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Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context

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COMPARING ONLINE AND TRADITIONAL INTERVIEW TECHNIQUES:
A QUALITATIVE STUDY OF THE EXPERIENCES OF RESEARCHERS
AND PARTICIPANTS IN THE MALAYSIAN CONTEXT

by

Diyana Kamarudin

A dissertation submitted to the Graduate College
in partial fulfillment of the requirements
for the degree of Doctor of Philosophy
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COMPARING ONLINE AND TRADITIONAL INTERVIEW TECHNIQUES:
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Diyana Kamarudin, Ph.D.

Western Michigan University, 2015

The study employed an innovative simulation of interview conditions using both face-to-face and online techniques that facilitated both emic and etic perspectives. The dissertation utilized both micro and a macro levels of study. At the micro level, 10 researcher participants interviewed 30 parent participants utilizing two different interview techniques: online face-to-face interviews via Skype, and traditional face-to-face interview. The interviews focused on parental mediation on children's television habits. At the macro level the researcher coordinated the study and conducted interviews with the researcher participants, after they completed their own interviews in the simulation. Both online and face-to-face interviews were video recorded and were later coded and analyzed. Interviewed parents and the researchers—who conducted the interviews—prepared memos to record their reflections and experience during both traditional and online interviews. Qualitative analyses of the data revealed seven broad themes and a long list of subthemes. Online interviews are not commonly used in Malaysia. Nevertheless, in the Malaysian context, computer-mediated communication (i.e., online interviews) generally made a positive impact on the amount and depth of information shared by informants. The researchers were able to ask more questions and provide more follow-up prompts because there was less concern about restrictive societal norms related to dress, appearance, and human interactions. In general, both men and women expressed

more freedom to interact online. The study uncovered a couple of surprising or unanticipated outcomes. Cultural and religious traditions in Malaysia restrict and govern interactions between men and women in closed settings. Female researchers reported that they prefer to conduct interviews online. Men interviewing men reported few differences between the traditional or online interviews. Women interviewing women tended to be more engaging and active during traditional interviews as opposed to online interviews. It was commonly reported and observed that online interviews allowed more freedom to interact with mixed gender interviews. Online interviewing was, at times, complicated by such things as disruptions in limited bandwidth and technical issues. While research continues to examine and evaluate new research methods and techniques, the findings from this study underline the critical interaction of culture and religion in interview methods.

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CHAPTER 1

INTRODUCTION

As technology mediated communication is being incorporated into everyday life, more and more people log on to the internet every day. There is no longer a distinction between the online world and the offline world, where the activities in these worlds have become increasingly merged in our society; the two spaces interact and therefore transform each other (Garcia, Standlee, Bechkoff & Yan Cui, 2009). In the online environment, direct interaction are replaced with computer screen data that could include combinations of visual, aural, kinetic and textual components. Society has become so used to it that they do not see it as being a combination of the components, but rather as an extension of them (Garcia et al., 2009). Even though the online and offline world has increasingly merged, there is not a lot of research done on the internet as a tool to conduct interviews over long distance. Learning how to maximize and fully utilize the internet for academics or research purposes such as data collection method, as well as understanding their strengths and weaknesses seems to be a constant new frontier to delve into (Curasi, 2000).

Problem Statement

Studying a culture or interviewing a participant that cover a large geographical area can be difficult for researchers. It can also be tough to recruit, collect data and conduct interviews from far away. Utilizing the internet as a medium to conduct a study is one way for researchers to be able to collect data over a distance. The internet is a great tool for data collection, and should not be conceptualize as an independent social space. Researchers have highlighted the importance of studying online activities and how it is

associated with everyday life, since quite a number of people log on to the internet every day (Bowker & Tuffin, 2004). There are very little to no studies in the Malaysian context that utilized an online face-to-face interview. Understanding a cultural context before conducting a study on the participant is important as this could lead to more trust, and gain more in depth data willingly from the participant (Erwee, Skadian & Roxas, 2012). There are also very few research studies that are directed at exploring computer mediated qualitative interviews, compared to the online face-to-face method (Curasi, 2001), least of all in the Malaysian setting, where the online method is relatively new. Further research is needed to (1) understand the ways both researchers and participants experience the online data collection process, (2) how researchers manage the technical aspects of online data collection process and the characteristics of data collected online, (3) challenges and opportunities researchers describe as associated with online data collection (4) Malaysian cultural norm and how the Malaysian cultural norm is shifted from a traditional setting to an online setting (5) how researchers are able to build rapport through the online setting compared to the traditional face-to-face interview method. Further research is also needed to see how researchers plan to go about the cultural norm of meeting and greeting participants online and how they adapt to this.

Purpose of the Research

As people become more dependent of the internet and technologies, researchers should take advantage of this phenomenon and use the internet as a platform to conduct research, utilizing it as a tool, where they can conduct interviews and collect materials from participants. The study examined the experiences of both Malaysian researcher participants (from here on will be addressed as researcher participants) and Malaysian

parent participants (from here on will be addressed as parent participants). It looks at the participants in a simulated environment where the researcher participants conduct interviews on a sample of 30 parent participants utilizing video/audio taped semi-structured interviews, in both an online and traditional interview format. This study investigated how researchers get participants to open up, to gain more in-depth data through online interviews compared to traditional face-to-face interview and what the researchers and parent participants experienced throughout the whole process.

Research Paradigm

Paradigms or world views have a significant influence on a researcher's design and implementation of studies (Gothberg, 2012). That is why it is important to think through the philosophical assumption worldview (Cresswell, 2007). The researcher first addressed the philosophical worldview assumptions - ontological, epistemological, axiological, rhetorical and methodological approaches before proceeding with the methodology section. According to Creswell (2007), these five philosophical assumptions could shape the view and reality of the research.

Ontological looks at the nature of reality, as reality is subjective. This research looked at the reality of parent participants (emic) as well as the reality of the researcher participants (etic), through social constructionism, or through cultural norms. To best represent both realities, the researcher used quotes and themes to best represent these two realities as perceived by the parent participants and the researcher participants (Cresswell, 2007).

Epistemological is the generation of knowledge. Due to the fact that the researcher was not able to be there personally and conduct observations, the researcher

tried to lessen the distance by conducting a triangulation of methods to cover all the areas. This was accomplished by having researcher participants write in memos about how they felt throughout the process, as well as have an online face-to-face interview with the researcher participants. To have the emic point of view, the researcher tried to lessen the distance by having parent participants fill out a survey before the interview, and a memo after their interviews (Cresswell, 2007).

Axiology addressed the issue that all research brings value, but it is also value laden and that biases would be present in a research. To address this issue, the researcher had a member check when conducting the codes to determine if there was any bias in the coding of data. Chunks of salient points were also used in the analysis. For rhetorical, as this is a dissertation, the third person language would be used (Creswell, 2007).

Design and Methods

The design for this research is an ethnography case study, focusing on the emic and etic's point of view, through the lense of the researcher participant (etic) and the parent participant's (emic) point of view. The research method is classified as an ethnography case study because this study looks at the methodology, through the cultural perspective, and uses cultural norm and concepts to guide the research features (Schensul, LeCompte, Nastasi, Borgatti, 1999). Therefore, through this medium, qualitative researchers could use it as a tool to better understand people (Marshall & Rossman, 2011).

This study utilized a micro and macro levels within the research. Participants for this study consist of 30 parent participants and 10 researcher participants. Parent participants and researcher participants are divided into two groups, Group A and Group

B, creating the micro level. The macro level is where the researcher interviewed the researcher participants, using interview questions derived from observations and the memos that were submitted from the participants.

Overview of the Dissertation

This section introduces the contents in each chapter of this dissertation. Chapter 1 introduces the current study and is divided into four sections. The first section is the problem statement, characterizing the scope of the problem and highlights the current research and lack of methodology articles concerning the topic. The second section points out the purpose of the research, how it could be beneficial to researcher participants as well as its potential to impact the field of social science. Research paradigm is the third section of the introduction where it delves into the researcher's world view, and the last section is the overview of the designs and methods.

Chapter 2 contains the literature review and is divided into eight sections. It is divided this way so that readers have a better understanding of the contents. The sections covered in the literature review are (1) history of data collection methods, (2) data from mail, telephone, face-to-face interview, internet survey to online face-to-face interview, (3) characteristics of internet survey, (4) characteristics of face-to-face traditional interview along with their advantages and disadvantages, (5) computer mediated communication, (6) characteristics of online face-to-face interviews along with their advantages and disadvantages, (7) memoing, and (8) Malaysian culture.

Chapter 3 contains twelve sections which are (1) research design, (2) research questions, (3) research procedures, (4) subject recruitment, (5) informed consent, (6) measures, (7) data analysis process and procedures, (8) confidentiality of data, (9)

analysis, (10) translation and back translation, (11) member checking, (12) trustworthiness, (12) a section on the researcher, (13) pilot study, and (14) limitations.

