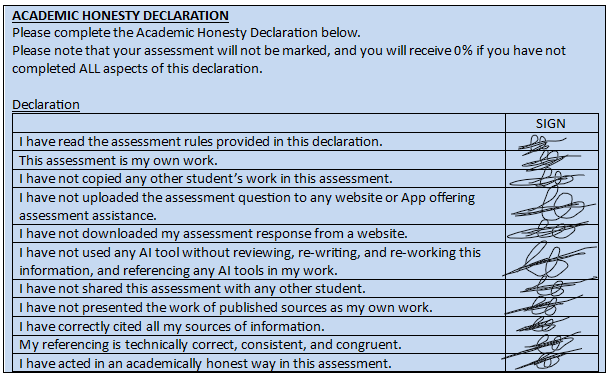
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**SUMMATIVE PROJECT: ANALYSES OF THREE RESEARCH ARTICLES**

**DECLERATION  
**

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**1.INTRODUCTION**  
This project aims to analyse three selected research articles to examine the research processes and designs utilised in each study.

Each article will be assessed using a framework of research components, through which the research paradigm and the associated research problem will be identified. Subsequently, the research question linked to the identified problem will be reviewed. Following this, an examination of the sampling methods, data collection, and data analysis processes employed in each study will be conducted. An alternative paradigm will be proposed for each article, presenting a reframing of the analysed research components.

Additionally, the three articles will be scrutinised for any ethical issues, and a final concluding argument will be made regarding the validity or trustworthiness of each study.

**2. ANALYSIS OF THREE RESEARCH ARTICLES**  
2.1. The Paradigm/Tradition  
In Article 1 by Makola and Ntoyanto-Tyatyantsi (2023), titled "Postgraduate students’ experiences with research ethics: A South African perspective," the interpretivist paradigm is employed. This qualitative study involved semi-structured interviews with a small sample of 12 respondents. According to Du Plooy-Cilliers, Davis, and Bezuidenhout (2021:34–35), interpretivism aims to explore diverse interpretations of phenomena through qualitative methods, as exemplified by Article 1's focus on understanding South African postgraduate students' knowledge and experiences with research ethics.

Article 2 by Dlamini and Chinje (2019), titled "The influence of loyalty programs on South African Youth’s repeat purchase behaviour," adopts a positivist paradigm. The study aimed to examine how customer satisfaction, trust, and commitment mediate the relationship between loyalty programs and repeat purchasing behavior among young South Africans. The use of quantitative methods and tools like SPSS for data analysis underscores its positivist approach.

In Article 3 by Bandaru and Adu (2020), titled "University students’ media use and political participation in South Africa," a Critical Realism paradigm is utilized. This mixed methods study combined quantitative analysis, including descriptive and correlation statistics, with qualitative thematic content analysis. By integrating both quantitative and qualitative approaches, Article 3 bridges positivist and interpretivist perspectives to comprehensively explore the relationship between media use and political engagement among university students in South Africa.

2.2. The research methodology  
In Article 1 by Makola and Ntoyanto-Tyatyantsi (2023:208, 210-211), data were collected through semi-structured online exploratory interviews focusing on predetermined topics. This qualitative approach allowed the researchers to delve into participants' subjective experiences, aligning with interpretivist principles that prioritize understanding social reality through subjective interpretation (Bless, Higson-Smith, & Sithole, 2013:12–20).

In Article 2 by Dlamini and Chinje (2019) employed a quantitative method using a self-administered questionnaire adapted from previous studies. The questionnaire included measurement items modified from various validated scales to assess loyalty program effectiveness, customer satisfaction, trust, commitment, and repeat purchasing behavior. Data analysis was conducted using SPSS, and a pretest ensured the reliability of the measurements.

In Article 3 by Bandaru and Adu (2020), a mixed-methods approach was utilized, combining purposive sampling for participant selection with semi-structured interviews and questionnaires. This comprehensive methodological design allowed for both quantitative analysis through structured questionnaires and qualitative exploration through in-depth interviews, ensuring a nuanced understanding of the relationship between media use and political participation among university students in South Africa.  
  
