

# CHAPTER THREE: Study Design and Methodology

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The discussion of the presumptions underlying various research methodologies and their implications for conducting research and developing theory is known as methodology. According to Babbie (2010) methodology is the science of determining how to conduct scientific research. This chapter's goal was to provide an in-depth, high-quality description of the research design and the techniques employed to accomplish the study's goals and objectives and respond to its research questions. To comprehend the experiences of drug and substance abuse at Chinhoyi University of Technology, the study gathered empirical data. The procedures for participant selection, data collection, and analysis were all described. Ethical considerations were outlined because they are critical in this study due to the highly personal nature of the data. The chapter also discussed the validation of the procedures used.

According to Creswell (2014) research approaches encompass of strategies and methods for research that ranges the decisions from general expectations to through methods of data gathering and reasoning. Examples of research approaches are qualitative research, quantitative research and mixed methods research. The researcher used qualitative as a research approach. Qualitative research is an analysis of understanding based on different methodological traditions of inquiry that discover a social or human problem (Creswell, 2014). The researcher used qualitative research approach as it a multi method in focus, involving, interpretative and naturalistic approach to each subject matter (Aspers & Corte, 2019). A qualitative research approach was used to determine the additional strategies on the prevention and

control of drug and substance abuse among Chinhoyi University and Technology students in Zimbabwe.

Research philosophy delivers theories about the nature of genuineness that is being investigated in research (ontology) and about how knowledge of this genuineness is produced and justified (Epistemology). In addition, research philosophy deals with the source, nature and development of knowledge Mauthner (2020). There are three types of qualitative research philosophy namely interpretive, humanistic and naturalistic. The researcher used an interpretive research philosophy which was appropriate to the research. Interpretive approaches involve social theories and views that embrace a view of reality as socially created meaningful through actors understanding of events (Putnam & Banghart, 2017:1). Justification of using interpretive approach is that the responses are valid and close to the truth. Respondents give reflection of how they are truly feeling and provide accurate picture and measuring what the researcher set out to measure. In addition, they allow the participant to give more personal and in-depth in their responses.

The researcher used case study design. Case study research involves the study of an issue explored through one or more cases within a bounded system that is a setting, Creswell (2007). A case study was used to determine the additional strategies on the prevention and control of drug and substance abuse among Chinhoyi University and Technology students in Zimbabwe. The main focus of the case study was to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people Creswell (2014).

The research was conducted at Chinhoyi University of Technology in Makonde District under Mashonaland West Province. Chinhoyi University of Technology has a population of around 13 000 students

from different faculties. The research was carried out comprising students and staff members from campus and off campus. Population refers to the complete set of events, people or things to which the research findings are to be applied (Bless *et al.*, 2014). On a different view population is a group of students who have the same characteristics. The group can be small or large. The researcher has to decide what group he or she would like to study (Creswell, 2012). The study population under study were 40 Chinhoyi University of Technology students and 15 Chinhoyi University of Technology staff thus the total study population was 55. The study established that 80 percent of the respondents were males while 20 percent were females from different faculties.

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). On another note, sample is a subgroup of the target population that the researcher plans to study for generalising about the target population. The researcher selected a sample of Chinhoyi University Students who are who are representative of the entire population for instance selecting university students and staff members. On a different view a sample is a subgroup of the population the researcher is interested in (Kumar, 2014).

The sample comprised Chinhoyi University Students and staff members. The sample covered a variety of students and staff members from different faculties.

