

**Zooming on the Qualitative Paradigm in Management and Development Research: An Experience during PhD Thesis Writing<sup>1</sup>**

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*Research methodology used during PhD study in Kathmandu University is described in this article. To advance my research in management and development field, I followed qualitative research paradigm with focus on its philosophical premise which encompasses ontological, epistemological, and methodological assumptions. The ontological framework for this study subscribes to the notion of multiple realities and the epistemological assumption dwelt on inter-subjective discourse that knowledge can be accessed through focused interactions with research participants and through intensive study of literature. However, I was aware of the fact that knowing of absolute truth is fairly not possible since what we uncover as 'knowledge' today does not remain the same due to the influence in the study-specific context brought about by the rapid flow of time. Therefore, this article highlights the implementation process of qualitative research paradigm which generates primary and secondary data and its analysis for the findings in management and development research within the boundary of researcher's ethics.*

**The Philosophical Stance**

Research methodology in management and development refers to the philosophical framework, view of being human, truth value, epistemological perspective and assumptions that are associated with a specific research method

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<sup>1</sup> This article is a chapter of PhD thesis submitted in Kathmandu University. Please note that the final version that recorded in the KU library and other might be slightly different.

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(Best & Kahn, 2007; Dooley, 2007; Johnson & Onwuegbuzie, 2004). It outlines investigative journeys of human civilization and modes of inquiry used in the quest of knowledge in existing world for beneficial aims and results (Hostetler, 2005; Scarbrough & Tanenbaum, 1998).

The important principle is that, the exclusive demands of the problem should indicate the method to be followed, rather than a pre-selected method which limits the kind of problem to be explored and “establishes a cause and effect relationship between variables with the purposes of explaining and predicting phenomena” (Best & Kahn, 2007, p. 9; Camp, 2001). However, we must keep in mind that any exact method is not the end (Creswell, 2006; Johnson & Onwuegbuzie, 2004; Singh, 2007; Tashakkori & Teddle, 1998). Freimuth (2009) contends that the knowing of absolute truth is impossible since what we see as ‘truth or knowledge’ is inherently flawed by our own social constructions. So, ultimate reality behind the model is meaningless (Haylighen, 1993). We should explore model, as the study of the nature and extent of knowledge and truth which is appropriate to my epistemological concern in management and development research. An explicit specification of a conceptualization with multiple constructed realities (Gurber, 1992) in my research is ontological framework.

I believed that ontology in my research can be defined “as the study of what we know or rather what we think we know and epistemology in my research as the study of how we achieve knowledge or rather how we think we achieve knowledge” (Freimuth, 2009, p. 2). Somekh and Lewin (2005) argue that epistemology and ontology have to do with the essence of knowledge, truth and being. As a researcher, in my research, it was needed “to recognize that we are part of the social worlds we are studying and researchers’ own interpretative processes and authorial position need to be taken account of” (Somekh & Lewin, 2005, p. 17 as cited in Freimuth, 2009, pp. 1-2).

Interpretive inquiry wrestles with maintaining the opposition of subjectivity, celebrate the permanance and priority of the real world of first person subjective experience (Crossan, n.d.). It synthesises between social realism and constructivism and assumes that human behavior can best be understood by determining the pushes and pulls of structural forces. Interpretive research is essentially concerned with implication and it seeks to understand social members' definition of a situation (Crossan, n.d., Guba, 1990 as cited in Denzin & Lincoln, 2005). So, interpretive inquiry was my research approach because

my research study was guided by a set of beliefs and feeling of research participants.

### **Reason for Selecting of Qualitative Research Paradigm**

I used qualitative approach for answering the research questions in my thesis. Qualitative approach was more relevant because I tried to clarify the defined indicators through stakeholders' perceptions treated as a black box by using a number of studies. Hoepfl (1997) argues the multiple strength of qualitative research in management and development and says there are compelling reasons for the selection of qualitative methodologies within the management and development research arena, yet many people remain unfamiliar with these methods. Researchers trained in the use of quantitative designs face real challenges when called upon to use or teach qualitative research (Stallings, 1995, para. 2). Therefore, there is, however, a growing body of literature devoted to qualitative research in management and development. According to Hoepfl (1997) several qualitative researchers have identified what they believe to be the prominent characteristics of qualitative, or naturalistic, research. The list that follows represents a synthesis of these authors' descriptions of qualitative research (Hoepfl, 1997, para. 13):

- a) It uses the natural setting and attempts to observe, describe and setting the empathic neutrality.
- b) It predominantly uses inductive data analysis.
- c) Reports are descriptive, incorporating expressive language and converts voice in text.
- d) It has an interpretive character, aimed at discovering the meaning by realism.
- e) It pays attention to the idiosyncratic as well as the pervasive and seeking uniqueness.
- f) It has an emergent design and focus on emerging process of outcomes
- g) It judges using special criteria for trustworthiness

