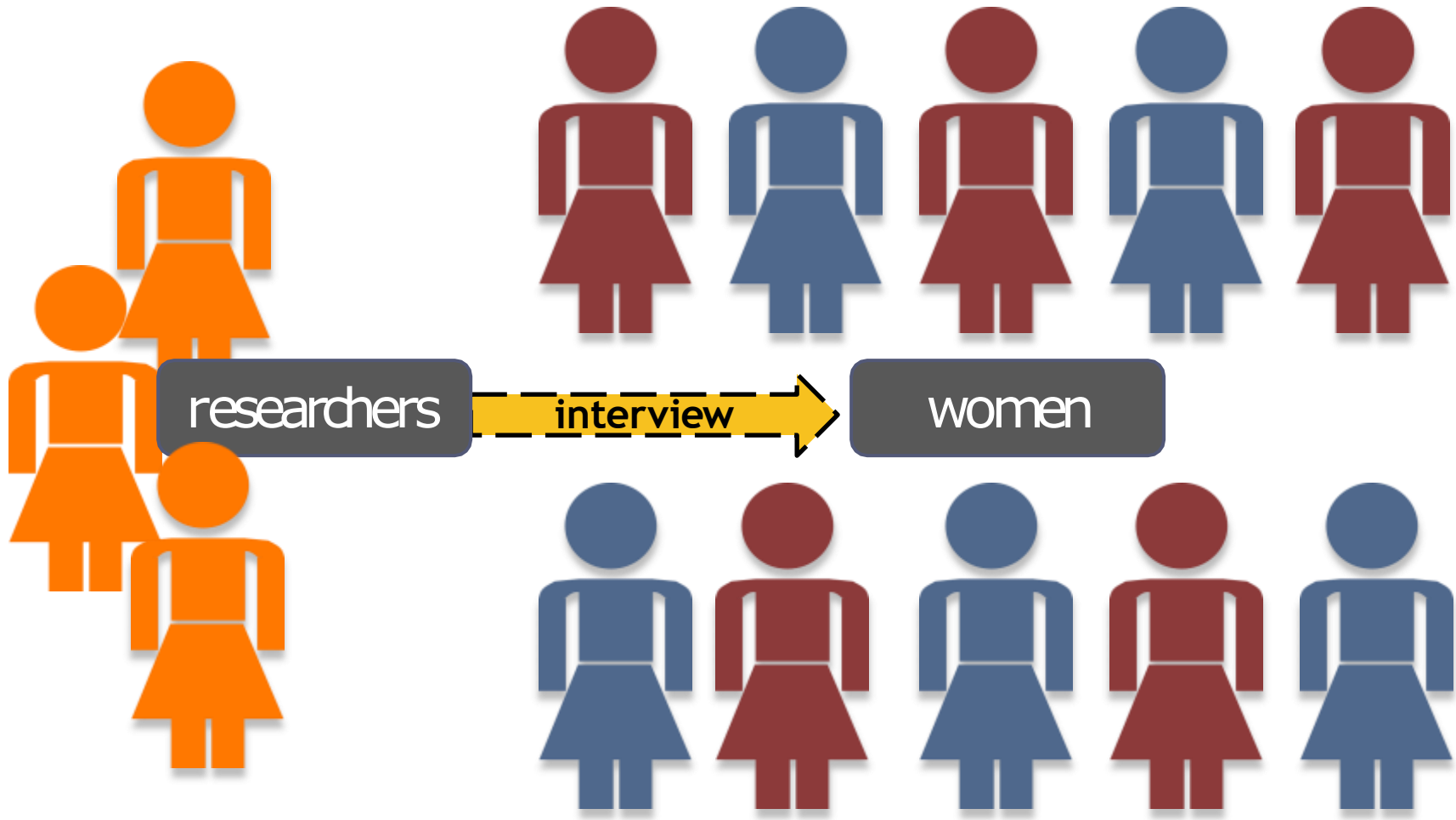
**What are the attitudes** of the local community?

