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ANNEXURE A

P.O.BOX 436
ROOIHUISKRAAL
0154

Dear MR/MRS……………

REQUEST TO PARTICIPATE IN A RESEARCH PROJECT FOR A PHD DEGREE (DOCTOR OF PHILOSOPHY)

Greetings

You are hereby requested to participate in a research project that is undertaken as a requirement for PHD degree with the University of Pretoria.

The title for the dissertation is: Pastoral care in the context of poverty: a search for a pastoral care model that is contextual and liberating.

The study has two phases, namely:

1. Review of Literature and
2. Empirical Research done by way of In-depth Interviews among members of the congregation of Extension 12

It is with the latter part (phase) of the study that your participation is requested. This will involve an In-depth interview with you.

The objective of the study is to interview members of the committee in view of understanding poverty from their perspective, as well as understanding their pastoral care needs.

The duration of the interview is estimated to be between 45 to 60 minutes.

You are assured that participation and input obtained will be treated with utmost care to maintain confidentiality. In the final (dissertation) report your name will not be divulged to ensure anonymity. You are also assured that efforts will be taken to ensure that all ethical obligations and consideration will be adhered to.

Participation in this research is voluntary. Should you in due course decide to withdraw your participation at any time, you are free to so.

Kind regards

Rev.O. A. Buffel

Annexure B

Aide Memoir (Interview Schedule)

Name of Participant (or Code

Name)_____

(Actual Name optional)

Address(optional)_____

Age_____ Gender(male or female)_____Marital Status_____

Occupation_____Employer_____

Highest Standard of Education _____Tertiary Education:

_____

Income (optional)_____ Other Sources of income_____

Size of Household_____

Type of dwelling(own house, rented house/room or temporary structure)_____

Purpose of Research: To understand poverty from the perspective of the poor themselves. To understand pastoral care needs of the poor. This is in view of developing a pastoral care model that is contextual and liberating.

(Key questions which may be followed up by other questions as the researcher proceeds with the interview)

1. What is your experience of poverty?

2. What are the main features of poverty?

3. What do you understand by the word poverty? (Your understanding of poverty).

4. What do you think is the cause of poverty?

5. What is the role of the church in efforts to address poverty in general?

6. In your own context what is church doing to address your poverty and that of other members?

7. What is the relevance of the ministry of the church in your context of poverty.

8. What in your opinion do you think the church can do to address your poverty?

9. What do you understand by pastoral care?

10. To what extend have you enjoyed pastoral care, especially with regard to your poverty?

11. What are your pastoral care needs?

12. Which are the areas where you think pastoral care services of the church

can be improved?

13. What do you think could be done to make pastoral care contextual and liberating?

ANNEXURE C

STEPS IN DATA COLLECTION:

1. Developing an aide memoir or interview guide. The guide is to be used only as a guide and not as a prop (Walker in Walker 1985:5; Jean Morton-Williams in Walker 1985:310).

2. The aide memoir to consist of a list of topics will be covered which may be set out with headings with a number of sub-topics that might be posed as questions grouped together under each heading (Jean Morton-Williams in Walker 1985:31; Sue Jones in Walker 1985:47; Peil 1985:123).

3. The interview is not bound by a rigid questionnaire designed to ensure the same questions are asked of all respondents in exactly the same way (Walker in Walker 1985:4).

4. Constant consultation of basic principles of in-depth interview data collection techniques. Keep such principles at the back of ones mind all the time (Annexure C).

5. Select sample randomly. Remember that participants are selected objectively and not to be friends or acquaintances (Jean Morton-Williams in Walker 1985:30).

6. The selection of the sample will not pursue the rigorous sampling

procedures that are associated with quantitative research. Jean Morton-Williams in (Walker 1985:30), says: "The rigorous sampling procedure in qualitative research are inappropriate to the nature of qualitative work".

7. Letters to prospective participants requesting them to participate (Annexure A). The letter should explain the nature of the study and provide an indication of how long the interview could take (Peil 1985:123). Estimated to be between 45 to 60 minutes.

8. Ensure that there are no distractions at the time of interviews.

ANNEXURE D

PRINCIPLES AND STEPS REGARDING DATA COLLECTION

(These principles should be kept in mind and referred to constantly during data collection process. They will be attached to the aide-memoir)

The present research uses Qualitative Research Methodology, which in turn uses a number of data collection methods. The one used for this study is In – depth Interview or Unstructured Interview. As the data collection process unfolds the following principles and steps should be kept in mind:

PRINCIPLES:

1. In-depth interview is a data collection method used to produce qualitative data, emphasising the depth rather than numerical information (statistical information) (Peil 1985:123).

