

CHAPTER FOUR

THE METHOD

4.1. Methodological orientation.

The present study is located within a qualitative paradigm as reflected by the main research question: “What is your experience of betrayal?” Two further questions related to the research question were also posed namely, “What was your experience of yourself before, during and after this process?” and “What was the outcome of your relationship with the other party?” These questions posed necessitate a descriptive reply rather than a quantitative study of measurement and statistical inferences. One of the major distinguishing characteristics of qualitative research is the fact that the researcher attempts to understand people in terms of their own definition and experience of their world rather than employing a deductive approach although theoretical explanations may be provided during the interpretation of the data. The focus is therefore on the subjective experiences of individuals which are interwoven in the underlying unconscious processes in individual personality structure and which may then be manifested in identifiable form for interpretation and analysis (Terre Blanche & Durrheim, 1999).

Furthermore, most traditional scientific research methods are restricted and are unsuitable in determining the structure or components of the experience of betrayal. Should a traditional positivistic approach be used, recognised frameworks, theories and definitions would be pursued, whilst quite possibly, endeavouring to measure the phenomenon quantitatively. Consequently, by employing a qualitative approach, an attempt was made to understand the lived experience and meaning of the phenomenon of betrayal rather than predicting or controlling the outcome of this aspect of relational functioning. In this way, betrayal as a human phenomenon was approached with the view to scientific discovery from a human, psychological perspective. Giorgi (1970) indicates that a human science of “psychology can still be practised with rigor and discipline and yet do justice to all human psychological phenomena” (p. 82).

This study reflects data that were acquired from spontaneous descriptions regarding a conscious awareness of the experience of betrayal, represented in the realities of the research participants. Being psychological, this study does not imitate the natural sciences to conform to an *a priori* definition of the experience being explored. Previous studies have been done in this regard, but the participants' experience of betrayal in this study remains unique. The methodological approach is therefore open-ended and there is no particular, preconceived idea of the result as "psychology should be the study of experience and behaviour as it is experienced and behaved" (Giorgi, 1970, p. 165).

To date, much research regarding betrayal appears to focus intensively on the inherent meaning and essence of the phenomenon as found across a wide spectrum of interpersonal relationships at both micro and macro levels. However, the depth and complexity of the phenomenon of betrayal has received little attention with regard to the unique experience of the individual. In addition, little research is indicated when examining the phenomenon of betrayal from a Kleinian or other object relations theoretical framework. The present study therefore extensively examined, explored and interpreted the individual's lived experience of betrayal and in so doing, contributed new knowledge to an existing body of knowledge regarding the experience of betrayal as well as elaborating and modifying existing theoretical constructs within a Kleinian framework. In discovering and describing the structure of the experience of betrayal, the participants' world of psychological fact was required rather than an external view or external validation of the experience.

4.2. The research design.

Unlike experiments and surveys in which the elements of the research design are specified prior to data collection, design elements in qualitative research are usually more fluid and changeable and unfold during the course of the study (Denzin & Lincoln, 1994; Terre Blanche & Durrheim, 1999). Consequently a main strategy of data analysis which may be used in qualitative research namely, a grounded theory approach (Schurink, Schurink & Strydom, 1998), was chosen as the most appropriate research method for this study. This consideration rested on the embedded nature of the phenomenon of betrayal, as well as the research objective of generating additional theory

within a Kleinian framework. In this regard Glaser (1992) suggests: “The grounded theory approach is a general methodology of analysis linked with data collection that uses a systematically applied set of methods to generate an inductive theory about a substantive area” (p.16).

4.2.1. Research method.

Grounded theory is a “general methodology” for developing theory grounded in data, which is systematically collected and analysed. Originally developed by Glaser and Strauss (1967), grounded theory responded to a need for the establishment of a well formulated and systematic set of methods for collecting, coding and analysing data, which met two paramount criteria of good, scientific, inducted theory, namely prudence and scope. In grounded theory, the researcher moves into a field of interest and asks of the data, “What is happening here”? Furthermore, an imperative feature of the inquiry is that there should be no predetermined answers.

During the course of his studies, Strauss was strongly influenced by men such as Dewey (1922), Mead (1934), Thomas (1966), Park (1967), Blumer (1969) and Hughes (1971). Therefore his contribution to the development of grounded theory was founded in inspiration derived from these theorists. As a result, Strauss suggested the following; a) the need to get out into the field to discover what is really going on; b) the relevance of theory, grounded in data, to the development of a discipline and as a basis for social action; c) the complexity and variability of phenomena and of human action; d) the belief that persons are actors who take an active role in responding to problematic situations; e) the realization that persons act on the basis of meaning; f) the understanding that meaning is defined and redefined through interaction; g) a sensitivity to the evolving and unfolding nature of events (processes); and h) an awareness of the interrelationships among conditions (structure), action (process), and consequences (Strauss & Corbin,1998).

Glaser was from a very different sociological tradition however, he and Strauss shared mutual ground, which allowed them to work closely together. Paul Lazarsfeld, well known as a pioneer of quantitative methods, mainly influenced his thinking. Later when conducting qualitative analysis, Glaser in particular recognised the need for comparing data with the view to identifying,

developing and relating concepts. Due to the orientation of both their academic institutions however, much of grounded theory writing that initially arose from the Glaser-Strauss partnership, including the original monographs about dying (Glaser & Strauss, 1967) consisted of research, which was useful to both academic and non-academic audiences. Nevertheless, the authors were in mutual agreement that the grounded theory approach enables researchers to generate theories for new areas as well as improve theories in cases where existing theories are ineffective (Strauss & Corbin, 1998).

The publication of the first edition of *Basics of Qualitative research* (Strauss & Corbin, 1990) arose out of a different collaboration between Strauss and Corbin. Much of the essential nature of the original grounded theory method was retained but there were some alterations, which naturally emerged as Strauss continued to teach, conduct research and reflect on research methodology with colleagues and students. The book was intended to provide a set of techniques and guidelines for neophyte researchers who were struggling with method and analysis of data. In addition, it was supposed to enhance other texts on grounded theory such as *Qualitative analysis* (Strauss, 1987) rather than be regarded as a substitute for them (Strauss & Corbin, 1998).

Glaser (1992) called for the book to be withdrawn stating that it "... misconceives our conceptions on grounded theory to an extreme degree, even destructive degree" (p. 1). His main argument was that Strauss's approach did not facilitate discovery of data but rather forced data into categories during the course of data analysis. He argued that within the grounded theory paradigm, methods such as constant comparison, saturation and core relevance prevented forcing data. Even so, Strauss assertively defended his statements and refused to withdraw the book.

It is important to emphasise that well-grounded data has a voice of its own with its characteristic rhythm and pitch (Strauss & Corbin, 1998). Yet, Glaser seems to feel that by contributing a clear-cut method, the researcher will act like Procrustes who cut off travellers' arms and legs so they could fit into the beds at the inn (Cameron-Smith, 2004). Truly grounded data however, is assertive in its own right and therefore will not be made to fit into any stage of the data analysis.

Therefore, data derived in this way is independent of any attempt at coercion and can hold its own. In addition, one needs to bear in mind that when working with well-grounded data from a substantive field, accurate and systematic management of the data, rather than forcing of data is emphasised (Strauss & Corbin, 1998).

Furthermore, as the researcher embarks on an area of study, theory is allowed to emerge from the data. Emerging theory facilitates the building of an existing theoretical framework or the development of new theory. In addition, new theory emerging from the data is likely to do so in a climate of researcher creativity, rather than in an attempt to rigidly test theory.

Strauss and Corbin's (1997) approach to grounded theory was considered to be most suitable for the study for two main reasons. Firstly, the interviews generated much data and their methodological guidelines provided a data counter check at each stage. Secondly, according to this perspective, theory may either be generated initially from the data, or if "existing (grounded) theories seem appropriate to the area of investigation, then these may be elaborated and modified as incoming data are meticulously played against them" (Strauss & Corbin, 1994, p.273). This feature of their paradigm met the second research objective in this study namely, extensively examining core findings generated by the data through the lens of a Kleinian paradigm for the purpose of analytic comparison, elaboration and modification of the theory.

In addition, the emphasis of this study is on each of the participants' unique experience of infidelity. Consequently in choosing grounded theory as the most appropriate research method, above the reading guide method (Brown, Tappan, Gilligan, Miller & Argyris, 1989) for example, different levels of questions regarding the participants' experience of infidelity are neither generated nor refined as the research proceeds. Also, narratives of the participants' experience are not formulated but rather their interviews are transcribed verbatim for validation prior to data analysis. No interpretations of the data are made at this stage of the research process and therefore the probability of the data not being coerced or restricted is increased.

4.2.2. Researcher's position.

Bogdan and Bilken (1992) suggest that within a qualitative research relationship, the researcher enters the participant's world, "not as a person who knows everything, but as a person who has come to learn; not as a person who wants to be like them, but as a person who wants to know what it is like to be them" (p. 79). Therefore in attempting to understand the lived experience of betrayal, as the researcher, I did not enter the relationship as an expert but rather a collaborator in pursuit of the participants' meaning afforded to the experience of betrayal (Sciarra, 1999).

In addition, due to the sensitive nature of this study, my role as the researcher required transparency, which suggested that the participants needed to be fully informed and satisfied with aspects of confidentiality as well as the objectives of the study and storage of data. This allowed myself as the researcher to enter deeply into the world of the participants. Furthermore, this degree of intimacy generates specific questions regarding my position as the researcher such as closeness, identification and emotional involvement with the participants and these were constantly negotiated during the research process. In particular Sciarra (1999) suggests that the researcher's own subjectivity is a critical component in qualitative research. This subjectivity includes both the researcher's cognitive and affective components. In this regard, Kleinman and Copp (1993) emphasise the importance of empathy in qualitative research and suggest it is inconceivable how the qualitative researcher would accomplish her goal by distancing herself from emotions (Sciarra, 1999). Empathy suggests a sense of intimacy and closeness with another person in order to adopt another's internal frame of reference (Duan & Hill, 1996). In this study, as the researcher, I needed to be exceedingly and consistently empathic as the research participants were asked to re-visit the pain of their experience of betrayal.

