CHAPTER 4

METHOD AND PROCEDURE

4.1   Introduction

Human beings cannot avoid giving explanations for events and happenings; they have the desire for understanding (Strauss & Corbin, 1998). Research methods are a way through which people can get explanations to their questions. These explanatory schemes in turn guide people's behaviour and provide some control and predictability over events.

According to Artinian (1986), research is a process and not an act. It begins with an initial curiosity about what is happening or how or why something happens in a particular way and at a particular time. With time, much diligence and perseverance the questions develop and understanding is sought as more is known about the phenomenon under study.

The aim of this chapter is to introduce the research method and the procedure that will be followed in conducting this study. The qualitative research design was used in conducting the study.

Qualitative research is described as a focus on viewing experiences from the perspectives of those under study in a non-prescriptive way (Coyle, 1998). As explained in previous chapters, the central question of this research is concerned with how the Pentecostal pastors understand the concept of psychological distress. This study will consist of the generation of categories through grounded theory approach rather than developing theory.

This research study is exploratory in nature largely because there is very limited research done on this field. As a result of the chosen method of study, the researcher will use tools that would lead to openness and flexibility as well as allowing unexpected experiences to be addressed.

4.2   Qualitative Research Design

The qualitative research design is non-numerical and concerned with quality rather than quantity. This is a non-mathematical process of interpretation, carried out for the purpose of discovering concepts and relationships in raw data (in this case, data consist of semi-structured interview transcripts) and then organizing these into a theoretical explanatory scheme (Strauss & Corbin, 1998). This research emphasises the importance of social context for understanding the social world. Henwood and Pidgeon (1995) postulate that qualitative paradigm privileges the search for meaning, understanding, or *verstehen* (being sensitive to people's own understandings as seen from their local frames of reference or from inside their own socially situated phenomenal worlds,) rather than abstract, universal laws. In other words the meaning of a social action or statement depends imperatively on the context in which it appears.

It can then be concluded that qualitative research involves immersion in the everyday life of the chosen setting for the study, valuing participants' perspectives of their worlds and seeking to discover those perspectives, viewing inquiry as an interactive process between the researcher and the participant, being primarily descriptive and relying on people's words as the primary data (Bartlett & Payne, 1997).

The inductive method will be used for this study, which would allow for a detailed observation of the world and move toward more abstract generalizations and ideas.

4.3   Exploratory Research

According to Bless and Higson-Smith (1995), the purpose of exploratory research is to gain insight into a situation. This need to explore arises out of lack of basic information on this topic. Exploratory research can also serve the purpose of determining the feasibility of doing future additional research (Neuman, 1997).

We can therefore conclude that the rationale for exploratory investigation is to move toward a clearer understanding of how one's problem is to be posed, to learn what are the appropriate data, to develop ideas of what are significant relationships and to evolve one's conceptual tools in the light of what one is learning about the area of life studied (Artinian, 1986).

4.4   Method

4.4.1   Grounded Theory

The chosen method appears to fit the problem and the goal of the investigation.   A survey research on Pentecostal pastors' attitudes and beliefs about their understanding of psychological distress would provide a little more than a shallow comprehension of their understanding. Self-report measures or questionnaires would be inadequate for capturing on understanding of the everyday social practices and context of participants in ongoing social situation. These methods seem insufficient for understanding the depth and complexity of perceptions generally and those of Pentecostal pastors in this study.

Grounded theory seems appropriate since apart from being the best known qualitative approach besides ethnography, it is a highly systematic research approach for the collection and analysis of qualitative data for the purpose of generating explanatory theory that furthers the understanding of social and psychological phenomena (Charmaz, 1995, Chenitz & Swanson, 1986 & Riessman, 1994). According to Henwood and Pidgeon (1995), the approach of grounded theory is suitable for use with any form of unstructured material, including interview transcripts of participants' accounts, newspaper reports or fieldwork observations. Grounded theory approach provides the framework for taking interview material, intuitions and understandings to a conceptual level and provides the guidelines for discovery and formulation of theory or a set of assumptions (Strauss & Corbin, 1990). One of the major uses of grounded theory has been in preliminary, exploratory and descriptive studies since it is considered the precursor for further investigation.

