



International Journal of Advanced Research

ijar.eanso.org

Volume 6, Issue 1, 2023

Print ISSN: 2707-7802 | Online ISSN: 2707-7810

Title DOI: <https://doi.org/10.37284/2707-7810>



Original Article

Experiences of an Insider in Qualitative Research: My Doctoral Research Journey in a Public University, Kenya

Dr. Juliet Njeri Muasya, PhD¹*

¹ University of Nairobi, P. O. Box 30197-00100 Nairobi, Kenya.

* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-4523-3305>; Email: julietnjerim@gmail.com.

Article DOI: <https://doi.org/10.37284/ijar.6.1.1110>

Publication Date: ABSTRACT

28 February 2023

Keywords:

*Counselling,
Experiences,
Ethical Concerns,
Insider Researcher,
Outsider Researcher,
Qualitative Research,
Quantitative
Research.*

Qualitative researchers position themselves more as ‘insiders’ than ‘outsiders’ due to the nature of the research paradigm. In this paper, I will present and discuss my role and experiences as an insider researcher during my doctorate research journey. I begin by exploring the debate surrounding the role of an insider in qualitative research, in addition to highlighting key arguments within the literature, while reflecting on my personal experiences as a PhD candidate. In particular personal experiences that made the researcher play the role of an ‘insider’ more as compared to an ‘outsider’ researcher will be discussed. The first part of this paper will cover the conceptualisation of the terms ‘insider’ and ‘outsider’. This will be followed by a discussion and presentation of key discourses based on the role of an ‘insider’ in qualitative research. Being an insider researcher, I was able to access research institutions to collect data without having to organise ‘settling in’, which made it possible to collect data every day of the week at any time of the day, thus providing continuity in the data collection process. More so, I was able to control the research process by using stories, voice, and transcripts. Since it was a sensitive study, as an insider researcher, I did consider ethical concerns and the importance of counselling the participants. Challenges based on the risk of insider struggling between their role as a group member and a researcher are presented. In addition, the delicate balancing that the researcher engaged in while deciding how much of the insider information is to be shared with the participants is discussed.

APA CITATION

Muasya, J. N. (2023). Experiences of an Insider in Qualitative Research: My Doctoral Research Journey in a Public University, Kenya *International Journal of Advanced Research*, 6(1), 38-47. <https://doi.org/10.37284/ijar.6.1.1110>

CHICAGO CITATION

Muasya, Juliet Njeri. 2023. “Experiences of an Insider in Qualitative Research: My Doctoral Research Journey in a Public University, Kenya.” *International Journal of Advanced Research* 6 (1), 38-47. <https://doi.org/10.37284/ijar.6.1.1110>.

HARVARD CITATION

Muasya, J. N. (2023) "Experiences of an Insider in Qualitative Research: My Doctoral Research Journey in a Public University, Kenya.", *International Journal of Advanced Research*, 6(1), pp. 38-47. doi: 10.37284/ijar.6.1.1110.

IEEE CITATION

J. N. Muasya, "Experiences of an Insider in Qualitative Research: My Doctoral Research Journey in a Public University, Kenya.", *IJAR*, vol. 6, no. 1, pp. 38-47, Feb. 2023.

MLA CITATION

Muasya, Juliet Njeri. "Experiences of an Insider in Qualitative Research: My Doctoral Research Journey in a Public University, Kenya." *International Journal of Advanced Research*, Vol. 6, no. 1, Feb. 2023, pp. 38-47, doi:10.37284/ijar.6.1.1110.

INTRODUCTION

The process of conducting qualitative and quantitative research varies from one research to another (Dawyer & Buckle, 2009). The experiences and challenges encountered by researchers are largely determined by the nature and type of research paradigm. In presenting and discussing my experiences as an insider in qualitative research, I was guided by themes drawn from the status of insider and outsider researchers as explored and reported by Dawyer and Buckle (2009), namely, access to a research institution, the role of an insider during the research process; use of stories, voice, transcripts, ethical concerns, and counselling of study participants. In addition, the researcher discussed the challenges encountered by insider researchers during qualitative research. Let us begin by conceptualising the terms 'insider' and 'outsider' in the context of qualitative research.