**What sort of clients** seek women's services?

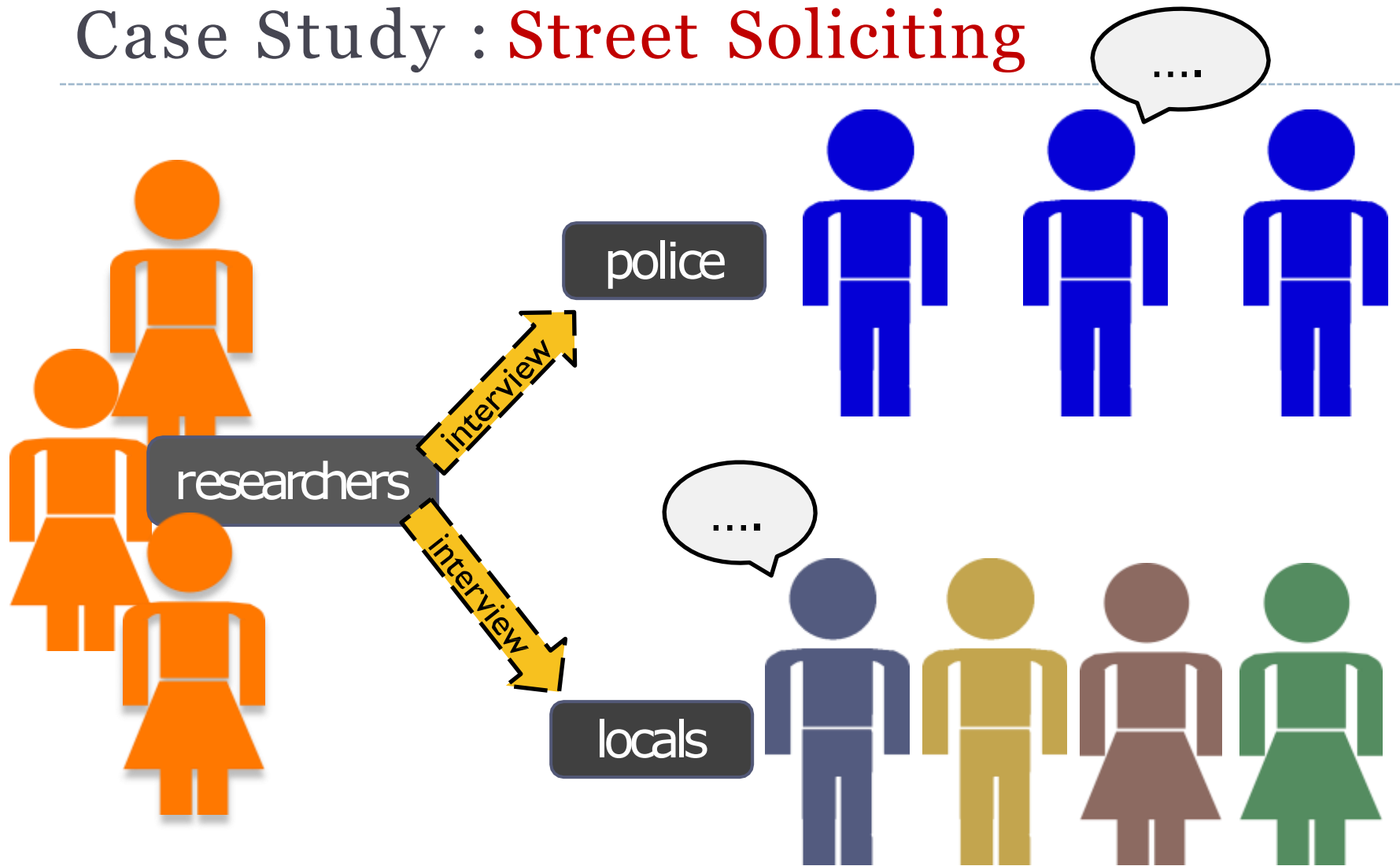
**Where are the clients** from?

