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Ligne éditoriale

La revue a pour dénomination **ZAOULI** qui désigne à la fois une danse et une musique populaires pratiquées par les communautés gouro, dans les départements de Bouaflé et de Zuénoula, en Côte d'Ivoire. Hommage à la beauté féminine, le ZAOULI s'inspire de deux masques : le Blou et le Djela. Son autre nom, « Djela lou Zaouli », signifie « Zaouli, la fille de Djela ». Le Zaouli associe, dans un même spectacle, la sculpture (le masque), le tissage (le costume), la musique (l'orchestre, la chanson) et la danse. Le masque Zaouli se décline en sept masques faciaux traduisant chacun une légende spécifique. Les détenteurs et les praticiens sont les sculpteurs, les artisans, les instrumentistes, les chanteurs, les danseurs et les notables (garants des coutumes et des traditions de la communauté).

Dès lors, le ZAOULI possède une fonction éducative, ludique et esthétique. Porteur de l'identité culturelle de ses détenteurs, il contribue également à la préservation de l'environnement, et favorise l'intégration et la cohésion sociale. La transmission de l'élément s'opère à l'occasion des représentations musicales et des séances d'apprentissage. Les amateurs en apprennent la pratique sous la supervision de praticiens expérimentés. La viabilité du ZAOULI est assurée grâce aux représentations populaires, organisées deux à trois fois par semaine par les communautés. La chefferie traditionnelle, garante des traditions, joue également un rôle clé dans le processus de transmission. Les festivals et les concours de danse inter-villages constituent également d'autres opportunités de revitalisation.

En définitive, le ZAOULI est réputé détenir des pouvoirs permettant l'accroissement de la productivité du milieu dans lequel il est pratiqué. Inscrit sur la liste prestigieuse du Patrimoine Mondial de l'UNESCO, le ZAOULI est une synthèse de la sculpture, la musique et le tissage. Elle a donc pour but de mettre un point d'honneur sur la beauté féminine. C'est pourquoi, il se

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distingue par la finesse des traits du masque, la beauté de la danse et la grâce qui en font un spectacle fort apprécié dans les manifestations publiques.

Cette nouvelle revue vise donc à promouvoir la recherche et la réflexion dans les domaines suivants :

- Arts et Culture ;
- Lettres et Langues ;
- Sciences de l'information et de la communication ;
- Sciences Humaines et Sociale ;
- Sciences Juridiques et Politiques ;
- Sciences Economique et de Gestion ;
- Sociologie ;
- Anthropologie ;
- Psychologie ;
- Criminologie.

Elle vise également à publier les résultats des recherches menées par les chercheurs et à développer la production scientifique chez cette nouvelle génération de chercheurs. C'est une revue pluridisciplinaire dont l'enjeu est de favoriser un enrichissement entre chercheurs dans une relation de mutualisation des connaissances tout en s'inscrivant dans les normes scientifiques et éthiques du CAMES.

Le Comité de rédaction

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Les articles à soumettre à la revue doivent être conformes aux normes suivantes :

Style et volume d'un article : Book Antiqua; taille de police : 12, interligne : 1 volume 15 à 20 pages maximum.

La structure du texte :

La structure d'un article scientifique en Lettres et Sciences Humaines se présente comme suit :

Pour un texte qui se présente sous forme de contribution théorique et fondamentale : Titre, Prénoms et Nom de l'auteur, Institution d'attache, adresse électronique, Résumé en Français [250 mots maximum], Mots clés [5 mots maximum], [Titre en Anglais] Abstract, Keywords, Introduction (justification du thème, problématique, hypothèses/objectifs scientifiques, approche), Développement articulé, Conclusion, Bibliographie.

Pour un texte qui résulte d'une recherche de terrain : Titre, Prénoms et Nom de l'auteur, Institution d'attache, adresse électronique, Résumé en Français [250 mots au plus], Mots clés [7 mots au plus], [Titre en Anglais], Abstract, Keywords, Introduction, Méthodologie, Résultats et Discussion, Conclusion, Bibliographie.