Definition of terms 'Insider' and 'Outsider' Researcher

The terms 'insider' and 'outsider' were pioneered by Evered and Louis in 1981 when they introduced the concepts of '*inquiry from the inside*' and '*inquiry from the outside*'. The majority of scholars tend to have similar sentiments on the meanings of the two terms 'insider' and 'outsider' research/er. Gair (2012) suggests that the notion of insider/outsider status is the degree to which a researcher is located either within or outside a group being researched. An insider conducts research within a social group, organisation, or culture of which the researcher is a member, while an outsider

researcher is a visitor interested in learning more about the group of which he/she is not part or does not belong to it (Greene, 2014). Similar sentiments have been shared by Kanuha (2000), Hellowell (2006), Breen (2007), and Brannick and Coghlan (2007). The scholars noted that an insider researcher chooses to study a group, community, or population to which they belong or are members, while an outsider researcher is a 'stranger' or 'observer' who does not belong to the group being studied.

Drawing from Kanuha (2000), Asselin (2003), Brannick and Coghlan (2007), Dawyer and Buckle's (2009) views, it is clear that an insider researcher shares some of the following characteristics, namely, identity, language, and experiences with study participants. The authors have further noted that insider researchers seem to possess intimate knowledge of community members, unlike the case outsider researchers who have limited knowledge, understanding, and experiences of those being studied. Insider researchers hold values, perspectives, behaviours, beliefs, and knowledge of the indigenous/cultural community that is being studied, whereas the indigenous outsider is assimilated into the outsider's culture and is thus perceived as an outsider by the indigenous people of their community (Greene, 2014). According to Greene (2014), knowing one's informants or participants in a personal way is likely to affect the way in which a researcher professionally relates with them. In addition, knowing when not to overstep the line between a friend and a researcher is a vital skill that an intimate insider must develop.

Being an ‘insider’ means that a researcher understands the dynamics and social relationships that inform the situation; hence one is likely to be in a better position to do research from their own communities (Brayton, 1997; Griffiths, 1998). The implication here is that being an insider researcher and a faculty member, I was in a position to collect data for my doctoral dissertation at my public university. This made it easy for the researcher to easily identify with the study participants. Similarly, Greene, 2014, a graduate student in the social sciences and humanities, managed to establish social and professional ties with the faculty members and students throughout the research journey. Since the insider is accepted and familiar with those in the study location, this allows the participants to be more open, making it possible for the researcher to collect rich, valid, and reliable data (Adler & Adler, 1987). This concurs with what Dwyer and Buckle (2009) noted, that the relationship between the researcher and participants is much more intimate and direct, especially in the context of qualitative research.

‘INSIDER’ AND ACCESS TO RESEARCH INSTITUTIONS

The position of an ‘insider’ in qualitative research is more beneficial since it allows access, entry, and establishment of a common ground from which to undertake the research (Dawyer & Buckle, 2009). Before I started collecting data for my study, I knew the challenges I was likely to encounter, including my ‘insider’ status as a faculty member of my university. In accessing this university, I was first issued with an authorisation letter that helped in establishing mutual trust and confidence with the research participants. Consultation with the relevant authorities, as was the case with the current study, offers the best opportunity for a researcher to present their credentials as a serious investigator, a sign of goodwill and cooperation (Cohen et al., 2000). The insider status is likely to give the researcher complete acceptance by study participants and institutions that might otherwise be

closed to outsiders (Dawyer & Buckle, 2009). Further, the fact that the insider knows the politics of the institution and how it “really works” while being familiar with group settings gives the researcher an opportunity to know how best to approach the study participants (Unluer, 2012). Further, I agree with Greene’s (2014) sentiments that colleagues are usually happy to talk and open up, often welcoming the opportunity to discuss issues with those who understand them better.

While comparing my position as an insider and colleagues as outsiders, Oliver (2020) noted that the advantage of quick acceptance makes it possible for a researcher to collect data without having to organise ‘*settling in*’. Being an insider during the data collection process is more advantageous since requesting study participants is almost never rejected, unlike in the case of an outsider researcher (Oliver, 2020; Unluer, 2012). This is because the participants know the researcher well, and the relationship is already built, so they are more willing to open up as compared to other colleagues or ‘outsiders’ who have to spend more time building rapport with the participants as they try to understand the context of their research (Oliver, 2020). In addition, the fact that I could easily access the institution made it possible for the researcher to collect data every day of the week at any time of the day; this did provide continuity in the data collection process. Unluer (2012) noted that continuity of data collection makes it possible for the researcher to get detailed, versatile, and trustworthy data.