The researcher made use of purposive sampling. Purposive sampling, according to Barbour, 2014, entails the researcher using prior knowledge about existing research and the research setting to determine the selection of research participants. The sampling method used by the researcher was purposive sampling. Purposive sampling

involves selecting people for a specific reason, as the word implies. For example, the researcher may select persons who he or she believes are "typical" of a group or those who reflect varied opinions on a particular subject. Purposive sampling may be particularly appropriate for certain research topics, and the reason for a certain sample may be quite important (Leedy & Ormrod, 2015). Purposive sampling, on the other hand, is the process by which researchers select individuals who will best assist them in understanding the study topic and research questions (Creswell, 2014). The major consideration in purposive sampling, according to Kumar (2014), is the researcher's judgment as to who can supply the greatest information to meet the study's objectives. The researcher approaches participants who, in his or her opinion, are likely to have the relevant knowledge and are willing to offer it. Critical-case sampling technique was used. Critical case sampling is a type of purposive sampling technique that is particularly useful in exploratory qualitative research, research with limited resources, and research where a single case (or small number of cases) can be decisive in explaining the phenomenon of interest. It is this decisive aspect of critical case sampling that is arguably the most important (Patton, 2002).

Sample size: Number =55 composed 40 students and 15 staff members

**Table 3.1: Sampling**

Phase	Sample	Data collection methods	Sampling technique	Inclusion criteria	Number of Participants
Phase 1	Chinhoyi University of Students	Individual interviews through use of interview guide	Purposive and inclusive	Chinhoyi University of Students	Total number of participants was 40.
Phase 2	Chinhoyi University of Technology Staff members	Individual interviews through use of questionnaire	Purposive	Chinhoyi University of Technology Staff members	15 Chinhoyi University of Technology staff members

2.1 Development of additional strategies on the prevention and control of drug and substance abuse among university students.	Results of phase 1 and 2	Purposive sampling	Model development experts	
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A sample (a fraction or subset of a target group) that reflected the entire university population in the locality under study and might result in the generalisation of findings and conclusions to similar settings and demographics was necessary for a study and the individuals were chosen on purpose by the researcher from Chinhoyi University of Technology. Purposive sampling is also incredibly valuable for constructing a historical reality, describing a phenomenon, or developing something about which little is known (Kumar, 2014).

Purposive sampling was used to increase sample diversity and to make it easier to compare stories or impressions of the individuals or respondents being researched. Purposive sampling was mostly used in this study due to its effectiveness in recruiting cases with relevant information.

The number and characteristics of respondents who participated in the study had to be determined. The study required a sample (a fraction or subset of a target population that was representative of the entire population in the locality under study, and one that allowed findings and conclusions to be generalised to similar settings and populations). Participants were chosen for the study based on their knowledge and experiences, which were required to answer research questions.

According to Garg (2016) the Inclusion criteria identify the study population in a consistent, reliable, uniform and objective manner. For this particular study the inclusion criteria assisted the researcher 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 university student experiencing drug and substance abuse.
- To live either on or off campus.
- To be able to communicate fluently in English.
- Willing to participate in the study.

The exclusion criteria include factors or characteristics that make the recruited population ineligible for the study (Garg, 2016). University students experiencing drugs and substance abuse were excluded from the study if they were:

- Not willing to participate in the study.
- Not able to communicate fluently in English

The researcher developed the interview guide comprised of the main questions and the probing questions. Data were collected by means of face-to-face interviews (in-depth interviews). The interview guide was based on the main purpose of the study, the objectives of the study and the research questions. The interview guide was handed over to the supervisor of the researcher for validation purposes and approval; hence it was ready for use. A number of tools were developed and used to collect data and information from the different sources mentioned above. These tools ranged from, informative face to face interviews and semi – structured questionnaires.

In qualitative interview, the researcher conducted face to face interviews with participants. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (Creswell, 2014).

Justifications of interviews according to Creswell (2014) are as follows:

- Useful when participants cannot be directly observed.
- Allows the researcher control over the line of questioning.
- Participants can be able to provide their historical information.

Kumar (2014) has highlighted the following justifications for using an interview:

- Interview is more appropriate for complex situations and sensitive areas as the interviewer can prepare a respondent before asking sensitive questions.
- Interview is useful for collecting in-depth information from the respondent.
- Information obtained can be supplemented from observation of non-verbal reactions.
- Questions can be explained during an interview.
- Interview can be used in almost any type of population for example children, handicapped, illiterate or very old.
- Semi - structured interview was used. For the purpose of the study the semi-structured interview was identified to be appropriate and relevant, Kumar (2014).