Theorists have argued that empathy may be regarded as both cognitive and affective (Duan & Hill, 1996) yet this discrepancy between the two, is of little significance in qualitative research (Sciarra, 1999). Therefore the researcher made use of both cognition and emotion to gain access, insight and a further understanding of the experience of betrayal. In assuming an empathic position in her interaction with the research participants the assumption that emotions do play a role in qualitative

research is implied. However, as Kleinman and Copp (1993) reiterate, the overriding question when doing qualitative research is not whether the researcher's emotions affected the validity of the study, but rather in what way such emotions played a part in the study. In addition, the significance of cognitive aspects also needed to be considered. These aspects of the study will be discussed in greater detail in the final chapter of the thesis.

Lastly, the researcher's position within the qualitative research relationship may be viewed through Blumer's metaphor of the lifter of the veils. He suggests: "The task of scientific study is to lift the veils that cover the area of group life that one proposes to study. The veils are lifted by getting close to the area and by digging deep in it through careful study. Schemes of methodology that do not encourage or allow this betray the cardinal principle of respecting the nature of one's empirical world" (cited in Patton, 1990, p. 67). Therefore as the researcher, by lifting the veil on the participants, I also lifted the veil on myself as my own reality was evoked and challenged during the course of the research relationship (Sciarra, 1999).

4.2.3. Research participants.

The focal point of the study is on the nature of the experience of betrayal, but it is the research participants who regardless of immense emotional pain, showed great courage in sharing their experience of betrayal thus making this study possible. Although it was impossible to separate the phenomenon from the person who was experiencing it, it would have also been meaningless to do so (Fischer, 1989). The phenomenon of betrayal has to be elucidated as a lived experience in human nature.

4.2.3.1. Obtaining participant involvement.

The participants in the study were obtained in the following manner. Colleagues were approached regarding myself as the researcher's interest in the experience of betrayal and provided with an "Introductory letter to the prospective participant" (see Appendix A). Therefore, when initially selecting the research participants, I did not have any knowledge of- or direct contact with them.

Instead, colleagues on my behalf, contacted suitable participants who had had the experience of betrayal or who were still in the process of the experience to ascertain their willingness to participate in the study. In addition, those participants who had indicated their willingness to participate in the study, were then provided with Form A (see Appendix A), which they could peruse at their leisure. A summary of the participants' contextual data is provided in Table 4.1.

Five adults (two male and three female) ranging in ages from 28 to 40 years who had lived the experience of betrayal were not patients whom the researcher had seen, or was currently seeing in psychotherapy. The rationale for this decision was to reduce possible bias in data collection and analysis, which could arise during the course of a therapeutic relationship. At this point it must be emphasised however, that the nature of the relationships between my colleagues and the participants was such that the utmost confidentiality is as a rule ensured, as in a therapeutic relationship.

Table 4.1. Summary of the participants’ contextual data.

Participant	Age	Gender	Marital Status	Occupation	Relation-ship duration	Time since relationship was abandoned
A	35	F	Single	Social worker	3 years	2 years
B	28	M	Divorced	Personnel Officer	3 years	3 years
C	32	F	Single	H.R. Manager	6 years	4 months
D	23	M	Single	Artist	7 months	7 months
E	42	F	Divorced	Occupational Therapist	2 years	2 years

After familiarising themselves with the contents of the letter as well as their role in the research process, the participants who still felt that they were available and willing to participate in the study, contacted the researcher directly and confirmed their intention and commitment to becoming participants in the study. Requesting the participants to contact myself as the researcher directly rather than asking colleagues to indicate the participants’ willingness to participate in the study, heightened the element of confidentiality as their identity was protected up until the point that they were willing to voluntarily disclose it of their own accord. Once the participants’ commitment and suitability to the study had been confirmed by myself as the researcher, they were informed regarding further steps in the research process.

4.2.3.2. Clarification of research procedure prior to interviews.

Further contact between the participant and myself as the researcher, for interview purposes was direct. One of the participants requested that my colleague who had initially approached him, be kept informed of the process. In addition, he requested that the transcription of the interview be e-mailed to her for collection by the participant, to ensure confidentiality. Prior to the interview, the participants were given a “Participant consent agreement” (see Appendix B), which they were asked to sign. Due to the sensitive nature of the experience each participant was once again assured of anonymity regarding personal information. Furthermore, the aspect of confidentiality in the manner in which the research findings were reported was also addressed and reiterated.

In deciding to focus on the phenomenon of betrayal, the researcher did not intend to identify or describe the characteristics of a group who had lived the experience, but rather to explore and clarify the structure of betrayal as experienced in the realities of individuals. Few participants were willing to describe their experience of betrayal. Even once they had indicated their willingness to participate in the study and appointments had been scheduled, two of the participants postponed their interviews at the last minute to the following month and a third participant did not arrive for the interview. During the course of the morning however, the participant contacted the researcher and the interview was rescheduled later that day, at the participant’s request.

On the other hand, one of the participants who had had the most recent experience of betrayal, travelled more than a hundred kilometres in order to keep the appointment for the interview. These responses from the research participants once again made myself as the researcher acutely aware of the sensitive nature of the study.

Polkinghorne (1989) suggests that the initial requirement when selecting research participants is that they must have had the experience. Only then will they be in a position to convey the intensity of the lived experience and provide the depth of texture in an extensive description. In

addition the research participants initially approached by my colleagues needed to provide a rich, sensitive and extensive description of the experience, even though they may still be in the process of the experience of betrayal. As the researcher, I decided to include participants who had either had the experience of betrayal or who were still in the process of the experience of betrayal.

By interviewing participants who were still in the process of the experience of betrayal, I, as the researcher, believed I would gain access to the depth and intensity of the experience as described by the participants. In addition, two further requirements needed to be met. In the first instance, the experience of betrayal was restricted to participants who upheld monogamy and fidelity in committed, intimate relationships. Secondly, due to the need for an accurate understanding of the lived experience of betrayal, it was imperative that the research participants had a command of either English or Afrikaans as their first language.

4.2.4. Pilot study.

Given the sensitive nature of the research topic, research volunteers were not approached for inclusion in a pilot study, in which they would have been requested to render a written description of their experience of betrayal. Written descriptions generally reveal an organised representation rather than a lived version of the experience and the reports may also be distant and reflective in form. In this regard Levinas (1979) states: “The other is not an object that must be interpreted and illumined by my alien light. He shines forth with his own light and speaks for himself” (p.14). Even though participants may be reflective during the course of the interview, dialogue provides a first-hand version of the lived experience (Stevick, 1971). He reiterates this viewpoint and acknowledges the value of speech above the written word by suggesting that “ Better than comprehension....speech cuts across vision” (p.195). Verbalising in the presence of the other liberates and reveals the truth. Only through the presence of the other is it possible to gain entry to the infinite and find freedom from the restriction of predetermined ideas.

In addition, Josselson (1995) states that while disclosing their stories, people make sense of their experience and communicate meaning. He suggests that meaning is not intrinsic in experience but is developed through dialogue in a social setting. Furthermore, meaning is created by the

associations the participant makes between facets of his or her life as lived and by the unambiguous associations the researcher makes between this understanding and interpretation, which is meaning formed at a further level of analysis.

Furthermore, Stevick (1971) in his exploration of anger suggests: “Method and phenomenon must dialogue...” and poses the question: “What method will best allow the full emergence of the phenomenon in all its aspects: the situation, the behaviour and the experience of the subject?” (p. 135). Therefore the method of choice was elucidated and it became clear that verbal accounts of the experience of betrayal, in an interactive setting with the researcher, should take preference above any written description. However, as the phenomenon of betrayal weaves an inextricable web around most aspects of an individual’s life, the parameters of the phenomenon had to be clearly defined in order to contain the phenomenon under investigation and exploration. Therefore it was decided that this study would focus on a specific experience of betrayal as experienced within an intimate relationship, namely infidelity.

In addition, the rationale for not including written descriptions of betrayal in this study was based on the fact that as the researcher, I felt any unnecessary risk or potential emotional harm to research volunteers should be avoided as they may experience psychological difficulty when sharing potentially traumatic content in written form. In addition, as the researcher, I acknowledged that I would be unaware of the extent and degree of psychological difficulty which the research volunteers may experience as I would have no interaction with them, which could also prove hazardous. This decision not to conduct a pilot study as a result of the sensitive nature of the topic was supported by the research participants once the data had been collected.

4.3. Data collection.

4.3.1. The initial interview.

Each of the participants were interviewed in a 90-120 minute audiotaped, semi-structured interview. At the start of the initial interview, each of the participants was once again reassured of the confidential nature of the data and thanked for his or her participation. The form that the

interview would take was explained to each of the participants as well as further steps in the research process and they were then asked to sign the consent form (see Appendix B). The researcher had already obtained the signed “Introductory letter to prospective participant” (see Appendix A) from her colleagues prior to the initial interviews taking place. Each initial interview was opened with the statement:

“Please would you describe as fully as possible your experience of betrayal in an intimate relationship- specifically, your thoughts, feelings and behaviour.”

Two additional questions were also included in the event of the information not being spontaneously revealed during the course of the participant’s verbal account of the experience of betrayal:

1. “What was your experience of yourself, before, during and after this process?”
2. “What was the outcome of your relationship with the other party?”

In addition, interviews adhered to the guidelines suggested by Kvale (1996). He suggests that an interview’s “... purpose is to obtain descriptions ...with respect to the meaning of the described phenomena” (p.5). The experience of betrayal within an intimate, previously monogamous relationship was the phenomenon to be investigated and explored in a qualitative manner, and the qualitative research interview was the method used to collect the data: “The qualitative research interview attempts to understand the world from the subjects’ point of view, to unfold the meaning of people’s experiences, to uncover their lived world prior to any scientific explanations” (p.1). In addition, the qualitative interview is an interactive and informal research method that extends beyond the unstructured exchange of views found in everyday discourse. It is an open-ended discourse where misconceptions can be clarified as they occur (Kvale, 1996).

The interviews remained open-ended and the researcher attempted to create a climate, which would facilitate non-restricted, detailed and accurate disclosure of each of the participants’ experience of betrayal. According to Kvale (1996) and Polkinghorne (1989), the interviewer or

researcher must create a relaxed and trusting atmosphere where the interviewee or participant can be open and honest. In addition, forming an empathic alliance is a critical aspect of the interview as the interviewer or researcher observes, listens and attempts to clarify the meanings of the experience described (Kvale, 1996; Polkinghorne, 1989). As the personal meanings were permitted to emerge, the researcher listened cautiously and intently and contained the emotional reactions expressed by the participants during their verbal accounts of the experience of betrayal in an empathic manner. Any attempt at interpretation was deferred and the unique meaning of the experience of betrayal for each of the participants was affirmed by the researcher.

