

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1. INTRODUCTION

Chapter 4 outlines the research methodology for the research, which enabled the researcher to explore the impact of the IFNP in Kungwini. According to Schenck and Louw (2008:369-370), a well-planned research methodology assists the researcher to obtain information regarding specific concepts pertaining to the problem. The research methodology creates the context and involvement of participants to achieve specific purposes relating to the research. Aligned to the research methodology, the literature study guides the research activities and gives meaning to the research concepts. The data analysis links the concepts and general theoretical principles for practical applications and further scientific discussion.

Lalwani and Gardner (2004:572) state that the research methodology utilises systematic procedures to develop grounded theory in a study on human behaviour relating to a phenomenon. The grounded theory enables the researcher to analyse research information. The techniques for the research methodology include data collecting, data coding and data analysis. Frequent data reference adds vital information to the grounded theory aligned to the research approach.

The research methodology for this research includes the qualitative and quantitative methods to gather data regarding the impact of the IFNP. The type of research is applied research, which enabled the researcher to scientifically plan the research methodology to obtain information regarding the research population in Kungwini that can be used directly in practice to address poverty alleviation programmes.

Fouché (2002b:120) states that the research methodology includes a description of the specific activities and measuring instruments that would be utilised. Graziano and Raulin (2000:41) view research methodology as the type of observations and statistical methods the researcher chooses to record data. The researcher describes research methodology as a well-planned process that utilises appropriate measuring instruments to collect and analyse data. The research methodology for this research

includes the research design, the literature study, the pilot study and the data analysis, which are further outlined in Chapter 4.

4.2 RESEARCH DESIGN

Fouché and De Vos (2002d:137-138) define a research design as the selection of a specific design chosen from a group of small worked-out formulas to enable the researcher to reach specific goals and objectives. Graziano and Raulin (2000:223) define a research design as the blueprint, which guides the researcher's activities. Babbie *et al.* (2001:76) state that the main types of designs include experiments, surveys and evaluation research. These designs attempt to answer various research questions through a combination of methods and procedures, sampling, data collection and data analysis. The researcher defines a research design as the chosen method selected from existing research designs that will enable her to investigate the research question and to gather, analyse and interpret data.

The two main theoretical approaches to research include the quantitative and qualitative methods. Each method is independent in terms of theory and practice. The research design for this research includes a combination of both research methods that provides deeper insight into research problems (Eldabi, Iran, Paul & Love, 2002:64-65; Lalwani & Gardner, 2004:565-566). The combined quantitative and qualitative research design provides the structure to attain the objectives of this research (De Vos, 2005a:363).

4.2.1 Quantitative design

Quantitative research is logical and linear in structure, focusing on the causal links in the hypothesis, which inform research decisions to either accept or reject the hypothesis. The quantitative method emphasises methodology, statistical measures of validity and statistical data measurement to determine relationships between groups of data (Eldabi *et al.*, 2002:64-65). Lalwani and Gardner (2004:565-566) state that logistics research is dominated by the quantitative method, which is a methodological approach utilised in surveys, models and simulation studies. The quantitative method includes assumptions about the nature of social science and provides an overview of facts for broad-based decision-making.

The quantitative design for this research requires a questionnaire as data-collecting tool. According to Fouché and De Vos (2002e:144), the quantitative design applicable to this research study is a post-test-only design. There is only one group and only one test, and no comparison with a control group or with a pre-test. Two managers from the IFNP in Kungwini were requested to pre-test the measuring instrument (questionnaire). The respondents for the quantitative method included government officials from the Departments of Social Development, Health, Education and Agriculture, as well as community organisations in Kungwini. The questionnaire included questions informed by the literature study, the objectives of the IFNP as well as the objectives of this research.

4.2.2 Qualitative design: collective case study

Lalwani and Gardner (2004:565) state that qualitative research focuses on the assumptions regarding the nature of society, especially the action and behaviour of humans. The involvement of multiple cases in a qualitative study is referred to as a collective case study. Fouché (2002c:275) states that a qualitative case study provides an explanation of a system bound by time, and includes processes, activities and events involving an individual or multiple individuals over a period of time.