A semi-structured interview, also referred to as an in-depth interview is a well-established method for eliciting individuals' perspectives and accounts and involves the researcher in asking a set of questions. However, questions are not always asked in the same order and there is a room for the interviewee to raise additional issues that are salient for him or her. The researcher can add questions to the schedule in response to comments by current or previous interviewees (Barbour, 2014).

Justifications of semi-structured interviews according to Barbour (2014) are as follows:

- There is a considerable variation in researchers' practice, with some relying more heavily on the prepared order of questioning than others, who use schedules in a much more fluid way.
- This type of method balances the researcher's agenda in terms of over-arching questions and specific detailed questions.
- The interviewee is granted room to provide his or her own insights and reflections on the personal experiences and personal life styles.

In a study done by Bless *et al.* (2014), eluded the following advantages:

- Semi-structured interviews help to clarify concepts and problems, and they allow for the establishment of a list of possible answers or solutions to the research problem.
- They allow the discovery of new aspects of the problem by exploring in detail the explanations supplied by respondents.
- In addition, they also facilitate the elimination of superfluous questions and the reformulation of ambiguous ones.

The interview questions were phrased in a way that all participants could understand. A pilot study was carried out to see if the methodology, sampling, instruments, and analysis were adequate and appropriate. The interviews were conducted by the researcher in accordance with the guidelines provided by Bless, Smith, and Sithole (2014). The researcher established a good rapport with the research participants and created a conducive, risk-free environment. The questions were straightforward and non-threatening. Participants in the study were given the opportunity to choose whether or not to participate in the study without being forced or coerced to do so. The researcher treated all of the participants with dignity and listened to each participant's narrative in a non-judgmental manner.

According to Bless *et al.* (2014), a questionnaire is defined as a data collection instrument consisting of a standardised series of questions

relating to the research topic that participants must answer in writing. A questionnaire, on the other hand, is a written list of questions, the answers to which are recorded by respondents. Respondents read the questions, interpret what is expected of them, and then write down their responses (Kumar, 2014). The survey was carried out through interviews. The questionnaire included open-ended questions, close ended questions, rating scales, and a listing.

Kumar (2014), highlighted the following justifications of a structured questionnaire:

- It is less expensive in terms of time, human and financial resources as the researcher do not need to interview respondents.
- The use of questionnaire is comparatively convenient.
- It offers greater anonymity as there is no face-to-face interaction between respondents and interviewer.
- In some situations, where sensitive questions are asked, it helps to increase the data analysis.

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

A codebook was developed to enter themes such as the predisposing factors of drugs and substance abuse among Chinhoyi University of Technology students, how Chinhoyi University of Technology students in Zimbabwe affected by drug and substance abuse, why there is continued drug and substance abuse among Chinhoyi University of Technology students, despite the strategies being implemented, why there is continued drugs and substance abuse among Chinhoyi University of Technology students and the additional strategies for educating Chinhoyi University of Technology students

on the prevention and control of drug and substance abuse, 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 researcher (David *et al.*, 2007). The code book listed all the codes that were generated and applied to the data for establishing of patterns and themes. Qualitative data analysis was used to provide qualitative data.

- Data was synthesized and analysed by thematic areas.
- Qualitative data was presented using thematic formats.
- Data collection tools for the qualitative method were pretested 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 researcher 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.

Data collection is referred as a plan or process 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). Data collection methods depends on kinds of evaluations and on kinds of information needs (Meyer, 2015). Data collection methods depend on analytical purposes and not on the kind of research or evaluation (Meyer, 2015).

Chinhoyi University of Technology granted permission for the collection of data pertaining drug and substance abuse from both staff members and university students. After obtaining permission, the researcher visited the research sites to become acquainted with them and made preparatory plans for data collecting. On the days of data collection. The researcher introduced herself to the responsible participants. During the study, privacy and anonymity must be respected. Individual interviews were held in a private, quiet room at a location chosen by the researcher and participants.