The aim of each interview was an attempt at understanding the phenomenon of betrayal as experienced by each of the participants by means of their words and sentences, which communicated meaning. Consequently, each of the transcriptions of the interviews reflected an accurate description of the natural language of the participants as used during the interviews and serve as the data. The interviews ended when an explicit empathic understanding and description of the experience of the phenomenon of betrayal in an intimate relationship, had been obtained. At this point it is relevant to note that all the participants in this study spoke Afrikaans as their first language and chose to conduct their interviews in Afrikaans as they believed they would be able to convey their experience of betrayal in a more meaningful manner.

Each interview was transcribed verbatim. Staying with the phenomenon of betrayal as experienced in an intimate relationship, required that the researcher read the transcripts at the same time as listening to the audio recording of the interviews. The scripts were then repeatedly read numerous times in order to empathically seek entry into each participant's experience of betrayal rather than being a distant and objective observer. In an interpretive study, analysis of data requires "staying close to the data and interpreting it from a position of empathic understanding" (Terre Blanche & Durrheim, 1999, p. 139).

Each of the transcribed interviews was edited. Thereafter, each interview was given to the participants for verification. In addition, any information, which could lead to the identification of the participants was deleted and the first five letters of the alphabet were allocated to each of the participants instead of names. Secondly, the location in which the interviews were held, of three of

the participants was altered. This was necessary as all three of the participants worked for the same organisation. Questions or comments obtained during the course of the interviews were not deleted at this stage as I, as the researcher, had verbally committed myself to providing each of the participants with a verbatim version of their interview. Furthermore, I believed it would compromise the trust which the participants had placed in me by sharing their experience of betrayal and relying on me to portray this experience as accurately as possible, regardless of whether I considered certain aspects of the interviews to be more relevant than others.

The initial editing process was an attempt to retain the participant's natural language and only identifying data was therefore changed in order to maintain the participant's anonymity. In addition, all statements were regarded as relevant to the individual's experience of betrayal in an intimate relationship and were included at this stage. Subsequent editing of the verified transcripts, would result in a more succinct version of each of the participant's original descriptions recorded in the initial interview, prior to analysis. These considerations were based on assessing each statement according to the way in which the statement shed light on the participant's experience of betrayal in an intimate relationship (Wertz, 1983).

4.3.2. The second interview.

A second interview with one of the participants was also conducted as she believed that during the process of working through their experience she had reached a more advantageous position and was willing to re-visit and reveal further information regarding her experience. Also at the time of the initial interviews, a second participant whose experience of betrayal had been the most recent, mentioned that she may wish to share further information in a second interview which she may recall whilst waiting for my transcript of her interview. However, she declined this option once she had verified my transcription of her interview as she felt it was comprehensive and she had nothing further to add at that stage.

In addition, a second interview was also scheduled for one of the male participants at his request at the close of his initial interview as he felt he wanted to continue relating his experience of betrayal.

However he subsequently reconsidered and declined his initial request for this interview as he felt any further verbal account of his experience of betrayal in an intimate relationship as recorded in the initial interview which lasted two hours, would be chiefly repetitive. He requested that he exercise his option of further clarification and elaboration of his experience in a follow-up interview once he had read through the transcription of his initial interview.

4.3.3. The follow-up interview.

Once the audiotaped responses of the initial interviews and second interview had been transcribed, a follow-up interview was conducted. In the follow-up interview, each of the participants was given a copy of his or her verbal account of their experience of betrayal and were requested to read it through carefully and to clarify and/or elaborate on the original descriptions if they could. In addition, they were requested to alter the content if it did not accurately reflect their experience of betrayal. No further questions were introduced or new material added in order to protect the phenomenon of betrayal as experienced by the participant, uncontaminated by the researcher's interpretations or preconceptions.

The usefulness of the follow-up interview lies in the clarification of existing data and finer textures of context, which may be recalled and added when prompted by the initial recall of the experience of betrayal. By reading his or her original description therefore, each participant revisited the experience of betrayal and was thus reminded of the finer details of the experience. Fisher (1982) in his study of anxiety, emphasised the value of reading original descriptions of a phenomenon as experienced in a follow-up interview, which allowed for the facilitation and recall of finer aspects of the experience. The follow-up interview also provided the researcher and the participants an opportunity to reflect on the lived experienced presented. Furthermore, the opportunity for clarification and elaboration provided by the follow-up interview, allowed both the participants and researcher to reach a mutual understanding of the phenomenon of betrayal as experienced in intimate relationships.

During the course of the follow-up interviews, two of the female participants spontaneously elaborated on certain aspects of their transcribed interviews and added finer details to the existing data, which they had been reminded of during the period between the initial interview and follow-up interview. In addition, one of the male participants requested that the researcher's colleague who had requested his participation in the study, be kept informed of the research process and also requested that a copy of his verified transcription of the initial interview be sent to her for her psychotherapy records. He was still seeing her in therapy on an irregular basis and would do so as the need arose.

At the end of the follow-up interview, the researcher asked one of the male participants and two of the female participants whether, should they have been given the option, would they have preferred to have described their experiences of betrayal in written form, which they all declined. Reasons for preferring a verbal account of the experience of betrayal varied from sensitivity of the topic, to feeling free to describe their experience as it came to mind instead to having to structure their thoughts around the topic, the lack of interaction with the researcher, the need to feel held in the interview setting and unanimously noted that their descriptions would in all likelihood have proven to be sparse and incomplete as they would "never write that much" and would probably stop "half-way". In addition, mutual understanding of the meaning of the experience of betrayal would not be facilitated.

4.3.4. The interview review.

Once all the interviews had been conducted the participants were contacted telephonically and asked about their experience regarding the original research interview. One of the participants preferred not to be contacted directly and requested that any additional information, which may be required for the study, be obtained from the researcher's colleague who was also his therapist. The follow-up communication served to establish whether the participants felt that they had been adequately understood and enabled the researcher to also determine whether any of the participants would require psychotherapeutic assistance.

One of the participants who had had the most recent experience of betrayal in an intimate relationship indicated that she felt it valuable if she worked through the experience in a psychotherapeutic relationship at this time and would contact the researcher's colleague for further assistance. Another participant who had been in therapy as a result of her experience of betrayal in an intimate relationship felt she was "fragile" but "together enough" and did not see the need for further psychotherapeutic intervention at that time. The remaining participants did not indicate the need for further psychotherapeutic intervention subsequent to the interviews but would contact the researcher's respective colleagues should they feel the need to do so in future.

4.4. Data analysis.

The data were analysed according to Strauss and Corbin's (1998) techniques and procedures for developing grounded theory described below. Within a grounded theoretical framework data analysis consists of three main categories of coding procedures namely, open coding, axial coding and selective coding. Open- and axial coding are suitable to the initial stages of data analysis but if required, may also be applied to the latter part of the study should concepts need further development.

4.4.1. First stage: Open coding.

All the first interviews and a second interview, requested by one of the female participants, were transcribed and analysed according to the open coding and axial procedures outlined by Strauss and Corbin (1998). The objective was to examine the data in order to identify emergent patterns and therefore selective coding was not applicable to this phase of data analysis. Coding at this stage involved the inter-related procedures described below.

In addition, as mentioned in the preceding paragraphs, the interviews were conducted in Afrikaans, and therefore it was considered necessary to do minimal translating of the transcriptions in order to allow English speaking readers some insight into the participants' experience of betrayal, as well as allowing them the opportunity to gain some sense of the coding process (Strauss & Corbin, 1998). As presented in chapter five of this thesis, only key passages that would substantiate the

findings derived from data, were translated. This was also done in order to increase the accessibility of the findings for English-speaking population groups.

4.4.1.1. Examining documentation.

In this study, relevant documentation namely, audiotapes, transcriptions of the interviews, memos and the research journal entries were examined. Strauss and Corbin (1990) stress the importance of memos and suggest they should begin with initial analysis and continue throughout the research process. Furthermore, if they are sparsely done, then the final product theory may be lacking in conceptual density and integration. The value of memos lies in helping the researcher gain analytical distance from materials and facilitates conceptualisation (Strauss & Corbin, 1998). Journal entries on the other hand are records of the researcher's personal observations and emotions in relation to the interview and the data obtained from the interview.

4.4.1.2. Line-by-line analysis of data.

As the first stage of the coding process, each transcript was analysed line-by-line. Strauss and Corbin (1998) emphasise the value of microanalysis such as line-by-line analysis as the first stage in data analysis, as they suggest that it would be increasingly difficult to systematically discover relevant dimensions, relate categories and subcategories and to track down the more subtle aspects of causality. The importance of line-by line analysis of data was supported by Charmaz (1995). She suggested its importance lies in facilitating an analytic stance to the text, keeping analysis close to the data, preventing flights of fancy, helping the researcher gain some distance from the material being analysed and lastly, facilitating the asking of relevant questions such as: “what is happening here?”, “what are the people doing?”, “what is the person actually saying?”, “what do these actions and statements take for granted?” and “how do structure and content serve to support, prevent or maintain change?”

During microscopic examination of data, Strauss and Corbin (1998) reiterate the interplay that occurs between data and researcher when gathering and analysing data. This interplay is naturally

not completely objective and the researcher needs to bring some element of theoretical sensitivity and experience to the analytic process in a flexible and creative way. Theoretical sensitivity and experience sensitise a researcher to noteworthy problems and concerns in the data as well as enabling him or her to consider alternative explanations and identify properties and facets of emergent concepts (Strauss & Corbin, 1998).

4.4.1.3. Break down and examination of data.

Once each transcript had been subjected to a line-by line analysis, a margin was allocated on the transcript sheet where the essence of each sentence was noted. Central ideas that emerged from these sentences were carried over onto a separate sheet of paper and carefully scrutinised and noted. These new notes were then compared to the original information contained both in the transcript as well as to the notes made in the margins of the transcript. Questions were asked of the data, which were directed at gaining a better understanding of the data. Subsequently, notes were altered or if necessary, elaborated upon. Of importance in this regard was to ascertain whether the notes matched that which was being said, to what degree and under which circumstances by asking questions of the data.

