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แรงจูงใจและประสบการณ์ในการทำวิจัยเชิงคุณภาพของบัณฑิตไทยสาขาจิตวิทยาการปรึกษา: การวิเคราะห์เชิงปรากฏการณ์วิทยาแบบตีความ

Thai counselling graduates' motivation and experience of doing qualitative research: An interpretative phenomenological analysis

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Abstract

Over recent years, qualitative research has steadily grown in popularity in many academic disciplines, including counselling psychology. Although qualitative methodologies have been used globally, research to date that has specifically investigated qualitative research experiences remains limited. In Thailand, some counselling psychology programmes have recently started to offer qualitative research training and more counselling students are using qualitative methodologies in their dissertation. However, there appears to be no research that has addressed Thai-based counselling psychology graduates' motivation and experience of undertaking qualitative dissertation research. This research is thus intended to shed light on this under-researched topic in order to clarify potential ways to support counselling psychology students to be successful in learning and undertaking qualitative research. The study employed interpretative phenomenological analysis (IPA). Semi-structured interviews were conducted with five counselling psychology graduates undertaking qualitative dissertation research as part of their counselling master's degree. Three superordinate themes were identified: "The role of research training environment", "The role of qualitative research training", and "Perspectives towards qualitative research". Participants in this study considered an exposure to qualitative research training and experiential learning as gateways to their qualitative research dissertation. As a result of learning and undertaking qualitative research, participants expressed a positive shift in their attitudes toward research and pointed to the need for more inclusion of qualitative research methods into counselling psychology curriculum. These results are considered in the context of previous literature. Key implications for qualitative research training in counsellor education and possible avenues for future research are provided.

Key words: Qualitative research, counselling psychology, psychology, graduates, master's dissertation, Interpretative Phenomenological Analysis (IPA).

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Chapter 1
Introduction and Background

> *One useful source of evidence on the present and future status of qualitative methods in psychology is investigators' accounts of their experience as researchers, authors, teachers, supervisors, and students.* (Walsh-Bowers, 2002, p. 164)

The aim of this qualitative research was to explore how counselling psychology graduates perceive and make meaning of their experience of undertaking qualitative research, in a Thai context. Indeed, it is concerned with a qualitative teacher and supervisor's sense making of students' accounts of their qualitative research experience. I hope that such accounts can be, as indicated in the above quote, "one useful source of evidence on the present and future status of qualitative methods in psychology" broadly and in counselling psychology specifically, and more specifically in a Thai context.

In this first chapter, I aim to offer the reader the background and aims of this research. I begin with an outline of how my interest in this topic arose by discussing the influences of my personal and professional background as well as the existing research on the research questions. I then give a concise description of the aims of research, the research questions, as well as the research design. I end this chapter with an outline of the potential value and relevance of the research to the field of counsellor education.

1.1 Research Background

Following the constructivist tradition, I am aware of my role in the co-construction of knowledge (Finlay, 2002). I believe that the subjectivity of researchers is inevitably involved in the research process from start to finish. Rather than attempting to accomplish objectivity, qualitative researchers need to managing subjectivity through the process of reflexivity. This process involves the researcher being reflexive by being aware of how their experiences, assumptions, values, and expectations shape and affect their research (Roulston & Shelton, 2015; Waller, Farquharson, & Dempsey, 2016). Accordingly, in this section I delineate how I came up with this research topic.

In doing so, I hope to make my understanding and assumptions of the phenomenon under investigation explicit.

My interest in this research topic arose out of two opposite, yet related feelings: my passion with qualitative research and my concern with the scarcity of qualitative research courses available in counselling psychology in Thailand. My passion with qualitative research began in my PhD study in the UK, where I first introduced into this unknown area of research with which I felt connected and soon fell in love. I found the nature and the conduct of qualitative research closely resemble counselling practice, both requiring openness, respect, empathy, and tolerance for ambiguity and complexity. At that time, I felt that I should have known this kind of research before. Prior to that time, I viewed research as intimidating, hard, dull, and irrelevant to me, which is marked contrast to my current attitude towards research, in that I now view research as interesting, accessible, insightful, and meaningful to me. I believe that it was because of my hand-on experience with qualitative research that brought about this positive shift in my attitude towards research. Finishing my PhD, I brought this qualitative passion back home and had a strong desire to offer such learning opportunity to the students I taught. However, I found no place for qualitative research in our counselling psychology curriculum at the time when I first started my lecturing work in 2015. Yet, I found out that all the research conducted by our counselling students at that time were repeatedly base on measuring the effect of a particular counselling theory through an experimental research design, the same vein as my master's quantitative research a decade ago, and this made me both surprised and concerned. Gergen's (2001) contention that "the conception of psychological science commonly shared within the discipline is historically frozen and is endangered by its isolation from the major intellectual and global transformations of the past half century" (p. 803) particularly well captured my concern at that time. Such concern made me started wondering if there were any counselling psychology students in Thailand conducted qualitative dissertation research and why they chose this path and how they felt about their experience of undertaking such research.

That question came to my mind again when I had a chance to offer a coursework in qualitative research methods for my counselling students in 2017. Starting my first teaching in qualitative research, I was so excited with this new

opportunity and I wanted to do it as best as I could. In an attempt to do this role properly, I did a lot of reading on qualitative research training in order to find some potential ways to make my qualitative course as useful as possible for my students. Through my readings, I started to find out that much existing knowledge of how we should teach qualitative research comes from the perspectives of educators or researchers, rather than from students. I thus wondered how students would have said about their qualitative research experience and what suggestions they would have had to make their qualitative research experience better. In addition, I found out in the literature that much of the work on qualitative research experiences both in psychology and in counselling psychology has placed a greater emphasis on undergraduate and doctoral students, with little attention paid to master's students. Furthermore, an existing body of studies that addressed students' attitudes towards qualitative research have primarily focused on students enrolling in a qualitative research course (Cooper, Fleischer, Cotton, 2012; Reisetter et al., 2004; Reisetter, Yexley, onds, Nikesl, & McHenry, 2003; Roberts & Castell, 2016), rather than students undertaking qualitative research dissertation. Alongside with this literature, my review of counselling psychology dissertation abstracts found that only 16.62% of counselling psychology dissertations used qualitative methodologies. Of these, 96.77% were master's level dissertations. On the basis of the research gaps in the literature and the greater amount of master's dissertation, I decided to explore qualitative research experiences of master's counselling psychology graduates in Thailand.

1.2 Aims of the study

The present study aimed to investigate master's level counselling psychology graduates' motivations and experiences of undertaking a qualitative dissertation. In specific, this study has the following four aims:

1.2.1 To identify what facilitates graduates' choice of undertaking a qualitative dissertation;

1.2.2 To understand the meaning graduates gave to their experience of undertaking a qualitative dissertation;

1.2.3 To identify graduates' perceptions of helpful and/or unhelpful aspects in the process of learning and conducting qualitative research; and

1.2.4 To explore the impact of qualitative dissertation experiences.

1.3 Research questions

The main research question and the two sub-questions of the study were as follows:

"What are master's level counselling psychology graduates' experience of undertaking qualitative dissertation research?"

1) What influences the choice of a qualitative research dissertation?

2) How do master's counselling psychology graduates undertaking qualitative research make sense of this experience?

1.4 Design

The study used a retrospective qualitative design with five semi-structured in-depth interviews and analysed data using interpretative phenomenological analysis (IPA; Smith, Flowers, & Larkin, 2009). IPA is an approach to qualitative, experiential and psychological research, with the aim of offering insight into how individuals understood and made sense of their personal and social world (Smith, Flowers, & Larkin, 2009). IPA is particularly suitable for the aim of this study. The phenomenological and hermeneutic focuses of IPA allow two levels of interpretation, or a double hermeneutic, enabling both capturing the insiders' perspective and making sense of the implicit meanings contained in the data. Its idiographic focus enhances producing detailed knowledge about the topic under investigation.

1.5 Significance of the study

The aim of this study was to qualitatively explore master's counselling psychology graduates' experiences of undertaking a qualitative research dissertation, as well as their views on the research training and supervising process that facilitated their choice and conduct of qualitative dissertation research. McLeod (2003) suggests that, not only doing research, but also talking about the experiences involved in the research process is essential for the advancement of knowledge. Investigating the

experiences of counselling graduates undertaking a qualitative research dissertation can create a space for reflections on the contemporary position of qualitative research training in counselling psychology in Thailand. The study may lead to the contributions and implications in the following aspects:

1) The study will contribute to the knowledge base in the field of counsellor education and supervision by providing evidence about qualitative research experiences and their impact on counselling students;

2) The study has the potential to provide a detailed elaboration of what facilitates students' choice and conduct of qualitative research that inform the development of future qualitative research curriculum and training in counselling psychology programmes.

3) The study results may be of value to counsellor educators teaching qualitative research, qualitative research supervisors, as well as those providing qualitative research training and supervision in other disciplines;

4) The study results may be useful for not only counselling students but also for students in other disciplines conducting qualitative research, giving them access to experiences of others and helping them relate their experiences in a wider context; and

5) The study results may also be valuable for those considering qualitative research, providing them with information of what it may be like to undertake a qualitative research project.

1.6 The definition of terms used

As my research topic is mainly concerned with three particular aspects, namely Thai master's level counselling psychology graduates, dissertation, qualitative research, below I clarify those key terms used in this research.

1.6.1 Thai master's level counselling psychology graduate

Thai master's level counselling psychology graduate is a person who had completed a master's degree in counselling psychology from a Thai university. The underlying reason for using the word 'graduate', rather 'student' reflects the focus of this research aiming to explore qualitative research experiences from the beginning

(research training) to the end (dissertation completion) in order to illuminate the more comprehensive picture of the phenomenon under study. For the sake of brevity, in the following chapters of this report, I will often refer to this term as counselling graduates.

1.6.2 Dissertation

Although the terms ‘dissertation’ and ‘thesis’ are often used interchangeably, there appear to be the particular differences between these two terms. In British English and its educational context, the term ‘dissertation’ is commonly used to refer to a piece of research submitted at the end of one’s master’s degree and ‘thesis’ is a term used to refer to a piece of research that is done by a doctoral student for a doctoral degree. In contrast, these two terms appear to be used in the opposite way in American English. As British English is used in this report, I therefore chose to use the term ‘dissertation’ to refer specifically to a particular piece of research that a master’s student submitted at the end of their degree. For the sake of simplicity, I also use this word in a more general term to refer to a piece of research that people do as part of a university degree, either undergraduate or doctoral degree.

1.6.3 Qualitative research

Qualitative research is certainly a diverse and complicated field. Following Riley et al. (2019), I refer to ‘qualitative research’ as “an umbrella term covering an array of diverse approaches underpinned by different ontological and epistemological positions that share interest in understanding meaning-making or social processes through methods that do not convert data into numbers" (p.6). In this report, I also use the terms ‘qualitative research’, ‘qualitative research methods’, qualitative methods’ interchangeably.

1.7 Overview of the research report

This research report is composed of five chapters: introduction, literature review, methodology, results, and discussion and conclusion.

Chapter one offers an overview of the thesis by introducing the research topic and justifying its aims and how it contributes to the counselling psychology profession.

Chapter two presents a synthesis of empirical literature, with the aim of

situating the study in the context of existing literature and justifying how the current study addresses the research gap therein.

Chapter three discusses the paradigmatic framework of the study and justifies the methodology and method chosen for the study. It also includes the details of how the study was conducted in terms of the participant recruitment, data collection and data analysis.

Chapter four presents the research results. It discusses the two superordinate themes and its seven relating sub-themes, identified within the results.

Chapter five discusses the findings in relation to the research questions and the theoretical and empirical literature, alongside the highlight on the contributions and implications of the study for research training and practice in the field of counsellor education and supervision. The chapter ends with a consideration of the limitations of the research and the overall contributions of the research, as well as some recommendations for future research.

Chapter 2
Literature Review

2.1 Introduction

This chapter presents an overview of relevant literature that provides a foundation for this research. Overall, this literature review starts from a broader area and gradually narrow down to the focus of this research, which is "Thai counselling psychology graduates' experience of undertaking qualitative dissertation research". My aim in this chapter is to set the scene for the reader, to provide the rationale for undertaking this research and to locate the current research within its wider context. More specifically, I aim to demonstrate how the historical context of research training in the field of (counselling) psychology, as well as the relevant theoretical and research literature on (qualitative) dissertation research experiences led to the development of the research questions. To do so, this chapter investigates existing literature on two main relevant areas.

The first area of literature is concerned with the historical context of qualitative research in (counselling) psychology. By putting the specific words in brackets, I mean that I do not limit my literature review to only the directly relevant area, but also expand it to include relevant literature from related filed. My main reason for doing this is not only based on the practical fact that there is limited literature on these specific areas, but also based on the hermeneutic circle of IPA, in that we cannot understand 'the part' without 'the whole' and we cannot understand 'the whole' without 'the part'. More specifically, as counselling psychology is a subfield of psychology, it is inevitable to talk about the development of qualitative research in counselling psychology without making a reference to its wider context. McLeod (2011), a leader of counselling qualitative research in the UK, clearly points to the close link between these two disciplines: "due to the existence and influence of quantitative methods in psychology, by the time that counselling and psychotherapy research was beginning to flourish (in the 1950s), it was inevitable that it would adopt that kind of methodological framework" (p. 12). Accordingly, in the first section of literature review I provide an overview of the historical development of qualitative research in (Thai) counselling

psychology, in relation to its wider field of psychology worldwide, especially in the US and the UK. To that end, I discuss how and why quantitative approaches, influenced by positivism, have been privileged in the fields before moving to an argument of why and how counselling psychology should move towards a philosophical and methodological pluralism. I end this section by indicating the role of qualitative research training in advancing the field and arguing for the need for an investigation into such training from the perspectives of those involves. This contextual exploration sets the scene for the following area of literature, relating more directly to the studied phenomenon.

The second part of the review covers theoretical and empirical literature relating to the main area of this research, namely qualitative research experiences. My intention in this second part is to situate my research within the wider field and to justify the rationale for this study as well as to articulate the contribution offered by this study to counsellor education. In doing so, I include a review of literature relevant to dissertation experiences and research identity as well as attitudes towards qualitative research. A summary of the theoretical perspectives on the research training environment and attitudes will be offered. The chapter will end with a summary of the literature reviewed, what is known and unknown regarding qualitative research experiences, the gaps in the literature that informed my research questions, followed by the study's potential contribution to the knowledge and practices in counsellor education.

2.2 The development of qualitative research in counselling psychology

> Within the short history of psychology, we find an even shorter history of qualitative psychology specifically. (Brinkmann, 2015, p. 162)

> Although there is a long history of qualitative methods in psychology, it is only since the 1980s that qualitative methods have made significant inroads. (Howitt, 2010, p. 5)

Paradoxically, the two different statements above similarly point to the long-marginalized status of qualitative methods in the field of psychology, or which is

commonly called ‘qualitative psychology’. In other words, the field of psychology and its subfields had been dominated by quantitative methods for most of its history.

In his historical review of qualitative research in psychology, Wertz (2014), a counselling academics, states that qualitative inquiry has been part of the discipline since its establishment as a distinct science in 1879. In fact, although early important figures, such as Wilhelm Wundt, Sigmund Freud, William James, and Abraham Maslow used data collection methods which later known as qualitative methods, they did not systematically report the procedures conducted or acknowledge their scientific value (Gough & Lyons, 2016; Howitt, 2010; Levitt, 2015). As Levitt (2015, p. 31-32) well articulates:

> Although the first methods to study psychotherapy were qualitative in nature (Freud, 1905/1953), and early approaches to psychological research included models based on human science approaches, this form of research fell out of favor as psychology adopted a more positivist approach to research (Danziger, 1990). This approach emphasized quantification, the study of behavior, and an objectivist epistemological perspective on the process of conducting research. It met needs in the fledgling field of 1930s psychology that was establishing itself within the realm of intelligence testing (Rogers, 1991).

It was not until around the 1980s that the word ‘qualitative’ began to emerge in psychology journals. Indeed, it has been only since the 1990s that qualitative psychology has made a significant growth. As Willig and Stainton-Rogers (2008) clearly put it “while marginalized and muted for about the first 80 years of the 20th century, they (qualitative methods) never completely went away” (p. 3).

In the century-long content analysis (1900-1999), using five search terms, which are ‘qualitative research’, ‘grounded theory’, ‘discourse analysis’, ‘empirical phenomenological’, and ‘phenomenological psychology’, into the *PsycINFO* database to examine the development of qualitative research in psychology over the 20th century, Rennie, Watson, and Monteiro (2002) found no research containing such search terms until the 1980s, and even during the 1990s, when there was the highest rise in the records containing the search terms, the number of search term hits was only 0.45% of the total number of the records. Similarly, in a decade content analysis (2001-2010) of published articles regarding teaching and learning trends in counsellor education,

Barrio Minton, Wachter Morris, and Yaites (2014) found that of the 74 research papers, more than half of them (68.92%) used quantitative methods, the remaining papers used qualitative methods (25.68%) and mixed methods (5.40%).

Numerous scholars (e. g., Breen & Darlaston-Jones, 2010, Ponterotto, 2005a; Wertz, 2014) attributed a delay in the development of qualitative methodologies across subdisciplines in psychology to the predominance of positivistic philosophy of behaviourism, where experimental, quantitative methods are seen to be more superior than other epistemologies and methodologies. As Wertz (2014) clearly articulates:

> Qualitative researchers during the behaviouristic period were ambivalent, silent, and apologetic about their practices in view of difficulties of publishing such research even when their findings and theories contributed and became important in the field of psychology as a whole. (p. 8)

To demonstrate such claim, Wertz (2014) gives one of interesting specific examples of Maslow's study of the self-actualized personality (1954) which Maslow himself considered the study as 'a purely personal inquiry' and thus hesitated to submit it for publication. However, when he did submit, his manuscript was repeatedly rejected by leading psychology journals. Despite valuing and continuing using qualitative methods in his later work, Maslow did so without mentioning research methods used.

In a same vein, Giorgi (2003) gave various examples of the most influential innovators in psychology who have made a substantial contribution to psychological knowledge, such as Carl Jung, Jean Piaget, and Robert Coles, through the utility of qualitative methods. Of these examples, in Giogi's view, B. F. Skinner is principally an observational descriptivist who observes characteristic behaviours of a few animals in depth and who had to form his own journal in order to get his studies published. From such examples, Giorgi (2003) commented that "despite these exceptional routes taken by the great contributors to psychology, graduate school around the world stress the natural science paradigm, the experimental approach and statistical treatment of the data" (p. 181).

Like psychology generally, counselling psychology has been dominated by the entrenched quantitative paradigm. Although numerous scholars have long called for the qualitative methods to be valued and included in counselling psychology since the

1980s (e.g., Gelso, 1979, 1984; Hoshmand, 1989; Polkinghorne, 1984; Ponterotto, 2002, 2005a; Rubin, Bell, & McClelland, 2018), the field has been quite slow to be receptive to such calls. Despite being in the forefront in psychology in welcoming and endorsing qualitative methods (Bhati, Hoyt, & Huffman, 2014; Morrow, 2007), the literature constantly reported a strong quantitative emphasis in the field of counselling psychology. Looking historically, Ponterotto (2005b) surveyed 60 doctoral counselling psychology programmes in North America and found 100% having qualitative research courses available either in their departments or in neighbouring departments. Most of such qualitative courses were listed as elective, there were only 6% of the responding programmes indicated such qualitative courses as required. The results of this survey also reported that 95% of the responding programmes accepted qualitative doctoral theses, and 5% accepted only quantitative or mixed-method theses. Although 95% of responding programmes accepted qualitative theses, only 15.6% of students each year had completed qualitative theses. Ponterotto (2005b) found that such qualitative theses were produced twice as often by students in programmes requiring a qualitative course (29.7%) as compared to those in programmes that did not require a qualitative course (13.9%). Similarly, in an anecdotal reflection by a counselling educator, Poulin (2007) considered her research training in a U.S counselling psychology program as in line with what research has indicated:

> As a doctoral candidate in the early 1990s, I proposed and later completed a qualitative dissertation. Despite the encouragement of my dissertation committee members, I proceeded with trepidation: None of them had experience in qualitative research and, while my preparation in traditional research design and methods had been strong, my doctoral program did not offer coursework in qualitative inquiry. (p. 431)

More recently, Rubin et al. (2018) conducted a mixed-methods study to examine current trends of qualitative methods in US psychology graduate programmes, in terms of the frequency of its training, the nature of the course offerings, and the number of students used qualitative methods in their dissertation research. The sample included 76 graduate psychology programmes that offered both a master's and doctoral degree in psychology and that had some history of using qualitative methods in research. The results found that only 13% programmes required a qualitative course in

the last five years and only 14.7% of students used qualitative methods in their dissertations. The results also reported the association between departmental support and value of qualitative research, and students' use of qualitative methods in their dissertation research; 73% of those students who completed qualitative dissertations were in the departments where faculty valued qualitative research.

