

## CHAPTER 3: Study Design and Methodology

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Methodology is defined as the discussion about the assumption that underpin different approaches to doing research and their implications for conducting research and developing theory (Barbour, 2014:335). Another scholar views methodology as the science of finding out procedures for scientific investigation (Babbie, 2010:4). The purpose of this chapter was to provide a comprehensive quality description of the research design and the methods used to achieve the purpose and objectives of the study and to answer the research questions. The study collected empirical data to understand the experiences of domestic violence among married women in Zimbabwe.

The selection of participants, data collection and analysis procedures were described. Ethical considerations were outlined because they are critical in this study because of they are highly personal in nature. The chapter also explained the validation of procedures employed.

According to Kumar (2014:95) research design is a plan, structure and strategy of investigation that is meant to obtain answers to research problems. Creswell (2014:19) further says that research design is an inquiry within qualitative method approach that provide specific direction for procedures in a research study. Bless *et al.* (2014:395), found that research design is the set of procedures that guide the study in the process of verifying a particular hypothesis and excluding all other possible hypotheses or explanations. On a different approach Creswell (2012:20) propounded that research design is a specific procedure involved in the research process: data collection, data analysis and report writing.

The study used qualitative research approach as it allows the study to discover the participant's inner experiences and to figure out how meanings are shaped through in a cultural set up. The approach can help the study understand the markers working assumption about what is to be assessed and the meanings of the score or grade. Qualitative research also produces the thick detailed description of participants' feelings, opinions, and experiences and interprets the meaning of their actions (Rahman, 2016:104). On a different note, qualitative approach is employed to achieve deeper insights into issues related to designing, administering and interpreting language assessment. In addition, the approach holistically understands the human experiences in specific settings. Qualitative research has a flexible structure as the design can be constructed and restructured to a greater extent. The participants have sufficient freedom to determine what is consistent for them (Rahman, 2016:104).

In view of the above statement, Marshal & Rossman (2016:90) highlighted that the value of qualitative research or inquiry has risen. Furthermore, qualitative research elicits tacit knowledge and subjective understandings and interpretations. It also searches on little known phenomena or innovative systems, and it searches on real problems of the participants to assist in management of the identified problems (Marshal & Rossman, 2016:91).

Qualitative research is conducted using a range of methods that use qualifying words and descriptions to record and investigate aspects of social reality (Bless *et al.* (2014: 394).

The study used a qualitative approach as it enables the identification and development of procedures and logistical arrangements. These are required to undertake a study and emphasises the importance of

quality in these procedures to ensure their validity, objectivity and accuracy (Kumar, 2011:95).

Hence, the study conceptualised an operational plan to undertake the various procedures and tasks required to complete her study and ensure that these procedures are adequate to obtain valid, objective and accurate answers to the research questions (Kumar, 2011:95).

Qualitative research can be more credible if certain techniques, methods and strategies are employed during the conduct of the inquiry. In addition techniques are seen to reflect reality (Marshall & Rossman, 2011:42). People can define their situations in qualitative research (Marshall & Rossman, 2011:93).

Furthermore, the focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. The study design is often based on deductive rather than inductive logic. It is flexible in nature, often non-linear and non-sequential in its operationalization. The approach mainly entails the selection of people from whom the information is explored and gathered through an open frame of enquiry. Information gathering methods and processes of the qualitative design are often evolving. (Kumar, 2011:104) .

Qualitative research is best suited to address a research problem, as it relies more on the views of participants. Report writing is flexible, with emerging structures and evaluation of the research findings (Creswell, 2012:16).

This approach has allowed the study to interact with the research participants to investigate the strategies for educating communities within an African context on the prevention and control of domestic violence among married women in Zimbabwe. It entails the

exploration of the experiences of married women on domestic violence.

Qualitative research methodologies have become increasingly important due to flexibility modes of inquiry. This is evident in social sciences and applied fields such as education, regional planning, health sciences, social work, community development and management (Marshal & Rossman, 2016:1). This approach is typically enacted in naturalistic settings and it draws on multiple methods that respect humanity of participants in a study (Marshal & Rossman, 2016:2).

Qualitative research is a means of exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, collecting data in the participant's setting, analysing the data inductively, building from particulars to general themes and making interpretations of the meaning of the data. The final written report has a flexible writing structure (Cresswell, 2011:246).