Table 1: Characteristics of qualitative research paradigm

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<b>Point of Highlights</b>	<b>Qualitative Research</b>
Focus of research	Quality (nature, essence)
Goal of investigation	Understanding, description, discovery
Design characteristics	Flexible, evolving, emergent
Setting	Natural, familiar
Sample	Small, criteria-based, theoretical
Data collection	Researcher as primary instrument, interviews, observations
Mode of analysis	Inductive (by researcher)
Findings	Comprehensive, holistic, expansive

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(Merriam, 1988, p. 18 as cited in Key, 1997, para. 14)

### **Research Design**

Research design simply means measures of collecting, organizing, analyzing, interpreting and reporting data in research (Best & Kahn, 2007; Creswell, 2006). Creswell (2006) states that it represents different models of researching having distinct means and procedures. Research design in management and development is “a specific strength of qualitative work with its in focus on located meanings that it facilitates the development of substantive areas and research questions in the ongoing development” ( Reay, 1996 as cited in Haywood & Macan, Ghail, 1998, p. 133).

A high-quality design means the “one in which the components effort pleasantly together, promotes efficient and successful functioning in research work; a flawed design leads to poor operation or failure” (Maxwell, 2004, p. 2). So most essential part in research is research design. How we design our work, it reflects in reality of “novice researcher” (Barbour, 2008, p. 35). Thus, it is important to have appropriate research design in management and development.

When I constructed a research design for my study, I considered the components from which a research design was put together (Flick, 2006). According to Flick (2006) the following are the components for research design:

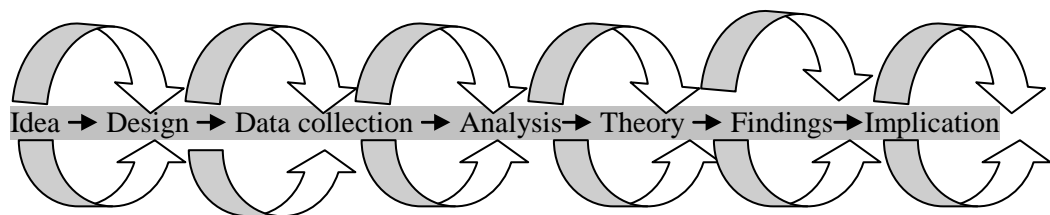
- a) Research questions
- b) The Purpose of the study
- c) The theoretical framework

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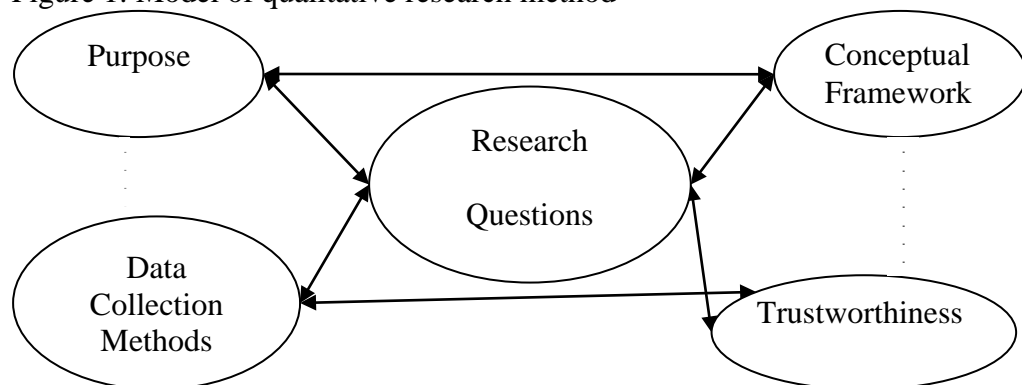
- d) The selection of empirical material
- e) The temporal, personal and material resources available
- f) The methodological procedures
- g) The generalization goals

Research method was designed by using “the research-before-theory” (Berg, 2006, p. 23) model:



According to Malterud (1993), the qualitative research process is presented and discussed as a model; emphasizing matters frequently experienced as unique matter. The model which I presented below is a methodology implying fundamental values for the creation of scientific knowledge sharing understanding- inter-subjectivity as essential in aid effectiveness and at the same time the principles and procedures for de- contextualizing and re-contextualizing (Andrews, 2003; Malterud, 1993). The qualitative model which I mentioned is clear about the questions raised in my research.

