

## CHAPTER 3: STUDY DESIGN AND METHODOLOGY

This chapter discusses the methodology that was utilized in the study to obtain information from the participants. Research philosophy grounding the research methodology will be examined first; thereafter, the research approach is also looked at and justification for utilising inductive research approach in the study is proffered. Sampling procedure, data collection procedure for primary data and sources of secondary data, research instruments that were used to collect data from participants are also discussed. How data was analysed, ensuring trustworthiness and ethical consideration that guided the researcher are also detailed.

The study adopted constructivism as its research philosophy. Prior to the emergency of constructionism or interpretivism philosophical assumptions, objective epistemological philosophy associated with realism dominated research. Constructivism that was adopted in the study emerged as a new philosophy, trying to challenge positivism that dominated social science research for long (Rooney, 2005). For Constructivists, knowledge does not exist mind independently, but knowledge is mind dependent and people interpret "reality" differently. Saunders *et al.* (2009) argue that when using interpretivism, researchers must take an empathetic stance and try to understand a phenomenon from the way it has been experienced and interpreted by participants. In addition, Burke (2007); Saunders *et al.* (2009) also argue that interpretivism is very ideal when conducting business research due to the complexity associated with conducting business research studies where the researchers attempt to have an in-depth understanding of how people are experiencing a phenomenon.

Saunders *et al.* (2009) identify inductive and deductive reasoning as the main research approaches that are used in research. While deductive approach is more concerned with theory testing, inductive approach is mainly concerned with collecting data, analysing the collected data, and then come up with a theory (Guba and Lincoln, 1994). Collis and Hussey (2003) observe how deductive research approach that seeks to test a theory is dominant in natural sciences while inductive research approach is dominant in social

sciences. Social science research scholars criticize deductive research approach for using rigid methodology that does not offer explanations of a phenomenon and does not allow participants to fully express themselves. Saunders *et al.* (2009) aver that inductive research approach is adopted by researchers who want to have an in-depth understanding of how people have experienced a problem, when researchers want to collect qualitative data and when the researcher is not mainly concerned with generalization of findings (Robson, 2002).

Gray (2007) describes a research design as a plan that guides the researcher when conducting a study. For Flick (2009), research design guides a researcher on how they are supposed to collect and analyse data. Flick (2010) describes it as a research plan for that is followed to collect and analyse data that will be used to answer research questions that the researcher is supposed to answer. From these definitions, research design comprises issues such as the aim of the study, study objectives, research questions that the study seeks to answer, theoretical framework, methodology to be used to collect data (Flick, 2010). Case study design was adopted as the research plan in the study. Payne and Payne (2011) define a case study as a detailed investigation of a single phenomenon. Gray (2004) recommends the use of case study research design when the researcher want to have an in-depth understanding of a phenomenon especially those who want to answer the how and why questions. Flick (2010) argues that a case study research design is normally used when want to investigate a phenomenon where very little known. Accordingly, the study was exploratory in nature hence case study research design was the most ideal research plan.

Having adopted inductive approach as the research approach in the study, the qualitative research methodology was conducted utilised in the study. Flick (2010) argues that qualitative research has no universally accepted definition. For Denzin and Lincoln (1994), qualitative research involves studying a phenomenon in its natural setting. This implies in qualitative research studies; people are studied in their natural setting. Qualitative research was conducted in the study because it is ideal if one intends to have a comprehensive understanding of human experiences. In addition to that, qualitative research was used because it helps the researcher to investigate

personal experiences of persons with disabilities who have experienced the phenomenon, to capture the narratives of participants without limiting them to certain responses, it is naturalistic, and it puts participants at the centre of the study by viewing them as the experts.

Despite of some weaknesses of qualitative research such as time consuming (Creswell, 2013), the approach was arguably the most suitable one in the study. Flick (2010) recommends the use of qualitative research approach when nothing or very little is known about the phenomenon under study. Literature review and the research gap identifies shows that very little is known about the contribution of entrepreneurship in sustaining the operation of disability organisations hence qualitative research approach was the most ideal one in the study.