Chapter 4 is the report of findings, where it is divided up into four sections which are (1) description of analysis and links to findings, (2) analysis and findings for the micro level, (3) key themes in the findings, (4) research questions and connection to findings, and (5) strengths and weaknesses of online interviews. There are also subsections within each sections of the themes.

Chapter 5 looks at the discussion of the findings and it is divided into three sections which are (1) summary of findings and connection to the broader research literature, (2) limitations and delimitations, (3) significance of the study, (4) recommendation related to conducting interviews, and (5) future research and conclusion.

CHAPTER 2

LITERATURE REVIEW

The lines between the online and offline world has become a blur, especially since Collaborative Web technologies, or Web 2.0 as it is often referred to. More people are being interactive across the internet, from read and write Internet technologies, blogging, microblogging, media sharing as well as other forms of connecting through the media (Wesely, 2013). More and more online research has spurred up, but not many looks at it from the methodological aspects. Qualitative researchers have come up with multiple new methods to study subjects or participants over a distance. The key issue is how the researcher enters and operates within the space available. Multiple new techniques where qualitative researchers could conduct observations, conduct ethnographic studies and many more online research methods has open up a whole new way of looking at an online study. Forum postings, blogs, Facebook and many other types of social media could be used for online observations, instead of the traditional observations, allowing researchers to take notes and treat them as field notes (Paetchter, 2012; Palen, Vieweg, Liu & Lee Hughes, 2009). Many have argued about the methodological innovation and see it as exaggerated, but with new social trend, the internet has become an integrated part of society today, providing insight into another social setting (Nind, Wiles, Bengry-Howell & Crow, 2013). From the rapid development of the online world, there have been a lot of interest in the online research methods, which includes online interviews, analysis of materials from websites, chat rooms, blogs and many other type of social media (Nind et al., 2013).

In conducting online interviews, there are a few methods which the researcher could utilize to interview participants with, which are: face-to-face online interview, email interview, or a chat interview. While there might be researches discussing the use of online techniques, many researchers either do not have the experience of conducting interviews using online methods, or this method is relatively new to them. Many seek to identify the rationale, have difficulty with the process or the experiences involved in the decision in order to engage in online research methods when interviewing, or other online medium methods.

Many researchers seek the limitations and the advantages of online methods. Although some have problems, others are willing to utilize the advantages of online even with the limitations. They also seek how participants associate themselves with technological engagements, such as how participants understand the term technology and what their attitudes and reactions are towards it (Seymour, 2001). Limitations and advantages to each online method could be looked at by researching the main problems associated with each method types.

Although email or chat interviews could be seen as less intrusive compared to traditional face-to-face interviews, there are some disadvantages to email and online chat interviews. There are a couple of main problems that are associated with email interviewing and interviews through chat. The researchers would not know who they are interviewing, and they have to take the participants' word for who they are. It could also be an advantage for the participant as they could open up more this way (Garcia et al., 2009). In both email and chat interviews, part of the interviewing process such as the non-verbal communications are lost. Email interviews also lacks the synchronicity in

the communication between the interviewer and interviewee. In a traditional same time, same place, face-to-face interview, the interviewer could time the interview duration and stop it at a certain time, whereas in an email interview, the conversation could go on indefinitely (Bampton & Cowton, 2002).

Another disadvantage to an online interview is that personal characteristics which could be really important in a study may also be altered or concealed in online interviews and that the researcher would have to take the participant's word for it. Due to the anonymity of online settings, participants are able to lie, but deception does not mean that the data is invalid (Garcia et al., 2009). Through chat or email interviews, participants are able to conceal their identity, while still voicing out their opinion. Some participants might want to participate, but are worried about the outcomes of participating, such as refugees and the vulnerable population (Gerver, 2013).

While traditional methods for data collection , especially interviews are different online, the researchers still face the same problems which is how to communicate with their participants, and how to present one's self (Garcia et al.,2009). Some articles have mentioned using online face-to-face interview, such as Skype interview as a method of choice but most articles just mentioned using the method as a tool (Clancy, 2014; Edelen, Chandra, Stucky, Schear, Neal & Rechis, 2014; Kazemi, Cochran, Kelly, Cornelius & Belk, 2014;Liddiard, 2014; Pellicano, Dinsmore & Charman, 2014; Phillips, Elander & Montague, 2014; Taylor, Falconer & Snowden, 2014; Casey, Carlson, Fraguera-Rios, Kimball, Neugut, Tolman & Edleson, 2013; Jones & Ashurst, 2013; Long, Kuang, & Buzzanell, 2013; Savva, 2013; Waldron, 2013;Wesely, 2013; Antonini, Raj, Oberjohn & Wade, 2012; Ciccia, Whitford, Krumm & McNeal, 2011;), with little information about

the tool. There has been a tremendous amount of attention focused on the online questionnaire, but not many that are directed at the electronic interviews (Stacey & Vincent, 2011). There wasn't a lot that was covered in the articles concerning the experiences. Not many research studies are done on how participants react to online interview, or memoing, as well as the survey method. There is not much research done on how new researchers feel regarding their first online interview session or how to better improve their experiences (Tuttas, 2014). Not only is the online face-to-face interview able to connect people, but through understanding the experiences, the tool could be utilized for other means such as enabling families to learn video conferencing. Patients would also not have to travel in order to have an appointment with their therapist or doctors (Antonini et al., 2012).

History of Data Collection Methods

From mail, telephone, face-to-face interview, internet survey to online face-to-face interview.

According to Dillman (2000), prior to the 1970s, the dominant method for conducting large-scale, nationally prominent, general public surveys were through face-to-face interviewing, and since then, the telephone methods. de Leeuw (2013), mentioned that up until the early nineteen eighties, survey interviews has been the leading data collection method. For quite a long time, mail and telephone surveys have been considered to be the stepchildren of survey research, although social scientists have considered them to have little worth (Dillman, 1978). This was because surveys by mail typically received very low return response. Even though there has been a bad reputation for conducting mail surveys, there has been no shortage of research using this method

(Dillman, 1978). In Ziegler (2006) article, he mentioned that despite the popularity of self administered mail surveys, it can still suffer a variety of errors from low response rates which could affect the generalizability of the study (Ziegler, 2006). Since then, many studies have been conducted on how to better utilize mail surveys to achieve higher response rates.

Tailored Design, was created for the development of survey procedures that created successful self administered surveys that produces higher response rates, by producing higher respondent trust and perceptions of increased rewards, while reducing cost (Dillman, 2000). de Leeuw's (2013) article mentioned that changes in society and in technology have led to changes in data collection tools, such as surveys developed from a simple data collection tool into a sophisticated instrument in order to target specific audiences (de Leeuw, 2013).

Telephone method was used mainly in the 1980s and 1990s as the telephone was a fixture in virtually every businesses and in the U.S home in that time period. The telephone surveys were also the first survey method to benefit from computerized survey methods, such as the computer-assisted telephone interviewing (CATI) software (Dillman, 2000). There has been a significant cultural change which suggests that there will be greater use of mail and self-administered surveys, with the use of technologies (Dillman, 2000).

Nowadays researchers are more open to online methods, such as online surveys. According to Buchanan and Hvizdak (2009), online surveys such as Survey Monkey and Zoomerang have emerged recently over the last few years and have been considered as highly convenient research tools. Through the use of online surveys, researchers are able

to deliver surveys to participants in a more convenient manner and could also save time and money. Researchers are also able to produce results in synchronous time, so that both the respondents and researcher could see the compiled results instantly (Buchanan & Hvizdak, 2009).

According to Salmons (2010), interviewing is the most personal form of data collection. As technologies grow, more methods are being integrated into data collection for the convenience of participants as well as researchers. Interviews are vastly different compared to other methods such as observation because it requires the researcher to actively engage and interact with the participants. It also requires the researcher to gain personal trust from participants to get rich information. Online interviews offers another level to interviewing as it is an interview through an online medium (Salmons, 2010). Although there are many advantages to online research, there are many things that needs to be considered when conducting online research (Ignacio, 2012).

Characteristics of Internet Survey

The internet has become an integrated part of today's lifestyle. Its uses has dominated all aspects of work, media and academics (Curasi, 2001). The internet uses innovative strategy to increase public participation (Valaitis & Sword, 2005). Not only has the internet become the fastest growing technology, (Taylor, 2000), but it also contributes to social change (Jones, 1999). Online interviewing method is innovative and saves time. As more people uses the internet, it presents a greater opportunity for researchers to conduct online research methods (Seymour, 2001). Online research method is also convenient and saves cost for both the researcher as well as the participants (Curasi, 2010). It would also allow the luxury of interviewing or collecting research from

people across the continent, which also wouldn't cost a lot to the researcher or the participants (Waldron, 2013). Valaitis and Sword's (2005) findings showed that participants preferred online interview methods compared to the traditional face-to-face methods. Online research method could substantially enhance the development of methodologies that could fulfill the needs of researchers and participants (Seymour, 2001). Due to the fact that the interviews would be conducted online, new researchers conducting online interviews should develop their skills in online communication and participation by engaging in online research techniques. Prior studies have found that open ended questions included in the surveys often resulted in more detailed answers compared to the mailed in ones. From this, the author noted how an in-depth online interview could benefit the researcher tremendously as in-depth interviews which are administered could better understand the experience, opinion and interpretation of the phenomena (Curasi, 2001). As the internet would be used to conduct the interview, the best program should be explored to choose a suitable internet interview space (Seymour, 2001).