Role of ‘Insider’ during the Research Process

Qualitative researchers are not separated from the study participants, and as Dawyer and Buckle (2009) stated, they are firmly in control of the research process. As I embarked on my doctoral research journey, my supervisors advised me on the need for and importance of collecting my own data while avoiding the use of research assistants as a way of controlling the research process. Apart from

being in control of the research process, my position as an 'insider' in the study of institutional culture was important in several ways.

First, it made my study participants (fourth-year students and leaders) feel less threatened since I was able to confidently locate myself in the social space that they knew and could easily control. I allowed students to choose a comfortable and safe space to conduct the interview sessions. For instance, most of the interviews were done in private spaces, namely, offices, tutorials, and students' rooms in the Halls of Residence. According to McDermid et al. (2014), allowing participants to choose the space or place for conducting the interviews is one of the ways of protecting participants' privacy, nature, and the type of data to be collected. An environment which enhances trust and respect is essential in helping study participants be in a position to tell their own stories with ease and confidence (McDermid *et al.* 2014). This, to some extent, increases students' trust and confidence while placing the researcher in a position to collect valid and reliable data.

Secondly, my study participants may have felt more comfortable sharing their hidden and sensitive information with the researcher. The study participants were able to identify themselves with the researcher, thus, being in a better position to understand and share their perceptions and experiences of sexual harassment, a key aspect of institutional culture. Dawyer and Buckle (2009), Unluer's (2012), and Oliver (2020) clearly pointed out that researching in an institution where one is a member, there is a probability of bringing in complete acceptance and respect, thus providing a higher level of trust and openness that is not likely to be seen with an outsider researcher. As an insider researcher, I was assured of collecting rich, valid, and reliable data since I was able to understand better what or who was being studied while spending less time during the research process. This concurs with sentiments by Oliver (2020), who noted that the insider does not require '*settling*' in a

period like is the case with the outsider researcher since the insider tends to be more familiar with the environment.

'Insider' Researcher's use of Stories and Voice

In any qualitative research, Dawyer and Buckle (2009) noted that participants' stories are immediate and real, while their voices are not lost in a pool of numbers. The stories participants tell researchers and how we choose to represent and share them are inevitably shaped by the researcher's own understanding and where we stand with regard to their (or our) social world (Greene, 2014). To be able to generate valid and reliable stories (data) from the study participants, I used in-depth interviews with the 30 fourth-year students (16 females and 14 males) and 4 Focused Group Discussions (FGD) with students leaders (each group had both males and females). The use of interviews and FGD, the most commonly recognised form of collecting qualitative data, provided the researcher with a platform for amplifying the silenced voices of male and female students through social interactions (Mishler, 1986 in Alldred, 2000), which facilitated data triangulation.

Listening keenly and quietly to participants 'voices' helps the researcher to construct knowledge of socially silenced or less privileged groups whose opinions, ideas and feelings are rarely heard or expressed in the public domain, yet they have distinct, unique perceptions and experiences of the social world (Alldred, 2000; Standing, 2000). Constructing life experiences and perceptions of male and female students through their 'voices' did enhance further my understanding of the hidden realities of sexual harassment, a key aspect of institutional culture.

After establishing rapporteur and explaining to students the purpose of the study, I requested them to allow me to use a digital recorder so that I could concentrate more on probing and storytelling.

Obtaining permission before recording a session is key to any successful interviewing process (Bogdan & Bilken, 1998; Patton, 2002; Rubin & Rubin, 2005). Thus, the use of a digital recorder allowed the researcher to obtain complete and accurate or 'verbatim' data in the form of in-depth stories from interviews and FGD sessions (Rubin R Rubin, 2005). In addition, Patton (2002) noted that the use of a recorder would give the interviewer permission to be more attentive, thus allowing for the interactive nature of interviews. The use of a digital recorder made it possible for the insider researcher to be closer to the interviewee since, as you are aware that any successful interview requires high levels of concentration in listening and probing.

