

## CHAPTER 3 METHODOLOGY

### 3.1 Theoretical Framework

The theoretical framework for this study is based on a variant of the Social Cognitive Career Theory (SCCT). It gives particular attention to the childhood and adolescent period of F.F. Bosworth. The main reason for this is noted in the SCCT model described by Lent et al (Lent et al 1994:80-81). They explain that the early period of one's life is the time of "career entry." As such, the period is associated with preparation for, and implementation of, career choice. They write:

We expect that the sociocognitive factors we posit as being important to career entry will also influence subsequent career choices and adjustment: however, once implemented, initial career choices are subject to revision by a variety of additional factors which extend beyond the scope of the present framework" (Lent et al 1994:81).

Lent et al further write that the "interests and skills developed during the school years ideally become translated into career selections, although social and economic factors frequently intervene to affect the level and content of choices pursued" (Lent et al 1994:81). The core mechanisms of SCCT are defined as follows:

Self-Efficacy: This refers to "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura 1986:391). Self-Efficacy asks the question: "Can I do this?" (Lent et al 1994:83). Also, Lent et al believe, it is "not a passive, static trait, but rather is seen as a dynamic set of self beliefs that are specific to particular performance domains and that interact complexly with other person, behavior, and contextual factors" (Lent et al 1994:83). Given the fact that this study is historical, and thereby retroactive, in nature, the research consists of data that show F.F. Bosworth's "judgments of his capabilities to organize and

execute courses of action required to attain designated types of performances” in ministry (Bandura 1986:391). It provides examples for the question: "Can I do this?"

Outcome Expectations: This refers to "personal beliefs about probable response outcomes" and involves "the imagined consequences of performing particular behaviors" (Lent et al 1994:83). It asks the question: "If I do this, what will happen?" (1994:83). According to Lent et al, "people act on their judgments of what they can do, as well as on their beliefs about the likely effects of various actions" (Bandura 1986:231). To illustrate this, they write:

There are many instances in which people may anticipate valued outcomes accruing from a given course of action, but they avoid such action if they doubt their capabilities. A strong sense of efficacy, however, may sustain efforts even where outcome attainment is uncertain" (Lent et al 1994:84).

For this study, the researcher analyzed data that show what F.F. Bosworth believed about possible response outcomes in both his secular and spiritual career engagements. The researcher analyzed Bosworth’s "imagined consequences of performing particular behaviors" (Lent et al 1994:83). The study provides examples for the question: "If I do this, what will happen?"

Goals: According to Lent et al, "A goal may be defined as the determination to engage in a particular activity or to effect a particular future outcome (Lent et al 1994: 85; Bandura 1986). It is suggested that “goals achieve their self-motivating quality by linking self satisfaction to goal fulfillment and to the enactment of behavior that meets internally-set standards"(Bandura 1986). In the case of F.F. Bosworth, this study analyzed key moments and experiences in his life that suggest goal-setting. Examples of these experiences are included.

Building on Bandura's concept of self-efficacy, Lent et al have developed a three-part model to explain and predict career behavior (Lent et al 1994; Swanson & Fouad 1999:126). He focuses on "interest," "choice," and "performance." This model is explained below.

### **3.1.1 Interest**

Interest is determined by outcome expectancies and self-efficacy beliefs (Lent et al 1994:89-91). Lent et al propose: "An individual's occupational or academic interests at any point in time are reflective of his or her concurrent self-efficacy beliefs and outcome expectations" (1994:91). This element is illustrated in Figure 4.

Example: A boy develops an interest in playing the trumpet based on his self-efficacy beliefs and he expects a positive outcome, such as praise and perhaps a scholarship from doing it. This *interest* may influence his choice in a particular career field, beginning with an increased choice in practicing. In time, this activity and development of skills may lead to the choice of a career in music.

### **3.1.2 Choice**

This is determined by a person's input (e.g., gender, race, disability, personality and predisposition) and background context. These factors influence one's self-efficacy beliefs and outcome expectations (Lent et al 1994:93, 96-97). Lent et al propose: "People will aspire to enter (i.e., develop choice goals for) occupations or academic fields that are consistent with their primary interest areas" (1994:97). This element is illustrated in Figure 5.