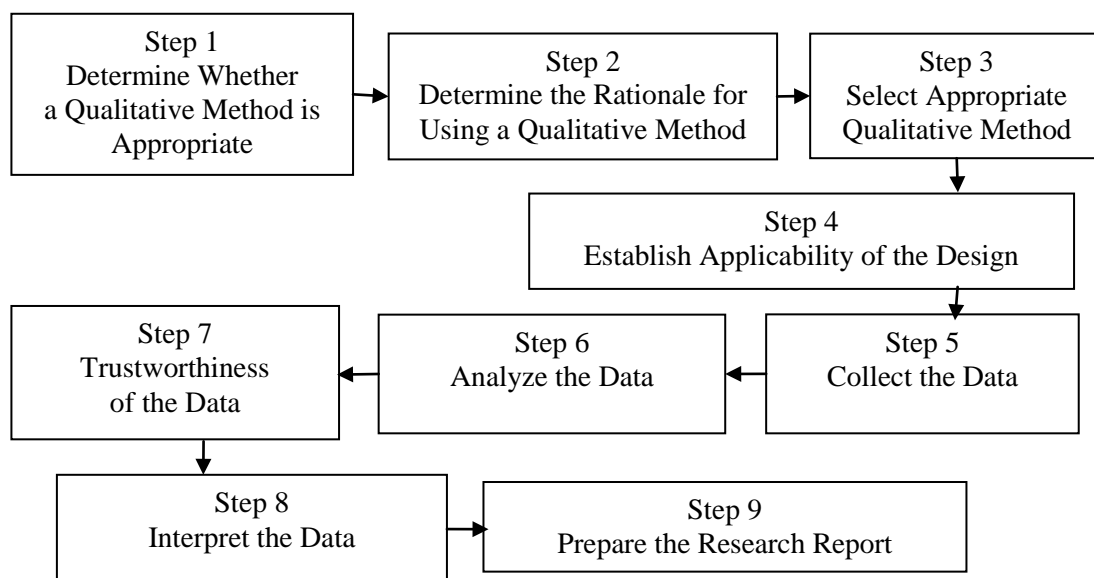
Figure 1: Model of qualitative research method



(Adopted from: Maxwell, 2004; Ryder, 2010)

Qualitative approach is linked with methods, trustworthiness, goals and conceptual framework making research questions the heart of all. This is clearly shown in above figure. To make it clearer, it is presented in figure below:

Figure 2: Important steps in qualitative research design



### **Sample Selection and Criteria**

A qualitative method study requires identifying sources of information of research participants. Curtis, Geslerb, Smitha, and Washburnb (2000) state that the aim of identifying information is to select people who could provide rich information as per the objective of the study and descriptions of the related areas.

This study sets a number of criteria for underlying research participants. According to Tashakkori and Teddle (1998) the general inclusion criteria focus on some general and specific requirements for individuals or groups to participate in qualitative method research,

- Eager to act as a facilitator during the interview period.
- Efficiency to share experiences and works.
- Enthusiastic to participate in interviews.
- Ready to be open and share thoughts and emotions,

- experiences/knowledge
- Keen to reflect on the reality of related field.

In my research, I chose purposive sampling. Trochim (2006) simply defines, researcher's sample with a purpose in mind is purposive sampling. Furthermore, it also targets a particular group having efficiency to contact a targeted sample on time (Trochim, 2006; WADSWORTH, 2005; Whelan, Marshall, & Humphreys, 2009). Meanwhile, I adapted heterogeneity sampling as I wanted to include all opinions from different levels representing views proportionately.

After long brainstorming, I explored myself and my study area which of course is not only limited in identifying the “average” or “modal instance” but in getting broad spectrum of ideas. I purposively chose this sampling as another term for this is sampling for diversity. No one can ignore the fact that there is the universe of all possible ideas relevant to my topic. Hence, to accumulate all those ideas, particularly the outlier or unusual ones; I included a broad and diverse range of research participants in my research.

I implemented snowball sampling too. I began by identifying someone who meets the criteria for inclusion in my study. Then the next step was the reference round that I found out from the first research participant about the second one as the eligible resource person having in-depth knowledge. It is indeed a useful tool for developing a research in the case like mine when members were not selected from a sampling frame (Salganik & Heckathorn, 2004).

### **Information Document**

I found it irrational to obtain the information from the research participants without informing them about my study area, objectives and of course my research questions, thus, the first thing I did was to handover the information document to all interested research participants during the interview containing various information as per guideline developed which was as follows:

