

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND GENERAL BACKGROUND

Challenges of school managers are immense, regardless of the size of the school. School managers are expected to lead schools and face unremitting pressure not only to produce good results but also to ensure that their schools have a good reputation. The results of the Annual National Assessment conducted by the Department of Education (SA, 2011) indicate that instruction in reading, writing and mathematics is not adequately provided to almost 80% of learners in primary schools. Performance of sixty of the three hundred and eighteen schools that wrote matric in 2011 in the Free State Province was between 0 and 59.8% (SA, 2012). Although this is a small percentage of underperforming schools (19%), it is not insignificant. The image projected by such schools indicates how community members perceive them. A good school management entails the capacity to respond to local challenges to ensure the **school's permanence**. A good reputation is therefore, imperative for **continuity of any institution**.

Managing reputation is central in ensuring that the stakeholders' experience of the school is in line with the reputation the school has or hopes to have. Marconi (2001:20) and Nakra (2001: 402) indicate that "reputation management is identified as a general viewpoint of the social sphere". It is a collective representation of an organisation's past actions and results that describes its ability to deliver valued outcomes to multiple stakeholders. Reputation has a historical dimension as it represents the estimation of the consistency over time of an attribute of an organization based on its willingness and ability to perform an activity repeatedly in a similar fashion (Le Roux, 2003:3). Because reputation is important, it is also important to manage it.

The discussion above points out that reputation is noteworthy for schools as service organizations as it can be regarded as a discipline within a broader context of school

management. The main and primary goal of schools is educating the learners and shaping their behaviour. Karaköse (2008:2) argues that it is only with high quality education that learners can be raised to become analytical thinkers, researching and questioning individuals. Schools will therefore, have good reputation in their communities to the degree that they serve this purpose. A good reputation will have a positive effect on a school's ability to perform (Robenstine, 2000:95). A positive reputation will have a positive effect on both the performance of the school staff members and the behaviors and attitudes of external stakeholders (Doorley & Garcia, 2007:22). Stakeholders, according to Gross and Godwin (2005), include individuals or entities that stand to gain or lose from the success or failure of a system or an organization. For the purpose of this research, stakeholders include parents, community members, learners, educators, non-teaching staff members, members of the School Governing Body and education officials.

Managing reputation is central to ensuring that the stakeholders' experience of the school is in line with the reputation the school has or hopes to have. Current trends regarding effective reputation management, indicate an emphasis on participation with stakeholders, allowing for continuous two-way communication between schools and their constituents. This, in some instances, is often associated with greater transparency in decision-making (Cloete, 2002; Rakodi, 2001; Fissen, 1997). It is also important to ensure that relationships with the wider community and other institutions are sound. The success and failure in relationships a school has is based on performance, behaviour and communication (Doorley & Garcia, 2007:22). A participative management strategy in reputation management is intended to manage change and fluctuation more effectively so as to avoid reputation pitfalls.

The aim of this study is to understand the perceptions of internal and external stakeholders regarding reputation management at schools in the Fezile Dabi district.

Reputation management in schools as educational organizations according to Karaköse (2008:1) is a new and original topic in the field of educational management. Studies that

exist include how reputation is managed in educational organizations (Karaköse, 2008), a new model for managing reputation in educational organizations (Karaköse, 2008), reputation management as a basis for trust (Ostrom, 2002) and others that include all four concepts of corporate reputation which are general business management, financial management, corporate marketing and corporate communication. There is therefore no research conducted on the perceptions of stakeholders on how effectively schools deal with the issues of reputation management. The paucity of research on this topic is one motivation for this study.

1.2 STATEMENT OF THE PROBLEM

The rationale for this study is that there has been a significant change within schools over the past years, contributing to the emergence of schools of choice (*cf.* 2.5.2) in both white and previously disadvantaged areas where schools have also achieved excellence. The demand for schools of choice and successful schools has led to great competition even among township schools. It has become imperative for schools to create a positive school image in order not only to survive but also to guarantee their future existence.