Exploration and description of the qualitative case study includes gathering multiple sources of information which are rich in context and include interviews, document studies and observations. The focus of qualitative case studies is to gather in-depth information regarding the presenting problem within its context. There are three types of qualitative case studies, namely, an intrinsic case study to gain a better understanding of an individual case, an instrumental case study to gain knowledge regarding a social issue, and a collective case study to gain further understanding regarding a social issue or population being studied (Fouché, 2002c:275).

Qualitative case study research includes stating questions, which evokes relevant behaviours. The researcher then proceeds to systematically gather, analyse, interpret and communicate observations. The qualitative case study is conducted in a specific setting, focusing on limited types of behaviour. A qualitative case study takes note of emerging observations during the interviews. Participant observation allows the

researcher to be unobtrusive, reducing the chances of influencing participants' behaviour (Graziano & Raulin, 2000:123-125; 130-131).

4.3 RESEARCH METHODOLOGY

Fouche (2002b:120) states that the research methodology includes a description of the specific activities and measuring instruments that would be utilised. Graziano and Raulin (2000:41) view research methodology as the type of observations and statistical methods the researcher chooses to record data. The researcher describes research methodology as a well-planned process that utilises appropriate measuring instruments to collect and analyse data. The research methodology for this research includes the literature study, the pilot study and the empirical data analysis.

4.3.1 Literature study

The data collection was guided by a literature study and an empirical study. According to Fouché and Delport (2005:127), the literature study provides information regarding the research problem and the research question. The literature study enables the researcher to draw conclusions about the research investigation. Schenck and Louw (2008:369) state that conceptual research represents uncharted ground which requires a research methodology that utilises observations, a literature review and data collection. The literature study for this research (Chapter 2 and Chapter 3) indicates that poverty is a complex phenomenon. The literature study was based on the aim and objectives of the study and provided the following critical information for this research:

- Poverty is a global phenomenon.
- The causes and consequences of poverty on the poor are many and varied.
- A growing economy has a positive impact in addressing poverty.
- Poverty remains acute in Africa, including South Africa.
- There are many challenges to addressing poverty affectively in South Africa.
- An environment conducive to service delivery will alleviate poverty to a large degree.
- Poverty has a negative impact on vulnerable children, women, the youth, the aged and the disabled.

- Poverty has a negative socio-economic impact on the poor.
- An adverse environment, including climate change, has a detrimental impact on the poor.
- HIV/AIDS has devastated many poor communities in South Africa.
- South Africa remains committed to the Millennium Development Goals to reduce poverty in South Africa.
- There are many challenges in the agricultural trade to reduce poverty.
- Poverty reduction is aligned to securing social justice for the poor.
- Efficient public service delivery requires appropriate policy development and policy implementation processes.
- There is a crucial need for collaborative partnerships to effectively address poverty.

4.3.2 Pilot study

A researcher who undertakes a scientific research study should have thorough background knowledge on the matter (Strydom, 2002b:210-211). The pilot study orientates and guides the researcher regarding the formulation of the research problem and the framework for the investigation. Rosnow and Rosenthal (1999:122) state that the pilot study assists in the development of the questionnaire.

Strydom (2002b:214) further describes the pilot study as the exposure of a few cases that are similar to the cases that would be utilised for the main inquiry, utilising the exact procedures in order to modify the measuring instrument. Strydom (2002b:216) states that testing a measuring instrument during the pilot study will ensure that problems are avoided during the main investigation.

For this research, the pilot study provided an understanding of the background regarding the research undertaking in Kungwini. The researcher became acquainted with the research process, as the pilot project served as a dress rehearsal for the main investigation. In addition, the pilot study supported the formulation of the research problem and the framework for the research investigation (Rosnow &

Rosenthal, 1999:122; Strydom, 2002b:214, 216). Strydom (2002b:215-221) includes the following aspects in the pilot study, which served as a guideline for this research:

4.3.2.1 Pre-test: Qualitative measuring instrument

Pre-testing the semi-structured interview schedule enabled the researcher to assess the suitability of the measuring tool. The pilot study assisted the researcher to orientate herself with the dynamics of the IFNP. Consequently, the effective planning for the main investigation could commence. This included the establishment of the various focus groups and extended household interviews.