Exploring a new research method could have an impact on new researchers. As the intention is to create a more user friendly research method that reflects the integrity of the research, the research process should not be time consuming or overly technical. The early part of the research process involves both the researcher and the participants to acquire basic skill acquisition and to familiarize themselves with the interview page. Choosing a program that is easily accessible to researcher and participants would avoid the researcher unnecessary trouble of having the participants to install it (Seymour, 2001).

Characteristics of Face-to-Face Traditional Interview

Social scientists typically view face-to-face encounter as one of the most important part of qualitative research. The interaction produced when the researcher and participants meet in the shared space produces humane and sensitive data that reflects the interest of both parties. The bodily presence signifies strong commitment, openness, good practice and the likelihood of a great research outcome. The traditional face-to-face interview is seen as a way to actively engage the participants to maximize the efficacy and equality of the data. On the other hand, qualitative research also incorporates a range of highly personal elements when people meet with each other for the first time (Seymour, 2001).

“Merely ‘fronting up’ for an interview will provide both researcher and researched with an extensive amount of information. Instant judgments are made on the basis of appearance, dress and bearings: less overt but equally powerful cues evolve as the interview proceeds” (Seymour, 2001, p. 156).

Insignificant social interaction might underpin the interview and obscure the interview (Seymour, 2001). That is why online method is a great tool to be used, as in online methods, the appearance of someone would unlikely be judged as you can only see each other’s faces. Participants would also feel more at ease as it might seem informal and they could be in their own home environment where they are more comfortable. Although some researchers feel that there are some drawbacks to online interviews such as missing out on the non-verbal cues which could be observed in a face-to-face interview (Curasi, 2001 & White, 2000).

Advantages and disadvantages of face-to-face traditional interview.

Some individuals or cultures do not prefer online interviews as it lacks personal contact (Mann & Stewart, 2000). Qualitative interviews are almost always conducted face-to-face. It is easier to build rapport and gain participant's trust in a face-to-face interview. It is also easier for the researcher to see the respondent's responds and cues on how they feel about certain subjects, and see their reaction as well as comprehension. It is also easier for the researcher to have control over the communication process where they could lead the conversation a certain way through verbal and non verbal cues (Vogl, 2013).

The disadvantages of traditional face-to-face method is that participants would need to travel in order to be interviewed. They would need to arrange for child care, find the location of the interview, and pay for gas, or taxi fee in order to get there. Researchers would also need to reserve a setting for the interview. Interview effect is another problem in a face-to-face interview, where the participants try to please the interviewer by answering to what the interviewer wants to hear (Vogl, 2013).

Computer Mediated Communication

The advantage of computer mediated communication is that researchers could interview participants over a wide geographical range which eliminates space barrier (Mann & Stewart, 2000). Computer mediated communication also enables researchers to access populations who are difficult to work with or difficult to have access to such as mothers with small children, and people with disabilities (Mann & Stewart, 2000).

Mann and Stewart (2000) mentioned in their book how computer mediated communication is a safer way for participants to interact or engage in with researchers. It

provides participants a user friendly environment of their choosing as well as not having to deal with the complications of a traditional face-to-face interview, such as having strangers in their house, finding the location of the interview, arranging cover for a sick child, having car break downs and many more complications. Therefore computer mediated communication offers women, older people and marginalized population a safer environment where they are still able to participate in the research process, as sometimes participants from these groups are more inclined to open up in a traditional face-to-face interview (Mann & Stewart, 2000). Although the technology is available, some individuals do not share the enthusiasm for computer mediated communications, but they might be able to open up, if they had experienced it for themselves (Mann & Stewart, 2000). This is why the purpose of this study was to delve into the emic and etic view, to see how such transitions were made, and to help participants and researchers have a better online experience.

Characteristics of Online Face-to-face Interview

Online tools are traditional tools collected through the online methods. Directions of new technology development represents movements towards multiple technologies that integrated features and interactivity. Online face-to-face interviewing is where the interview is conducted through the internet. According to Salmons (2010), recent evidence shows that people feel deeply connected online and that familiarity with internet based interaction varies from culture to culture. Usually an online face-to-face interview is conducted through various video conferencing software. This is where users are allowed to see the other person through web cameras (Salmons, 2010). Seymour (2001) explored the potential of AOL (America Online) and ICQ (I Seek You), but since the

study is being conducted in Malaysia, the researcher thought it was better to use Skype, ooVoo or Yahoo Messenger as it is more popular with Malaysian users. Skype is a voice over internet protocol (VoIP) service that could be downloaded from the internet and subscribed for personal use. It supports video through webcam as well as audio. It also allows for a web conference service if the user subscribes to that format. ooVoo is also an audio and video instant messaging system. It offers video chat, messaging and could support up to 2 people per session (Tuttas, 2014). The internet is now looked at as a new phenomenon and its increasing presence is used consistently in our everyday lives (Broad & Joos, 2004). Due to this, most people are more comfortable using the internet as the main medium of communication.

It might seem as a disadvantage, as a participant would need to have internet access to actually participate in an online study. According to Internet World Stats: Usage and Population Statistics, there are 17,723,000 internet users in Malaysia as of June 2012, which is 60% of the total population. Also through the internet, people are found to be more open even though it is a “public” space. Using online method to collect data has certain disadvantages such as those who participate might be biased towards those who utilize the internet compared to those who don’t but it also allows the researcher to access the populations that are hard to get ahold of (Hine, 2004). Online interviews are also looked at as a proper and effective approach for people with disabilities where they can do interviews from the comfort of their own homes (Bowker & Tuffin, 2004). Qualitative researchers also find themselves in a tight spot when the participants that they want to do inquiries on, are over quite a wide geographical area (Kitto & Barnett, 2007). The purpose of this study is also to evaluate how participants feel in regards to filling up a

memo and attaching it to the researcher online and to communicate how they feel about being interviewed online. It is also to evaluate how researchers in the field feel about their first online interview method and how it could be improved.

In Costigan (1999) article, he pointed out that because of the medium's ability to foster communities, while at the same time stay closely connected, diversified, and geographically distant, this could bring forward a different social construct. It could also open up opportunities to alternative subjectivities to gain exposure. Participants from different cultural backgrounds may come together and participate, thus giving researchers richer data to work from. Also due to the online nature, participants are able to participate without having to travel which increases the opportunities for repositioning marginalized social groups, which includes people with disabilities (Bowker & Tuffin, 2004). A participant from Cabaroglu, Basaran and Roberts (2010) study mentioned how he was extremely nervous before his computer mediated communication occasion and that it gradually vanished. Participants expressed that although they felt nervous and uncomfortable in the beginning, the feeling gradually went away and were surprised to find that they thoroughly enjoyed the experience (Cabaroglu et al., 2010).

Advantages of online face-to-face interview compared to other methods.

While some might argue that online face-to-face interview differs greatly from the traditional face-to-face interview, others might argue that society has shifted into a new technological era where researchers should utilize it by combining both traditional and technological advances into their research (Garcia et al., 2009). In a synchronous online face-to-face interview, the participants are able to interact and answer the interviewer on the spot, thus getting their initial reaction to the question, compared to an email interview

where if there were too few questions, participants might stall to answer the email, or having too many questions could cause interview fatigue (Stacey & Vincent, 2011). Online interview methods are also able to reach and recruit the hard to reach, dispersed, hidden social groups as well as stigmatized populations such as transgendered, disabled populations, socially vulnerable population as well as populations that would prefer to keep their identity hidden (Liddiard, 2014; Tuttas, 2014; Miner, Bockting, Swinburne Romine & Raman, 2012; Willis, 2012). Online methods also allow for a more diverse sample (Dixon, 2012). Through online face-to-face interviewing, participants would feel more comfortable as they are in their home setting, and not in a public space (Dixon, 2012). This might also be due to the fact that participants might feel that they have complete control over the interview as they could leave at anytime they want, without having to explain anything (Willis, 2012). There might also be lengthy delays in other forms of electronic interviews, which could result in loss of spontaneity. Participants who have used Skype as a tool have commented on the glitches such as sound and video quality during their sessions, but were able to quickly overcome it. Participants have also mentioned that the session was helpful and extremely convenient for their schedules (Antonini et al., 2012).