Phenomenological research is a qualitative strategy in which the study identifies the essence of human experiences about a phenomenon as described by participants in a study and uses the information for further research study (Cresswell, 2014:247).

The qualitative approach focuses on individual lived experiences that seek to explore, describe and analyse the meaning of individual lived experience, "how they perceive it, describe it, feel about it, judge it, remember it, make sense of it and talk about it" (Marshal & Rossman, 2016:20).

Another dimension raised by Creswell (2014:206) on the focus of qualitative research is on participants' perceptions and experiences,

and the way they make sense of their lives. It also focuses on the process that is occurring and the product or outcome. Idiographic interpretation is utilized that is attention is paid participants and data are interpreted in regard to the participants of a case rather than generalization.

Qualitative research is an emergent design in its negotiated outcomes. Meanings and interpretations are negotiated with human data sources because it is the subjects realities that the study attempts to reconstruct. In qualitative research, the study has a first-hand experience with participants, as he or she can record information as it occurs. The unusual aspects can be noticed during observations. It's also useful when exploring uncomfortable topics for participants (Creswell, 2014:191).

Leedy & Ormrod (2015:269) revealed that qualitative research focuses on phenomenon that is occurring or has previously occurred in natural setting that is, in the real world. The approach also involve in the capturing and studying the complexity of those phenomena.

Qualitative research particularly focuses on studies of human beings and their creations. On a different note qualitative research methods demonstrate an approach to scholarly inquiry. The methods rely on text and image data and have unique steps in data analysis and draw on diverse designing (Creswell, 2014:183).

Bless *et al.* (2014:17) explored that qualitative research design is flexible, seeks to understand the phenomenon under study from the sample and theory emerges as the study continues or as a product of the study.

On a different view by Kumar (2011:104), the main focus of qualitative research is to understand, explain, explore, discover and clarify

situations and feelings. It also explores perceptions, attitudes, values, beliefs and experiences of participants.

According to Creswell (2014:205), qualitative research has numerous unique characteristics that are inherent in the design. Qualitative research occurs in natural settings, where human behaviour and events occur. It is based on assumptions that are theory based. In addition hypotheses are not established as priority. The study is a primary instrument in data collection. The data that emerge from qualitative study are descriptive, that is data are reported in words (primarily the participants' words or pictures rather than in numbers).

The qualitative research tradition relies on the utilization of tacit knowledge (intuitive and felt knowledge) because often the variables of the multiple realities can be appreciated most in this way. Therefore data are not quantified in the traditional sense of the word. Objectivity and truthfulness are critical in qualitative research traditions. Qualitative research seeks believability, based on coherence, insight and instrumental utility and trustworthiness through a process of verification rather than through traditional validity and reliability measures (Creswell, 2014:206).

Creswell (2012:16) found that qualitative research relies more on the views of participants. It is best suited to address a research problem and it establishes the importance of the research problem. In addition there is flexibility of the report writing, emerging structures and evaluation of the research findings in qualitative research.

According to Creswell (2014:185–186), for an individual to understand qualitative research, it's very important for him or her to understand its common characteristics as they define the qualitative approach. The common characteristics were identified as follows:

**Natural setting:** Qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. They do not bring individuals into a lab (a contrived situation), nor do they typically send out instruments for individuals to complete. This up-close information is gathered by actually talking directly to people and seeing them behaving and acting within their context. This is a major characteristic of qualitative research. In the natural setting, the researchers have face to face interaction, often over time (Creswell, 2014:185).

In this study, focus group discussions were conducted with married women who were experiencing abuse, individual interviews with families of women who were experiencing abuse and were willing to participate in the study. Religious leaders of Chinhoyi local churches who were willing to participate in the study and with traditional leaders from the Chinhoyi traditional courts and were willing to participate in the study were consulted.

**Researcher as key instrument:** Qualitative researchers collect data themselves through examining documents, observing behaviour, or interviewing participants. They may use a protocol, an instrument for collecting data but the researchers are the ones who actually gather the information.

They do not tend to use or rely on questionnaires or instruments developed by other researchers. They develop their own instruments that suit the participants in question (Creswell, 2014: 185). In this study, the questionnaire used was designed by the study based on the research aim, objectives and questions.

**Multiple sources of data:** Qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents,

and audio visual information rather than rely on a single data source. Then the researchers review all of the data, make sense of it, and organise it into themes that cut across all of the data sources (Creswell, 2014:185).

This study made use of focus group discussions, individual interviews, observation and audio recording to collect data and followed all the processes required to reach the categorisation of themes.