Interview schedule – focus groups

Piloting the interview schedule allowed the researcher to expose a few beneficiaries who were similar to those for the main enquiry. The exact procedures were used in order to assess whether the interview schedule should be modified and to ensure that problems are avoided during the main investigation. (Strydom; 2002b:216).

The interview schedule was pre-tested with beneficiaries purposively chosen. These beneficiaries were not part of the main investigation in Kungwini. The pre-test group consisted of three adult females and four adult males. Each member of the group understood the questions clearly, as the wording was straightforward and focused on the IFNP in Kungwini. This obviated the need to adapt the interview schedule.

Interview schedule – extended household

The interview schedule was pre-tested with a purposively chosen extended household in Kungwini. The extended household consisted of four young adults, three of whom were employed on a casual basis, and four grandchildren, three of whom were at primary school and one at high school. This extended household was not part of the four extended household focus group interviews.

The above beneficiaries easily understood the questions and there was no need to adjust the schedule. The interview schedule assisted the researcher to gain a detailed account of the respondents' perceptions regarding the IFNPs initiative to address poverty in Kungwini. The interview schedule was flexible and allowed the researcher and the respondents to explore relevant areas pertaining to the problems regarding the IFNP (Greef, 2002:302; Fouché, 2002c:275).

4.3.2.2 Pre-test: quantitative measuring instrument

The suitability of the measuring instrument (questionnaire) was tested during the pilot test with two individuals who were not a part of the respondents for the quantitative data collecting. The two individuals were chosen purposively from the managerial component of the IFNPs in Gauteng. The two managers easily understood the questionnaire and there was no need to adjust the measuring tool.

The pre-testing of both the semi-structured interview schedule and the questionnaire enabled the researcher to assess the suitability of the instruments. The pilot study orientated the researcher to the problems and dynamics involved in the IFNP in Kungwini. Consequently, the effective planning of the main investigation was ensured. This included the development of the questionnaire and the establishment of the focus groups.

4.3.2.3 Training field workers

Strydom (2002b:218) states that the pilot study includes the training of field workers to deal with questions regarding the measuring instrument and provide the appropriate responses without introducing errors into the investigation. For this research, in addition to pre-testing the data-collecting instruments, the training of the community worker – who was the primary source of assistance during the qualitative data collecting – was pursued during the pilot test. The community worker was invaluable to interpret the proceedings where necessary at the focus group interviews and the extended household interviews.

According to Strydom (2002b:71), the researcher should ensure that the collaborative fieldwork process is conducted in an ethical manner and that there are no misunderstandings. Babbie *et al.* (2001:52) refer to anonymity and confidentiality of research subjects, which for this research had implications for the community worker. To ensure that she complied with ethical considerations, she was trained to understand the objectives of this research, the purpose of the measuring instruments and the focus groups' appropriate responses without introducing errors into the investigation.

As the researcher and the community worker spent so much time together during the qualitative data collecting, the training was ongoing during this period. The researcher

ensured that the focus group interviews were conducted in an ethical manner and that there were no misunderstandings between her and the community worker regarding the beneficiaries' anonymity and confidentiality (Babbie *et al.*, 2001:52; Strydom, 2002b:218). The researcher personally conducted each focus group interview as well as the extended household interviews.

The community worker's role was to observe only to clarify questions and interpret from English into Xhosa and Zulu, when required. The researcher ensured that the collaborative field work process was conducted in an ethical manner and that there were no misunderstandings regarding confidentiality or influencing the participants' responses (Strydom, 2002b:218).

4.3.2.4 Assessing the feasibility of the study

Strydom (2002b:219) outlines two important aspects in any research, namely time and money. The pilot study indicated the estimated cost required for the main investigation. This research was feasible as the Gauteng Department of Social Development supported this research (Annexure A). In this respect, the local service office was to provide three field workers to assist with the focus group interviews.

4.3.2.5 Estimating the research cost

In addition to pre-testing the data-collecting instruments, the feasibility of the research study was conducted (Strydom, 2002b:219). The researcher was able to travel to the research site and to stay in Kungwini for block periods to gather the qualitative data. The costs for the qualitative and the quantitative investigation were borne by the researcher.