A small study was conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis were adequate and appropriate. Interview guides were tested to establish their acceptability to potential research participants and their capacity to elicit the type of data that is required. Following piloting, the wording of questions and their order were amended. Pilot study refers to a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate (Bless *et al.*, 2014).

The pilot testing was done on a small group similar in characteristics to the intended respondents to ensure reliability. The test was meant to establish whether respondents have understood the questions, determining understanding of the language or words by participants, determining the length of the questionnaire, and how relevant the questions were, among other issues that would serve to strengthen the value of the tool after review.

The interactive encounter between researcher and interviewee was viewed as enriching in depth experience necessary for useful information in health programming. The argument for consistency was based on the belief that research participants can provide

responses that they thought were acceptable, rather than telling the truth when questioned directly. However, this can apply in qualitative data collection. Awareness of challenges prompted the researcher to probe further and triangulate data whenever inconsistencies would be observed during interviews.

Since qualitative explorative interviews were generally considered to have greater validity due to in depth discussions with respondents, this approach enhanced reliability in this study. The researcher endeavoured to be as objective as possible in data interpretation of qualitative data, through using qualitative data software thematic analysis to avoid subjectivity and increase reliability.

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).

Structured interviews (in-depth interviews) were used to collect data, which were then followed by clarification or probing questions based on the participants' responses. The data collection lasted 2 days. The study design required Chinhoyi University of technology students and staff member's population.

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.

Key informants within the Chinhoyi University of Technology were recruited, based on their availability, awareness of the drug and substance abuse and other university service activities. Chinhoyi

University of Technology students and staff members were recruited from Chinhoyi University.

Individuals volunteering to participate in the study were requested to sign a consent form. The participant retained a copy of the signed form. The data collection method was more appropriate for exploring the variation and diversity in any aspect of social life. It also provides immense flexibility and qualitative research is more comprehensive and worth consideration, Kumar (2014). Data collection makes considerable use of inductive reasoning making many specific observations and draw inference about larger or more general phenomena.

The tools and methods for collecting qualitative data were created. Interview guides and questionnaires were utilized for the qualitative methodologies. The structured questionnaire included both open ended and closed-ended items. The categories were developed based on the study's literature analysis and the researcher's knowledge of some of the metrics for measuring excellent health care delivery to Chinhoyi university students. Respondents were able to submit their own comments and elaborate on responses in the categorized parts by using open-ended questions.

Individual interviews were done at Chinhoyi University of Technology using standardized questionnaires and interviews. The participants' conversations were held in a suitable setting that was safe, private, and comfortable, and at a time that was convenient for both the researcher and the participants. Follow-up sessions were scheduled as needed until data saturation was attained.

Data Analysis was used to provide qualitative data. Data was presented using themes that were generated from the respondent's responses. The researcher used different data techniques, that is,

questionnaires and interviews for the purpose of triangulation and the data was found too reliable. The qualitative research design was used in the study because it allows the researcher to learn about the participants' inner experiences and how meanings are formed in a cultural setting. The method can assist the researcher in comprehending the markers' working assumptions about what is to be assessed and the meanings of the score or grade.

Qualitative validity denotes the researcher's use of specific procedures to ensure the accuracy of the findings Creswell, (2014). One of the strengths of qualitative research is validity, which is based on determining whether the findings are correct from the perspective of the researcher, the participant, and the readers of an account. Alternatively, the researcher verifies the findings using specific procedures Creswell (2014). The degree to which a study actually measures what it claims to measure is also referred to as validity (Bless *et al.*, 2014).

On another version according to Kumar (2014), validity is the ability of an instrument to measure what it is designed to measure. Therefore, validity is defined as the degree to which the researcher has measured what he or she has set out to measure.

Qualitative reliability shows that a specific approach is consistent when utilizing various research projects. Alternately, it could imply that the researchers' method is the same for various projects and researchers (Creswell, 2014). The instrument's ability to produce consistent results over numerous trials is another factor in measuring measurement reliability. On the other hand, an instrument is said to have high reliability when it consistently produces the same score when used to measure a constant value because it can be relied upon to provide an accurate measurement (Bless *et al.*, 2014).

