Brief Review of Phenomenological Research Design in Education

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Abstract

This paper discusses on phenomenological research in education, which seeks to understand and describe the subjective experiences of individuals in educational contexts to promote empathy and understanding among different stakeholders. To achieve the objective of this paper, conventional qualitative content analysis methods adhering to the naturalistic paradigm was employed to describe a phenomenon. Phenomenological research design in education is a qualitative research approach that focuses on the subjective experiences of individuals in a particular situation or phenomenon. It aims to understand the meaning and essence of these experiences through in-depth interviews, observations, and analysis of personal reflections. It recognizes the importance of language and interpretation in capturing complex human experiences. Confidentiality and sharing of research findings with participants is important to uphold ethical standards. It is valuable in education as it provides rich and detailed descriptions of individuals' experiences and can inform tailored interventions and policies. Nevertheless, the subjectivity of the results limits generalizability and the methodology can be time and resource-intensive. In general, this approach is particularly useful in exploring complex educational issues and can provide valuable insights into the perspectives of students, teachers, and other stakeholders. Phenomenological research design can offer a unique and valuable perspective on educational phenomena that cannot be captured through other research methods. The phenomenological approach in education creates the motivation and desire to learn about self, others, and things. Overall, phenomenology contributes to the development of new knowledge in education by offering insights into the lived experiences of educators and learners, and by providing a framework for understanding and improving educational practices.

Keywords: phenomenological research, Ontological Stance, Epistemological Stance, Axiological Stance

1. Introduction

Any culture that values education must prioritize educational research in order to advance scientific understanding. Education-related research is a methodical inquiry that employs scientific methods to gather and analyse data to address issues in education. It is essential to the creation of pedagogy, educational initiatives, and policymaking. The goal of educational research is to advance our knowledge while enhancing the ways in which we teach and learn. To provide trustworthy and valid outcomes, meticulous planning, execution, and analysis are required. The quality of education for future generations can be improved by giving educational research higher priority (Marguerite, 2010).

Educational research is classified differently based on certain variables. Based on purpose,

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fundamental or basic, applied, and action research (Best & Kahn, 2006), educational research is again classified into quantitative, qualitative, and mixed based on method or approach (Eddles-Hirsch, 2015). In order to explain existing situations, look into relationships, and explore cause-and-effect occurrences, quantitative research methodologies are used. Some categories of quantitative research include experimental, descriptive, survey, correlation, causal-comparative, and survey research. In order to gain a thorough grasp of the way things are, why they are the way they are, and how the participants in the environment perceive them, qualitative research aims to delve thoroughly into the research setting. Qualitative research methodologies include case studies, ethnography, phenomenology, grounded theory, ethno methodology, and historical research. In order to better comprehend a research problem, researchers use mixed methods research, which involves gathering, analyzing, and "mixing" quantitative and qualitative methodologies in one study or a series of studies. Research using mixed methods includes concurrent, explanatory, exploratory, parallel, embedding, and multiphase techniques (Creswell, 2012, 2007; Marguerite, 2010).

Phenomenology is a philosophical approach that offers a unique perspective on understanding the human experience. Phenomenological research in education has gained considerable popularity in recent years, particularly in response to the limitations of traditional quantitative research methods. This literature review will explore the core and peculiar features of phenomenological research in education. It will provide an overview of key concepts and principles of phenomenology, methodologies and techniques used in phenomenological research, data collection and analysis methods, findings, and interpretation. Additionally, this paper will discuss the challenges and criticisms of phenomenological research in education and explore future trends and applications of this approach. By the end of the paper, readers will have a solid understanding of the significance of phenomenological research and its potential for advancing education research.

1. Yip (1998) explains misconception as the numerous concepts and ideas posed by students that are inconsistent with scientific knowledge. According to Tekkaya et al., (2000), misconception is students' alternative ideas or solutions against scientific concepts and methods. Driver (1988) defines misconception as children's ideas about natural phenomena before they learn science in school. Sanders (1993) also define misconception as "incorrect mental constructs that are firmly held by the learner and thus resistant to change". Kose et al., (2009) defined misconception as an idea which clearly conflict with the scientific concepts. Aydin and Balim (2009) defined it as a concept different from the scientists could accept, is to be avoided by means of meaningful learning. It is a kind of idea which the individual think that it is true but do not necessarily match with the scientifically proved evidences (Perrone, 2007).

2. Misconceptions are persistent, stable and it is deeply embedded into child's cognitive psychology, acts as a barrier for accurate learning and is difficult to remove by using traditional teaching methods (Tekkaya, 2002; Perrone, 2007). According to (Keeley, 2012; Leaper et al., 2012; Morais, 2013; and Murdoch, 2018), misconception is categorized into five types namely: preconceived notions, non-scientific

beliefs of conceptual misunderstandings, conceptual misunderstandings, vernacular misconceptions, and factual misconceptions. Preconceived notions are popular conceptions that come from life and personal experience (Murdoch, 2018); for example, many people believe that to see an object, light must first hit our eyes even though the opposite. Preconceived notions occur because students have not yet learned the concept of light. Non-scientific beliefs are views or knowledge acquired by students other than scientific sources (Leaper et al., 2012); for example, some people believe that gender differences determine the ability of students to learn mathematics, science, and language so that men become dominant compared to women.