The procedures of grounded theory are designed to develop a well-integrated set of concepts that provide a thorough theoretical explanation of social phenomena under study (Charmaz, 1995; Corbin & Strauss, 1990). In the present study, grounded theory approach will only be used to extract categories of relevant information pertaining to the research topic rather than develop a complete theory. The grounded theory approach provides specific procedures for data collection and analysis.

4.4.2   Rationale of grounded theory

The procedure of grounded theory provides the research process with rigour a) to produce the theory which is scientific, b) to help the research to break through preconceived ideas that are both brought into and generated during the research process, c) and to ground the theory.

According to Strauss and Corbin (1990), this procedure assists in building a dense, tightly woven explanatory theory, which is developed through sensitivity in integration of the data, so that it approximates the reality, which it represents.

Grounded theory like most other forms of qualitative research is highly effective in areas in which little research has been done, such as the topic of this study. It would be impossible to do theory testing, since the variables relevant to the concepts have not yet been identified.

Another advantage of grounded theory approach is the fact that the process of analysis can be stopped at any time to report findings before a complete theory is developed and without losing the rigour (Chenitz & Swanson, 1986).

Therefore, instead to producing an explanatory theory, the aim of the analysis is to select, focus and fully explore on properties of a limited set of categories that seem particularly relevant to the problem under investigation.

4.4.3 Symbolic Interaction

Grounded theory has its roots in the implications of symbolic interaction theory (Bartlett & Payne, 1997; Denzin, 1995). Symbolic interaction is a theory about inner or experiential aspects of human behaviour, that is, the study of human conduct and human group life (Chenitz &Swanson, 1986). It focuses on the how people define events or reality and how they act in relation to their beliefs in natural or everyday settings.

Herbert Blumer in Chenitz & Swanson (1986) and Denzin (1995) postulate that human beings act towards things on the basis of the meanings that the things have for them and that these meanings are derived and modified from a process of social interaction that one has with one's fellows. Communication and common language for communication provides the mechanisms for meaning to be shared.

Therefore, using the symbolic interactionist perspective, grounded theory provides a way for describing the psychological and social processes that have been developed to aid people make sense of their world (Bartlett & Payne, 1997).

4.5   Population Background

4.5.1   South Africa context

During 1990 South African politics, and with it the country, took a dramatic turn with the announcement by the then State President FW de Klerk of the release of Nelson Mandela and the unbanning of political parties. In addition, the granting of universal suffrage to the majority of the population of the country during the first non-racial elections in April 1994 resulted in the advent of Democracy and the inauguration of a government of national unity. This process committed South Africa to a process of reconstruction, development, transformation and reconciliation.   South Africa has experienced increasing feelings of hope, racial harmony, excitement and anticipation.   However, these feelings are also coupled with fear, anxiety (especially since the new change came with bitter disputes) and violence between political parties and their members particularly before the elections (Taylor, 1994).

The transition process came within an economy that was stagnating and also with the public services implementation in a system of tremendous mismanagement and inefficiency. This resulted in increased unemployment, increasing crime and violence, racial friction and inadequate housing, infrastructure and social services (Carr, 1995).

Reported crime in South Africa has grown more rapidly than the population, analysis of reported crime has indicated that township residents tend to be the victims of more violent crimes against the person, such as assault, murder, whereas residents of formerly white areas suffer most from crimes

involving theft of property, such as housebreaking and car theft (SAIRR, 1994).

In the past, South African residential areas were planned according to apartheid criteria rather than appropriate land use, which meant that black people were concentrated in homelands, in areas that were the least productive and the most economically vulnerable in the country (Carr, 1995 & Oosthuizen, 1999). Most homelands had severely eroded land, little capital and few skills to manage resources available. Moreover, because of few skills managing resources, resources were bound to be lost, which led to more unemployment, and combined with the apartheid trauma it resulted in subsistence crisis.