A negative image can lead to learner transfers to successful schools and a decline in learner enrolments in schools where stakeholders lack confidence in the ability of latter schools to provide effective education (*cf.* 2.4.2). Some of the schools in Fezile Dabi district have long closed and educators were deployed to other schools. Learner attrition has a down side in that it is costly for the Department of Education to build schools which have to be evacuated five years down the line because of the declining enrolment. Schools lost learners who were attracted to suburban former Model C schools that became magnet schools since 1994. Reputation may have influenced the decline in learner enrolments in these schools (Robenstine, 2000:96). Reputation is a controllable factor which if managed effectively, can offer opportunities for improvement and growth in schools. A negative image can lead to schools losing their legitimacy.

There are also dire consequences for the learners who cannot move to 'magnet schools' (Dieltiens & Meny-Gibert, 2008:1; Plank & Sykes, 1999: 389), as they can only attend school in so called 'dysfunctional schools'. Dysfunctional schools are schools with low matric pass rate, no effective teaching and no discipline (Plank & Sykes, 1999: 389) (*cf.* 2.4.2).

Horowitz (1996:18) argues that negative connotations are formed by the information the school community receives from the children, educators, School Management Teams (SMT) and School Governing Body (SGB) members. The greatest challenge for the School Management Teams (SMT) is to ensure that school related news that reaches communities is of a positive nature (Marken, 2002:18) (*cf.* 2.3.3; 2.5.3).

Taken together, the foregoing considerations inform this study and guiding research questions.

1.3 GUIDING RESEARCH QUESTIONS

The primary question guiding in this study is:

- What are the perceptions of internal and external stakeholders on how schools in the Fezile Dabi district manage reputation?

Secondary questions that are formulated from the main question are:

- What is the essence of reputation management and why is it an important contributing factor to functioning schools?
- What are the perceptions of internal and external stakeholders on factors that contribute to good reputation at schools in Fezile Dabi district?
- What factors are perceived as leading to bad reputation by internal and external stakeholders at schools in Fezile Dabi district?
- What strategies are employed by managers in the participating schools to manage reputation?

- What recommendations can be developed to further strengthen the effectiveness of reputation management at schools in the Fezile Dabi district.

1.4 AIM AND OBJECTIVES OF THE STUDY

The main aim of this study is to understand the perceptions of internal and external stakeholders on how schools in the Fezile Dabi district manage reputation. This aim will be operationalised in the following objectives:

- to examine the essence of reputation management and why it is an important contributing factor to functioning schools;
- to understand the perceptions of internal and external stakeholders on factors that contribute to reputation at schools in Fezile Dabi district;
- to investigate factors perceived by internal and external stakeholders as leading to bad reputation;
- to determine strategies employed by managers in the participating schools to manage reputation; and
- to come up with recommendations to further strengthen the effectiveness of reputation management at schools in the Fezile Dabi district.

I became interested in this type of research because of my experiences first as an educator and then as a principal of a school. The factors that lead to the decision to embark on this type of research are revealed below.

1.5 MY PERSPECTIVE

I started teaching in 1980 at Vincent Primary School. This school was classified by the Free State Department of Education as a public Primary School on Private Property

(PSPP). This type of school is built or situated on a private owner's property and the owner is the manager for the infrastructure of the school. When I started the learners were 20 but when I left the enrolment was 30. This farm school had the biggest number of learners in the cluster of schools in Villiers. There were two other farm schools in this area with a smaller number of learners. This number comprised 8 grade 1 learners, 9 grade 2 learners, 4 grade 3 learners, 5 grade 4 learners and 4 grade 5 learners. All of these learners were taught in one class under one roof. I was the only educator who was supposed to provide effective teaching to five different grades having been trained in mono-grade teaching and not in multi-grade. It was a challenge to complete the syllabus for all the grades in one year. It was very difficult because it was the work of 5 educators. I was always told by the inspector that teaching was not a profession but a calling. But because of the love and passion for children I persevered and ultimately succeeded in my endeavors. The advantage in this type of a school was that parents were supportive and very involved in the education of their children.