Conceptual misunderstandings are scientific information that arises when students construct their own confusing and wrong ideas based on the correct scientific concepts (Morais, 2013), for example, students find it challenging to understand the concept of usual style because they only understand that style is only a push and a pull. Vernacular misconceptions are mistakes arising from the use of words in everyday life that have different meanings based on scientific knowledge (Keeley, 2012); for example, students have difficulties in comprehending the concept of heat because they do not understand that heat comes up due to the rise of energy and not only because of fire. Factual misconceptions are misunderstandings that occur at an early age and maintained until adulthood. For instance, children believe they will be struck by lightning if they are outside the house. 3. Factors Contributing to Students' Misconceptions

Misconceptions are developed by students from various resources. Misconceptions contrast with scientific concepts, and the most common factors as reported by different authors includes: influence from everyday life experiences (Abraham et al., 1992; Smith et al., 1994; Kaltakci & Eryilmaz, 2010; Suniati et al., 2013; Widarti et al., 2016), teachers (Kaltakci & Eryilmaz, 2010; Gudyanga & Madambi, 2014; Satilmiş, 2014; Erman, 2017), reference book or textbooks (Devetak et al.,2007; Kaltakci & Eryilmaz, 2010; Gudyanga & Madambi, 2014; Widarti et al., 2016; Erman, 2017) and confusion of everyday language used as factors contribute to misconceptions (Osborne et al., 1983; Abraham et al., 1992; Tyson et al., 1999; Bahar, 2003; Boz, 2006; Suniati et al., 2013; Erman, 2017).

i. Everyday experiences

Students' interactions with the environment in their daily life experiences can lead to confusion (Smith et al., 1994; Agnes et al., 2015). As students become acquainted with their surroundings and spend significant time outside of school, they develop personal explanations for the meanings of things in the world around them. These explanations often diverge from scientific meanings. The understanding of science concepts by students is primarily influenced by their interactions with the surrounding environment and is intertwined with their daily life experiences (Arif et al., 2018)

ii. Language used

Students encounter challenges when scientific terminology is incorporated into everyday language. The use of scientific words in ordinary communication may contribute to students developing misconceptions (Osborne et al., 1983; Boz, 2006). The discrepancy between the

technical language of science and its colloquial usage can create confusion and hinder students' accurate understanding of scientific concepts. Additionally, the potential for misconceptions arises when scientific terms are employed in a context that differs from their precise scientific meaning, adding a layer of complexity to students' comprehension. Therefore, bridging the gap between scientific language and everyday communication is crucial to minimizing misconceptions and promoting clearer understanding among students.

iii. Teachers

Teachers propagate misconceptions because of their inability to communicate effectively with students (Gudyanga & Madambi, 2014). In some cases, teachers may be unaware of student's difficulties and fail to take appropriate methods in presenting specific ideas to students (Kaltakci & Eryilmaz, 2010). Furthermore, Satilmiş (2014) stated that students had misconceptions due to ineffective teaching method especially when the teachers followed the traditional method. A teacher fails to present abstract concepts appropriately, either by visualization or analogy to help students understand the concepts (Treagust et al., 2003).

1.2 Objective of Review

This review seeks to explore and elucidate phenomenological research in the field of education. By doing these researchers will be able to formulate conclusions, synthesize knowledge, and promote reflection, rather than providing prescriptive recommendations. The objective is to assist educators in understanding the fundamental principles of this research methodology and its practical application in educational environments.

1.3 Review Methodology

The goal of this paper was to describe a phenomenon using traditional qualitative content analysis techniques that adhered to the naturalistic paradigm. According to the traditional method of content analysis, the study's discussion section addresses pertinent theories or other research findings on phenomena (Qutoshi, 2018; Kondracki & Wellman, 2002 and Krippendorff, 2004. The reviewer drew heavily on substantial empirical studies connected to phenomenological research in education for this analysis. To place the arguments, conclusions, and suggestions within a larger body of philosophical and critical thinking knowledge, these were critically reviewed.

Peer debriefing, prolonged participation, persistent observation, triangulation, negative case analysis, referential sufficiency, and member checks were employed to establish credibility (Zengotita,2019).Reading all of the data repeatedly to achieve absorption and a sense of the whole is the first step in data analysis, just like when reading a book (Taşkıran, 2017). The reviewer then reads the material while making notes on their initial observations, ideas, and analyses. Labels for codes that represent multiple main ideas start to appear as this process progresses. These usually serve as the first coding scheme and are taken directly from the text. The codes are then divided into groups according to how closely related they are to one another.

The review's conclusions were written up in a narrative format. Because they interpret people's experiences, narrative approaches to the study and presentation of data are invaluable. Elliott (2005) makes an additional case that a narrative offers a largely accurate account of experiences over time. The story also provides insight into

the narrator's interpretation of the events being told. The comments contain a description of how the review's results advance knowledge in the relevant field as well as recommendations for future practice, instruction, and research.

1.4 Limitations of the Review

Theoretically, this review was limited to educational organizations only, and methodologically, it used a directive qualitative approach. That is, it focuses on secondary data rather than primary data. The limitation of this review is that it is also only focused on literature written in English. In addition, some sources were out dated due to theories.

2. Major Theme: Phenomenological Research Design in Education

2.1 Concepts of Phenomenology and a Phenomenological Research

The goal of phenomenology is to capture the core of experiences and reveal the interpretations that people assign to them. The main concept of the phenomenological approach is to identify common themes among the shared experiences of people's lives to identify and describe a phenomenon. The researcher conducts in-depth interviews with many individuals to find the common theme of the individuals. Phenomenology is a practice that seeks to understand, describe and interpret human behavior and the meaning individuals make of their experiences; it focuses on *what* was experienced and *how* it was experienced (Neubauer, Witkop and Varpio, 2019). The term phenomenology was originally used by Edmund Husserl (1859–1938); it is derived from the Greek word phaine in, which means "to appear."Kantian phenomenology's philosophical underpinning is constructivism, which holds that phenomena are produced by a cognitive subject,