'Insider' Researcher and use of Transcripts

An insider researcher places study participants into consideration when working with the transcripts. This makes the words representing experiences clear and long-lasting (Dawyer & Buckle, 2009). In addition, transcription makes data easier to analyse and share while allowing the insider researcher to be immersed in the data. Data collected in my study was recorded in 34 transcripts. The researcher was able to combine collecting data with transcribing. This was important because I needed to be aware of the kind of data I was collecting and the gaps I needed to address in subsequent interviews. In transcribing the recorded data or the 'voice' into verbatim transcriptions (written narratives), I carefully listened to each audio file in order to get what Gillman (2003) refers to as a feel and impression of the whole or complete information. I took time to write down all the content from the recorded interviews and FGDs, or what Birch (2000), Patton (2002), Gillman (2003), and Wengraf (2004) refer to as verbatim, narrative reports, or textual representation of the audio interviews (voice).

Verbatim simply means '*complete*' without leaving anything out, including pauses, hesitations, commas, colons, and full stops (Wengraf, 2004, p.

213). In addition, Wisniewski (2006) noted that written discourses depend on the nature of talking or voice, which could result in mistakes, repetition, less coherent sentences with grunts, stutters or pauses and slang. I tend to agree with Wengraf (2004) and Wisniewski (2006) because my interviews were characterised by laughter, slang, pauses, ungrammatical incorrect speech and, at times non-English statements, most of which were produced in the written text. A total of 34 narratives (14 male and 16 female students and four FGDs with the student leaders) were written down in preparation for an in-depth analysis. Before I started analysing data, I quietly read through the written narratives to be sure what I had produced in the form of text made sense and that my attitudes, values, and perceptions were not taking any precedence over what the study participants had shared with the researcher. What this means is that during data analysis, the voices of male and female students and leaders were amplified and transformed into theory (Mauthner & Doucet, 2000). I agree with Greene's (2014) sentiments that an insider researcher presents a unique opportunity which helps to reflect on how one's positionality affects the type of data collected, how it is collected, and how to interpret it.

'Insider' Researcher and Ethical Concerns

In most cases, insider researchers are often confronted with methodological and ethical issues that are largely irrelevant to outsider researchers (Breen, 2007). To conduct a credible study, insider researchers need to respect ethical issues usually related to the anonymity of the organisation, individual participants (Smyth & Holian, 2008), principles of privacy, and confidentiality (Breen, 2007; Muasya & Gatumu, 2013). In my research journey, I started by contacting potential participants, after which I explained the purpose of the study and sought their consent to be interviewed while assuring them of confidentiality. Informed consent involves respect for autonomy, protection of vulnerable persons (Ellsberg & Heise, 2005) and students volunteering to participate in research. In

the current study, verbal consent was preferred to write one because it tends to create a personal attachment between the researcher and study participants, thus enriching the data being collected.

To further ensure the confidentiality of the participants 'voices', I promised them that it was only the researcher who would access the recorded voice or narrative. I tried as much as possible to avoid recording or writing down the names of students participating in the research. To further ensure privacy, I avoided revealing students' identities, which made it possible to separate their identities from the data. Use of numbers, namely, I, II, III, IV, V and VI, to represent various colleges of the public university where this study was done; name tags during the FGDs, for instance, 1, 2, 3, 4 to mention but a few, to represent different student leaders participating in sessions did further enhance privacy and confidentiality. Changing identity details (coding system) in the discussion of the findings was another way of protecting and respecting the privacy of the study participants so that anyone reading the doctoral dissertation would not be able to identify the person with the data (Muasya & Gatumu, 2013). Using letters, numbers or pseudonyms is further meant to protect the privacy of the study participants (Rubin & Rubin, 2005).