Example: A girl grows up in a wealthy social-economic environment that affords her with the best education in language studies. In this environment, she develops her skills and learns there are many opportunities for women, and that she can be well paid for her

skills. This background enables her to develop beliefs in both her ability and her future, so she *chooses* to become a linguist.

### 3.1.3 Performance

This is determined by past performance accomplishments which influence self-efficacy beliefs and outcome expectancies. This in turn influences performance goals and leads to performance attainment levels (Lent et al 1994:98, 100-101). Lent et al propose: "Ability (or aptitude) will affect career/academic performance both directly and indirectly through its influence on self-efficacy beliefs" (1994:100). This element is illustrated in Figure 6.

Example: A boy begins selling lemonade as a fundraiser for a church event. He does well and takes a part-time job in a retail store. He makes many sales and develops confidence in his abilities. He gradually takes on bigger challenges in sales and succeeds with each one. Following each success, he sets a new goal and reaches new performance attainment levels.

This study analyzed a variant (or the basic ideas) of SCCT. Only a *variant* of this theory was used because the study is historical and not suitable for interviews (of F.F. Bosworth), tests and surveys. Determining the subject's self-efficacy beliefs were derived from analyzing the events and experiences in his life that pointed to the factors from which self-efficacy is born. In short, the study is an attempt to view the spiritual and theological phenomena in the subject's life through the lens of social research methodology. If SCCT holds true, then the following claims about F.F. Bosworth will be valid:

His self-efficacy beliefs and outcome expectations: His development as a famous healing evangelist was impacted, in part, by his self-efficacy beliefs and outcome expectations, as well as clearly defined goals. His development began with experiences in his childhood and youth that were shaped by his personal achievements, vicarious learning, social support and his reaction to various barriers in his life.

His interest: He developed an interest in the healing ministry because of his self-efficacy beliefs, and his outcome expectancies, the conviction that people would indeed be healed when he prayed for them. He continued to practice this form of ministry and had greater expectations.

His choice: His personality, background, predisposition and environment afforded him the means, the learning experience and opportunity to pursue the career path of a pastor and later, an evangelist in the healing ministry. His background as a traveling salesman and political campaigner prepared him for the work of a self-promoting minister; his support from the Pentecostal leaders in Zion City, Ill., and Dallas, Texas, prepared him for the spiritual aspects of his *chosen* career.

His performance: His success began with single cases or non-life-threatening illnesses in homes and among small groups of people. This prompted him to set goals that included larger meetings and more severe cases of sickness and disease.

### **3.2 Type of Design**

This section explains the nature and use of qualitative research as expressed by a number of scholars including Cresswell (2003), Leedy and Ormrod (2001), Meloy (1994), Davis and Parker (1997), and Auerbach and Silverstein (2003). It presents 10 reasons for using this research design.

#### **3.2.1 Qualitative Research**

Qualitative research is recommended for research that is exploratory (Cresswell 2003). It is ideal for topics on which little research is done (Morse 1991). Leedy and Ormrod suggest: "If the literature base is weak, underdeveloped, or altogether missing, a qualitative design can provide the researcher with the freedom and flexibility needed to

explore a specific phenomenon so that important variables might be identified."  
(2001:113).

It is for these reasons, among others, that the researcher has chosen the qualitative method for research on F.F. Bosworth. What follows is a list of the basic characteristics of the qualitative research method:

First, the researcher is the human instrument (Meloy 1994:68). Unlike quantitative research methods that require statistics and surveys and computer programs as instruments, qualitative research places emphasis on the human element: the researcher serves as "a methodologist, analyst, writer, thinker, interpreter, inquirer...." (Meloy 1994:71). In qualitative research, the researcher may be a participant observer or an uninvolved observer. (Davis & Parker 1997:68).

Second, the research may be theory-based or designed for grounded theory (Creswell 2003:22; Davis & Parker 1997). Although research may involve the testing of an established theory, it is often used to develop a theory and sometimes to advance a theory. In some cases, theory might be used simply to interpret one's findings.