a human being. The constructionist approach holds that the subject creates what it knows, while the phenomenological view holds that the subject knows what it creates, which are not appearances but do manifest in consciousness (Rockmore, 2011). Therefore, phenomenology is a philosophy of experience and logic of phenomena and seeks to understand how people experience the life world and how their experiences are shaped by it. Phenomenological research is a type of qualitative research that explores and describes the lived experiences of individuals and the meanings they attach to these experiences. The goal of phenomenological research in education is to better understand people's perceptions, experiences, and feelings as well as how they interpret their social and educational environments (Katrina Eddles-Hirsch, 2015; Taşkıran, 2017). The objectives of phenomenological research are to determine and define the phenomenon while capturing the essence of the persons' lived experience of the phenomenon (Cilesiz, 2010). This type of research focuses on the unique perceptions of individuals in a given situation, rather than objective reality. The goal of qualitative phenomenological research is to better understand human experiences and to foster a deeper understanding of the nature of being human. Techniques used in this type of research include participant observation, conversations, and interviews. The emphasis is on obtaining deep data and perspectives, and portraying them from the perspective of the study participant(s). Phenomenological research is founded on an epistemological paradigm of personal knowledge and subjectivity, which makes it effective for shedding light on subjective experience and gaining insights into peoples' motivations and actions. The method suspends the researchers' prior notions about the

phenomenon and instead examines how people experience life on a daily basis (Lester, 1999; Greening, 2019).

Phenomenology is a philosophical approach to researching human experience that has gained popularity in education research .It offers a thoughtful, reflective, and highly individualized method of exploring human experiences. Phenomenological research in education is designed to help us understand the perceptions, experiences, and feelings that people have and how they make sense of their social and educational worlds.

2.2 Historical Background of Phenomenological Research

Phenomenology has its origins in the philosophical tradition that Edmund Husserl established in the early 20th century, which was further developed by his adherents in German universities and eventually spread throughout the rest of the world (Zahavi, 2003). As a human being philosophy, phenomenology has its roots in the time of Plato, Socrates, and Aristotle (Fochtman, 2008). The German philosopher Edmond Husserl later succeeded in his attempt to create phenomenology as a method to examine human lived experiences at the conscious level of understanding during the first decade of the twentieth century (Fochtman, 2008; Wojnar & Swanson, 2007). Additionally, Heidegger, one of Husserl's disciples, arrived with his development of interpretive-hermeneutic phenomenology. The goal of phenomenological research is to understand the phenomena under study via consciousness, in addition to its descriptive nature, to give a wider meaning to the lived experiences under study (Creswell, 2007). The limits of conventional positivist research techniques led to the development of phenomenological research in

education in the middle of the 20th century. With a focus on the meanings people give to their experiences, it is a qualitative research methodology that aims to comprehend the subjective and lived experiences of individuals and groups in educational settings.Max van Manen, a Dutch-Canadian researcher who created a technique termed "phenomenological reflection," was one of the pioneers of phenomenological research in education. Paulo Freire, who used phenomenology to investigate the experiences of socially oppressed groups, and Martin Heidegger are two other notable phenomenological researchers in education (Qutoshi, 2018). Both of these thinkers created philosophical frameworks for comprehending the nature of human existence and the ways in which people experience the world around them. Phenomenological research is still widely used in education today, especially in disciplines like curriculum development, teacher preparation, and educational psychology. Philosophy has a long history with phenomena that dates back to the early 20th century.However, phenomenology did not become widely used in educational research until the 1960s.Education academics have been encouraged to examine the lived experiences of students and educators by the writings of philosophers like Martin Heidegger, Maurice Merleau-Ponty, and Edmund Husserl (Greening, 2019; Yüksel and Yıldırım, 2015). The experiences of students with disabilities, the effects of technology on learning, and the manner in which instructors shape their professional identities are just a few of the themes that have been explored using this method in the field of education (Yüksel and Yıldırım, 2015). As it offers a comprehensive understanding of the intricacies of educational settings and the experiences of individuals who inhabit them, it has also been utilized to shape educational policy and practice.

Overall, phenomenological research in education provides an original and insightful viewpoint on the subjective experiences of people and groups in educational contexts. For educators, academics, and policy makers aiming to enhance educational results for all learners, its emphasis on comprehending meaning and lived experience can offer valuable insights.

2.3 The Theoretical and Philosophical Background of Phenomenological Research

The constructivist/interpretive paradigm, which combine philology and methodology, include phenomenology.

The Vancouver school of thought, which is Fundamentally rooted in Husserl's descriptive phenomenology,interpretive/hermeneutic phenomenology, constructivism (Schwandt, 1994), and Heideggerian interpretive phenomenology, had a significant impact on phenomenology (Spiegelberg, 1969) from both a philosophical and methodological standpoint. The Vancouver School's seven step cyclic procedures of silence, reflection, identification, selection, interpretation, construction, and verification are used to seek meaning from various aspects of an event to its totality (Halldorsdottir, 2000). Theoretical perspectives that support the study of direct experience taken at face value and those that maintain that conduct is determined by the phenomena of experience have received a lot of attention in phenomenological research. There is a great deal of agreement among phenomenologist about their fundamental philosophical presuppositions, such as the notion that consciousness is fundamental and that understanding subjective consciousness is important (Qutoshi, 2018), even though they may appear to have different opinions on particular subjects. This theory holds that awareness has some distinctive structures that act as entranceways to