Apart from assuring the confidentiality of the study, participants' privacy further meant meeting the interviewees in places where they felt safe and secure. Before proposing any venue, I first asked them to suggest their options. In most cases, female students gave the researcher the option of using their rooms in the Halls of Residence, unlike the male students, who did not seem to have an idea of where we could meet for the interviews. My insider position was an added advantage since I was able to easily negotiate with the fourth-year students and leaders for a quiet space for conducting interviews and FGDs. As an insider researcher, I was able to avoid any negative influence on research outcomes by putting more emphasis on rapport, trust and

confidentiality with students and leaders. Drawing from Muhanguzi's (2005) experiences, I tried to avoid any unwanted display of friendliness and familiarity with the study participants in order to enhance the credibility and trustworthiness of the data collected.

'Insider' Researcher and Counselling of Study Participants

Insider researchers should have background knowledge or information in counselling (Dawyer & Buckle, 2009). During two of my interview sessions, one student was reluctant to respond to some of the questions expressing fear, while another one was stammering and, at times, remaining silent. This made the researcher stop each of the two interviews for more than ten minutes. The two female students seemed to have gone through traumatic sexual experiences on campus. Being overwhelmed by memories of sexual harassment and abuse through recalling terrifying, humiliating, or very painful experiences has been reported by Shrandar and Sagot (2000) and Shumba and Matina (2002).

Although I had no professional knowledge of how to deal with some of the traumatised students, as an insider researcher, I did recognise the need to be creative in order to ensure my safety and that of the two students. Therefore, I tried to apply my limited knowledge of counselling which I used to carefully talk in a respective way to the two affected students, after which I was able to give them the option of either continuing or stopping the interview. I was very careful in the way I approached the role of counselling because, as Coles and Mudaly (2009) cautioned, it can have a significant influence on the interviewing process. This can easily affect the nature of the data collected since it can either limit or enhance the level of interaction. In my case, the counselling process enhanced the interaction between the researcher and the student since the traumatised students did eventually agree to continue with the interview sessions. I had to

reassure the two students of the confidentiality of their identity during the interview and in the writing of the doctoral report/dissertation. This concurs with Ellsberg and Heise's (2005) sentiments, who noted that the respondents chose to continue with the interview after emotional debriefing. Counselling enabled the researcher to be able to deal with some emotional and painful experiences expressed by the two traumatised female students.

Challenges Encountered By 'Insider' Researcher

Despite the important role played by insider researchers in qualitative research, they do sometimes encounter challenges. For instance, when conducting research within one's own community or group, there is a risk of the researcher struggling between their role as a group member and a researcher. As an insider researcher, I found myself spending more time in casual talk as a way of motivating the students to participate in this sensitive research. Although in choosing participants, one may neglect the diversity of the group (Brannick & Coghlan, 2007; Dwyer & Buckle, 2009), as an insider researcher, I was able to overcome this challenge since I interviewed fourth years both men (14) and women (16) students. Brannick & Coghlan (2007) noted that the researcher might be too close to the research topic or participants, which could inhibit their objectivity, therefore, need to be taken extra caution during the interviewing process. Most of the students who participated in my study were not familiar to the researcher. Thus, the greater familiarity of insider researchers and participants can sometimes lead to a loss of objectivity. What this means is that there are difficulties associated with the interviewing of the participants with whom a researcher has a pre-existing and ongoing relationship in the same organisation (McDermid *et al.*, 2014). Most of the students who participated in my research were not familiar to the researcher since the student population is large compared to the small sample of 30 fourth-year students.

Another potential issue of being an insider within research is that the researcher's questions and interviews are structured by their own experiences rather than being attentive and flexible, which allows for the unique experience of the participant to be the subject of the interview (Brannick & Coghlan, 2007; Dwyer & Buckle, 2009). Conversely, if the participant considers the researcher as an insider, they may be reluctant to disclose all the information they expect the researcher to know or may fail to finish the participant's thoughts (Berger, 2013). Being an insider researcher, I sometimes was required to do more probing to be able to obtain valid and reliable data, especially from the two students who were traumatised by their experiences of sexual harassment.