2. This method of data collection is not concerned with measurement, (Walker in Walker 1985:3). This method can provide a greater breadth of data than other types given its qualitative nature (Fontana and Frey in Denzin & Lincoln 2000:653).

3. This method is different from others such as surveys in that it explores

small, purposive sample and is less structured than other methods. Data is collected from a limited number of individuals (Peil 1985:123; Walker in Walker 1985:3).

4. Although this methodology is less structured than methods from the qualitative research methodology, there is no such thing as in unstructured interview (Sue Jones in Walker 1985:47). Unfortunately, this method is often degraded and dismissed as less scientific than others, by those with a one-sided, biased preference for quantitative research.

5. A basic feature of the unstructured interview is that it attempts to understand the complex behaviour of members of society without imposing any priori categorisation that may limit the enquiry (Fontana & Lincoln 2000:263).

6. The purpose of this method is to uncover and describe the participants' perspective on events. In this method, the informants (participants), are encouraged to relate in their own terms, experiences and attitudes that are relevant to the research problem (Marshal & Rossman 1999:110; Walker in Walker 1985:4). The participants' perspective on the phenomenon of interest is allowed to unfold as the participant views it, and not as the researcher views it, (Sue Jones in Walker 1985:56; Marshall & Rossman 1999:108; Nichols 1991:13). A major concern in In-depth interviews is to understand the world of the participants as they construct it.

7. In the In-depth interview (unstructured), the person interviewed is free to voice his/her own concerns and to share in directing the flow of the conversation (Nicholls 1991:13)

8. The in-depth interview is like a guided discussion, exploring one or more topics to help uncover the participants' views, but otherwise respects how the participants frame and structure the responses. This is an assumption that is fundamental to Qualitative research (Peil 1985:123; Marshall & Rossman 1999:108).

9. The in-depth interview is a conversation with a purpose, not with predetermined categories. This relies on open questions to introduce topics of interest. This allows the researcher to probe interesting avenues that are identified during the interview (Marshall & Rossman 1999:108; Wilkinson and Marshall 1996:105; Nichols 1991:13).

10. This method does not use a questionnaire, but an aide memoir or interview guide. (ANNEXURE B)

ANNEXURE E

Principles regarding Data Processing and Analyses

(These principles should be kept in mind and constantly serve as reference during data collection, processing and analysis. And should ideally be attached to the aide memoir)

1. Data Analysis is the process of bringing order, structure and interpretation to the mass of collected data. (Marshall & Rossman 1999:150).

2. Qualitative data analysis is a search for general statements about relationships among categories of data; it builds grounded theory (Marshall & Rossman 1999:150).

3. The analysis of qualitative data is a process of making sense and finding a structure in the data and giving meaning and significance for the researcher and for any relevant audience (Sue Jones in Walker 1985:4).

4. In processing and analyzing of qualitative data there are no definite rules to be followed by rote and by which, for example two researchers can ensure that they reach identical conclusions about a set of data (Sue Jones in Walker 1999:56).

5. The analysis of a large amount of data is a daunting task. Since volumes of data are largely unstructured, it is the function of the researcher to impose order and structure upon the collected data (Jean Morton-Williams in Walker 1985:40).

6. Processing and analyzing of data in qualitative research is largely concerned with identifying and describing wide range of opinions rather than indicating whether participants feel strongly or how many hold a particular view (Jean Morton – Williams in Walker 1985:41).

7. The description of beliefs, attitudes and motivations should be supported by evidence in the form of verbatim quotations from interviews or discussions. This is a very important part of analysis and reporting on qualitative material (Jean Morton – Williams 1985:41).

8. The collection of quotations is essential as a corrective to false impressions that may be formed during the reading of transcripts (Jean Morton – Williams 1985:41).

9. Much of the analysis process consists of reading and re-reading the manuscript, noting topic numbers from the guide on to the manuscript and perhaps marking relevant passages. Reading and re-reading once more through the data forces the researcher to become familiar with the data in intimate ways (Jean Morton – Williams in Walker 1985:40;

Marshall & Rossman 1999:152).

10. In depth Interview data are generally analysed individually, although in the context of concepts and categories developed in the processing and analysis of earlier interviews (Walker in Walker 1985:5).

11. The process of category generation involves noting patterns evident in the setting and expressed by participants (Marshall & Rossman 1999:154).

12. Analysis of qualitative material is more explicitly interpretative, creative and personal than that of quantitative material. This does not exempt qualitative research from being equally systematic and careful (Walker in Walker 1985:3).

13. Typical analytical procedure falls into the following six phases:

13.1. Organising data

13.2. Generating categories, themes and patterns

13.3. Coding data

13.4. Testing the emergent understanding

13.5. Searching for alternative explanations

13.6. Writing the Report

(Marshall & Rossman 1999:152)