Interviewers would need to build rapport to gain the interviewee's trust as it is conducted in an online setting, but compared to other methods, the interviewee is able to actually see the interviewer, which would gain more trust (Stacey & Vincent, 2011). Interviewers could build rapport by gradually contacting the participants through emails or text message to remind them of the meeting, or a gentle reminder to fill out surveys (Tuttas, 2014). As with most interviews, interviewees usually want to please the interviewer because they are in the same environment. In an online face-to-face

interview, it might turn out different as they would have to evaluate the questions more if they had to hear and focus on the questions (Stacey & Vincent, 2011). Participants are also more likely to feel greater comfort and would likely disclose more life stories if they did not have to meet the researcher in person (Willis, 2012).

Being able to offer a participant the option of an online face-to-face interview would also be beneficial to the research as some participants might not be able to attend the interview due to geographical location, climate change and other reasons. Online face-to-face interview would solve this problem for both the participant as well as the researcher. Participants living far away could still voice out their opinion and participate through an online interview (Dammers, 2009). The interviewer could also conduct a global study, sampling participants from one end of the world to the other and conduct one-on-one interviews within minutes of each other. They could also utilize online focus group interviews and interview all of their sample from all over the world at the click of a button (Edelen et al., 2014). Online face-to-face interviewing seems to be the best alternative to the traditional face-to-face interview (Hanna, 2012). Being able to see and hear the interviewer through full motion webcam not only add another dimension to the interview, but the interviewer would also be able to probe deeper on certain questions as most of the online interviews in the study are semi structured online interviews (Clancy, 2014; Tuttas, 2014).

In a Skype interview, the interviewer is also able to record visual and audio interaction through downloading a simple software. This could overcome the impractical use of some recorders which could be problematic later on for transcription. Researchers constantly using recorders could also be worried about battery life (Hanna, 2012). Using

Skype as a tool to conduct online face-to-face interview would also save cost, as participants and the researcher would not have to travel to get to the interview, while the video feed helps increase trust between participants and researcher. Using the internet is also cheaper than to call internationally, or even locally for most countries (Clancy, 2014). In addition to this, participants would feel more secure as they are able to remain in a “safe location” because they would be wherever they chose to be during their interview (Hanna, 2012). Studies have also showed that participants would express more negative comments that are usually kept inside, out in a one on one face-to-face interview (Phillips et al., 2014). Although there are many advantages to online face-to-face interviewing method, there are some factors that needs to be considered when conducting an online face-to-face interview such as conducting pilot studies, internet connectivity, as well as timing (Tuttas, 2014).

Disadvantages of online face-to-face interview.

While there are many advantages to the online method, the disadvantages should also be looked at and taken into consideration. Although online face-to-face interview is a synchronous interview, it is still in an online setting, and some might not be able to accept online interview method as an appropriate alternative to a traditional face-to-face interview (Greenbaum, 2008, as cited in Tuttas, 2014; Garcia et al., 2009). In a traditional face-to-face interview, interviewers and participants are able to see each other clearly and could look for subtle body signs. In an online face-to-face interview, body language as well as voice inflexions might be difficult to see. From the physical separation, it could also result in reduced social desirability distortion as well as less inhibition for the interviewees (Stacey & Vincent, 2011). Being silent in an online face-to-face interview

could also be seen as non participation as there is very little body language that could be seen or interpret (Willis, 2012).

Some things that interviewers and interviewees would have to face are the technical difficulties of maneuvering an online application, such as a faulty webcam, which could result in online delays visual until later on into the interview (Hanna, 2012). They would also have to deal with time lapse which could result in loss of data or momentum of the interview (Stacey & Vincent, 2011; Dammers, 2009). Participants and interviewers would also have to overcome the loss of interpersonal aspects of the interaction during the interview (Hanna, 2012). Due to the online nature of the interview, other technical difficulties that participant and researchers might have to face is if the application is updating at the time of the interview. Another issue could result from something as simple as not being able to log in that day, which might result in having to reschedule the meeting (Dammers, 2009; Willis, 2012; Tuttas, 2014). This would also limit the participant to those who are able to maneuver the computer programs or have someone that could help them use the program (Willis, 2012). The interview might also have to be rescheduled if the connection gets bad or is lost/dropped, which could result in a delayed and choppy interview, which could be disorienting to both the participant and researcher (Dammers, 2009). Another important factor that must be taken into consideration when conducting an interview over a large geographical span in that there would be time difference, and scheduling the interview could be a problem. One party might also not have a fast internet speed compared to the other (Willis, 2012). Eye contact is another factor that should be taken into consideration when conducting an online interview, as when a person looks at the other person's eye, they are deviating

away from the camera which would result in them looking somewhere else. This could be problematic for some cultures (Dammers, 2009).

In Curasi's (2001) study, her online interviews were not an online face-to-face interview. There was no interviewer present to provide focus and direction to the interview, resulting in the length and the amount of detail being more dependent on the participants. Because of this, Curasi's (2001) study yielded a mixed result when it came to the online interview data, where there are less details compared to a normal face-to-face interview. Curasi (2001) had to conduct a follow up probe to get more answers. Salmons (2010) mentioned in her book how important it is for an interviewer, or an interviewee to decide how one would want to present themselves, as in a traditional face-to-face interview it still conveys messages to the other party. Although it is important for researchers to approach each interview with a fresh new perspective, as to not be bias, but in this research, it looks at how the researcher is able to maneuver and learn through each interview. Salmons (2010) also mentioned how it is important to build rapport and one of the ways to do this is to try and seek eye contact. To do this, the researcher should have a good camera angle, to ease the participant into the interview process.

Table 1

Data Collection Methods through Time

Method	Modality	When method was mostly used	Advantages	Disadvantages
Face-to-face Interview	Synchronous	Prior to 1970's	Easier to build rapport and gain participant's trust in a face-to-face interview. It is also	Participants would need to travel in order to be interviewed.

Table 1 - continued

			easier for the researcher to see the respondent's responds and cues on how they feel about certain subjects, and see their reaction as well as comprehension.	Interview effect is another problem in a face-to-face interview.
Telephone Survey	Synchronous	From 1970's	Simpler to arrange as it does not take as much time.	Interviewees could end the conversation at any time.
Paper Survey	Asynchronous	Up until early 1980's	Easy to distribute.	Despite the popularity of self-administered mail surveys, it can still suffer a variety of errors from low response rates, which could affect the generalizability of the study
Email Interview	Asynchronous	Present	Online research method is convenient and saves cost for both the researcher as well as the participants.	Email interview also lacks the synchronosity in the communication between the interviewer and interviewee, where in a normal face-to-face interview, the interviewer could time the interview duration and stop it at a certain time, whereas in an email interview, the conversation could go on indefinitely.

Table 1 - continued

Web-based Survey	Asynchronous	Present	Saves the researcher time by not having to retype items into the database.	Prior studies have found that open ended questions included in the online surveys often resulted in more detailed answers compared to the mailed in ones.
Online Face-to-face Interviews	Synchronous	Present	Participants living far away could still voice their opinion and participate through an online interview The interviewer could also conduct a global study, sampling participants from one end of the world to the other.	In an online setting, some might not be able to accept online interview method as an appropriate alternative to a traditional face-to-face interview. Participants and interviewers would also have to overcome the loss of interpersonal aspects of the interaction during the interview.

Memoing

Another method that could engage participants or draw out what they really feel is through memos and diaries (Feuls, Fieseler, Meckel & Suphan, 2014). The use of memos is important as they are considered an outlet for participants to record what they are feeling at the time. Through memos, researchers are able to make the participants recall what they felt at the time of the event as researchers are not able to be there with the

participants. Because of this, memos are an important tool to online research methodology.

Keheler and Verrinder (2003) have pointed out several key areas to which solicited memos have been effective. It is effective as a primary data source; it could be used as a memory aid to improve recall of events for interviews later to be held (Keheler & Verrinder, 2003). It is clear to make the distinction that there are two types of memos which are solicited and unsolicited memos. In solicited memos, it has been made clear that they are constructed with a specific research purpose in mind and that the participants know the intention for that specific research team, whereas unsolicited memos is where accounts are written in private and are given to the public eye to read (Milligan et al., 2005). In this research it is solicited memos which were implemented. In Cohen et al. (2006) study, they used a platform called QuickPlace, where it is a memo “room” for participants to fill out their daily memo in, and the evaluation team offered a more in-depth training, on how to use the memos. This can be done during an orientation conference or for other memo needs. 15 hours per week is needed to maintain memos using the QuickPlace platform. Curasi (2001), mentioned that prior to the study, the students or participants were required to attend several classes covering qualitative and interviewing training.

Birks, Chapman and Francis (2008) have pointed out that memoing could be used to enhance a research experience. Data exploration could also be enhanced through writing in memos as the researcher could contemplate what they have done. Memoing could also be used to serve as a memory recollection, much like diaries. Memos could also help clarify what researcher participants felt at the time of research.