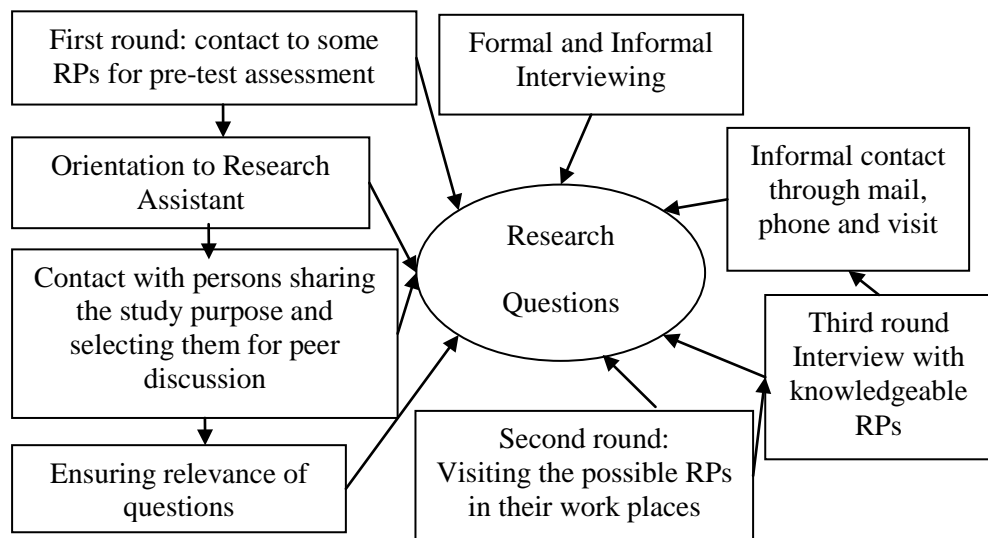
- Nature of the Study, Statement of the Problem, purpose and research questions.
- The themes to be discussed with them.
- Ethical principles: Psychological support, moral support, voluntary participation, confidentiality, anonymity and feedback, respect,

- liberty, democratic discussion, time flexibility etc.
- Suggestions for the identification of underlying fact in terms of the interview, patchwork creation, time etc.

### **Data Collection**

The data of management and development research can broadly be described as human experiences and works that are expressed and recorded in various forms, on the basis of the nature of study and time constraint. The process of data collection is an act performed by the researcher that provides a deeper understanding and exploration of live experiences and reality from the research participants (Strauss & Corbin, 1998). The aim and purpose of data collection is to gather real descriptions of related field in order to produce clear and accurate descriptions of a particular aspect of human experiences (Creswell, 2006; Singh, 2007).

Figure 3: The diagrammatic presentation of primary data collection process



Finally, I followed the technique of data collection that was indeed a convenient tool for my study. The experience of walking through and playing with a research design was also allowing me to bring more self-confidence to



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succeeding research work (Schooley, 1995). As a researcher, I was also adventurous and efficient to undertake the journey I began. Research is never possible only with the willingness or with mere study; it requires sufficient inputs for the productive output: technology, time, investment and skills.

The essential feature in qualitative research interview is its theme orientation. It aims to explore the personal sense, understanding and central themes with reflection on the research participants' views. To achieve this, the approach of interviews subscribes to an informal, non-directive, interactive procedure (Creswell, 2006; Wengraf, 2004). The face to face, personal, in-depth interview was used as the interview mode in this study. The advantage of such interview is that it empowers the researcher with the freedom of questioning (Babbie, 1986; Gravetter & Forzano, 2006; Schall, Ospina, Godsoe, & Dodge, n.d.). In-depth interviews was considered an appropriate procedure given the goal of obtaining richness in data through a detailed and frank discussion with both the decision makers and consumers (Breatty, 2004; FHI, n.d.; O'Donnell & Cummins, 1999; Palmerino, 1999; Tuten & Urban, 2001 as cited in Alam, 2005).