As an insider researcher, the challenge was to decide how much of the insider information was to be shared with the fourth-year students. I did introduce myself as a lecturer in one of the departments in the public university, but more so as a researcher. I was able to ensure the participants that the data would only be used for purposes of my doctoral thesis. The fear is that to be considered too much of an insider; there may be assumptions that are made by the researcher or the participant, which might affect the nature of data or information to be disclosed (Hellawell, 2006). Asselin (as cited in Dwyer & Buckle, 2009) suggests that even those researchers who consider themselves insiders should approach the research as if they know nothing about the topic. It could very well be the case that despite being an insider, they may have limited knowledge about the sub-culture they are targeting with their research. Therefore, it is important for researchers to acknowledge their assumptions to allow participants to tell their own stories (Dwyer & Buckle, 2009).

Finally, gender is one of the aspects related to insider status and the notion of power in qualitative research (Moore, 2015). While the topic of gender as it relates to insider and outsider status in research

has been widely presented in the literature, there is a lack of discussion by researchers on gender within the context of topics that may be perceived as being more sensitive in nature, like male body image, weight loss, sexuality and sexual orientation (Moore, 2015). Likewise, Brown (2001 in Moore (2015) specifically suggested that female patients are more open with female participants due to a shared understanding of how to approach one another as compared to male participants. Similarly, the female students in my study freely discussed their issues with the researcher as compared to the male students, while it was easier to book appointments with the females than with male students. However, other researchers have argued against the perception that opposite genders may have difficulties in gaining research participants. From my experience as a female insider researcher, I would confidently state that I did not have any issues in accessing and interviewing male and female students and leaders during my data collection process.

CONCLUSION

In this paper, I have used my doctoral research journey as a case study to explore, conceptualise and understand in depth the concept of an insider researcher. From my experience as an insider conducting a case study, I wish to confirm that my key advantage is determining the nature and status of data collected, accessing the research site, defining the researcher's role and being able to collect valid and reliable data from the research site. It is clear that being an insider researcher in one's institutions or space poses more benefits than challenges in terms of accessing research participants, the nature of data collected and, in particular, when dealing with stories, voices, and ethical issues. Although conducting qualitative research is a complex process with many benefits, it is important to carefully look for strategies to deal with the challenges that one is likely to encounter since, if not taken care of adequately, it can easily interfere with the validity and reliability of data.

REFERENCES

- Adler, P. & Adler, P. (1987). *Membership roles in field research*. Newbury Park, CA: Sage.
- Allred, P. (2000). Ethnography and discourse analysis: Dilemmas in representing the voices of children. In J. Ribbens & R. Edwards (Eds). *Feminist dilemmas in qualitative research, public knowledge, and private lives*. (pp 147-170) London: Sage.
- Asselin, M. E. (2003). Insider research: Issues to consider when doing qualitative research in your own setting. *Journal for Nurses in Staff Development*, 19 (2), 99-103.
- Berger, R. (2013). Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research*, 15 (2), 219–234.
- Birch, M. (2000). Re/constructing research narratives: Self and sociological identity in alternative settings. In Ribbens, J. & Edwards, R. (Eds). *Feminist Dilemmas in Qualitative Research, Public Knowledge and Private Lives*. (pp.171-185). London: Sage.
- Brannick, T. & Coghlan, D. (2007). In Defense of being 'native': The case for insider academic research. *Organisational Research Methods*, 10 (1), 59-74.
- Brayton, J. (1997). What makes feminist research feminist? The structure of feminist research within the social sciences. An essay presented in many conferences. <http://www.unb.ca/PAR-L/win/feminmethod.htm>
- Breen, L. J. (2007). The researcher 'in the middle': Negotiating the insider/outsider Dichotomy. *The Australian Community Psychologist*, 19 (1), 163-174.
- Bogdan, C.R. & Biklen, S.K. (1998). *Qualitative research for education, An introduction to*