The results of this recent study conducted by Rubin et al. (2018) are consistent with Ponterotto's (2005b) earlier study of the status of qualitative research training in counselling programmes that found the small number of required qualitative courses (10%) and qualitative dissertations produced each year (15.6%) in US graduate counselling programmes. These results indicate that more than a decade later there has been little growth in the number of US psychology programmes that required a qualitative course. This is quite surprising given that there have always been calls for an inclusion of qualitative methods into psychology curriculum.

There is the comparable increased uptake of qualitative research methods within the UK psychology programs, although this appears to be pacing at a greater extent in the UK than in the US. The empirical evidence of this can be seen from Harper's (2012) survey of qualitative training and qualitative dissertations in British clinical psychology programmes. The result of the survey comparisons indicated that in 1992 81% of the responding programmes (n=21) provided teaching on qualitative research methods with an average of 4.85 hours. A repeat of this survey in 2005-2006 found that 100% of the sample (n= 26) taught qualitative research methods with an average of 12.6 hours. In the 1992 survey, only half of the sample accepted qualitative dissertations. In contrast, in the 2006 survey, all the responding programmes reported that they accepted qualitative dissertations. Such dissertations accounted for 42.8% of the total number of dissertations, and the most frequently used methodologies were IPA and grounded theory.

A similar evolution can be seen to have taken place in counselling psychology in Thailand. Despite its growing popularity, qualitative research has still been marginalized in Thai counselling psychology in favour of quantitative methods. Although in a recent year few Thai counselling psychology programmes have begun to offer a qualitative research course as an elective part of the curriculum, such training remains largely uneven, let alone its length, frequency, and quality.

In 2018, I reviewed counselling psychology dissertation abstracts from the ThaiLIS database and found that of the 373 dissertations, only 16.62% (n=62) used qualitative research methods, and almost all of these qualitative dissertations were master's level dissertations (96.77%, n=60) and 90.32% (n=56) of the qualitative dissertations were produced by students in only one counselling program. This underutilization of qualitative methods in counselling dissertation research may indicate a lack of trained faculty for teaching qualitative research methods and supervising qualitative studies. This limitation often leads to little or no institutional interest to support students' use of qualitative methodologies, which subsequently results in a small number of graduate counselling students submitted qualitative dissertations. Inversely, several other scholars (e.g., McLeod, 2001; Harper, 2012; Povee & Roberts, 2014; Rubin et al., 2018) similarly point out that limited training in qualitative methods often leads to the underutilization of qualitative methods within counselling psychology. In this regard, Rubin et al. (2018) notes that "the tremendous differences in institutional prestige between quantitative and qualitative methodologies speaks to how the discipline of psychology assigns value and worth to research, and in particular, its suitability for funding or publication" (p. 5).

Likewise, several scholars view the historical difficulties in granting legitimacy to qualitative methods in the field of psychology in terms of 'cultural' or 'political' issue. Giorgi (2003) views this as a result of 'cultural values', rather than 'strict psychological criteria'. A he precisely says: "Psychology was born in a culture where science and technology reign supreme and the adoption of similar criteria made acceptability easy (Giorgi, 2003, p.182). McLeod (2011) asserts that the hegemony of quantitative approaches in counselling research has been influenced not only by the cultural factor (the need for establishing credibility as a scientific discipline) but also by the political context (the need for building legitimacy in terms of the effectiveness of a particular therapy approach):

> Counselling and psychotherapy have needed to fight to establish their credibility and status in a culture where many people believe in biological explanations of character and conduct, or equate emotion with weakness. At the same time, psychotherapy has been internally divided, into completing approaches or schools of thought. These schools have sought legitimacy in relation to each other in a variety of

> ways, including the use of research findings to demonstrate their effectiveness, to signal their acceptance of rational, scientific values, and to ease their entry into the academy. (p. 13)

Morrow (2007) regards it as "political in that particular paradigms and methods dominance over others and are privileged by the larger socio-political structure – what is considered "real science," what get published, what get funded, what counts as evidence of therapy" (p. 229). Gough and Lyons (2016) further explicate such view by indicating that to get qualitative research manuscripts published in psychological journals they need to follow the quantitative principles and practices of validity, reliability and objectivity, and disregard the methodological practices for qualitative research such as reflexivity. Riley et al. (2019) give some explicit examples of institutional barriers. An example of these comes from their own direct experience of being asked by research ethics committees to include a 'control group' to a poststructuralist-informed interview research. Bhati et al. (2014) comments that such assimilation of qualitative research to fit with the criteria of rigor of quantitative approaches has often led to poor research in terms of the standards of both quantitative and of qualitative research. Demuth (2015) firmly points out that such misconception of qualitative research is caused by deficiencies in knowledge and understanding about alternative epistemologies and qualitative methodologies which indicates "the need for appropriate teaching and training of qualitative research in universities' psychology programs" (p. 129).

According to a review of the major accreditation guidelines of the APA, the Council for the Accreditation of Counselling and Related Educational Programmes (CACREP), and the National Association of School Psychologists (NASP), Ponterotto (2005b) pointed out that all these three accreditation guidelines clearly promote training in both qualitative and quantitative approaches. In this way, he concluded that "the positivist/quantitative bias we currently see in graduate training likely stems more from faculty running training programmes than from accreditation standards guiding the programmes" (p. 104). Similarly, Howitt (2010) points to the mistaken understanding about positivism as a main reason behind the delay acceptance of qualitative research in psychology:

> The idea of qualitative psychology eventually defeating the dragon of positivism is a heroic view on the history of qualitative psychology but essentially a false one. … Pinning the blame for the late emergence of qualitative psychology on positivism amounts to a 'creation myth' rather than an explanation … This is, then, not attributable to positivism but to practitioners' erroneous ideas about positivism. (p. 2-3)

Indeed, Howitt does not attribute the invisibility of qualitative research in the early history of psychology to positivism itself as frequently claimed, but to psychologists' attempt to follow the principles and practices of the natural sciences that had been widely accepted in the nineteenth century.

Despite still being underutilized in some psychology departments, qualitative research methods are steadily growing around the world (Brinkmann, 2015). Many scholars believe that qualitative research is 'inevitable' due to its suitability to generate psychological knowledge and its congruence with the value and practice of therapy. Wertz (2014) viewed the inclusion of qualitative methods into the disciplines as inevitable "because of its fundamental necessity and place in the enterprise of science and indeed knowledge of any sort" (p. 5). Giorgi (2003) noted that the hegemony of positivism in psychology has made psychological understanding suffered and in order to advance the psychological knowledge he strongly argued for the need of the field to fully embrace qualitative research. Underlying such argument is the belief that "psychology is essentially not an objectivistic science"; accordingly, "grasping the subjective as subjective is objective" (Giorgi, 2003, p. 193).

In addition, Gough and Lyons (2016) pointed out that qualitative methodologies are essential as "they generate knowledge that is highly valuable to understanding human and social phenomena" (p. 238). McLeod (2011) suggested that qualitative research has much in common with the practice of counselling psychology: "the activity of doing qualitative research (identifying and clarifying meaning; learning how the meaning of aspects of the social world is constructed) is highly concordant with the activity of doing therapy (making new meaning, gaining insight and understanding, learning how personal meanings have been constructed)" (p. 16).

Since the 1990s qualitative methods have become increasingly popular in psychology, including counselling psychology, especially in the UK, USA, Canada, Australia, and New Zealand (Gough & Lyons, 2016). In this regard, Barker, Pistrang

and Elliott (2002) noted, in their research methods textbook in clinical and counselling psychology, that "qualitative methods have now become much more fully accepted within psychology and the heat seems to be dying out of the old quantitative versus qualitative debate" (p. 91). The significant growth of qualitative research in the field is clearly evidenced by two main qualitative approaches that have been specifically developed within psychology; IPA developed by the British psychologists (Smith et al., 2009) and Descriptive Phenomenological Method by the American psychologist (Giorgi, 2009). Its growth is also evidenced by the rising numbers of textbooks and handbooks on qualitative methods in psychology, including specific qualitative textbooks for counselling and psychotherapy (e.g., McLeod, 2011). There are also psychology journals specific for qualitative research; Qualitative Research in Psychology (Taylor & Francis) and Qualitative Psychology (American Psychological Association) were founded in 2004 and 2013, respectively. As well, most mainstream psychology and counselling journals are widely accepting qualitative research papers (Harper, 2012; Gough & Lyons, 2016). Moreover, there has been the establishment of professional associations for qualitative research. In the UK, by 2002 qualitative methods has been included in the subject benchmarks of a BPS accredited Psychology degree (BPS, 2016). Consequently, qualitative methods are part of most psychology degrees in the UK. In addition, the Qualitative Methods in Psychology Section has been established since 2005 and currently become the biggest section of the British Psychological Society (BPS) with more than 800 members (Gibson & Sullivan, 2012; Riley et al., 2019; Wertz, 2014). Similarly, in the US, the Society for Qualitative Inquiry in Psychology (SQIP), which is a section of Division 5 of the American Psychological Association (APA), has been formally formed in 2011 (Josselson, 2019). Such sections regularly arrange events, workshops, meetings, and annual conference, and offer awards for outstanding qualitative work in psychology.

These trends and tendencies are indicative of a "qualitative turn" as Ponterotto (2002, p. 126) anticipated, or of a "tectonic change" that will transform the research culture of the discipline, as O'Neill (2002, p. 190) noted. More recently, Riley et al. (2019) state that although quantitative dominance remains, qualitative approaches have had the place in psychology, and they support this claim by pointing out to the increasing use of qualitative methods among students, academics and psychologists in

many sub-fields of psychology. Several scholars in the field of counselling psychology also hold optimism about the future of qualitative methods. Morrow (2007), for example, notes that the long calls for an inclusion of qualitative methods into the counselling profession have been fruitful to a significant degree. In his textbook on qualitative research in counselling and psychotherapy, McLeod (2011) further asserts that "the present era in counselling and psychotherapy research is beginning to move beyond legitimation and verification and into a stage of discovery, adaptation and innovation in which the role of qualitative research will become increasingly important" (p. 17).

Despite these promising developments, there is still room for qualitative research to grow further in the discipline. The above literature has accumulatively suggested that the research training environment is fundamental to research production and training in qualitative research is essential for students' appreciation of the value of qualitative research as well as the use of qualitative methods in their research dissertations. Accordingly, one significant way to advance qualitative research in the field of counselling psychology is to provide students with an appropriate understanding of the methodological pluralism of the field and the epistemological underpinnings of various qualitative methodologies. This way, as Ponterotto (2005a) has suggested "will markedly improve the scientific training we provide to our students and, ultimately, the quality of service we provide to our clients" (p. 134). Expanding students' research repertoire will ultimately lead to what Brinkmann (2015) calls "dream scenario", when "psychologists could ask any relevant research question and use any methodology and technique that was needed in order to adequately address their research question, without much thought as to whether this was a qualitative or a quantitative approach" (p. 170). To reach that end, qualitative research training clearly plays a crucial role, as will be further explored in the next section.

My literature review so far has suggested that although the emergence of qualitative methods both in psychology and counselling psychology may seem to be quite recent, they have always been part of the disciplines throughout its history. In the past three decades, qualitative methods have steadily been widespread in the field of psychology and its subfields. Despite its promising future, as suggested by the reviewed studies, one essential way to move the filed forward is through qualitative research

training. McLeod (2011) has noted that more counselling trainees are interested in conducting research that is meaningful to practice and for many of them choose qualitative research as the methodology of choice. Extending this line of thinking, I argue that to further advance qualitative research training and improve overall experience in learning and doing qualitative research, there is the need for research that explores how those involved in learning and doing qualitative research make meaning from this experience. In addition, given that qualitative research has been part of some Thai graduate counselling psychology programmes in recent years, a research on this area is well timed.

2.3 Theory of the research training environment (RTE)

A theory of the research training environment (RTE) is concerned with key ingredients of the research training environment in professional psychology graduate education that enhance students' attitudes towards research, their perceived competence of research and their following research productivity. The RTE is defined as "all those forces in graduate training programs (and, more broadly, the departments and universities within which the programs are situated) that reflect attitudes toward research and science" (Gelso, 1993, p. 470). The theory has been initially proposed by Gelso (1979), an American counselling psychology researcher, who has long stated that most counselling psychology students enter to counselling training programmes with the deeply ambivalent attitudes towards research, and such attitudes do not change much as a result of the research training, giving rise to the low level of perceived research efficacy and the subsequent quality and quantity of research productivity. RTE theory has been continually developed over three decades (Gelso, 1979, 1993, Gelso, Mallinckrodt, & Judge, 1996; Gelso, 2006; Gelso & Lent, 2000; Gelso, Baumann, Chui, & Savela, 2013).

The most recent version of RTE theory (Gelso et al., 2013) proposes ten key ingredients of the training environment that have a significant contribution to students' attitudes towards research. These ingredients are grouped into two main components, comprising of an interpersonal factor and an instructional factor (Gelso et al., 2013, pp. 141-144):

Interpersonal factor

1. Faculty model appropriate scientific behaviour and attitudes.

2. Scientific activity is positively reinforced in the environment, both formally and informally.

3. Students are involved in research early in training, and in a minimally threatening way.

4. The environment emphasizes science as a partly social-interpersonal experience.

Instructional factor

5. It is emphasized in training that all research studies are limited and flawed in one way or another.

6. Varied approaches to research are taught and valued.

7. The importance of students looking inward for research ideas and questions is emphasized when students are developmentally ready for this responsibility.

8. Students are shown how science and practice are wedded.

9. Statistics' instruction is effective and made relevant to applied research; and emphasis is placed on the logic of research design as well as statistics.

10. Students are taught during the latter part of their program how research may be done in practice settings.

According to Gelso et al. (2013), these ingredients have reciprocal effects, each ingredient has its own unique effect, and each will also link with another ingredient and generate an effect. RTE theory also posits that the most powerful group of people to promote these ingredients in research training environment is academic staff who need to be "deliberate and systematic in how it arranges the training environment" (p. 141).

2.4 Dissertation experiences and research identity

The dissertation is a fundamental and final component of graduate degrees worldwide, including a master' counselling psychology degree in Thailand. Prior to the time of the dissertation, counselling psychology students normally had completed the required coursework as well as their counselling internship. Despite completing the other elements of the other coursework requirements, a number of students still struggle

with the dissertation or even fail to complete their degree due to the sense “all but dissertation” (Flynn, Chasek, Harper, Murphy, & Jorgensen, 2012, p. 32). This may be a particular case for many master’s counselling psychology students, who enter training with the main interest in professional counselling practice rather than research conduct (Gelso, 2006; Moran, 2011). Also, for many students, a master’s dissertation is their first-time research experience. It is thus not surprising that scholars similarly indicate that dissertation experiences tend to be challenging and potentially overwhelming for students (Jorgensen & Duncan, 2015a; Pillay & Kritzinger, 2007).

Due to the significant element of the dissertation in graduate degrees and its perceived challenges, understanding dissertation research experiences is undoubtedly vital to identify students’ need as well as appropriate support and thus enhances students’ overall experience of undertaking a dissertation. In addition, Gelso (2006) suggests that “It is during graduate school that students’ attitudes toward and investment in research are shaped” (p. 4). Learning more about master’s level students’ dissertation attitudes and experiences is thus significant as this could yield useful information that help influence students’ attitudes toward research at earlier points in their profession.

Unfortunately, there appears to be little research into master’s dissertation experiences in psychology graduate programmes, with the majority focusing on undergraduate research project or doctoral thesis. Such paucity to date is still in line with what Anderson, Day, and McLaughlin (2008) have noted a decade ago that “Maters dissertations have attracted far less scholarly attention than Ph.D these despite their distinctive character and the worldwide proliferation of taught masters programmes, particularly those involving continuing professional development” (p. 33). In this way, only little space has been left in the literature for master’s level students to be heard and there have been even fewer studies focusing specifically on master’s-level counselling students.

In one of the few studies focusing on the research experience of master’s counselling graduates, Jorgensen and Duncan (2015a) used a grounded theory to investigates how master’s level counselling trainees and practitioners develop their research identity (RI). In this study, RI is termed, according to Ponterotto and Grieger (1999), as “How someone perceives oneself as a researcher, with strong implications

for which topics and methods will be important to the researcher. Naturally, one's research identity both influences, and is influenced by, the paradigm from which one operates" (p. 52). The key findings of this study suggested that RI is experienced on a different continuum from low to high levels of RI, and RI is an outcome of various internal and external factors and can be fundamentally captured through the language used to describe feelings towards research. A strong RI can also be seen from one's research behaviors which can be identified from their involvement in research activities such as reading journal articles, presenting and publishing research. In this way, the concept of RI seems resonate with the RTE, in that RI can be regarded as a mental and emotional consequence of adequate research training environment.

Another study of Jorgensen and Duncan (2015b) qualitatively investigated research identity development stages of master's level counsellor and reported five primary themes: 1) external facilitators of lower levels of RI; 2) external facilitators of higher levels of RI; 3) internal facilitators of higher levels of RI; 4) internal facilitators of lower levels of RI; and 5) faculty as salient to the RI process. Each of the related five themes were then discussed under three broad stages of RI: stagnation (low), negotiation (moderate) and stabilization (high). Stage one "stagnation" is reflected by master's level students and graduates' expressions of confusion, disinterest, avoidance of research and a loyalty to the practitioner identity ("internal facilitators of lower levels of RI"). This stage is also shaped by external influences, including little research training in undergraduate study, non-psychology backgrounds, and negative messages about research from others, lack of modeling research behaviors of academic staff - rarely talking about research and doing research ("external facilitators of lower levels of RI"). Stage two "negotiation", which indicates the moderate level of RI, is characterised by a transition from low to the higher level of interest in research due to both internal facilitators (i.e. curiosity, recognition of the usefulness of research and its relevance to counselling practice) and external facilitators (i.e. learning alternative research methodologies, including qualitative research). Stage three "stabilization', the high level of RI, is connected with the realisation that there are various research approaches and being less sensitive to negative external messages about research (i.e. "internal facilitators of higher levels of RI"). This third stage is also reflected by the descriptions about the positive impact of undergraduate research training background,

research flexibility from programs – freedom to choose research topics, and positive messages about research from others ("external facilitators of higher levels of RI"), as well as modelling of appropriate research behavior and attitudes from academic staff ("faculty as salient to the RI process").

Pillay and Kritzinger (2007) surveyed dissertation experiences of South African clinical psychologists who received their master's degree between 5 and 10 years ago and found that 71.5% reported that their dissertation had a little impact on their clinical practice, and 46% felt that the dissertation should not be compulsory in clinical psychology training. In addition, 37.9% of the sample reported a prior negative or indifferent attitude towards research dissertation and that 45.2% of the subjects indicated the feeling of indifferent, overwhelmed, or disinterested while working on their dissertation. However, underlying reasons of such attitudes were not investigated in this study.

While the existing literature on dissertation research experiences at master's level is limited, literature on this area especially at doctoral levels appears to be more well-established and have some generic relevance. As Anderson, Day, and McLaughlin (2008) have posited that despite the differences in academic demands and time-frames, students' experiences of undertaking a research project at any level may have some similarities. In a qualitative study, Knox et al. (2011) interviewed 14 clinical and counselling psychology academic members to explore their experiences of supervising doctoral dissertations in the US/Canada. They considered most of dissertations supervised as positive (83.93%). The results suggested that positive dissertation experiences were determined by the collaboration between supervisors and students prior to the dissertation, good relationship during the dissertation process, students' sense of competence and commitment to the dissertation, and the positive impact of such dissertations on supervisors. On the other hand, negative dissertation experiences were affected by bad relationship between supervisors and students, students' limited research competence, and the negative impact of such dissertations on supervisors. Moran (2011) conducted two focus groups with 14 counselling doctoral trainees in the UK to explore their perspectives of research training and its practice integration. The results indicated that the dominant descriptions of research among these training were 'intimidating', 'big', 'anxiety provoking', 'difficult to do well', 'lonely', and

‘frustrating’, although some trainees at a later stage described research in a positive tone as ‘exciting’, ‘interesting’, ‘satisfying’, and ‘nourishing’ (p.174). These trainees found experiential approach (i.e. conducting in a small-scale research) in their research training helpful. They also felt that research would have been more interesting when it came from their own personal interest and when they saw “parallels being drawn between the processes and skills used in research and clinical contexts” (p. 176).

In the US context, Flynn et al. (2012) investigated US doctoral graduates’ experiences of the counselling dissertation process with the aim to identify supporting and hindering sources during the process of undertaking a dissertation. This study reported three following factors that are significant in the dissertation process: internal factors (e.g., persistence, internal sense of destiny), relational factors (e.g., chair, committee members, family), and professional factors (e.g., faculty relationships, financial resource).