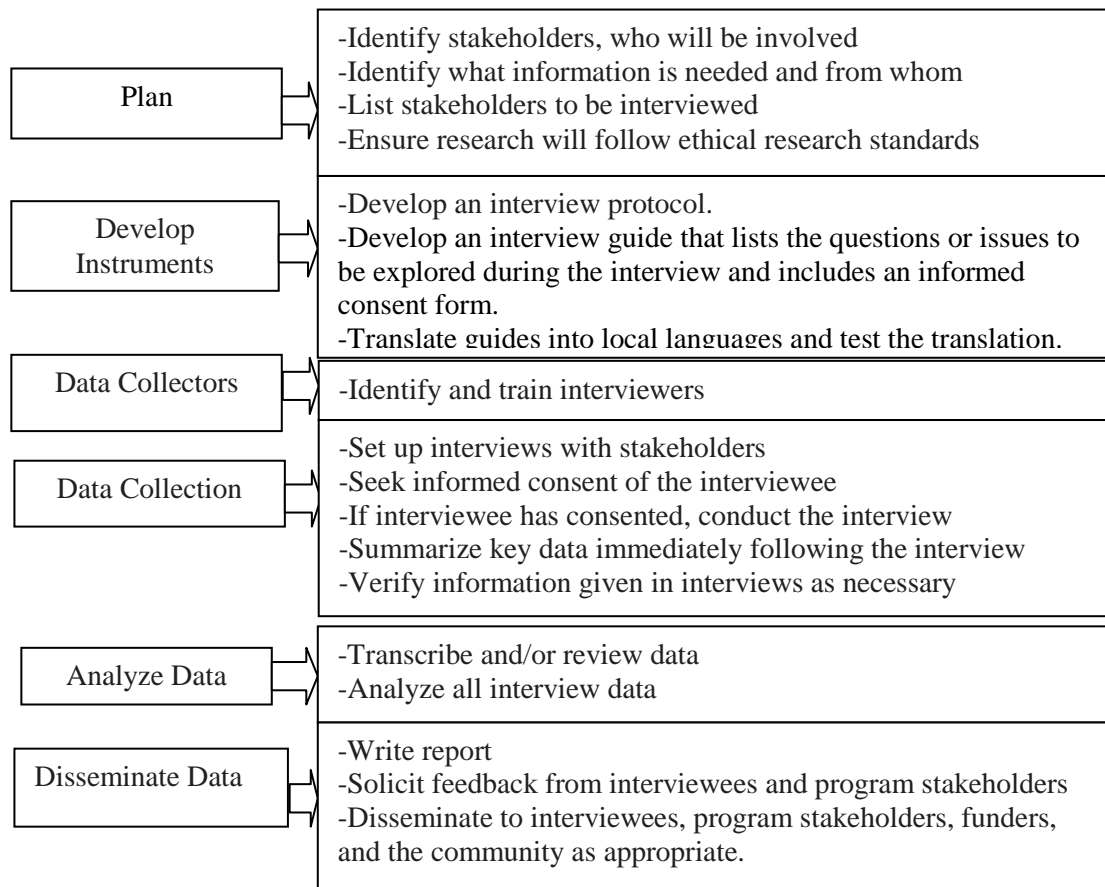
Some interviews were audio recorded with the research participants' consent. The interviews were conducted in Nepali and English both. The interviews were transcribed later according to time convenience. Direct quotations of interviewee were accounted in version in analysis part. The process of conducting in-depth interviews in my research was essential for exploring multi dimensional views of aid effectiveness. In-depth interviews are excellent tools to use in research. The main goal of the interview was to explore the informant's point of view, feelings and their perspectives.

According to Guion (2009), there are key characteristics that differentiate an in-depth, qualitative research interview from a regular interview. So, I used thematic question guide shaped in the form of open ended questions. In essence, in-depth interviews involve not only asking questions, but the systematic recording and documenting of responses coupled with intense probing for deeper meaning and understanding of the responses. Thus, in-depth interviewing often requires repeated interview sessions with the target audience under study (Boyce & Neale, 2006; Guion, 2009). According to Guion (2009) "the important skills and attributes for the interviewer are a skilled qualitative interviewer who is: a good listener, able to notice and react to nonverbal clues, flexible, open minded, and willing to release power and control"(p. 2) through planning, collecting and analyzing skills that summarized below.

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(Adopted from: Boyce & Neale, 2006; Guion, 2009)



### **Journey in Data Collection**

My consistent discussion with supervisors encouraged me to shape my research in right appearance. In addition, they also inquired about the progress of my study and further suggested to collect information from related persons. I did not hesitate to ask them even very basic questions as a researcher like about data collection and even about field visiting. As per their suggestions, I selected research participants based on various criterions. Hence, I started generating

themes and interview guidelines which I later submitted. I did re-writing thrice after each correction and finally got approved.

### ***Primary Data***

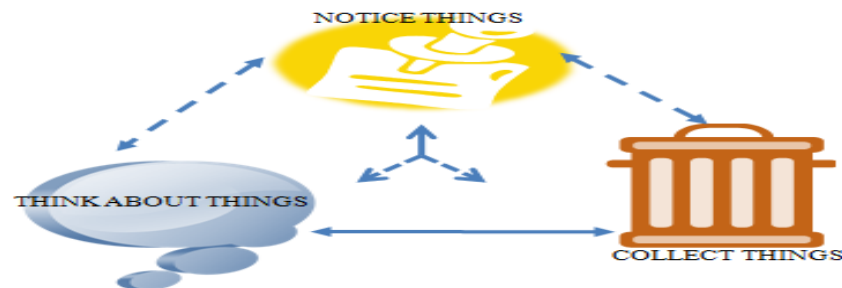
After finalizing themes and guidelines, I divided it according to research questions and made a matrix for data collection. Then, I selected representatives of MOE, MOF, DOE, DEO, NPC, development partners, educationist/economist, SMC members, head teachers/ teachers and parents/students and member of civil society.