I always wondered if parents evaluated the service they got in farm schools as compared to township and town schools.

The second biggest challenge was that, there was no national school nutrition programme (NSNP) by then and learners suffered a lot. They walked long distances 4-6 km from home to school and back. No arrangements of transport were made by the Department of Education. It was heartbreaking to see those poor learners attending classes on empty stomachs, coming to school exhausted and wet on rainy days. I always marvelled on their diligence and commitment to their work, enduring all these problems just to get a primary education. I had a yearning: to do more for them. I encouraged the learners to carry lunch boxes even if it was cooked meilies, this was all parents could afford. I knew nothing about managing reputation but at least I focused on what I called "personal reputation", meaning that when the inspectors came they would find my work up to date, learners able to read, write and do Arithmetic. The focus on personal reputation led to good reputation for the school in that the enrolment increased

and parents knew that the school had a high pass rate compared to the other farm schools.

In 1985 the district office came up with a plan of grouping educators who were in the same cluster of schools and I was appointed coordinator of one of the clusters (farm schools in Villiers) under the supervision of the inspector. The reason for such grouping was to share ideas and knowledge among colleagues and to empower each other on strategies used in mastering multi-grade teaching. As the coordinator I played a crucial role and assisted many educators who struggled to cope with multi-grade teaching. During the four years I had been a coordinator, I realised that it was very challenging to build reputation of farm schools due to lack of commitment by educators, high rate of absenteeism and collapse of the culture of teaching and learning. We tried to address these issues but to farm school educators these negative factors formed a culture of these schools. I think this was one of the reasons why the farm schools in our cluster could not attract learners from the township as a result two of these schools have long been closed.

In 1989 I was promoted to be a principal of a bigger school. The enrolment of this school was 65 learners; 10 learners in grade 1; 12 learners in grade 2; 9 learners in grade 3; 6 learners in grade 4; 4 learners in grade 5; 9 learners in grade 6 and 15 learners in grade 7. At the end of January the same year a female educator was transferred to this school. Things changed for the better because this educator was then in charge of the smaller grades and I was in charge of the higher grades, such as grade 4, 5, 6 and 7. The lower grades were grouped in one classroom and the higher grades in another classroom. The motto of the school was "*enter to learn and depart to serve*". It was difficult to align the vision and mission of the school to this motto. This was a primary school after completion of their primary education learners still had to further their studies before they could "serve". We focused on the first part of the motto. We tried to ensure that learners dedicate their time to their studies, but some of the learners were farm workers themselves which made it difficult for them to juggle school work and farm jobs. All grade 7 learners were promoted to grade 8 and parents who could not afford to take their children to further their studies sold some of their cattle in order to

accumulate some money to pay for school uniform and school fees for their children. I was happy that parents were starting to realise how important it was to educate their children. These learners did very well in secondary school and ended up obtaining matric certificates.

In 1994 I became a principal of a township primary school with an enrolment of 900 learners: 21 educators including the SMT members. This school was bigger than schools I had managed. People knew about my achievements in the previous schools and they were expecting me to be productive as I was. This was not an easy task because people resist change. Although there was some resistance from some of staff members it did not cause a big problem because I knew that change is a process and I knew how to handle such challenges. The vision and mission, policies and plans were drafted by all stakeholders including staff members, parents, and non teaching staff. The benefit of involving all stakeholders was that all members had to support and own their plans and see to it that they were implemented. The style of leadership and management I used was participatory where stakeholders were given a chance to contribute and take part in discussions. Communication with parents, SMT, community leaders and school governing body was very effective. Transparency was also practiced and stakeholders were satisfied. We also had parents involved in cases of ill discipline to assist the educators in maintaining good discipline among learners.

