

Qualitative Research from Start to Finish

Edited by Robert K. Yin

The Guilford Press

New York, NY London, United States of America

2011

348 p.

ISBN 978-1-60623-701-4 (pbk.),

ISBN 978-1-60623-977-3 (hardcover)

Review DOI [10.1108/EJTD-11-2024-214](https://doi.org/10.1108/EJTD-11-2024-214)

1. Introduction

The field of qualitative research is continuously going through rapid growth in new methods and approaches like digital and social media research studies. It results in constantly grow in literature; new books and published journals with qualitative methodology and results. Qualitative research examines social settings from insiders' perspectives and generates descriptions and analyses of contexts, rather than applying numbers, to derive meaning. The book I have reviewed is entitled as *Qualitative Research from Start to Finish* which is written by Robert K. Yin. Robert K. Yin's book aiming to provide a concrete foundation for understanding how qualitative research has been done. The book provides qualitative research from a practical standpoint, with several examples of successfully completed and published qualitative studies, as well as an adaptable approach to study design, data collection, data analysis and report conclusions.

This book is divided into four sections, each consisting of 12 chapters. Part one is divided into three parts and explains qualitative research, including what it is and why you may conduct it. Chapter 2 teaches you how to perform qualitative research, while Chapter 3 describes how to start a research project. Part two has six chapters: Chapters 4–9 include Designing Qualitative Research Studies, Fieldwork, Data Collection Methods, Data Recording, Qualitative Data Analysis (Compiling, Disassembling and Reassembling) and Interpretation and Conclusions. Part three focuses on presenting the findings of qualitative research, with Chapters 10 exhibiting qualitative data and Chapter 11 compiling research to share with others. The last section, part four, takes qualitative research a step further, with special chapter 12 widening the problems of doing qualitative research.

The book's topics are highly useful for either beginner or experienced investigators to grasp about qualitative research, qualitative research stages in theory and practice on how to perform qualitative research. In this book review, I attempted to convey major topics from the book in a concise manner. In this book review, I have summarized the key themes of each chapter, as well as some essential suggestions.

2. An overview of the book discussions

2.1 Part one: understanding qualitative research

Yin starts the first chapter what is qualitative research and why you might doing such research? By briefing the various views, findings and concepts, about qualitative research.



He said that the allure of qualitative research enables you to conduct in-depth studies about a broad array of topics, including your favorites in plain and everyday terms (p. 3). As Yin's description the distinctiveness of qualitative research first involves studying the meaning of people's lives, under real-world conditions. Second, qualitative research differs because of its ability to represent the views and perspectives of the participants in a study. Third, qualitative research covers contextual conditions the social, institutional and environmental conditions within which people's lives take place. Fourth, qualitative research is not just a diary or chronicle of everyday life. On the contrary, qualitative research is driven by a desire to explain these events, through existing or emerging concepts. Fifth, qualitative research strives to collect, integrate and present data from a variety of sources of evidence as part of any given study.

The author, Yin, moves on to Chapter 2, "Equipping You to Do Qualitative Research," where various personal qualities, such as the capacity to handle field-based research, are thoroughly explored. He claimed that reflexivity reporting should describe as accurately as possible the interacting effects between researchers and participants, including social roles as they arise in the field, as well as advocacy views. Researchers may conduct studies on their own companies, communities or social groupings, which might be termed insider research. According to Yin, six general abilities must be part of your character as a researcher: listening, asking excellent questions, learning about your area of study, caring about your data, doing parallel activities and enduring.

In Chapter 3, Yin thoroughly described How to Begin a Research Study. Yin stated that most individuals have trouble beginning an empirical investigation. Part of the problem is to identify an area of interest. However, the study must use recently gathered data, based on a new set of data-gathering methodologies. Not information from existing secondary sources, and this topic demonstrates how the construction of a study bank may assist to discover the three necessary aspects of any empirical study: a topic, a data gathering technique and potential data sources. Yin eloquently explained the function of literature reviews; a study bank is collections of already completed qualitative research that may assist you decide on a topic, technique and source of evidence for a new study. After you have made your preliminary decision on what to study, a selective review will follow. The selective review actively targets previous studies that appear to cover similar terrain, allowing you to define your new study in a more nuanced manner and develop a niche for it. A comprehensive review is undertaken to summarize what is known about a certain issue but is not always important to launching a new study.

2.2 *Part two: doing qualitative research*

In Chapter 4, Yin eloquently illustrates points of choice in constructing qualitative research projects. He stated that every research study has a design, whether implicit or explicit and that researchers strive to use robust designs to increase the validity of their investigations and guarantee that the data acquired accurately addresses the research issue under consideration. Designs exist in qualitative research as well, although there are no defined forms or categories of designs (p. 77). For such studies, the design served as a retrospective aspect of the research rather than a method for carrying it out. There has been no apparent consensus among qualitative researchers on the need of developing study designs before beginning data gathering. There is no method for calculating the appropriate number of instances for each larger or narrower unit of data collection in a qualitative investigation. In general, higher numbers are preferable than smaller numbers since they increase confidence in a study's conclusions (p. 89).