**Inductive and deductive data analysis:** Qualitative researchers build their patterns, categories, and themes from the bottom up by organising the data into increasingly more abstract units of information. This inductive process illustrates working back and forth between the themes and the database until the researchers have established a comprehensive set of themes. Then deductively, the researchers look back at their data from the themes to determine if more evidence can support each theme or whether they need to gather additional information. Thus, while the process begins inductively, deductive thinking also plays an important role as the analysis moves forward (Creswell, 2014:186).

For the study to come up with conclusions of the study, themes from bottom to top were built followed by the induction and deduction process.

**Participants' meanings:** In the entire qualitative research process, the study keeps a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or that writers express in the literature (Creswell, 2014:186). The issue is about the participant and nothing else.

The findings of this study were not based on the study but, they were based upon the meaning that participants/study subjects provided the information required.

**Emergent design:** The research process for qualitative researchers is emergent. This means that the initial plan for research cannot be tightly prescribed, and some or all phases of the process may change or shift after the study enters the field and begins to collect data. For example, the questions may change, the forms of data collection may shift, and the individuals studied and the sites visited may be modified (Creswell, 2014:186).

The key idea behind qualitative research is to learn about the problem or issue from participants and to address the research to obtain that information. Qualitative research concentrates on the problem of the participants and how to deal with the problem.

**Reflexivity:** In qualitative research, the inquirers reflect about their role in the study. Their personal background, culture, and experiences hold potential for shaping their interpretations, such as the themes. This aspect of the method is more than merely advancing biases and values in the study, but how the background of the researchers actually shape the direction of the study (Creswell, 2014:186). In this study, the study reflected the impact of the researcher's role, personal background, and culture on the study before, during and after the study to prevent bias.

**Holistic account:** Qualitative researchers try to develop a complex picture of the problem under study. This involves reporting multiple perspectives, identifying many factors involved in a situation, and generally sketching the larger picture that emerges. A visual model of

many facets of a process or a central phenomenon aids in establishing this holistic picture (Creswell, 2014:186).

The research findings and the conclusions were presented in this study portraying the picture of the problem under investigations.

Creswell (2014:205–206) explored the following unique characteristics of qualitative research as follows:

- Qualitative research is based on assumptions.
- The study is the primary instrument in data collection.
- The data that emerge from qualitative research are descriptive that is data are reported in words that is the participants' words.
- The focus of qualitative research is on participants' perceptions, experiences and the way they make sense of their lives.
- Qualitative research focuses on the process that is occurring and the outcome where researchers are integrated in understanding how things occur.
- Idiographic interpretation is utilized that is attention is utilized to particulars of a case rather than generalization.
- Qualitative research is an emergent design in its negative outcomes as meaning and interpretations are negotiated with human data sources.
- The research tradition relies on the utilization of tacit knowledge (intuitive and felt knowledge).
- Objectivity and truthfulness are critical in qualitative research.

Leedy & Ormrod (2015:99) highlighted the process of qualitative research that it is often more holistic and emergent with a specific focus. Design and measurement tools for example observations, interviews and interpretations developing and possibly changing along the way are used.

Leedy & Ormrod (2015:99) went further to state that during data collection; qualitative researchers operate under the assumption that reality is not easily divided into discrete measured variables. Qualitative researchers tend to select a few participants who might best shed light on the phenomenon under investigation.

Qualitative researchers make considerable use of inductive reasoning making many specific observations and draw inference about larger or more general phenomena. Therefore data analysis in qualitative research is more subjective in nature (Leedy & Ormrod, 2015:100).

Qualitative researchers often construct interpretive narratives from the data obtained and try to capture the complexity of a particular phenomenon (Leedy & Ormrod, 2015:100).

Leedy & Ormrod (2015:271) identified the potential advantages of qualitative research as follows:

**Exploration:** Qualitative research can help the study to gain initial insights into what has been studied on a topic or phenomenon.

**Multifaceted description:** Qualitative research can reveal the complex possibility multi-layered nature of certain situations, settings, processes, relationships, systems or people.

**Verification:** Qualitative research can allow the study to test the validity of certain assumptions, claims, theories, or generalizations within real world contexts.

**Theory development:** Qualitative research can enable the study to develop new concepts or theoretical perspectives related to a phenomenon.

**Problem identification:** Qualitative research can help the study to uncover key problems, obstacles that exist within the phenomenon.