I formally conducted in-depth interview with eighteen research participants out of them three were foreigners. And, informally, I visited more than three dozen people. At the time of data collection, I contacted one dozen and more national and international aid experts through email. Most of them welcomed me and responded quickly. And they accepted my request and sat for interview. Few research participants however postponed the agreed interview dates delaying data collection.

I collected primary data with the help of my research assistant. I appointed her for data processing during data collection time. I collected information by in-depth interview formal and informal conversations. Some information was collected through emails and phones too. While collecting information, I used my laptop, recorder, dairy, field notes. I transcribed all the documented information and put it into one individual file in my laptop. I also created code numbers for safety and privacy.

I carefully collected and transcribed the primary data. The noticing, collecting and thinking model proved very effective in data collection for me. The noticing, thinking and collecting method that I used in my study indeed helped me in data collection. The following figure clarified the noticing, collecting and thinking process while collecting primary data for my research.

Figure 4: Noticing, collecting and thinking model



(Adopted from: Lewins, Taylor, & Gibbs, 2005)

Above figure shows the process of data collection. While collecting primary data from field, all data may not be useful. So, this model gives the idea for collecting data without missing required informations as per the nature of study.

### ***Secondary Data***

The most commonly used secondary data are documents, physical data, and archived research data (Johnson, & Christensen, n.d.). It is different from primary data as it involves the utilization of existing data collected for the purposes of a prior study. The secondary analysis of the primary data enhances trustworthiness of the original work. The essence of secondary data again lies in the essence of primary data in real practice (Heaton, 1998).

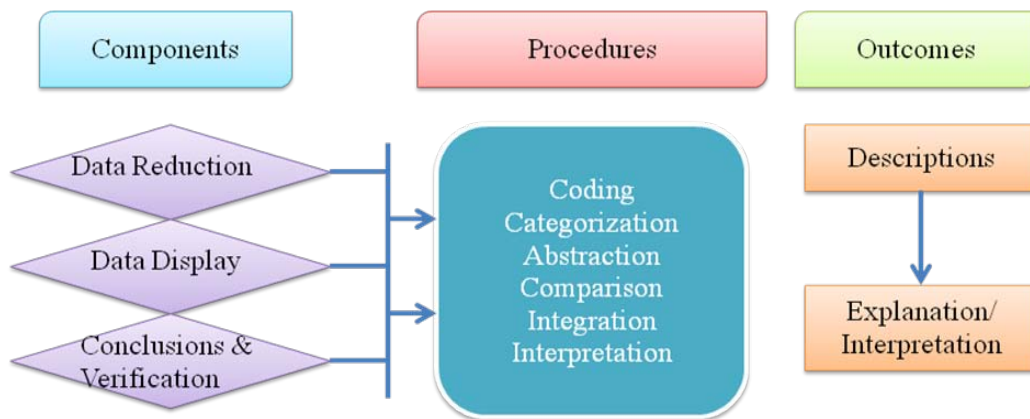
I collected secondary data from various sources like Ministry of Education, Ministry of Finance, National Planning commission, Department of Education, KU library, Central library, Kirtipur, The World Bank, Asian Development Bank and various websites and archives which I read first and reduced and then reused and finally, refused the unwanted data . The R3 model is applicable in my study as an essential approach to show my understanding of the sources and my efficiency to make existing source applicable in the required field.

### **Data Analysis**

This section presents the processes and the methods of data analysis enhancing the intellectual and analytical meanings of individuals. It is a way of utilizing descriptions and a reflection in arriving at an understanding of what it is (Scarbrough & Tanenbaum, 1998).

It strengthened the authenticity of my study and at the same time made my study field more valid by giving space for open-endedness of research participants' knowledge and experiences and development of hunches and ideas (Bazeley & Richards, 2000; Babbie, 1986; Wengraf, 2004). Hence, "the real mystique of qualitative inquiry lies in the process of using data rather than in the processes of gathering data" (Cassell & Symon, 1998, p. 6)

Figure 6: The Qualitative Analytical Process



(Adopted from: Brennan, 2005)

I noticed the valuable information through literature control. I thought about the available data and gathered them in my storage files and time and again I repeated the same things even after final work. In qualitative research, data collection is undoubtedly an important task but more important is data analysis. "A little bit of data and lots of right brain" (Seidel, 1998, p. 7) is an inspiring mantra for me as a researcher in analyzing qualitative method.