The pilot study guided the researcher to focus on the objectives of this research, namely to formulate a conceptual framework, evaluate the impact of the IFNP and provide recommendations to policy makers. The pilot study also guided the research methodology in respect of the suitability of the questionnaire and the interview schedule.

The pilot study oriented the researcher to the dynamics that would be involved during the focus group and extended household interviews. This included conducting the interviews in English and translating into Sotho and Zulu, if necessary. The

beneficiaries, including the children, were conversant with English, which provided a smooth flow of the interview processes. In instances where there was a need for clarification, the community worker provided the necessary interpretation. Consequently, the researcher began planning the main investigation.

4.4 RESEARCH POPULATION, SAMPLE AND SAMPLING METHOD

4.4.1 Description of the research population

Strydom and Venter (2002:198) define a research population as the boundary that is set within a universe, which comprises all potential subjects who possess the attributes required by the researcher. Graziano and Raulin (2000:207) define a research population as the larger group of interest from which a sample is selected. The researcher defines a research population as the group of individuals chosen from the universe from which a sample of individuals is then drawn, who fulfil all the attributes required for a specific study. The population for this research included the beneficiaries of the IFNP in Kungwini, government officials from the Departments of Social Development, Health, Education and Agriculture who initiate and implement poverty programmes in Kungwini and members of community organisations who work with impoverished households in Kungwini.

4.4.2 Research sample

Strydom and Venter (2002:199) define a sample as the elements of a population considered for actual inclusion in the study; the subset of respondents drawn from a population of interest. Rosnow and Rosenthal (1999:203) define a sample as the fraction drawn from the population to generalise the results to a larger specified group of individuals. The researcher defines a sample as a specified portion of individuals taken from a larger population group that a researcher earmarks for a focused study. For this research, the researcher used non-probability sampling, applied when the odds of selecting a particular individual are not known as the researcher does not know the population size or the members of the population (Strydom & Venter, 2002d:206-208).

Non-probability sampling includes accidental sampling (the inclusion of any individual who is affected by the phenomenon), purposive sampling (the sample is composed of elements most representative of the population), quota sampling (choosing a sample

that is the closest replica of the population), target sampling (using controlled lists of specific populations to recruit individuals within each target), dimensional sampling (specifying and ensuring the representation of all variables of interest), snowball sampling (identifying a single case and being subsequently referred to similar cases) and spatial sampling (when the population is of a specific and temporary nature).

For the purpose of this research, the sample for the six focus group interviews was purposively selected and consisted of participants from the four districts in Kungwini, namely Zithobeni (a township), Rethabisent (a township) and Kanana (an informal settlement). The focus groups interviews totalled six groups, comprising ten members in each group. The participants chosen for the focus group interviews were available to participate in this research, based on the following criteria:

- Permanent residents in Kungwini
- Identified as impoverished households who participated in the IFNP programme

For the purpose of this research, the respondents for the quantitative method were chosen purposively from the Departments of Social Development, Health, Education and Agriculture. The community organisations were chosen purposively from organisations based in Kungwini. The participants from the six focus group interviews, the respondents from the four extended household focus group interviews and the respondents from the relevant government departments, as well as the selected community organisations in Kungwini ensured the inclusion of all interest groups.

4.4.3 Sampling method

The following sampling methods were utilised for this research:

A. Quantitative sampling

A sample of 129 respondents was utilised. The quantitative sampling frame included personnel from the following government departments:

- National Department of Social Development
- Provincial Department of Social Development, Gauteng
- Department of Social Development, Kungwini

- Department of Health, Kungwini
- Department of Education, Kungwini
- Department of Agriculture, Gauteng
- Community organisations, Kungwini

Two managers not involved in the main research were selected to pre-test the questionnaire. The respondents for the quantitative sampling were representative in terms of generalising to the larger population (Delpont & De Vos, 2002e:51-52) for the following reasons:

- Experience in working with poor communities
- Experience in developing and implementing poverty policies and programmes
- Understanding South Africa's commitment at the World Summit for Sustainable Development Conference (2002) to reduce poverty by 50% by 2015

The above respondents were available to participate in this research based on the following:

- Employed by the above government departments in poverty programmes in Kungwini
- Members of local community organisations residing in Kungwini

B. Qualitative sampling

The qualitative sampling frame included six focus group discussions and four extended household focus group discussions. The above groups were chosen according to purposive sampling. The semi-structured interview schedule was pre-tested with one purposively selected focus group and one purposively selected extended household. The participants for both the focus group interviews and the extended household interviews indicated their willingness to participate in the research by signing the informed consent forms.