This crisis resulted in today's rapid growth of black urbanisation coupled with shortages of affordable land and housing, leading to fast growth of places such as informal settlements and townships (Oosthuizen, 1999). Migrating to cities in search of greener pastures seemed to be the next logical option, after the change from past apartheid policies that concentrated millions of blacks in homelands with less resources. The experience of displacement for many people has resulted in perceptions of threat since they have had to adapt to situations that are unfamiliar (Carr, 1995).

According to Jerusalem (1993), even with definite improvements in South Africa, factors such as unemployment, poverty, violence, high crime rates, backlog of housing, inadequate education and mental health services and poor community facilities; contribute to high levels of psychological distress.

It could be said that the transitional process, which came with the creation of a new future and the adjustment to major redefinitions of social, political, cultural, and organisational foundations, has come with a mixture of beneficial improvements and psychological distress (Barbar, 1994).

With the outcome of many changes happening in succession and high momentum and frequency, the people of South Africa are now living in a state of continued ambivalence and increased feelings of insecurity.

This is because South Africa is in an interim stage between the known past and the unknown future. The old rules of politics have broken down and the new political system has not yet been established in full and as a result uncertainties and expectations of people amplify. South Africa has developed into a country in which mistrust, suspicion and insecurity have become embedded in the relationships between people and in which fear and violence has become part of the daily existence (Taylor 1994).

Therefore it is evident that South Africans are likely to experience high levels of psychological distress as a natural response to unnatural stress situations unique to the country.

4.5.2 Soshanguve Community

The Soshanguve Township was established in 1972. It is recognised as one of the fastest growing black urban areas in South Africa today and it is located 35 kilometres North of Pretoria. Soshanguve was previously named Mabopane East, being an area set aside for non-Tswana residents before the independence of Bophuthatswana and therefore was able to avoid incorporation into the Tswana homeland of Bophuthatswana. The word Soshanguve is an acronym implying the town's cosmopolitan character, as follows: So – Sotho; Sha – Shangaan; Ngu – Nguni (Swazi, Zulu, Xhosa) and Ve – Venda.

According to the statistics provided by the township management authorities, Soshanguve has 189 225 people which include people living in formal and informal settlement. The size of Soshanguve area is 7342 hectare; it has 59 primary schools, 17 secondary schools and 2-post school training facilities such as Technikon of Northern Gauteng and Soshanguve Technical College.

Soshanguve is chosen as the most suitable field for this research, because of its ethnic diversity. The churches that will be chosen will differ according to their members' social status, liturgy of the church and pastor's qualifications.

Soshanguve has a high incidence of suicide and para-suicide amongst its adolescents. According to Kgoatla (1997), records from the three local clinics and a nearby hospital which serves as a referral point reveal that in 1994 alone, 72 adolescents attempted suicide. This is, by any measure, a significantly high number of attempted suicides treated. Teenage suicide is a societal problem that may have psychological distress consequences for all concerned with victims including family, friends, teachers and members of the community. Psychological distress has been singled out as major etiologic factor in suicide.

In Kgoatla's (1997) research done in Soshanguve it was found that the majority of adolescents who attempted and committed suicide tended to come from poorer families with poor housing, unemployment and family disruptions. Loss of parents by separation, divorce, abandonment and child placement are seen as important factors making adolescents susceptible to suicide. Failure of individuals to internalise norms and values through faulty or weak socialization resulted in unacceptable behaviours and distress.

In most townships with Soshanguve not being an exception, taxi business is seen as the largest and fast growing business. There are more than 1750 registered taxis operating in Soshanguve (Mashiloane, 1998). Soshanguve has a history characterized by conflicts and violence in the taxi business. The taxi war started from 1992 and carried on until 1997, the war led to several people being killed and a large number of people being injured, gun battles between feuding taxi groups and a lot of taxis were damaged (Mashiloane, 1998).