Third, the research is exploratory (Creswell 2003:74-75, 88). In fact, Creswell believes this is one of the main reasons for doing qualitative research. Use of this method suggests there is little (or no) research done on a particular topic or there is little known about an issue. Leedy and Ormrod agree. They write: "An exploratory or interpretive question is more readily addressed by a qualitative design" (Leedy & Ormrod 2001:113).

Fourth, the research is generally "inductive" and "emergent" in nature (Creswell 2003:181; Meloy 1994). Although inductive reasoning is required, the researcher also engages in deductive processes throughout the process (Creswell 2003).

Fifth, the research is "fundamentally interpretive" (Creswell 2003:182; Leedy & Ormrod 2001). While the researcher's conclusions may be accurately based on supporting data, interpretations of that data may vary.

Sixth, the research may be subjective (Auerbach & Silverstein 2003:77).

Seventh, the research may be written in the first person and include personal reflections of the researcher. This is especially true if the researcher is a participant observer, or he or she includes notes from a field journal (Meloy 1994:28, 61, 64).

Eighth, the research may include analysis that involves coding of data, identification of themes or categories and repeating ideas (Creswell 2003:132, 133; Auerbach & Silverstein 2003:37-41).

Ninth, the research requires constant review, reflection and analysis throughout the process (Creswell 2003).

Tenth, the research may be written as narrative and include detailed descriptions (Leedy & Ormrod 2001). This may include details about a life history, environment, economic and social factors (Leedy & Ormrod 2001).

### **3.2.2 Single Case Study Research**

This section provides a definition of the single case study research approach. It outlines the reasons for using this approach while showing how these reasons relate to the literature (Yin 1994; Wolcott 1994; Vyhmeister 2001; Creswell 2003). It also notes the inherent weaknesses of the approach.

### **3.2.2.1 Definition**

A case study is defined as a social science research method that involves an in-depth investigation of the background, current status and environmental interaction of a particular social unit, including a program, and individual (one or more), a community, a group or institution (Vyhmeister 2001:143; Creswell 2003:15). Citing Stake (1995) and Wolcott (1994), Creswell writes that the case study involves "a detailed description of the setting or individuals, followed by analysis of the data for themes or issues" (Creswell 2003:191).

A case study is bound by time and activity and it seeks to answer the "how" and "why" questions of qualitative research (Stake 1995; Yin 1994:21). It is especially useful for historical studies where the researcher has little control over events (Yin 1994:1). Leedy (2001:149) notes: "A case study may be especially suitable for learning more about a little known or poorly understood situation. It may also be useful for investigating how an individual or program changes over time, perhaps as the result of certain circumstances or interventions." A case study requires the use of extensive, detailed data that are gathered from multiple sources. It provides descriptions of the setting, context, background, the individual, followed by analysis of the data (Creswell 2003).

Today, the case study is one of the most popular forms of qualitative research and has "more potential audiences than other types of research" (Yin 1994:129, 134). It is a common method of research for students in medicine, theology, education, political science, sociology, psychology and anthropology (Leedy & Ormrod 2001:149; Vyhmeister 2001:143).

### **3.2.2.2 Weaknesses**

In spite of its popularity and advantages, the case study method is not without its weaknesses. Perhaps its biggest weakness is in the area of generalization. This is especially true with single-case studies. In such cases, one cannot be sure that his or her



findings are "generalizable to other situations" (Leedy & Ormrod 2001:149), or that they are representative of the total population (Vyhmeister 2001:143). Another weakness with this method of inquiry is its potential for biases. Vyhmeister believes the method is "often vulnerable to subjectivity" because the researcher may become too close to the subject being studied and the selected case may be "dramatic or highly emotional" (Vyhmeister 2001:143). In light of these concerns, researchers may find it best to view their findings as "tentative" generalizations that "must await further support from other studies" (Leedy & Ormrod 2001:150), or they may view their findings as "transferability of theoretical constructs" which may serve as a guide for investigating other samples (Auerbach & Silverstein 2003:78, 86-87).