As much as there were good things, bad things also happened. These factors included conflict among internal stakeholders especially between the SMT members and educators on core and extracurricular activities, conflict regarding promotional posts, dissatisfaction of parents about the high failure rate of learners especially the Annual National Assessment in grade 3 and grade 6. It has always been my dream to manage the best school in the district but thinking about the stumbling blocks mentioned above I realised that there was a need not only for me to gain more information regarding reputation management but also a clear understanding on the strategies principals use to build and maintain reputation in their schools.

School managers are expected to lead schools and face unremitting pressure not only to produce good results but also to ensure that their schools have a good reputation. The information I gathered during the compilation of this research will further assist principals in the Fezile Dabi district to manage reputation in their schools in order to gain or regain trust of all their stakeholders.

1.6 RESEARCH METHODOLOGY

This research was conducted in two phases: in Phase 1 the literature review was conducted, phase 2 was for empirical research where textual and visual data was analysed and interpreted.

1.6.1 Phase 1: Literature review

The aim of conducting a literature study was to gain a clear understanding of the nature and meaning of reputation management. The library of the North-West University became the major data base for books, articles and journals that were used in compiling the literature review. The online data bases included EBSCOhost, academic search premier and educational resources information centre.

I made use of both primary and secondary sources. The following key words formed a conceptual backdrop against which I conducted the internet search:

Management, reputation, reputation management in schools, external stakeholders, internal stakeholders, and reputation in schools

This study attempted to address the aim and objectives mentioned in sub section 1.4 above with a particular conceptual framework.

1.6.1.1 Conceptual framework

The central themes that guided this study are indicated in the figure below:

Figure 1.1: Conceptual framework



1.6.2 Phase 2: Empirical research

The empirical research was conducted using a qualitative approach. This approach is discussed (*cf.*1.5.2.2) below.

1.6.2.1 Research paradigm

Goodson (2004: 34) indicates that a paradigm is a set of scientific beliefs used to generate a sketch of how the research is conducted, what to observe, what to scrutinize, what questions to ask, how questions should be determined; and how the results should be interpreted.

In this study, an interpretivist research paradigm was employed. According to Maree (2007:59) the ultimate aim of interpretivist research is to offer a perspective of a situation and to analyse the situation under examination. The phenomenon under investigation in this study is: the perceptions of internal and external stakeholders regarding how reputation is managed at schools in the Fezile Dabi district. Interpretivist paradigm is discussed in detail in Chapter 3 (*cf.* 3.2).

I intended to provide insight into the way in which stakeholders in the Fezile Dabi district perceive reputation management in their schools. The nature of the topic where perceptions are investigated necessitated the use of a qualitative approach.

1.6.2.2 Research method

Qualitative research is defined by McMillan and Schumacher (2006:315) and Creswell (2009: 4) as an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings. It also involves studying a phenomenon in all its complexity. I collected data from participants by means of interviews, documents and photographs. Face to face interviews were conducted at schools after teaching time.

A qualitative research method was considered to be apposite for this study as I was concerned with understanding how stakeholders at Fezile Dabi district perceive how reputation managed at schools. According to McMillan and Schumacher (2006:316), participants' meanings include their feelings, beliefs, ideas, thoughts and actions. Clissett (2008:100) concurs with this statement indicating that the qualitative research approach covers a wide range of approaches for the exploration of human experience, perceptions, motivations and behaviours and is concerned with the collection and analysis of words in the form of speech or writing. This approach and how it was used in this study was discussed further in Chapter 3 (*cf.* 3.3).

I had two reasons for choosing the qualitative approach, the first one was that I wanted to understand the phenomenon within a specific context, which in this case is how schools manage reputation and also to gain an understanding of the meaning participants assign to their actions in this context. A well-chosen strategy of inquiry was imperative to ensure that the research objectives were met.

1.6.1.3 Strategy of inquiry

A strategy of inquiry in this research is phenomenology. Leedy and Ormrod (2005: 139) define phenomenology as a study that attempts to understand people's perceptions, perspectives and understandings of a particular situation. Creswell (2009: 8) indicates that the phenomenological approach aims to understand and interpret the meaning that subjects give to their everyday lives.