Les articulation du texte : A l'exception de l'introduction, de la conclusion, de la bibliographie, les articulations doivent être titrées, et numérotées par des chiffres (Exemples : **1. ; 1.1. ; 1.2 ; 2. ; 2.2. ; 2.2.1; 2.2.2.; 3. ; etc**.). (Ne pas automatiser ces numérotations).

La conclusion doit être brève et insister sur les résultats et l'apport original de la recherche.

La référence bibliographique adoptée est celle des notes intégrées au texte. Elle se présente comme suit : (nom de l'auteur, année de publication, page à laquelle l'information a été prise).

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Présentation des références bibliographiques:

Les passages cités sont présentés en romain et entre guillemets (Pas d'Italique donc). Lorsque la phrase citant et la citation dépassent trois lignes, il faut aller à la ligne, pour présenter la citation (interligne 1) en romain et en retrait, en diminuant la taille de police d'un point (pas d'italique, pas de guillemets).

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Exemples :
Le processus du sous-développement résultant de ce choc est vécu concrètement par les populations concernées comme une crise globale (S. Diakité , 1985, p. 105).

En effet, le but poursuivi par M. Ascher (1998, p. 223), est « d'élargir l'histoire des mathématiques de telle sorte qu'elle acquière une perspective multiculturelle et globale ».

NB : Les sources historiques, les références d'informations orales et les notes explicatives sont numérotées en série continue et présentées en bas de page.

Les divers éléments d'une référence bibliographique sont présentés comme suit :

NOM et Prénom (s) de l'auteur, Année de publication, Zone titre, Lieu de publication, Zone Éditeur, pages (p.) occupées par l'article dans la revue ou l'ouvrage collectif. Dans la zone titre, le titre d'un article est présenté en romain et entre guillemets, celui d'un ouvrage, d'un mémoire ou d'une thèse, d'un rapport, d'une revue ou d'un journal est présenté en italique.

Dans la zone Éditeur, on indique la Maison d'Edition (pour un ouvrage), le Nom et le numéro/volume de la revue (pour un article). Au cas où un ouvrage est une traduction et/ou une

réédition, il faut préciser après le titre, le nom du traducteur et/ou l'édition (ex : 2nde éd.).

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Exemples :

AMIN Samir, 1996, *Les défis de la mondialisation*, Paris, L'Harmattan.

DIAGNE Souleymane Bachir, 2003, « Islam et philosophie. Leçons d'une rencontre », *Diogène*, 202, 4, p. 145-151.

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En cas d'utilisation des tableaux, ceux-ci doivent être numérotés en chiffres romains selon l'ordre de leur apparition dans le texte. Les schémas et illustrations sont à numéroter en chiffres arabes selon l'ordre de leur apparition dans le texte. Les auteurs doivent requérir les droits de reproduction des illustrations. La présentation des figures, cartes, graphiques … doivent porter le titre précis, la source, l'année et l'échelle (pour les cartes).

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Samples in Qualitative Research

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Abstract:
The process of sample selection in qualitative research is no less important than in quantitative research, but it can be considered one of the most indicative elements of the difference between the two types of research due to the nature of the logic guiding the selection methods in both research approaches. This research paper aims to provide knowledge about qualitative research and the most used samples in qualitative research, focusing on the principles and criteria for sampling in qualitative research.
It ultimately highlights the most important characteristics and features that distinguish the sample in qualitative research and concludes that the decisive factor in determining the size of the qualitative sample is theoretical saturation.