### **3.2.2.3 Rationale for Single-Case Study Design**

For this research on F.F. Bosworth, the researcher has chosen the single-case study method because little is known about his life history. This method allows the researcher to explore the influential factors in his life and ministry and determine how Bosworth's childhood and youthful experiences may have contributed to his success. Yin (1994) offers four reasons for using a single-case study design:

First, it represents a critical case in testing a well-formulated theory (Yin 1994:38): This research was used to test a variant of the Social Cognitive Career Theory that is based on the concept of "self-efficacy," the "individuals' conception of their confidence to perform tasks" and expected outcomes (Lent et al 1994; Swanson & Fouad 1999:125).

Second, it represents an extreme or unique case (Yin 1994:39): F.F. Bosworth was unique in many aspects. He held some of the largest evangelistic healing campaigns in the 20th century (Osborn 1950). One of his revival meetings lasted nearly 10 years (King 2006; Jacobsen 2003). Reportedly, his ministry once resulted in the closing of a school for the deaf after most of the students were healed in his Chicago meetings (Du Plessis 1958:10). He was one of the few evangelists to play a key role in both the early Pentecostal revival (1906) and the post-World War II revival (Jacobsen 2003). His book, *Christ the Healer*

(1948), has been a major influence on the Word of Faith movement, which is considered one of the fastest growing movements of the 20<sup>th</sup> century (Weaver 2000). Bosworth continued to hold large meetings in many countries until his death in 1958 (Bosworth 2000).

Third, it focuses on the revelatory case (Yin 1994:40): Even Bosworth's son has admitted that little is known about his father's life history. Most of the literature focuses on Bosworth's teachings on divine healing; little is ever said about his personal life. This research reveals the little known events and experiences in his life and seeks to explain for the first time how his early years may have influenced his later years.

Fourth, it may be used as an exploratory device (Yin 1994:40-41): Because no scholarly biography or case study research (covering his development) has ever been written on Bosworth, this research explores, for the first time, his life history from a critical, academic perspective. The researcher has chronicled his life story, identified patterns and themes, and then offered a historical analysis of his findings.

### **3.3 Data Collection Strategies**

The collection of data for this research involved the use of multiple sources. In addition to periodicals and books, it included the use of personal papers, recordings, and interviews. Data was compared and verified in order to ensure their accuracy and validity. Since each form of data has advantages and disadvantages, these factors are clearly identified and listed throughout this section.

#### **3.3.1 Sources of Evidence**

"In qualitative research, the potential sources of data are limited only by the researcher's open-mindedness and creativity," noted Leedy and Ormrod (2001:158). In light of this view, the sources of evidence for my data collection will be based on the suggestions made by Yin (1994) and Creswell (2003). The outline of which includes both their

strengths and weaknesses. Therefore this research on F.F. Bosworth included the following:

### **3.3.1.1 Documentation**

This source consisted of such publications as *Alliance Life*, *The Pentecostal Evangel*, *Exploits of Faith*, *The Latter Rain Evangel*, *Bread of Life*, *Healing Waters*. It also consists of biographical works, including Bosworth's official biography and recent works on his life history. Other items include personal letters, advertisements, reports, newspaper clippings and various articles from the mass media. Attention was also given to academic papers and peer-reviewed journals. Below is a listing of the strengths and weaknesses of using documentation as a source.

**Strengths:** This type of source provides exact details of names, dates, places and pertinent events; it is unobtrusive and unchanging and may be viewed repeatedly; it presents information from different sources and perspectives; it provides context for certain events; it can be easily copied or scanned for later use; it provides a good paper trail and chain of events.

**Weaknesses:** Accuracy may be questionable; it may contain biases of the original writer; it may require special permission to access; written documents may be illegible and require translation and/or interpretation; it may include terms and phrases not immediately understood; it may not have any sense of order or good organization.

### **3.3.1.2 Archival Records**

This source consisted of collections from numerous sites, including: Flower Pentecostal Heritage Center, Holy Spirit Research Center at Oral Roberts University, Christ for the Nations, Christian and Missionary Alliance, Voice of God Recordings (William Branham archives).

This source provided data through letters, diaries, memos, calendars, publications, photographs, and audio recordings. The strengths and weaknesses of using this source are noted as follows:

Strengths: (Same as above for "documentation"); this type of source presents multiple sources for review; it presents personal and professional documents; documents are well preserved and protected; it provides a broad base of information that spans many years and events; it provides primary and secondary material.