information gleaned via reflections. These philosophical perspectives, according to Cohen, Manion, and Morrison (2007), may aid researchers in better understanding phenomena at the conscious level of their appearance, that is, how they appear to us directly as opposed to through the filters of cultural and symbolic systems. The depiction of events as they happen as a technique of knowing in phenomenology is essential since it is a question of describing rather than of explaining or analyzing (Yüksel and Yldrm, 2015). We reach this conclusion from both the philosophical and methodological stances by studying a phenomenon as it is experienced by people at a deeper level of understanding in a specific situation with a thorough description and interpretation of lived experiences through bracketing (Gearing, 2004). Husserl thought that in order for the research to get insights into genuine experiences, it could be necessary to apply the bracketing approach. According to Speziale and Carpenter (2007), bracketing is a helpful technique for verifying the validity of data collection and analysis in phenomenological research. However, the concept of bracketing (Gearing, 2004) is similar to two counterproductive methods Husserl (1939/1954) discusses: (a) the epoché of the natural sciences, which is the return (from theories) to the things themselves (avoidance of explanations); and (b) the epoché of the natural attitude, which is the phenomenological reduction, which involves becoming unaware of the assumptions and presuppositions that researchers keep in mind and focusing Since lived experience is presented rather than explained or examined, these strategies most likely allow researchers to concentrate on it. Similar to this, Husserl (1913–1962) developed two fundamental positive methods he called intentional analysis and eidetic analysis, sometimes known as "intuition of essences." The

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intentional analysis investigates what is experienced and how experiencing processes function. This aids researchers in comprehending the lived experiences, including the function of intuition and essences in giving those events additional significance.

Researchers must be aware that their work is largely descriptive and use intentional analysis, eidetic analysis, and epoché of the natural sciences on the one hand, and epoché of the natural attitude on the other, to gain a deeper grasp of the phenomenon being investigated. Spielberg (1969) asserts that the idea of "emancipation and preconception as a method of phenomenology is a great contribution to philosophy... to use in understanding the phenomena under study with its fullest breadth and depth" in contrast to this. To gain a meaningful understanding of the events being studied, interpretive elements, however, lend the descriptive aspect of phenomenology additional significance (Qutoshi, 2018).

A phenomenology is an approach to research that involves capturing the lived experience of participants and analyzing text to arrive at symbolic meanings. Spielberg's six types of phenomenology include descriptive, essence, constitutive, reductive, appearances, and hermeneutical phenomenology. Descriptive phenomenology involves exploring and describing a phenomenon as intuitively as possible. The phenomenology of essences involves searching for common themes or essences in the data. Constitutive phenomenology studies phenomena as they become constituted in people's consciousness. Reductive phenomenology detaches the phenomenon from everyday experience to preserve objectivity. The phenomenology of appearances pays attention to the ways that phenomena appear in different perspectives or

modes of clarity (Streubert & Carpenter 1999; Kafle, 2011, Maggs-Rapport 2000).

2.4 Research Paradigmatic Stance in Phenomenological Research in Education

Apart from the foundational tenets of modern phenomenology, the research paradigm consists of six major components: constituted of ontology, epistemology, methodology, axiology, rhetoric and etiology in educational research.

2.4.1 Ontological Stance of Phenomenological Research

Ontology is concerned with reality which is considered as an individual construct that is dependent on different situations.

Phenomenological research is based on the idea that each individual has their own reality and subjective experiences that cannot be reduced to objective facts or data. Phenomenological research in education takes an ontological stance that emphasizes the subjective experiences and perspectives of individuals. It recognizes that reality is not objective and fixed, but rather shaped by individual experiences and interpretations. This approach seeks to understand the meaning and essence of human experiences in educational contexts, rather than simply quantifying or measuring them. The focus is on understanding how individuals perceive and interpret their experiences rather than measuring or defining them through the lens of accepted reality. Four aspects of the human experience are of interest to phenomenological researchers: lived space, lived body, lived human relationships, and lived time. The goal of phenomenological research is to create a detailed description of participants' experiences and encourage them to examine the subjective meanings of their experiences (Taşkıran, 2017; Marguerite, 2010).

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2.4.2 Epistemological Stance of Phenomenological Research

Epistemology refers to knowledge and the notion that the research work is supposed to contribute to knowledge itself (Qutoshi, 2018). The epistemological stance of phenomenological research in education is based on the idea that knowledge is constructed through lived experiences. This approach emphasizes the importance of personal experiences, perceptions, and interpretations in the construction of knowledge. Phenomenological research in education seeks to understand and describe the subjective experiences of individuals in educational contexts, rather than attempting to explain or predict behavior based on preconceived theories or hypotheses. This approach recognizes that knowledge is not solely derived from empirical observation, but also from personal experiences and interpretations (Zengotita, 2019).

2.4.3 Axiological Stance of Phenomenological Research

The axiological stance of phenomenological research in education is based on the values of respect, empathy, and understanding. This approach recognizes that individuals have unique experiences and perspectives that shape their understanding of the world, and thus values the importance of respecting and valuing these differences. Phenomenological research in education seeks to understand and describe the subjective experiences of individuals in educational contexts, with the goal of promoting empathy and understanding among different stakeholders. This approach recognizes that research is not value-free, and thus seeks to make explicit the values and assumptions that underlie the research process. The task of the researcher is to describe the structures of experience, in particular consciousness, the imagination, relations with other persons, and the situatedness of the human subject in society and history (Greening, 2019; Johns Hopkins, 2005). To uphold high ethical standard, phenomenology attaches importance to confidentiality and sharing of research findings with the participants. It encourages assigning aliases to the participants to protect their privacy, clarifying the purpose and procedure of the research participants.

2.4.4 Rhetorical Stance of Phenomenological Research

Phenomenological rhetoric is a method of communication that emphasizes understanding how daily experiences shape people's perspectives. Language and interpretation are central to this approach, and it recognizes the importance of descriptive and evocative language to capture complex human experiences.

Within education, phenomenological research seeks to describe and interpret subjective experiences, using storytelling and language to communicate those experiences to others. This approach rejects the idea that language can be reduced to its structural components and instead recognizes the role of speech events in introducing new meanings and changing perspectives. Ultimately, the meaning of language and interpretation are constantly subject to change in this approach (Ricoeur, 1971). The researcher creates a statement from the combined textural and structural descriptions that captures the essence of the phenomena under study as the final phase in the phenomenological process. These essences, according to Moustakas (1994), are never truly exhausted; rather, they only reflect one researcher's viewpoint at a specific time and location.