**Evaluation:** Qualitative research provides a means through which the study can judge the effectiveness of particular policies, practices or innovations.

Leedy & Ormrod (2015: 271) identified the following limitations of qualitative research:

Qualitative research does not allow the study to identify cause and effect of relationships that is to answer the questions such as what caused what? Or why did such happen? For instance what caused domestic violence among married women? Or why did domestic violence happen among married women?

According to Creswell (2014: 110), the limitations of qualitative research are as follows:

- The concept of qualitative research is immature due to conspicuous lack of theory and previous research.
- The available theory may be inaccurate, inappropriate, and incorrect or biased depending on the research being undertaken.
- There is a need to explore and describe the phenomenon of interest
- According to Creswell (2012:16) qualitative approaches are subjective and biased.

The qualitative research process is more difficult to describe as the steps are generally less linear and it often progresses in a circular fashion (Bless *et al.*, 2013:21).

Research methods refer to the specific practical measures and tools employed to access or generate data through different forms of interaction (Barbour, 2014: 335.)

This section describes the methods that were used by the study to conduct the study. The following were included namely the study setting and period, the recruitment strategy, the population of the study, the study sample, the sampling technique, inclusion criteria and exclusion criteria, data collection process, data analysis, ethical considerations pertaining to the research study and trustworthiness of the study.

The study design required a rural and urban population, for comparison of needs between populations. Chinhoyi district was chosen due to its ease of access to the study.



**Figure 6:** Map of Chinhoyi

At recruitment, the objectives of the study were explained to potential participants and all relevant information about the study read out from the available information sheet. An opportunity for participants to ask questions was provided. Individuals volunteering to participate in the study were requested to sign a consent form. The participant retained a copy of the signed form.

Key informants within the community were recruited, based on their availability, awareness of the domestic violence and other community service activities. Traditional leaders were recruited from the

traditional courts. Family members were recruited from ZRP (Victim Friendly Unit). Religious leaders were recruited from the local church branches. All the three groups served as key informants at the study sites in Chinhoyi District.

Chinhoyi is located on the Western banks of the Manyame River in Makonde District, in Mashonaland West Province in Central Northern Zimbabwe. Chinhoyi is the provincial capital of Mashonaland West Province. The District has a population of over 63,000 of which half of them are in the rural areas.

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Key informants within the community were recruited, based on their availability, awareness of the domestic violence and other community service activities. Families were recruited from the Chinhoyi Central ZRP (Victim Friendly Unit) Traditional leaders were recruited from the Chinhoyi traditional courts. Religious leaders were recruited from the Chinhoyi local church branches. All the three groups served as key informants at the study sites in Chinhoyi District.

Population refers to the complete set of events, people or things to which the research findings are to be applied (Bless *et al.*, 2014:394). On a different view population is a group of individuals who have the same characteristics. The group can be small or large. The study must decide what group he or she would like to study (Creswell, 2012:142). The study population consisted of the following:

- Primary population: married women who have experienced domestic violence.
- Secondary population: families of women who have taken part at the Victim Friendly Unit at ZRP, religious leaders from the local church branches and traditional leaders from the traditional courts.

Sample refers to the group of elements drawn from the population that is considered to be representative of the population and which is studied to acquire some knowledge about the entire population (Bless *et al.*, 2014:395). On another view, a sample is a subgroup of the target population that the study plans to study for generalizing about the target population. The study can select a sample of individuals who are who are not representative of the entire population for instance selecting married women experiencing domestic violence in Chinhoyi district, Zimbabwe (Creswell, 2012:142). On a different view, a sample is a subgroup of the population the study is interested in (Kumar, 2011:156)

The sample comprised married women who were experiencing abuse in the rural and urban settings, families of married women experiencing abuse, religious leaders from the local church branches and traditional leaders from the Chinhoyi traditional courts of Mashonaland West Central Province.

The provincial settings were selected because of their representativeness, in terms of the comprehensive coverage of domestic violence Victim Friendly Unit at ZRP for abused women and geographic accessibility. The sample covered a variety of urban and rural populations, the areas represented two different contexts of domestic violence at the ZRP Victim Friendly Unit in Chinhoyi District

in Zimbabwe, which provide a broader exploration of the needs of women experiencing domestic violence.