The narrative approach in solicited diaries or memos is extremely useful for this particular research as they can provide insights to which we, as researchers do not have access to (Milligan, Bingley & Gatrell, 2005). A solicited diary is where the informants actively participate in both recording and reflecting their own behaviors, and through this, they would also be able to reflect on which of their actions were prioritized compared to others and why. From this, they would be able to capture the meanings of their actions through different activities in their lives (Milligan et al., 2005). That is why a diary was adopted into the memoing for researchers and participants. Through memos, researchers are able to make the participants recall what they felt at the time of the event as researchers are not able to be there with the participants to be an observer. Because of this, memos are an important tool to online research methodology.

Diaries are associated with feelings, emotions and thoughts. Diaries are used in this study so that participants could jot down what they feel throughout the process (Beneito-Montagut, 2011). Memo method has been used in a number of education program evaluations to assess students' learning and perception. It is also a good tool to understand what participants are thinking about and how they feel (Cohen, Leviton, Isaacson, Tallia & Crabtree, 2006). There are a couple of characteristics of the memo method which can be distinguished in regard to their structured or unstructured nature; which are also called solicited or unsolicited memos (Cohen et al., 2006).

Memos were found to be extremely useful to those who have highly sensitive issues that may be difficult to broach using more conventional face-to-face research methods such as violence in the households, or internal problems where it is hard for people to speak about their problem (Milligan et al., 2005). This is an important factor as

the participants in this research paper come from a traditionally reserved background where discussions about what problems they face during a certain time, or something as small as maneuvering a computer program could be imposing. Some people in this cultural norm do like to be imposed upon, so through diaries, researchers could capture how parents view the online interviewing method, without further asking them to be involved in another interview. This method not only offer a means for the vulnerable participants to engage in a participatory research but they could also be a tool to gather invaluable data that may be too sensitive to approach through other methods (Taylor, Falconer & Snowdon, 2014; Milligan et al., 2005).

The quantity and quality of data gathered through solicited diaries are likely to be significantly different from those that are available from questionnaire and interview (Milligan et al., 2005). Diaries could also help participants remember things that are easily forgotten as they are captured on the spot compared to interviews or questionnaires which are held later on in the process (Milligan et al., 2005). Bell-Scott (1994) also highlighted the importance of personal journals and other nontraditional information sources to understand the human experience (Few et al., 2003). Cyber ethnography is now seen as an approach to serious online interaction, exploring online interaction in online settings and interviews (Hine, 2004).

Malaysian Culture

According to Malaysia's official tourism website (www.tourism.gov.my), Malaysia is located in the South East Asia regent. It is in between Singapore and Thailand. Malaysia is diverse in its culture. It has in total 13 states and three federal territories. Eleven states and two federal territories, Kuala Lumpur and Putrajaya, forms

peninsular Malaysia and is separated by the South China Sea from East Malaysia where the other two states are, Sabah and Sarawak, along with the third federal territory, the island of Labuan.

By having an interesting past, including once being part of the international spice route hundreds of years ago, Malaysia has resulted in having a mosaic of cultures (2015, January 18) retrieved from <http://www.tourism.gov.my/en/us/about-malaysia/culture-n-heritage>. Malaysia is a multicultural society, with the three main ethnicities consisting of the Malays, Chinese and Indian, with the Malays being the largest ethnic group. Most people from the Asian region are more conscious towards their individual cultures. The official religion of Malaysia is Islam, although other religions are freely practiced such as Buddhism, Christianity, and Hinduism to name a few. You can see many mosques, temples, churches and other places of worship all over Malaysia. The religion in Malaysia is usually tied to ethnicity, where the ethnic Malays are usually Muslim. Sixty percent of the population is Muslim, where Islam is the official religion. Muslims show their devotion through the five pillars of Islam; *shahada* where Muslims profess that there is only one god, Allah and that Mohammad is the prophet; *salat*, where Muslims pray five times a day; *zakat*, which is giving money to the poor; *sawm*, which is fasting if they are able to during the holy month of Ramadhan; and *Hajj*, which is to go and do the pilgrimage in Mecca, if they can afford to (2015, September 27) retrieved from http://online.culturegrams.com.libproxy.library.wmich.edu/world/world_country.php?cid=96&cn=Malaysia. In Kamarudin, Wong and Western Michigan University (2010)'s study, religion was found to permeate a person's daily life. It was also found that the

Malay parents used religion in all aspects of monitoring children's television viewing as well as how they parent.

The national language of Malaysia is the Bahasa Malaysia, though there are still other languages being spoken in Malaysia. What makes Malaysia so special is the diversity of its culture, race and language (King, 2008). The Malaysian flag is comprised of four colors; red, blue, white and yellow. It also has a crescent moon and a star on it. There are altogether 14 red and white stripes representing all 13 federal states and the national government. The blue represents the unity of the people of Malaysia and yellow represents royalty. The crescent and star represents that Malaysia is an Islamic country. The star has 14 points which represents the unity of the national government and the federal states (2015, September 27) retrieved from http://online.culturegrams.com.libproxy.library.wmich.edu/world/accessible_report.php?cid=96.

The following paragraphs are based on the author's recollection and experience. The 2008 book by Victor King and the Malaysia government's tourism website has also been an important source as well.

Malaysians value family and kinship. Most Malaysians reunite with families when there are festivals or other events. You can usually hear the term *balik kampung* or going back to the village during these periods. Malaysians are very family oriented, and the family takes priority over other matters. It is a common sight in Malaysia to see three generations from the grandparents, parents to children eating together at restaurants. If you ask a Malaysian child to draw a picture of his or her family, it is common to see more than the *immediate family* in it as Malaysians lives are intertwined with grandparents,

aunts, uncles and cousins. Due to these reasons there are certain ways to greet the elderly in Malaysia.

For Malays, you can shake the hand of the elderly and lightly touch your nose to their hand. If the elderly is not of the same gender, wait for them to hold out their hand. If they did not hold out their hand, you can gently lower your head as a sign of respect. If you were to walk in front of the elderly, walk with your body hunched down with your right hand hanging down, as this is a sign of respect. When entering a person's house in Malaysia, a person usually takes off their shoes as a sign of respect as well as to keep dirt from tracking into a person's home.

When visiting places, it is common to meet and greet people. Meeting and greeting people will depend on the person's race or ethnicity. As with the elderly before, when meeting people of the opposite gender, if they hold out their hand, you may shake it, but you do not need to lower your head. If they do not hold out their hand, you can just smile in return. Malay women do not usually shake hands with men who are not part of their family. For this reason, usually the male would wait to see if whether or not the women would hold out their hand. If not, they would just simple bow down their head a little or give a smile. For the Chinese, their handshake is light and may be rather prolonged. When greeting an elder, they would lower their eyes as a sign of respect (King, 2008).

Meeting and greeting in Malaysia is rather formal compared to the western culture. Malaysians also do not appreciate simply addressing a person by saying *you*. Initial greetings should be formal and denote proper respect. Instead, they address people by their title such as doctor, teacher or their personal name. The usual convention for

addressing a senior person is to call them Puan for a lady or Tuan/Encik for a man. It is important that professional titles such as professor, doctor and honorific titles are used. Malays and Indians use titles with their first name while Chinese use titles with their surname.

Although Malaysia is made up of multiple races and religion, Malaysians still try to respect other cultures. That is why when attending certain events, proper attire are to be worn. Clothing worn to events should be modest. When attending a meeting, they would usually wear their traditional clothes, or something that is polite, along with their headwear. Malaysians would not usually attend an interview in shorts or sweatpants even if it is an informal meeting.

Malaysians are mostly polite people. They rely on non-verbal communications to maintain harmonious relations, for example, tone of voice, body language, facial expressions, silence. The non-verbal communication is usually subtle and indirect. Sometimes the Malays would hint at a point rather than say it outright. For example, rather than saying no, they would say that they would see what they could do, or that they would try. Gestures also play a big role in Malaysian culture, for example, an old lady sweeping the floor, is her way of saying it is time for that visitor to leave. To some Malaysians this is their way of politely turning the request down and trying to save both parties' face in order to maintain harmony in the relationship.

Maintaining *face* is a very important concept in Malaysia. This concept is where they strive to avoid shame in private or public setting. *Face* looks at the concept which embraces a person's identity, self-respect, honor, good name and being held high in society as well as their peers. Face could be given, lost, taken away, depending on the

events that are happening. Face also concerns the family, school and company. That is why a lot of Malaysian families strive to maintain their behavior in order so that the parents, do not lose *face*. This is also the reason why Malaysian usually try to avoid confrontation in public spaces (blog, 2015). Retrieved from <http://malaysia-info-site.blogspot.com>.

CHAPTER 3

METHODOLOGY

Research Design

The research method that was implemented for this study is an ethnography case study, focusing on the emic and etic's point of view. The research method is classified as an ethnography case study because this study looks at the methodology, through the cultural perspective, and uses cultural norm and concepts to guide the research features (Schensul, LeCompte, Nastasi, Borgatti, 1999). Therefore, through this medium, qualitative researchers could use it as a tool to better understand people (Marshall & Rossman, 2011).