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In data analysis, I followed some steps which were followed in various qualitative researches by researcher. These were the processes in qualitative data analysis in my research:

Table 2: The processes in qualitative data analysis

<b>Steps of Data Analysis</b>	<b>My Concern and Way Out</b>
Reading / Data Immersion	<ul style="list-style-type: none"> <li>- Thematized and developed tentative explanations.</li> <li>- Explored rich and deep responses.</li> <li>- Found how vivid and detailed were the descriptions of observations</li> </ul>
Coding/Identifying Emerging Themes	<ul style="list-style-type: none"> <li>- Identified sub-themes and explored them in greater depth processes.</li> <li>- Closely matched the language and ideas in the textual data</li> <li>- Inserted explanatory notes during the coding process</li> <li>- Captured meaning and lead to explanations flexible coding scheme</li> </ul>
Displaying Data	<ul style="list-style-type: none"> <li>- Took an inventory of what data had been related.</li> <li>- Captured the variation or richness of each theme</li> <li>- Noted intensity and identified different phenomenon</li> </ul>
Using Theory, Questioning and Verification	<ul style="list-style-type: none"> <li>- Categorized and developed sense</li> <li>- Explored emerging ideas and found missing or underdeveloped ideas.</li> </ul>
Data Reduction	<ul style="list-style-type: none"> <li>- Made information visible and most essential</li> <li>- Got an overall sense of the data</li> <li>- Separated essential from non-essential data</li> </ul>
Interpretation	<ul style="list-style-type: none"> <li>- Identified the core meaning of the data based on faithful to the perspectives with wider social and theoretical relevance</li> </ul>
Intuition	<ul style="list-style-type: none"> <li>- Used ability for producing concrete judgments</li> <li>- Regarded as the starting place in deriving knowledge of human experiences</li> </ul>
Interim Analysis	<ul style="list-style-type: none"> <li>- Used to describe existing reality for better result.</li> <li>- Continued until the researcher is interested.</li> </ul>
Memoing	<ul style="list-style-type: none"> <li>- Throughout research, engaged in memoing.</li> <li>- Presented insights ideas as additional data to be analyzed.</li> </ul>
Data Entry and Storage	<ul style="list-style-type: none"> <li>- Transcribed all collected data in my laptop which was supported by my research assistant.</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>- Presented myself in the simplest and most understandable level to get the same from the research participants.</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>- Involved a careful reading of an expression</li> <li>- Described thoughts, feelings, examples, ideas and situations that reveal the essence of reality.</li> </ul>

### **Verification**

Research is a task undertaken by a researcher officially with a definite objective for a desired purpose. There are always limitations both for research and researcher. Denzin and Lincoln (2005) states that while all research must have truth value, applicability, consistency, and neutrality in order to be considered worthwhile. On the other hand, these criteria were quickly refined to credibility, transferability, dependability, and conformability (Lincoln & Guba, 1985). Also important were characteristics of the investigator, who must be responsive and adaptable to changing circumstances, holistic, having professional immediacy, sensitivity, and ability for clarification and summarization (Creswell, 2006; Gravetter & Forzano, 2006; Guba & Lincoln, 1981 as cited in Morse, Barrett, Mayan, Olson, & Spiers, 2002; Seale, 2000; Strauss & Corbin, 1998). Hence, I claim to have all these characteristics in my research and as a researcher.

However, some rule for reviewing the worth and efforts of research mentioned by Gravetter and Forzano (2006) are as follows:

- Verity: Is the result true? Is the researcher mentally prepared?
- Integrity: Is the research structurally sound with philosophical approach?
- Rigor: Is the research sufficient in academic depth?
- Utility: Is the research useful and relevant in future?
- Aesthetics: Is the result inspiring for coming generation?
- Ethics: Has the privacy and self-esteem of research participants been maintained?

### **Reflexivity**

Reflexivity manifests in an open clarification of the researcher's philosophical situation, moral values, theoretical perspectives, beliefs, knowledge and biases or assumptions that may impact on the study (Ferber, 2007). My each and every work while collecting data was unique and ultimately it was up to my research participants to determine what worked best. My research was "the primary instrument of data collection and analysis, reflexivity was deemed essential" (Glesne, 1999; Merriam, 1998; Russell & Kelly, 2002; Stake, 1995 as cited in Watt, 2007, p. 82). As a researcher, I believe that reflexivity helps simplify the process of research. Therefore, due to reflexivity, the research process was relatively easy for the research participants as well as me.

### **Interview Technique**

The reliability of this study was increased by employing suitable interview skills, such as; open-ended, non-directive and empathic relation of interviewer with interviewee. It requires that a researcher exhibits the following personal characteristics:

- A strong attention in ideological-theoretical knowledge;
- A cognitive skill to conceptualize information
- An ability to engage in a multidisciplinary approach and good investigative skills and interview techniques (Belasen & Frank, 2008).

### **Applicability**

Applicability involves the degree to which the research findings can be applied to other contexts or with other groups outside the study situation (Hererley, n.d.). Assessment of applicability is to a large extent the responsibility of the individual who wants to move the findings of one study to a situation or group other than that of the innovative study (Hererley, n.d.). Thus, the usefulness of the research is determined by the readers and users of the research to secure data of high ecological validity (Brock-Utne, 1996). In my study, the best efforts had been made to relate the theories for the contextual validity.