According to Kumar (2014) there are four indicators that reflect validity and reliability in qualitative research namely credibility, transferability, dependability and conformability.

Credibility, according to Bless *et al.* (2013), is related to the idea of internal validity because it aims to persuade that the results accurately reflect the reality being studied. Credibility can also be defined as demonstrating that the findings of qualitative research are credible or believable in the eyes of the research participants. The respondents are thought to be the best to judge whether or not research findings have been able to accurately reflect their opinions and feelings because qualitative research studies focus on people's perceptions, experiences, feelings, and beliefs Kumar (2014).

As a result, this is a classic example of 'quality over quantity'. It is determined by the richness of the information gathered rather than the quantity of data gathered. The researcher spent extended periods of time at the centre to understand the process and get to know the participants. The researcher conducted individual interviews, involving the respondents and establishing a positive rapport. The questions used were non-threatening, allowing sufficient time to collect comprehensive quality data.

The collected data was double-checked with participants to ensure its accuracy. The researcher ensured that data was accurately analysed to produce accurate report findings.

Transferability is similar to external validity in that it refers to how well results apply to other similar situations Bless *et al.* (2014). Transferability, according to Kumar (2014), refers to the extent to which the findings of qualitative research can be generalised or transferred to other contexts or settings. This section is defined by the research's readers as they take note of specific details about the

research situation and methods and compare them to a similar situation with which they are more familiar.

The information gathered was comprehensive, as participants described their experiences with drug and substance abuse. Furthermore, data obtained from participants supported the findings, interpretations, and conclusions. The researcher purposefully selected participants who had experienced drug and substance abuse and those who had witnessed students who have abused drugs and substances. Individual interviews and semi - structured questionnaires were used to collect data until no new information was obtained.

Dependability necessitates that the researcher thoroughly describes and precisely implements a clear and well-thought-out research strategy that demonstrates that each step has been completed Bless *et al.* (2014). Dependability ensures that the research findings yield the same results every time, indicating that they are consistent and repeatable Kumar (2014). This is determined by the level at which the research is conducted, analysed, and presented. The researcher maintained her attention on the research problem, study objectives, and purpose. The researcher's private locker held copies of questionnaires and reports.

Conformability necessitates that other researchers or observers obtain comparable results by following a similar research process in a similar context Bless *et al.* (2014). According to Kumar (2014), conformability refers to the extent to which the results can be confirmed or corroborated by others. Conformability asks how the data collected supports the research findings. An outside researcher can assess whether the researcher used data collection methods, such as interviews and questionnaires.

Internal validity is the extent to which a specific research design excludes all alternative explanations for the research findings, or whether the independent variable is truly the cause of the dependent variable's variation Bless *et al.* (2014).

External validity is a measure of how well research findings can be generalised to a larger population (Bless *et al.*, 2014). Furthermore, external validity refers to how far research findings extend beyond the scope of the study (Leedy & Omrod, 2015). The conclusion reached can be applied to other situations.

There are many ethical issues to consider in relation to the participants of the research activity (Kumar, 2014).

According to Leedy and Ormrod (2015), researchers should not subject participants to unnecessary physical or psychological harm. As a result, researchers must be especially sensitive to and considerate of any potential harm they may cause to participants.

This principle requires that social science research be conducted in such a way that it causes as little harm or risk to social groups or individuals as possible (Silverman, 2017).

The researcher made certain that all participants were safe and free of any potentially harmful objects. As a result, all participants were treated courteously and respectfully in a welcoming environment.

The principle encompasses the right to self-determination and the right to complete closure. Following the right to self-determination, participants were given the right to refuse participation in the study, the right to discontinue the study if they felt uncomfortable, the right not to answer specific questions if they did not want to reveal their

information, and the right to clarification if they were unsure about any aspect.

Respect for human dignity is required; participants have the right to self-determination, which means they have the right to choose whether 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. Scientific integrity should be respect for the scientific community.