The study was conducted at Danhiko. Danhiko was chosen because it is one of the biggest disability organisations in Zimbabwe, housing persons with disabilities from all corners of Zimbabwe. Danhiko is a registered nongovernmental organisation that offers vocational training to persons with disabilities for persons with disabilities and non-disabled people. Danhiko was founded in 1981, one year after independence. Danhiko was formed against the backdrop that many people sustained injuries during the armed struggle hence there was need to rehabilitate those who had sustained injuries to provide them with opportunities to participate in the mainstream economy just like their non-disabled counterparts. The main mandate of Danhiko is to educate persons with disabilities to improve their employability. The fact that Danhiko houses people from across Zimbabwe, the findings could somehow be generalised to all persons with disabilities across Zimbabwe. Danhiko was chosen as the area of study because as a disability organisation, has been finding it hard to sustain its operations over the past years due to dwindling of donor funding. Danhiko also gets its funding from the government through the ZIMDEF fund, however due to myriad of factors such as budget constraints and inflation, the organisation has not been getting adequate funding over the past years. Danhiko is in the Eastern side of Harare in the suburb of Masasa.

Gray et al. (2004) define target population as the entire collection of units under study that the researcher wishes to investigate and make conclusions on. Saunders et al. (2009) define population as the full set of elements from that a sample is selected. The study targeted persons with disabilities at Danhiko and social workers who deal with disability issues.

As argued by Flick (2010), sampling can be defined a sampling as a process of selecting research participants. There are several reasons why researchers must select a sample, chief among them saving time, resources and to generalize findings to the entire population. Considering that qualitative research methodology was adopted in the study, non-probability sampling technique was utilized to select participants. Purposive sampling was used to select participants. Using own discretion, the researcher selected those participants whom he deemed to be knowledgeable about the phenomenon under study. Saunders et al. (2009) observe how purposive sampling enables researchers to select elements who are capable to answer research questions. Through this sampling technique, the researcher purposely drew participants from the population. Padgett (2008) defines purposive sampling as a sampling procedure where the researcher uses own discretion to deliberately select participants who have potential to provide data that is necessary for the researcher to answer research questions. The sampling method enabled the researcher to select participants with in-depth information.

However, Wazed (2012) blames non-probability sampling techniques for its weaknesses. For Wazed (2012), data collected from participants collected through non-probability sampling cannot be generalized to the entire population. In addition, Neuman (2005) argues that elements selected using purposive sampling are not statistically representative. Despite of the weaknesses of non-probability sampling techniques such as purposive sampling, the use of purposive sampling technique to select participants in the study is very justifiable since generalization of findings is beyond the scope of qualitative studies. Accordingly, the study was qualitative in nature hence generalization of findings was beyond the scope of the study. In addition, Creswell (2013) hails the use of purposive sampling because it is economical and less time-consuming.

Cohen *et al.* (2011) posit that there is no consensus on the ideal sample size. However, despite of lack of consensus on the size of the sample, Creswell (2003) is of the view that researchers must consider issues such as the topic under study, purpose of the study, the target population, the research approach adopted in a study, time, and resources available. In addition, Flick (2011) argues that although there is no clear-cut answer on how big the sample size should be, the sample size must be big enough for the researcher to analyse data. In the study, the researcher selected 15 participants, and this was based on the principle of saturation. Through the principle of saturation, the researcher stopped collecting data when no new themes were emerging.

Ritchie and Lewis (2003) contends that when conducting a study using qualitative research, they endeavour to collect data that is detailed and rich in text. Flick (2014) is of the view that there are several methods that can be used to collect primary data. Some of the methods of collecting primary data that have been suggested by Patton (2012) when collecting primary data include in-depth interviews, telephone interviews, focus group discussion, observation, and questionnaires. As argued by Creswell (2013), there is no data collection that can be singled out as the best data collection technique. When collecting data, the researcher must carefully select those methods that are most appropriate to answer the research questions that the study seeks to answer.

However, the choice of a data collection technique is determined by several factors' chief among them, type of data the researcher intends to collect, resources available at researcher's disposal, time and the research approach chosen by the researcher. Trigueros *et al.* (2017) prescribe that qualitative researchers must use research methods such as interviews, observation and focus group discussions to collect primary data. In-depth interviews and key-informant interviews were conducted to collect qualitative data. Those data collection techniques were chosen because they resonate with qualitative research methodology, interpretivism research philosophy and inductive research approach.