It is clear that the Soshanguve community exhibits the characteristics of other South African communities, which seem to be dealing with social problems and psychological distress.

4.6   Recruiting of Research Participants

Permission to collect information from participants and contact information for those participants was obtained from the Christian Independent church fraternity named MAWINSO (Mabopane, Winterfelt, Soshanguve minister's fraternal) and voluntarily from the participants.

The researcher will choose five research participants from Independent and mission Pentecostal churches in Soshanguve Township. The churches will also be identified via MAWINSO. Participants will be selected on condition that they are senior pastors; the church should be registered and in existence for at least five years. These candidates will be expected to be available and willing to take part in the research without reward.

4.7   Interviewing Process

The researcher selected semi-structured interviews as an appropriate form of data collection method for this particular research. One of the reasons that helped in choice is that, as a psychologist in the making, the researcher has interest in people. She accepts that people's accounts of aspects of their lives can be fascinating and each respondent has his or her own unique story to tell. Patton (1980) postulates:

> I'm personally convinced that to be a good interviewer you must like doing it. This means taking an interest in what people have to say. You must yourself believe that the thoughts and experiences of the people being interviewed are worth knowing (p. 15).

The interviewer will mainly be present to record the information and to direct the flow of ideas and to intervene and ask questions (i.e., probe). This

technique helps to clarify concepts and problems and allows for the establishment of a list of possible answers or solutions.

According to Bless and Higson-Smith (1995), it allows for the discovery of new aspects of the problem by investigating in detail some explanations given by respondents. In grounded theory, data collection and analysis are interrelated processes (Bowers, 1988; Corbin & Strauss, 1990). That is, data analysis is necessary from the start because analysis results from first interviews will produce hypotheses, which in turn will guide further data collection.

This method of interview has the highest response rate since there is a face-to-face encounter with the participants and therefore facilitates cooperation from them, the interviewer can observe the surroundings and can use nonverbal communication. The researcher will also allow the participants to speak in the language they are most comfortable with. An audio tape recorder will be used to record information from interviews.

4.8   Interview Question

The following question will be addressed to the participants:

"Psychological distress is an idea widely used today by many people. Different people perceive it differently, hence they respond to it differently. In your own view, please describe how you understand this idea (psychological distress). Describe in as much detail as possible, do not stop until you think you have exhausted the question".

4.9   Data Analysis

The audiotapes will be transcribed, from oral form to textual form, and translated to English. The transcribed data will be encoded using grounded theory's distinct coding procedures, named open coding, axial coding,

selective coding and theoretical sampling (O'Callaghan, 1998). In grounded theory a researcher is required to be theoretically sensitive, for him or her to thoroughly analyse data (Bartlett & Payne, 1997).

4.9.1   Theoretical Sensitivity

According to Strauss & Corbin (1998), theoretical sensitivity is the ability to recognize what is important in data and to give it meaning while collecting and analysing data. It means that the researcher will need to have insight, the ability to give meaning to data, the capacity to understand and capability to separate the pertinent from non-essential.

Theoretical sensitivity is improved through reading of technical literature (Glaser, 1978). This will help the researcher to have background information that sensitises him or her to what is going on with the phenomena of study. The researcher enhanced her theoretical sensitivity through reading literature that deals with this study.

Sensitivity will also be acquired through the researcher's professional and personal experience. According to Glaser (1978) the more the professional and personal experiences, the richer the knowledge base and insight available to draw upon in the research. The researcher has both professional and personal experience since she is an intern clinical psychologist, therefore often dealing with psychological distress and the fact that she stays in Soshanguve and familiar with the Pentecostal church community and doctrine.