Weaknesses: (Same as above for "documentation"); it may require travel to sites; it may present accessibility challenges because of privacy concerns.

### **3.3.1.3 Interviews**

This source included interviews with friends and family members of F.F. Bosworth:

Darlene Jenkins (granddaughter of F.F. Bosworth); Donna Mitchell (granddaughter of Bosworth's brother, B.B.); Don Gossett of Bold Bible Ministries (an acquaintance of the Bosworths); Billy Branham and his sister, Rebekah Branham Smith (friends/co-workers of Bosworth);

This source also consisted of communication with historians and scholars of Pentecostal history. The communication was conducted by phone and email (as above). The list of participants included: Geir Lie, Dr. Vinson Synan, Dr. Paul King, Wayne Warner, Dr. Douglas Jacobsen, Roberts Liardon, and Dr. William Faupel.

As with other sources, there are a number of advantages and disadvantages to using interviews. They are listed below.

**Strengths:** This source allows for face-to-face meetings; it may be conducted by phone, letters or email; it provides the researcher control over the line of questioning; participants can provide background and historical information.

**Weaknesses:** It can result in biased information; it can yield inaccurate information because of the subjects' poor memory; it can be inadequate because of poorly constructed questions; subjects may be reluctant to be interviewed.

#### **3.3.1.4 Audio Recordings**

This source included sermons on cassette tapes and online recordings. The list of advantages and disadvantages of using audio recordings is included below.

**Strengths:** This type of source is unobtrusive; it provides data in "real time"; it provides context for various events and ideas; it may provide meaningful anecdotes for constructing a narrative or biographical overview; it may be viewed or reviewed repeatedly.

**Weaknesses:** It may have poor quality and therefore be difficult to understand; it may be incomplete; it may reflect personal biases of the subject being studied; it may not be accessible without special permission of the sources.

#### **3.3.2 Collection Procedures**

Data collection took place from June 2006 to June 2007. General reading on the topic, including preliminary research, was done for several years prior to 2006. Most of the researcher's time was spent reviewing documents at Flower Pentecostal Heritage Center (<http://www.ifphc.org>) in Springfield, Mo., which has the largest collection of material on

F.F. Bosworth. Other sources included the Alliance Life Archives (<http://www.cmalliance.org/howeare/archives/alifepdf.jsp>), the David du Plessis Archive (<http://documents.fuller.edu/archive>) at Fuller Theological Seminary, and the Holy Spirit Research Center (<http://www.oru.edu/university/library/holyspirit>) at Oral Roberts University.

Throughout the process of collecting data, the researcher looked for information that addressed his guiding research questions. He frequently checked for accuracy and contradictions, as well as information that did not support his anticipated results. The procedures for the data collection consisted of the following steps:

### **3.3.2.1 Read Biographical Writings**

The researcher began with F.F. Bosworth's autobiography that was published as a booklet and his official biography, *Joybringer Bosworth* by Eunice M. Perkins (1921). Next, he studied his biographical writings that appeared as articles in *Alliance Life* (formerly *Alliance Weekly*), *Healing Waters*, *Pentecostal Evangel*, *Bread of Life*, *Herald of Faith*, and *The Latter Rain Evangel* magazines. This was followed by various profiles and summaries on his life history that appeared in ministry magazines and journals.

### **3.3.2.2 Developed a Chronological Timeline**

This timeline was annotated with facts and personal notes about the subject (Taylor 1999). This feature in the research is important, as the timeline was used later for the study of patterns and themes, as well as for historical analysis.

### **3.3.2.3 Studied Popular Literature**

This included articles on the Internet. The researcher also reviewed books and summaries found in dictionaries and encyclopedias to get a general overview of the subject (Creswell 2003).

#### **3.3.2.4 Reviewed Journal Articles, Academic and Conference Papers**

With a focus on the biographical aspects of the writings, the researcher started with the most recent publications and reports, and worked backwards.