Creswell (2013) defines an in-depth interview as a face-to-face interaction between a researcher and a participant. Through in-depth interviews, the researcher managed to have direct interaction with the participants. Flick

(2011) argues that a researcher using case study design must have direct interaction with the participants. Saunders et al. (2009) argues how in-depth interviews are very good research methods if the participants want to collect detailed information from the participants. In-depth interviews are ideal to have in-depth understanding on the contribution of entrepreneurship on sustaining the operation of disability organisations. In-depth interviews also enabled the researcher to probe and seek clarity. In-depth interviews also have high response rate and high flexibility. However, despite of the advantages of in-depth interviews, in-depth interviews have several weaknesses such as time consuming and bias. Yin (2003) also argues that when using in-depth interviews in a study, one cannot make statistical inference of the findings to the entire population.

The study sought to have an in-depth understanding of the contribution of entrepreneurship in sustaining the operation of disability organisations. To have a comprehensive understanding of the phenomenon under study the researcher saw it very critical to collect information from key-informants who are well versed with disability organisations, how they are operating, the challenges they are facing and how entrepreneurship can sustain the operation of disability organisations. Key-informants were selected using purposive sampling technique. Through purposive sampling, the researcher used own discretion to select key-informants who are well acquainted with entrepreneurship disability issues.

To collect data while conducting in-depth interviews, an interview guide was used to collect data from participants. The researcher designed an interview guide with a list of open-ended questions that were orally asked to the participants (Creswell, 2013). This guide helped to ensure there is consistency on the questions that were asked. However, to maintain flexibility the questions on the interview guide were not religiously followed. Designing open-ended interview guide questions did not limit how the participants were to respond to the questions that were asked. Those questions also allowed the participants to clarify their answers. Through in-depth interview guide, the researcher managed to capture the attitude and the lived experiences of participants (Flick, 2010).

A key informant interview guide with open ended questions was designed to solicit information from key informants. The open-ended key informant interview guide helped the researcher to probe and gave the key informants the room to fully express themselves.

Creswell (2013) avers that although secondary data have become increasingly unpopular among scholars as most of them prefer primary data sources when conducting their studies secondary data sources are normally used to integrate the methods and compare data that have collected through primary data sources and data already existing. Through secondary sources of data, the researcher was able to complement primary data that was collected through different sources. Secondary data was very critical in the study as it enabled the researcher to have comprehensive understanding of the situation of persons with disabilities in Zimbabwe and across the globe. Secondary sources of data also enabled the researcher to have an understanding on the general importance of entrepreneurship. Secondary sources of data that were utilized in the study also helped the researcher to come up with the background of the study and the secondary sources of data also helped the researcher in coming up with the problem statement.

Flick (2014) emphasizes that when choosing secondary sources to use in a study, researchers must take cognizance of the authenticity and credibility of the sources that they use in a study. Hart (2018) identifies textbooks and journals as some of the most authentic sources of data that researchers must consult when conducting their studies. Books on disability and entrepreneurship were consulted in the study and some of the advantages of using textbooks as sources of data include being cost effective, saving time and high authenticity. Internet accessibility has made it easy for the researchers to access secondary data in the comfort of their homes.

Journals were also utilized as sources of secondary data in the study. Creswell (2013) defines a collection of articles about a certain topic. Saunders et al. (2009) argues that journals are also popularly known as periodicals. Journal articles are normally published on regular basis and the publication of journal articles on daily basis enabled the researcher to take

note of the trends and changes, something that most primary sources of data cannot do. Journals that were used in the study were in printed form and those that were accessed online. Saunders *et al.* (2009) recommends the use of journal as they describe journals as 'vital source of information for any research' In addition, the regular publication of journals implies they have relevant information. In addition, journals are very authentic as they are peer reviewed by experts in the area before they are published.

Secondary sources of data are generally cost effective. Blumberg *et al.* (2008); Saunders *et al.* (2009) argue that secondary sources of data are generally cheap as compared to primary sources of data. In addition, secondary sources are unobtrusive, and this enables researchers to collect data of high quality. Secondary data makes it easy for researchers to conduct longitudinal and cross-sectional studies, something that is difficult if the researcher decides to use primary sources of data.