### **Quality Standards**

According to Denzin and Lincoln (2005), recently developed qualitative research is the infusion of a post structural perspective. It confronts uncertainty, fragmentation, diversity and plurality. There are many truths and all generalizations, typologies are contrasted, troubled or challenged (Denzin & Lincoln, 2005; Freitas, 2007; Onwuegbuzie & Leech, 2004). Postmodern research thus challenges the form and categories of traditional system of qualitative research. In my research study, I didn't follow specific format, each had own rhythm and structure. So, it had created what Denzin and Lincoln (2005) named a 'triple crisis' - crisis of representation, crisis of praxis and crisis of legitimacy.

The first crisis of representation, viewing writing as a method of inquiry that moves through successive stages of self-reflection (Onwuegbuzie & Leech, 2004). As a series of written representations, the field worker's texts flow from field experience, through intermediate works, to later work, and finally research



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text. I captured the experience and knowledge by giving equal priority to all research participants' voices as per the purpose of my research.

The second crisis of praxis under consideration through typically material means where “the wisdom of practical decision- making comes together with collectively shaped knowledge about those material and technique matters”(Freitas, 2007, p. 4). So, I will address such crisis by making all key stakeholders aware about effective management of aid through various publication on the basic of research participant’s knowledge and experiences.

The third crisis of legitimacy, focuses on what makes a study valid and reliable if traditional criteria are inadequate (Freitas, 2007)? Infact postmodern research is so experimental and each study unique and emphasizes on how to assess its trustworthiness. So, I addressed truthworthiness with four general criteria for evaluation of research (See table below) (Groenewald, 2004).

Table 3: Strategies with which to establish trustworthiness in qualitative research

<b>Strategy</b>	<b>Criteria</b>	<b>My Trustworthiness</b>
Credibility	Prolonged and varied field experience/ Member checking/ Interview technique/ Establishing authority of researcher/Structural coherence/Referential adequacy	-Sincerely, I fulfilled criteria in my research.
Transferability	Time sample/Dense description	-Conducted pre-study assessment; discussed national and international experts
Conformability	Conformability audit/Triangulation Reflexivity/	- Used primary and secondary data by supporting literature review
Dependability	Dependability audit/ Dense description/Stepwise replication/Peer examination/Code-recode procedure	-With full of my enthusiasm, I collected required information

(Krefting, 1991 as cited in Key, 1997, para. 14)

### **Ethical principles**

All ethical principles are based on esteem for human beings and their experiences which reduce harmful research (Hostetler, 2005). It serves to keep the pride, rights, wellbeing and safety of every research informant (Stephen, 2002). Also, it shows the behavior of high quality research that offers benefits and advantages to the research participants and the wider area (Creswell, 2006). I selected few ethical issues in my study like moral permission, recruitment of research participants; informed assent and duty for respect (Stephen, 2002). The five key ethical principles are common across the board. Typically associated with these principles and guidelines are detailed procedures which the researchers were expected to follow and provide evidence of to the review committee (Halai, 2006). I conducted research under five principles which I mention below.

Table 4: Ethical principles

<b>Ethical Principles</b>	<b>My follow up and way out</b>
Ethical clearance	-Formal research protocol was agreed by Kathmandu University
Informed consent	-Options to feel the consent sheet -Some precise moral aspects of the informed consent were addressed which were emotional force of input, voluntary contribution, privacy and secrecy, researcher consistency
Deception	-Freedom to say anything even false information also, but during primary data collection I didn't notice any dishonesty from my research participants.
Freedom to Withdraw	-They were free to remove from the study at any time without punishment. - No power relationship with the research participants so that they really did feel free to remove and had freedom to quit any time from my interviewing time.
Confidentiality and Anonymity	-Strongly followed researcher's confidentiality ethics. - The self of the research participant is not known by everyone in the study, counting the researcher. -But my research is academic and there was no harm to anyone as I openly presented my identity.

### **Summary**

Qualitative paradigm performs highly significant role in management and development research to get the people's perception. The tools and techniques used in research measured qualitative phenomena only. So, this article explained sample for data collection, research design, data analysis and ethical principles as per the qualitative paradigm. The dominant research philosophy revolves around the interpretive inquiry taking into consideration the epistemology and ontology of the research in management and development research. This view provides grounds for various data collection and analysis methods to be used in the research process the research participant's perceptions. A comprehensive discussion on representation and legitimacy of the research is also addressed in this article by giving special priority of ethical issues which evolved through quality standard. Reflexivity is a crucial part in qualitative research that also addressed through researcher knowledge and experience.

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