Chapter 5 describes ways for working in the field (p. 109). According to Robert K. Yin, fieldwork occurs in real-world situations with individuals doing their real-life responsibilities. Working in the field necessitates building and sustaining genuine connections with others, as well as being able to communicate easily with them. Field settings can be established in several ways. They can start with small groups of people that have a shared bond, such as a gang or a workgroup. Second, they may serve inhabitants in the same limited geographical region. Third-field setups might concentrate on institutional scenes. Fourth, field settings can be described as unconnected groupings of individuals. Different laws and expectations apply to public and private areas as field settings; certain field settings will require permission to study. Fieldworkers can spend several years or only a few days in the field, depending on their theoretical interests and available resources.

Chapter 6 is titled Data Collection Methods (page 129). Yin explains that in qualitative research, significant data are gathered through four field-based activities: interviewing, watching, gathering and studying (materials) and feeling. Interviews may be both structured and qualitative. In a structured interview, the researcher will use a formal questionnaire with a list of all the questions to be asked. Second, the researcher would formally assume the position of interviewer, attempting to elicit replies from the interviewees. The second form of data gathering is observation, which may be an excellent means of collecting data since what you see with your own eyes and perceive with your own senses is unfiltered by what others might have (self-) reported to you or what the author of some paper may not have seen.

Regardless of the level of passivity, the most formal observational approaches will usually contain a formal (observational) instrument and the identification of a precise set of occasions for making observations. The third way of data collecting is Feelings; the author added that, you need to think of feelings as encompassing a variety of features inside oneself that are possibly relevant in your study and that you should not disregard. You could definitely use mechanical equipment to assess these features of the environment, but your feelings are typically a good alternative, even if they are less accurate. Across all of these methods of data collecting, you should consider specific behaviors that will improve your job.

Chapter 7 is titled Recording Data (page 155). Yin stated that determining what to capture is an important component of obtaining qualitative data. Furthermore, to increase their completeness and correctness, the initial notes recorded during fieldwork must be reviewed and modified on a regular basis. In such situations, researchers will discover that their initial notes have gaps and an interpretable scribbling that may be corrected. Such recordings might be the primary data-gathering approach in a qualitative study, thus they must be handled with care, including obtaining permission to use the devices as well as authorization to disseminate their recordings. Keeping one's own journal is an important final document in qualitative research. When recording data, it is important to balance recording everything and being selective, highlighting actions and capturing words *verbatim*, remembering research questions, taking notes on written studies, reports and documents and duplicating materials in the field.

In Chapters 8 (p. 176) and 9 (p. 205), the author Yin discusses qualitative data analysis under the headings compiling, deconstructing, reassembling, interpreting and concluding. Qualitative data analysis typically involves five phases. Phase one, compiling data into a formal database, necessitates the thorough and methodical organization of the original material. The second phase is deconstructing the data in the database, which may or may not entail a formal coding technique. Phase three reassembling is less mechanical and benefits from the researcher's ability to identify developing patterns. The fourth process may be

described as analyzing the reconstructed data. The fifth and final phase may be considered one of concluding. It calls for drawing conclusions from your entire study.

2.3 *Part three: presenting the results from qualitative research*

Yin begins part three of the book with Chapter 10, *Displaying Qualitative Data* (p. 231). Qualitative data are more alphabetical than numerical. The data will most likely be expressed as narratives or data arrays. This chapter's subtopics are: (1) narrative about participants in a qualitative study (p. 235); an essential component of the study will include narrative information about one or more of the individuals who are part of or participate in the small group, culture, or collective process.

Your story might then illustrate their perspectives using heavily cited content. (2) Tabular, graphic and pictorial presentations (p. 241). The differentiating aspect of tables in qualitative investigations is that they are likely to contain words rather than numbers; such tables are frequently referred to as word tables. Many qualitative studies use both tables and lists to describe the characteristics of the study's participants. Graphics includes any type of drawing, schema, or handcrafted work. Chapter 11 (p. 255) focuses on sharing study findings with others. According to Yin, a final research composition, whether written or spoken, must correctly reflect a study's results and conclusions while also being captivating and attractive. The goal is not only to deliver a study but to communicate it to targeted audiences. When writing or speaking, you should always keep your audience in mind. Your initial reaction should be to resist composing for yourself. When writing, always keep others in mind. (Communicate)?

Two themes can be used to express this communication attitude. First, the obvious differences between documenting your results and expressing them vocally may be less essential than understanding that both are attempts to communicate with others. Second, as with all empirical study, your goal should be to disseminate ideas publicly and widely. This second subject is part of a broader one while doing empirical research. Yin's book explores the idea of making your research lens as apparent as feasible. The main to the fact that every good qualitative researcher has both a *declarative* and a *reflective* self. You are declarative self wants to tell the world what you know or have learned. Your reflective self needs to admit how you learned what you know, including possible reservations about your methods (of learning and knowing).