# Case Study : **Street Soliciting**

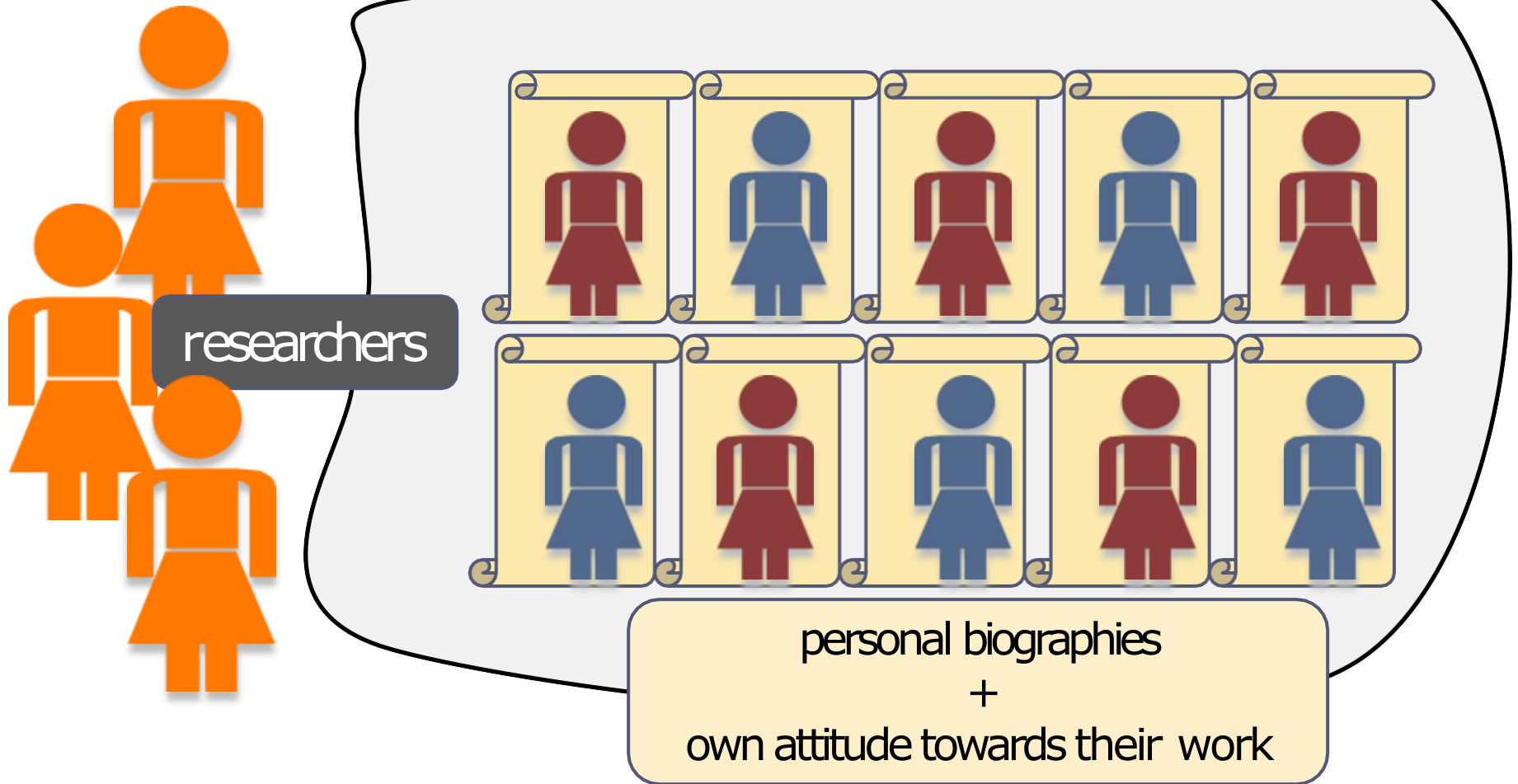
---



# Case Study : **Street Soliciting**

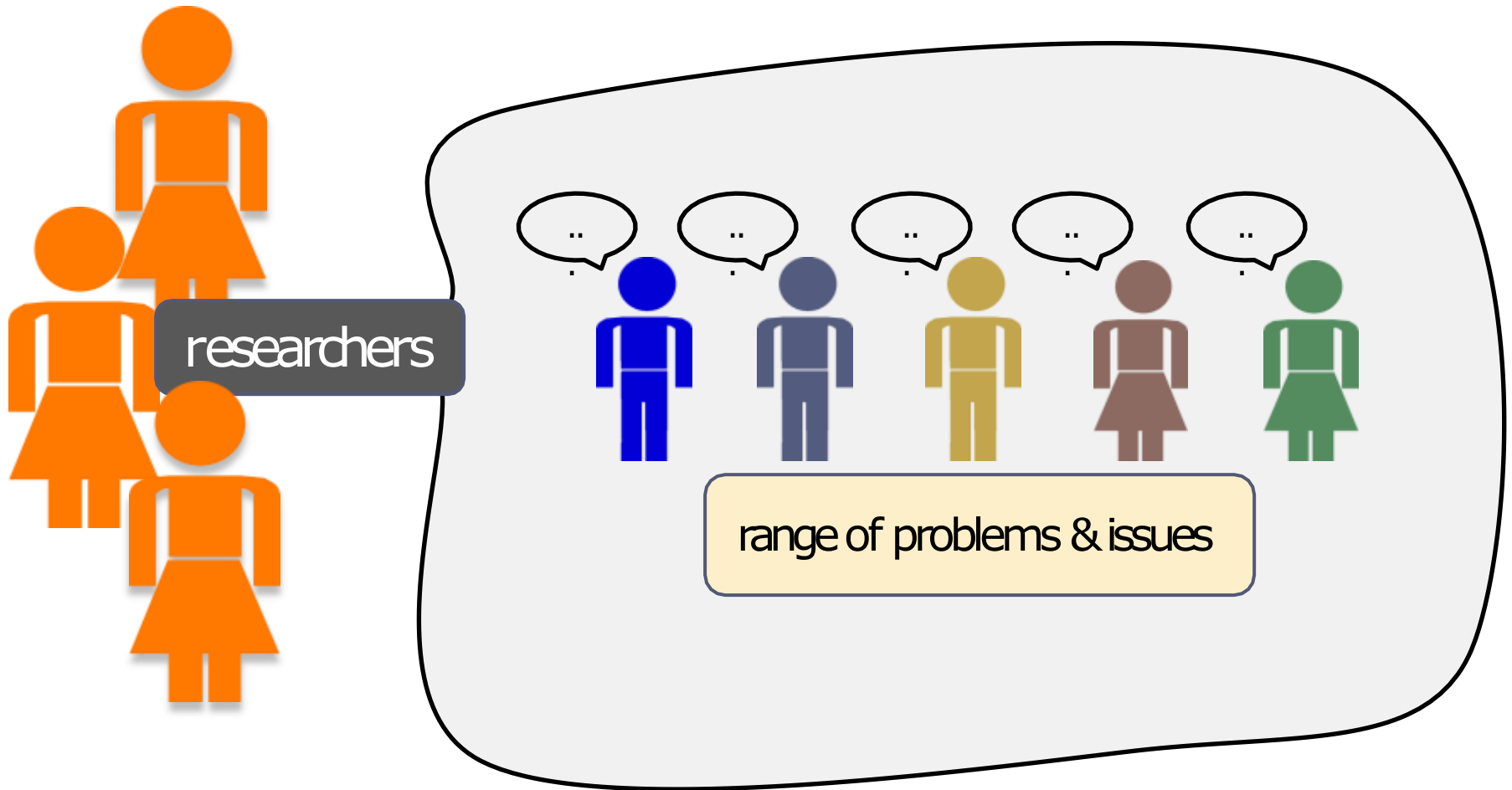


# Case Study : **Street Soliciting**



# Case Study : **Street Soliciting**

---





# Case Study: Adolescent Female Sexuality

---

- This paper presents research in **female first sexual intercourse** in Australia...Our research adopted a qualitative approach to provide unique insight into **adolescent sexual behavior, attitudes, and development.**



Morrisey, G. & Higgs, J. (2006).  
Phenomenological Research and Adolescent  
Female Sexuality: Discoveries and Applications.