2.3. The research problem  
In Article 1 by Makola and Ntoyanto-Tyatyantsi (2023) the problem statement is stated as : “the purpose of the study is indicated as an investigation into postgraduate students’ experience with research ethics as a means to gain an understanding of the challenges encountered when applying for ethics clearance during their research projects and how they overcame them.”  
  
In Article 2 by Dlamini en Chinje (2019) the problem statement is stated as : “The purpose of the study was to examine the mediating influence of customer satisfaction, trust, and commitment on the relationship between loyalty programs and repeat purchase behaviour of a group of South African youth.”  
  
In Article 3 by Bandaru and Adu (2020) the problem statement is stated as : “To reconcile these findings, this study was poised to investigate university students’ media use and their political participation.”. Additionally, a second problem statement was found stating “The main purpose was to investigate university students’ media use and their political participation in South Africa.”  
  
2.4. Target population and population parameters  
**Article 1**: The target population includes alumni who completed Master's and Doctoral studies across various disciplines at South African tertiary institutions between 2018 and 2021, undergoing institutional ethical clearance. The accessible population involved alumni from eight universities across five provinces who responded to invitations distributed via a newly established Twitter account.

Population Parameters:

* Completed postgraduate studies (MA and PhD) between 2018 and 2021.
* Graduated from South African universities.
* Various academic disciplines.
* Underwent research ethics clearance.
* Twitter users.
* Aged 20 years or older.
* Access to MS Teams.

**Article 2**: The target population comprises university students aged 18 to 24 from the University of Witwatersrand, Johannesburg, South Africa, who are retail loyalty program members.

Population Parameters:

* Students aged 18 to 24.
* Study at the University of Witwatersrand.
* Retail loyalty program members.

**Article 3**: The sample included 372 students from political science, public administration, and other faculties, as well as members of the Student Representative Council (SRC) at the University of Fort Hare.

Population Parameters:

* Students from political science and public administration faculties.
* Age range: 16 to 33 for the entire sample; 24 to 33 for qualitative; 16 to 30 for quantitative.
* University of Fort Hare students.
* Male and female students.

2.5. Sampling Method in each article and advantage of this method  
**Article 1**:

Makola and Ntoyanto-Tyatyantsi (2023) employed snowball and purposive sampling techniques. Snowball sampling was suitable due to restrictions under the POPI Act preventing direct contact with former students, making it necessary to rely on referrals. Purposive sampling ensured participants met specific criteria relevant to the study’s focus on postgraduate experiences with research ethics. These methods are advantageous in qualitative research for targeting specific populations and ensuring depth in data collection (Du Plooy-Cilliers et al., 2021; Bless et al., 2013).

**Article 2**:

Dlamini en Chinje (2019) utilized a positivist approach with quantitative methods. The study adapted research tools from previous studies and conducted a pretest with ten randomly selected students. SPSS was employed for data analysis, a standard practice in quantitative research for its robust statistical capabilities and efficient processing of large datasets (Dlamini en Chinje, 2019).

**Article 3**:

Bandaru and Adu (2020) employed a mixed sampling strategy to accommodate both quantitative and qualitative data collection. Stratified sampling was used for the questionnaire and semi-structured interviews to ensure representation across different student demographics and disciplines. This approach is beneficial for capturing diverse perspectives and insights relevant to media use and political participation among university students (Bandaru and Adu, 2020).  
  
2.6. Data collection method used for each study in the article  
**Article 1**:

Makola and Ntoyanto-Tyatyantsi (2023) conducted semi-structured online interviews via Microsoft Teams to gather data, each lasting between fifty to sixty minutes and audio-recorded with participant consent. According to Du Plooy-Cilliers et al. (2021), such interviews are effective for collecting rich, detailed information. Participants were asked predetermined open-ended questions aligned with deductively chosen themes, with the option for follow-up questions to enhance data depth. Given the COVID-19 pandemic, online interviews were ethically chosen to ensure participant safety. Consistency in interview structure and duration was maintained by using the same interviewer for all sessions, facilitating in-depth discussions.