2.4.5 The Methodology Stance of Phenomenological Research

The methodology stance of phenomenological research in education is based on the idea that research should be grounded in the personal experiences and perspectives of individuals. This approach recognizes that individuals have unique experiences that shape their understanding of the world, and thus values the importance of studying these experiences in-depth. Phenomenological research in education employs a variety of qualitative research methods, such as interviews, focus groups, and participant observation, to understand and describe the subjective experiences of individuals in educational contexts. This approach values the importance of reflexivity and transparency in the research process, and thus seeks to make explicit the researcher's assumptions and values throughout the research process. The goal of phenomenological research in education is to provide a rich and detailed description of the lived experiences of individuals, with the aim of promoting empathy, understanding, and social change (Kafle, 2011;Gorden 1969; Measor,1985, Oakley,1981, Plummer,1983 and Spradley, 1979).

Phenomenological research methods include Heidegger's heuristic phenomenology, Merleau Ponty's existential phenomenology, and Husserl's transcendental phenomenology. These methods all focus on four core ideas: description, reduction, imaginative diversity, and essences.

Husserl's transcendental phenomenology is the foundation for all other approaches and involves studying a person's interpretation of reality through their daily experiences. Husserl believed that the scientific, empirical method should be avoided, and instead, intentional experience and essences were crucial to understanding transcendental phenomenology. Husserl's method of reduction involved bracketing preconceived notions to have a clear understanding of the phenomenon (Merriam, 2014; Katrina Eddles-Hirsch, 2015).

Quality Assurance in Phenomenology: Basically, credibility, transferability, dependability, and conformability are the main criteria for determining if qualitative research is trustworthy. However, Kafle (2011) accepted orientation, strength, richness, and depth as the primary quality concerns when taking phenomenology as a pedagogic research methodology. According to Kafle (2011), orientation is the researcher's immersion in the lives and experiences of the research subjects. Strength is defined as the text's persuasive ability to convey the central purpose of comprehending the underlying meanings as articulated by the research participants through their stories. Richness is meant to enhance the text's aesthetic value by narrating the meanings as experienced by the participants. Depth is the study text's capacity to delve deep and convey the participants' noblest objectives. The analytical rigor, pervasive account, participant input, and a typical rhetoric are additional quality assurance criteria.

2.4.6 The Etiological Stance of Phenomenological Research

In phenomenological research, the etiological stance refers to the emphasis on understanding the underlying causes and meanings of human experiences, particularly in educational contexts. The etiological stance of this research in education emphasizes the importance of understanding the underlying causes and meanings of human experiences in educational contexts. This approach recognizes that

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individuals' experiences are shaped by a range of factors, including social, cultural, historical, and political contexts. Phenomenological research in education seeks to explore and describe the underlying meanings and causes of these experiences, with the goal of identifying ways to improve educational practices and policies. This approach values the importance of context and complexity in understanding human experiences, and thus seeks to explore the situatedness of individuals' experiences within broader social and historical contexts. The aim of phenomenological research in education is to uncover the deeper meanings and causes of human experiences, with the goal of promoting social justice and equity in educational settings (Riepe, & Bandman, 1969; Neppe, 2011).

2.5 Peculiar Features and Principles of the Phenomenological Research

2.5.1 Peculiar Features of the Phenomenological Research

Different eminent writers identified the following characteristics to make a clear distinction of the phenomenological research (Sam et al.,2019; Zengotita;2019; Qutoshi, 2018; Afandi & Umanailo, 2018; Giorgi and Giorgi, 2003; Moustakas, 1994; Laverty,2003; Norlyk, & Harder, 2010). The major peculiar features are:

1. **Description:** The extensive, in-depth descriptions of the subject under investigation that phenomenological research uses are a significant aspect. Instead of describing the occurrence as the researcher may have preconceived notions of it, the description should show how the participants actually experienced it.

2. **Bracketing:** This is accomplished in conventional phenomenological research through the phenomenological process of epoche, also known as bracketing, in which the researcher deliberately disregards any prior assumptions or commonplace beliefs that they believe might be used to explain the phenomena under investigation. This enables the researcher to pay attention and capture the participant's honest and innocent account of their experience.

3. **Reduction:** Reduction is a procedure in which preconceptions and biases are postponed in order to prevent biases from tainting the description of the observations and guarantee that the description takes the shape of the actual objects. This is made easier for the researcher by the phenomenological reduction process, which enables the researcher to have an open mind and listen to the participants' accounts of the phenomena process under study.

4. **Essence:** The essence is the fundamental significance of every person's unique experience of a phenomenon as it is. It entails exploring the phenomenon using the free imagination, intuition, and reflection to ascertain whether a specific quality is an important essence. Search essence, the essential themes or relationships are essential in the phenomenon. A phenomenologist might examine if any changes and advancements are fundamental elements of the learning process, for instance, in the case of the essence of learning.

5. **Intentionality:** To express intentionality, phenomenology uses the ideas of noesis and noema. Intentionality is the relationship between noema and noesis that provides a clear understanding of the event. Noesis is a person's subjective interpretation of the objective statement, whereas noema is an objective statement of conduct or experience as a fact. As a result, we have no concept of reality (objective claims), since reality is

what it is. Consciousness-to-consciousness interactions make up the reality he named intentionality.

6. **Imaginative variation:**

It is the methodological step in the phenomenological research process that comes after bracketing and reduction. The phenomenological reduction procedure resulted in textural descriptions, which the researcher can use the creative variation approach to identify the structural motifs derived from. For the researcher to fully grasp the substance of the participants' experiences, imaginative variation necessitates viewing the phenomenon from a range of angles.