There are five methods utilized in this ethnography case study which are surveys, memos, observations, traditional face-to-face interview as well as online face-to-face interview. Memos were used for the researcher to collect information from the participants and then compiled it to look for links among ideas and for coding themes (Creswell, 2007). Ethnography looks at a culture sharing group. It also has two different point of views, the emic and etic. The emic is the participants' point of view, whereas the etic is the researcher's point of view. This is appropriate for this research because the researcher would like to uncover what the researcher participants experienced throughout the whole online face-to-face interview and the traditional face-to-face interview process (Creswell, 2007). Through this, the researcher was able to find out what type of problems the researcher participants went through and what frustrated them at the time of conducting research online, as well as the traditional interview. It gave the readers as well as the researcher a sense of actually being there to grasp the situation.

Case study on the other hand involves the study of the issue explored. It is where a researcher studies a case or in this research, multiple cases over time, through detailed in-depth data collection. In this study, the researcher uses a collective case study, where the researcher used multiple cases to illustrate the issue concerned. It is typical for the researcher to select multiple cases so that they can show multiple prospective of the issue (Creswell, 2007). The case is also used because the researcher treats each researcher participant as an individual case, as they had three online face-to-face interviews as well as three traditional face-to-face interview with the parent participants. After looking at it as a case by case, the researcher delved back into the data and conducted a constant comparative method to look for an overarching theme. Through this case study, the etic approach is also taken as the researcher focuses on the stories told through the memo entries as well as interviews between the researcher and researcher participant. The emic point of view is also taken into account as the research delved into how the participants view the process of participating in an online and traditional interview (Marshall & Rossman, 2011).

Participants were requested to participate in filling out surveys, memos, traditional face-to-face interviews and online face-to-face interviews. Through writing in the memos, the researcher participants were able to recall what they did and thought at the time of the interviews. The parent participants were also able to recollect what they went through, and wrote all the recollections in the memo. Memo methods not only offer a means for the vulnerable participants to engage in a participatory research but they could also be a tool to gather invaluable data that may be too sensitive to approach through other methods (Milligan et al., 2005). The quantity and quality of data gathered

through solicited memos is also more likely to be significantly different from those that are available from questionnaires and interviews (Milligan et al., 2005). Memos also helped participants remember things that are easily forgotten as they are captured on the spot compared to interviews or questionnaires which are held later on in the process (Milligan et al., 2005).

It is important to understand people's actions and behaviors. Understanding this could be done through observations. Through observations, the researcher is also able to look at the participants in their natural setting (Walshe, Ewing & Griffiths, 2011). For this study, the researcher did not sit and directly observe the participant, as the researcher does not want to disrupt the natural phenomena. Rather, the researcher, recorded the participants, to conduct the observation and created a rubric so that it is systematic. After all the data was collected, the researcher coded all the data from the memo responses as well as the observations and created questions for the semi-structured interview.

Research Questions

This research study utilized qualitative research methods to investigate the following:

RQ1: How do both developing researchers and their study participants, experience the process of conducting a face-to-face online interview when compared to a face-to-face interview conducted in the same physical space?

RQ1a: How do they establish rapport?

RQ1b: How does the interview flow?

RQ1c: What is the breadth and depth of the data?

RQ1d: What are the differences in the technical aspects of how the interviews play out?

- RQ 2: What is the researcher participants' perceptions about conducting interviews prior to, during and after the online and traditional interviews?
- RQ 3: What are the parent participants' perceptions of participating in interviews prior to, during and after the online and traditional interviews?
- RQ 4: How does a computer mediated communication (online interview) influence an interview?
- RQ5: What are the relative strengths and weaknesses of online interviews?

Research Procedure

The methods that was be used in this study were all qualitative methods as “qualitative methods enrich empirical data by highlighting the meanings behind the numbers as well as cultural distinction between and within groups” (Few, Stephens & Rouse-Arnett, 2003). This study utilized a triangulation method. Five tools were used for this study which were surveys, memos, observations, online interviews as well as traditional face-to-face interview. Triangulation is an important aspect in qualitative method as the researcher is able to see the data from a variety of angles compared to just one to address trustworthiness and give credibility to the data (Waldron, 2013).

Participants were divided into two groups, group A and group B. In each group, there would be five researcher participants and fifteen parent participants. Five researcher participants and fifteen parent participants were randomly selected to be in group A and in group B, making it a total of 10 researcher participants and 30 parent participants. Participants in group A started by having a traditional face-to-face, same time same place interview and then were switched to an online face-to-face interview, whereas participants in group B started by having an online face-to-face interview, and then were

switched to a traditional face-to-face, same time same place, interview. Each researcher participant interviewed three parent participants twice. At the end of the study, all ten researcher participants were interviewed by the researcher utilizing a semi-structured interview using questions derived from the memos and observations.

The parent participants participated by completing a brief survey, an online face-to-face interview, a traditional face-to-face interview and by filling out memos. Both the parent and the researcher participants were asked to document in their memo after they completed each interviews to record their experience. The memo in this study has a combination of the memo and diary properties. The researcher participants were asked to participate in a short training session with the researcher, participate in online face-to-face interviews, traditional face-to-face interviews with the parent participants, write in memos, and attend an online face-to-face interview with the researcher.

Researcher participants were asked to fill out a memo after each online interview and after each traditional face-to-face interview with the parent participants (please refer to Appendix D1). They then emailed or send in the memo to the researcher as an attachment, or drop it off at SEAMEO SEN's office. Online interviews were conducted through web cam where the researcher participant and parent participant were in independent rooms and each traditional face-to-face interview were conducted at the SEAMEO SEN meeting room (please refer to Appendix F). The online face-to-face interview through Skype was recorded through a third party called Supertintin Skype Recorder. Through this software, the audio as well as visual were recorded. This is so that the researcher was able to conduct observations. It is necessary to conduct observations so that the researcher is able to see the difference in the online face-to-face interview and

the traditional face-to-face interview. The traditional online face-to-face interview was recorded through a video recorder, and was set up in the SEAMEO SEN meeting room. To protect the participants, only the researcher had a copy of the video. At the end of the study, the researcher participants were interviewed by the researcher. This interview was recorded using the Supertintin Skype Recorder. Only the audio from the interview between the researcher and the researcher participants was transcribed and upon transcription, the video of the interviews was deleted. The only data from the interview between the researcher participants and parent participants used were the observations, probes and techniques used by the researchers. The interview format used was a semi structured interview where the interview questions were provided by the researcher participant to the researcher (please see Appendix F). To best protect the parent participant, the researcher participants were trained on the procedure of the interview process and how to keep the confidentiality of the parent participants that they were interviewing according to Human Subjects Institutional Review Board (HSIRB) protocol.

For group A, the researcher participants interviewed parents utilizing the traditional face-to-face interview first and then the online face-to-face interview (please refer to Appendix F). The researcher participants first introduced themselves to the parent participants (please refer to Appendix A) and read them the interview script, along with informing the parent participant that the information would be kept confidential and that they could stop participating at any time.

For group B, researcher participants interviewed parent participants utilizing the online face-to-face interview first and then the traditional face-t-face interview. After the researcher participants introduced themselves to the parent participants (please refer to

Appendix A) and read them the interview script along with informing the parent participant that the information would be kept confidential and that they could stop participating at any time, the researcher participants asked the parent participants questions from Appendix F. Questions for the online interview and traditional interview are different set of questions.

Both the researcher participants and the parent participants were asked to fill out their memos after every interview. They were also asked to email the researcher their memos as an attachment, or leave the memos at the SEAMEO SEN's office. These memos were coded for emergent themes using constant comparative methods. Additionally, the researcher also coded the memo data guided by conceptual categories from the concepts developed through research on online interviewing technique. The analysis from the memos and observations served to guide follow up interview question protocols between the researcher participants and the researcher. After coding data from the memos and observations, the researcher then interviewed all ten of the researcher participants.

Interviews between the researcher participants and the parent participants were conducted both in real life through the traditional method as well as online through web cam. Interviews between the researcher and the researcher participants were through the online face-to-face method. Both interviews were recorded, either with a video camera or the program Supertintin Skype Recorder. Only the interviews between the researcher and the researcher participants were transcribed. The researcher then coded interviews for emergent themes. After transcribing all of the audio tapes, the tapes were disposed of to provide additional protections for participants' confidentiality.

Subject Recruitment

There were two sets of participants for this study. This study utilized a macro level and a micro level. The sampling strategy that was used in this study for both sets of participant was criterion sampling where it involves the researcher selecting the participants through important criteria's (Gall, Gall & Borg, 2007). In the macro level, the researcher interviewed the research participants and organized the simulation for the micro level. There were 10 researcher participants and 30 parent participant in this study. Snowball sampling was also used in this research as it involves participants to recommend other participants in volunteering for the research study and this would work well with cultures such as Malaysia as people work with interwoven networks.

Subject recruitment for researcher participant.