**Article 2**:

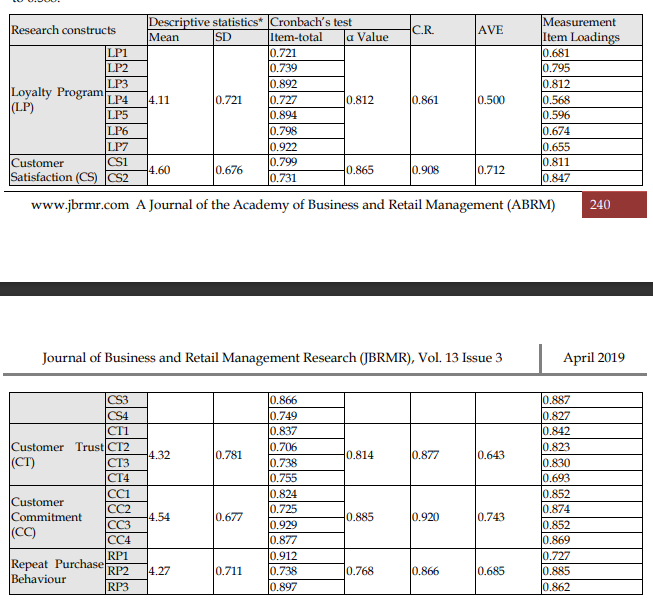
Dlamini en Chinje (2019) utilized a seven-point Likert scale to evaluate loyalty program effectiveness, adapted from previous studies by Evanschitzky et al. (2012), Bridson et al. (2008), Agudo et al. (2010), and Gomez et al. (2006). The scale measured customer satisfaction, commitment, trust, and repeat purchasing behaviour among South African youth. This quantitative approach provided structured data for statistical analysis using SPSS, ensuring comprehensive insights into loyalty program dynamics and customer behaviour.

**Article 3**:

Bandaru and Adu (2020) employed a mixed methods approach with both quantitative (questionnaires from 372 students) and qualitative (semi-structured interviews with five students) data collection methods. The study also integrated expert opinions, pilot testing, and reliability testing (Cronbach's alpha coefficient of 0.78) to ensure the validity and reliability of the instruments used. This approach allowed for a thorough exploration of university students' media use and political participation in South Africa, capturing diverse perspectives and validating the study findings across different data sources (Stutchbury, 2024).  
  
2.7. Key findings from data analysis  
In Article 1 by Makola and Ntoyanto-Tyatyantsi (2023:211) The study's conclusions are based on data analysis done on the transcriptions of the interviews as well as agreement with the seven themes that both arose from the interviews and were inferred deductively from the literature. These are enumerated in the article's Findings section. These topics address the question of prior Master's and PhD students' experiences with the ethics clearance processes their projects underwent because they are all pertinent to the study's purpose as stated in the problem statement. According to Makola and Ntoyanto-Tyatyantsi (2023:211–214), the key findings of each subject are sufficiently explained and backed up with quotes straight from the respondents.  
  
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Description automatically generated  
Makola and Ntoyanto-Tyatyantsi (2023:211)

To find out if the respondents' opinions agreed with the findings that were provided, a draft of the findings was sent to them. One recommendation would be that in the Findings section, the researchers should have enumerated and described the themes that respondents ranked from most to least significant. For instance, more respondents gave perceptions of research ethics a higher rating than they did for research ethics in the curriculum; as a result, they ought to have been mentioned and discussed first. This would have given a summary of the themes that respondents thought was most to least significant to them individually.

In Article 2 by Dlamini en Chinje (2019) the researcher used a secondary literature analysis using books and articles of previous studies to confirm if the study is correct, The researcher then displayed a table in Article 2 which further gave proof of the results and authenticity of the data however we will be analysing the standard deviation (SD) results of each test case to show the correlation of the data :  
  
  
 Dlamini en Chinje (2019)  
  
There are strong SD results pointing to a strong correlation relationship between the variables shown. This concludes that the study has proven correct and that there are reliable and strong correlations between the variables that have been tested.  
  
In Article 3 by Bandaru and Adu (2020) As stated by the researcher” our research also showed that the pupils' level of political engagement was below average. For example, most of them did not cast a ballot in the 2014 national elections, and less than half of them participated in the SRC elections and cast a ballot.” These results supported the claims made by Mattes and Richmond (2015, 2) and Tracey (2013) that young people in South Africa have shown little interest in politics. Remarkably, our results go counter to those of Mhlomi and Osunkunle (2017), who claimed that young people in South Africa were not politically indifferent. The results of this study have consequences for the practice and survival of democracy in South Africa, the researcher added, adding that there is a correlation between students' usage of the media and their political participation. The participation of citizens in democratic processes is essential to the practice and continuation of democracy (Stutchbury, 2024).