Using the identified sampling method, the actual sample is drawn from the general population under study and a detailed description thereof is developed (Bless & Smith, 2014:20). Sampling is the technique by which a sample is drawn from the population (Bless *et al.*, 2014:395). On another view sampling is the process of selecting a few (a sample) from a bigger group that is the sampling population to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group (Kumar, 2011:156).

Barbour (2014:336) revealed that purposive sampling involves the study in utilizing prior knowledge of existing research and the research setting to guide selection of research participants. The purpose of purposive sampling is to maximise diversity in the sample and to facilitate comparison between accounts or perceptions of the individuals or constituencies being studied. In purposive sampling people are chosen as the name applies, for a particular purpose. For instance, the study chose people who she has decided are “typical” for a group or those who represent diverse perspectives on certain issue. Purposive sampling may be very appropriate for certain research problems and the reason for a particular sample (Leedy & Ormrod, 2015:183). On a different note, purposive sampling is whereby the researchers select individuals who will best help them understand the research problem and the research questions (Cresswell, 2014:247).

According to Kumar (2011:188) the primary consideration in purposive sampling is the study’s judgement as to who can provide the best information to achieve the objectives of the study. The study goes to

those participants who in his or her own opinion are likely to have the required information and be willing to share that information.

**Table 4: Sampling**

| Phase                                     | Sample                   | Data collection methods | Sampling technique      | Inclusion criteria   | Number of Participants                               |
|---|--------------------------|-------------------------|-------------------------|--|--|
| Phase 1                                   | Married women            | Focus groups            | Purposive and inclusive | Married women who have experienced domestic violence and attended or have attended Chinhoyi ZRP Victim Friendly Unit and were willing to participate in the study. | 7 focus groups. Total number of participants was 50. |
| Phase 2<br>2.1                            | Families                 | Individual interviews   | Purposive               | Families of women who have taken part in phase 1 and were willing to participate in the study.   | 15 family members                                    |
| 2.2                                       | Religious leaders        | Individual interviews   | Purposive               | Church leaders from the local Chinhoyi church branches who were willing to participate in the study.   | 25 religious leaders                                 |
| 2.3                                       | Traditional leaders      | Individual interviews   | Purposive               | Traditional leaders from the Chinhoyi traditional courts who were willing to participate in the study.   | 25 traditional leaders                               |
| 2.4<br>Development of teaching strategies | Results of phase 1 and 2 |                         | Purposive sampling      | Model development experts  |  |

A study required a sample (a proportion or subset of a target population) that represented the whole world population in the locality under study and one that could result in the generalisation of findings and conclusions to similar settings and populations. The study used purposive selection of participants in Chinhoyi District. In

addition purposive sampling is extremely useful when the study wants to construct a historical reality, describe a phenomenon or develop something about which only a little is known (Kumar, 2011:188). Purposive sampling was mainly utilized in this study due to its strength in recruiting cases with required information.

There was need to decide the number and characteristics of respondents who participated in the study. The study required a sample (a proportion or subset of a target population) that was a representative of the whole population in the locality under study, and one that can result in the generalisation of findings and conclusions to similar settings and populations. Participants were included in the study according to their knowledge and experiences needed in the study to answer research questions.

According to Garg (2016:1) the Inclusion criteria identify the study population in a consistent, reliable, uniform and objective manner. For this particular study the inclusion criteria assisted the study to identify the required sample in a consistent, reliable, uniform and objective manner. The inclusion criteria for this study were as follows:

- To be a married woman aged between 19 and 49 experiencing domestic violence.
- To live in Chinhoyi under Makonde District.
- To be able to communicate fluently in English and Shona.
- Willing to participate in the study.

The exclusion criteria include factors or characteristics that make the recruited population ineligible for the study Garg (2016:1). Married women experiencing domestic violence were excluded from the study if they were:

- Younger than 19 years old and older than 50 years old.
- Not willing to participate in the study.
- Not living in Chinhoyi under Makonde District.

- Not able to communicate fluently in English and Shona.

Data collection process is referred as a plan of how to collect data using specific method. In addition, data collection process depends on the methods of collecting data and not on the context (Meyer, 2015:4). Data collection methods depend on kinds of evaluations and on kinds of information needs (Meyer, 2015:5). Data collection methods depend on analytical purposes and not on the kind of research or evaluation (Meyer, 2015:6).

The study developed the interview guide comprised the main questions and the probing questions. Data were collected by means of semi-structured questions (in-depth interviews). The interview guide was based on the main purpose of the study, the objectives of the study and the research questions.