In a survey of counselor educators’ opinions about their doctoral research training by Okech, Astramovich, Johnson, Hoskinsm and Rubel (2006), 70.2% of the respondents reported that they were better equipped with quantitative methods than qualitative methods. Different decades of graduation were also found to be associated with different perceptions of research training, with graduates at a more recent decade reported more perceived competence in both qualitative and quantitative research methods. In addition, 57.6% of the subjects who graduated at later years agreed that counselling programmes should expand their research training to include qualitative research training due to the recognition of the congruent nature between qualitative research and counselling work, and 93.7% considered mentoring as significant in research training.

Overall, existing literature suggests the dissertation research is often viewed as demanding and overwhelming and points out that both internal and external factors play a significant role in determining how this dissertation process is experienced. In particular, it is revealed that dissertation experience, either good or bad, is essentially influenced by the research training environment. The environment that facilitate research flexibility, research freedom and the link between research and counselling practice appears to be highly valued and associated with higher levels of research identity. This existing body of research focuses on the breadth of perspectives towards

research training and dissertation experiences. As there are differences in the research characteristics and processes between quantitative and qualitative dissertations, research that specifically investigates the particular type of dissertation is necessary. Also, as previously presented, given that the field of counselling psychology moves towards the increased use of qualitative research methods (e.g. McLeod, 2011; Morrow, 2007), research that specifically explores this specific phenomenon will be significant to the successful movement of qualitative research, or more specifically methodological pluralism, into the field.

2.5 Attitudes towards qualitative research

As attitude is viewed to have potential to influence behaviours. The multicomponent model of attitude (Eagly & Chaiken, 1993, 2007) is regarded as the most leading model (Maio, Haddock, & Verplanken, 2018). According to this model, attitude is defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993, p. 1). Attitudes encompass three components: *cognitive, affective, and behavioral*. The cognitive component of attitudes refers to thoughts, beliefs, and attributes regarding an object (in this case is "qualitative research"). The affective component of attitudes refers to feelings and emotions towards qualitative research. The behavioral component of attitudes refers to previous experiences and behaviours associated with qualitative research. These components have reciprocal effects; when a person has positive beliefs about qualitative research, they usually have positive affect and behavior towards qualitative research.

How do attitudes determine planned behaviour? The Theory of Planned behaviour (Ajzen, 1991), an extended version of the Theory of Reasoned Action, is the most researched model of attitude-behaviour relation (Maio et al., 2018). One main idea underlying this theory is that behaviour is determined mutually by intention and the ability to control. According to this theory, the most important direct determinant of behaviour is *behavioural intention*, which is determined by three factors: *1) attitude toward performing the behaviour* refers to an individual's beliefs about outcomes of performing the behaviour (behavioural beliefs). If a person holds strong beliefs that

performing the behaviour will lead them to the positive or desirable outcomes, she will have a positive attitude to performing the behaviour, and vice versa *2) subjective norm* refers to an individual's beliefs about whether significant others approve or disapprove of performing the behaviour (normative beliefs). In other words, this subjective norm is determined by normative beliefs, weighted by one's motivation to comply with those views. If a person believes that certain significant others think she should perform the behaviour and she is motivated to meet such expectations, she will hold a positive subjective norm, and vice versa. However, if a person believes that significant others either approve or disapprove of performing the behaviour but she is less motivated to comply with those views, she will have a relatively neutral subjective norm. 3) *perceived behavioural control* refers to an individual's beliefs about whether she possesses the necessary resources to perform the behaviour. However, when volitional control over the behaviour is high, perceived behavioural control will have less effect on behavioural intention and behaviour.

Due to the influence of attitudes on intentions and behaviours, a small but growing body of existing studies have examined attitudes towards qualitative research held by people in the field of (counselling) psychology. A qualitative study by Reisetter et al. (2004) explored qualitative research attitudes from the perspective of six doctoral counselling students who first encountered learning in qualitative research and completed a required course in qualitative research methods, taught by the first author. All of these students were previously trained on quantitative methods. The study found that all students, expect one with a very strong background in quantitative research methods (master's work in behavioural psychology), expressed positive perceptions of qualitative research. For these students, an engagement in qualitative research learning immensely reconstructed their outlooks towards research. Such learning was described as "a paradigm shift", "an eye opening", "a bolt out of the blue", and "a birthplace for understanding all types of research". Students also recognised the congruence between the concepts underlying qualitative research and those behind their counselling worldviews and practice. For some students, such connection was so obvious that they wondered why it took so long for qualitative research to be more respected. As a result of qualitative research learning, these five students expressed a sense of competence as

qualitative researchers, they considered qualitative research as a meaningful way to acquire knowledge. and they felt being a part of qualitative research community. The analysis pointed out that there were cognitive and affective connections to qualitative research for this group of students, suggesting that the exposure to qualitative research training helped affirm their research identities.

In a reflective paper written by Michell et al. (2007), three final year undergraduate psychology students in a Canadian university, with their professor, reflected on their learning from an introductory course on qualitative research. Within this course, students were assigned to conduct a series of three interviews of 45 to 60 minutes. Students were asked to reflect upon three main aspects: challenges of qualitative research, learning experiences as both an interviewer and interviewee, and perceptions of rigor and relevance of qualitative findings in psychology. On the whole, this paper reveals a lack of institutional and pedagogical support for psychology students to learn and conduct qualitative research methods, and this limitation poses challenges to students in learning qualitative research against the grain within the field of psychology where quantitative research methods are highly valued and privileged. In their reflections, students expressed mixed feelings to the opportunity of qualitative learning; on the one hand, they felt enthusiastic to such opportunity, on the other hand, with a strong background in quantitative methods, they found the transition to the alternative epistemologies challenging (“a game of opposites”). Students highlighted the value of experiential learning in the course, they felt that they gained much more insights from this exercise than from reading textbooks. Students found practicing an interview useful not only in developing their qualitative research skills but also in interpersonal aspects of their personal life. They also gained an insight into how the concepts of epistemologies plays an actual role in their practice of data analysis.

Wiggins, Godon-Filayson, Becker, and Sullivan (2015) conducted a qualitative study to investigate current practices of qualitative research supervision from 17 supervisors of qualitative dissertations in the UK. The results revealed the quantitative dominance in psychology teaching and such dominance limited student’s choice of research methodology. Such dominance was found to make qualitative research supervision demanding. As most supervisors themselves also had a predominantly quantitative research training background, they found supervising

qualitative dissertations challenging, thereby often limiting themselves to supervise only the methodologies that they are familiar with.

More recent reflective paper by Turner and Crane (2016) explored their experiences of teaching and learning qualitative research methods during the doctoral dissertation process. This paper suggested that while learning qualitative research through coursework is significant for a successful qualitative dissertation journey, teaching and learning are continuing processes. As students often have limited preparation in qualitative research, research supervisors thus usually act as qualitative research instructors. Learning more about qualitative research through the supervising relationship facilitates a bridge between knowledge from qualitative coursework and the actual application of qualitative methodology.

A qualitative study by Povee and Roberts (2014) explored psychology students' and academics' attitudes towards qualitative research. Fourteen students and seven academics from an Australian psychology programme, with a strong emphasis on quantitative research, participated in an interview. This study identified nine total themes according to the multicomponent model of attitude. Two themes, namely "Lack of exposure and confidence", and "Time and resource intensive" are grouped under the "behavior" domain. Seven themes are sorted into the "cognition" domain, which are "Inherent to psychology", "Capturing the lived experience", "Power and the participant–researcher relationship", "Respect and legitimacy", "Subjectivity and rigour", "Limited generalizability and worth", and "Characteristics of qualitative researchers". No theme falls within the "affective" domain. With regard to this absence, Povee and Roberts gave the following explanation:

> 'Qualitative research in psychology' is a cognitively based attitude object, with attitudes activated in a deliberate and conscious manner, as opposed to affective attitudes that are unmediated by thinking (Eagly & Chaiken, 2007; Giner-Sorolla, 2004). Further, the interview process itself invites cognitive rather than emotional responses, as participants are invited to share and expand upon their views.

Overall, the main results of this study pointed out that participants considered qualitative research as congruent with psychology and useful for capturing the lived experience of people, thereby enhancing deeper understanding about human condition.

However, participants indicated their limited exposure to qualitative research training and this lack of training gave rise to a lack of confidence in their competence to undertake qualitative research. Academics also reported a lack of institutional support for teaching qualitative research methods in universities. In addition, many participants perceived qualitative research in psychology as not "real science", thereby being less well accepted and privileged than quantitative research. Such perceptions appeared to act as barriers for the use of qualitative research methods.

Roberts & Castell (2016) conducted a survey with open-ended questions to investigate sixty-three 3rd year undergraduate psychology students' attitude towards qualitative research, and how such attitudes change following exposure to qualitative research training. Quantitative results, focusing on the attitudes of these students before engaging in a qualitative course, reported that students had mixed feelings towards qualitative research learning. Students perceived themselves more quantitatively oriented, and the emphasis of research training on quantitative methods in the first two years found to be a barrier for students when learning qualitative methods. Qualitative results, exploring students' attitudes to their qualitative research learning, suggested that students often framed their qualitative learning in the context of their previous learning on quantitative methods. Due to the sole learning in quantitative methods, many students expressed their enthusiasm to learn "alternative" methodology, and a number of them found qualitative research methods more demanding than previously experienced on quantitative methods. For these students, qualitative research was seen as "very theoretical", "ambiguity", and "a whole new set of ideas". Some students reported an appreciation of learning different epistemological perspectives, as this learning helped challenge their familiar way of thinking. A number of students also found the nature of qualitative research (e.g., meaning searching, richness, and complexity) as compatible with their personal interests. Students reported various feeling towards their qualitative learning. While some students viewed the qualitative course as only a required step in completing their degree, some considered it useful for their future research project or career and some found it beneficial in terms of helping them know more thoroughly about psychological research.

A mixed methods study conducted by Rubin et al. (2018) designed a survey with open-ended questions to examine academics attitudes towards qualitative methodologies and the impact of such attitudes on the frequency of qualitative research training offered to students. Using thematic analysis, four themes were identified: “QRM as illegitimate”, “Financial and faculty barriers”, QRM and social justice research”, and “Research question development in psychology”. The results indicated that academic staff members in this study reported that qualitative research methods (QRM) were not well valued in psychology. In particular, qualitative research was believed to be “inaccurate”, “subjective”, and “lacking rigor”. There was a lack of academics who had expertise in qualitative research training, and there was also an absence of departmental enthusiasm to support academics to teach and students to learn and use qualitative research. Academics also reported their recognition of the growing popularity of qualitative research, and they felt that this would lead to academics’ and students’ increased use of qualitative methodologies. For these academics, qualitative research was seen as particularly useful for social justice research, relating to “diversity” and “marginalized populations”. Academics reported that they encouraged students to use research methodologies that suit for different research questions. Some of them commented that, however, most of students’ research questions are more suitable for quantitative methods. In this issue, the analysis pointed out that such attitude reflected the unrecognized influence of research training provided on students’ formulation of research questions.

To date, a limited body of published studies have investigated academics’ and students’ attitudes about qualitative research. The above evidence has cumulatively pointed to the role of research training environments on attitudes towards qualitative research. While (counselling) psychology students often had an extensive training in quantitative methods, they had limited or no exposure to qualitative research methods. This lack of qualitative research training was found as a result of an absence of institutional enthusiasm to support teaching and learning qualitative research methods, resulting from and contributing to the enduring image of qualitative research as being illegitimate. Also, students’ lack of qualitative knowledge limited their competency to conduct this kind of research, creating an unbalance in the number of quantitative and qualitative dissertations. The majority of students from aforementioned studies

appreciated the opportunity to be introduced to qualitative research and they considered such learning as a paradigm shift, helping them reconstruct ways of thinking and doing research and ultimately forming their qualitative research identity.

2.6 Concluding discussion of the reviewed literature

As discussed throughout this chapter, there remains a paucity of research specifically exploring qualitative dissertation experiences. Several studies have indicated a link between qualitative research training offered and students' use of qualitative methodology in their dissertation. However, our understanding about this link remains limited. Although research relating to views towards qualitative research is witnessing a gradual inclusion of the student perspective, the main focus of existing literature is on the perspectives of those who had no direct experience with qualitative research (Povee & Roberts, 2014) or who completed qualitative research coursework (e.g., Roberts & Castell, 2016) who qualitative on students' experiences of learning qualitative research. But there has been no research to date that has directly investigated students' actual experiences of undertaking qualitative dissertation research. Also, previous research on dissertation experiences have paid extensive attention to undergraduate and doctoral students, with little attention has been given to master's students. These gaps in the literature furthers the significance of this study; offering insight into qualitative dissertation experiences from the perspectives of mater's level counselling graduates that is currently underrepresented in the literature with little or no evidence on what influences counselling graduates' choice of undertaking qualitative dissertation research and how they give meaning to their qualitative dissertation experiences. These unexplored areas identified from the existing literature inform the following research questions:

"What are master's level counselling psychology graduates' experience of undertaking qualitative dissertation research?"

1) What influences the choice of a qualitative research dissertation?

2) How do master's counselling psychology graduates undertaking qualitative research make sense of this experience?

The study is intended to shed light on this under-researched topic by providing a window into counselling psychology graduates' motivation and experience of undertaking a qualitative dissertation. Understanding student experiences of qualitative dissertations has the potential to clarify ways that support the use of qualitative research designs in students' research dissertation, to inform teaching and supervising strategies to support students to be successful in their qualitative dissertations, and to assess the current status of qualitative research training in the field of counselling psychology in Thailand, which will hopefully help in identifying potential ways for the field to move further towards methodological pluralism.

Chapter 3
Methodology

> *It is difficult to understand the rationale underlying qualitative research without a basic understanding of how philosophy of science paradigms relates to research design.* (Hennink et al., 2011, p. 4)

As this quote suggested, in order to justify methodology and method chosen for the study, I will begin with the chapter by clarifying my philosophical stance underlying the conduct of this research.

3.1 Paradigmatic Frameworks of the Research

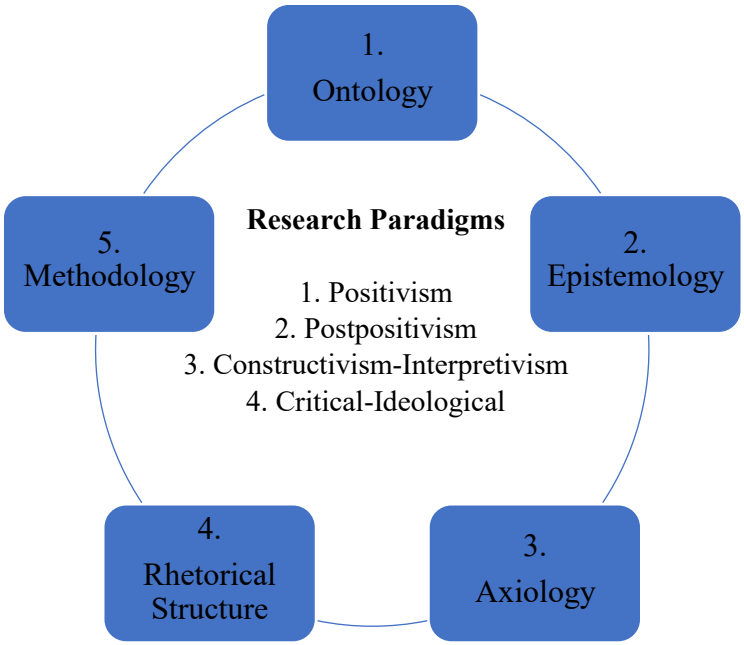
In this section, I will describe the philosophical foundations of the research and the way I think as a research conducting this study. Before doing this, I should first define the relevant terms used in this section. There are various taxonomies naming research paradigms in the literature; in this research I draw largely on those terms used by Ponterrotto (2005a). "A research paradigm" refers to a set of beliefs and assumptions that guides research action. Incorporated within a paradigm are "philosophy of science" which are a set of connected philosophical assumptions regarding ontology, epistemology, axiology, rhetorical structure, and methodology. (Morrow, 2007; Ponterrotto, 2005a).

Ontology is concerned with one's perspective of the nature of reality in terms of whether one thinks reality exists totally separate from human perceptions. Epistemology addresses the question of what counts as legitimate knowledge. "What counts as knowledge determines how meaningful knowledge can be generated" (Braun & Clarke, 2013, p. 29). Epistemology is thus about one's view of how we can know. Axiology concerns with judgment about values in one's research. It addresses the question of to what extent researcher values are accepted in the research process. Rhetorical structure refers to the use of language to present research results to targeted audience. It closely connects to ontological, epistemological and axiological assumptions of a researcher. This means that the language used in a final research report should reflect those researcher stances. Methodology refers to "the framework within

with our research is conducted" (Braun & Clarke, 2013, p. 31). It flows from the ontology, epistemology and axiology and addresses the question of how we gain what we count as legitimate knowledge. In this way, methodology helps researchers make a series of decision about how to conduct their research in terms of how to select participants as well as how to collect and analyse data.

The paradigmatic bases of research generally and qualitative research specifically are various, which can be simply classified into four paradigms: positivism, postpositivism, constructivism-interpretivism, and critical-ideological (Ponterotto, 2005). Among these, the last three paradigms are relevant to qualitative research. The critical point here is that no paradigm is superior to another; each of them generate different kinds of meaningful knowledge (Braun & Clarke, 2013; Haverkamp & Young, 2007; Hennink et al., 2011). In deciding which paradigm to base our research on, it is therefore irrelevant to ask which paradigm is better, what is much more important to ask is that "what kind of truth am I interested in hearing" (Braun & Clarke, 2013, p. 31) and also "Is this methodological choice appropriate ad defensible within the author's sated paradigmatic framework?" (Morrow, 2007, p. 269).

In Figure 1, I illustrate my understanding about the relationship between research paradigms and philosophy of science. This is my attempt to reflect on how I understand such relationship.



This diagram demonstrates the interconnection not only between paradigms and a set of philosophical positions, but also between one philosophical position and another one. It demonstrates that a researcher starts from an ontological position which eventually informs their chosen methodology. Methodology selected then influences methods of data collection and analysis, as well as evaluative criteria for a piece of research.

According to four paradigms as classified by Ponterotto (2005), my research locates itself within a broadly constructivism-interpretivism paradigm. This research was set out to gain insight into counselling psychology graduates' experience of undertaking a qualitative dissertation. In terms of my ontological position in doing this research, I adhered to relativist position, assuming that reality is constructed in the mind of the person. This means that, in my view, realities are multiple and equally legitimate as they don't exit independently of human mind and context, therefore they are provisional. I agreed with Morrow (2007, p. 213) when he stated that "there are many realities as there are participants (plus one: the investigator)". This does not mean that accepted the notion of 'anything goes', rather that I did not accept one single truth. Although I believed that there may be a reality that is out of our consciousness, I agreed with Etherington (2004, p. 71) that reality becomes "a world of meaning only when meaning-making beings make sense of it". In other words, although I believed that there are fundamental realities, these realities are perceived differently by different people, depending on their personal and cultural background. Therefore, my focus in this research was not on the objective truth of the studied phenomenon, but rather on the subjective meanings about the phenomenon. The central aim of this research was thus to explore such "multiple realities" about experience of undertaking a qualitative dissertation. In this way, the findings of this study are one of many possible ways to understand the personal meanings of such experiences.

Following from my ontological position, as I assumed that realities are socially constructed, I thus believed that the best possible way to access to such realities is through the social interaction between researcher and participant. In this way, my epistemological position was aligned with a transactional and subjectivist stance, which holds an assumption that through deep interaction and dialogue, both the participant and the researcher will move to and be moved by deeper understanding of the lived

experience of the studied phenomenon. Due to the nature of such close researcher-participant interaction, I believed that not only participants but also myself have a significant influence on the research process and the research findings as I inevitably brought my personal and professional knowledge and values into the research. Thus, my axiological position is that I accepted that "the researcher's values and lived experience *(Erlebnis)* cannot be divorced from the research process" (Ponterrotto, 2005a, p. 131). Correspondingly, I used the word "I" instead of "the researcher" in this final report to clearly acknowledge my involvement in the research, and incorporated reflexivity to reflect upon my own expectations, biases and values as well as the impact of the research on myself. I define reflexivity as "self-aware evaluation of the intersubjective dynamics between the research and researched. It involves critical self-reflection of how the researcher's background, assumptions, positioning and behaviour influences the research process" Finlay (2008, p 3). In this research, I considered reflexivity as a strategy to limit my subjectivity in order to have an open mind to the subjective world of my participants, and to guide my research decisions and actions. I adopt the stance of Darawsheh (2014), who consider reflexivity as an essential strategy to promote research transparency and rigour.

My commitment to constructivism-interpretivism obviously led me to choose a qualitative research design, which posits the importance of a hermeneutic approach to research. Qualitative research is appropriate for my research as it allows space for the multiple and deep personal experiences of participants to be expressed and for new understandings about the studied phenomenon to arise (Willig, 2008). Within various qualitative research methodologies, interpretative phenomenological analysis (IPA; Smith, Flowers, & Larkin, 2009), which is a widely used qualitative methodology, seems to best suit with my research purposes and my philosophical position, as I will explain further in the next section.