Furthermore, simultaneous involvement in data collection and analysis sensitises the researcher, in that emerging analysis shapes data collection. Charmaz (1995, p31) postulates: "by simultaneously becoming involved in data collection and analysis, you will avoid the pitfall of amassing volumes of general, unfocused data that both overwhelm you and do not lead to anything new".

The researcher will also heighten her sensitivity through constantly making comparisons between concepts and categories, looking for similarities and differences, asking of questions, formulating tentative answers and also checking out provisional answers by referring back to the data, in data analysis (Bartlett & Payne, 1997).

It can be concluded that theoretical sensitivity is an important skill necessary for generating theoretically dense explanations. It is the researcher's quality that will allow him or her to think creatively, analytically and therefore able to transcend data (Neff, 1998).

4.9.2 <u>Open Coding</u>

The first stage of coding is named open coding (Strauss & Corbin, 1998). This is an analytic process by which concepts are identified and developed in terms of their properties and dimensions. Glaser (1978, p56) describes the procedure as "running the data open". Furthermore, Strauss and Corbin (1998) have defined this first stage of analysis as the process, which involves breaking down, examining, comparing, conceptualising and categorizing data.

This process involves close assessment of text for distinct units of meaning, which are derived from what is descriptively evident and what is inferred by the researcher's interpretation of implicit meanings. In open coding, the researcher compares events, actions and interactions with others for similarities and differences (Corbin & Strauss, 1990). These units of meaning are then labelled, as concepts using language deemed appropriate by the researcher to be eventually grouped into as many open coded categories as possible (O'Callaghan, 1998). The goal for this procedure is to generate an emergent set of categories and their properties, which fit, work and are relevant for integrity of theory (Glaser, 1978).

There are rules that govern the open coding to ensure its proper use. The first rule is to ask questions of the data which the researcher have to keep in mind from the start. Questions such as "what is this data a study of?" "What category codes this incident indicate?" "What is happening in the data?" According to Glaser (1978) these types of questions keep the researcher theoretically sensitive and transcending when collecting, coding and analysing data.

Secondly the researcher has to analyse the data line by line while constantly coding each sentence. Glaser (1978) states that line-by-line approach forces the researcher to verify and saturate categories, minimizes missing important categories, produces dense rich theory and gives a feeling that nothing has been left out. Through this technique the researcher becomes theoretically sensitive.

4.9.3   Axial Coding

The second level is axial coding (Strauss & Corbin, 1998); it is a process whereby data is put back together in new ways after open coding by making connections between categories. It is the act of relating categories to subcategories along the lines of their properties and dimensions. A heuristic device called 'coding paradigm' is used to generate questions, provisional answers and hypotheses about the relationships between categories (Bartlett & Payne, 1997). The coding paradigm involves conditions, context, intervening conditions, action and interactional strategies, and consequences (Neff, 1998 & Strauss & Corbin 1990). That is, the researcher examines each concept in terms of conditions, which refers to the events or incidents that lead to the occurrence of development of a phenomenon (Bartlett & Payne, 1997).

Context represents both the specific properties and conditions of the phenomenon that create a set of circumstances or problems to which persons respond through actions and interactions (Strauss & Corbin, 1998). Actions and interactions among actors refer to strategic responses made by participants to phenomena that arise under conditions (Strauss & Corbin, 1990). Strategies and tactics are tasks taken to resolve a problem. Consequences or outcomes, questions as to what happens as a result of actions and interactions or failure of participants to respond to situations by action and interaction.

4.9.4   Selective Coding

The third level, is selective coding (Strauss and Corbin, 1998), it is a process of selecting the core category, systematically relating of all major categories, validating those relationships, and filling in categories that need further refinement and development. The core category must be the central theme in the data and also be seen as central by the participants being studied. This coding process is aimed at developing the abstract, condensed, integrated and grounded picture of what is central in the data. The analysis process will end with selective coding, after a well-integrated theoretical explanation of central phenomena under study has been developed.