2.8. Trustworthiness or reliability and validity  
**Article 1:** Makola and Ntoyanto-Tyatyantsi (2023) ensured the reliability and validity of their qualitative study by addressing credibility, transferability, dependability, and confirmability. Respondents had the opportunity to verify their statements, enhancing dependability. Source triangulation was employed to confirm findings, while inclusion of former students from various universities ensured transferability. These measures ensured the study's trustworthiness and potential applicability across similar contexts.

**Article 2:** Dlamini en Chinje (2019) employed rigorous statistical techniques to ensure validity and reliability. Confirmatory factor analysis (CFA) using IBM AMOS 22 indicated strong model fit, supported by various indices. Internal consistency (Cronbach's alpha) values exceeding 0.76 ensured measurement accuracy. Composite reliability values above 0.7 and discriminant validity analysis further validated the constructs' representation and distinctiveness, affirming the study's robustness.

**Article 3:** Bandaru and Adu (2020) utilized multiple strategies to establish the validity and reliability of their study. Expert consultation enhanced the validity of the data collection tool, while pilot testing identified and resolved issues beforehand, aligning with best practices for internal validity. A Cronbach alpha coefficient of 0.78 confirmed satisfactory internal consistency. Qualitative data reliability was ensured through member verification, triangulation, audit trail maintenance for dependability, and reflexivity to minimize bias, enhancing overall study credibility and confirming its findings' solidity.  
  
2.9. Ethical issues before, during and after the research process  
**Article 1**:

Makola and Ntoyanto-Tyatyantsi (2023) adhered to ethical standards throughout their study. They ensured participants received informed consent, an informative letter, and a convenient interview schedule. Institutional ethics clearance was obtained before commencing the study. Anonymity was maintained by keeping identities confidential. After transcription, researchers verified accuracy with participants and confirmed agreement with findings, ensuring ethical integrity.

**Article 2**:

Ethical considerations in Dlamini en Chinje's (2019) study are less explicitly detailed. While informed consent and ethical practices were likely followed, specifics such as university approval and debriefing of findings are not clearly discussed. More transparency on these aspects would enhance ethical clarity in the study (Sociology, 2024).

**Article 3**:

Bandaru and Adu (2020) highlighted comprehensive ethical practices throughout their research. They obtained clearance from the University of Fort Hare's Research Ethics Committee and university authorities. Participants were informed about study goals, methods, risks, and benefits, with voluntary participation ensured. Confidentiality and data security measures protected participant identities. Post-study ethical considerations included responsible data usage, secure storage, and truthful reporting. Transparency was upheld through participant debriefing and discussion of study findings, promoting trust and ethical conduct.  
  
2.10. Gaps and limitations in each article  
**Article 1:** Makola and Ntoyanto-Tyatyantsi (2023) acknowledge several limitations. The qualitative nature of the study limits generalizability beyond the selected institutions. The small sample size and use of snowball sampling restrict broader applicability to all postgraduate students undergoing ethical clearance processes. Future research should include a more diverse range of institutions and disciplines to enhance the study's scope and applicability.

**Article 2:** Dlamini en Chinje (2019) identifies several gaps for future research. Broadening the geographic scope beyond South Africa's provinces and including developing nations could provide a more comprehensive understanding of youth purchasing behaviors and loyalty program effectiveness. Exploring additional mediators like word-of-mouth and cultural influences, and utilizing longitudinal designs or mixed-method approaches, particularly with older age groups, could strengthen the theoretical framework and improve data reliability (Sociology, 2024).

**Article 3:** Bandaru and Adu (2020) suggest future studies should focus on enhancing political engagement through mass media, particularly online platforms, in collaboration with governmental, media, and academic institutions. Establishing university-based media networks and leveraging social media for political education and engagement are recommended. Comparative studies across South African provinces would help identify effective strategies for enhancing political participation nationwide (Stutchbury, 2024).