4.5 EMPIRICAL RESEARCH

4.5.1 Data-collecting methods

The data-collection methods for this research included both the quantitative and qualitative methods to evaluate the impact of the IFNP. The data collection was guided by the objectives of this research, namely to formulate a conceptual framework, evaluate the impact of the IFNP and provide recommendations to policy makers. The phases for the quantitative and qualitative methods for the data-collection process are clarified in the following table:

Table 4: Phases of the quantitative and qualitative methods

Phase 1:	Pre-test questionnaire with 2 respondents – who are not a part of the main investigation – chosen purposively.	Pre-test semi-structured interview schedule with a focus group comprising 5 participants chosen purposively, which is not a final sample of the 6 focus group discussions.	Pre-test the semi-structured interview schedule with 1 extended household, chosen purposively, which is not a final sample of the 4 extended households.
Phase 2:	Distribute the questionnaires to the respondents		
Phase 3:		Conduct the focus group interviews with 6 groups of 10 participants per group.	
Phase 4:			Conduct the focus group interviews with the 4 extended households.

4.5.2 Qualitative data collecting

Graziano and Raulin (2000:13) describe qualitative data-collecting procedures as lower-constraint research planning, which is less formal and fluid than the quantitative method. Observations and field notes are chronologically recorded to draw a single conclusion. Graziano and Raulin (2000:131) include open-ended narratives, checklists, field guides, in-depth interviewing, document study and secondary analysis as methods of data collection.

Fouché (2002c:273) states that data collection in a case study includes observations of the process, activity or programme that is bound in a specific time and setting. The case study examines groups of cases, comparing cases and concepts and thereby

extending and validating existing theories. For the purpose of this research, observations and the experiences of the focus groups regarding the IFNP's efforts to alleviate poverty in Kungwini were explored. The meanings, themes and general descriptions of the participants' experiences were analysed within the above context.

According to Greef (2005:299), focus groups provide an interviewing method for collecting information during qualitative research. Greef (2002:299) states that focus groups are group interviews to better understand how respondents feel regarding a specific issue or service. Krueger (1998) as cited by Greef (2005:300) defines the focus group as a carefully planned discussion designed to obtain information on a defined area of interest, in a permissive, non-threatening environment. The researcher creates a tolerant environment that encourages the sharing of perceptions, points of views, experiences and concerns without bringing pressure to reach consensus. Participants are selected on the basis that they (i) share common characteristics relating to the topic of interest, and (ii) share a common activity. Focus group interviews assist the researcher to explore participants' thoughts and feelings, not only their behaviour.

Morgan (1997) as cited in Greef (2002:300) defines the focus group in qualitative research as a research technique that collects data through group interaction regarding a specific topic. Greef (2002:301) states that the focus group provides for the sharing of information and generates a large volume of data in a short period. The focus group is a powerful method to expose reality and investigate complex behaviour, motivation and diverse experiences.

Marczak and Sewell (2007:1-2) define a focus group as a group of interacting individuals having some common interest or characteristic, brought together to gain information regarding a specific issue. Focus groups are therefore useful in understanding how and why people hold certain beliefs regarding a topic of interest. The collective case study design for this research utilised focus group interviews as follows:

- Six focus group interviews were conducted.
- Four individual extended household focus group interviews were conducted.

A collective case study provides the opportunity to learn through exploration and detailed description (Fouché, 2002c:275). For this research, six focus group interviews comprising ten participants in each group were conducted. In addition to the above six focus group discussions, four extended household focus group interviews were conducted. Both the focus group and extended household interview participants were chosen purposively. The extended households were chosen according to certain criteria (namely unemployed parents, grandparents living with the family and school-going children).