7. **Composite textural and structural description:** The researcher then creates a statement from the composite textural and structural descriptions in the final step of the phenomenological method that captures the essence of the phenomena under study. These essences, according to Sandi-Urena, (2018) are never truly exhausted; rather, they only reflect one researcher's viewpoint at a specific time and location.

2.5.2 Key Principles in Phenomenological Research

Different authors have identified principles in phenomenological research (Zengotita, 2019; Qutoshi, 2018). The major key principles in phenomenological research are:

1) **Intentionality and Consciousness**: Phenomenology is the study of how our consciousness is always directed towards something. This is called intentionality, and it means that we experience things in the world and our consciousness is focused on that experience. Understanding how intentionality affects human experience is an important part of studying phenomenology (Zengotita, 2019; Moustakas, 1994; Greening, 2019)

2) **The Life-world**: The world as it is perceived by people is known as the life-world. Our physical surroundings, as well as our social and cultural background, are all included. Understanding how people experience the life-world and how it shapes their experiences is the goal of phenomenology (Eddles-Hirsch, 2015; Cilesiz, 2010).

3) **Phenomenological Reduction**:
Phenomenological reduction entails putting aside assumptions and expectations in order to concentrate on the particular experience under study. It involves excluding our common ways of viewing the world and putting the emphasis on the experiences themselves. This makes it possible for researchers to examine the core of the experience and determine the significance that individuals place on it (Greening, 2019).

4) **Focus on a single phenomenon to explore**: A certain idea or phenomenon is chosen by the researcher for examination. This idea might be related to loneliness, creating a professional identity, or leading with charisma. It is a single idea that serves as the focus of the phenomenological investigation (Cilesiz,2010).

5) **Collect data from individuals who have experienced the phenomenon**: Gather information from those who have first-hand knowledge of the phenomenon. This is a crucial concept in phenomenology. The subjects must have been familiar with the phenomenon. The group could contain anywhere from 3 to 15 people. However, the types of information gathered in a phenomenological study might range from the conventional format (Zengotita, 2019; Cilesiz, 2010).

3. Methods and Procedure in Conducting Phenomenological Research in Education
After providing overview of the theoretical under pinning's of phenomenological research,

this section of the paper is delved into the specific methods and procedures that were developed in order to conduct a successful phenomenological study in education. These include a involves selecting participants who have experienced the phenomenon of interest, collecting data through interviews or observations, analysing the data to identify themes and patterns, and interpreting the findings to gain a deeper understanding of the essence of the experience. This procedure can provide valuable insights into the experiences of educators and students in educational settings, as well as inform future research and practice (Sandi-Urena, 2018). Some critical procedures in conducting phenomenological research in education include:

3.1 Selecting Participants

Selecting participants is crucial for the accuracy of findings in phenomenological research in education because it ensures that the experiences and perspectives shared by the participants are relevant and representative of the phenomenon being studied. Careful selection of participants is essential in phenomenological research in education to ensure accurate and relevant findings. By choosing participants with direct experience and diverse perspectives, researchers can gather detailed data that enhances credibility and transferability. Maintaining homogeneity among participants helps focus on the specific phenomenon being studied and improves understanding of shared experiences. Researchers achieve homogeneity through clear selection criteria, screening processes, sampling strategies, consistent data collection, and systematic analysis (Zengotita, 2019; Taşkıran, 2017).

Participants should have knowledge of the phenomenon being studied and be able to

provide detailed and rich descriptions of their experiences. Purposeful sampling, criterion-based selection, and snowball sampling are commonly used sampling methods to ensure a relatively homogenous group of participants. Pre-interviews can be conducted to assess the willingness and openness of potential participants. Ethical considerations and obtaining informed consent from potential participants is also important. The process of selecting participants requires careful consideration of the research question, the phenomenon being studied, and ethical considerations (Yüksel and Yıldırım, 2015; Miles & Huberman, 1994; Marshall & Rossman, 2006; Cresswell, 2007).

3.2 Data Collection Methods for Phenomenological Studies:

In phenomenological research in education, in-depth interviews are a valuable method for exploring the lived experiences and perspectives of participants related to a specific phenomenon. These interviews aim to uncover the essence of the participants' experiences and provide rich, detailed data that can deepen understanding and generate meaningful insights (Yüksel and Yıldırım, 2015. Key considerations for conducting these interviews include establishing rapport, using open-ended questions, probing for deeper understanding, allowing for silence and reflection, maintaining reflexivity, and analyzing data systematically to uncover common themes and meanings (Sandi-Urena, 2018).

In phenomenological research in education, conducting interviews involves carefully planning, asking open-ended questions, and analyzing data to uncover the essence of participants' experiences. Emphasizing lived experiences and suspending assumptions are important nuances to consider. Challenges include establishing rapport, navigating

interview dynamics, and accurately interpreting and analyzing data. Therefore, in phenomenological research data can be collected from different sources for triangulation (Yüksel and Yıldırım, 2015).

3.3 Transcribing Data

When approaching transcription in phenomenological research in education, it is essential to maintain accuracy, attention to detail, and sensitivity to the nuances of participants' experiences. Strategies for effective transcription include using verbatim transcription, maintaining confidentiality, focusing on the meaning of responses, using transcription software, establishing a consistent style guide, engaging in member checking, seeking assistance if needed, and reflecting on the transcription process to enhance data interpretation. It involves carefully listening to and accurately recording the verbal and nonverbal expressions of participants in the study. Through this process, researchers can identify common themes and patterns that emerge from the data, which can then be used to develop a deeper understanding of the phenomenon being studied (Yüksel and Yıldırım, 2015; Moustakas, 1994).