**3.** **ALTERNATE PARADIGMS APPLIED TO EACH OF THE THREE ARTICLES**3.1. The alternate paradigm selected for each article stipulated clearly  
Article 1:

Original Paradigm: Interpretivism

Alternative Paradigm: Positivism

Alternative Paradigm Problem Statement:

"The purpose of the study is to quantitatively analyse the relationship between the challenges encountered by postgraduate students when applying for ethics clearance during their research projects and the strategies they used to overcome these challenges, comparing the effectiveness of different approaches."

Article 2:

Original Paradigm: Positivism

Alternative Paradigm: Interpretivism

Alternative Paradigm Problem Statement:

“In order to better understand the participants' subjective experiences and interpretations, this study aims to investigate how customer happiness, trust, and commitment influence the relationship between loyalty programmes and repeat purchase behaviour among South African adolescents.”

Article 3:

Original Paradigm: Critical Realism

Alternative Paradigm: Positivism

Alternative Paradigm Problem Statement:

“This study aims to reconcile and validate quantitative findings in order to empirically analyze the relationship between South African university students' media use and their political participation.”

These alternative paradigm statements outline how each study's focus and approach would shift if viewed through a different philosophical lens, emphasizing different aspects of the research questions and methodologies.  
  
3.2. Analyses of each article from alternate paradigmatic perspectives  
3.2.1. The new Research problem for each article  
**Article 1:** Original Paradigm: Interpretivism New Research Problem Statement (Positivist): "The purpose of the study is to quantitatively analyse the relationship between the introduction of a mandatory research ethics course for Master's and Doctoral students (as an independent variable) and their capacity to correctly apply research ethics (as a dependent variable) in their research projects across all degrees at all higher education institutions in South Africa. This study aims to find evidence of a positive correlation between the variables."

**Article 2:** Original Paradigm: Positivism New Research Problem Statement (Interpretivist): “In order to better understand the participants' subjective experiences and interpretations, this study aims to investigate how customer happiness, trust, and commitment influence the relationship between loyalty programmes and repeat purchase behaviour among South African adolescents. The research will explore the complex ways in which teenagers perceive loyalty programmes and how these perceptions shape their shopping decisions. Qualitative approaches including focus groups and interviews will be employed to uncover the meanings and values associated with loyalty programmes in this demographic.”

**Article 3:** Original Paradigm: Critical Realism New Research Problem Statement (Positivist): “This study aims to reconcile and validate quantitative findings to empirically analyse the relationship between South African university students' media use and their political participation. The research seeks to provide direct and measurable evidence of how different patterns of media consumption impact the political attitudes and actions of South African university students. Through surveys or statistical analyses, the study aims to contribute empirical knowledge that can inform the development of programs and policies aimed at enhancing civic engagement and democratic participation among the youth population.” (Sociology, 2024).

These new research problem statements illustrate how each study's focus shifts when viewed through a different philosophical lens, highlighting different aspects of the research questions and methodologies.  
  
3.2.2. The new research question/s for each article aligned with the alternate paradigm  
In Article 1 the alternate positivist research question might be taken into account for the study based on the problem statement mentioned :   
  
Research Question: Does the ability of Master's and Doctoral students to correctly apply research ethics to their projects correlate with the establishment of a mandatory research ethics course for all credentials at all South African tertiary institutions?  
  
In Article 2 the alternate Interpretivism research question might be considered for the study based on the problem statement mentioned:  
  
Research Question: Given their varying subjective experiences and interpretations, how do customer satisfaction, trust, and commitment impact the relationship between loyalty programmes and recurring purchase behaviour among teenagers in South Africa?

In Article 3 the alternate positivist research question might be considered for the study based on the problem statement mentioned:  
  
Research Question: What is the empirical connection between South African university students' media consumption habits and political engagement, and how may quantitative approaches support and validate these results?

3.3.3. The hypothesis and/or research objective for each article aligned with the alternate paradigm  
**Article 1**:

Original Paradigm: Interpretivism

New Paradigm: Positivism

Hypothesis (Ha):

* The ability of Master’s and PhD students to correctly apply research ethics to their projects is positively correlated with the implementation of a required course on research ethics for all degrees at all South African tertiary institutions.