4.4.1.4. Conceptualisation of data.

When conceptualising the data, each distinct incident, event or idea as they emerged from the transcripts was named in the words of the respondents themselves, also known as “in vivo codes” (Glaser & Strauss, 1967), or by the researcher due to the meaning or imagery they evoked when being examined comparatively and in context. In this instance, naming denotes an object of thought, which is also known as a phenomenon. Therefore, each distinct incident, event or idea was named as representing a phenomenon. Discrete data obtained in this manner were compared and then similar phenomena, which were identified, were grouped as concepts (see Table 4.2).

Polkinghorne (1989) indicated that concepts are the fundamental building blocks of science and they are the conveyors of the meaning of words. Consequently they enable classification and categorising of phenomena in the social world. In addition, it is beneficial to initially identify and label as many phenomena as possible as this procedure assists with entry into the field of inquiry.

Table 4.2. Concepts derived from initial analysis of data.

GROUPINGS	CONCEPTS
1. Infidelity: Conceptualisation	<p>A powerful social phenomenon</p> <p>Extends beyond immediate relationship to others</p> <p>Creates unanswered questions.</p> <p>Breach of trust</p> <p>Risk</p> <p>Reasons for betrayal need to be understood</p> <p>Disconnectedness</p> <p>Few clues or warning of pending betrayal</p> <p>Deceitfulness</p> <p>Secrecy</p> <p>Perceived as deviant (crime) and violations.</p> <p>Borrows language from nature (hunter, predator, prey).</p> <p>Creates an illusion of mutual sexual exclusivity</p> <p>Creates context for multiple betrayals.</p> <p>Timeless yet located in time</p> <p>Uncontrollable</p> <p>Deliberate and well calculated act</p> <p>Whole world implodes</p> <p>A life-changing event.</p> <p style="text-align: right;">/contd....</p>

Table 4.2. Concepts derived from initial analysis of data

GROUPINGS	CONCEPTS
<p>/contd.... 2. Infidelity: Consequences</p>	<p>Anger Short-temperedness Internal emotional chaos Internally suppressed rage Blurring of any previously positive experiences Profoundness of pain inaccessible. Frustration Depletion of emotional resources Feelings of emptiness once betrayal exposed. Increased vulnerability Feelings of powerlessness. Resurrected resilience. Conflicting thoughts and feelings Feels life has become static Feelings of shame Disbelief Relief Disillusionment in people Humiliation Gloating Grief Regaining control</p> <p style="text-align: right;">/contd</p>

Table 4.2. Concepts derived from initial analysis of data

GROUPINGS	CONCEPTS
<p>/contd....</p> <p>2. Infidelity: Consequences</p>	<p>Heartbroken</p> <p>Shock</p> <p>Fear of being alone</p> <p>Incessant crying.</p> <p>Decreased tolerance</p> <p>Depression</p> <p>Increased paranoia</p> <p>Doubt</p> <p>Denial</p> <p>Dissociation</p> <p>Anxiety</p> <p>Need for psychotherapy</p> <p>Existential crisis</p> <p>Initial withdrawal from social contact</p> <p>Stress</p> <p>Lack of closure</p> <p>Suicide ideation</p> <p>Healing process necessary over time.</p> <p>Fantasies of revenge</p> <p>Fantasies of humiliating betrayer</p> <p>Coping mechanisms questioned</p> <p>Need for control</p> <p>Fear of lack of control</p> <p>Sleep disorders</p> <p>/contd.....</p>

Table 4.2. Concepts derived from initial analysis of data

GROUPINGS	CONCEPTS
<p>/contd....</p> <p>2. Infidelity: Consequences</p>	<p>Regression</p> <p>Increased dependence on others.</p> <p>Distorted reality</p> <p>Made to feel crazy (victim)</p> <p>Increased intuition</p> <p>Fear of rejection</p> <p>Go through similar stages as in mourning.</p> <p>Increased difficulty in trusting others in general</p> <p>Self-blame</p> <p>Perception of self during relationship.</p> <p>Fear of partner's power over them</p> <p>Coping mechanisms (rejection; abandonment)</p> <p>Increased defence mechanisms</p> <p>Maintaining a façade</p> <p>Leaves a legacy (suspicion, mistrust, doubt).</p> <p>Throw energy into work after betrayal</p> <p>Heightened vigilance</p> <p>Scepticism regarding others intentions</p> <p>Increased criticism of others</p> <p>Increase in assertiveness</p> <p>Physical and emotional withdrawal</p> <p>Increased mistrust of people.</p> <p>Awareness of partner's infidelity</p> <p>Response to awareness of partner's infidelity</p> <p>Longing</p> <p>Loneliness</p> <p>/contd....</p>

Table 4.2. Concepts derived from initial analysis of data

GROUPINGS	CONCEPTS
<p>/contd....</p> <p>2. Infidelity: Consequences</p>	<p>Immobilization after news of betrayal.</p> <p>Out of character behaviour due to insecurity</p> <p>Influences work functioning negatively.</p> <p>Influences work functioning positively</p> <p>Love associated with intense pain</p> <p>Increase in promiscuity to promote self-image</p> <p>Feels dehumanised</p> <p>Self-punitive thinking</p> <p>Persistent thoughts about the act of betrayal</p> <p>Persistent daily images of betrayal</p> <p>Decreased concentration and memory</p> <p>Process of rationalisation of betrayal</p> <p>Attempting to find peace of mind</p> <p>Irrational thought processes</p> <p>Repeated reflection on the past relationship</p> <p>Persistent thoughts of relationship</p> <p>Paranoid ideation</p> <p>Holding on</p> <p>Conscious decision not to commit suicide</p> <p>Increased introspection.</p> <p>Negative perception of relationships</p> <p>Influences future judgement regarding new relationships.</p> <p>Difficult to determine what was real</p> <p>Comparison to third party.</p> <p>/contd.....</p>

Table 4.2. Concepts derived from initial analysis of data

GROUPINGS	CONCEPTS
<p>/contd....</p> <p>3. Relationship</p>	<p>Disregard for boundaries set by victim</p> <p>Victim sets definite boundaries</p> <p>Little hope for possibility of happy future</p> <p>Increased realism regarding relationships.</p> <p>Attraction and intimacy associated with intense pain</p> <p>Little inclination for new relationship</p> <p>Longing for a significant other</p> <p>Holding on to relationship (initial)</p> <p>Manner in which relationship terminated most painful</p> <p>Little remorse shown by partner increases pain.</p> <p>Misses togetherness and connectivity</p> <p>Misses partner as good friend</p> <p>Increased possessiveness of partner prior to termination of relationship</p> <p>Partners fault more noticeable</p> <p>Partner less attractive now</p> <p>Need to believe in the existence of a happy relationship</p> <p>Need to believe that romance exists</p> <p>Need to believe in love</p> <p>Successful relationships sustain the vision</p> <p>Increase need for reassurance in new relationship</p> <p>Fear of trusting someone again</p> <p>Fear of allowing oneself to become vulnerable</p> <p>Every aspect of relationship betrayed</p> <p>/contd.....</p>

Table 4.2. Concepts derived from initial analysis of data

GROUPINGS	CONCEPTS
<p>/contd....</p> <p>5. Self: post-betrayal</p>	<p>Fluctuating self-image is scary</p> <p>Self becomes unsafe and unknown</p> <p>Gradual deterioration of self</p> <p>Self-loathing and self-hatred.</p> <p>Sense of worthlessness</p> <p>Previous good self becomes the bad self</p> <p>Fragmentation of the self and loss of</p> <p>Permanent damage to self-image</p> <p>Lack of self-confidence</p> <p>Sees self as incompetent and stupid</p> <p>Perceived as discarded for something “better”</p> <p>Believes partner used them</p> <p>Feels under-valued and not good enough</p> <p>Cannot be loved exclusively</p> <p>Need to integrate negative aspects of self</p> <p>Importance of staying positive</p> <p>Can’t rely on self to make decisions</p> <p>Inability to trust oneself in new relationship</p> <p>Sense of reality challenged</p> <p>Shame</p> <p>Exposed and fragile</p> <p>Need to put on front</p> <p>Feeling out of control</p> <p>Self-image connected to relationship</p> <p>contd/....</p>

Table 4.2. Concepts derived from initial analysis of data

GROUPINGS	CONCEPTS
<p>/contd.... 6. Loss</p> <p>7. Morals</p> <p>8. Religion</p>	<p>Loss of belonging and connectedness Finality of loss of relationship Loss of extended family relationships Loss of close friendships Material loss Loss of emotional investment Loss of the known Like losing your virginity Robbed of innocence in believing in love Loss of familiar self. Lost sense of hope Loss of trust in others. Time</p> <p>Partner has no conscience Honesty as paramount to relationship Integrity as part of socialisation process Disregard for sexual exclusivity in relationship “How could you?” Lack of guilt/remorse in partner Illusion of shared morals as couple. Justice needs to be served. Need for truth</p> <p>Intimacy is sacred “What you reap you will sow” Forgiveness of partner is a difficult issue In time may forgive but will never forget Belief in God</p>

4.4.1.5. Discovering categories.

As the researcher, I was able to group certain concepts (see table 4.2), during the course of analysis into more evolved levels namely categories, which allowed for a reduction in the number of units with which I was working. Categorisation therefore results from a higher order of abstraction of concepts and sub-categories extend from the main category. Furthermore, categories are significant in the analytic process because they are able to explain and predict. In this regard, Strauss and Corbin (1998) indicate that when talking about the concept of flight, the following may be asked: “What makes birds, kites and planes fly? What attributes do they have that enable them to lift off the ground, remain in the air and land without crashing?” With this information, the researcher can begin to explain what properties birds, planes and kites have in common that enable them to fly and what might happen to that ability if one of those properties for instances were to change, such as a bird developing a broken wing (Strauss & Corbin, 1998, p. 113).

In addition, once a category has been recognised, it becomes more accessible to memory, thoughts of concepts within the category and importantly, may be developed in terms of its dimensions and properties. It may also be differentiated even further by being broken down into subcategories, which answer questions such as “when”? “where”? “how”? and “why”? which in all probability exist within that category.