4.9.5   Theoretical Sampling

Theoretical sampling is based on the need to collect more data to examine categories and their relationships and to assure that representativeness in the category exists (Chenitz & Swanson, 1986). Sampling is done on the basis of concepts that have proven theoretical relevance to the evolving interpretation.

Theoretical sampling relate with systematic and connected data collection and analysis. Each category will be tested against incoming data as a full range in a category is sought (Chenitz & Swanson, 1986).

In open coding one engages in open sampling, here sampling is aimed at uncovering as many potentially relevant categories as possible along with their properties and dimensions.

During axial coding, relational and variational coding is used; the motive of this sampling here is to find as many differences as possible at the dimensional level in the data on the basis of theoretically relevant concepts.

Selective coding uses the process of discriminate sampling, where the researcher chooses sites, persons and documents that will maximize opportunities for verifying the story line, relationships between categories, and for filing in poorly developed categories. This might mean returning to old sites, and persons or going to new ones to gather the data necessary to saturate categories and complete the study. Sampling usually continues until theoretical saturation of categories is achieved (Strauss & Corbin, 1990).

Due to the time schedule of the research study, analysis will only focus on fully exploring selected categories, which seem to relate to the core categories. Therefore, theoretical sampling process will not be followed to its full extent. The process will end after axial coding, and discriminate sampling will not be done.

4.9.6   Memo writing

Memos will be used to enable the researcher to keep an ongoing record of the analytic process and continue with the process of integration of information. Writing memos involves recording ideas on paper in an effort to capture the initially elusive and shifting connections. Memos are used to free associate, to write whatever thoughts the researcher becomes aware of as she or he reads the interviews or were working on anything at all. Orona

(1997, 180) postulates: "I allowed myself the freedom to say whatever I wanted, in whatever form seemed to flow".

Memos will also be used to document the beginnings of a conceptualisation, which had emerged from the raw data (interview transcripts). Since memos contain the products of actual coding, theoretically sensitising and summarizing notes, they provide direction for theoretical sampling, and enable the researcher to sort out ideas in her mind. They enable the researcher to keep an ongoing record of the analytic process.

4.10   Consent for the study

The proposal for the study, the research question and ethical form were assessed and approved by the department of psychology research committee and ethical committee during the process of acquiring permission to conduct this research.

Permission was granted by the relevant authorities, that is MAWINSO. Research participants will be given informed consent letters. These letters informs the research participants about the overall purpose of the research and the main features of the design as well as of any possible risks and benefits from participation in the research project. The informed consent further involves obtaining voluntary participation of the subjects and their right to withdraw from the study at any time.

4.11   Validity and Reliability

As a researcher there is a need to be rigorous and methodical whilst doing research in order to produce results that are reliable and valid. According to Chenitz and Swanson (1986) validity and reliability are critical issues in evaluating research findings. Qualitative research addresses validity and reliability differently to quantitative research. Some qualitative researchers

even refer to these issues of reliability and validity as establishing adequacy of evidence and credibility (Chenitz & Swanson, 1986).

Guba and Lincoln in Trochim (2001) propose four criteria for judging the soundness of qualitative research as an alternative to the more quantitatively orientated criteria: credibility, transferability, dependability and confirmability.

Instead of quantitative criteria of internal validity he proposes credibility or authenticity (Trochim, 2001). Credibility refers to establishing that the results of qualitative research are believable from the perspective of the respondents in the research. Grounded theory provides a method of enhancing credibility through testing. Testing is a procedure, which is built into each step of the grounded theory analysis process of constantly comparing hypotheses against reality (data), asking questions, making modifications, then testing again. According to Corbin and Strauss (1990) making constant comparisons and asking questions assists the researcher in guarding against bias and achieving precision. The testing procedure will be utilised only until the end of analysis in selective coding.