Keywords: *Qualitative research, Sample selection, Sample size, Theoretical saturation.*

Échantillons dans la recherche qualitative

Résumé :
Le processus de sélection des échantillons dans la recherche qualitative n'est pas moins important que dans la recherche quantitative, mais il peut être considéré comme l'un des éléments les plus révélateurs de la différence entre les deux types de recherche en raison de la nature de la logique qui guide les méthodes de sélection dans les deux approches de recherche. Cet article de recherche vise à fournir des connaissances sur la recherche qualitative et les échantillons les plus utilisés dans la recherche qualitative, en se concentrant sur les principes et les critères d'échantillonnage dans la recherche qualitative.
Il met en évidence les caractéristiques et les particularités les plus importantes qui distinguent l'échantillon dans la recherche qualitative et conclut que le facteur décisif pour déterminer la taille de l'échantillon qualitatif est la saturation théorique.

Mots clés *: Recherche qualitative, Sélection d'échantillons, Taille de l'échantillon, Saturation théorique.*

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Introduction

Qualitative research has many names, including contextual or naturalistic research: On the basis that it is concerned with studying phenomena in their natural context, it is also called interpretive research: Because it does not only describe but also analyzes and interprets. The philosophy of qualitative research is based on the fact that man is a social being by nature and cannot be separated from the environment in which he lives, which is called the philosophical existence "ontological", and therefore his behavior cannot be separated from his customs and traditions, and the researcher is an essential axis in the research process and is considered one of its tools, which is called philosophical knowledge "epistemology".

Quantitative research differs from qualitative research in the human, social and economic sciences in terms of its methods, tools and methods of collecting and analyzing data, depending on the different purpose of these researches. While the researcher in quantitative research seeks the random probability method in selecting research samples, with the aim of being representative of the members of the community, which enables him to generalize his results to the rest of the community, the researcher in qualitative research seeks to focus on other important aspects of qualitative research samples, such as the wealth of information of the sample members, their proximity to the events and topics designated in the research and their willingness to cooperate and give adequate information. It is worth noting that the vast majority of qualitative research

samples are non-random or non-probability samples that are rich in information for the in-depth study of the situation or phenomenon without the desire or need to generalize, and the selection in this type of samples is on a free basis by the researcher according to the nature of his research so that this selection achieves the goal of the required study.

In this context, this research paper came to answer the following questions:

- What is meant by qualitative research?
- What are the most used samples in qualitative research?
- What are the main principles and criteria on which the sample is based in qualitative research?
- What is the optimal sample size in qualitative research?

1. Concept of qualitative research:

Qualitative research is defined by numerous definitions, the most important of which are:

> "It is a type of scientific research that assumes the existence of social facts and phenomena built through the perspectives of individuals and groups involved in the research."(Qandeelji Amer, 2008, p 45).

It is also defined as "the study that can be conducted in the natural context and situation, where the researcher collects data, words, or images and then analyzes them inductively, focusing on the meanings mentioned by the participants, and the entire process is described in a convincing and expressive language." (Al-Khayyat Majid, 2001, p58).

Thus, this research aims to understand the phenomenon that is the subject of the study, and therefore the focus here

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is more on capturing the meaning of the statements collected or the behaviors observed (Kendraas, 2006,p 25).

Thus, we conclude that qualitative research is based on studying and interpreting data and events in a non-quantitative manner, where data is not converted into numbers as in quantitative research. Instead, results are obtained through the observation and analysis of events, situations, documents, and verbal and non-verbal communications.

1.1. Qualitative research characteristics:

The main characteristics of qualitative research design are (Arabi, 2007, pp 70-7)

A- Openness: While the quantitative research process is regulated and defined, the qualitative research process is open. Quantitative methods are closed, and the steps of the research are controlled by the researcher's mind, whereas qualitative methods consider research as an open field and horizon for both the researcher and the subject to modify and develop. The principle of openness includes a set of results on both theoretical and methodological levels, the most important of which are:

- Emphasizing the exploratory function of qualitative research.
- Abandoning the formation of hypotheses in advance.
- Qualitative research focuses on exploratory field research, which is often neglected by quantitative research.