Additional Hypotheses:

* Less unethical behavior will be observed during the data collection stage if postgraduate students are required to take a research ethics course.
* Institutions and the study population will be better protected if every Master's and PhD student is equipped with fundamental research ethics knowledge.
* Master's and doctoral students will receive ethical clearance more efficiently if they have a comprehensive understanding of research ethics standards at South African tertiary institutions.
* The research outcomes of Master's and PhD students will adhere to ethical standards set by various universities if they can effectively apply research ethics principles.

**Article 2**:

Original Paradigm: Positivism

New Paradigm: Interpretivism

Hypothesis (Ha):

* Trust, commitment, and customer happiness positively influence the relationship between loyalty programmes and the propensity of South African teens for repeat purchases.

Additional Research Objectives:

* To explore how teenagers in South Africa enrolled in loyalty programmes perceive and experience customer satisfaction in relation to their repeat purchase behavior.
* To assess the impact of trust on the relationship between loyalty programmes and teens' repeat purchasing behavior in South Africa.
* To investigate the link between teens' commitment to loyalty programmes and their propensity for repeat purchases in South Africa.
* To examine subjective experiences and perceptions of commitment, trust, and customer satisfaction among teens and their implications for the effectiveness of loyalty programmes in South Africa.

**Article 3**:

Original Paradigm: Critical Realism

New Paradigm: Positivism

Hypothesis (Ha):

* The level of political engagement exhibited by South African university students is positively correlated with their media consumption habits.

Additional Research Objectives:

* To measure and analyze the relationship between political participation among South African university students and various media consumption channels, including television, social media, and news websites.
* To validate findings using quantitative methods such as statistical analysis or surveys, ensuring the reliability and validity of the link between media consumption and political participation.
* To investigate how different types and quantities of media consumption influence aspects of political engagement, such as voting behaviors, political awareness, and participation in political discussions.
* To explore potential moderators of the relationship between media consumption patterns and political activity among university students in South Africa, both demographic and contextual factors.
* These hypotheses and research objectives reflect the shift in focus and methodology when viewing each article through a different paradigmatic lens, highlighting distinct aspects of the research questions and the approaches used to address them.

3.3.4. The target - and accessible populations, parameters and units of analysis for each article aligned with the alternate paradigm  
**Article 1**:

Original Paradigm: Interpretivism

Alternate Paradigm: Positivism

Target Population:

* All Master’s and PhD candidates requesting ethical clearance at all South African postsecondary institutions.

Accessible Population:

* Master’s and PhD candidates requesting ethical clearance at Gauteng-based postsecondary institutions.

Parameters:

* The parameters include all Master’s and PhD candidates who are actively seeking ethical clearance during the study period.

Units of Analysis:

* Individual Master’s and PhD candidates who are applying for ethical clearance at the selected institutions.

Sampling Strategy:

* A 20% sample will be randomly selected from the accessible population to ensure a representative subset for the study.

**Article 2**:

Original Paradigm: Positivism

Alternate Paradigm: Interpretivism

Target Population:

* Adolescents in South Africa aged approximately 13 to 19 years who are enrolled in loyalty programs.

Accessible Population:

* Adolescents throughout South Africa who are actively participating in loyalty programs.

Parameters:

* The study parameters encompass adolescents enrolled in loyalty programs, focusing on their subjective experiences regarding customer happiness, trust, and commitment.

Units of Analysis:

* Individual adolescents involved in loyalty programs, whose experiences and perceptions will be analyzed qualitatively.

Sampling Strategy:

* A controlled sample size will be chosen to ensure depth and richness in the qualitative insights gathered from participants.

**Article 3**:

Original Paradigm: Critical Realism

Alternate Paradigm: Positivism

Target Population:

* All South African university students.

Accessible Population:

* South African university students who actively engage in political activities and consume various media.

Parameters:

* Parameters include demographic and contextual factors influencing media consumption and political engagement among university students.

Units of Analysis:

* Individual South African university students who participate in political activities and have varying patterns of media consumption.

Sampling Strategy:

* A systematic sampling approach will be employed to select participants across different universities and demographics, ensuring a broad representation of media consumption behaviors and political engagement

These specifications illustrate how each article's research approach, target populations, accessible populations, parameters, and units of analysis are adjusted according to the selected paradigm, whether interpretivist, positivist, or critical realist. This alignment ensures that the methodologies chosen are appropriate for addressing the respective research questions and objectives in each study.