The same semi-structured interview schedule that was used with the focus group interviews was utilised with the four extended household focus group interviews (see Annexure A). After the sixth focus group interview, it was apparent that no new information was forthcoming. The focus group interviews had reached a saturation point where the dialogue between the researcher and the participants elicited the same responses, and the interview was not going forward to gather new information. At this stage, it became clear that all relevant information pertaining to the IFNP was obtained.

The above focus group interviews enabled the researcher to evaluate the participants' collective experiences regarding the impact of the IFNP. The interview schedule (see Annexure A) assisted the researcher to identify the themes and sub-themes of the interview processes. The themes and sub-themes were categorised according to the consistent recurring experiences and opinions that the beneficiaries expressed during the focus group and extended household interviews. The interview schedule guided the interview process and elicited the participants' experiences regarding the impact of the IFNP. The interview schedule focused on the following questions:

1. How were you assisted to improve your household food needs?
2. How were you assisted to establish food gardens?
3. How were you assisted with skills development training?
4. How were you assisted to access child or pension grants?
5. How were you assisted to form community organisations?

The focus groups interviews assisted the researcher to develop inductively – i.e. from the bottom up rather than from the top down – concepts, generalisations and theories that reflect intimate knowledge of the participating group (Schurink, Schurink & Poggenpoel, 1998:314). The focus group discussions continued until a saturation point was reached at the sixth focus group interview and no new categories of information was forthcoming. The beneficiaries provided information regarding their experiences of the IFNP to reduce poverty.

The focus group interviews assisted the researcher to gather material that provided a rich perspective regarding the impact of the IFNP. The four extended household focus group interviews provided rich sources of information that were not revealed at the six focus group interviews. This included observing poverty in family homes marked by poor furnishings, broken chairs, poorly clothed children, busy mothers looking after a number of young children (some their own, others grandchildren) and dusty yards where children would play with a dog or two running after them.

The researcher was attentive to watch and record what the participants did and what they said. This allowed for gathering material that was rich in content and revealed consistent themes of poverty, hunger, unemployment and a sense of hopelessness. The number of focus group meetings depended upon the depth of information generated, until a saturation point was reached when no new information was forthcoming. Greef (2002:312) recommends four group meetings, where re-evaluation takes place after the third meeting. For this research, evaluation took place during the fourth focus group meeting, when it became apparent that no new information would be offered.

The focus groups continued to the sixth group, as there were so many people milling around, eager to be included in the research process. The fifth and sixth sessions did not elicit any new responses and evidently, a saturation point had been reached. The focus group discussions and the extended household focus group interviews assisted the researcher to achieve the objectives of this research, namely to evaluate the impact of the IFNP and provide recommendations to policy makers.

4.5.3 Quantitative data collecting

A questionnaire was utilised as the data-collecting tool for the quantitative method. Holliday (2002:140) describes the questionnaire as a survey instrument to determine the respondents' knowledge and attitudes to presenting problems. Burns (2002:11) describes the questionnaire as the summarising of large quantities of data using easily understood measurements. The researcher describes the questionnaire as the method by which information is gathered in a set format to allow for numerical interpretation of data. For this research, a questionnaire was developed based on the literature review, the objectives of the IFNP as well as the objectives of this research.

The questionnaire consisted of questions that elicited responses that are measurable in statistical terms. The questionnaire focused on the effectiveness of the programme from the managers' point of view. The respondents received a consent form indicating their willingness to participate in the research. The questionnaire was pre-tested with two individuals who were not involved in this research.

For this research, the managers of the IFNP were purposively selected from the Departments of Social Development, Health, Education and Agriculture. The community organisations were purposively chosen from selected organisations based in Kungwini. The above respondents provided information for the quantitative method to enable the researcher to evaluate their observations regarding the IFNP's impact to reduce poverty in Kungwini.

The motivation for selecting the above respondents was that they were involved in poverty programmes in Kungwini. Their responses provided responses to evaluate the effectiveness of the IFNP in Kungwini, focusing on the following question: "Did the programme achieve the objectives of the IFNP to alleviate poverty and create income generating initiatives?"