Qualitative research is somewhat exploratory; the discovery and description of the field of study come at the

expense of the theoretical study of the subject, which is a criticism of the qualitative approach. Hypotheses are modified and expanded based on the data obtained during the field research process. Consequently, social and anthropological theories have a dynamic nature, as they evolve during the research process based on the existing data.

B- Research as Interactive: While quantitative research methods emphasize the distance between the researcher and the subject in the research process, qualitative methods, on the other hand, emphasize that the research process should be an interactive process between the researcher and the individuals belonging to a specific culture.

C- The dynamic nature between research and the subject: Understanding research as an interactive and communicative process between the researcher and the subjects means that the relationship between research and the subject is dynamic, and this dynamism is what distinguishes the research and the subject of the research.

D- Critical Reflection on the Subject and Analysis: Qualitative research is characterized by critical thinking about the subject or reflecting on the research topic and the research process. The principle of reflection concerning the subject of analysis, i.e., the phenomena and processes that need to be studied, is based on the theoretical conception of the subject area itself. The fundamental hypothesis of the explanatory model lies in the assumption of critical reflection on the meanings of linguistic products of human behavior (symbols, language actions, linguistic or non-linguistic interpretations, signals, and actions).

E - Interpretation: The principle of interpretation means that we expect the researcher to outline the various steps of the

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research process as much as possible, and the rules by which the data obtained in the field should be interpreted are also defined. The qualitative researcher must interpret their data better; otherwise, they fall prey to quantification and coding, as is the case in quantitative research. Qualitative research is intellectual, mental, and field-based. Even empirical reality is examined as an intellectual and cognitive problem, unlike the quantitative research method, which is predominantly mechanical and technical.

F- Flexibility: The qualitative researcher directs the research to obtain data and interpretations from empirical social life, so the research remains rooted in it. It can also be said that the goal of qualitative research lies in how to present and display the problem and obtain the required data.

1.2. The most used samples in qualitative research:

Qualitative research tends to use non-probability samples instead of probability samples because the latter can provide us with variables that do not significantly benefit the studied community or the procedures followed in the study. In short, sampling simply does not align with the objectives and assumptions of most qualitative research questions. This was also confirmed by both (Jane Ritchie and Jane Lewis) who considered that probability sampling aims "to produce a statistical representative model," meaning creating a small model of the larger study community. This type of sampling is considered necessary as it allows the use of information generated by the sample to provide statistical estimates of the spread and distribution of characteristics applicable to the study community on a broader scale" (Janeritchie and Jane Lewis, 2003, p 78)

The philosophy underlying qualitative research makes it difficult to use random sampling in selecting study subjects, despite the rigor and scientific precision characteristics of this type of sampling. This is due to the study's objective. Random probability sampling allows the researcher to ensure the possibility of generalizing the results of their study to the entire research community. However, this method is not feasible in qualitative research, considering that the issues examined in the latter are complex matters related to human behavior. Therefore, the researcher's inability to use random sampling in qualitative research is due to several theoretical and practical reasons, which we summarize as follows (Marshall, 1996, pp 523-525):

- Samples in qualitative research tend to be small, which may hinder representativeness, and bias often prevails in the selection of subjects.

- Selecting a true random sample requires that the characteristics of the community under study be known, which is not possible in complex qualitative research.

- It is likely that taking a random sample from the population will yield a representative sample if the research characteristics are usually distributed within the study community in qualitative research. This is not possible because there is no guarantee or evidence that the values, beliefs, and attitudes that form the core of qualitative research objectives are usually distributed, making randomness impossible.

- It is widely acknowledged among many social scientists that people do not have the same level of ability to observe and understand their own behaviors. Therefore, qualitative researchers are well aware that they need to resort to some informants and specialists because they will be richer in

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information than others and are the most qualified to provide a good perspective and understanding for the researcher. (janice m. morse peggyanne, 1996, p 65)
The samples most used in qualitative research are as follows:

2. Purposive sample (deliberate, intentional, typical)

That is, the researcher deliberately conducts the study on a specific group, and this deliberation may be due to scientific considerations, with acceptable or logical evidence or proof confirming that this sample represents the community. The researcher selects the subjects in a judgmental manner, leaving no room for chance.