A further important aspect applicable to categories is the issue of saturation. A category is considered saturated when no further properties, dimensions, conditions, actions or interactions, or consequences emerge during coding. However, Strauss and Corbin (1998) point out that in reality, there is always potential for “new” data to emerge.

Therefore, saturation is more a matter of reaching the point in the research process where the “new” data does not contribute much more to the explanation at that time.

➤ Naming categories and subcategories.

Open coding is concerned with the naming and categorizing of the data and therefore this is a significant step because it serves as a foundation for further analysis of the data. Some of the names of categories may be obtained from the concepts that have already emerged from the data. In some instances, the more comprehensive and more abstract labels may be used as headings for classes of objects, which have similar characteristics. Alternatively a researcher in working with the data may spontaneously gain insight into explanations regarding what is happening in the data (Strauss & Corbin, 1998).

A further source of concepts is the literature. In this study, concepts that have established analytic meanings were used rather than re-named. In this way concepts that are significant to the study, may be developed and extended. However, this poses some difficulty with regard to interpretative bias when examining data and may not allow for novel aspects, which may emerge from the data, therefore care, should be taken if using this source. “In vivo” codes (see 4.4.1.6) are another source of category names which were also included in the analysis of the data.

Subcategories contain more specific elements of an identified category and open up the category. They provide answers to questions such as “when”? “where”? “why”? and “how”? a phenomenon is likely to occur. As in the case of categories, subcategories also have properties and dimensions. The categories and subcategories obtained during data analysis are listed in Table 4. 3.

Table 4.3. Categories and sub-categories of data.

CATEGORY	SUBCATEGORY
1. Infidelity	Conceptualisation Disclosure of infidelity Orchestration Consequences
2. Consequences	Emotional Behavioural Cognitive Intrapsychic
3. Relationship	Self Dyad Extended environment
4. Self	Experience of self in relationship Sense of integrated self Internal resources Moral orientation
5. Dyad	Expectations of dyad Expectations of partner Time Authenticity Outcome
6. Extended environment	Family and friends Colleagues Professional support /contd....

Table 4.3. Categories and sub-categories of data.

CATEGORY	SUBCATEGORY
<p>/contd....</p> <p>7. Temporality</p> <p>8. Loss</p> <p>9. Moral orientation</p> <p>10. Religion</p>	<p>Break in continuity</p> <p>Change</p> <p>Acceptance</p> <p>Healing</p> <p>Material</p> <p>Emotional</p> <p>Time</p> <p>Loneliness</p> <p>Longing</p> <p>Socialisation process</p> <p>Central cultural question: “Why?”</p> <p>Justice</p> <p>Belief in a higher Deity</p> <p>Forgiveness</p> <p>Retribution</p>

- Developing categories in terms of their properties and dimensions.

Procedures and techniques in grounded theory are designed to assist researchers in conceptualising, defining categories and developing them in terms of their properties and dimensions. Consequently, after a category has been identified, the researcher may start developing it in terms of its particular properties and dimensions. This needs to be done in a thorough and systematic manner because properties and dimensions form the substrate on which the relationship between categories and subcategories may be identified. Therefore, by defining the properties and dimensions of a category, the researcher specifically distinguishes that category from other categories. As illustration, Strauss and Corbin (1998) use the concepts of “limited experimenting” with drugs as opposed to the “hard-core” use of drugs. Their inquiry was directed at finding out what attributes distinguish each of the categories. Is it amount, duration, when used and/or type of drug used?

Whereas properties are the general or specific attributes of a category, dimensions represent the location of a property along a continuum or range. Using the example cited above, Strauss and Corbin (1998) continue by suggesting that one might say that one of the properties that differentiates “limited experimenting” with drugs from “hard-core use” of drugs is “frequency” or the number of times a week the person is “stoned”. They dimensionalize the property *frequency* by suggesting that with limited use, the user is stoned only occasionally. Therefore qualifying a category by specifying its particular properties and dimensions is important because one may then start formulating patterns and their variations. Patterns may be formed in this manner when groups of properties align themselves along various dimensions (Strauss & Corbin, 1998). It is important to note however, that when the researcher groups data into patterns according to specific defined characteristics, not every event, object, incident or person fits a pattern completely. However, this is permissible within limits, depending on how specific the researcher wishes to be or to what degree the researcher wants to break down the classifications into subtypes. Properties and dimensions of categories therefore provide specificity. In addition properties and dimension of categories aid the identification of essential categories and the development of a well-grounded theory (Cameron-Smith, 2004). The properties and dimensions associated with the categories and subcategories identified in the data obtained for this study are listed in Table 4.4.

Table 4.4. Categories, sub-categories, properties and dimensions.

CATEGORY	SUB-CATEGORY	PROPERTIES	DIMENSIONS
1. Betrayal	Characteristics	Form	Dynamic....Static
	Trust	Degree	Strong....weak
	Consequences	Extent	Depth....Surface
	Infidelity	Frequency	Ongoing....Never
2. Consequences	Emotional	Intensity	High....Low
	Behavioural	Degree	Positive...Negative
	Cognitive	Frequency	Always....Never
	Intrapsychic	Degree	General...Specific
3. Thinking	Thinking patterns	Movement	Backward...Forward
	Thinking processes	Pace	Fast....Slow
4. The unconscious	Unawareness	Frequency	Ongoing....Never
	Unconscious process	Influence	Large....Small
5. Relationship	Dyad	Union	Together...Separate
	Extended environment	Extent	Constantly...Never
6. Dyad	Perception of partner	Relationship	Positive....Negative
	Past experience	Relationship	Positive....Negative
	Present view	Relationship	Positive....Negative
	Future vision	Relationship	Positive....Negative
	Outcome	Consequences	Together...Separate
7. Extended environment	Family and friends	Frequency	Ongoing...Never
	Colleagues	Influence	Good....Bad
	Professional support	Intensity	High....Low
			/contd....

Table 4.4. Categories, sub-categories, properties and dimensions

CATEGORY	SUB-CATEGORY	PROPERTIES	DIMENSIONS
/contd.... 8. Loss	Material Emotional Loneliness Longing	Size Intensity Degree Extent	Large....Small High....Low Easy....Difficult Depth...Surface
9. Self	Perception of self during relationship Perception of self post-betrayal Self-image Fears Needs	Influence Range Extent Intensity Frequency	Positive...Negative Love...Hate Visible...Invisible High....Low Ongoing...Never
10. Temporality	Break in continuity Change Forgiveness over time Healing over time	Extent Degree Frequency Degree	Large...Small Positive...Negative Always...Never Large...Small
11. Morals	Socialisation process Raises question: "Why?" Justice	Consequences Frequency Extent	Guilt...Innocence Ongoing...Never Fair....Unfair
12. Religion	Belief in a Higher Deity Forgiveness Retribution	Extent Degree Frequency	Depth...Surface Easy....Difficult Always...Never

4.4.1.6. Employing analytic techniques in the grounded theory framework.

The purpose of analytic techniques in grounded theory is amongst others, to increase sensitivity to relevant properties and dimensions of a category, assist the researcher with recognizing “bias” to some extent and to help the researcher surmount “analytic blocks” in order to move the process along.

Particularly in building theory, the aim is to move from the specific to the more general by constant comparison of cases. A specific case provides guidelines (properties and dimensions) for viewing all cases, which enable conceptualisation and abstraction. Here theoretical coding plays an important role. Theoretical coding suggests that coding occurs on the basis of concepts and the way in which they differ, based on their properties and dimensions. By asking theoretical questions about the case therefore and by thinking in a comparative way according to properties and dimensions, the researcher is open to a range of possibilities which might be appropriate and which might emerge in other cases. As cases are compared incident by incident, there is a greater possibility of recognising both similarities and differences in categories.

Furthermore, insights may be gained as to the relevance and appropriateness of that which was applied to one case, which may also be appropriate to another case as well as where the two cases vary (Strauss & Corbin, 1998). Techniques, which were used at various stages of the open coding process, were: analysis of words, phrases and sentences and analysis through comparisons. Comparisons enable the researcher to uncover specific dimensions and facilitate the questioning of assumptions. Comparative techniques, which were also used during the data analysis process, were: the flip-flop technique, systematic comparison of two or more phenomena and the waving the red flag technique. These are discussed below. In addition, repeated emphasis is also given to the first of these techniques namely the analysis of words, phrases and sentences.

1. **Analysis of words, phrases and sentences** is valuable because it enables the researcher to raise questions about possible meaning, whether assumed or intended. In addition, it may also facilitate an awareness of the researcher’s assumptions about what is being said or observed while indicating the possibility of other meanings and interpretations. This technique is particularly valuable as an initial strategy, which as the researcher, I could use as a means of checking myself against my preconceptions (Strauss & Corbin, 1998).

2. **The flip-flop technique** indicates a concept that is turned “inside out” or “upside down” in order to elicit a different perspective on the event, object or action/interaction. In this manner, opposites or extremes are examined in order to bring out distinct properties. This technique was used to examine the meaning of the concept “betrayal” for the participants who previously had not found it necessary to articulate their views about this aspect of their experience. This technique is useful in opening areas, which require further clarification (Strauss & Corbin, 1998).
3. **Systematic comparison of two or more phenomena** means comparing an incident in the data to one recollected from experience or from the literature. This occurred when comparing the concepts of “belonging” and “connectedness” in the participants’ narratives. In this way I, as the researcher was sensitised to the properties and dimensions in the data, which may have been overlooked, had I not known what I was looking for. The comparative category stimulated me to think in terms of properties and dimensions with regard to theoretical comparisons of concepts (Strauss & Corbin, 1998).
4. **Waving the red flag** is a further technique advocated by Strauss and Corbin (1990). They state that both researchers and research participants bring biases, beliefs and assumptions to the research process, which is not necessarily a negative aspect of the investigation. What was important however was that as the researcher, I needed to recognize when either my own or the participants’ biases, assumptions or beliefs invaded the analysis.

One feature that usually complicates this aspect of the research is the sharing of a common culture, which may result in meanings often being taken for granted. However to do justice to the participants and allow them a proper “voice” I needed to step back and examine the data as impartially as possible, within the limits of some bias. In this regard, Strauss and Corbin (1998) reiterate “..it is not possible to be completely free of bias”. Furthermore they suggest that there are specific significant indicators that bias might be invading the analysis. When such situations arise, the researcher needs to ask “what is going on here”?