In phenomenological research in education, it is important to start with clear organization by labeling interviews and creating a system for storing data. Consider using transcription software like Otter.ai or Rev.com to speed up the process. Develop a transcription guide for consistency and break down the task into manageable chunks to avoid fatigue. It is also essential to proofread and edit transcripts for accuracy and clarity (Neubauer, Witkop and Varpio, 2019).

Transcription can be time-consuming due to lengthy interviews and technical challenges like poor audio quality. Researchers must also be aware of their own biases to ensure accuracy in representing participants' experiences. Accurate transcription is crucial for analyzing participants' experiences and deriving meaningful insights in phenomenological research in education. Errors in transcription can lead to data misinterpretation and impact study validity. Transcripts are keys for identifying themes, patterns, and meanings in the research, allowing researchers to extract rich details and nuances from participants' narratives. Engaging with the data through transcription prompts researchers to reflect on their assumptions, biases, and preconceptions, deepening their understanding and enhancing the interpretive process (Taşkıran, 2017).

3.4 Phenomenological Analysis

Data analysis in phenomenological qualitative research is an important step in accurately interpreting the findings. Data analysis techniques in phenomenological qualitative research include thematic analysis, content analysis, and Interpretive Phenomenological Analysis (IPA). Thematic analysis involves identifying themes and patterns in the data, content analysis involves analyzing the content of the data, and IPA involves interpreting the lived experiences of the participants to understand the meaning they attach to their experiences (Greening, 2019).

The researcher needs to analyse the data in order to identify patterns, themes, and insights into the participants' lived experiences. The data analysis process begins with the researcher reading and re-reading the collected data. The researcher then looks for patterns, themes, and concepts that emerge from the data. Once these patterns, themes, and concepts are identified, the researcher can then begin to draw conclusions and interpretations from the data (Yüksel and Yıldırım, 2015).

According to Moustakas (1994), identifying the phenomenon under examination is the first step in the research process. Following the phenomenological data analysis process outlined by Moustakas, the data were examined after being gathered through phenomenological interviews with co-researchers who had encountered the event. This section explains the steps involved in gathering and interpreting the data. Preparing data for analysis, phenomenological reducing the data, applying creative variation, and determining the essence of the experience are among the general techniques.

The phenomenological analysis begins by excluding the subjectivity of the researcher, which refers to elucidate preconceptions throughout the inquiry. Epoché, the term for this procedure, refers to putting aside the researcher's preconceptions and biases about the phenomenon. The researchers start this approach by fully describing the phenomenon in paper. Researchers should read their subjectivity statement, which includes a description of their own experience with the phenomenon, before beginning the data analysis (Zengotita, 2019; Greening, 2019; Eddles-Hirsch, 2015).

3.5 Interpretation

To interpret themes and patterns in qualitative data effectively in phenomenological research in education, one must fully immerse themselves in the gathered information. By analyzing transcripts and interview data, a deep understanding of participants' experiences can be gained. It is important to identify recurring ideas, emotions, and perspectives that form the basis of themes and patterns. Using an inductive analysis approach allows themes to naturally emerge from the data, capturing commonalities, differences, and nuances (Qutoshi, 2018). Collaborating with peers can enhance the interpretation process, bringing diverse perspectives to validate and strengthen the identified themes and patterns. To maintain reflexivity in phenomenological research within education, researchers should consider their own backgrounds and beliefs, keep a reflexive journal to monitor biases, and engage in peer debriefing for feedback on how personal views may be impacting the research process. This helps ensure objectivity, transparency, and credibility in their findings (Greening, 2019). In phenomenological research in education, it is important to acknowledge biases that may influence the research process, challenge assumptions, and use multiple data sources to reduce bias and enhance validity (Yüksel and Yıldırım, 2015).

3.5 Writing up Findings

In phenomenological research, it is important for the researcher to accurately represent the experiences and perspectives of participants in their findings. Reporting of findings should focus on detailed descriptions before interpretations and should include a summary, discussion, and recommendations. Findings should be reported without bias and direct quotations of participants should be used (Qutoshi, 2018).

In phenomenological research, it is important to follow a specific structure when reporting findings. The common structure includes an Introduction that outlines the research topic, Methodology that describes the design and data collection methods, Findings that present themes and meanings from participant experiences, Discussion that interprets the findings, and Conclusion that summarizes key findings and offers recommendations (Greening, 2019). Following this structured approach helps researchers effectively communicate their study to the academic community and stakeholders.

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3.7 Dissemination

Dissemination of research findings in phenomenological research in education involves sharing the results with various audiences to promote evidence-based practices in education. Different means of dissemination include academic publications, conference presentations, and workshops or training sessions for educators and policymakers. To effectively disseminate phenomenological research in education, engaging with the local community, utilizing multiple communication channels, translating findings into actionable recommendations, fostering partnerships with key stakeholders, and leveraging digital platforms are crucial strategies to ensure relevance, accessibility, and impact within the Ethiopian educational context. Researchers also use social media platforms to engage with a broader audience. Dissemination should be done in a clear and accessible manner while being tailored to the needs and interests of the audience. Ethical considerations must be taken into account, such as obtaining informed consent and protecting confidentiality. Overall, dissemination plays a critical role in informing policy and practice (Greening, 2019; Yüksel and Yldrm, 2015).

When sharing finding from phenomenological research through various channels, researchers may encounter several challenges and considerations (Greening, 2019). One challenge is the complexity of translating subjective experiences into concise and easily understandable formats for different audiences. Phenomenological research often involves rich, detailed narratives that may be difficult to summarize without losing important nuances. Another consideration is the need to maintain the integrity and authenticity of participants' experiences when disseminating findings. Researchers must be mindful of ethical considerations and ensure that participants' voices are accurately represented and respected in all communication channels (Qutoshi, 2018). Additionally, researchers may face challenges in reaching diverse audiences and ensuring that findings are accessible to individuals with varying levels of familiarity with the research topic. Adapting communication strategies to cater to different audiences while maintaining the integrity of the research finding can be delicates balances (Yüksel and Yıldırım, 2015).Overall, researchers conducting phenomenological research should carefully consider the challenges of sharing findings through various channels and strive to communicate their research in a way that is both informative and respectful of participants' experiences.