3.3.5. Sample sampling method with explanation for each, aligned with the alternate paradigm  
  
**Article 1**:

Original Paradigm: Interpretivism

Alternate Paradigm: Positivism

Sampling Method: Systematic Sampling

Explanation:

* Systematic sampling is a form of probability sampling that ensures each unit of analysis has an equal chance of being chosen. This method involves numbering each unit of analysis (e.g., the names of all Gauteng-based Master's and Doctoral students applying for ethical clearance) on a sampling frame list. Units are then selected at regular intervals after a random start.

Steps:

1. Create a comprehensive list of all Gauteng-based Master’s and PhD students applying for ethical clearance.
2. Assign a unique number to each student on the list.
3. Determine the sampling interval (e.g., every 5th student) based on the desired sample size (20% of the total population).
4. Randomly select a starting point on the list.
5. Select every nth student according to the sampling interval until the sample size is reached.

This method is appropriate due to the high concentration of postgraduate students in Gauteng, providing a representative sample that reflects the broader target population.

**Article 2**:

Original Paradigm: Positivism

Alternate Paradigm: Interpretivism

Sampling Method: Purposive Sampling

Explanation:

* Purposive sampling is a non-probability sampling method that involves selecting participants based on specific characteristics or criteria relevant to the research question. This approach is ideal for qualitative studies focusing on in-depth insights into participants' subjective experiences.

Steps:

1. Identify criteria for participant selection, such as engagement levels with loyalty programs, demographic features (e.g., age, gender, socioeconomic status), and geographic location.
2. Select participants who meet these criteria to ensure a diverse and comprehensive representation of South African adolescents’ experiences with loyalty programs.
3. Conduct focus groups or in-depth interviews to gather rich, qualitative data on their subjective experiences with customer satisfaction, trust, and commitment in loyalty programs.

This method ensures that participants are chosen deliberately to provide varied perspectives and detailed narratives, enhancing the richness and validity of the qualitative analysis.

Article 3:

Original Paradigm: Critical Realism

Alternate Paradigm: Positivism

Sampling Method: Stratified Random Sampling

Explanation:

* Stratified random sampling is a probability sampling method that divides the population into distinct subgroups (strata) based on relevant characteristics and then randomly selects participants from each stratum. This approach ensures a representative sample that can be generalized to the larger population (Sociology, 2024)..

Steps:

1. Identify relevant strata among South African university students, such as geographic region, field of study, and level of political engagement.
2. Divide the total population into these strata.
3. Determine the sample size needed from each stratum to ensure representativeness.
4. Randomly select participants from each stratum using random sampling techniques.

Strata Examples:

* Geographic region (e.g., Western Cape, Gauteng, KwaZulu-Natal)
* Field of study (e.g., Humanities, Sciences, Engineering)
* Level of political engagement (e.g., low, medium, high)

This method allows for a comprehensive analysis of how media consumption patterns relate to political engagement across different student demographics and contexts, ensuring the statistical validity and reliability of the findings.

By employing these sampling methods aligned with their respective alternate paradigms, each article's study can achieve its objectives effectively while maintaining methodological rigor.

3.3.6. The data collection method with explanation and motivation aligned with the alternate paradigm  
  
**Article 1: Likert Scale Survey**

The Likert scale survey is suggested for this quantitative study. It measures respondents' agreement with statements on an ordered scale, which helps gauge their knowledge and attitudes about research ethics. This method aligns with the positivist paradigm by providing structured, analyzable data to determine if students need a mandatory course on research ethics.

**Article 2: In-Depth Interviews**

For this qualitative study, in-depth interviews are recommended. This method allows researchers to explore the subjective experiences of South African teens regarding loyalty programs. It captures nuances missed by quantitative approaches, aligning with the interpretivist paradigm's focus on understanding complex social realities.

**Article 3: Structured Surveys/Questionnaires**

Structured surveys are suggested for this quantitative study. These surveys will collect consistent data on media consumption and political participation from university students (Sociology, 2024). Using validated scales, researchers can statistically analyze the relationship between these variables, fitting the positivist paradigm's emphasis on objectivity and generalizability (Stutchbury, 2024).  
  