Another credibility enhancing method, which goes hand in hand with testing method, is checking for rival explanations. These two methods form part of the grounded theory analysis procedure known as theoretical sampling, discussed earlier in the chapter. During analysis, the researcher will look for competing themes and explanations in the data. She will consider the weight of evidence and also look for best fit in data during data analysis. Patton (1980) mentions that reporting on what alternative categories and explanations are considered and tested during analysis lends considerable credibility to the findings. Furthermore, since analysis will not continue until a complete theory is developed, theoretical sampling will be used at the initial stages of analysis, and therefore, checking for rival explanations procedure is not going to be done in the study.

Credibility can also be established through sending a summary of findings and asking the research participants to evaluate the accuracy. Patton (1980) mentions that through getting feedback from informants the researcher will learn a great deal about the accuracy, fairness and validity of the data analysis. Miles and Huberman (1994) further add that this method results in the researcher knowing more, being less tentative, having more supporting evidence and able to illustrate it.

Guba and Lincoln proposed transferability or fittingness instead of quantitative criteria of external validity (Trochim, 2001 & Miles & Huberman, 1994). They define transferability as the degree to which the findings can be generalized or transferred to other contexts or settings. On the other hand Strauss and Corbin (1990) term the same criteria reproducibility of research findings in grounded theory.

Trochim (2001) and Strauss & Corbin (1990) propose that transferability or reproducibility can be enhanced by thoroughly describing the research context and the assumptions that are central to the research. This implies using the same theoretical perspective with the same general rules for data gathering and analysis of the original researcher and assuming similar sets of conditions. Henwood and Pidgeon (1995) and Kvale (1998) mention that when the researcher makes public the reflective process by which he or she got involved in during knowledge production, validity is increased. Therefore the researcher will try to achieve transferability in this study through stating the grounded theory perspective in detail.

Reflexivity is another way of augmenting transferability. According to Begley (1996), reflexivity implies showing at each stage of the study that the researcher has a reasonable grasp of what went on, how he or she was seen and construed by the participants and the extent to which his or her preconceptions, theoretical frame or professional status may have interacted with the data and the interpretation of it. This involves acknowledging the

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central position of researcher in construction of knowledge and that the knower is part of the matrix of what is known (Banister, Parker & Tindall, 1994). Lincoln and Guba in Henwood and Pidgeon (1992) put it better by saying that reflexivity is laying a 'paper trail' open to external audit. The researcher's memo writing will aid the process of reflexivity.

The third criterion of qualitative research, which the quantitative researchers call reliability, is dependability or auditability (Miles & Huberman, 1994 and Trochim, 2001). Dependability can also be related to generalizability of the findings (Strauss and Corbin, 1990).

The question that would be addressed here is whether the process of the study is consistent and reasonably stable over time and across researchers and methods (Miles and Huberman, 1994). For dependability to be achieved the researcher will try to account for the context within which research occurs. In addition, Walcott (1994) advises that the researcher try to take notes during interviewing and as soon as possible after interviews to minimize bias such as memory error.

Using triangulation adds to the reliability of research results as well, since it improves the accuracy of data (Begley, 1996). Data triangulation allows for considerable extension and depth of description (Banister *et al*., 1994). It involves collecting account from different participants involved in the chosen setting from different sites. In other words, the different research participants will come from ethnically diverse community of Soshanguve; they will have different churches with different church policies and processes. These churches' goals and visions are diverse and member population is also diverse such as statistics of the employment status, socio-economic status, educational status and health status.

Conformability is a qualitatively orientated criterion for objectivity, this criterion refers to the degree to which the results could be confirmed or corroborated by others (Trochim, 2001). Conformability deals with neutrality

and reasonable freedom from unacknowledged researcher biases and the explicitness about the inevitable biases that exist (Miles and Huberman, 1994).

4.12   Conclusion

In conclusion, this chapter has focused on research methodological procedures. The researcher will use qualitative research design since it provides richness, diversity and contextual depth. The grounded theory method with all the procedures to be followed was explained. The respectable research standards such as credibility, transferability, dependability and confirmability are also considered. The next chapter gives a guideline of the research analysis and also provide the findings that follow from the study.