This type of sample is used in the following fields: (Al-Rashidi Bashir Saleh, 2000 , pp 158-159)

The first field: Public opinion research. Because the surveyors believe that some areas yield results very close to those of the original community, many researchers rely on these units as the sample, as their previous experience shows that they provide an accurate representation of the entire community.

The second field: When the researcher wants to study the political attitudes of an audience in the case of a demonstration, it becomes impossible for them to obtain a list of their names and draw a sample from it. Therefore, they can go to the leaders of the demonstration and consider them as a deliberate sample to rely on and collect data from them and then generalize the results to the demonstrators. **Similarly**, in the case of testing the research questionnaire and the extent of the audience's response and understanding of the questions, the researcher prepares and adjusts the

questionnaire.

2.2. Accidental Sample:

This sample is generally used in exploratory studies, especially if the research community is not well-defined in dimensions, and thus there is no precise framework to randomly select the sample. The selection of its elements is not subject to any criterion other than chance exposure, or individuals who happen to be present in the street or a certain area and are interviewed. Usually, the interview is conducted with those who happen to pass by without considering other targeted characteristics. Such samples are often used in observing transient behavior related to advertising and media, such as changes in the layout of a newspaper's front page, exposure to a roadside advertisement, or observing quick comments on certain external events from passersby in a specific area at a specific time. : (Al-Rashidi Bashir Saleh, 2000 , p 158)

2.3. The quota sample:

Given that there may be difficulties in the proportional representation of classes or categories in the research community, due to the inadequacy of the data framework or the absence of original sources... in this case, the researcher resorts to determining the number of units in the sample based on their estimates and subjective judgments or based on previous experiences.

It is also used in exploration studies and public opinion measurements. If the researcher wants to know the opinion of different segments of society on a particular event, they select a quota sample, meaning they take a specific quota from each segment in the society. For example, they might

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take a quota from the student segment, another from the housewives'segment, a third from the employees' segment, and another from the elderly segment. Thus, each of these segments has a quota in the sample.

This sample differs from stratified random sampling in that the latter is chosen randomly.

2.4. The snowball sample (also known as the cumulative sample, snowball sample, or chain sample):

This sample starts with one or more individuals with certain characteristics, each of whom contacts several others from the same category, until the researcher reaches the target sample size. Therefore, one individual connects with others, and those others connect with more.

This sampling model is used in studying deviant categories, for example: drug users who are characterized by secrecy and do not disclose their behavior due to its contradiction with societal norms and laws. This makes it difficult for the researcher to prepare a list of drug users' names to use as a framework for selecting a random sample that represents the community of users. Therefore, the researcher in this study resorts to interviewing one drug user, and after conducting the interview, asks them to refer to another user. After interviewing the second user, they ask them to refer to a third user, and so on. The sample gradually increases until it represents the research community, like a snowball that grows as it rolls meter by meter.

2.5. Case Pattern Sample (Typical Cases, Special Cases):

Other sampling strategies are used when the study requires research into a specific case pattern. The term "case" refers to the in-depth analysis of a phenomenon, not the number of sample members. Examples of case pattern samples include extreme case, typical case, unique case, celebrity sample, critical case, and samples based on a concept or theory. The researcher can choose a case pattern as needed or desired, especially in large-scale studies and studies that require prolonged processes. Through this type, the researcher seeks to identify typical characteristics, such as studying outstanding employees or gifted children in a specific activity.