To balance reliability and validity, structured questionnaires were designed to measure variables and different questioning techniques to overcome some of the challenges of lack of reliability and validity of both the tool and the findings. Analysis will be appropriate for the larger sample (Bless *et al.*, 2014:394). Moreso, we do not talk of validity & reliability in qualitative research. We use trustworthiness or rigour (Lincoln & Guba, 1985).

There was need for respect of privacy and anonymity during the study. Individual interviews were conducted in a private quite room at a place arranged and agreed upon by the study and participants. Focus group discussions were conducted in a private setting ensuring that whatever was discussed there was between the study and participants only. Recordings and transcripts were kept secure in a locked box and was not accessible to any other person apart from the study.

The tools and methods for data gathering were developed for the qualitative data. For the qualitative methods, question guides and focus group discussions were used. The semi - structured questionnaire comprised open - ended questions and closed ended questions. The categories were generated from the literature review of this study and from the study's knowledge of some of the indicators for measuring quality health care in the delivery of the married women who have experienced domestic violence. Open-ended questions enabled the respondent to provide their own responses and also to expand on responses in the categorised sections.

The individual and focus group discussions were conducted at the Police station Victim Friendly Unit. The focus group discussions were conducted in a suitable venue that was safe, private and comfortable and at a time convenient for the study and the participants respectively follow up sessions were arranged as deemed necessary until data saturation was achieved.

According to (Kumar, 2011:124) focus groups are a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or programme are explored through a free and open discussion between members of a group and the study.

The study was conducted in Chinhoyi urban and rural settings under Mashonaland West Province. Only those married women aged 19-49 years experiencing domestic violence who met in the inclusion criteria highlighted took part in the study. Data were gathered by means of semi-structured interviews (in-depth interviews) using an interview guide followed by clarification or probing questions depending on the participants' responses. Data collection went on for six months and the interviews were conducted on mutual agreement from both the study and the participants.

Before discussing the semi-structured interview, it is vital to describe an interview to enhance the importance and appropriateness of choosing the semi-structured interview.

In qualitative interview, the study conducts face to face interviews with participants, telephone interviews or engages in focus group interviews with 6-8 in each group. (Creswell, 2014:190). Qualitative interviews means that the study conducts face to face interviews with participants, interviews by telephone, on the internet, or engages in focus group interviews with 6-8 interviews in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (Cresswell, 2014:246).

There are many ethical issues to consider in relation to the participants of the research activity (Kumar, 2011:219). Leedy & Ormrod (2015:121) suggest that researchers should not expose participants to unnecessary physical or psychological harm. Hence, researchers must be particularly sensitive to and thoughtful about potential harm they might cause to participants.

This principle requires that social science research should be conducted in such a way that it minimises harm or risk to social groups or individuals (Silverman, 2010:156).

The study ensured that all participants were safe and free from all harmful objects. Therefore, all participants were treated in a courteous and respectful manner in a conducive environment.

The principle of respect for human dignity includes the right to self-determination and the right to full closure. The right to self-determination was followed by providing the participants with the right to refuse to participation in the study, the right to discontinue the

study if they would feel uncomfortable, the right not to answer specific questions if they would not want to disclose their information and the right for clarification if they were not sure about any aspect.

There is need for respect for human dignity; the participants have the right to self-determination that is they have the right to decide voluntarily to participate in the study, to withdraw at any time, to ask questions or to withhold information. Therefore, participants were made aware of these rights by means of an information letter prior to the study. Respect to the scientific community should be considered that is scientific integrity.

In addition, participants have the right to full disclosure that is the study to make known to the potential participants the full nature of the study Creswell (2014:92-101). Therefore, all participants were treated with respect and courteous manner.

There is also need for justice, that is fair selection of the study population in general and participants in particular should solely be based on research requirements. Due to the nature of the study, selection was purposive or voluntary. There should be fair treatment of people who decline to participate. Sensitivity and respect for the beliefs, habits, and lifestyles of people from different backgrounds and cultures. It was made clear that participation is voluntary. The study was sensitive to the diversity of the participants Creswell (2014: 92 - 101).

There is need for competence, accuracy and honesty by the study. The study ensured fair treatment of people who declined to participate in the study without any penalty, discrimination or loss of benefits which they would be entitled to. The study also avoided plagiarism by acknowledging sources through proper referencing, ensuring that

research process is followed according to academic and scientific standards and pledge to report findings accurately and truthfully.