However, just like primary sources of data, secondary sources also have several weaknesses. Saunders *et al.* (2009) caution that when using journal articles as sources of data, researchers must be cautious as some of the information published in journal articles may be biased towards the authors' views or the organisation they represent. In addition, some of the sources of secondary data in existence may not suit the aim of the study and this will make it hard for the researcher to answer the research questions and meet the objectives of the study (Blumberg *et al.*, 2008). In addition, although most of the secondary sources are readily available; Saunders *et al.* (2009) lament that some of the sources of secondary data are not always readily available, especially data collected for commercial purposes.

Creswell (2003) identifies conversation analysis, discourse analysis, content analysis and thematic data analysis as some of the most common ways of analysing qualitative data. Thematic data analysis was utilised as the method of analysing data. For Braun and Clarke (2006), through thematic data analysis, the researcher identifies, analyses, and reports the themes that emerge from data collected. Through thematic data analysis, the researcher captured themes that emerged especially the responses that resonates with



the research objectives. To determine the themes, the researcher used his own discretion since there is no clear-cut answer on what must become a theme.

The first step after in that was taken to analyse data was familiarization with the data that was collected using different data collection techniques. To make sure that he became familiar with the data, the researcher read the observes how were taken while collecting data and played the audios recorded several times. Thereafter, the researcher created initial codes by taking down ideas that emerged and then organising the data into group to show a pattern that exists. After having generated initial themes, the researcher then searched for meaningful themes by collating themes initially identifies. After searching for meaningful themes, those themes were then reviewed and refined. After refining those themes, the researcher then wrote a report, and this was the last stage in analysing data.

As argued by Creswell (2003), while quantitative researchers are more concerned with reliability and validity, qualitative researchers are more concerned with addressing trustworthiness of the collected data. Guba (1981) argues that data credibility, dependability, confirmability, and transferability are the four main constructs of ensuring data trustworthiness. Furthermore, Guba argues that ensuring data credibility is the most important aspect in ensuring trustworthiness of collected data. To improve data credibility, there researcher triangulated methods by using different methods to obtain findings from the participants. In-depth interviews, key-informant interviews and documents were used to obtain data from participants. Participants voluntarily participated in the study. No participant was coerced to take part in the study. They had the right to refuse to participate in the study. In addition, participants had the right to withdraw anytime.

Saunders *et al.* (2009) define ethics as the appropriateness of researchers' behaviour on those whom he or she is studying and those who are going to be affected with a study. Rubin and Babbie (2012) observe how ethics determines what is right and what is wrong. Ethics implies the principles

that guide researchers when conducting their studies. Bogolub (2010) is of the view that social researchers must adhere to ethical standards when conducting research. Accordingly, the researcher conducted the study in line with ethical standards.

After selecting participants, the researcher then sought for their consent to participate in the study before collecting data from them in vernacular. The researcher told the participants the purpose of the study and the time that would be taken to collect information from the participants. The participants were also told of their rights at this stage and some of the rights of the participants include the right to refuse to participate in the study, right to withdraw at any time and the right to refuse to answer questions asked by the researcher. How data collected from participants was going to be kept confidential and the issue of sharing collected data with the supervisors was also discussed with the participants while seeking for their consent to take part in the study. Technical jargons were also avoided in the study to ensure participants fully understand the purpose of the study. After the participants fully understood the purpose of the study, nature of the study and their rights, they were then asked to sign informed consent forms.

Having promised the participants that the information that they were going to give him was going to be kept confidential, the researcher kept his promise and kept the information given by the participants confidential. Flick (2011) defines confidentiality as keeping the information and identities of participant's secret. Accordingly, the information that was given by the participants and their identities were kept confidential. To achieve this, participants' names were not recorded on the records and the consents forms that were signed by the participants were not stored together.

In the study, the researcher took measures and ensured that all participants who took part in the study were not exposed to any form of risk.

This chapter has managed to look at the methodology that was used to obtain findings from the participants. The research philosophy which underpins the study has been discussed. Selection of participants, data collection techniques and ways of analysing data were also looked at. Ways

of ensuring trustworthiness of data such as triangulation of methods were also discussed in the chapter. Ethical issues such as informed consent, confidentiality and no harm were also looked at, showing the significance of ethics in research. With the chapter having managed to look at the methodological issues that underpinned the study, the next chapter focuses on presenting findings of the study, analysing and discussing those findings.