Ten researcher participants were recruited for this study. The inclusionary criteria for researcher participants are students that have been through a research methods course, which had interviewing technique components. The students, were at least enrolled in a Master's program. The other inclusionary criteria is that the participant is an existing trained researchers, with a minimum of a Master's degree, they would be recruited for the study. The reason why these were the inclusionary criteria for the researcher participants is so that they were able to conduct interviews with the parent participants. The researcher needed researcher participants who have prior knowledge of the proper interview techniques. The only exclusionary criteria for researcher participants were those who do not meet the inclusionary criteria.

The researcher participants were recruited from a local Malaysian university as well as from the South East Asia Ministry of Organization Regional Centre for Special

Educational Needs. The researcher has received permission from both the University Kebangsaan Malaysia, a local Malaysian university to recruit their Masters students for participation in this study, as well as from the South East Asia Ministry of Organization Regional Centre for Special Educational Needs research division (please refer to Appendix H and Appendix L).

Flyers were posted at the Malaysian university to recruit researcher participants for this study. The researcher also recruited students by going to their methods class and recruiting potential participants. The researcher talked about the study and explain what the potential participants would have to do if they agreed to participate. The researcher also explained that in order to make the selection unbiased, the first 5 students who emailed the researcher and meets the criteria would be recruited and if there were more than 5 students who were interested, the researcher did a random draw from the list and the remainder would be put on a waitlist. The first five students who met these requirements was selected (please refer to Appendix J). The researcher also explained that if the researcher participants were interested, they had to come again, where the researcher would talk about the consent document. Five researcher participants were recruited from the research division in the South East Asia Ministry of Organization Regional Centre for Special Educational Needs (SEAMEO SEN). The researcher participants recruited already had obtained their masters and are current researchers, but does not have the expertise of conducting online research.

In the second meeting, the researcher provided and explained about the consent document and described the process that the researcher participants needed to participate in. When the researcher participants agreed to participate, they were asked to sign the

consent document. The researcher explained to the researcher participants that they could stop from participating at any time and that they would not be penalized if they chose to stop from participating in this study.

Subject Recruitment for Parent Participants.

Thirty parent participants were recruited for the micro level. The inclusionary criteria for parent participants were parents who are between the ages of 25 and 55 years old with children who range from 18 months to 17 years old. The other inclusionary criteria for parent participants were that they have to have at least one child. It does not matter if they are a one parent family or a two parent family. The only exclusionary criteria would be those who do not meet the inclusionary criteria.

To make it fair and unbiased to the data, the first 30 parents who volunteered and met participant characteristics of being a parent with young children under the age of 17 were recruited. It did not matter if the parent was a single parent or not. Only one parent was needed to attend and participate in the interviews. Flyers were posted at a local elementary school for participation. The researcher received approval from the principal of the Sekolah Kebangsaan Lereh (Malaysian local primary school) to recruit parents from their school (please refer to Appendix I). After flyers were posted, the participants were asked to contact the researcher through email or by phone as stated in the flyer. After participants contacted the researcher, the researcher then read to them a participant recruitment script where the participants were told about the research project and the process of the research project.

The researcher did not choose the parents. The researcher did not select or reject parents based on relationships or other characteristics other than demographics. The

recruitment method that the researcher used for the micro level is the snowball sampling method. The snowball sampling method is where the participants recruit other participants to participate to this research project from among their acquaintances. The researcher first put the flyer up at a local elementary school but also use the snowball method after having a couple of participants. The snowball sampling method is especially effective in collectivistic cultures such as Malaysia where people get things done through interwoven interpersonal networks (Sheer & Chen, 2004). Through the snowball method, new participants were asked to contact the researcher if they were interested in learning more about participating. After the parent contacted the researcher, the researcher set up a time with the potential parent participant to go over the consent document and to explain to the potential parent participant what they would have to do if they agreed to participate in this study. The researcher also explained that they could stop from participating at any time and that they would not be penalized if they chose to stop from participating in this study.

Informed Consent Process

Researcher Participants.

For macro level participants, the researcher recruited students by coming to their methods class, as well as recruiting current researchers from SEAMEO SEN's research division. When recruiting the student researchers, a form was passed to everyone in class to read where the students could put in their name and their answer of whether or not they are interested in learning more about participating (please refer to Appendix J). The researcher then collect back all of the forms from each student in the class.

The researcher talked about the study and explained what the potential participants would do if they agreed to participate. Participants were invited to take part in the study and an informed consent was provided. The researcher arranged for a meeting with all of the participants to read the consent document. Before deciding whether to participate or not, potential researcher participants had an opportunity to read a consent document and ask questions. After that, the researcher requested that the participant go over the consent document with the researcher. The consent documents were distributed through email immediately as participants agreed to listen to information regarding participation. Potential participants were provided with a consent form to read. Researcher participants were informed that they would be video recorded upon entering the meeting room for the traditional face-to-face interview and would be recorded through a third party software called Supertintin Skype Recorder for the online face-to-face interview. The researcher then utilized a written script to verbally inform the potential participant of the risks and benefits of participating in the study. Researcher participants were informed of the steps that the researcher would take to increase the confidentiality of their identity in the analysis, writing and reporting of the data collected from the participants. Participants were also informed that if they chose to stop at any time during the research process that there would be no penalty. Additional protection for the subjects included keeping the confidentiality/security of the data. All information and responses in connection with this study will remain confidential. Only the researcher and the advisors are eligible to access the data. Neither the participant's name nor any identifying information were used in the reports of the study.

When the researcher participants agreed to participate, the researcher trained the researcher participants on the procedure of the interview process and how to keep the confidentiality of the parent participants. They were also required to interview according to HSIRB protocol.

The second meeting was held in one of SEAMEO SEN's meeting room. The researcher explained about the consent document and described the process that the potential participants would be participating in (please refer to Appendix C). Researcher participants who agreed to participate, were then asked to sign the consent document and undergo a 20 minute training on the procedure of the interview process and how to keep the confidentiality of the parent participant's answers according to HSIRB protocol. The researcher also explain to the potential participants that they could stop participating at any time and would not be penalized if they chose to withdraw from participating in this study. The researcher informed the researcher participants that by returning the memo, the researcher participants have given the researcher permission to use the information in their answers from the memo for the study; although no identifying information would be used. Only the participant's answers would be used in this study.

Parent Participants.

For the micro level, only one parent was needed to sign the informed consent document and participate. Parent participants were invited to take part in the study (please see Appendix B2) and an informed consent was obtained (please see Appendix C1 and C2). The consent document was distributed immediately as participants agree to listen to information regarding participation. Potential participants were provided with a consent form to read and the researcher utilized a written script to verbally inform the

potential participant of the risks and benefits of participating in the study. Participants were also informed that if they chose to stop at any time during the research process that there was no penalty. Additional protection for the subjects includes keeping the confidentiality/security of the data (please refer to Appendix A1, A2, C1 and C2). The differences between the Appendix labeled A1 and A2 is that A1 is intended for the macro level participants, which are the researchers and A2 is for the micro level participants which are the parent participants and in each recruitment script, the researchers have worded them differently, also describing the process of the study for each intended potential participant. Every appendix from A until F containing a number 1 was intended for the macro level, whereas every appendix containing a number 2 was intended for the micro level participants. The parent participants were informed that this will be a simulation study where the person interviewing them were also taking part in the research. Parents were informed that the researcher participants taking part in this study have undergone a research method course or are current researchers, and that they have participated in a HSIRB interview training protocol with the researcher. Participants were informed of the steps that the researcher will take to increase the confidentiality of their identity in the analysis, writing and reporting of the data collected from the participants. Participants were also informed that they would be video recorded upon entering the meeting room for the traditional face-to-face interview and would be recorded through a third party software called Supertintin Skype Recorder for the online face-to-face interview.

The researcher put up flyers at a local Malaysian primary school. After the parents contact the researcher, the researcher would then set up a time with the potential

parent participant, providing the option of three different meeting days to go over the consent document. This is so that it was convenient for the parent participant and they could choose which day they were free to come in. Before deciding whether to participate or not, potential parent participants had an opportunity to read the consent document and ask questions. The parent participant only needed to attend one meeting. The meetings were held in one of SEAMEO SEN's meeting rooms. The researcher also explained to the potential parent participant what they would have to do if they agreed to participate in this study. If the potential parent participant were not able to make it to any of the meetings set up by the researcher, the researcher then set up a private meeting with the potential parent participant.

Although the parent participants have signed the informed consent document, the researcher still informed the parent participants that their written answer would be used in the study. Parent participants were also informed that by returning the memo, they are giving the researcher their consent to use their answers from the memo in the study. To protect the participants, no identifying information will be used, and only the participant's answers were used in this study.