Any participation in a study should be strictly voluntary. Research with human beings requires informed consent. In addition an informed consent form should describe the nature of the research project and the nature of one's participation in it (Leedy & Ormrod, 2015:121).

Kumar (2011:220) proposes that in every discipline it is considered unethical to collect information without the knowledge of participants, and their expressed willingness and informed consent. Informed consent implies that subjects are made adequately aware of the type of information the study want to know, the reason for seeking the information, the purpose of the study, how participants are expected to participate in the study, and how the study will directly or indirectly affect them.

Participants should be competent to give consent, participants must be competent to give consent, sufficient information must be provided to allow reasoned decision and consent must be voluntary (Kumar, 2011:220).

Research participants must participate in a voluntary way free from any coercion. Participants must be informed of their right to refuse to participate or withdraw from participation if they wish to do so. Consent must be freely given to be valid (Silverman, 2010:155).

To ensure autonomy in this study the purpose of the study and procedure for data collection was developed. This was done to ensure consistency in information provided and freedom of choice to participate to all potential participants. According to Silverman

(2010:155), research staff and subjects must be informed about the purpose, methods and intended possible uses of the research.

The study informed the prospective participants about the research so that they could make informed decisions on their possible involvement. Careful explanations were provided to the abused married women about their right to refuse to participate in the study and their participation or refusal would not influence the care provided to them in any way whatsoever. An opportunity was provided for each participant to ask questions and to air her feelings.

Each participant received some information about domestic violence during the interview which might have enhanced participants to make better informed decisions in future. The information provided was in written form and signed by the research participants/subjects.

The study made it clear to the participants that participation in the study was completely voluntary and that participants may withdraw from the study at any given time without any discrimination or loss of benefits which they will be entitled to. Only those who were competent and capable of signing their consent forms were included in the study.

Consent was obtained for conducting the study from:

Department in Health Studies at UNISA.

Medical Research Council of Zimbabwe

Chinhoyi District Administrator

Zimbabwe Republic Police Makonde District

Each participant was fully informed about the nature of the research study and requested to participate. No remuneration was paid to participants and no participant experienced an ill effect for refusing to

participate in the study. Each participant who agreed to participate was asked to sign an informed consent.

Most participants were English speaking; therefore, most consent forms were available in English and few in Shona. The signed consent forms were kept separately from the completed structured interview guides to maintain confidentiality. Each participant was reassured in this regard.

Maintaining confidentiality involves providing research participants with an assurance that their comments and details they have shared with the study will not be revealed to anyone else, including other research participants unless these are anonymised (Barbour, 2014:332). According to Kumar (2011:221), sharing information about a respondent with others for purposes other than research is unethical. The study needs to identify his or her population to put his or her findings into context. The information provided by respondents must be kept anonymous. Confidentiality of information supplied by the research subjects must be respected unless participants consented to their disclosure (Silverman, 2010:155).

Therefore there is need to ensure that after the information has been collected, its source should not be identified. The study ensured that the information collected should not be accessed by other people as it is unethical to be negligent by not maintaining confidentiality.

Hence separating documents such as consent forms with participants' names from the completed questionnaire is one way of ensuring confidentiality as was practised in this study. No names were used instead code numbers were used to maintain confidentiality. The data collected was stored in a locked box and was not accessible to any other person apart from the study.

Any research involving human beings must respect participant's privacy. That is the individual performance must be kept strictly confidential (Leedy & Ormroid, 2015: 123). Privacy and comfort was maintained during the interviews by carrying out interviews in a private quiet room.

Data which were collected during the evaluation were verified for completeness and accuracy during the field work and during the data cleaning exercise after the completion of field work. Data which was collected through the structured questionnaire.

A codebook was developed to enter themes such as domestic violence experiences, contributing factors to domestic violence and prevention strategies on domestic violence and the categories for the management of the coding system, using latent and 'manifest codes.' 'Manifest codes' are terms that recur within the data collected, whereas 'latent codes' are those themes that are implied in the text and are identified by the study (David *et al.*, 2007:204) The code book listed all the codes that were generated and applied to the data for establishing of patterns and themes. The quantitative questions were pre - coded before data collection and analysis.

As part of data analysis, comparisons were made to search for patterns, themes and trends between the various groups which were sampled from various settings.