#### **3.3.2.5 Studied Primary Sources**

The researcher reviewed F.F. Bosworth's books, sermons, letters, articles, recordings, magazines, etc. Most of these materials are housed in the Flower Pentecostal Heritage Center in Springfield, Mo. Therefore special attention was given to this archival site.

#### **3.3.2.6 Fleshed Out Chronology Timeline**

The researcher used his findings and all pertinent information to fill in the timeline. This information was also filed for later use in the interpretation and analysis process, as well as the actual writing of the findings and conclusions.

#### **3.3.2.7 Conducted Interviews with Friends and Family members**

Interviews were conducted by phone and recorded using written notes. Some of the interviews were conducted by email. Interview questions focused on the life history of F.F. Bosworth so that the researcher could determine how he developed into a famous healing evangelist.

#### **3.3.2.8 Conducted Interviews with Historians and Scholars of Pentecostal History**

These interviews were conducted by phone and email (as above). The list of participants included: Geir Lie, Dr. Vinson Synan, Roberts Liardon, Dr. William Faupel, Dr. Paul King, Wayne Warner, Dr. Douglas Jacobsen.

### **3.4 Data Analysis**

When it comes to the analysis of data in qualitative research, there is flexibility and freedom, and generally no single right way to handle the process (Leedy & Ormrod 2001). While various options may exist for this process, the one factor that is essential is the constant review of all data from the beginning of the collection process to the end (Leedy & Ormrod 2001; Creswell 2003). In other words, the researcher does not wait until all information is gathered before he or she begins to form ideas about the research. Instead, the researcher goes through the data over and over until the final piece of information is gathered. Once this is done, the researcher reviews the data as a whole and looks for emerging themes, broad patterns, and triangulation of ideas. An assessment is then made of these patterns, and conclusions and implications are stated. With these ideas in mind, the researcher's approach to data analysis, based on Creswell (2003) and Leedy and Ormrod (2001), consisted of the following steps:

#### **3.4.1 Organized Data in Chronological Order**

The researcher used his annotated chronological timeline to guide him as he wrote up all pertinent facts, dates, opinions, events and experiences that relate to F.F. Bosworth.

#### **3.4.2 Categorized Data**

First, the researcher divided the data into two categories: Childhood/youth (1877-1897) and Adulthood (1898-1958).

Second, he analyzed the childhood/youth section for prominent themes and experiences, including turning points, crisis moments and persons of influence.

Third, he looked for evidence of the subject's self-efficacy and outcome expectations, which come from early achievements and performance, vicarious learning, social support and his reaction to barriers in his career development.



Fourth, he analyzed the adulthood section of the data and looked for themes and experiences that may be linked to the subject's childhood/youth.

Fifth, he looked for evidence of the subject's self-efficacy and outcome expectations in the adulthood section and determined if it could be linked to his early years.

### **3.4.3 Interpreted Single Instances**

The researcher offered interpretation of specific experiences, events and documents to explain relationships, and showed how the subject's childhood/youthful experiences, and other factors, may have contributed to his success as a healing evangelist.

### **3.4.4 Identified Patterns**

The researcher studied the data and searched for patterns. This was accomplished by first searching for broad themes and "repeating ideas" (Auerbach & Silverstein 2003:54-55) that pointed to certain relationships, experiences and events that bear on the research concern.

Specific titles (coding) were used to identify the patterns that were discovered (Creswell 2003; Auerbach & Silverstein 2003). To illustrate this, data was pulled from the chronological sequence and placed in clusters under designated headings (coding).

With regard to coding, Creswell cites Rossman and Rallis (1998:171) in providing the following advice:

Begin detailed analysis with a coding process. Coding is the process of organizing the material into "chunks" before bringing meaning to those "chunks." It involves taking text data or pictures, segmenting sentences (or paragraphs) or images into categories, and labeling those categories

with a term, often a term based in the actual language of the participant (called an *in vivo term*) (Creswell 2003:192).

In developing codes for a study, Creswell (2003:192) recommends finding "the most descriptive wording" for the study and then turning them into categories.