3.3.7. The data analysis method with explanation and motivation aligned with the alternate paradigm  
  
**Article 1: Descriptive Statistics and Hypothesis Testing**

Descriptive statistics will be used to analyze the survey data. The hypothesis to be tested is whether a mandatory research ethics course improves students' ability to apply research ethics. The process includes calculating the mean, standard deviation, and test statistic, then determining if the hypothesis (Ha) is supported.

**Article 2: Thematic Analysis**

Thematic analysis is recommended for analyzing qualitative data from interviews. This method identifies patterns and themes in participants' experiences with loyalty programs. It aligns with the interpretivist paradigm by providing insights into how customer satisfaction, trust, and commitment influence repeat purchase behaviour (Sociology, 2024).

**Article 3: Statistical Analysis**

For this study, regression, correlation, and chi-square tests will be used to analyze survey data on media consumption and political participation. These statistical methods provide quantifiable evidence of relationships between variables, fitting the positivist paradigm's focus on empirical validation and generalizability.

**4.CONCLUSION**This portfolio examined three distinct articles using alternative paradigms to highlight the importance of diverse research perspectives and methodologies. Each article was re-evaluated with a different paradigm, demonstrating the depth that various approaches bring to research.

**Article 1: Postgraduate Students’ Experiences with Research Ethics: A South African Perspective**

Initially using an interpretivist paradigm, this article explored postgraduate students' qualitative experiences with research ethics. Re-evaluated with a positivist paradigm, the focus shifted to a quantitative analysis, investigating the correlation between a mandatory research ethics course and students' ability to apply research ethics. Using systematic sampling and Likert scale surveys, the study gathered empirical data to determine the course's effectiveness. Descriptive statistics and hypothesis testing provided a generalizable understanding of how structured ethics education impacts student behavior and research quality.

**Article 2: The Influence of Loyalty Programs on South African Youth’s Repeat Purchase Behaviour**

Originally rooted in a positivist paradigm, this article quantitatively assessed the impact of loyalty programs on repeat purchases among South African youth. The interpretivist paradigm shift aimed to understand the subjective experiences of adolescents with loyalty programs. Using purposive sampling and in-depth interviews, the study gathered qualitative data, revealing the emotional and cognitive aspects of loyalty program engagement. Thematic analysis uncovered patterns and meanings in participants' narratives, highlighting the complex socio-cultural factors driving consumer behavior.

**Article 3: University Students’ Media Use and Political Participation in South Africa**

This article initially employed a critical realism paradigm to explore the relationship between media use and political participation among university students. The positivist re-evaluation adopted a quantitative approach, measuring the connection between media consumption and political engagement. Using stratified random sampling and structured surveys, the study collected comprehensive data for statistical analysis (Sociology, 2024). Regression and correlation analyses identified specific media behaviors influencing political engagement, offering actionable data for policy and program development (Stutchbury, 2024).

**Overall Reflection and Insights**

Re-examining these articles through alternative paradigms underscored the richness that different methodological perspectives can bring to research. The positivist approaches in Articles 1 and 3 provided empirical, generalizable data, crucial for policymaking and broad strategy development. The interpretivist approach in Article 2 offered depth and context that quantitative data alone could not capture.

This exercise highlighted the importance of selecting appropriate paradigms to address specific research questions effectively. The conclusions advocate for a balanced approach, integrating both qualitative and quantitative methods to provide a holistic view of complex social phenomena. Qualitative methods offer depth and understanding of lived experiences, while quantitative methods provide generalizability and precision.

Moreover, the portfolio underscores the importance of methodological rigor and careful consideration of sampling methods, data collection techniques, and data analysis strategies. Systematic sampling in Article 1, purposive sampling in Article 2, and stratified random sampling in Article 3 each demonstrate how aligned sampling strategies can yield meaningful insights.

In conclusion, re-evaluating research through alternative paradigms enhances our understanding of studied phenomena and underscores the value of methodological diversity in social research. By embracing both qualitative and quantitative approaches, researchers can develop comprehensive insights, ultimately contributing to more effective and informed decision-making in education, consumer behavior, and political engagement. This balanced approach ensures that research findings are both deeply insightful and broadly applicable, providing a solid foundation for future studies and practical applications.

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