# Case Study: **Adolescent Female Sexuality**

---

- **Stage One: Description of the Phenomenon of Interest by the Researchers**
- **Stage Two: Collection of Participants' Descriptions of the Phenomenon**
- **Stage Three: Reading and Analysis of All the Participant Descriptions of the Phenomenon**

### *Interview Topics*

- Expectation of FSI
- Hopes/wishes/ideal FSI experience and how personal was the experience?
- Preparation for FSI
- Sexuality Education – formal and informal resources and experience
- Prior sexual experience (lead up to FSI)
- Physical experience of FSI (pleasure/pain/etcetera)
- Emotional experience – including thoughts, feelings, perceptions, affect (pressure, regret, role of partner, contraception, other emotions)
- Power
- Choice
- Communication (friends, family, partner – before, during, after)
- Peer group pressure, role in group, status of “virgin” or “non-virgin”
- Situational factors of FSI
- Decision-making influences on FSI
- Contraception/fear of pregnancy? STIs?

*Probing Interview Questions*

- How would you describe your experience of first sexual intercourse?
- Did you have any expectations of your first sexual intercourse? (If so), can you describe them?
- Did you have any thoughts or feelings during the experience? (If so), can you describe them/tell me about them?
- What did you think of your first sexual intercourse experience?
- Did you have any emotional reactions? (If so), what were they?
- What did your first sexual intercourse experience mean for/to you, if it held any meaning at all?
- What was your FSI experience like physically?
- What led/contributed to your decision to engage in your FSI?
- Did you feel prepared for your FSI? (If so or not) what made you feel prepared, or what made you feel like you weren't prepared?
- What sort of education, formal or informal, however you want to describe it, did you feel you received before, and after your FSI experience?
- What kind of effect do you think your FSI experience had or has on your sex life, self-concept, or life in any way?

# Kim

---

- Kim was 18 when she was interviewed and 15 when she experienced her FSI. She was on an extended trip overseas and began a romance with a boy a year older than her. Prior to this 2-3 month holiday romance, Kim's sexual experience had been limited to kissing and the "basics", such as "petting". She says they spent a lot of time together and the sexual side of the relationship progressed so that intercourse became a natural step.



# Kim

---

- She experienced her FSI on the eve of her departure, bound back for Australia. Kim says it wasn't planned, but „just happened“ and that there had been no pressure for it to occur. She never saw him again, and describes the experience as very emotionally positive. She felt connected to her partner, saying it felt nice to feel loved, to feel his body, and to feel connected to him. She described the event as „beautiful“. Kim had expected her FSI to be both physically painful and emotionally passionate.

# Kim

---

- Kim says her FSI experience made her feel more mature. She was the first in her group of girlfriends to experience FSI and this made her feel older and more experienced. She saw the experience as a step in her life, from innocent to less so, and from girl to woman. Kim says she is glad the experience was how it was, being so positive and connected, and glad it was with the boy she shared it with

# Kim

---

- She says her FSI was not as painful as she expected, but neither was it as passionate as she thought it would be. Kim says she learned a lot sexually from him, and appreciated that he was a little more experienced than her when it came to her FSI. She had received some school sexuality education, consisting mainly of contraception and STI information, and she says she was glad she had it. Her other source of sexuality information was her older sister who brought boys back, and had sex without contraception and then told Kim what it was like.

# Kim

---

- Kim says she knew it wasn't good that her sister wasn't using contraception. At first, Kim did not insist on a condom during her FSI, but says after the first two minutes, she mentioned it and he withdrew and put a condom on. Kim says her FSI experience made her feel more mature. She was the first in her group of girlfriends to experience FSI and this made her feel older and more experienced. She saw the experience as a step in her life, from innocent to less so, and from girl to woman.

# Kim

---

- Kim says she is glad the experience was how it was, being so positive and connected, and glad it was with the boy she shared it with.





# Transform concrete language into language or concepts of science.

---

- The final stage of description lies in gleaning a structural description of the phenomenon from the summary portraits by reading through each summary and transcript, identifying common themes, **reducing the themes, and reordering them into a structural description.**
- The process involved leaving the individual lifeworlds behind and focusing on the phenomenon to produce an inclusive statement of the essential qualities of the phenomenon's essential qualities.