- theory and methods*, (3rd Ed) USA: Ally and Bacon.
- Cohen, L. Manion, L. & Morrison, K. (Ed) (2000). *Research methods in education*. (5th Ed), London: Routledge Falmer, Great Britain.
- Coles, J. & Mudaly, N. (2009). Staying safe: Strategies for qualitative child abuse researchers. *Child Abuse Review* 19, 59-69.
- Dawyer, C. S. & Buckle, J. L. (2009). The space between: On being an insider-outsider in qualitative research. *International Journal of Qualitative Methods*, 8 (1), 54–63.
- Evered, R. & Louis, M. R. (1981). Alternative perspectives in the organisational sciences: 'Inquiry from the inside' and 'inquiry from the outside'. *Academy of Management Review*. 6, (3), 385-395.
- Ellsberg, M. & Heise, L. (2005). *Researching violence against women. A practical guide for researchers and activists*. Washington DC: World Health Organisation, PATH, United States.
- Gair, S. (2012). Feeling their stories: Contemplating empathy, insider/outsider positionings and enriching qualitative research. *Qualitative Health Research*, 22, 134-143.
- Gillman, B. (2003). *Case study research methods, real world research*. London: Paston Prepress Ltd.
- Greene, M. J. (2014). On the inside looking: Methodological insights and challenges in conducting qualitative insider research. *The Qualitative Report* 2014, 19 (15), 1-13.
- Griffith, A. I. (1998). Insider/outsider: Epistemological privilege and mothering work. *Human Studies*, 21 (4), 361-376.
- Hellawell, D. (2006). Inside-out: Analysis of the insider-outsider concept as a heuristic device to develop reflexivity in students doing qualitative research. *Teaching in Higher Education*, 11 (4), 483–494.
- Kanuha, V. K. (2000). "Being" native versus "going native": Conducting social work research as an insider. *Social Work*, 45 (5), 439-447.
- Mauthner, M. & Doucet, A. (2000). Reflections on a voice-centred relational method. Analysing maternal and domestic voices. In J. Ribbens & R. Edwards (Eds) *Feminist Dilemmas in Qualitative Research, Public Knowledge and Private Lives*. (2nd Ed, pp119-146) Great Britain: Sage.
- McDermid, F. Peters, K. Jackson, D. & Daly, J. (2014). Conducting qualitative research in the context of pre-existing peer and collegial relationships. *Nurse Researcher*, 21 (5), 28-33.
- Muasya, J.N. & Gatumu, J.C. (2013). Ethical issues in researching discourses of sexual harassment in higher education: Experiences from the University of Nairobi, Kenya. *International Journal of Education and Research*, 10 (1), 179-188.
- Muhanguzi, F. K. (2005). Exploring gender dynamics in sexuality education in Uganda's secondary schools, Doctoral Thesis, South Africa, University of Cape Town.
- Moore, D.D. (2015). Experiences of being an insider and an outsider during a qualitative study with men who have experienced significant weight loss, *The Qualitative Report*, 20 (1), Article 7, 1-22.
- Oliver, E. (2020). The Insider Debate in Qualitative Research – Should there be one?" Dementia Researcher, <https://dementiaresearcherblogs.podbean.com/e/de-emily-oliver-the-insider-researcher-debate-in-qualitative-research->

should-there-be-one/ (Accessed on 13th December 2022).

Patton, M. Q. (2002). *Qualitative research and evaluation research methods*. (3rd Ed), London: Sage.

Rubin, H. J. & Rubin, I. S. (2005). *Qualitative interviewing, The art of hearing data*. (2nd Ed), London: Thousands of Oaks, CA. Sage.

Shrander, E. & Sagot, M. (2000). Domestic violence, women's way out, Occasional Publication, 2, Washington: Pan American Health.

Shumba, A. & Matina, A. E. M. (2002). Sexual harassment of college students by lecturers in Zimbabwe. *Sex Education* 2 (1), 45-59.

Smyth, A. & Holian, R. (2008). Credibility issues in research from within organisations. P. Sikes, P & A. Potts (Ed), *Researching Education from the Inside* (pp. 33–47). New York, Taylor & Francis

Standing, K. (2000). Writing the voices of the less powerful, research on lone mothers. J. Ribbens & R. Edwards (Eds). *Feminist Dilemmas in Qualitative Research, Public Knowledge and Private Lives*. (pp.186-202). London: Sage.

Unluer, S. (2012). Being an insider researcher while conducting case study research. *The Qualitative Report* 2012, 17 (58), 1-14.

Wengraf, T. (2004). *Qualitative Research Interviewing. Biographic Narrative and Semi-Structured Methods*. London: Sage.

Wisniewski, K. (2006). Discourse Analysis, Vol. CXXIV, 43, 567. <http://www.lumaczenia-angielski.info/linguistic/discourse.htm>.