3.2 Rationale for Using Interpretative Phenomenological Analysis

There were several reasons underlying the methodological choice of IPA for this research. Firstly, it has been widely recommended that researchers should employ methodologies that are compatible with their philosophical perspective (Willig, 2008). According to Willig (2008), IPA is also based on the constructivism-interpretivism

standpoint, which is in line with my stance as I described in the previous section. Secondly, as the research aims to describe and interpret how counselling psychology graduates understand their experience of undertaking a qualitative dissertation, IPA's focus on capturing and making sense of individuals' subjective experiences is thus consistent with my research aim.

Thirdly, the idiographic approach of IPA focuses on producing detailed knowledge about the perceptions and understandings of a small group of people (Smith et al., 2009). In this way, IPA is regarded to be a particularly useful approach when the research is concerned with complexity, process or novelty (Smith & Osborne, 2008). Due to the lack of research into counselling psychology graduates' experiences of undertaking qualitative dissertation, IPA fits well with the aims of the research. Finally, IPA echoes my own professional value. As a counselling educator, I value in-depth exploration of clients' struggles and lived experience, which is in line with the key concepts of IPA. I have also enthusiastically embraced the very nature of human uniqueness and diversity. As the emphases of IPA are not only on shared but also unique constructions of individuals' lived world. All of these professional values further strengthened my choice of IPA.

3.3 Interpretative Phenomenological Analysis

IPA was developed in the mid 1990's by Jonathan Smith as an approach to qualitative, experiential and psychological research, with the aim of offering insight into how individuals understood and made sense of their personal and social world (Smith et al., 2009). IPA has been growing in popularity; it has been widely employed within and beyond the field of psychology. Within psychology, IPA has been extensively used in health psychology, clinical and counselling psychology (Smith et al., 2009; Smith, 2011). Characteristically, the approach focuses on exploring individuals' experiences in their own terms and offering detailed accounts and meanings of a particular phenomenon given by individuals. IPA draws upon three primary theoretical underpinnings: phenomenology, hermeneutics and ideography (Smith et al., 2009).

One of the philosophical foundations of IPA is 'Phenomenology', which has a particular interest in an individual's subjective lived experience within 'life-world' as

they perceived it (Husserl, 1936/1970). Husserl (1859-1938), the main founder of modern phenomenology, argued for human experience to be investigated in the way that it occurred and in its own terms (Smith et al., 2009). Inspired by Husserl, Smith employed his focus on capturing the way things appear to us in experience, and on its "phenomenological attitude", concerning with setting aside a researcher's pre-existing assumptions, in order to go back to "the things themselves", or to the individual's perception and consciousness. This concept of Husserl provides the descriptive, subjective basis of IPA (Smith et al., 2009). In this way, IPA researchers adopt an attitude of sensibility and openness, enabling the experience of research participants to be captured as accurately as possible. This means that IPA works "at an early stage in relation to Husserl's ambitious" (Smith et al., 2009, p. 38), before applying ways to understand the individuals' lived experience. This latter commitment of IPA is influenced by 'Hermeneutics'.

The word hermeneutic, 'derives from the Greek word hermeneuein which means to interpret or to understand' (Crotty, 1998, p. 88). Through his major work Being and Time (1962), Heidegger (1889-1976) was one of the first to challenge Husserl's concept of phenomenology as a purely descriptive philosophy and to argue for the impossibility of knowledge outside of an interpretative act:

> In interpretation, understanding does not become something different. It becomes itself. Such interpretation is grounded existentially in understanding; the latter does not arise from the former. Nor is interpretation the acquiring of information about what is understood; it is rather the working-out of possibilities projected in understanding. (Heidegger, 1927/1962, p. 188-189)

Thus, for Heidegger, understanding always requires interpretation which "grounded in something we have in advance--in a fore-having, fore-sight, pre-grasp or fore-conception" (1927/1962, p. 191). In this way, as Moran succinctly puts it: "the proper model for seeking meaning is the interpretation of a text and for this reason Heidegger links phenomenology with hermeneutics. How things appear or are covered up must be explicitly studied. The things themselves always present themselves in a manner which is at the same time self-concealing" (2000, p. 228). As such, an

interpretive act of a researcher may uncover hidden meanings and assumptions that the participants themselves fail to fully articulate (Crotty, 1998).

Heidegger's student, Gadamer (1975/2013), also argues for the central role of individuals' background in understanding meanings and regards our pre-conceptions as a necessary frame of reference from which our initial understanding on a phenomenon can further develop. According to hermeneutic view, the process of interpretation is non-linear. In fact, there is a circle in our understanding, known as "the hermeneutic circle", which Smith et al. (2009) consider as "the dynamic relationship between the part and the whole" (p. 28). In practice, this means that IPA researchers use the whole of the participants' accounts to understand the particular part of it, and vice versa. In addition, in order to understand the overall relationship of the data, IPA researchers are required to move back and forth both within the individual transcript and also across each transcript.

To sum up so far, IPA has its roots in both phenomenology and hermeneutics. While it prioritizes capturing the lived experience as given by the participants, it also emphasizes the need to further develop a more explicitly interpretative analysis in order to gain the deeper meanings underlying the participants' accounts. Smith et al. (2009) views such a synthesis of the two concepts as essential: "Without the phenomenology, there would be nothing to interpret; without the hermeneutics, the phenomenology would not be seen" (p. 37). In other words, doing an IPA study involves an engagement in a double hermeneutic; "the researcher is trying to make sense of the participant trying to make sense of what is happening to them" (Smith et al., 2009, p.3). This reflects the dual role of the researcher who is required both to "give voice" and "make sense" of the participants' experiential accounts (Larkin, Watts, & Clifton, 2006). To that end, the researcher has to engage with two different levels of interpretation: empathic hermeneutics and a questioning hermeneutics (Smith et al., 2009). While the aim in the first level of interpretation is to describe the participants' claims and concerns from their points of view, the aim in the second level of interpretation is to present possible meanings underlying the data. Essentially, the participant's own account is the starting point of an interpretation at any level. Therefore, the analytic process of IPA requires the researcher's attempt to push the analysis further, while grounding that firmly in a close examination of what the participant has said (Eatough & Smith, 2006).

The third philosophical underpinning of IPA is 'Idiography', which focuses on understanding the particular (rather than the general) and on investigating the detailed experience of each single case in turn, before examining across cases or moving to more general claims. As a consequence, IPA studies usually have small, purposive, homogenous samples in order to enable the micro-level reading of the participants 'accounts, thus allowing in-depth exploration for each case and discerning the levels of both convergence and divergence across all the cases. The idiographic engagement, as Smith (2004) points out, "brings us closer to significant aspects of a shared humanity' (p.43). Locating itself within idiography, this does not mean that IPA rejects generalizations. In fact, as Smith et al. (2009) state, "it locates them in the particular, and hence develops them more cautiously" (p. 29). In this respect, IPA aims for "theoretical transferability rather than empirical generalizability" (Smith et al., 2009, p. 51). Smith et al. (2009) argue that the idiographic approach of IPA can make a significant contribution to psychology as it "does justice to the complexity of human psychology itself" (p.38).

3.4 Research Design

3.4.1 Participants

Following ethical approval from the university's institutional review board, five participants were purposively recruited on the basis that they had attended at least one qualitative research course, used qualitative methodology in their dissertation, and recently completed a master's degree in counselling psychology. The time taken for completing their qualitative dissertations ranged from 1.4 years to 2 years. All the participants were from a counselling psychology programme, not the students of mine, female, native Thai speakers, with an age range of 27-38 years (Table 1). These provide a homogenous sample required in an IPA study. This small sample size is also in agreement with the idiographic underpinnings of IPA, allowing for the in-depth analysis of data. To preserve participant anonymity, all participants mentioned in this report have been allocated the following pseudonym: Jane, Lin, Ploy, Rose, and Ying.

Table 1. Participant Demographics

Participant	Gender	Age	Ethnicity	Undergraduate background	Prior familiarity with qualitative research
Jane	Female	29	Thai	Non-psychology	Yes
Lin	Female	38	Thai	Psychology	Yes
Ploy	Female	30	Thai	Psychology	No
Rose	Female	27	Thai	Psychology	No
Ying	Female	27	Thai	Psychology	No

3.4.2 Procedure for data collection

Participants were invited to take part in the research through a contact person in a counselling psychology programme who identified and informed potentially eligible participants about the research, and subsequently invited interested participants to an Internet-based group chat room. Once the group was created, I sent out the study information sheet detailing the aims and procedure of the study, the rights of the participant and contact information for the researcher. Participants were free to choose the date and time for their interview. Prior to the start of the interview, I asked the participants to complete a demographic questionnaire to help place their response into context.

Prior to each interview, I explained the aims of the research again and reminded them about the voluntary nature of their participation, the potential risks and benefits of participating in the study, and their rights regarding anonymity and confidentiality. I also gave participants opportunity to discuss any research-related questions before they provided written consent to participate in the research.

In line with the guidelines for IPA research (Smith et al., 2009), I used a semi-structure interview for generating detailed accounts of participants' experiences. I developed the interview schedule (see Appendix E) as a guide rather than a rigid structured instrument, to ensure that areas of interest were covered. The interview questions thus were in an open and exploratory form, aiming to allow the participant to tell their story in their own words and to feel free to open avenues they deemed important. This is congruent with the phenomenological concept of IPA, focusing on capturing the participants' perceptions.

All interviews were originally conducted in Thai, digitally recorded, and lasted approximately 90 minutes (ranged from 60 to 130 minutes). Each interview started with the open-ended question 'Can you tell me about your journey to your qualitative dissertation?'. The following topic areas were covered in each interview: motives for engagement in qualitative research, qualitative research training experiences, experiences of completing a qualitative dissertation, perceptions of qualitative research, and the impact of qualitative research experience. To increase the authenticity and richness of the data, I encouraged the participants to talk in detail about their experience by further asking for specific examples, elaboration and clarification. The interview also ended with an open-ended question to "allow unanticipated topics or themes to emerge" (Smith, 2004, p. 43).

At the end of interviews, I provided a debrief session for assessing the emotional impact of the research on participants and offering them the opportunity to ask questions. Participants were given 500 Thai Baths afterwards as a token of thanks for participating. The interviews were transcribed verbatim in Thai and rechecked against the recording for accuracy; all identifying information was removed and pseudonyms were used to maintain anonymity of the participants.

3.4.3 Analysis

Analysis closely followed the procedures of IPA described by Smith et al. (2009). In keeping with the idiographic commitment of IPA, the analysis started with an analysis of each single case in turn prior to moving to cross-case analysis to identify any commonalities and discrepancies.

In the first stage, I read and re-read the transcripts while at the same time listening to the audio tape. This was to ensure my familiarization with the data. In the second stage, I developed the first themes through an iterative process of making initial notes, which involved descriptive, linguistic, and conceptual comments. In the third stage, I transformed these notes into concise phrases or themes to reflect the core of participant's experiences. In the fourth stage, I electronically cut and pasted all the identified themes and searched for connections between the themes. In this process, some themes were maintained, discarded, or renamed. This resulted in a table of master

themes with supporting extracts. In the fifth stage, I repeated all this process for each transcript and finally generated the five individuals' tables of themes.

During the analytic process, as encouraged by Smith et al. (2009), I attempted to be aware of my own assumptions in order to be able to ground my analysis as closely as possible to the data. While working on each transcript, I treated each participant's transcript individually and on its own terms by bracketing ideas from prior transcripts when working on another. In the sixth stage, I looked for patterns across the five tables of themes and identified three overarching themes were identified: (i) The role of research training environment, (ii) The role of qualitative research training, and (iii) Perspectives towards qualitative research.

The analysis of this study closely adhered to the quality criteria of IPA proposed by Smith (2011). In this case, each theme presented in the next chapter will be supported and illustrated by extracts from all participants and will also be accompanied with both descriptive and interpretative analyses, honouring the phenological and hermeneutic underpinnings of IPA. The themes presented in this report thus were the result of a double hermeneutic; they were co-constructed, and time and context-specific, thereby representing only one of possible construction of the phenomenon studied. The analysis presented in the chapter four will also point to the commonality among participants as well as the uniqueness of the participant experience. As the original data of this study were in Thai, all the extracts presented in this report were translated into English by the author. In the process of translation, attempts were made to maintain the accuracy of translation and the equivalence of meaning.

3.5 Ethical Considerations

I sought and received ethical approval for this research from Burapha University's Ethics Committee (Appendix A). Throughout the research process, I paid careful consideration to the ethical implications of the research in accordance with the Ethical Framework of the British Association for Counselling and Psychotherapy (BACP, 2016) and the British Psychological Society Code of Ethics and Conduct (BPS, 2018). In the following, I discuss the relevant ethical issues involved in my research

conduct and explain how I addressed these ethical issues in practice. In doing so, I hope that my ethical decision-making process becomes transparent to the reader.

3.5.1 Informed consent

During the time of recruitment, I gave each potential participant the participant information sheet which outlines the aims of the research and the procedures involved if taking part (See Appendix B). This was to ensure that they had the adequate information prior to making a decision. I also provided an opportunity for each potential participant to ask further questions before arranging a time and place for the interview.

Prior to each interview, I orally informed the participants again about the research information and offered them another opportunity to read an information sheet. When they confirmed their willingness to take part, I gave them the consent form to read (See Appendix C) and offered a further opportunity to ask any questions before signing the consent form.

3.5.2 Confidentiality and Anonymity

I informed the participants both in written and oral form about confidentiality. I informed them that personal identifying information, including all third parties and place names would be removed from the transcripts, and that the transcripts as well as recordings would be secured in a lockable storage, and that pseudonyms would be used in the written reports to preserve their anonymity.

3.5.3 Payment of Participants

At the end of interviews, for recognition of the time and effort given to the research, I offered the participants a token amount of 500 Bath. To ensure that such payment would not inhibit the principle of voluntary participation, I clearly informed the participants, both in a verbal and written form, that they were free not to answer any question and to withdraw from the research without financial penalty.

3.5.4 Debriefing

On completion of each interview, I provided a debriefing session to assess any unforeseen discomfort or misconceptions and to aid as needed. I asked the participants to reflect on the research process and provided them with the opportunity to ask any

questions. At the end of interview, I also gave them a debriefing sheet (Appendix F), outlining a brief description of the research aims, the nature of their involvement, a thank you massage for their participation, and my contact details if they had any further questions or concerns.

3.6 Managing quality of the research

To ensure the quality of my research practice, I adhered to the two sets of quality guidelines (Yardley, 2000, 2015; Smith, 2011) which are suitable for this research allying itself within constructivism-interpretivism.

Yardley's (2000, 2015) four principles for assessing the validity of qualitative research are sensitivity to context, commitment and rigour, coherence and transparency and impact and importance. Smith's (2011) seven specific criteria for evaluating the quality of IPA research are: clear focus; strong data; rigor; in-depth analysis; emphasis on both descriptive and interpretative analysis; emphasis on both convergence and divergence; and careful written. Smith's seven criteria is considered to be relevant to Yardley's second criterion, namely 'commitment and rigour' (Srichannil, 2019). In the following paragraph, I discuss how these criteria were used in my research. In doing so, I will refer to Smith's criteria when presenting Yardley's second criterion.

3.6.1 Sensitivity to context

Yardley asserts that a good qualitative study pays careful attention to contextual dimension of the research. She proposes several ways in which researchers can demonstrate this, through their sensitivity to the existing literature relevant to the research topic area, the socio-cultural research context, as well as the process of data collection and analysis.

At the initial stage of this research, I paid my careful consideration to the research design, the choice of research methodologies, research ethics, and the development of an interview schedule that was open-ended and exploratory in nature. To develop suitable research questions, I paid a careful consideration to my literature review. Chapter two of this report identifies the lack of research into qualitative research dissertation experiences in the field of counselling psychology. This identification of research gaps systematically led to the development of the appropriate

research questions. During my data collection, I was mindful of my positions and assumptions and made my best attempt to leave these aside while interacting with my participants. To this end, prior the start of each interview I clearly informed participants that there are no right and wrong answers, what is most important is their own actual perspectives. I was also mindful of the interview purposes, which were to gain the depth and richness of data. Throughout each interview I was thus careful how I asked questions. I chose to use open-ended questions in order to encourage participants to respond freely in the ways in which they found relevant and significant for them. At the stage of data analysis, to make my analysis deeper, I paid attention to participants' backgrounds and explored how these might have an influence on the meanings they gave to their qualitative dissertation experiences.

3.6.2 Commitment and rigour

Yardley advises researcher's commitment to the research topic is essential to the rigour of the study. To achieve rigor in my research, I have committed myself to Smith's (2011) seven quality criteria for IPA studies. My research has a clear focus on an exploration into qualitative dissertation experiences from the perspective of Thai counselling master's graduates. This clear focus allows in-depth exploration and analysis, which is congruent with the idiographic focus of IPA. In data collection process, I made my best attempt to gain the depth and richness of data through my attentive listening and my use of open-ended and probing questions. In the presentation of results in Chapter four, I indicate the prevalence of each theme and use extracts from at least three (out of five) participants to support my analysis of each theme. To demonstrate my idiographic commitment of IPA, I offer a detailed examination of convergence and divergence among the participants' accounts, making the breadth and depth of each theme visible. Within each theme, I provide both descriptive and interpretative comments in order to give voice and make sense of participants' sense-making accounts. In the discussion chapter, I use relevant theories (my interpretative attempt) to make further sense of the results, aiming that this would lead to more insight into the phenomenon under study.

3.6.3 Coherence and transparency

According to Yardley, transparency requires a clear description of research procedures. In this report, I demonstrate transparency through various ways. In Chapter one, I use reflexivity to reveal how my personal and professional backgrounds have shaped my interest in this research topic. In this chapter, I provide a detailed discussion of how I collected and analysed the research data. In Chapter four, adhering to Smith's (2011) quality guideline, I provide evidence of the prevalence of each theme and support each theme with adequate numbers of extracts from the participants, with the aim to allow a judgement on whether the analysis is grounded in the data and the conclusions are justified.

In terms of coherence of a research project, Yardley suggests that this can be demonstrated through the good fit between the epistemological and theoretical stances underpinning the research, the research design and the research conduct. As presented earlier in this chapter, I developed the research design and conducted this research based upon my epistemological stance and the theoretical assumptions of the IPA approach. For example, in this chapter I make a justification of how a relatively small, homogenous sample of counselling graduates is in line with the idiographic emphasis of IPA. I also discuss the compatibility of the in-depth interview and my IPA research. In Chapter four, I present the results in accordance with the phenomenological and hermeneutic principles of IPA by providing two levels of interpretations. In doing so, based on my epistemological stance, assuming that realities are multiple and socially constructed, I also make it explicit that the interpretations offered in this report are not the truth claims, rather they represent one of the best possible ways to understand participants' lived world

3.6.4 Impact and importance

Yardley stresses that no matter how rigorous research is conducted, the true value of a research project is based upon its usefulness, producing new knowledge and providing practical implications.

This research is the first attempt to my knowledge to qualitatively investigate counselling master's graduates' experiences of undertaking a qualitative dissertation in

Thailand. This study thus advances the better understanding of qualitative dissertation experiences from the insider perspective. The results of this study have several practical implications for counsellor education, students, and researchers in the field, as can be found in Chapter five, where I discuss the impact and importance of the research in detail.