# Transform concrete language into language or concepts of science.

---

- The initial formation of the FSI thematic model involved uncovering and articulating themes. These themes captured and reflected the experiences of all the participants in this study. Subsequent analysis enabled the organization of the themes into six essential components, characterizing the experience of female FSI with respect to expressed sub-themes. The transformation of multiple expressions of themes into a theoretical/thematic model resulted after reading, highlighting, immersion, portrait development, mind-map drawing, notes, and reflection.

# Development of Models of FSI from the Research

---

- Once the analysis and synthesis stages were reached, two models were developed: **one thematic** and **one structural**.
- Through analysis of the experience of female FSI the first, “the FSI model”, was developed to portray a deeper, more specific understanding of the multidimensional nature and experience of female FSI. This model elucidates multiple aspects of the experience of FSI.

# Development of Models of FSI from the Research

---

- The six critical elements contained in the FSI model are:  
physical, emotional, educational, developmental, transitional, and influential experiences. ..
- These six fundamental elements/themes of FSI provide an overall, foundational understanding of the nature of female FSI experience and extend the knowledge of FSI to emphasize its multidimensional nature...

# Model



- 
- This thematic FSI model is valuable to educators and researchers in sexuality education. The findings from this research provide a strong argument for specifically incorporating an FSI component in sexuality education, which is not currently the case in private or public sexuality education in Australia or elsewhere. Most participants spoke of not receiving adequate education about sex in general: They expressed a desire for sexuality education beyond the scope of condoms, prevention of sexually transmitted infection, and clinical sexual health.



- 
- Participants stated that at the crucial time in their teens, in their early to late high school years, they were not taught what to know and expect for their FSI. Most participants indicated that a greater knowledge base about issues such as the affect surrounding sex and intercourse, what to expect from FSI, performance, intercourse technique, relationship negotiation, planning, dealing with peer and partner pressure, and coping with consequences of intercourse would have helped them more than the clinical, anatomical (“penis and vaginas on blackboards”) approach to sex that they described receiving in their school health education.

# Conclusion

---

- It is **recommended** that further research on female FSI be conducted, building on this study. For example, it would be desirable to further explore and also quantify the trends and themes found in the FSI model, across other geographic, ethnic, cultural, religious, and socio-economic groups. Another logical step in further research would be to replicate this study for males. Although affective reactions to first coitus in males have been investigated, research into the educational implications for boys in particular is limited (Sprecher, Barbee, & Schwartz, 1995)



# Conclusion

---

- Participants in this study criticized the formal education they received prior to their FSI experience. Further exploration of sexuality education, including the value of applying the models generated from this research, is warranted. This study has demonstrated that the answers educators, health researchers, parents, and policy makers seek when it comes to adolescent sexuality, specifically female sexual expression, require more information than can be gleaned through quantitative research alone.

# References

---

- Barbour, R. (2008). *Introducing Qualitative Research: A Student Guide to the Craft of Doing Qualitative Research*. London: Sage Publications
- Gray, D. E. (2004). *Doing Research in the Real World*. London: Sage Publications.
- Lester, Stan. (1999). *An Introduction to Phenomenological Research*. Retrieved from <http://www.sld.demon.co.uk/resmethy.pdf>.
- McMillan, J. (2008). *Educational Research: Fundamentals for the Consumer* (5<sup>th</sup> ed). Boston: Pearson Education, Inc.
- Morrissey, G. & Higgs, J. (2006). *Phenomenological Research and Adolescent Female Sexuality: Discoveries and Applications*. Retrieved from <http://www.nova.edu/ssss/QR/QR11-1/morrissey.pdf>
- Ross, John. (1999). *Ways of Approaching Research: Qualitative Designs*. Retrieved from <http://www.fortunecity.com/greenfield/grizzly/432/rra3.htm#phenomenology>.
- Willis, J.W. (2007). *Interpretive and Critical Approaches*. California: Sage Publications, Inc.