Furthermore, participants have the right to full disclosure, which requires the researcher to inform potential participants about the full scope of the study (Creswell, 2014). As a result, all participants were treated with dignity and courtesy.

There is also a need for justice, which means that the study population in general, and participants in particular, should be chosen based solely on research needs. Selection was purposeful or voluntary due to the nature of the study. People who refuse to participate should be treated fairly. Sensitivity and respect for people of different backgrounds and cultures' beliefs, habits, and lifestyles. It was stated clearly that participation is entirely voluntary. The researcher was aware of the participants' diversity (Creswell, 2014).

The researcher must be competent, accurate, and truthful. The researcher ensured that people who declined to participate in the study were treated fairly, with no penalty, discrimination, or loss of benefits to which they were entitled. The researcher also avoided plagiarism by properly referencing sources, ensuring that the research process is followed according to academic and scientific standards, and promising to report findings accurately and truthfully.

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

Any involvement in a study should be entirely voluntary. Informed consent is required for human research. An informed consent form should also describe the nature of the research project and one's participation in it (Leedy& Ormrod, 2015). According to Kumar (2014), it is unethical to collect information without the knowledge of participants, and their expressed willingness and informed consent. Informed consent requires that subjects be adequately informed of the type of information sought by the researcher, 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 must be competent to give consent, sufficient information must be provided to allow for reasoned decision-making, and consent must be voluntary (Kumar, 2014).

Participants in research must participate voluntarily and without coercion. Participants must be informed of their right to refuse or withdraw from participation if they so desire. To be valid, consent must be freely given (Silverman, 2017).

The purpose of the study and data collection procedure were developed to ensure autonomy in this study. This was done to ensure consistency in information provided and the freedom of choice for all potential participants to participate. According to Silverman, (2017), research staff and subjects must be informed about the purpose, methods and intended possible uses of the research.

The researcher informed prospective participants about the study so that they could make informed decisions about their participation. The participants were carefully informed of their right to refuse participation in the study, and that their participation or refusal would have no bearing on the care they received. Each participant was given the opportunity to ask questions and express her feelings.

During the interview, each participant received information about drug and substance abuse, which may have helped them make better decisions in the future. The information was provided in writing and signed by the research subjects / participants.

Each participant was asked to participate after being fully informed about the research study's purpose. Participants were not compensated for their participation in the study, and none of them suffered negative consequences for declining to do so. A signed informed consent was required of each participant who gave their consent to participate.

All the participants spoke English, so all consent forms were available in English. In an effort to preserve confidentiality, the signed consent forms and the finished structured interview guides were kept apart. Each participant received this assurance.

To maintain confidentiality, research participants received a guarantee that the comments and information they share with the researcher will remain private and not be shared with anyone else, including other research participants, unless these comments and information are anonymised (Barbour, 2014).

Sharing a respondent's personal information with others for purposes other than research is unethical, according to (Kumar, 2014). To put his or her findings into context, the researcher needs to know who the

population is that they are studying. Respondents' responses must remain completely anonymous. Information provided by research subjects must be kept confidential, unless participants consent to its disclosure (Silverman, 2017).

Therefore, it is important to make sure that the information's source is kept a secret after it has been gathered. It is unethical to be careless by failing to maintain confidentiality, so the researcher made sure that the data collected should not be accessed by others.

Thus, one method of ensuring confidentiality, which was used in this study, is to keep questionnaire answers separate from documents like consent forms that include participant names. To maintain anonymity, code numbers were used instead of names. Other than the researcher, no one else had access to the data since it was locked away in a box.

Every human subject in a study must have their privacy protected. This means that the specific performance must be kept completely private (Leedy & Ormrod, 2015). By conducting interviews in a quiet, private space, confidentiality and comfort were maintained throughout.

This chapter provided a description of the study design and methods used to achieve the study's purpose and respond to research questions. Semi-structured interviews and structured questionnaires were used to collect data among university students and staff members from different faculties who were willing to participate.