Chapter 4
Results

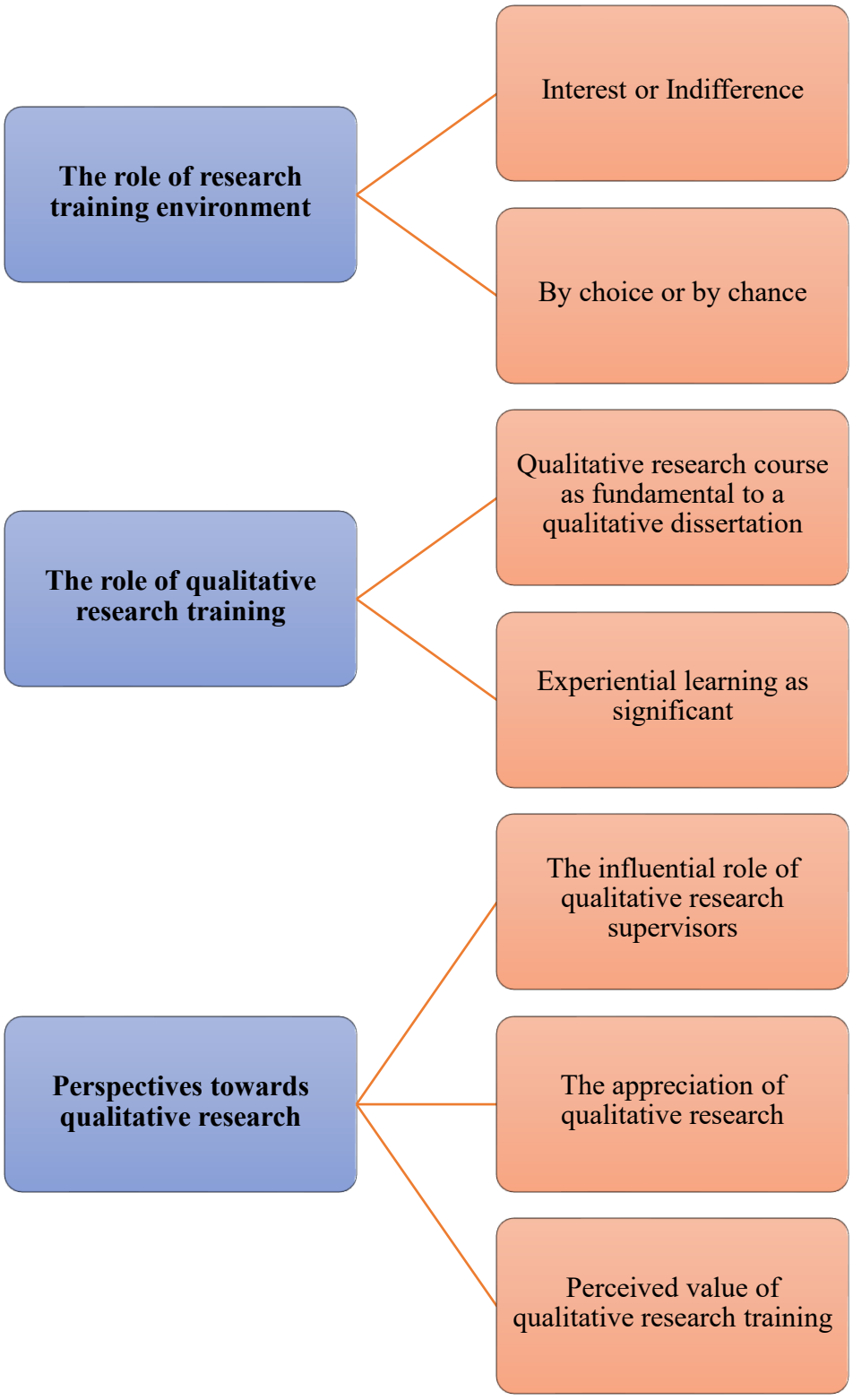
4.1 Introduction

In this chapter, I present the results of my study in relation to the research questions. As shown in Figure 2, I identified three superordinate themes, together with their seven interrelated sub-themes, which occur both within and across the participants' accounts. These themes offer an overall account of what it may be like for five counselling psychology graduates to pursue a qualitative research dissertation, in terms of what influenced participants' choice of qualitative research, how they may perceive it and the impact of it on them. In fact, the themes presented here were the result of a double hermeneutic: the participants' sense-making of their experience and my sense-making of their experiential accounts (Smith et al., 2009). This means that the themes identified are co-constructed, and time and context-specific, thereby representing only one of possible construction of the phenomenon studied.

Smith et al. (2009) suggest presenting themes in a way that enables the themes to take the form of an 'unfolding narrative' in a timely manner. Following this recommendation, I have organised the themes in a logical order in telling the narratives of my participants, beginning with their pathways towards qualitative research and ending with their perspectives towards qualitative research as a result of such a journey.

In presenting the analysis, I assigned pseudonyms to the participants and replaced other names or identifiable details by brackets (name of advisor) or (her research topic). To support my analysis, I present relevant extracts from the interviews. In presenting the extracts, for ease of reading, small hesitations, repeated words and sounds and utterances such as "um" have mostly been omitted unless relevant to interpretation. In addition, material omitted is indicated by three dots in brackets (...), where the text was not directly relevant to the themes under discussion, or in places of repetitions. Laughs and long pauses, etc. are maintained (in parenthesis), if they were considered as adding interpretative value to the spoken words.

Figure 2. Themes of master's level counselling psychology graduates' experience of undertaking qualitative research



4.2 Superordinate theme 1: The role of research training environment

This superordinate theme illustrates the impact of previous research training background on participants' attitudes and paths towards qualitative research training.

4.2.1 Interest or Indifference

A core narrative across participants' accounts points to the role of research training environment in shaping their attitude and their stance towards qualitative research. In particular, messages about qualitative research from academic staff appeared to play a significant role in determining how much participants recognized the value of qualitative research. This is perfectly captured by Ying, who attributed her indifference to qualitative research to negative messages about qualitative research received from academic staff members in her psychology department at undergraduate and postgraduate levels:

> In my undergraduate study, there was no focus on qualitative research. The main and only focus was on quantitative approaches. It seems that academic staff at my department believed that qualitative research was too difficult for undergraduate students. At that time, I felt like that, and it also seemed like other psychology programmes did not buy the idea, I mean they did not accept qualitative research. So, at that time, I was not interested in it. But later when I came to study counselling, I began to hear about it, but in a way that it would take so long to complete a qualitative project and you would not graduate on time. (Ying)

Negative descriptions of qualitative research repeatedly appear throughout the above extract. Qualitative research was negatively portrayed as too difficult, unacceptable and long terrain. It is worth noticing that there is a slight shift of the tone in this extract, from negative to more positive and back again to negative. When Ying said that she began to hear about qualitative research during her master's study, she seemed to imply that although qualitative research had gained some acceptance, it still remained to be negatively perceived, in counselling psychology. Due to such prolonged negative messages about qualitative research, it is not surprising that Ying described a clear link between her perceived negativity of qualitative research and her previous indifference in it. A similar sense of indifference was indicated by Rose:

> If I had known that it was elective, I would not have taken it. Because I did not know qualitative research that much. I did not have any research topic. I was lean towards quantitative research actually, because I had always known about it. Although I felt some goose bumps with statistics, I had always known more about them. (Rose)

It is apparent here that if Rose knew that the qualitative course was not compulsory, she would not have enrolled in it. An indifference to qualitative research and a tendency to use quantitative methods despite the dislike of statistics indicate the dominant quantitative culture in the psychology research training. Ploy also echoed this impact of quantitative dominance on her lack of prior interest in qualitative research: "At that time (undergraduate time) there was little training on qualitative research. I did not quite understand how to do it (qualitative research) so I did not bother about it." Lin described the same idea in a different way:

> I was interested in doing qualitative research since my last degree, but I was not sure that I would do it. Because at that time which was quite a long time ago, it seemed that qualitative research was even more unacceptable than today, most lecturers only taught quantitative research approaches. They did not seem to accept qualitative research. So, I did not do it and chose to do quantitative instead. (Lin)

Lin's assertion captures the profound influence of research training environment, in the sense that no faculty support for qualitative training prohibited her from using her own methodological preference. Again, Lin's comparative statement "qualitative research was even more unacceptable than today" suggests her perceived status of qualitative research as gaining greater acceptance yet remaining less privileged. In contrast to other participants, Jane appeared to have a positive attitude towards qualitative research: "Reading qualitative research dissertations, I felt like watching a movie. I personally liked hearing people story. I found them more enjoyable than reading numbers". Although in this extract Jane did not directly link this attitude to her prior research training, she described in the interview her previous experience of undertaking "a kind of case study research". This may be interpreted as indicating that Jane's prior

qualitative research experience may have some influence on her enthusiasm for qualitative research.

These accounts illustrate how the research training environment, more specifically the attitude towards qualitative research of the academic staff (external factor) has the power to affect students' attitude and interest in qualitative research (internal factor) and subsequently, as will be presented in the next theme, their (in)active decision on engaging in qualitative research learning.

4.2.2 By choice or by chance

It should be noted that the qualitative coursework taken by the participants was elective. As will be seen in the next theme, although all participants considered such course as essential for their pathways towards a qualitative dissertation, not every participant took up the qualitative research course deliberately. Below, I present the participants' accounts in a sequential manner, moving from Lin and Jane who enrolled in the course by choice to Ploy, Ying and Rose who embarked on the course by chance.

> I had been interested in qualitative research for a long time. And when I came to study here, I found that there was some support here for qualitative research. I already had an experience with quantitative, so I wanted to have another experience, I did not want to do the same. (Lin)

Given that Lin had a long interest in qualitative research, it is thus unsurprising that Lin eagerly took the opportunity when it came. A reason underlying this action appears to be Lin's desire to explore and do something different, as she stated that "I was a curious person. When I had a chance to know what I already wanted to know, I would not leave that chance". This behavioral intention seems to occur as a combined result of her own interest in qualitative research and perceived qualitative learning support. Jane, who possessed a prior positive attitude towards qualitative research, suggested a similar idea:

> When I just started my (master's) study, I wanted to know what people here were studying. I was curious to know which directions people here were strange topics that I had taking in doing their research, so I looked for their dissertations and then

> foundnever seen something like that before, like (specific examples of qualitative research topics). And this made me feel like "you can do it like this?" (laughs). Since then, I told myself that I would take up a course in qualitative research and I would do qualitative research. (Jane)

Jane's intentional choice of partaking in a coursework in qualitative research methods is evident here. A sense of surprise at "strange" qualitative topics suggests Jane's initial perception of qualitative research as unusual in a way that triggered her further interest in qualitative research. Perhaps Jane's little training in qualitative research together with her non-psychology background caused such surprise. Based on the multicomponent model of attitude (Maio, Haddock, & Verplanken, 2018), it perhaps can be explained that for Jane qualitative research was attractive (cognition), it was enjoyable for her (affect) and she also had some previous experience with what she called "a kind of case study research" (behavior). All of these three positive components contributed to Jane's strong positive attitude towards qualitative research and such positive attitude then influenced her behavioral intention to learn and conduct qualitative research. This similar relationship is also expressed by other three participants, but in different ways:

> I did not previously know it (qualitative research) much. I did not quite understand how to do it. But in my master's study, there was a course in qualitative research. I thought it was compulsory because everyone in my cohort enrolled in it, so I did. (Ploy)

> I did not know if it (a qualitative research course) was either a core or elective subject. I saw others enrolled in the course, and so did I. It was not a difficult decision at all, just follow the crowd, and at that time I thought it was good to know several things. (Ying)

These extracts clearly indicate the role of social influence on the participants' choice of enrolling in a qualitative research course, suggesting the choice was not from participants' own active decision. This unintentional choice appeared to be a result of participants' lack of previous qualitative research knowledge. Similarly, Rose who had no prior familiarity with qualitative research clearly expressed the link between her

unintentional enrolment in a qualitative research course and her indifference towards qualitative research:

> I did not have any passion about qualitative research. It was not the subject in my list at all. (…) It just happened that there was a person in our cohort wanted to take up this course and asked us to do so. So, we all just followed her. Following her and taking up the course was a good thing. We then just realized on the first day of the course that it was just elective. And we were saying something like "didn't we need to take it? and why did we take it?" (laughs). This was not a shame, it was just funny that I took up the course unwittingly. (Rose)

Rose's sense of amusement at her naïve participation in an elective course in qualitative methods suggests the intensity of her unintentionality and also her satisfaction with that unintentionality ("taking up the course was a good thing"). Why did participants previously possess an indifferent stance towards qualitative research? Using the multicomponent model of attitude, I deduce that these three participants did not have prior experience with qualitative research (behaviour), so they did not find qualitative research useful or attractive (cognition) and thus they did not have particular affection for it (affect). This is an illustration of how participants' research training background as well as their social conformity (the external) influences their behavioural decision-making (the internal).

4.3 Superordinate theme 2: The role of qualitative research training

This second superordinate theme, consisting of two interrelated sub-themes, demonstrates how an exposure to a coursework in qualitative research methods influences participants' choice of a qualitative dissertation.

4.3.1 Qualitative research course as fundamental to a qualitative dissertation

Talking about their qualitative dissertation experiences, participants constantly made references to a qualitative research course they all once enrolled. Having a chance to be trained in qualitative research methods was found to be the key factor for all participants' pathway towards a qualitative research dissertation. This is

concisely captured by Ploy: “Without the course, I would not have done it because I felt that I did not quite understand how to do it” The significance of a qualitative research course was also salient to other participants. Rose described the link between her involvement in a qualitative course and her choice of a qualitative dissertation:

> Without the (qualitative research) course, I would not have done qualitative research because at that time I had no idea what topic I wanted to do for my dissertation. I was totally blank. (…) Without the course, I may have already chosen to do quantitative. (Rose)

Rose believed that if she did not take up the qualitative course, she would have embarked on quantitative research, an approach that she “had always known about it”. The word “blank” she used, implies the unknown state, or perhaps anything goes. It seems that a course in qualitative methods, or more precisely, the experiential component of the course (as will be presented in the next theme) helped her filled up that “blank” by inspiring her a qualitative research idea. A similar attribution can be found in Ying’s account. Enrolling in a qualitative research course enabled Ying to find her preferred research direction:

> I always wanted to do this topic (a specific research topic of interest), but no one could tell me which way to go to get an answer. (…) Eventually, one person told me that there were two ways to do this topic, either factor analysis or qualitative research. I kept that suggestion in mind. Okay! I would try the qualitative course, and on that course, this is it! It was qualitative research that I could surely use. (Ying)

Ying expressed her attempt to find the right research path that could take her to a preferred destination. Unlike Rose, Ying had an idea about the topic she wished to pursue yet had no clear idea about how to do it, either quantitatively or qualitatively. Saying that “on that course, this is it!”, Ying directly linked her choice of qualitative research to the qualitative course. Taken together, this and other accounts suggest that a coursework in qualitative methods served as a platform towards a qualitative dissertation for participants who were exposed to qualitative research for the first time.

On the other hand, participants with prior interest in qualitative research seem to view their engagement in qualitative research training as a springboard that makes

them more confident and competent with qualitative research. Lin regarded a qualitative research course as "a path that it helped to know what to do in order to answer (her) research question". Similarly, For Jane, the qualitative course equipped her with greater knowledge and confidence in undertaking a qualitative dissertation: "I knew much more about qualitative research from that course than I previously knew from my undergraduate study. It made me feel that I was able to do it". The significance of a qualitative research course for the path to a qualitative dissertation is nicely reflected by Rose, who was prompted to make sense of why students in her cohort also chose to do a qualitative dissertation:

> I think it was because they had studied qualitative research methods. Without that sort of study, we would not have a good grounding, we would know only quantitative methods. When we had that grounding, and then we picked qualitative research up, it was like we had a resource to do that. When I had finished the course, I felt confident that I would definitely do qualitative research, because I had all resources I needed, I had an instructor who taught qualitative methods, and she could be my research supervisor. (Rose)

Rose promptly attributed students' choice of undertaking a qualitative research dissertation to their exposure to qualitative research training, and she regarded such training as "a resource" that built up a sense of competence to undertaking a qualitative research project. Interestingly, there is a shift in Rose's sense-making from others (the use of "we") to herself (the use of "I"), suggesting a parallel between what Rose thought about others and what she thought about herself. It is also worth noticing the change of word form (from "a resource" to "all resources"), which potentially suggests that one opportunity (a qualitative research course) led to the next (a qualitative supervisor). Following TPB, I interpret that participants' perception of the presence of necessary facilitators to the use of qualitative methods has a significant effect on their choice of undertaking a qualitative dissertation.

4.3.2 Experiential learning as significant

Four participants pointed to the experiential component of the qualitative research course as a significant resource that helped them learn the most. Based on the participants' accounts, such experiential part was concerned with the practical

application of the knowledge gained to conduct a small qualitative research project, starting from the process of developing a research topic to writing up of the analysis. Jane's account below encapsulates its significance:

> There were two main parts in the subject: the lecture and the practice, and I learned much more from the practice. (...) In that subject, what I remembered most clearly is that there was a big piece of group assignment, we were assigned to do a small qualitative project. (Jane)

Among many other things in the course, an experiential learning was the most memorable part for Jane, which is suggestive of its paramount importance. A similar sense of significance was suggested by Lin: "What I remember most clearly from that course was the practical part. It was a group assignment". What seem salient to participants was the connection between the experiential learning and the insight into a dissertation topic, as Rose articulated:

> In our qualitative class, we were asked to find a research topic. At that time, I was working at (name of workplace) which involved working with (specific group of people). (...) So, that area became a topic for the assignment, and I found it worked. So, I talked about this with my instructor and then I stayed with that topic for my dissertation. I only hoped it to be a topic for that class but in fact it also became the topic for my dissertation. (Rose)

This extract from Rose highlights the importance of the hands-on experience on the acquisition of a qualitative dissertation topic. A particular point of interest here is the last sentence of the extract, suggesting that the outcome of such experiential learning surpassed expectations. Rose mentioned earlier that she was "totally blank" about her research topic prior to this qualitative research course. As the experiential learning helped fulfil such blank, it thus makes sense why such learning was particularly regarded as significant. Ying's following account shed further light on the role of the experiential learning in facilitating a sense of certainty and commitment to pursue a qualitative dissertation:

> During the second year of my master's study, I studied qualitative research with (name of an instructor) and I was assigned to think about a research topic. At that

> time, I was not sure if I would take that topic. I just mentioned that I wanted to study about (a topic area of interest). Other students in the class also proposed their topics, but my instructor said that "your topic was possible", and I felt like "oh! it was possible, it was actually possible". But at that time this was a group assignment and we had quite little time to do it well. We just made it finished. I then thought that I really wanted to do this topic, so I promptly asked the instructor if it was possible for me to do this topic for my dissertation, and she said that "sure! it was possible". So, I decided to do that topic. (Ying)

Like other participants, Ying attributed her chosen dissertation topic to the experiential task of the course. She portrayed vividly how the course instructor's approval influenced the choice of her dissertation topic. As earlier presented, although Ying had some idea about a research topic, she was "uncertain" about it. That uncertainty seems to be fading as she gained more confidence in her research idea, as a result of engaging in the experiential learning. In this respect, engaging experientially in a small qualitative research appears to be a significant path for participants towards a qualitative research dissertation.

4.4 Superordinate theme 3: Perspectives towards qualitative research

This final superordinate theme presents participants' perceptions of qualitative research, in terms of its process and its outcome, which have derived from their lived experience of undertaking a qualitative research dissertation as part of their master's degree in counselling psychology, where qualitative research training has still remained pretty much uneven.

4.4.1 The influential role of qualitative research supervisors

The significant influence of a qualitative research supervisor on the process of learning and conducting qualitative research is clearly present in all participants' accounts. Rose' below account directly introduces this influential role:

> If there was no an instructor teaching qualitative research, I would have gone to the quantitative. It was because the instructor who was supportive made me feel safe. (Rose)

It should be noted that for this group of participants, the instructor of a qualitative research course became their principal supervisor. It appears that the supervisor helped participants in choosing a qualitative research methodology, assisting them with data analysis and supporting them in time of need. Participants considered their qualitative research supervisor as a valuable source of learning and supporting, as most powerfully captured by Ying:

> In doing my research, I needed to rely on my supervisor, she rescued me. She suggested that I should use (name of methodology) for my dissertation. And I asked her about that methodology. She then explained to me a little bit more about that methodology, but I still did not quite understand. I then did extra reading and needed to read text in English. But at that time my English was not good, so I still did not understand. (Ying)

With the wording "*She rescued me*", Ying seems to demonstrate the intensity of her reliance on her research supervisor. This dependence appears to be associated with her limited knowledge of the suggested qualitative methodology, together with her English proficiency. Despite these difficulties, Ying followed her supervisor' s advice, and she attributed this action to her trust in the supervisor whom she perceived as well-grounded about qualitative research methods and who knew well about the process of dissertation.

> I really trusted my supervisor. I chose to use (name of qualitative methodology because she thought it was the best for my work. (...) At time dissertation was something very new to me. I did not know all the process about it from its start to finish. That was the reason why I trusted my supervisor, how many years of experiences she has had, she knew all the process of dissertation. (...) But if I had been well-grounded in qualitative research, or if I had already done a dissertation, it would have been easier for me to suggest my idea to my supervisor. (Ying)

It is evident that Ying draws a comparison of the perceived proficiency between her supervisor and herself. For Ying, the supervisor deserved her trust because she was much more knowledgeable about qualitative research and dissertation procedures than her. We can see the role of supervisor on a student's choice of methodology again in Rose's following account:

> Int: How did you make a choice of your chosen methodology?
> Rose: I knew a little bit about the differences between methodologies. After the qualitative course, I knew that there are various methodologies. But the important factor was the supervisor, she told me that there were only few dissertations used (name of methodology) and she asked me if I was interested in this. So, I was like "okay, you offer, I accept". (Rose)

Rose's trust in direct guidance of her supervisor is evident in her account of *"okay, you offer, I accept"*. Similar to Ying but in a subtler way, Rose makes a link between her reliance on advice of the research supervisor and her "little" knowledge of qualitative methodologies. Elsewhere in the interview, Rose also said that she chose her qualitative research instructor as a principal supervisor due to her belief in the instructor's proficiency in qualitative research: *"she had taught qualitative methods, this means that she was accurate in that. So, I chose her to be my principal supervisor"*. In addition, Rose described her supervisor as always accessible, and as someone whom she felt compatible with and comfortable with. For Rose, such perceived comfort with the supervisory relationship appears to be significant for the progress of her dissertation completion: *"Although my supervisor was busy, she was always available for me and I think this was another factor that helped me make a very good progress"*.