Creswell (2009:176) identifies five strategies of inquiry in qualitative approach. These strategies include narrative, phenomenology, ethnography, case study and grounded theory. A phenomenological study aims to understand the meaning that participants give to their everyday lives. It is therefore concerned with how phenomena are perceived by the people in a situation (Cohen *et al.* 2007:22; Leedy & Ormrod, 2005: 139). This was the best strategy for my research because of its nature and purpose. The phenomenological design is presented in Chapter 3 (*cf.* 3.4).

In Chapter 4 I provided a rich textured description of the lived experiences of stakeholders regarding how reputation was managed in their schools. The experiences were the perceptions of internal stakeholders (educators, learners and non-teaching staff) and external stakeholders (parents, community members and School Governing Body members) on how they observed reputation management in their schools. It was important to explore how external stakeholders perceived the image of the schools under investigation.

1.6.1.4 Research participants

A population according to De Vos *et al.*, (2005:193) refer to a set of entities in which all the measurements of interest to the researcher are represented. The population for this research composed of all principals, School Management Team members, educators and parents in the Fezile Dabi district. I am a principal who has worked for more than twenty years in this district and am therefore, familiar with all the schools in the district. Working in the same area was an advantage as it enabled me to obtain easy access to the schools.

The population was limited to a sample purposefully selected from schools in the Fezile Dabi district. A sample comprises elements of the population which were included in the study. According to Patton (2002: 242), purposeful sampling is selecting information rich cases for study in depth. Only stakeholders from township schools formed part of this research. This was done with a purpose to determine their perceptions regarding how reputation is managed and what causal factors of good reputation are regarded as important in their schools. Data was collected from other schools and not from the school where I am the principal.

The sample in this research was chosen from four schools: 2 primary and 2 secondary schools. I had more internal than external stakeholders, the reason for this was that I struggled to get external stakeholders that were willing to participate in my research. The internal stakeholders were as follows: 3 male and 5 female School Management

Team members; 4 female educators; 2 male and 2 female clerks (n= 16). External stakeholders were made up of 3 female and 1 male parents of learners attending in the participating schools (n=4).

The sample of this research (*cf.* 3.5.1.1) and the profile of the participants (*cf.* 4.2) is presented in Chapters 3 and 4.