One of the indicators of bias is accepting words or explanations given by participants at face value, or the complete rejection of these without questioning what is being said. Terms such as “never”, “always” should alert the researcher to and raise the red flag as well

as further generalisations such as “everyone”. If viewed along a continuum, words such as “occasionally” and “sometimes” as well as the conditions that lead to these should be taken into account (Strauss & Corbin, 1998).

In the analysis of the data, the red flag was specifically raised on three occasions. Firstly, with regard to one of the participants making the assumption that “all” men are unable to handle emotional intensity in relationships. Secondly, one of the participants suggested there weren’t any “good men” and thirdly, a participant suggested that within a homosexual culture, men are merely seen as “available prey”.

4.4.2. Second stage: Axial coding.

Axial coding refers to the process of relating categories to their subcategories (also see 5.4.2). In this way, coding occurs around the axis of a category and categories are linked at the level of properties and dimensions. Data, which were fractured during open coding, are therefore reassembled and more precise and complete explanations about phenomena are formed. Axial coding does not require that the researcher has preconceived categories at the beginning stages of the research process. Rather, the researcher needs to have a sense of how categories begin to relate as they emerge during open coding. Strauss (1987) states:

“ Among the most important choices to be made during even these early sessions is to code intensively and concertedly around single categories. By doing this, the analyst begins to build up a dense texture of relationships around the “axis” of the category being focused upon” (p. 64).

In addition, Strauss and Corbin (1998) emphasise that in axial coding links between categories occur not at a descriptive level but rather at a conceptual level.

4.4.2.1. Relating structure to process: the paradigm.

During axial coding a further important feature is to relate structure to process. Conditions or structure create the circumstances in which problems, issues, happenings, or events relevant to a phenomenon are located or arise. On the other hand, process indicates the action or interaction of

persons, organisations and communities over time, in response to certain problems and issues. Therefore, combining structure with process enables the researcher to access some of the complexities of life. Furthermore, process and structure are irrefutably interwoven and the researcher consequently needed to understand the nature of their relationship (both to one another and to the phenomenon under investigation) in order to capture the vigorous character of events as they unfolded (Strauss & Corbin, 1998).

When working with data however, the relationships between incidents and happenings are not always as apparent therefore, it is useful to have a method, which may be used to order and organise the emerging connections. One such method, which may be used, is the paradigm. The paradigm is essentially an analytic stance, which assists the researcher with systematically gathering and ordering data in such a way that structure and process are integrated (Strauss & Corbin, 1990; 1998). It should be noted that Strauss and Corbin (1998) use the term “paradigm” in a very specific manner when describing this method as an analytic stance, which the researcher assumes when working with data.

The paradigm consists of **conditions** (a conceptual way of grouping answers to the questions: “why?”; “where?”; “how come?”; and “when?”). These form the structure or set of circumstances in which *phenomena* are embedded. There are **actions or interactions** (routine or strategic responses made by individuals or groups to issues, problems, happenings, or events that arise under those conditions). Actions or interactions are represented by the questions “by whom?” and “how?” and **consequences** are outcomes of actions or interactions. Consequences question “what happens?” as a result of those actions or interactions or the failure of persons or groups to respond to situations by actions or interactions, which constitutes an imperative finding in and of itself (Strauss & Corbin, 1998). The basic components of the paradigm are discussed in further detail in the following section.

❖ Components of the paradigm.

Firstly, **phenomena** as previously mentioned answers to the question “What is going on here?” The focus is on “repeated patterns of happenings, events, or actions/interactions that represent what people do or say, alone or together, in response to the problems and situations in which they

find themselves” (Strauss & Corbin, 1998, p. 130). In coding, **categories** represent phenomena.

Secondly, **conditions** might occur as a result of time, culture, rules, place, beliefs, power or gender factors as well as the organisation, societies and institutions in which individuals find themselves along with their personal biographies and motivations. Any one or all of these aspects is a potential source of conditions. Conditions need to be discovered in data and mapped out by researchers to determine their full impact. Strauss and Corbin (1998) caution however that: “...researchers should....never...presume that they will discover all conditions or that any condition or set of conditions is relevant until proven so by linking up to the phenomenon in some explanatory way” (p. 131).

Conditions may be micro or macro, move and change over time, influence one another and combine in different ways along various dimensions. There may also be new conditions added during the coding process. One way of attempting to order some of the multi-faceted relationships among conditions and their subsequent relation to actions/interactions is to label them. Labels such as *causal*, *intervening* and *contextual* may be used when describing conditions.

Causal conditions generally refer to the sets of incidents or events that influence the occurrence or actual development of a phenomenon. *Intervening conditions* on the other hand, either alleviate or in some way change the impact of causal conditions on phenomena. This situation occurs as a result of unexpected incidents that are responded to by means of a form of action or interaction. Both causal and intervening conditions arise from micro- or macro-level conditions.

Contextual conditions (also see 5.5.1.1) are patterns of conditions that overlap dimensionally at a time and place, to generate the set of circumstances or challenges to which individuals respond through actions or interactions. They have their source in both causal and intervening conditions and are the result of how they intersect to combine into differing patterns at a dimensional level. Strauss and Corbin (1998) extend their example of drug use mentioned earlier in 4.4.1.5, by explaining that if “degree of accessibility of drugs” is a causal condition generally related to teen drug use, this concept can differ along a dimension from “easy” to “difficult”. It might therefore be noted that the “easy” dimension of accessibility makes it one of the conditions for teens trying drugs.

Typically, there are many various conditions that enter a context, each having its specific dimensions. By grouping conditions along their dimensions, the researcher is able to recognise patterns of conditions that generate a context. A further point regarding conditions is that explanations need **assumptions about the relevance of causality**. The character of “causality” however, is debatable across various disciplines in the sciences and the main concern of researchers therefore should rather be with conditions of various types and the manner in which they intersect to generate incidents leading to actions or interactions (Strauss & Corbin, 1998).

Actions and/or interactions are a third feature of the paradigm, which represent strategic or routine tactics, which persons use to handle situations, problems, or issues they encounter. Strategic actions or interactions are intentional steps taken to resolve a problem and consequently shape the phenomenon in some way. Routines are actions or interactions, which are more established responses to events in everyday life. They are as equally important in the research process as they are to the relevant research questions and they highlight the strategic actions or interactions that are inclined to maintain the social order (Strauss & Corbin, 1998).

The term “action or interaction” indicates what is going on at two levels both interpersonally as well as intrapersonally. At the interpersonal level, action or interaction *among* individuals and groups for instance may be identified at both a verbal and non-verbal level. At the intrapersonal level, action or interaction refers to the discussions and reviews, which occur *within* the individuals themselves (Strauss & Corbin, 1998). In addition, actions or interactions may, or may not necessarily be co-ordinated as they evolve over time and are defined by individuals or given meaning. However, if they are not co-ordinated, the situation becomes one of conflict and gradually disintegrates (Strauss & Corbin, 1998).

The last feature of the paradigm is **consequences**. Consequences refer to outcomes of actions and interactions, which may be deliberate or unplanned. Defining such consequences and describing how they change the situation and influence the phenomenon in question, provides fuller explanations. As in the case of conditions, consequences have intrinsic properties. They may be singular or multiple, of differing duration, visible to self but not to others and *vice versa*. In addition they may be immediate or cumulative, reversible or irreversible, predictable or unpredictable. The impact of consequences may have a small influence on the situation or it may

be widespread, thereby completely changing a specific context (Strauss & Corbin, 1998).

It is important to note that questions asked in axial coding relate to a type of relationship in terms of the conceptual labels. Therefore, it was necessary to examine the interview transcriptions to determine whether specific incidents or events supported or did not support the research question. Bearing in mind that the aim of grounded theory is to depict within reasonable limits the unavoidable complexity of the real world, the relevant relationships extracted from the data were noted in upper case on a memo sheet and the examples of such relationships were entered below in lower case. This method illustrated which of the examples supported the statement of relationship.

4.4.3. Third stage: Selective coding.

Selective coding is the final step in the analytical procedure and involves the integration and refining of the data. In this way, categories which were generated, systematically developed and linked with subcategories during open and axial coding were integrated and refined resulting in the research findings taking the form of theory (Pidgeon & Henwood, 1996).

4.4.3.1. Integration: data become theory.

Integration of data is an ongoing process that occurs over time. Once again, integration is an interaction between the researcher and the data, which reflects who the researcher is as well as the progressive thought processes that take place over time through immersion in the data and the cumulative body of observations, which have been recorded in memos and diagrams. While the cues to how concepts are associated can be found in the data, it is only when relationships are identified as such by the researcher that they emerge.

In addition, whenever this form of recognition occurs, there is also some measure of interpretation and selectivity. Strauss and Corbin (1998) suggested a number of steps through which integration may be attained. It is important to note that these steps do not necessarily occur in sequence and movement between and within these steps is frequent. We turn now to the first step in the integration process namely, discovering the central category.

4.4.3.2. Discovering the central category.

The central or core category reflects the main theme of the research and is also an abstraction. It represents all the products of analysis summarised in a few words, which suggest “what the research is about” (Strauss & Corbin, 1998, p. 146). Furthermore, the central category has the ability to condense all the other categories into an explanatory whole and it should also be able to explain significant variations within categories. Consequently when conditions vary, the explanation still holds although the way in which a phenomenon is expressed might look somewhat different. Alternative or contradictory cases in terms of the central idea should also facilitate explanation (Strauss 1987).

Another important feature of a central category is that there is no forcing of data and the explanation that evolves by relating the categories, is logical and consistent. It should also appear frequently in the data and the name or phrase used to describe the central category should be abstract enough so that it can be used in research in other substantive areas, which could lead to the development of a more general theory.

4.4.3.3. Techniques to identify the central category and aid integration.

Various techniques may be used to recognize the central category and aid the integration of concepts. In this study writing the storyline, moving from description to conceptualisation, using diagrams, and reviewing and sorting through memos were used. Each of these will be discussed in the following paragraphs.

➤ Writing the storyline.

Grounded theory requires the intense development and integration of categories. In this study, the integration of categories was achieved by describing answers to the questions “what seems to be going on here?”, “what is the main issue or problem with which these people seem to be grappling?” “what keeps emerging repeatedly?” in the participants’ narratives. The transcriptions were read to obtain a general sense, rather than for detail, to allow the story to emerge.