Similarly, Jane also acknowledged her reliance on her supervisor in the process of undertaking her qualitative dissertation:

> I only got a piece of knowledge from the qualitative course, but at that time, I did not get it clearly. I was like, Ah, there was a theoretical part, and I had some practical experience. But it was not … not that we studied and then we could it. I feel that I was able to it mostly because of my supervisor. She taught me a lot while I was doing my dissertation. (Jane)

Jane's use of the word "only" potentially indicated her sense of the inadequacy of knowledge about qualitative research methods. This sense of inadequacy thus appears to make Jane as well as other participants feel the need to rely on someone who possesses adequate knowledge about qualitative research. When taking these accounts and participants' research training background into account, it seems that only one course of qualitative research methods throughout the educational life may not be

sufficient to well equip students with adequate knowledge to undertake qualitative dissertation research.

As with Rose, Jane's trust in her supervisor seems to be associated not only with the perceived proficiency of her supervisor in qualitative research, but also the personal characteristics of the supervisor. In time of dissertation struggles, especially in the data analysis stage, Jane disclosed that *"When I had some worry, I would immediately make a soonest appointment with my supervisor".* A clear sense of rush here potentially reflects Jane's strong level of confidence in the supervisor's academic abilities, and a good supervisory relationship. It appears that Jane perceived her supervisor as 'supportive' ("*She could feel my anxiety and told me that this was my first time to do this and she never made a criticism on my mistakes, and this helped me dare to try*") and 'helpful' ("*Sometimes she showed me how to write my analysis by beginning a paragraph for me*").

Within this theme, we can see that learning is an unfinished process, especially with these participants, who experienced limited preparation in qualitative research. In this case, it makes sense that their dissertation supervisor served as a mentor during the dissertation process, and this seems help participants make a connection between research knowledge gain for the qualitative course work and the real-world application of qualitative methodology.

4.4.2 The appreciation of qualitative research

Participants' sense of pleasure in learning and doing qualitative research is clearly evident. Though portrayed somewhat differently, all participants used the word "enjoyable" to describe their experience of undertaking a qualitative dissertation, Overall, they associated their appreciation of qualitative research with the two main aspects: the process of conducting qualitative research and its outcome, which make an impact on their personal and professional development.

> I feel like I know more about it (qualitative research). I had only known about numerical research. I had never known about data transcription, themes and the use of interviewees' quotes to present research findings. I feel good about qualitative research since I have first known it, because it is something that number cannot tell.

> Like if we feel sad, numbers cannot capture that well, but in the form of words, we can touch the sadness clearly. I like reading qualitative papers (in English), I do not feel lazy to read and translate. And when I did the research, as I personally like hearing people story, I like it more and more. (Jane)

Positive attitude towards qualitative research is prevalent here and it seems that such positive attitude is incremental over time. This extract demonstrates the shift in attitude from past to present, and in the next extract from Jane we see the future tendency: "*I would like to do qualitative research again on the same area, but in a different perspective, if I have another chance to do*". Obviously, there is a comparison between numbers and words, and for Jane words can tell about psychological aspects of persons more clearly, and this is a significant feature of qualitative research that is attractive for her. Reading papers written in English seems to be one of the challenging aspects in the process of undertaking a dissertation, as we have already seen in Ying's earlier account. Saying that being enthusiastic to read papers even in a foreign language, Jane is indicating that feeling of pleasure experienced from the reading is much greater than its perceived challenge, which suggests the magnitude of her pleasure in qualitative research. There is also a link between the enjoyment of doing qualitative research ("*I like it more and more*") and her personal preference ("*I personally like hearing people story*"). In this way, she introduces the idea that the matching between personal and research characteristics is vital. Elsewhere in the interview, Jane uses a powerful word "tender-hearted" (ใจละเอียด) to refer to what she has gained from her experience of undertaking qualitative research, and she associates this quality of mind with the process of data analysis, in which she needs to repeatedly listen to her participants' narratives in order to clearly understand them, and this deep listening and understanding practice has made an impact on Jane's life both personally and professionally:

> Jane: … it (qualitative research) makes me more tender-hearted.
> Int: More tender-hearted? What aspect of it makes this happen?
> Jane: Normally, when I listened to people long stories, I never needed to transcribe and listen repeatedly. While re-listening, I listened intently, which I did not normally do. And this practice has helped me to be with others more easily because it makes

> me more sensible. So, I do not quickly judge people, and I think this has an impact on my personal and professional life.

Similarly, Rose mainly associates her pleasure of qualitative research with its interpersonal nature, in which it allows her to capture not only verbal but also non-verbal cues which subsequently enable the depth of her analysis:

> Although I did not share the same experience with her (a research participant), I felt moved when she told me her story and then cried. (specific details about her research participant) when I did interviews, I was able to see non-verbal cues that cannot be captured by a questionnaire. And those cues were useful for my interpretation. (specific details about her research participant) (Rose)

In explaining her enjoyment, Rose draws upon a touching moment with her research participant on a sensitive topic. It seems that for Rose such interpersonal nature of qualitative research makes the psychological aspect of human more tangible. In the extract below, Rose goes on to make further sense of the reason behind her appreciation of qualitative research:

> I think my attitude about qualitative research has changed. At first, I did not have any special feeling about it. But now after completing, I am glad I have done it. If I have a chance to do research again, I will choose qualitative research. Because I enjoyed its process, as I told you, in the process, I was able to observe and see more dynamic going on and there was feeling in that dissertation. But in the quantitative, there are largely numbers, and we cannot see any dynamic story. So, I am more enjoyable because of that, and may be because I like to talk to people. (Rose)

Once again, this extract demonstrates a shift in attitude towards qualitative research, from indifference at the beginning to appreciation at the end. A keen sense of enjoyment of qualitative research is manifest in Rose's account of "*If I have a chance to do research again, I will choose qualitative research*". In making sense of the reason behind this stated tendency, Rose ascribed her enjoyment of qualitative research not only to the interpersonal feature of qualitative research as earlier outlined but also her personality trait of extraversion. Another interesting point is that there are pervasive

comparisons between qualitative and quantitative research made by all participants, and this is unsurprising given that participants had been primarily familiar with quantitative research. In the above extract, Rose's description of her qualitative dissertation as containing "feeling" seems to echo Ying's account of "I think qualitative research is attractive in that there are emotions and stories".

When prompted to talk about feelings towards her experience of undertaking qualitative research, Ying said that: "I like it. It was enjoyable. It was something really good", suggesting her positive attitude towards qualitative research. As a result of learning and undertaking qualitative research, Ying's attitude toward research appears to positively change, from 'fear' to 'appreciate': "I feel that research is not that difficult. Most people find research daunting, and I used to feel like that too. But now I find research useful". This shift in attitude seems to mainly derive from the perceived impact of the research on her personal and professional development. A distinctive feature of Ying's case is that learning and conducting qualitative research appears to help broaden her research repertoire. Ying seems to place a high value on knowledge of different research paradigms, gained from the qualitative research course. This is reflected in her length talks about how such new knowledge has changed her perspectives towards research, and helped broaden her understanding about research and life in general:

> The qualitative research course has given me a wider perspective of research. It makes me to just understand the reason why I needed to control factors when doing quantitative research, this is because we need to search for the single truth. This makes me understand research much better, there is no absolute right or wrong way, the right or the wrong depends on what you believe. I remember that in my undergraduate years my quantitative instructors told me that you could not do like this, or like that. I never thought why it was wrong, I only thought it was wrong, it was really wrong. But when studying qualitative research, what is wrong in the quantitative is what is right in the qualitative, such as a small sample. (...) I like this principle. It makes me see the word of research more clearly. It helps me to realise what is right or wrong depending what we hold on to. (...) In the past, I had the same belief as most staff in (specific field of psychology) that qualitative research is not quite good, but now I feel both are good, only choose what is best fit with the topic. (Ying)

This extract provides an insight into how knowledge of research paradigms taught in a qualitative research course facilitates a wider perspective of research. Elsewhere Ying also mentioned that: “I really got this idea”, reflecting her deep learning. What is explicit in this extract is that Ying’s old long assumption about one absolute truth has no longer held and has been replaced by the concept that knowledge can be viewed from different perspectives. This is reflected in the constant comparisons between herself in the past and herself in the present. Ying seems to portray her previous self as narrow minded, in which she was stuck in a rigid old way of thinking about research. This is vividly reflected in her words of “*I never thought why it was wrong, I only thought it was wrong, it was really wrong*”. The repetitions of “*it was wrong, it was really wrong*” emphasise Ying’s strong belief. This strong belief without good reason suggests a similarity to the idea of ‘faith without reason’, which may have commonly derived from believing in what others believe. As Ying says:

> This research makes me feel … this world or our life in the social world is not limited to only one aspect. It makes me realise that we actually believe, truly believe (เชื่อเชื่อ) in what others tell us, but in fact what we believe is not the most accurate one. There are so many other things that we can learn. (...) This concept opens me to a wider world. Only this concept is sufficient for me. (Ying)

Drawing on this and her contextual background, my interpretation is that due to Ying’s immersion in the predominantly quantitative culture (“It (quantitative research) had always been my familiar world”), it seems almost inevitable to take her familiarity for granted. Conversely, Ying describes her present self as open minded, in which she is able to see research as well as life in general from the perspective of those on the other side, and this facilitates a wider perspective, which is invaluable for her (“Only this concept is sufficient for me”). This new learning helps her make sense of the basic of both newer (qualitative research) and older (quantitative research) knowledge of research. For Ying, such understanding of the underlying assumptions of different research approaches enabled her to more to tolerant of the chaos and difficulties of doing research: “Actually I think any research, both quantitative and qualitative research are difficult and complicated. But if we know its root or its background, we will be able to be more tolerant with those complicated things, because we know why

we are doing that". Ying's language here suggests a similarity to the idea of the tough journey is not a problem, the tough problem is not knowing why we need to go.

Moreover, another unique aspect of Ying's case is that she ascribed the usefulness of her qualitative research not only to the change in her perspective but also to the change in her participants' perspective: "When they told me their stories, they were able to see that they were good and strong". In this way, Ying feels that her qualitative research has been useful in enhancing participants' sense of empowerment. All these fruitful experiences of conducting qualitative research may have led to the development of her research identity, which is evident when she said that: "my current work is not required to do any research, "I am now (her career position), but in my work, I feel oh! I have a research project in my mind, it would be interesting to do (details descriptions about her idea of research)".

In addition, undertaking qualitative research appears to widen participants' perspective towards groups of people under research, which ultimately helps lessen their biases towards people. When explaining how the research has an impact on them, participants referred specifically to various stories of their research participants who have generally suffered discrimination. The narratives of those revealed many unrecognised aspects, and this made a positive shift in participants' attitude towards these groups of participants and their personal and professional life in general.

4.4.3 Perceived value of qualitative research training

Given that participants recognised the value and relevance of qualitative research and its low proportion in their research training, it is unsurprising that they all perceived the value of qualitative research training and pointed to the importance of more inclusion of qualitative research into the curriculum. Ying and Rose, who had only been exposed to quantitative research methods, and only came across a qualitative research course for the first time in her master's study, referred to the words "frustration" (Ying) and "Such a shame" (Rose) when commenting on the research training they received that placed a sole emphasis on quantitative research methods:

> I am quite sure that there was almost no qualitative research teaching in the undergraduate degree in Thailand, as far as I have known there was no qualitative research course at (name of a Thai university) or at here (name of her university). For me, this is such a shame. In fact, there should have been a qualitative course in the undergraduate level. Now it is clear to me that this is useful for me. I had studied statistics, I should also have studies qualitative methods too, and then we can choose later which approach we would love to use. But the basis of our education has more got us towards quantitative approaches. (Rose)

> I would rather students know about qualitative research since they are an undergraduate student. As I told you, I was frustrated by the research training curriculum. I think students should have known from their undergraduate education that hey! the world of research is actually so wide. You can study either this small group or that big group. This will make research more interesting. (Ying)

Despite their different kind of expressed emotion, what is apparently similar in these two extracts is that participants suggest that qualitative research methods should have been included not only in the graduate education but also in the undergraduate curriculum. This suggestion both and mirrors their perceived value of qualitative research and may reflects their dissatisfaction with the research training they had received in their undergraduate degree. In the above extract, as a result of learning that there are many different ways to do research, Ying feels that "the world of research is actually so wide", and it is a qualitative research course that opens the wider world for her. On the basis of this and other similar accounts elsewhere as presented earlier, we can see that participants clearly had positive attitudes towards qualitative research and they considered themselves as 'lucky' in coming across to qualitative research, it thus makes good sense that they recognised the importance of qualitative research course. In light of this new discovery, participants appear to look back to their past experience of their received research training and to find a big gap in their previous education which gives rise to their sense of frustration and shame of the lack of qualitative research training. The next extract from Ying further demonstrates why she feels frustrated by such glaring absence:

> We should know both worlds (both quantitative and qualitative research) because knowing only one world is too rigid. I think there are so few people knowing about qualitative research. When I talked about my research to my father's friend who was so quantitative, and I was not that knowledgeable, you know it was so tiring. (Ying)

Here, Ying explains the limitation of knowing only one way of doing research. The idea that "knowing one world is too rigid" seems mirror the meaning of the later statement 'talking to someone who is so quantitative is so tiring'. Inversely, knowing both worlds give a broad perspective. In participants' views, a consequence of this research expansion is students' better attitude towards research and their increased choices in choosing a research approach that best fits their research interest and purposes. The extract below helps facilitates this understanding:

> Not every friend of mine who took the same qualitative course chose to do qualitative research. I think this may be because they were more comfortable with statistics or their topics were more suitable for quantitative approaches. But luckily in my programme we have supervisors with expertise in both research approaches. No matter which direction students would take, there is always support available. So, students can do what they would like to do. Most of my friends also could do what they were interested in. (Rose)

In this extract we can see the change of mood in Rose' description of her recent graduate research training. The use of the positive word "luckily" indicates her sense of satisfaction with the received training in which students are exposed to both qualitative and quantitative research methods. This implies that the more exposed to different research approaches, the more chances that students can do what they feel inclined to do which helps enhance their autonomy and positive attitude towards research.

Despite the overall sense of satisfaction with their graduate research training, participants recognized some room for improvement. It appears that participants enrolled in the qualitative research course in the second year of their master's degree, in which they felt it was too close to the time required for submitting the research proposal, and this left too little time for them to adequately develop their qualitative research proposal. For participants, a coursework in qualitative methods should have

been held in the first year of their graduate program, in parallel with the quantitative research methods. As Rose made it clear that: “The qualitative course should have been moved to the first year of our study, instead of the second year, in order that students are well-informed before making a decision about their chosen research approach”. Jane’s following account adds further recommendation.

> The main problem was that we did not know what we wanted to do. I think there should be a former coursework that helps us know more clearly that this is an approach we would take up. (Jane)

This suggestion is a consequence of Jane’ observation that although every student in her cohort took up the qualitative research course, not everyone eventually chose to undertake a qualitative dissertation. “A former coursework”, for Jane, seems to be an introductory research course, covering both qualitative and quantitative research modules, and this course could have equipped students with broad knowledge in order to be able to sensibly choose their suitable research approach, including a ‘latter’ particular research course.

Despite the differences in the idea of a more effective research curriculum, what is explicitly parallel across participants is that they all were pleased with being exposed to not only quantitative but also qualitative research methods, thereby recognising the crucial need for infusing qualitative research into core counselling psychology curriculum.

Chapter 5
Discussion of the Results

5.1 Introduction

In this chapter, I summarise and discuss the key findings of the study in the light of existing relevant scholarly and empirical literature. The superordinate themes, as presented in Chapter four, will be discussed respectively. In doing so, I point to both the similarities and differences between the main results of this study and the existing literature in order to demonstrate the study's significance and its key contribution to knowledge. Specifically, the results from this study reflect, extend, as well as provide further empirical support for the limited body of existing literature on psychology research training broadly and qualitative research training in counsellor education specifically. As earlier stated in Chapter two, this study is situated within the field of qualitative research training in counsellor education. It therefore draws upon and contributes to the existing literature on qualitative research education and supervision in counsellor education and to the wider field of psychology research training. Following this, I explore the implications of this research for counsellor education as well as some suggestions for further research and the strengths and limitations of this study. I end this research with some concluding comments.

5.2 Discussion

The first superordinate theme "The role of research training environment" discusses the impact of participants' research training background on their prior attitudes and stances towards qualitative research. It encompasses two interrelated sub-themes, "Interest or indifference", and "By choice or by chance".

Overall, the findings of this study are consistent with the existing literature, fostering the notion that the research training environment plays an important role in shaping students' research attitudes and competence. In particular, the findings of the first superordinate theme indicate that no or limited opportunities for studying qualitative research methods existed for the participants, prior to their master's

coursework in qualitative research methods. This finding is not surprising, given the sustained dominance of quantitative culture in Thailand. The scarcity of qualitative research courses offered in counselling psychology is also well-documented in the literature (Jorgensen & Duncan, 2015a; Okech et al., 2006; Ponterotto, 2005a, 2005b; Poulin, 2007; Povee & Roberts, 2014; Reisetter et al., 2004). Findings also suggest that the research training environment had a significant impact on students' interest in qualitative research. In particular, consistent with the literature that points to the impact of contextual factors on students' research attitudes (Jorgensen & Duncan, 2015b; Owenz & Hall, 2011; Rubin et al., 2018), my findings suggests that having no training in qualitative research methods as well as absorbing negative messages about qualitative research (e.g. qualitative research as unimportant and unreliable) from academic staff were found to be associated with a lack of interest in qualitative research. In contrast, having some familiarity with qualitative research was found to be related with an interest in learning more about and engaging in qualitative research. These findings agree with previous findings that revealed the role of previous research training in shaping students' attitudes towards and competence in qualitative research (Astramovich et al., 2004; Gelso et al., 2013; Reisetter et al., 2004; Povee & Roberts, 2014). Particularly consonant with these findings are Gelso et al. (2013) contention that:

> In the graduate training situation, just as in psychotherapy or virtually any other intervention, the input factor accounts for the greatest variance in outcome. Thus, the student and what he/she brings with him or her into graduate training will have the most powerful effect on the student's research attitudes, confidence, competence, and eventual productivity" (p. 139).

Looking at these findings in more depth, counselling psychology's historical negative view towards qualitative methods seems to play a central role in reproducing such view in the research training environment, transferring from one counsellor educator to many more students over time (McLeod, 2011; Harper, 2012; Morrow, 2007). Such enduring negative attitudes towards qualitative research then serves as a key barrier for students and academics to engage in qualitative research (Roberts & Castell, 2016), thereby limiting the number of academics with expertise in qualitative research methods and

this limitation contributes to the absence of departmental support for qualitative research training (Rubin et al., 2018).

Adopting the multicomponent model of attitudes (Maio et al., 2018), the findings of this study suggests that participants' prior positive attitude towards has an effect on their behavioural intention to learn and conduct qualitative research, and vice versa. In alignment with many other studies (e.g., Mitchell et al., 2007; Okech et al., 2006; Ponterotto, 2005b; Povee & Roberts, 2014; Rubin et al., 2018), the results of this study suggest that the lack of qualitative research training serves as a significant barrier for counselling students to be adequately trained in qualitative research methods and to embark on a qualitative research project.

The second superordinate theme "The role of qualitative research training", consisting of two relevant subthemes, "qualitative research course as fundamental to qualitative dissertation" and "experiential learning as significant", reveals the influence of qualitative research training on participants' pathways towards undertaking a qualitative dissertation.

Participants in this study considered a course work in qualitative research methods and its experiential component as a catalyst for their qualitative research dissertation. There was a strong sense of the necessity of these two factors for enabling the qualitative research path possible, as one participant articulated: "Without the course, I may have already chosen to do quantitative research" (Rose). This account corroborates well with Rubin et al.' s (2018) contention that "training in qualitative inquiry impacts how many and how often graduate students use qualitative methods in their dissertation research" (p. 4). Within the qualitative course, the participants found experiential learning as critical for gaining insights into the real-world practice of qualitative research, thereby aiding their acquisition of concrete understanding and practical skills. This finding concurs with the existing studies that underscore the importance of experiential learning as an integral part of qualitative research training (Cooper et al., 2012; Jorgensen & Duncan, 2015b; Mitchell et al., 2007; Moran, 2011), but my findings also suggest the role of experiential learning in facilitating the participants' choice of a qualitative research dissertation. Notably, the participants

indicated that engaging in hands-on learning helped them think through and identify potential qualitative research topics, ultimately setting the path for their qualitative dissertation topics. These results extend the previous quantitative studies (Harper, 2012; Ponterrotto (2005b); Povee & Robert, 2014; Rubin et al., 2018), which indicated the association between qualitative courses offered and qualitative dissertation produced. My results offer more specific, concrete, and detailed understanding about the underlying reasons behind counselling students' choice of undertaking a qualitative dissertation, thereby adding new knowledge to the limited literature on this area.