Using Creswell's suggestions as a guide, this study used six terms as code words that were derived from the patterns or common themes found in F.F. Bosworth's life history. They are: employment, music, crises, women ministers, divine healing and missions. These terms were used as labels for data that were identified in each pattern and then clustered into specific categories. Next, an analysis was made of these patterns to determine if they support or do not support any aspect of Social Cognitive Career Theory. Since this method of research is emergent in nature, the researcher also looked for developing ideas or new theories.

### **3.4.5 Synthesized and Generalized Findings**

The researcher analyzed his findings as a whole in order to provide "an overall portrait of the case" (Leedy & Ormrod 2001:150). This was followed by an analytic generalization and a description of lessons learned from the research (Vyhmeister 2001).

Finally, the researcher offered recommendations for further research.

### **3.5 Methods of Achieving Validity**

There has been much discussion in recent years on the methods used to ensure the accuracy and reliability of qualitative research. Some researchers believe that given the subjective and interpretive design of the qualitative method, it is highly unlikely to provide validity and reliability as found in quantitative studies (Auerbach & Silverstein 2003). In fact, Creswell (2003:195) believes that reliability (along with generalizability) plays a "minor role" in the qualitative method. After all, qualitative research does not rely on statistics, surveys or other deductive instruments. Instead, qualitative research relies

on subjective interpretations and analysis of data, detailed observations and interviews, and even, in some cases, the personal views and experiences of the researcher.

In terms of the generalizability of research, the qualitative method is best suited for "analytic generalizations" as opposed to "statistical generalizations" (Yin 1994:30-32). "Validity," according to Creswell, is viewed as "a strength of qualitative research, but it is used to suggest determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account" (Creswell & Miller 2000).

To allow for the subjective and interpretive nature of qualitative research, Auerbach and Silverstein have suggested replacing the concepts of "reliability and validity" with "justifiability of interpretations," and the concept of "generalizability" with "transferability of theoretical constructs." The criteria for the effective use of these concepts are called "transparency," "communicability," and "coherence" (Auerbach & Silverstein 2003:77-87).

"Transparency" means the research is justifiable; "communicability" means that the research ideas and concepts are clear and easily understood; and "coherence" means the writing and data are well organized (Auerbach & Silverstein 2003:84-85).

In light of the aforementioned views, the researcher borrowed the concepts of Yin (1994), Auerbach and Silverstein (2003). Instead of aiming for reliability and validity, and generalizability, in the quantitative sense, the researcher aimed for the justifiability of interpretations and analytic generalizations. The following steps were used:

### **3.5.1 Ensured Transparency**

The researcher strove to make the writing, data, and research justifiable (Auerbach & Silverstein 2003).

### **3.5.2 Ensured Communicability**

The researcher strove for clarity in all aspects of the research so that everything is easily understood and can be easily followed or duplicated. Diagrams and/or graphics are used where appropriate (Auerbach & Silverstein 2003)

### **3.5.3 Ensured Coherence**

The researcher organized the writing in a way that makes it easy to follow and understand (Auerbach & Silverstein 2003).

### **3.5.4 Used Multiple Data Sources**

The researcher used data from numerous sources, including archives, books, academic papers, journal articles, newspaper clippings, interviews, audio recordings, photographs, etc. (Leedy & Ormrod 2001).

### **3.5.5 Identified Assumptions and Biases**

The researcher explicitly states any assumptions and personal biases (Leedy & Ormrod 2001).

### **3.5.6 Looked for Consensus**

The researcher aimed for a general consensus on the collected data by acquiring the assistance of peer readers (Leedy & Ormrod 2001; Creswell 2003).

### **3.5.7 Looked for Consistency in Findings**

The researcher looked for patterns, emerging themes, consistency, and repeating ideas in his findings (Creswell 2003; Yin 1994; Auerbach & Silverstein 2003).

### **3.5.8 Used Comprehensive and Detailed Approach**

The researcher aimed for thoroughness in all aspects of the research (Leedy & Ormrod 2001; Creswell 2003).

### **3.6 Personal Background and Potential Bias**

Creswell (2003) states that the researcher must clearly explain the bias that he or she brings to a particular study. An important reason for this is that "this self reflection creates an open and honest narrative that will resonate well with readers" (Creswell 2003:196). This view is shared by Leedy and Ormrod (2001:164) who believe that researchers must be explicit about any assumptions and biases that may be present in a study. In addition to assumptions and biases, they urge researchers to identify and communicate any beliefs or values that could possibly influence data collection and interpretation.