Data collection procedure used in this research is discussed below

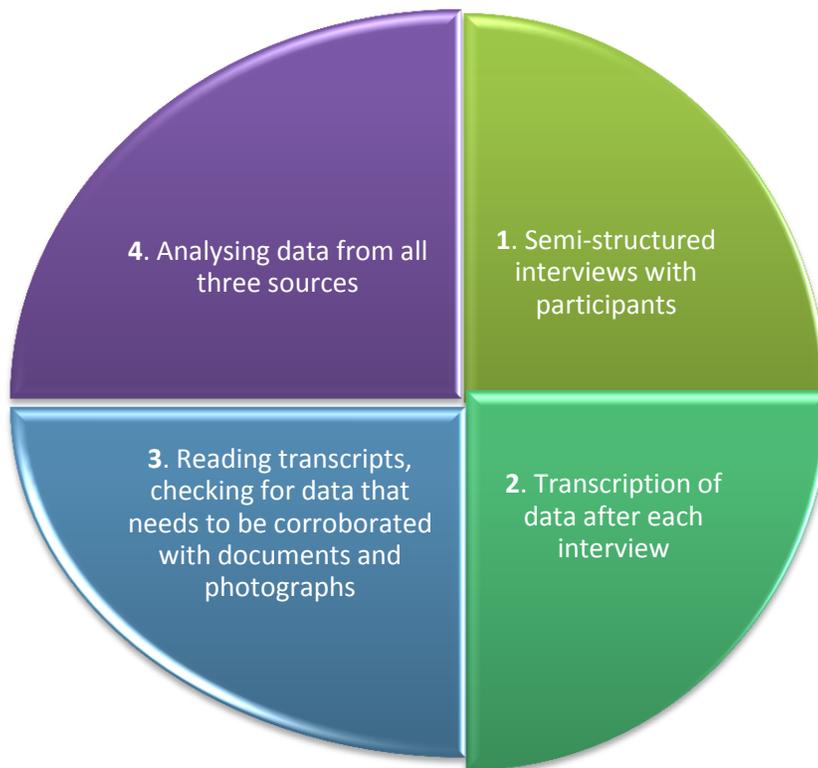
1.7 DATA COLLECTION PROCEDURE

Empirical data was gathered by means of interviews, photographs and documents. The different strategies used in the collection of data are in line with De Vos *et al.*, (2005:274) who indicate that researchers using the phenomenological design mainly use in-depth interviews and other forms of data collection. De Vos *et al.*, (2005:274) argue that it is generally assumed that the real world of the participants in a research project can only be understood if the words and expressions they use in specific situations are revealed.

According to Nieuwenhuis in Maree (2010:87), qualitative interviews are structured, semi- structured or unstructured. Data in this research was collected by means of semi-structured interviews. Phenomenological interviews are generally semi or unstructured (Leedy & Ormrod, 2005:139) in their nature. The rationale for the use of semi-structured interviews was to obtain a detailed picture of the participants' beliefs, feelings or perceptions regarding how reputation is managed in their schools. Semi structured interviews which revolved around a few central questions also helped me to corroborate data emerging from other sources such as photographs and documents. The unstructured interviews were avoided in that one can get different information from different people which might be difficult to compare.

Interviews were conducted until I reached a point of data saturation that is, no new data emerging. This was possible as individual interviews were conducted. The interview schedule used to guide me is added as an Appendix in this document (*cf.* Appendix 4). Data was collected using a certain process, this was necessary because of the multiple sources of data that were used. The process is illustrated in the figure below.

Figure 1.2: Data collection process



The process enabled me to organise the data as I had a clear structure to use. I was also able to analyse the data while I was collecting it.

The photographs which are part of audio-visual material elsewhere were taken. Photographs were used to supplement information that could not be collected through interviews. The photographs that were taken are indicated in Chapter 3 (*cf.* 3.5.1.1) and Chapter 4.

The third data collection method used in this research is that of documents. The document review provided a background to what was happening in participating schools regarding reputation management. It was also useful for corroboration with other forms of data mentioned above as it was grounded in participants' local setting. How this data was collected and which documents were used is presented in Chapter 3 (*cf.* 3.5.1). How the textual and visual data was analysed is discussed in the section below.

1.8 DATA ANALYSIS AND INTERPRETATION

Data analysis, according to Yin (2003:109) involves examining, categorizing, tabulating or “recombining the evidence” in order to unearth valid findings. Data analysis and data collection in qualitative research go hand in hand. This inseparable relationship between data collection and data analysis can lead to the generation of the most fertile array of data and data saturation (De Vos *et al.* 2005:335)..

Responses to interview questions were tape recorded and then transcribed. I first read the transcripts to get a sense of the whole. This was in line with Abrahamson in Berg (2001:245) indicating that the qualitative data analysis begins with the researcher ‘immersing’ herself/himself in transcribed data. Immersing myself in the data enabled me to identify the dimensions or themes that were meaningful to the procedure of each message. The analysis technique for the data collected was content analysis. Burns and Grove (2003:548) state that various techniques are used by qualitative researchers during the process of data analysis and interpretation, and that these techniques include coding, reflective remarks, marginal remarks and developing propositions. These techniques are discussed in Chapter 3 (*cf.* 3.6). Common themes were identified from the participants' responses. The technique of comparing and contrasting was used to identify similarities. Data collected in the form of written words, documents and photographs was triangulated.

1.9 TRUSTWORTHINESS

The terms *reliability and validity* are avoided in qualitative research designs and are replaced by an umbrella term “trustworthiness”, however, Robson (2002) maintains that there is currently a move towards using the traditional terminology ‘reliability and validity’. Because of the controversy surrounding these terms this enquiry utilised the term trustworthiness because I believe that it is logically consistent with the Postmodern and Post-structuralist paradigms. Trustworthiness in qualitative research refers to concepts such as credibility, transferability, dependability and confirmability (De Vos *et al.* 2005:346). In paragraphs below the concepts are only clarified, the information regarding how each was ensured in this research is presented in Chapter 3 (*cf.* 3.7).