The last superordinate theme "Perspectives towards qualitative research comprises of three subthemes, namely "The influential role of qualitative research supervisors, "The appreciation of qualitative research", and "Perceived value of qualitative research training" This theme presents the meanings participants gave to their qualitative research experiences.

Using strong expressions (e.g., "she rescued me") to describe their perception of qualitative supervisors, participants indicated the important roles of qualitative research supervisor during their dissertation work. The results suggest that in the dissertation process supervisors play a key role in ongoing teaching how to conduct, analyse, and write a qualitative dissertation, and participants mainly attributed such reliance on their supervisors to their limited knowledge in qualitative methodologies used. Learning qualitative research methods in psychology that is firmly grounded in positivism is viewed as "learning against the grain" (Mitchell et al., 2007). Similarly, Turner and Crane (2016), who revealed the challenge of conducting a qualitative doctoral dissertation as a result of a limited exposure to qualitative research training, indicated that qualitative teaching and learning are usually unfinished in a coursework but continue to the process of conducting qualitative research. Learning how to conduct qualitative research through the supervising relationship is thus useful as it helps "synthesizes the learning, allowing a student to fully appreciate qualitative research as their own". (Turner & Crane, 2016, p. 346).

Results also indicate the gradual positive shifts in participants' attitudes towards research. Such positive shifts in attitudes can be seen from participants' use of

positive expressions (e.g., “At first, I did not have any special feeling about it. But now after completing, I am glad I have done it. If I have a chance to do research again, I will choose qualitative research”) to describe their qualitative research experiences (Jorgensen & Duncan, 2015a). The word “enjoyable” is the common expression participants used to describe their qualitative research experiences. Participants’ sense of appreciation appears to be linked to four main aspects. First, the interpersonal nature of qualitative research, in that it well elicits vivid and detailed psychological aspects of lived experiences. Second, the perceived congruence between the nature of qualitative research and personal preference. Third, the recognition of personal and profession development as a result of qualitative research experiences. Last, wider perspectives towards research and marginalised people. These results support as well as extend previous studies (Mitchell et al., 2007; Povee & Roberts, 2014; Reisetter et al., 2004; Roberts & Castell, 2016) by widening the positive impact of qualitative research training and experiences. Due to the positive attitudes towards their qualitative research experiences, it is not surprising that participants in this study placed a high value on the opportunity to learning qualitative research methods and felt it important for qualitative research training to be included in the graduate counselling curriculum and beyond. These results echo and provide additional empirical support the large body of existing literature that has called for increased methodological pluralism to further improve the research training environment and advance knowledge in the field (e.g. Gelso, 2006, 2013; Ponterrotto, 2005b; Wiggins et al., 2015) In line with the earlier results of Reisetter et al. (2004), one of the key results from this study is that participants reported the establishment of their research identity following conducting a qualitative dissertation.

Drawing upon the concept of RI developmental stages (Jorgensen & Duncan, 2015a, 2015b), the results from the first superordinate themes, indicating participants’ ambivalence towards qualitative research and their negative descriptions about research generally and qualitative research particularly, mirrors the low level of research identity which is termed as “stagnation”. Compatible with the concept of this RI stage, such attitudes of participants, as noted above, had been influenced by external factors which are little or no qualitative research training and negative messages about qualitative

research from others. These results also provide support for the RTE theory (Gelso,2013) that highlights the significance of the research training experiences in shaping and enhancing students' attitudes towards research. The results from the second superordinate theme demonstrates a positive shift in participants' attitude toward qualitative research after being exposing to a course work in qualitative research methods, suggesting that participants were in the "negotiation" stage of RI development. This shift in attitudes seems to be promoted by the research training environment that helped participants realise that "all studies are limited and flawed" (Ingredient five) and that equipped students with "varied approaches to research" (Ingredient six) and that guided students to "look inward for research ideas" (Ingredient seven). The final superordinate theme indicates participants' high level of RI (the "stabilization" stage of RI). As a result of their qualitative dissertation experiences, participants clearly expressed the strong sense of confidence and competence in conducting qualitative research, as powerfully reflected by one of the participants: "My current work is not required to do any research, "I am now (her career position), but in my work, I feel oh! I have a research project in my mind, it would be interesting to do (details descriptions about her idea of research)". This account is well correspondent with the definition of research identity defined by Ponterotto and Grieger (1999) as "How someone perceives oneself as a researcher, with strong implications for which topics and methods will be important to the researcher. Naturally, one's research identity both influences, and is influenced by, the paradigm from which one operates" (p. 52). As cumulatively indicated by the results of this study, it can be concluded that participants' development of research identity is the product of adequate research training environment incorporating the teaching of alternative research methodologies.

5.3 Concluding discussion: Linking results to research questions

The aim of this research was to investigate the lived experience of Thai counselling psychology graduates undertaking qualitative research, in order to better understand the reasons behind their choice of using qualitative research methods in their master's dissertation, and the meanings they have given to their qualitative research experiences. The main research question is: 'What are master's counselling psychology graduates' experience of undertaking qualitative research?' Underlying this main

question is two following sub-questions: 1) What influences the choice of a qualitative dissertation? 2) How do master's counselling psychology graduates undertaking qualitative research make sense of this experience? Below, I make a link between the key research results with these two sub-questions in an attempt to concisely demonstrate how the research question has been satisfactorily answered.

The first sub-question has been adequately answered through the first and second superordinate themes, namely "The role of research training environment" and "The role of qualitative research training". The results from this theme have provided a detailed picture of how graduates undertaking qualitative research moved towards the use of qualitative methods in their master's dissertation. The results have provided an insight into how the predominantly quantitative research training background and the institutional contexts played a significant part in shaping their prior attitude towards qualitative research, and how the qualitative research teaching served as a catalyst for their path towards qualitative dissertation research.

The second sub-question has been satisfactorily addressed through the third superordinate theme, which is 'Perspectives towards qualitative research'. The results from this theme have not only demonstrated the positive shift in the graduates' attitude towards qualitative research as a result of undertaking qualitative research but also explained how research training, practice, and supervision positively influenced such attitude. The results have also reported participants' recognition of the quantitative research methods dominance and its impact on students' research attitude and interest. Participants also indicated the need for inclusion of qualitative research methods into counselling psychology curriculum. In this regard, my study provides an insider perspective on the process of undertaking qualitative research as well as the current reflections of its status in counsellor education in Thailand, an area that I have earlier identified as still very much unexplored.

5.4 Implications for research training in counsellor education

This research is situated within the area of research training in psychology programmes, and more specifically, qualitative research training in counsellor education. The main implications of my research thus lie in the suggestions for ways to

move qualitative research training forward in ways that equip our counselling psychology graduate students with adequate and appropriate training (Poulin, 2007). Drawing on the results and existing literature as well as my own reflections, I offer the following implications where qualitative research training in counsellor education and beyond could be further advanced adequately and appropriately.

One of the most salient results of this research was participants' recognised value of exposure to a qualitative research course. The course helped participants to reconceptualise their ideas of research and became a pathway towards their qualitative research dissertation. Looking back to the qualitative path, participants expressed a sense of appreciation for their opportunity to learn and undertake qualitative research. Such experience had a positive impact on their attitudes towards research and helped form their research identity. Probst et al. (2016) pointed to the importance of providing students with a strong grounding in both quantitative and qualitative research. Despite their focus on social work students, their assertion is also pertinent to counselling psychology students:

> Not all social work students (and counselling psychology students) will become qualitative researchers, of course, yet all need to become informed readers of qualitative studies. (…) If the only research paradigm students' encounter is the quantitative one, they may erroneously apply quantitative standards to everything they read and miss other essential aspects of knowledge. In addition to helping them become skilled readers, a course in qualitative methodology can also help students broaden their understanding as clinicians of the assumptions about reality that their clients may hold. (p. 343-344)

Drawing on my research findings and existing literature, I suggest that the key in adequate preparation of graduate students to undertake qualitative research is to embed qualitative research courses into and beyond graduate counselling program curricula. In fact, participants in this study who had a strong quantitative background in psychology strongly recommended that qualitative research courses should be offered even at the undergraduate level. This recommendation is resonant with existing literature (Roberts & Castell, 2016; Wiggins et al., 2016) and with a required element

of qualitative research methods for accredited psychology programmes both in the UK (BPS, 2016) and the US (APA, 2015). Although such requirement has yet been endorsed by any psychology degrees in Thailand, the inclusion of the requirement is undoubtedly well-timed and significant for broadening students' research knowledge and skill base of psychology graduates, enhancing their methodological flexibility. When there are more students being trained in qualitative research methods, it is likely that there will be more students use qualitative methodologies in their dissertation research. Following this, there will then be more future generations of academics with qualitative research expertise. In this way, if our counsellor education does not keep up with research methodological pluralism of the field, as Gergen (2001) warns, we are at risk in becoming a "historically frozen and endangered field by its isolation from the major intellectual and global transformations" (p. 803).

The findings of this study strongly pointed to participants' desire not only for more inclusion of qualitative research methods into (counselling) psychology programmes, but also for more qualitative research courses to be offered in their research training. Given that most counselling psychology students normally have little or no prior training in qualitative methods, only a single stand-alone coursework in qualitative methods seems inadequate. I suggest that there should be at least half coverage of qualitative research methods in an introductory research course. This is for students to gain a chance to exposure to the range of psychological research methods, in order for them to better choose a research approach that they find appropriate or relevant to their research interest, thereby supporting methodological flexibility. Apart from this introductory course, there should be another elective qualitative course for graduate students seeking further training in qualitative research methods (Rubin et al., 2018). This is for students to be properly equip with greater breadth and depth in research methodological training. As Mitchell et al. (2007) suggest that qualitative research should be taught in "a comprehensive manner", if not it would become only "a tool box of data-collecting methods":

> When only one course is offered, in one academic term, it is exceedingly difficult to introduce students to the rich and varied historical and epistemological foundations of qualitative and constructivist research as well

> as to the diversity of methodologies and variance of design and methods. With such structural constraints, psychology students will reasonably perceive a persistent methodological hierarchy within their discipline and question the legitimacy and validity of qualitative inquiry. (p. 238)

Regarding how to make qualitative research training more appropriate, one of the main results indicated participants' perception of a delay in their exposure to a qualitative course as a barrier for harnessing a new body of knowledge and the proper preparation for their qualitative research dissertation. In line with my participants' recommendations, I recommend offering a coursework in qualitative methods in the first year of a master's study, rather than in its second year. One basic reason of this is that students need time to cultivate new knowledge and skills. Another relevant reason is that mater's counselling psychology students in Thailand are usually required to complete and submit their research proposal in the second year of their programmes, offering a qualitative coursework at this time is thus clearly inappropriate.

Moreover, I suggest that a thoughtful, well-sequenced series of research courses is critical. Qualitative research methods teaching should be offered more or less parallel with quantitative research methods teaching. The current sequencing of teaching quantitative methods before qualitative methods suggests a hierarchy of quantitative research being prioritised over qualitative research. Such sequencing potentially creates a gap in developing research knowledge base. Quantitative research courses often do not involve teaching of the range of research paradigms and different epistemologies, due to the fact that the quantitative mode of inquiry is mainly based on the positivist paradigm, assuming a single truth exists and can be measured objectively. This is in contrast to the qualitative mode of inquiry that rooted in various research paradigms. In this way, learning qualitative research, in parallel with quantitative research, may be a better approach for students to recognise and appreciate the distinctive epistemological and methodological paradigms involved in psychological research, which ultimately enables students to rightly realise which research path that they might wish to further advance.

In addition, the results of this study also pointed to the importance of integrating epistemological knowledge and practical components into a qualitative research. One participant strongly emphasised the significance of understanding the epistemological roots of different research paradigms, as such understanding enabled them to gain a greater appreciation and insight into methodological diversity within the discipline. In this regard, these findings thus again yield support for the idea that students should learn qualitative research in "a comprehensive manner" (Mitchell et al., 2007). On the basis of this notion, I believe that the historical contexts of psychology qualitative research, the various stances of epistemology, the theoretical underpinnings of different psychology qualitative methodologies, as well as the practical elements of qualitative research should all be intertwined into a coursework in qualitative research methods in order for students to gain a full appreciation of qualitative research. Ultimately, such holistic approach of teaching and learning will lead to rigorous qualitative research. In line with participants in other studies (Cooper et al., 2012; Moran, 2011; Turner & Crane, 2016), participants in this study emphasised the benefits of their hand-on experience with a small qualitative research project, enabling them to make a connection between knowledge and practice. Hence, I recommend that qualitative instructors need to carefully plan about the hand-on assignment in a way that makes it well-organised and accessible for students and devote a certain amount of time in the class to helping students address the challenges they may face and encouraging students' reflections on their learning from the experiential project.

5.5 Recommendations for future research

In parallel with my reflection on the limitations of this research, I offer recommendations for potential areas that could be further explored through future research.

My study has focused on qualitative research dissertation experiences from a particular perspective (graduates) in a particular context (a master's counselling psychology in Thailand), future research may extend the focus of this study by investigating qualitative research dissertation experiences from different perspectives (e.g. master's or doctoral students who are in the middle of qualitative research process, qualitative educators and supervisors) in different contexts (e.g. other fields of study).

Such further research would help illuminate the findings of this and previous research, and further provide a fuller picture of those involves in the terrain of qualitative research dissertation. This current study used a qualitative methodology to look closely at qualitative research dissertation experiences of Thai master's counselling graduates, with the aim to provide a deep understanding of the studied phenomenon. The results of this study are context-dependent and based on the small and homogenous sample, I do not claim to make generalisations of the results. Future research may wish to provide a broad understanding of the topic by exploring this topic using quantitative methods, such as a brief measure of attitudes towards qualitative research (Roberts & Povee, 2014).

In addition, as the results from my study largely generated positive accounts of graduates undertaking qualitative dissertation, research that includes students, or graduates and practitioners who are dissatisfied with their qualitative research experiences or who failed to complete a qualitative research project, might also offer interesting and insightful information. Contrary to my current study, such research could provide a better understanding of what are the barriers for undertaking qualitative research which could help to inform how to improve or enhance student's experience of learning and undertaking qualitative research.

The overall positive accounts of qualitative research experiences in my study may be due largely to their successful completion of the qualitative dissertation. Students at different points of learning and undertaking qualitative research may have different views towards the same phenomenon. Moreover, the results from my study also indicate a positive shift in participants' attitudes towards research and a sense of research identity. This area could be taken forward by further research that employs a longitudinal design in order to see the clearer movement of this shift in attitudes and research identity, thereby gaining clearer insights into what facilitates positive shift in research attitudes and identity. It would also be worthwhile to use various creative research methods such as reflective journals, drawings, or poems to collect research data in order to gain a more in-depth understanding of the issue.

5.6 Conclusion

This research addressed a relatively unexplored area of qualitative research experiences in counsellor education from a perspective of an under-researched group of people (counselling psychology graduates) in a specific unexplored context (Thailand), using IPA. The choice of IPA enabled an in-depth analysis of the lived experience of three graduates undertaking qualitative dissertation research. The results provided detailed understandings of what it may be like for a counselling psychology student undertaking qualitative research in Thailand. In this way, this research has provided current reflections on the status of qualitative research learning and teaching in the field of counselling psychology in Thailand.

In doing this research, as a doctoral graduate undertaking qualitative thesis myself and also as a qualitative researcher and educator, I was aware of my own assumptions and expectations around qualitative research experiences, and I have found that those subjective parts of myself have inevitably influenced how I conducted and presented this research. Although I cannot claim to be "objective", I ensure at least that I conducted this research with curiosity to know the unknown, and this drove me to be open to the unexpected in order to know more to satisfy my curiosity. My curiosity thus opened up my heart to allow my participants to narrate their own story in their own way. In this way, although the results presented in this report were fundamentally co-constructed, participants' accounts always took precedence, and my construction of knowledge presented here were preliminary based on their own accounts. I hope that the research results and their implications will be particularly useful to students interested in or currently undertaking qualitative research, qualitative instructors, supervisors, as well as research training in counsellor education and beyond.

I began this research with the concern that the sole paradigmatic emphasis of our field on quantitative methods would sadly limit the advancement of psychological knowledge and our field in a significant way. However, based on the results of this study, I end this research project with a sense of optimism in line with other scholars (e.g., Jorgensen & Duncan, 2015; Ponterotto, 2002; 2005a, Reisetter, 2004) that if we continue embedding qualitative research into our counselling psychology curriculum, it seems not be too far away that our field of counselling psychology in Thailand will

reach “dream scenario” when students can ask any research question and use any research approach that is appropriate to address that question (Brinkmann, 2015). For this scenario to happen, the field needs to fully embrace methodological pluralism. Such embrace will markedly improve the research training we provide to our future counselling psychology students, thereby advancing the knowledge of the field and ultimately the counselling services we offer to our clients.

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Appendix A: Research Ethics Approval

ที่ ๒/๒๕๖๑

เอกสารรับรองผลการพิจารณาจริยธรรมการวิจัยในมนุษย์
มหาวิทยาลัยบูรพา

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา ได้พิจารณาโครงการวิจัย

รหัสโครงการวิจัย Hu 002/2561
โครงการวิจัยเรื่อง แรงจูงใจและประสบการณ์ในการทำวิจัยเชิงคุณภาพของบัณฑิตไทยสาขาจิตวิทยาการปรึกษา: การวิเคราะห์เชิงปรากฏการณ์วิทยาแบบตีความ
หัวหน้าโครงการวิจัย ดร.ขมพูนุท ศรีจันทร์นิล
หน่วยงานที่สังกัด คณะศึกษาศาสตร์

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา ได้พิจารณาแล้วเห็นว่าโครงการวิจัยดังกล่าวเป็นไปตามหลักการของจริยธรรมการวิจัยในมนุษย์ โดยที่ผู้วิจัยเคารพสิทธิและศักดิ์ศรีในความเป็นมนุษย์ ไม่มีการล่วงละเมิดสิทธิ สวัสดิภาพ และไม่ก่อให้เกิดภยันตรายแก่ตัวอย่างการวิจัยและผู้เข้าร่วมโครงการวิจัย

จึงเห็นสมควรให้ดำเนินการวิจัยในขอบข่ายของโครงการวิจัยที่เสนอได้ (ดูตามเอกสารตรวจสอบ)

๑. เอกสารโครงการวิจัยฉบับภาษาไทย ฉบับที่ ๑ วันที่ ๑๐ เดือน มกราคม พ.ศ. ๒๕๖๑
๒. เอกสารชี้แจงผู้เข้าร่วมโครงการวิจัย ฉบับที่ ๑ วันที่ ๑๐ เดือน มกราคม พ.ศ. ๒๕๖๑
๓. เอกสารแบบแสดงความยินยอมของผู้เข้าร่วมโครงการวิจัย ฉบับที่ ๑ วันที่ ๑๐ เดือน มกราคม พ.ศ. ๒๕๖๑
๔. เอกสารแสดงรายละเอียดเครื่องมือที่ใช้ในการวิจัยซึ่งผ่านการพิจารณาจากผู้ทรงคุณวุฒิแล้ว หรือชุดที่ใช้เก็บข้อมูลจริงจากผู้เข้าร่วมโครงการวิจัย ฉบับที่ ๑ วันที่ ๑๐ เดือน มกราคม พ.ศ. ๒๕๖๑

การรับรองผลการพิจารณาจริยธรรมการวิจัยในมนุษย์ฉบับนี้ มีผลถึงวันที่ ๙ เดือน มกราคม พ.ศ. ๒๕๖๒

ออกให้ ณ วันที่ ๑๐ เดือน มกราคม พ.ศ. ๒๕๖๑

ลงนาม
(ผู้ช่วยศาสตราจารย์ ดร.วิทวัส แจ้งเอี่ยม)
ประธานคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์
มหาวิทยาลัยบูรพา

Appendix B: Information sheet for potential participants

AF 06-02

เอกสารชี้แจงผู้เข้าร่วมโครงการวิจัย

(Participant Information Sheet)

๑. รหัสโครงการวิจัย : HU 002/2560

(สำนักงานคณะกรรมการพิจารณาจริยธรรมในมนุษย์ มหาวิทยาลัยบูรพา เป็นผู้ออกรหัสโครงการวิจัย)

๒. ชื่อโครงการวิจัย

แรงจูงใจและประสบการณ์ในการทำวิจัยเชิงคุณภาพของบัณฑิตไทยสาขาจิตวิทยาการปรึกษา: การวิเคราะห์เชิงปรากฏการณ์นิยมแบบตีความ