4. Strengths and Limitations of Phenomenological Research

4.1 Strengths of Phenomenological Research

There are several strengths of phenomenological research in general and in education. For one thing, it provides a very rich and detailed description of the human experience, perceptions, and perspectives. It also emphasizes the importance of context and the unique aspects of each individual's experiences, which can provide valuable insights into complex phenomena. Additionally, phenomenological research can be used to inform interventions and policies that are tailored to the needs and experiences of specific groups or individuals (Zengotita, 2019; Greening, 2019; Eddles-Hirsch, 2015; Cilesiz, 2010).

Phenomenological research has several strengths in the field of education. First, it allows researchers to explore the lived experiences of students, teachers, and other stakeholders in the educational process, which can lead to a deeper understanding of how to improve educational

outcomes. Second, it emphasizes the importance of context and the unique perspective of each participant, which can help identify the factors that contribute to success or failure in the classroom. Third, it can provide insights into the ways in which educational policies and practices impact the experiences of students and teachers. Finally, phenomenological research can be particularly useful in promoting social justice in education by giving voice to marginalized groups and highlighting the ways in which educational institutions can better serve their needs (Freeman, 2021; Qutoshi, 2018).

One example of the strengths of phenomenological research in education is its ability to provide rich and detailed insights into the lived experiences of students and educators. By focusing on the subjective perspectives and interpretations of individuals, phenomenological research can help uncover the underlying meaning and significance of educational phenomena. For instance, a phenomenological study on the experience of students with learning disabilities in Ethiopian schools could shed light on the unique challenges they face and the strategies they employ to navigate the educational system. This in-depth understanding can inform the development of more effective teaching methods and support services tailored to the specific needs of these students.

4.2 Limitations of Phenomenological Research

The subjectivity of the information gathered from people limits the generalizability of conclusions in phenomenological research. Comparing findings across studies is challenging because the results depend on the researcher's interpretation and may be skewed. This research methodology can be time- and resource-intensive, and it might be less effective in situations where objectivity is required. The representativeness of the data may also be constrained by the small sample sizes and absence of experimental controls, which might make it difficult to establish a causal link between variables (Berghofer, 2020; Greening, 2019; Qutoshi, 2018; Taşkran, 2017).

Limitations in phenomenological interviews can arise when researchers lack experience in conducting interviews, potentially impacting their focus and intentionality (Downey, 2015). Issues may also arise in the relationship between the researcher and the interviewee, such as power struggles that could hinder trust and the authenticity of participant reflections (Boucher, 2017). Time constraints may further complicate the interview process, potentially disrupting participants' ability to reflect deeply (Downey, 2015). To truly grasp the essence of a phenomenon, researchers must suspend judgment during interviews with participants (Ashworth, 2017). It is crucial for researchers to immerse themselves in the participants' perspectives and experiences to gain a comprehensive understanding of the study (Kelley, 2016).

One alternative view regarding the limitations of phenomenological research is that these limitations can actually be seen as opportunities for deeper exploration and understanding. Some researchers argue that constraints such as language barriers or cultural differences can lead to more nuanced interpretations of lived experiences (Taşkran, 2017). By acknowledging and working through these limitations, researchers can uncover unique insights and perspectives that may not have been apparent otherwise. Additionally, some scholars believe that the very nature of phenomenological research, which emphasizes subjective experiences and interpretations, allows for flexibility in addressing and overcoming limitations (Greening, 2019).

5. Conclusion

Phenomenological research in education offers a valuable approach for exploring the lived experiences, perspectives, and meanings of individuals within educational settings. By focusing on the subjective experiences of participants, phenomenological research provides a deep and rich understanding of the phenomena under study, shedding light on the complexities and nuances of human experiences in education. The practicality of phenomenological research in education lies in its ability to uncover the essence of phenomena, generate new knowledge, and inform educational practices and policies. By delving into the lived experiences of students, teachers, and other stakeholders, phenomenological research can offer insights that are often overlooked in traditional quantitative studies. These insights can help educators, policymakers, and researchers better understand the diverse needs, challenges, and aspirations of individuals within educational contexts.

Furthermore, phenomenological research in education can contribute to the development of empathetic and student-centred approaches to teaching and learning. By highlighting the subjective perspectives of participants, this research can inform pedagogical practices that are sensitive to the unique experiences and identities of students, fostering a more inclusive and supportive learning environment. Phenomenological research in education holds significant practical value in deepening our understanding of the human experiences within educational settings. By embracing the subjective, personal narratives of individuals, this approach can lead to more holistic and meaningful insights that have the potential to

positively impact educational practices, policies, and outcomes. As such, phenomenological research remains a valuable and relevant methodology for exploring the complexities of education and promoting student-centred approaches to teaching and learning.

In conclusion, Phenomenological research in education provides a valuable tool for understanding individual experiences within educational settings. Despite challenges and criticisms, the potential benefits for policy, practice, and theory development must be considered. This research has the potential to deepen our understanding of educational phenomena and contribute to effective educational practices. It offers a unique approach to exploring complex educational issues and gaining insights from students, teachers, and other stakeholders. By applying the fundamental principles of phenomenology, researchers can gather rich and deep information to enhance their studies. In conclusion, phenomenological research design offers a valuable perspective on educational phenomena that cannot be captured through other research methods, making it a crucial tool for advancing education research.

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