➤ Moving from description to conceptualisation.

Once I as the researcher had grasped the essence of the research, the central idea was named and related to other concepts where applicable. In instances where none of the existing categories captured the phenomena completely, other broader concepts were used. Central ideas needed to fit the data therefore each of the participants' stories was re-written, using the existing categories. In using concepts, linkages were formed among them. The conceptualisation of "what is going on here" appeared to fit the data and offered an interpretation of the essence of the research. It also provided an explanation for the dimensional extremes identified in the study.

➤ Using diagrams.

Diagrams proved to be useful in the study. The diagrams used during this phase of the coding process were aimed at reflecting the density and complexity of the theory. In addition, diagrams were useful in finalising relationships and discovering breaks in logic. In this way, as the researcher, I was able to distance myself from the data and I was compelled to work with concepts rather than with details of the data. In addition, using diagrams required that I take extra care in thinking about the logic of relationships so that they would lead up to an integrative story.

Integrative diagrams are considered to be very abstract representations of data (Miles & Huberman, 1994; Strauss & Corbin, 1998). Therefore the diagrams were uncomplicated and did not contain every concept that emerged during the research process. Rather they focused on those that reflected major categories and represented the most essential nature of these categories.

➤ Reviewing and sorting through memos.

During the course of coding, the researcher systematically identified the properties of concepts along with their dimensions and noted them in memos. The memos were read and reread, descriptions written and translated into analytic stories and then they were subsequently sorted by categories. At this stage, numerous copies of each memo were made and a copy of each was placed into the pile of each category to which it appeared to apply. Once the memos had been

sorted in this manner, they were also reviewed for cross-dimensional linkages. In reviewing the memos, the researcher was also able to determine which of the concepts were in need of further development and refinement. Memos during this stage of the coding process served to keep the research grounded and enabled the researcher to accurately reconstruct the details of the research.

4.4.3.4. Refining the theory.

Once I as the researcher, had outlined the theoretical scheme, the theory was refined. During this stage, the scheme was reviewed for internal consistency and for gaps in logic. To check for internal consistency and logical development, I needed to step back from the data and consider what the properties were and how much of that had been built into the scheme. In instances where categories were incompletely developed, these were complemented. In this regard, Strauss and Corbin (1998) suggest: “....a category should be sufficiently developed in terms of properties and dimensions to demonstrate its range of variability as a concept” (p.158). In instances where data appeared to be excessive and not suitable to the theory, these ideas were trimmed as they appeared to contribute little to a fuller theoretical understanding of the area of research.

The last step involved validating the scheme. Validation involved validating the theory, which as it emerged from the data represented an abstract version of that raw data, against the data by carefully examining the verified transcripts and the embedded views of the participants using the paradigm (see 4.4.2.1). This was an important step in refining the theory as it was important to determine how well the abstraction of data fitted with the actual raw data and also, to determine whether anything significant was left out of the theoretical scheme.

Finally, in order to raise the credibility level of the theory, I as the researcher acknowledged that the theoretical scheme needed to account for variation as there are always variations of every process (Strauss & Corbin, 1990; 1998). Consequently in writing the theory, I attempted to extract the variations both within and between categories.

4.4.4. Extending the story through the conditional/consequential matrix.

In building theory, Strauss and Corbin (1998) maintained that it is important for the researcher to understand the phenomenon under investigation as fully as possible. In essence therefore, a phenomenon needs to be situated within a context or within a complete range of macro and micro conditions in which it is embedded. Furthermore, grounded theory is a transactional system that allows for the analytic examination of the interactive nature of events. Therefore, relationships of actions/interactions need to be mapped out through to their consequences (Strauss & Corbin, 1998). The “conditional/consequential” matrix (henceforth referred to as “the matrix”) is an analytic coding device used for this purpose and facilitates access to the various components of analysis (Strauss & Corbin, 1990; 1998). The matrix is discussed in the following paragraphs.

4.4.4.1. Purpose of the matrix.

The purpose of the matrix is to assist the researcher with keeping an accurate record of the interplay of conditions or consequences and subsequent actions or interactions and to trace their paths of connectivity. In this manner, some of the complexity and deeper textures of living that are expressed in the data may be accessed, integrated and portrayed logically (Strauss & Corbin, 1998). The paradigm (see 4.4.2.1.) remains useful in thinking about relationships however, it is in and of itself incomplete. The paradigm does not a) address the aspect of theoretical sampling; b) explain the various, dynamic and intricate ways in which conditions, actions or interaction and consequences may coexist and influence one another; c) account for the varying perceptions, constructions and perspectives of the various role-players; d) construct an overall picture of what is going on; or e) emphasise that both micro and macro conditions are important to the analysis. When external events occur and they emerge from the data as salient, they in addition should be brought into the analysis. In sorting these aspects of the coding process, the matrix proves beneficial (Strauss & Corbin, 1990; 1998).

4.4.4.2. Description of the matrix.

The matrix (Figure 4.1) is essentially a series of concentric and interconnected circles with arrows directed towards and from the centre. These arrows symbolize the overlap of conditions or consequences and the resulting succession of events. Conditions move towards and enclose the

actions or interaction to generate a conditional context. Other arrows move from actions or interactions, symbolizing the way in which the consequences of any action or interaction move from action or interaction to alter or enhance conditions in frequently varied and unexpected ways. A limitation of the diagram is that the flow seems linear. However, the paths taken by conditions or consequences as they move within and through the various areas from macro to micro are in reality specifically *not* linear (Strauss & Corbin, 1998).

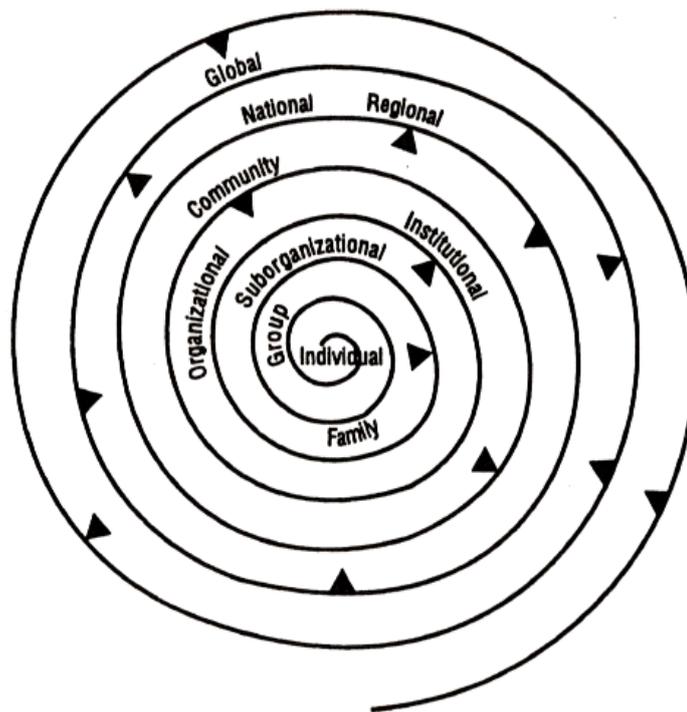


Figure 4.1. The Conditional/Consequential matrix (Represents constant interplay inter/action [process] with conditions/consequences [structure] and the dynamic evolving nature of events {Strauss & Corbin, 1998, p. 184}).

4.4.4.3. Explanation of the diagram.

At the centre of the matrix is the phenomenon under investigation. Around it is the action or interaction as it progresses over time and place (process). The actions or interactions may be widely diverse and may be focused or aimed at shaping phenomena (handling difficulties, issues or daily occurrences) within a given structural context. Conditions or consequences represent the structural context in which action or interaction occurs and may originate from one or an

arrangement of sources, each circle symbolizing a different possible area from the more micro to the increasingly macro. Action or interaction may be fixed on any of the sources within one or more areas, avoiding some for instance, or going through others. Strauss and Corbin (1998) emphasise that in this instance, structure or context is not referred to in a deterministic sense but rather conditions or consequences generate sets of events (context) to which role-players respond through action or interaction. A non-response is also a manner of behaving as it has potential consequences.

Several concentric circles contained in the matrix move progressively from the centre outward. The category of sources in the matrix are not exhaustive but may be modified to research requirements and data. Furthermore, conditions and/or consequences from any of the delineated areas may be relevant to the research and should be considered even though a phenomenon may be clearly located in one of the inner areas of the matrix.

In addition, each of the areas is reflected in its most abstract form. Sources of conditions or consequences which are to be included in each area will emerge from the study, therefore, they depend on the type and range of the phenomenon under investigation. The classification scheme is generally altered to suit the researcher's own purpose (Guesing, 1995).

4.4.4.4. Areas in the matrix.

The outermost circle of the matrix symbolizes the “*international or global*” area, which includes but is not limited to items such as international politics, government, cultures, values, philosophies and international conflicts and issues such as “global environmental warming”. Next is the “*national*” or “*regional*” area, which includes potential conditions similar to those in the previous area, but on a national level. The third source of conditions is the “*community*” area. All the preceding items are contained in this area but as they relate to a particular community, emphasising its uniqueness. Two subsequent circles reflect the “*organisational*” and “*institutional*” areas. These areas refer to the purpose, structure, rules, set of relationships contained within an organisation or institution. Yet another circle symbolizes the “*sub organisational*” and “*sub institutional*” areas, which include conditional sources such as the biographies, experiences, motivations, beliefs, attitudes and values held by those individuals or groups (Strauss & Corbin, 1998).

It is important to note that betrayal as a social phenomenon is likely to exert some influence on all areas represented in the matrix, as conditions or consequences do not flow in a linear fashion from micro to macro level as described in 4.4.4.2. Consequently it was deemed relevant to include a description of the matrix in this section of the research method, creating a context in which to consider the far-reaching impact of the phenomenon of betrayal. Due to the limited scope of this study of infidelity as a form of betrayal however, the emphasis falls specifically on a micro level represented by the innermost circles of the matrix (see figure 4.1).

4.5. Addressing the question of reliability and validity in qualitative research.

The strengths of qualitative research, namely reliance on the individual and acknowledgement of the existence of many truths are often regarded as major flaws in the research process. Furthermore, allegations have been noted which suggest that there is no method in which the validity of scientific claims in qualitative research may be recognised (Jessor, 1996; Merrick, 1999). Consequently it is important to recognise the human element in qualitative research and to consider both the strengths and the weaknesses of this method. Certain difficulties apparent in this method with specific reference to grounded theory, are discussed below.