4.5.4 Document analysis

Cozby (1997:86-88) states that for document analysis, a researcher utilises previously compiled information to answer research questions. Strydom (2008:392) states that accessibility to research information reinforces scientific activities and develops the scientific practitioner. The researcher assessed the following documents to gain a perspective on poverty in Kungwini:

- The IFNP Strategy Plan to address poverty in related poor communities in Gauteng.
- Relevant policy documents and poverty alleviation programmes at the National Department of Social Development.

The above documentation assisted the researcher to pursue the objectives of this research, namely to formulate a conceptual framework, evaluate the impact of the IFNP and provide recommendations to policy makers.

4.6 DATA ANALYSIS

4.6.1 Quantitative data analysis

De Vos, Fouché and Venter (2002:223) state that quantitative data analysis entails dividing data into its constituent parts in order to obtain answers to research questions. The interpretation of data is undertaken through data analysis. This requires categorising, ordering, manipulating and summarising data into an interpretable form to draw conclusions.

The questionnaire is tailored to specifications, which are chosen prior to administration to include the methods of data analysis. This requires the specific computer package and statistical consultation that would be utilised (Delpont, 2002:178).

4.6.2 Qualitative data analysis

Baptiste (2001:3-4) states that qualitative data analysis includes capturing, recording, interpreting and coding information in a continuous process. Qualitative data analysis begins at the conception of the research study and proceeds through the data-collecting phases, culminating in the writing of the report.

Qualitative data analysis may be inferred, or explicit, as the researcher investigates the best description of reality through knowledge, meaning and truth. Qualitative analysis focuses on individuals' beliefs, perceptions, intentions and revelations, and includes the mechanisms to store data. The researcher observes whether the phenomenon confirms existing theory (Baptiste, 2001:3-4). Qualitative case research interprets and attaches meaning to classifications of data through

the researcher's comprehensive understanding of data collection and data analysis. Qualitative data analysis provides insights into specific problems and social environments, setting the stage for the following research process.

De Vos (2002d:339-340) adds that qualitative data analysis comprises structuring the mass of collected data. Qualitative data analysis requires a search for general relationships among categories of data. The method of data analysis for this research was based on Creswell's model in De Vos (2002d:340) and included the following:

- Managing data by recording and transcribing data onto computer files
- Undertaking repeated readings of the data to become familiar with the content
- Writing memos, which are basically short key concepts or phrases to describe specific aspects of the data
- Classifying and interpreting the data by identifying themes or categories of information
- Analysing the interview sessions and tape transcriptions
- Representing the data in text form

The above aspects assisted the researcher to analyse the qualitative data in order to achieve the objectives of this research, namely to formulate a conceptual framework in order to evaluate the impact of the IFNP and provide recommendations to policy makers.

4.7 CHAPTER SUMMARY

Chapter 4 presented the research methodology for this research, which included the research design, the research methodology, the pilot study, data collecting and data analysis. The research methodology enabled the researcher to gather relevant data pertaining to the IFNP in Kungwini, and created the positive environment to engage the respondents concerning poverty issues in Kungwini.

The literature study provided essential information regarding poverty issues and included the causes and consequences of poverty, the challenges to addressing poverty effectively in South Africa, the need for a conducive political environment,

the Millennium Development Goals to reduce poverty by 50% by 2015, poverty policy successes as well as poverty policy failures.

The research methodology included the qualitative and quantitative methods to gather data regarding the impact of the IFNP. The quantitative method provides an overview of research information to guide needed changes in Kungwini. The qualitative method provides an insight into human behaviour and their experiences of poverty. The type of research includes applied research to bring about change to the poverty situation in Kungwini.

The qualitative research method includes the focus group and extended household interviews. The quantitative research method utilises a questionnaire as a data-collecting tool. The research population included the respondents of the IFNP, government officials responsible for implementing poverty programmes in Kungwini and community organisations working with impoverished households in Kungwini.

The quantitative data was analysed utilising the SAS Version 9.2 and the Microsoft Excel programme.

Chapter 5 outlines the qualitative data collecting for this research.