

Enhancing Qualitative Education Research through Reflexivity and Rigor: An Experience from a Doctoral Study

Kevin Fuchs

Faculty of Hospitality and Tourism, Prince of Songkla University,
80 Moo 1 Vichitsongkram Road, Kathu, Phuket 83120, Thailand

Abstract

Reflexivity is about acknowledging the qualitative researchers' role in the research process. This article aims to discuss the author's experiences in embracing reflective practices within doctoral research and explores the potential of reflexivity to enhance the quality of research outputs. The article argues for the importance of situating oneself within a specific research paradigm and encourages qualitative researchers to incorporate reflexive writing as a valuable tool. The utilization of reflexive writing in education research not only preserves the integrity of research outcomes but also enriches their quality by cultivating researcher self-awareness and facilitating a deeper interpretation of findings. By adhering to rigorous protocols and embracing reflexive writing, researchers ensure the integrity and validity of their results. This article emphasizes the significance of recognizing and challenging the misconception that self-inclusion in research constitutes improper practice. When employed appropriately, reflexive writing enhances the overall quality of qualitative research. Moreover, it fosters an understanding that researchers are an integral part of the research process, contributing to the advancement of knowledge in their respective fields.

Keywords: reflexivity, education research, research methodology, rigor, reflective practices.