This researcher agrees with Leedy and Ormrod (2001:222-223), particularly when they suggest it is difficult to conduct research without biased elements, in one form or another, being present. "What is unprofessional, however, is for the researcher to fail to acknowledge the likelihood of biased data or to fail to recognize the possibility of bias in the study (2001:222-223). Leedy and Ormrod further states: "Those with the greatest maturity in research skill demonstrate their integrity by admitting without reserve, that bias is omnipresent and may very well have influenced their findings" (2001:223). Therefore, in the interest of transparency and thoroughness, the researcher fully acknowledges the following:

### **3.6.1 Pentecostal/Charismatic Background**

The researcher came to faith in Christ in 1976 through the ministry of a Word of Faith teacher. A short time after that, he became a member of the Church of God (Cleveland, Tenn.). He served as pastor for a number of churches in this denomination.

### **3.6.2 Engagement in Divine Healing Ministry**

In addition to serving as a pastor, the researcher spent a number of years (1970-1990s) working as an evangelist. In both positions, he regularly prayed for the sick and frequently preached on the subject of divine healing. He also recorded a number of healings in answer to prayer that may be considered dramatic.

### **3.6.3 Openness to Divine Healing Claims**

Given his personal background and experience in the ministry of divine healing, the researcher is open to certain alleged events in F.F. Bosworth's life that may not be documented. In other words, since the researcher has personally witnessed (and experienced) healings in his own ministry, he can easily believe reports of healing in the ministry of others. This is not to say, however, that he believes all reports.

### **3.6.4 Past Acceptance of Word of Faith Teachings**

Throughout the late 1970s and much of the 1980s, the researcher was a devout follower of the Word of Faith teaching. In following the leaders of the movement, he consistently read their books, listened to their taped sermons, and even preached some of their messages. However, at a certain point during the 1980s, the researcher abandoned the Word of Faith teachings and accepted a more orthodox belief system. Today, he remains Pentecostal/Charismatic, but he is not a follower of the Word of Faith movement. While believing that bias, or the potential for bias, may exist in this study, every effort has been made to ensure that such biases did not influence the data collection or its interpretation.

### 3.7 Conclusion

This study is an attempt to explore the life history of F.F. Bosworth and determine how he developed into a famous healing evangelist. The goal is to understand and critically examine the influential factors in his life and ministry. To accomplish this, the researcher has argued for the employment of the qualitative research method using a single case study approach (Yin 1994). This approach was selected because of the exploratory and interpretive nature of the study (Creswell 2003; Leedy & Ormrod 2001). Another reason for using the approach is the fact that little has been published on Bosworth's life history (Creswell 2003; Leedy & Ormrod 2001).

The theoretical framework for the study consists of the Social Cognitive Career Theory (SCCT), a theory that stresses the use of an individual's self-efficacy beliefs and outcome expectations in determining his or her career path. An individual's choice and goals are two other important mechanisms that factor into his or her development and career path (Lent et al 1994).

This section has outlined all of the steps taken to collect, analyze and interpret the data on Bosworth's life history. For instance, it showed that multiple sources were consulted, including books, ministry and church publications, newspaper clippings, audio recordings and interviews Bosworth's friends and family members (Creswell 2003; Leedy & Ormrod 2001). Significant emphasis was given to the Flower Pentecostal Heritage Center, which has the largest collection of Bosworth material. This section also explained the measures taken to validate the findings. In short, the section has shown that the standard qualitative research methods were used in all phases of the study: (1) Details of the case were collected and organized; (2) the data was categorized and interpreted; (3) Interpretations were made of single instances; (4) Patterns and common themes were identified; and (5) A synthesis and generalizations were formed (Leedy & Ormrod 2001:150). This section also noted the types of data reviewed. Additionally, it highlighted both the strengths and weaknesses of the data collected. In the chapter that follows, the researcher will provide a

detailed overview of Bosworth's life history. This, it is believed, will provide relevant background, a sense of setting, and context for the study.