2.6. Wide Variation Sample:

This type is used when there is a greater range of variation, to represent all the differing opinions in the site or case being studied. It includes trends and variations; in other words, these are samples chosen from a group of individuals who are heterogeneous in characteristics. It is a strategy to represent the sub-units of the research problem. For example, the researcher can divide the community of teachers in an elementary school by the variable of years of service into three categories and choose the main sources of information in each category to study the development of the profession or conduct a social study on the problems of working women in the private sector. This can be done by dividing the categories of working women into two groups: working women with a high level of education and working women with a low level of education. (Deliou Fadhel, 2015 , pp 116-117)

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3. Principles of Sampling in Qualitative Research:

If it is common in quantitative research to associate it with the estimation of technical rules for the sampling process in order to meet certain statistical requirements such as representation and generalization, then the specialized literature in qualitative research focuses more on qualitative principles such as adequacy and appropriateness between the type of sample and the research objectives. Adequacy and appropriateness are considered essential principles upon which sampling in qualitative research is based. We will refer to them as follows: (Violeta Lopez, January,Dean Whitehead, 2013, p 126)

3.1. The First Principle: Relevance

This principle is embodied in the selection of participants (subjects) who can provide the best information according to the theoretical requirements of the study, given the small sample size, the difficulty in handling large qualitative data, and the cost of data collection in qualitative research. Additionally, random probabilistic selection of subjects may yield participants who know nothing about the studied topic, and thus, random selection of subjects may not only be useless for the goals of qualitative research but may also render the research invalid and its results futile. Therefore, the researcher in qualitative studies must determine who is best suited to be invited to participate in the study based on its theoretical needs and the participant's knowledge as well.

3.2. The second principle: Sufficiency

This principle can be embodied through the sufficiency of information related to the research problem, which means having enough data to develop a complete and rich description of this phenomenon. This indicates that the data has reached a level of theoretical saturation, meaning no new data will emerge even if we conduct new inquiries.

4. Sampling criteria in qualitative research:

The fundamental principle of qualitative research is based on its view of participants or studied subjects, considering them capable of reflecting and clearly expressing their experiences, values, beliefs, and opinions. Qualitative research has varied intentions for sampling, taking into account the characteristics of the studied community and the eligibility and competence of the sample to be part of the study based on inclusion and exclusion criteria, which will be detailed as follows: (Violeta Lopez, January,Dean Whitehead, 2013, p 126)

4.1. Inclusion Criteria:

Inclusion criteria are defined by specific characteristics that an individual, community, or elements must possess, such as age or gender. For example, in a study on the opinions of higher education professors regarding the university training system, it would be beneficial for the researcher to select some higher education professors who have extensive experience in the field of higher education and possess the competence to provide useful and rich information to the researcher. In this case, the inclusion criteria would be as follows:

- Professors of higher education.

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- They have extensive experience in the field.
- They have authored books or articles in this research field.
- They held scientific and administrative positions in the field.

In qualitative research, inclusion criteria involve selecting participants (sample units) who could articulate their experiences and insights, thereby enriching the theoretical knowledge of the researcher and the study in question.

4.2. Exclusion criteria:

It is unproductive for the researcher to waste time, effort, and resources interviewing and meeting with subjects that are not directly relevant to the study. Therefore, the exclusion criteria consist of those characteristics that render the participant unsuitable to be part of the study sample, such as anyone with cognitive impairment or when the study language is the participant's second language. These criteria can be explicitly mentioned in the study or can be implicit as a given. For example, studies related to maternal care usually do not include males unless the studies aim to explore the roles of fathers with pregnant wives or the roles of male healthcare professionals involved in maternity and women's health services.