2.4 *Part four: taking qualitative research one step further*

Yin's work in Part Four is centered on a single issue, Chapter 12, titled "Broadening the Challenge of Doing Qualitative Research" (p. 281). He examined the parallels and differences between qualitative and nonqualitative (or quantitative) research, which were presented in the beginning of the chapter. According to Yin's (2011) book, qualitative research methodologies differ from those used in other social science research. A significant distinction stems from a basic aspect of qualitative research: the collecting of field-based data, in which you, the researcher, are the primary research instrument. Qualitative research also requires the collecting of narrative data.

Another distinction that may be more difficult to understand is that between analytic generalization and statistical generalization, with qualitative studies tending to generalize to other situations (based on analytic claims) and nonqualitative studies tending to generalize to populations. A worldview is a collection of views about the acceptable aspects of research and how it should be conducted. The disparities also reflect different worldviews (assumptions about the quality of research and how it should be conducted), and they have sparked much discussion and controversy (p. 285). Yin's book discusses mixed methods research; it provides an alternative that aims to capitalize on the similarities and contrasts

between qualitative and quantitative approaches. It provides a practical option that demonstrates how research may proceed without addressing potential worldview conflicts.

3. Comparison book with other two qualitative research books

The researchers try to compare two books written by Sharan B. Merriam (*Qualitative Research: A Guide to Design and Implementation*) and John W. Creswel (*Qualitative inquiry and research design: choosing among five approaches*), and it is clear that there are differences in terms of structure/scope, pedagogical features, purpose of the book, approach taken and target audiences.

Here is a table summarizing the individual comparisons of Robert Yin's book with that of Sharan B. Merriam and John W. Creswell as [Table 1](#).

4. Conclusion

Robert Yin's book presents a fresh and comprehensive approach to conducting qualitative research. Through this practical text, researchers and readers can learn adaptive methods for designing studies, collecting and analyzing data and reporting findings. The book explicitly addresses the fundamental phases of qualitative research, creating a solid foundation for understanding how qualitative research is conducted. Additionally, numerous field-based examples serve as guiding principles for researchers, illustrating how to navigate each phase of the research process. Yin also emphasizes the essential skills researchers need to conduct qualitative research effectively.

Table 1. Individual comparisons of Robert Yin's book with other qualitative research books

Aspect	Robert Yin's book	Sharan B. Merriam's book	John W. Creswell's book
Structure/scope	12 chapters in four parts covering qualitative research design, data collection, data analysis and report composition	10 chapters focusing on designing a qualitative study, collecting qualitative data, analyzing data and writing reports	11 chapters covering philosophical assumptions, interpretive frameworks, five qualitative approaches, data collection, data analysis and writing
Pedagogical features	Each chapter starts with an abstract, key terms in italics, preview boxes for sub-topics and ends with key terms and exercises	Key terms in italics, chapter summaries	Introductions, discussion questions, bold terms, summaries, exercises and additional references
Purpose	Practical perspective for understanding qualitative research processes in general, particularly in social sciences	Focus on design and implementation of qualitative research in social sciences	Insight into five different qualitative inquiry approaches (narrative, phenomenology, grounded theory, ethnography, case studies)
Approach	Practical, inductive and adaptive	Process-oriented, specific to qualitative study design and data collection in social sciences	Expressive, applied and practical, detailing five specific qualitative approaches
Target audience	Undergraduate, graduate and continuing education courses	Practitioners and graduate students	Academics and scholars in social, human and health sciences

Source: Authors' own compilation

Despite its strengths, the book has certain limitations and is open to a few criticisms. First, Yin overlooks various qualitative research approaches and types that are crucial for qualitative studies. The focus on research phases without clarifying the basic philosophical foundations and approaches to qualitative research may make the book more suitable for experienced researchers than for novices. Second, while the book initially appears to be designed for general qualitative research, the specific procedures, examples and language used make it particularly relevant to sociology and anthropology. Third, although the book aims to provide a practical guide to qualitative research, much of it focuses on the phases of research, despite the inclusion of multiple examples.

Nevertheless, important lessons can be drawn from this book. First, it offers comprehensive knowledge on the phases of qualitative research, including start-up, design, data collection, analysis and report composition. Second, it provides essential skills for those interested in qualitative research, helping beginners prepare for their investigations. Third, the book presents qualitative research as an adaptive craft, encouraging readers to explore methodological topics while engaging with diverse qualitative studies as illustrative material.

In conclusion, Yin's book is a valuable resource for understanding the practical aspects of qualitative research, despite some limitations in addressing the philosophical and methodological diversity of the field.

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Further reading

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