For qualitative data (FGD) specific data template was developed for the purpose of entry and analysis in NVivo. Data were synthesized and analysed by thematic areas. NVivo analysed detailed textual and or multimedia data. The software removed tasks, such as classifying, sorting and arranging information. The NVivo analysed tools or software which helped to clarify understanding of study data, discovers meaning and patterns, and identified themes to arrive at

answers to the research questions and devised conclusions about the research findings. Qualitative data were presented using thematic formats.

Data collection tools for the qualitative method were pre-tested to establish consistency, validity and reliability, and to guide appropriate adjustments of the tools.

Following the pilot study, the tools were revised in the light of experiences from the pre-testing and finalised for use in the field. Standardisation of practice, process and approach were also established before fieldwork procedures. At the end of each field day, the study reviewed the data collected to rule out anomalies and correct them at the earliest possible date. Questionnaires were checked for accuracy, completeness and consistency during these review sessions. Potential challenges were identified during pilot testing to ensure a clear and realistic data collection process.

According to Bless *et al.* (2013: 236) credibility corresponds to the concept of internal validity, since it seeks to convince that the findings depict the truth of the reality under study. On another approach, credibility involves establishing that the results of qualitative research are credible or believable from the perspective of the participants in the research. As qualitative research studies explore the perceptions, experiences, feelings and beliefs of people, it is believed that the respondents are the best to determine whether or not research findings have been able to reflect their opinions and feelings accurately (Kumar, 2011:172).

Hence, this is a classic example of 'quality not quantity'. It depends more on the richness of the information gathered, rather than the amount of data gathered. The study spent extended periods of time at the centre so that she could understand the process at the centre and

get to know participants. The study used individual interviews, involving the respondents thereby creating a good rapport. Focus group discussions and participant observation were also used. Questions used were non-threatening, allowing enough time to collect comprehensive quality data.

The conversations were audio recorded using a quality recorder. Data collected was checked with participants to ensure accuracy. The study ensured that there was accurate analysis of data to ensure accurate report findings. Records for all interviewed subjects were reviewed to back up the findings regarding their experiences on domestic violence and how they were getting support within the African context.

Transferability can be compared to external validity since it refers to the extent to which results apply to other similar situations (Bless *et al.*, 2014:237). According to Kumar (2011:172) transferability refers to the degree to which the results of qualitative research can be generalized or transferred to other contexts or settings. This section is defined by the readers of the research as they note the specific details of the research situation and methods and compares them to a similar situation that they are more familiar with.

The data collected comprised comprehensive information as participants narrated their experiences of domestic violence. In addition, the findings, interpretations and conclusions were supported by data obtained from participants. The study purposively chose participants who have experienced domestic violence and those who experienced it through trying to bring peace to the married women. The study collected data until there was no more new information gained through individual structured interviews, focus groups and observations.

Dependability demands that the study thoroughly describes and precisely follows a clear and thoughtful research strategy showing that each step has been completed (Bless *et al.*, 2014:237). Dependability ensures that the research findings would obtain the same results that are they are consistent and could be repeated (Kumar, 2014:172). This is measured by the standard of which the research is conducted, analysed and presented. The study remained focused to the research problem, study objectives and purpose. Copies of tapes, transcripts and reports were kept in the study's private locker.

Confirmability requires that other researchers or observers be able to obtain similar findings by following a similar research process in a similar context (Bless *et al.*, 2014:237). On another approach according Kumar (2011:172) conformability refers to the degree to which the results could be confirmed or corroborated by others. Conformability questions how the research findings are supported by the data collected. An external researcher can judge whether the study combined different data collection methods such as observational interviews, tape recordings and focus group discussions. A variety of tools were developed and used to collect data and information from the different sources mentioned above.

Internal validity is the extent to which a particular research design excludes all alternate explanations for the research findings, or whether the independent variable is really the cause of the variation of the dependent variable (Bless *et al.*, 2014:392).

External validity is a measure of the extent to which research findings can be generalised to a broader population (Bless *et al.*, 2014: 391). Furthermore external validity refers to the extent to which research findings apply to situations beyond the study itself (Leedy & Omrod, 2015:105). The conclusion drawn can be generalized to other contexts.

This chapter provided a description of the study design and methods which were used to achieve the study purpose and respond to research questions which were put forward. Qualitative data were generated through structured interviews and focus groups, with married women who have experienced domestic violence and were willing to participate, family members of the abused women who were willing to participate, religious leaders of Chinhoyi local church branches who were willing to participate and traditional leaders from the Chinhoyi local traditional courts and were willing to participate. The observation method and documentary analysis were used.