5. Sample size in qualitative research:

The sample size in qualitative research has sparked extensive debate among researchers in social research and its methodologies. There have been differing views on determining the most appropriate size of individuals needed to achieve the objectives of this research. However, there is a

consensus among many specialists that the sample size in qualitative research is usually limited and small compared to its size in quantitative research. There are no statistical laws or rules for non-probability samples as there are for probability samples. The sample size can range from 1 to 40 individuals, depending on the richness and abundance of information related to the research phenomenon, the facilities provided to the researcher, and their personal and research capabilities. (Qandeelji Amer, Al-Samarrai Iman, 2009, p 279)

And it should be noted here that small-sized samples may be more beneficial than large-sized ones in some studies, especially those that require conducting in-depth and detailed observations or interviews for specific cases. This type of sample provides greater depth and better analysis than the superficial analyses conducted on larger samples.

As a conclusion to the topic, based on our extensive readings in this framework, the following was deduced:

First: In qualitative research, there are no comprehensive official standards for determining sample size, meaning there is no magic formula for sample size. The researcher's capabilities and the purpose of the research contribute to determining the sample size, and "data saturation" is considered the most important criterion for determining the sample in qualitative research.

What is data saturation?

Data saturation: A term used in scientific research, referring to the point at which you can stop conducting interviews, observations, and document analysis because they no longer yield new information. The repetition of information indicates that collecting more data will lead to

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similar results, and researchers can suffice with this amount to achieve their research purpose. They should also report how, when, and to what extent they achieved data saturation.

Secondly, regarding the characteristics of the sample in qualitative research, we conclude that it is characterized by the following:

A. Scarcity: Generally, the sample in qualitative research is small, and its size is not fixed as it can increase or decrease depending on the researcher's needs and the sufficiency of the collected information. The appropriate size may not exceed (40), while the minimum depends on achieving the study's goal and the information required to achieve this goal, as well as the availability of information among the sample members.

B. Multiplicity: Having more than one source of information, such as interviews and document analysis...

C. Saturation: The researcher can continue to increase the sample size, meaning the sample is open and attracts more documents, observations, and interviews until the researcher reaches a stage where they feel saturated with the information and data they need, and the information starts to repeat and no longer brings anything new.

D.Growth: It starts with a specific number and then moves on to other numbers.

E.Intentionality: Intentionality is required because the researcher selects a better sample that possesses a sufficient, diverse, and in-depth amount of information to answer the question. They need a broad and deep understanding of the studied case or phenomenon and do not need to generalize their results. Therefore, they resort to the intentional sample,

which helps them utilize the information gathered from a limited-sized sample.

6. Examples of research topics that use purposive sampling

6.1. The phenomenon of illegal immigration:

One example of using qualitative samples is the issue of illegal immigration, as illegal immigration is a phenomenon that affects various segments of society. Therefore, to understand the reasons behind this phenomenon, it is necessary to select samples from the community. These samples are chosen based on whether they have undergone this experience and failed or undergone the same experience and succeeded. The diversity of cases in terms of age, economic and educational levels, as well as the success or failure of this difficult experience, is considered.

6.2. The phenomenon of students bullying teachers:

We present another example of purposive sampling in the field of social psychology. We find the phenomenon of bullying, which is known in school environments and generally among peers. However, students bullying teachers is a new phenomenon whose causes are not yet understood, necessitating the selection of purposive samples of students who have engaged in this behavior. Through interviews and in-depth analysis, we attempt to identify the points of difference and similarity among these cases.

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Conclusion :

Qualitative research is a scientific approach focused on exploring social phenomena through the perspectives and experiences of individuals. Unlike quantitative methods, it emphasizes depth over breadth, using non-numerical data such as words, images, and behaviors to uncover meaning. Sampling in qualitative research is guided by principles of adequacy and appropriateness rather than statistical generalization, with techniques like snowball sampling used to access hidden or sensitive populations.

Key characteristics of qualitative samples include:

- Small size (often fewer than 40 participants);
- Intentional selection based on relevance and richness of information;
- Growth and saturation, where data collection continues until no new insights emerge;
- Multiple sources such as interviews, observations, and document.

Ultimately, qualitative research values depth, context, and meaning, aiming to provide a nuanced understanding of complex human experiences rather than broad generalizations.

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