Credibility- Credibility in qualitative research is the alternative to internal validity in quantitative research designs, in which the goal is to ensure that the findings are accurate from the stand point of the researcher, the participant and or the readers of the account (Creswell & Miller, 2000:125).

Transferability is alternative to external validity or generalisability. It is called external validity or generalization, in which the burden of demonstrating the applicability of one set of findings to another context, rests more with the investigator who would make the transfer, than the original investigator (Nieuwenhuis in Maree, 2010: 114; Terre Blanche *et al.*, 2006: 91). Data from different sources can be used to corroborate, elaborate or eliminate the research findings.

Dependability is about the extent to which the study’s findings might be found again and the researcher must describe the context and circumstances adequately (De Vos *et al.* 2005:346). Terre Blanche *et al.* (2006: 93) refer to dependability to the degree to which the reader can be convinced that the findings did indeed occur as the researcher say they did.

Confirmability is about whether people agree with the findings of the research (De Vos *et al.* 2005: 347). According to De Vos *et al.* (2005: 346), the construct of conformability captures that traditional concept of objectivity. It has to do with whether the findings of the study could be confirmed by another, or whether the data help to confirm the general findings and lead to the implications.

1.10 ETHICAL CONSIDERATIONS

Ethics are generally considered as honest principles that deal with beliefs about what is wrong and right, appropriate or inappropriate, moral or immoral. This means that researchers need to act with morality and develop ethical codes in order to govern the way they undertake research (McMillan & Schumacher, 2006:142).

Ethical consideration is about being honest about the practical implication of the research for both the participants and their sites. De Vos, Strydom, Fouché and Delport (2010:63) state that researchers are responsible for the ethical standards to which the study adheres. Ethics refer to not doing harm or breaching confidentiality, not distorting the data and putting participants in danger (Berg, 2001:72). De Vos *et al.*, (2010:59) outline the following aspects as important ethical aspects that the researcher should align with, which is avoidance of harm, informed consent, deception of subjects or respondents, violation of privacy, anonymity or confidentiality. The following ethical measures that are prescribed by Creswell (2009:89-91), Leedy and Ormrod (2005), De Vos *et al.* (2005:58-59) and De Vos *et al.* (2002:25) were followed in this research: avoidance of harm; voluntary participation; informed consent; and confidentiality. The information on how ethical considerations were undertaken were discussed in Chapter 3 (*cf.* 3.8).

1.11 OUTLINE OF CHAPTERS

Chapter 1: Orientation- consists of an orientation to the study. It focused on the background of the study, problem statement and the aim of the study, research design, trustworthiness of the study and the ethical considerations.

Chapter 2: Literature review- consists of a literature study, focusing on the essence of reputation management. The factors contributing to good reputation, indicators of bad reputation, benefits of having a good reputation and reputation management are also addressed in this chapter.

Chapter 3: Research methodology-focused on the research methodology of the study looking at the research design, data collection techniques, sampling and data analysis. A detailed report of how the research sites were selected was highlighted in this chapter.

Chapter 4: Research results- this chapter consists of analysed information gathered by means of interviews, photographs and documents. The profile of the research participants and the themes that came from the analysed data are presented.

Chapter 5: Conclusions, Findings and Recommendations-this chapter summarized the findings of the empirical research as well as literature and made recommendations for practical implementation of the findings.

1.12 CONCLUSION

In this chapter an overview of the study, the research problem which was broken down into sub-problems and the research question guiding this research are presented. The empirical research is guided by a research paradigm which is introduced in this chapter and discussed further in Chapter 3. The data collection methods, sampling, trustworthiness of the research and ethical measures are introduced in this chapter.

The next chapter presents the literature review.