Specifically, accounts of the qualitative or naturalistic “paradigm” are thought to smooth over a basic tension referred to by Hammersley (1995) as the dilemma of qualitative method. This dilemma is thought to arise from a concurrent commitment to realism and science (by claiming to reflect in an unbiased manner, the participants’ accounts and perspectives) on the one hand. On the other hand, this dilemma is thought to arise as a result of constructionism through the recognition of the myriad of perspectives and subjectivities intrinsic to a symbolic interactionist worldview as well as in the engagement of the researcher in the interpretative work of generating unique insights and theory (Pidgeon, 1996).

Within a grounded theoretical framework the dilemma of qualitative method has also been noted (Guba & Lincoln, 1989; W.Potter, 1996). However, grounded theory was “..developed before (and hence is not fully sensitive to) the rejection of the scientific method inherent in the

strong programme in the sociology of scientific knowledge and the subsequent ‘turn to text’ in psychology and the human sciences that has accompanied this” (Pidgeon, 1996, p. 81).

In their original description of grounded theory, Glaser and Strauss (1967), speak of the manner in which theory is “discovered from” data. Pidgeon (1996) suggests, “...that the discovery model implies a some-what...over-determined and static notion of human experience and subjectivity, which contradicts the premises of symbolic interactionism with regard to the mobile and constructed nature of all meaning” (p. 81). Furthermore Pidgeon (1996) asserts that the assumption that qualitative researchers can directly access their participants’ lived experiences is considered specifically problematic in this instance.

Continuing with the argument, Pidgeon (1996) maintains that the discovery of general principles from a set of data relies heavily on induction, which has been conventionally held to play a central role in science since its beginning. However, he cautions that one should not take a naïve view of it or its part in the inquiry. In this regard Riessman (1993) suggests that when beginning analysis, the researcher needs at least certain theoretical resources to guide the process of interpretation and representation. In the same vein Glaser and Strauss (1967) themselves noted that “the researcher does not approach reality as a tabula rasa” (p.3), while Strauss and Corbin (1994) concede that due to the main purpose of advocating *The Discovery of Grounded Theory*, the pivotal role played by theory and concepts which sensitise the experienced researcher to specific aspects of a body of data was left largely unexplained. They also advocated that the qualitative techniques of grounded theory could be used to interrogate, modify and extend existing grounded theories through novel data and cases. As mentioned previously, one of the research objectives of this study is to modify, elaborate and extend Kleinian theory as the existing grounded theory.

When turning to the question of “reliability” and “validity”, these terms are generally regarded as being appropriate to quantitative research. In qualitative research however, the terms reliability and validity are “dependent on the relationship between the researcher and the research process as well as between the researcher and the interpretive community” (Merrick, 1999, p. 30). In this regard,

Lincoln and Guba (1985) developed four “parallel criteria” which may be considered foundational in qualitative research. A description of these criteria follows.

4.5.1. Parallel criteria for reliability and validity in qualitative research

4.5.1.1. Reliability.

Lincoln and Guba (1985) paralleled *reliability* to *dependability* by using an “inquiry audit” (Merrick, 1999, p. 27) which was portrayed as being analogous to a financial audit where process and product (the data, findings, interpretations, and recommendations) of the inquiry are investigated. In this study of infidelity, conducting the interviews, analysing the data, reporting the findings, interpreting the findings using a Kleinian lens and making recommendations were seen to contribute to the reliability of this study.

4.5.1.2. Internal validity.

This concept was paralleled to *credibility*. Six main techniques were suggested which could increase the possibility of producing realistic findings and interpretations namely : a) prolonged engagement (sufficient time for continual observation); b) triangulation (ensuring accuracy of specific items of data by employing different sources and methods of data collection); c) peer debriefing (exchanging views with others regarding findings in the research process); d) negative case analysis (revising hypotheses after initial findings); e) referential adequacy (putting data aside which may be archived and comparing these with findings following data analysis). Lastly, f) member checking (informally and formally checking constructions with research participants).

In this study, peer debriefing, referential adequacy and member checking were the main techniques used to increase internal validity. Research findings concerning the participants’ lived experience of infidelity, were discussed with colleagues practising in the field of the psychotherapy. In addition, I as the researcher remained close to the data throughout the data analysis process. When

reporting the findings of the participants' lived experience of infidelity, the data remained accessible and could be revisited if necessary for the purposes of comparison and clarification. Prior to data analysis, engaging in the process of member checking with the five participants in this study, ensured that the data was evaluated as often as necessary to ensure an accurate reflection of their lived experience of betrayal.

4.5.1.3. External validity.

The concept of *external validity* was paralleled to *transferability*. In this instance, Lincoln and Guba (1985) considered transferability to represent the researcher's responsibility to offer "the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility" (p. 316).

4.5.1.4. Objectivity.

Lastly, the concept of *objectivity* was paralleled to that of *confirmability* (Lincoln & Guba, 1985). Confirmability reflects the "accuracy of the product and is the extent to which the auditor examines the product – the data, findings, interpretations, and recommendations- and attests that it is supported by data and is internally coherent so that the "bottom line" may be accepted" (p.318).

When addressing the issue of validity in qualitative research, the emphasis has shifted from "the truth of statements" to "an *understanding* by participants and readers" (Mishler, 1990; Stiles, 1993). A method that may be used to address concerns regarding validity is to employ agreement to reach interpretive conclusions and improve the quality of judgement. This method however raises further concerns regarding validity as it is not suitable to all populations (Hoshmand, 1997).

A further option was presented by Stiles (1993). He differentiated between three types of validity that depend on firstly the fit or consensus: a) coherence (quality of interpretation determined by readers); b) testimonial validity (accuracy of interpretation as determined by participants, also see 4.5.1.2) and lastly, c) consensus/stability/replication (interpretations as discussed with other

investigators, frequently through peer debriefing, in this instance colleagues in the field of psychotherapy - also see 4.5.1.2) and secondly, on the change or progression in one's perceptiveness generated by novel interpretations or observations: a) uncovering and self-evidence -evaluations of fruitfulness and "fit" by readers; b) catalytic validity - the extent to which the research process "reorients, focuses and energizes participants" (p. 611) and lastly c) reflexive validity - the evaluation of how theory or a researcher's manner of thinking is altered by the data. Furthermore, Stiles (1993) also identified three classes of individuals whose insights may be influenced by the research: readers, participants and the researchers themselves (Merrick, 1999).

4.6. Summary.

The main aim of this study was to extensively examine and explore the experience of betrayal through a Kleinian lens. Therefore by using a grounded theory approach, the narratives of five participants, two men and three women, who were interviewed in sessions lasting between ninety and one hundred and twenty minutes, were analysed. In one instance, a second interview of similar time frame was requested by the participant and scheduled. The interviews were audiotaped and transcribed in detail. The data were then analysed according to Strauss and Corbin's (1990) grounded theory approach, which allowed for maximum fluidity, flexibility and creativity in the research process whilst providing the structure to generate and build theory well grounded in data. This approach makes use of open coding, axial coding and selective coding (Cameron-Smith, 2004).

During open coding, concepts, categories and sub categories were identified. Subsequently, these categories and subcategories were analysed in terms of properties and dimensional range. Axial coding assisted with the identification of connections between categories using the paradigm outlined by Strauss and Corbin (1990). Selective coding involved the selection of the core categories by explicating the story and the storyline, identifying core categories, relating the subcategories to the core categories by means of the paradigm and validating them against the data. Validation within the conditional matrix described in this chapter was not included, as this fell beyond the scope of this study. Furthermore, Lincoln and Guba's (1985) method of parallel

criteria for addressing the trustworthiness of the research was used. Trustworthiness of the data was examined with regard to dependability, credibility, transferability and confirmability.

During the research process the steps described in Strauss and Corbin's (1990) approach to grounded theory analysis were followed systematically and in detail. The quality of the interview itself also plays a significant part in the trustworthiness of qualitative research and care was taken to obtain rich descriptions of the participants' experience of betrayal.

Steps were taken to ensure the trustworthiness of the research. Consequently, the research was conducted over a sufficient length of time to ensure that prolonged engagement and persistent observation criteria were met. Prolonged engagement in this study refers to the engagement which I as researcher had with the participants from the date of their interviews up until the time their transcribed interviews were verified and returned to me for analysis. This process lasted for a period of four months. However, prior to and during the data analysis stage, the participants were given the option to contribute further information should they spontaneously remember incidents, emotions or events which, they felt they wanted to include in their narratives.

Member checking regarding the transcribed interviews helped to ensure that the initial data were accurate representations of what the participants had said. In addition to considering dependability (reliability) the techniques of peer debriefing, as well as catalytic- and reflexive validity were used in the study. Testimonial validity and consensus/stability/replication, which were also used, are contained in the corresponding techniques of member checking and peer debriefing respectively.

4.7. Conclusion.

Discovery has been the goal of science since the beginning of the Renaissance. However, the ways in which such discoveries are made have differed due to the kind of material under investigation as well as the specific era (Strauss & Corbin, 1998). In this chapter, one such route to discovery, namely that of a grounded theory methodology, was described. Furthermore, decisions regarding the type of additional data, which may have been required, and where to find

such data were made during the course of the researcher's theory building requirements (Terre Blanche & Durrheim, 1999).

The ultimate aim of the qualitative grounded theory research paradigm is to *generate* and/or *build* theory. Therefore, formulating theoretical interpretations of data grounded in reality offers a highly affective manner in which the world of experience may be understood. As Dewey fittingly suggests: "If the artist does not perfect a new vision in his process of doing, he acts mechanically and repeats some old model fixed like a blueprint in his mind" (quoted in Strauss & Corbin, 1998, viii).

Mouton (1996) states that there is a growing acceptance of explanatory theory in the social sciences. Explanatory theories explain by means of constructing causal models and stories of phenomena. These stories are usually credible in that they identify the relevant causal processes that produce certain situations or events. Furthermore, they can vary in scope from local to general explanations, depending on the nature of the investigation. Also, social theories generally explain phenomena in an open system and consequently prediction is not a central criterion in building theory. Now we turn to the following chapter of this thesis where the findings of the participants' experience of betrayal are presented in detail.