๓. วัตถุประสงค์ของโครงการวิจัย

การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจและประสบการณ์ในการทำวิจัยเชิงคุณภาพของบัณฑิตไทยสาขาจิตวิทยาการปรึกษา ผู้วิจัยมุ่งหวังว่าผลการวิจัยจะนำไปสู่ความเข้าใจที่เพิ่มขึ้นเกี่ยวกับแรงจูงใจและประสบการณ์ของบัณฑิตไทยสาขาจิตวิทยาการปรึกษาที่มีต่อการทำวิจัยเชิงคุณภาพ นอกจากนี้ผลการวิจัยอาจเป็นแนวทาสำหรับหลักสูตรจิตวิทยาการปรึกษาและอาจารย์ผู้สอนในการพัฒนาหลักสูตรและวิธีการเรียนการสอนด้านการวิจัยเชิงคุณภาพ ๔. อธิบายวิธีการวิจัย (ให้อธิบายเฉพาะวิธีการวิจัยที่เกี่ยวข้องกับผู้เข้าร่วมโครงการวิจัย) หากเป็นการทดลองให้อธิบายวิธีการทดลองที่เกี่ยวข้องกับผู้เข้าร่วมโครงการวิจัยในกลุ่มทดลอง และกลุ่มเปรียบเทียบ/กลุ่มควบคุม (ถ้ามี) รวมทั้งระบุระยะเวลาที่ผู้เข้าร่วมโครงการวิจัยต้องใช้ในการเข้าร่วมโครงการวิจัย

๕. กระบวนการในการเข้าร่วมการวิจัย

เกณฑ์ในการคัดเลือกผู้เข้าร่วมวิจัยสำหรับงานวิจัยนี้ คือ 1) เป็นผู้ที่สำเร็จการศึกษาระดับปริญญาโทสาขาจิตวิทยาการปรึกษามาแล้วไม่เกิน 2 ปี และ 2) เป็นผู้ทำวิทยานิพนธ์โดยใช้ระเบียบวิธีวิจัยเชิงคุณภาพ

หากผู้เข้าร่วมวิจัยตัดสินใจเข้าร่วมโครงการวิจัย ผู้เข้าร่วมวิจัยจะได้สัมภาษณ์พูดคุยกับผู้วิจัยเกี่ยวกับแรงจูงใจ ประสบการณ์ และความรู้สึกที่ผู้เข้าร่วมวิจัยมีต่อการทำวิจัยเชิงคุณภาพ รวมถึงมุมมองที่ผู้เข้าร่วมวิจัยมีต่อการกระบวนการเรียนการสอนด้านการวิจัยเชิงคุณภาพที่ผู้เข้าร่วมวิจัยได้รับ โดยการสัมภาษณ์จะใช้เวลาประมาณ 60-90 นาที แต่อย่างไรก็ตามผู้เข้าร่วมวิจัยสามารถขอยุติการสัมภาษณ์ได้ทุกเมื่อ โดยก่อนเริ่มต้นการสัมภาษณ์ ผู้วิจัยจะขอให้ผู้เข้าร่วมวิจัยลงลายมือในเอกสารแสดงความยินยอมเข้าร่วมการวิจัย และจะขออนุญาตทำการบันทึกเสียงการสัมภาษณ์

๖. ความเสี่ยงในการเข้าร่วมโครงการวิจัย

เวลาที่ต้องใช้ในการให้สัมภาษณ์ประมาณ 60-90 นาที คือสิ่งที่จะเกิดขึ้นหากผู้เข้าร่วมวิจัยตกลงใจเข้าร่วมการวิจัยนี้ แต่อย่างไรก็ตาม ผู้วิจัยจะพยายามทำให้การสัมภาษณ์เป็นไปอย่างสะดวกที่สุดสำหรับผู้เข้าร่วมวิจัย

๗. ประโยชน์ในการเข้าร่วมโครงการวิจัย

การให้สัมภาษณ์อาจเป็นโอกาสที่ผู้เข้าร่วมวิจัยจะได้ไคร่ครวญและเรียนรู้เกี่ยวกับความรู้สึกประสบการณ์ รวมถึงแง่มุมการเรียนรู้ของผู้เข้าร่วมวิจัยที่มีต่อการทำวิจัยเชิงคุณภาพด้านจิตวิทยาการปรึกษา

๘. ค่าชดเชยการเสียเวลา

เพื่อเป็นการแสดงความขอบคุณสำหรับการเสียสละเวลาในการให้สัมภาษณ์ ผู้เข้าร่วมวิจัยจะได้รับค่าชดเชยการเสียเวลาเป็นเงินจำนวน 500 บาท ทั้งนี้การได้รับเงินจำนวนดังกล่าวไม่ได้เป็นผลผูกพันว่าผู้เข้าร่วมวิจัยจะต้องตอบคำถามใดๆที่ไม่ต้องการตอบ และไม่มีผลกระทบใดๆต่อสิทธิในการขอถอนตัวจากการวิจัย

๙. การเข้าร่วมโครงการวิจัยนี้เป็นไปด้วยความสมัครใจ

ผู้เข้าร่วมโครงการวิจัยมีสิทธิปฏิเสธการเข้าร่วมโครงการวิจัยได้ และสามารถถอนตัวออกจากการเป็นผู้เข้าร่วมโครงการวิจัยได้ทุกเมื่อโดยการปฏิเสธหรือถอนตัวของผู้เข้าร่วมโครงการวิจัยจะไม่มีผลกระทบต่อสิทธิประการใดๆ ที่ผู้เข้าร่วมโครงการวิจัยจะพึงได้รับ

๑๐. การเก็บรักษาความลับและอัตลักษณ์ต่างๆของข้อมูลที่ได้รับจากผู้เข้าร่วมวิจัย

ผู้วิจัยจะเก็บรักษาความลับและอัตลักษณ์ต่างๆของข้อมูลที่ได้รับจากผู้เข้าร่วมวิจัยอย่างดีที่สุด ข้อมูลต่างๆที่สามารถจะนำไปสู่การระบุถึงตัวผู้เข้าร่วมวิจัยจะไม่ปรากฏทั้งในเอกสารการถอดเทปและรายงานการวิจัยใดๆ นอกจากนี้ ไฟล์บันทึกเสียง เอกสารการถอดเทป และข้อมูลอื่นๆที่ได้รับจากผู้เข้าร่วมวิจัยจะถูกแทนที่ด้วยชื่อสมมุติ แทนชื่อจริงของผู้เข้าร่วมวิจัย ข้อมูลที่บันทึกชื่อจริงและชื่อสมมุติของผู้เข้าร่วมวิจัยจะถูกเก็บไว้แยกต่างหากจากกันในตู้ที่มีกุญแจล็อคมิดชิด รวมถึงข้อมูลที่บันทึกไว้ในคอมพิวเตอร์จะถูกเก็บรักษาโดยการใช้รหัสผ่านเพื่อป้องกันการเข้าถึงข้อมูลจากบุคคลอื่นๆ ผู้วิจัยจะเป็นเพียงบุคคลเดียวที่สามารถเข้าถึงไฟล์บันทึกเสียงและเอกสารต่างๆที่มีข้อมูลส่วนตัวและชื่อจริงของผู้เข้าร่วมวิจัย มีเพียงคำสัมภาษณ์ของผู้เข้าร่วมวิจัยที่ตัดอัตลักษณ์ออกแล้วเท่านั้นที่จะปรากฏในการเขียนรายงานการวิจัย

๑๑. หากต้องการข้อมูลเพิ่มเติมเกี่ยวกับโครงการวิจัยนี้ โปรดติดต่อผู้วิจัย ดร. ชมพูนุท ศรีจันทร์นิล อาจารย์ประจำสาขาจิตวิทยาการปรึกษา ภาควิชาวิจัยและจิตวิทยาประยุกต์ คณะศึกษาศาตร์ มหาวิทยาลัยบูรพา อีเมล์: chomphunut.sri@gmail.com มือถือ: 0846389906

๑๒. หากผู้วิจัยไม่ปฏิบัติตามที่ได้ชี้แจงไว้ในเอกสารชี้แจงผู้เข้าร่วมโครงการวิจัย สามารถแจ้งมายังคณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์ มหาวิทยาลัยบูรพา งานส่งเสริมการวิจัย กองบริการการศึกษา หมายเลขโทรศัพท์ ๐๓๘-๑๐๒๖๒๐, ๐๓๘-๑๐๒๕๖๑-๖๒

Appendix C: Consent form

AF 06-03.1

เอกสารแสดงความยินยอม
ของผู้เข้าร่วมโครงการวิจัย (Consent Form)

โครงการวิจัยเรื่อง แรงจูงใจและประสบการณ์ในการทำวิจัยเชิงคุณภาพของบัณฑิตไทยสาขาจิตวิทยาการปรึกษา: การวิเคราะห์เชิงปรากฏการณ์วิทยาแบบตีความ
ให้คำยินยอม วันที่..... เดือน..... พ.ศ .....

ก่อนที่จะลงนามในเอกสารแสดงความยินยอมของผู้เข้าร่วมโครงการวิจัยนี้ ข้าพเจ้าได้รับการอธิบายถึงวัตถุประสงค์ของโครงการวิจัย วิธีการวิจัย และรายละเอียดต่างๆ ตามที่ระบุในเอกสารข้อมูลสำหรับผู้เข้าร่วมโครงการวิจัย ซึ่งผู้วิจัยได้ให้ไว้แก่ข้าพเจ้า และข้าพเจ้าเข้าใจคำอธิบายดังกล่าวครบถ้วนเป็นอย่างดีแล้ว และผู้วิจัยรับรองว่าจะตอบคำถามต่างๆ ที่ข้าพเจ้าสงสัยเกี่ยวกับการวิจัยนี้ด้วยความเต็มใจ และไม่ปิดบังซ่อนเร้นจนข้าพเจ้าพอใจ

ข้าพเจ้าเข้าร่วมโครงการวิจัยนี้ด้วยความสมัครใจ และมีสิทธิที่จะบอกเลิกการเข้าร่วมโครงการวิจัยนี้เมื่อใดก็ได้ การบอกเลิกการเข้าร่วมการวิจัยนั้นไม่มีผลกระทบต่อสิทธิใดๆที่ข้าพเจ้าจะพึงได้รับต่อไป

ผู้วิจัยรับรองว่าจะเก็บข้อมูลเกี่ยวกับตัวข้าพเจ้าเป็นความลับ จะเปิดเผยได้เฉพาะในส่วนที่เป็นสรุปผลการวิจัย การเปิดเผยข้อมูลของข้าพเจ้าต่อหน่วยงานต่างๆ ที่เกี่ยวข้องต้องได้รับอนุญาตจากข้าพเจ้า

ข้าพเจ้าได้อ่านข้อความข้างต้นแล้วมีความเข้าใจดีทุกประการ และได้ลงนามในเอกสารแสดงความยินยอมนี้ด้วยความเต็มใจ

ลงนาม .....ผู้ยินยอม
(.....)
ลงนาม .....ผู้วิจัย
(.....)

คณะกรรมการพิจารณาจริยธรรมการวิจัยในมนุษย์
มหาวิทยาลัยบูรพา
รับรองเมื่อ : 10 ม.ค. 2561

Appendix D: Participant basic demographic data form

ข้อมูลพื้นฐานส่วนบุคคล

1) ชื่อ_____

2) อายุ_____

3) เพศ_____

4) ปีที่ทำวิจัยเชิงคุณภาพ_____

5) ระยะเวลาที่ทำวิจัยเชิงคุณภาพ (ตั้งแต่เริ่มวางแผนการวิจัยจนสิ้นสุดกระบวนการวิจัย)_____

6) สำเร็จการศึกษาระดับ_____ปีที่สำเร็จการศึกษา_____

7) อาชีพในปัจจุบัน_____ เริ่มตั้งแต่_____ถึง_____

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Appendix E: Semi-structure interview schedule

โครงร่างสำหรับการสัมภาษณ์กึ่งโครงสร้าง

(Semi-Structured Interview Schedule)

ก่อนเริ่มต้นการสัมภาษณ์

1. กล่าวทักทาย และขอบคุณผู้เข้าร่วมวิจัยที่สละเวลามาให้สัมภาษณ์ในวันนี้
2. แนะนำตัว สร้างสัมพันธภาพ
3. ชี้แจงชื่อเรื่องวิจัย และวัตถุประสงค์ในการวิจัย พร้อมทั้งสอบถามว่าต้องการจะอ่าน Information sheet อีกครั้งหรือไม่
4. ชี้แจงผู้เข้าร่วมวิจัยว่าในการสัมภาษณ์วันนี้ ผู้วิจัยสนใจอยากจะฟังเกี่ยวกับประสบการณ์ในการทำวิจัยเชิงคุณภาพของ (ชื่อผู้เข้าร่วมวิจัย) อยากจะรู้ว่าเพราะอะไร (ชื่อผู้เข้าร่วมวิจัย) ถึงเลือกทำวิจัยเชิงคุณภาพ และ (ชื่อผู้เข้าร่วมวิจัย) มีความรู้สึกอย่างไรต่อประสบการณ์ในการทำวิจัยเชิงคุณภาพ รวมถึงต่อประสบการณ์ในการเรียนการสอนด้านการวิจัยเชิงคุณภาพที่ (ชื่อผู้เข้าร่วมวิจัย) ที่ได้รับ ผู้วิจัยคาดหวังว่าข้อมูลตรงนี้จะช่วยทำให้เกิดความเข้าใจเกี่ยวกับประสบการณ์ในการทำวิจัยของผู้เรียนสาขาจิตวิทยาการปรึกษามากยิ่งขึ้น และอาจเป็นแนวทางในการพัฒนาการเรียนการสอนด้านการวิจัยเชิงคุณภาพสำหรับหลักสูตรจิตวิทยาการปรึกษาต่อไป ทั้งนี้ ไม่มีคำตอบใดที่ถูกหรือผิด สิ่งสำคัญที่สุดคือมุมมองและความรู้สึกของผู้เข้าร่วมวิจัยที่มีต่อประสบการณ์ในการทำวิจัยเชิงคุณภาพ
5. ระบุว่าการสัมภาษณ์จะใช้เวลาประมาณ 60-90 นาที และก่อนเริ่มสัมภาษณ์ผู้วิจัยจะขออนุญาตบันทึกเสียง
6. สอบถามผู้เข้าร่วมวิจัยว่ามีคำถามใดๆเพิ่มเติมเกี่ยวกับการวิจัยหรือไม่
7. ให้ผู้เข้าร่วมวิจัยเซ็นเอกสารยินยอมเข้าร่วมโครงการวิจัย (Consent Form) และกรอกข้อมูลข้อมูลพื้นฐานส่วนบุคคล
8. ขออนุญาตผู้เข้าร่วมวิจัยทำการบันทึกเสียง และเริ่มต้นการสัมภาษณ์

คำถามสำหรับการสัมภาษณ์

<u>แรงจูงใจ (Motivation)</u>

1.อยากให้...ช่วยเล่าว่าเริ่มต้นมาทำวิจัยเชิงคุณภาพได้อย่างไร
   a. เพราะอะไรจึงเลือกทำวิจัยเชิงคุณภาพ
   b. นี่เป็นประสบการณ์ในการวิจัยเชิงคุณภาพครั้งแรกใช่ไหม?
   c. รู้จักการวิจัยเชิงคุณภาพได้อย่างไร
   d. อะไรที่มีอิทธิพลต่อการตัดสินใจในการทำวิจัยเชิงคุณภาพ
   e. มองการวิจัยเชิงคุณภาพในศาสตร์ด้านการปรึกษาเชิงจิตวิทยาอย่างไร
   f. ก่อนเริ่มต้นทำวิจัยเชิงคุณภาพ มีทัศนคติหรือมุมมองต่อการวิจัยเชิงคุณภาพอย่างไร
      i. และหลังจากที่ทำเสร็จแล้ว ทัศนคติหรือมุมมองดังกล่าวมีการเปลี่ยนแปลงไปหรือไม่ อย่างไร

กระบวนการ (Process)

2. ขอให้ (ชื่อผู้เข้าร่วมวิจัย) ช่วยเล่าเกี่ยวกับประสบการณ์ในการทำวิจัยเชิงคุณภาพตั้งแต่เริ่มต้นจนจบกระบวนการ

a. ได้รับการฝึกฝนทางด้านการทำวิจัยเชิงคุณภาพอย่างไรบ้าง
   i. คิดว่าความรู้และทักษะด้านการวิจัยเชิงคุณภาพที่ได้รับจากหลักสูตรเพียงพอหรือไม่อย่างไร
      1. เรียนวิชาด้านการวิจัยเชิงคุณภาพกี่วิชา
      2. วิชาวิจัยเชิงคุณภาพที่ได้เรียน เป็นวิชาเฉพาะ หรือวิชาเลือก
   ii. อะไรที่คิดว่ามีประโยชน์ หรือที่ดีอยู่แล้วเกี่ยวกับการเรียนการสอนด้านการวิจัยเชิงคุณภาพที่ได้รับ
   iii. อะไรที่ควรปรับปรุงหรือพัฒนาด้านการเรียนการสอนด้านวิจัยเชิงคุณภาพ
   iv. ขั้นตอนไหนในการวิจัยเชิงคุณภาพที่มีความท้าทายสำหรับผู้เข้าร่วมวิจัยมากที่สุด
      1. อุปสรรคหรือความท้าทายในการวิจัยเชิงคุณภาพที่ประสบคืออะไร
      2. เมื่อเผชิญความท้าทายดังกล่าวทำอย่างไร
      3. ผ่านอุปสรรคดังกล่าวได้อย่างไร
   v. ขั้นตอนไหนในการวิจัยเชิงคุณภาพที่ผู้เข้าร่วมวิจัยรู้สึกว่าท้าทายน้อยที่สุด
      1. เพราะอะไรจึงคิดว่าสิ่งดังกล่าวท้าทายน้อย

ผลลัพท์ (Outcome)

3. รู้สึกอย่างไรต่อประสบการณ์ของตนเองในการทำวิจัยเชิงคุณภาพ
   a. อะไรที่ชอบมากที่สุดในการวิจัยเชิงคุณภาพ
   b. อะไรที่ชอบน้อยที่สุดในการวิจัยเชิงคุณภาพ
   c. ในอนาคตคิดจะทำการวิจัยเชิงคุณภาพอีกหรือไม่ และเพราะอะไร
   d. การทำวิจัยเชิงคุณภาพส่งผลต่อผู้เข้าร่วมวิจัยในมิติใดๆในชีวิต หรือไม่ อย่างไร (ในมิติส่วนบุคคล เชิงวิชาชีพ หรือเชิงวิชาการ)
      i. หากมี มีผลอย่างไร
      ii. แง่มุมใดของประสบการณ์ ที่ส่งผลดังกล่าว

ยุติการสัมภาษณ์

- นั่นเป็นคำถามทั้งหมด (ชื่อผู้เข้าร่วมวิจัย) มีอะไรอยากบอกเพิ่มเติมไหมคะ
- กล่าวขอบคุณผู้เข้าร่วมวิจัย
- สอบถามความยินยอมอีกครั้งจากผู้เข้าร่วมวิจัยเกี่ยวกับการใช้ quotes ที่ตัดอัตลักษณ์ออกแล้วในรายงานวิจัย

Debriefing

1. แจ้งว่าผู้วิจัยขอใช้เวลาอีกเล็กน้อยเพื่อพูดคุยเกี่ยวกับประสบการณ์ในการเข้าร่วมการวิจัย

- รู้สึกอย่างไรบ้างเกี่ยวกับการเข้าร่วมวิจัยในครั้งนี้ (General, Interview, information about the study, confidentiality)
- เพราะอะไรจึงตัดสินใจเข้าร่วมในการวิจัยนี้
- เปิดโอกาสให้ผู้เข้าร่วมวิจัยสอบถาม (มีคำถามใดๆที่อยากจะสอบถามเพิ่มเติมไหมคะ)
- ให้ค่าตอบแทน พร้อมเอกสาร Debriefing form

Appendix F: Debriefing form Focus group guide

เอกสารแสดงความขอบคุณผู้เข้าร่วมวิจัย (Debriefing Form)

ผู้วิจัยขอขอบพระคุณที่ท่านเสียสละเวลามาเข้าร่วมการวิจัยในครั้งนี้ ในการวิจัยนี้ ผู้วิจัยได้ขอให้ท่านช่วยสะท้อนมุมมองและความรู้สึกของท่านที่มีต่อประสบการณ์ในการทำวิจัยเชิงคุณภาพ ข้อมูลจากประสบการณ์ที่ท่านร่วมแบ่งปันในวันนี้มีคุณค่ายิ่งต่อการพัฒนาความรู้และความเข้าใจเกี่ยวกับแรงจูงใจและประสบการณ์ในการทำวิจัยเชิงคุณภาพของผู้เรียนสาขาจิตวิทยาการปรึกษา

หากท่านมีข้อสงสัยหรือมีความกังวลใจใดๆเกี่ยวกับการเข้าร่วมวิจัยหรือข้อมูลที่ท่านให้ในวันนี้ ท่านสามารถติดต่อผู้วิจัยได้ทุกเมื่อ (อีเมล์: chomphunut.sri@gmail.com หรือ โทร: 084-6389906)

ผู้วิจัยขอขอบพระคุณท่านอีกครั้งหนึ่งสำหรับการเข้าร่วมวิจัยในครั้งนี้

ชมพูนุท ศรีจันทร์นิล
(ผู้วิจัย)

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