Measures

Researcher participants were asked to interview parent participants using two types of interviews which were online face-to-face interview and a traditional face-to-face interview, using a qualitative semi-structured interview methodology. Semi-structured interview was chosen due to the nature of it being semi-structured. The researcher wanted it to be as naturalistic as possible, where there were some questions listed, but most importantly, the researcher participants would need to use probes to steer

and manage their interviews. Questions for the online interview would differ than questions for the traditional interview because the researcher wants a fresh, new perspective and does not want the researcher participant and parent participant to feel more confident or act differently because they are already familiar with the questions. Questions are still on the topic of parental mediation in children's television viewing (please refer to Appendix F).

Online interviews were conducted through web cam and recorded. Researcher participants were trained on how to actually record the visuals and audios on Skype. Skype recording were conducted through Supertintin Skype Recorder software. This is a third party software where it allows users to audio and video record Skype users through a variety of methods such as side by side view, local webcam only view, picture inside picture view, remote webcam only view and separate files of the video. There were also options where researchers could only record audio, or set it up as auto record so that whenever there is a Skype conversation, it automatically records the conversation according to how we set it. Traditional face-to-face interviews were also video recorded with a video camera.

Researcher participants were also asked to fill out a memo after each interview. These memos were coded for emergent themes, to guide the development of follow up interview question protocols. Observations were also conducted on both types of interviews, using four different rubrics (please refer to Appendix N) so that the observation is systematic. Observations data were also used for the follow up interview question protocol with the researcher (please refer to Appendix N). After parent participants were interviewed by the researcher participants, the researcher then

interviewed all ten of the researcher participants through online face-to-face semi-structured interview method. The interview was audio taped, transcribed and coded for emergent themes using a constant comparative method.

Data Analysis Processes and Procedures

Surveys were given to the parent participant, with the intention that the parent participants get to experience filling out a survey as well as to collect some basic information about them. A question on which online tool to be interviewed in, as well as whether or not the participants have ever used online communications before were also asked in the survey. Memos were also given to parent participants to after their online face-to-face and traditional interviews.

Researcher participants were also given a memo after each interview so that they could reflect what they have experienced and express how they felt throughout the interview process. The researcher collected the memos that researcher participants have filled out for all six interviews and analyzed these memos. These memos were coded for emergent themes using constant comparative methods. Additionally, the researcher coded the memo data guided by conceptual categories from the concepts developed through the online interview techniques. Observation rubrics were also created to observe both the traditional and online face-to-face interviews. The memo data analysis and observations served to guide the development of follow up interview question protocols for the researcher to the researcher participants. Through coding the memos and finding emergent themes, the researcher was able to prepare interview questions.

Three parent participants were assigned randomly to any one researcher participant. There were two groups, group A and group B both with 5 researcher

participants and 15 parent participants. Group A participants were interviewed online first, and then the participants were interviewed through the traditional method, whereas group B participants were interviewed through the traditional method first, and then interviewed through the online face-to-face method. Online face-to-face interviews were conducted through web cam. Interviews were also recorded and observations conducted. Once all the interviews between parent participants and researcher participants were completed, the researcher then interviewed each of the student researcher participants individually, using an online face-to-face method. Only interviews between the researcher participants and the researcher were audiotaped and transcribed, using emergent themes to analyze the themes that presented themselves. After transcribing all of the audio tapes, the tapes were disposed of to provide additional protections for participants' confidentiality.

The interviews served as a guide for the researcher to interpret how the researcher participants feel in interviewing and how the parent participants felt being interviewed. The researcher looked at the aspect of how well the participants are able to open up and how well the researcher participants could conduct an online interview compared to a traditional interview. It is also to look at both the interviews and themes from a cultural norm point of view on conducting an online interview. Observations also allowed the researcher to see the difference in communication between the researcher participants and parent participants, and compare the two.

Confidentiality of Data

All information and responses in connection with this study remain confidential. Only the researcher, the advisors and the researcher participant that interviewed the

parent participant had access to the data. No identifying information about the researcher participant or the parent participant was used in this study. Even though interviews were conducted through web cam, there was no one in the office apart from the researcher and the individual researcher participants who were interviewing the individual parent. To keep the confidentiality of the participants, there was no one else present during the interview other than the three directly involved people with the interview who were the researcher, the researcher participant and the parent participant. The interview was videotaped, and the audio tapes were destroyed after all observations were done. The memo was emailed to the researcher by the participants, or sent to the SEAMEO SEN's office, in a sealed envelope. Upon conclusion of the study, the data is stored on a CD. Federal regulations require that data be maintained in a locked file in the Primary Investigator's office or in the University Archive for at least three years after the study closes.

Analysis

The memos were coded by the researcher for emergent themes. Because there were three parent participants for each researcher participant and each parent participants were interviewed twice (online and traditional interview), the researcher sorted out the codes by making a table for each participants. The interviews were conducted using Skype. The whole interview process was recorded so that observations could be conducted. Observations were conducted to look for cultural aspects in communication between the two different types of interview method. It is also to look at how the researcher participants manage to communicate while juggling technical aspects of the interview.

Transcriptions were done after the interviews between the parent participants and researcher participants as well as interviews between the researchers and the participants that were conducted. For the data to be reliable, the researcher translated two of the interview transcripts into English and then asked two other people to back translate the English interview into Malay language allowing reliability to be determined of data translated. The coding of the interviews was then done so that the researcher could see the emergent themes and connect them more clearly. Four stages of coding were conducted, so that the researcher would be able to back track later to see where each theme or points came from.

Member checking.

Member checking was conducted with the participants, so that the participants agrees that the analysis of data represents their answers. Information was compiled into a word document with comments on the left side and selected quotations from the participants on the right (Kitto & Barnett, 2007).

Trustworthiness

To address trustworthiness in this qualitative research, credibility, transferability, conformability and authenticity were addressed. To gain credibility, the researcher used probes in the interview with the researcher participant so that the researcher participant would open up more, and also for the researcher to gain saturation through the researcher participants' answers. A triangulation of method were also used to look at it from a variety of different angles. To address transferability, the researcher described in thick rich description throughout the research from the population sampled, to the method utilized. For conformability, in the analysis, chunks of salient points were lifted from the

data. This is so that the data could speak for itself, to support the themes that came up. Member checking was conducted to address conformability. For conformability, after the transcription was done, another person apart from the researcher did a translation and back translation to check for accuracy. Segments of meaning were also lifted in the coding process. This is so that the researcher is able to trace it back, and use it later in the analysis section. For authenticity, the researcher used both a micro and a macro level. Both types of participants - researchers and parents were asked to keep a memo. This is so that the researcher could get a balanced view. The researcher also lets the data talk which lead to interesting themes.

The Researcher

I am conducting this research because there has been very little research done on online interviews compared to the traditional interview techniques, especially in the Malaysian context. I am interested in this because as a researcher, I am constantly looking for ways to help me collect data, and to also look for new and innovative ways that could help save time and money. Being in another country, it is sometimes hard for me to collect data in my home country. Surveys are still manageable, but what do I do when I need in depth data and need to interview participants? That is when I thought of online interviews, but how would the locals react to online interviews compared to the traditional interview methods? How do we overcome boundaries or traditional norms? What steps should be taken first?

Being a Malay, I know that there are cultural norms and traditions that should be conformed to when conducting interviews. I am interested in looking at the dynamics of these exchanges when conducted in an online setting compared to a traditional one. Semi

structured interviews were used because I wanted the simulation to be as naturalistic as possible, where researchers would need to think on their feet about what questions to ask next, with markers and how to probe deeper to get more in depth data.

Pilot Study

Miner et al. (2012) mentioned how important it is to conduct a pilot study in order to maximize respondent recruitment and retention, as well as the ability to maneuver the software. A pilot study yields insight and a better understanding of the participants experience and what technical difficulties that they would be likely to face. From conducting a pilot study, the researcher is more likely better prepared going into the study, and how to overcome this problems (Tuttas, 2014). This is why a pilot study was conducted prior to this research.

Limitations

The limitation of this study is that (1) the number of participant is small, (2) the researcher conducted research from overseas and that the researcher could not be there personally to gather all the data, (3) the researcher participants and the parent participant in this study are all Malay, (4) parent participants know the study is a simulation where they could answer anything they want, without having to worry about their answers being used, (5) a video camera was set up in a corner, which could affect the way a person behave and (6) participants were within a certain age group.

CHAPTER 4

FINDINGS

Description of Analyses and Links to Findings

Data analysis looks at how data was collected and coded for emergent themes. It covers the entire process of how the researcher covered every part of the methodology and how questions were developed.

This study utilized two levels of study which is a macro and a micro level. For the Micro level, participants were divided into two groups, group A and group B. 15 parent participants were in group A, along with five research participants. The same amount of participants were in group B, with 15 parent participants and five research participants. Three percent of parents were between the ages of 21 to 30, 40% were between the ages of 31 to 40, 30% between the ages of 41 to 50 and 27% were 51 years and older. Ninety seven percent of parents participating in the study worked full time and 97 % of the parents have never participated in any online interview. Sixty three percent of the parent participant have never used any online communication tool, whereas 37% of the parents have used an online communication tool such as Skype before.

Researcher participants and parent participants were randomly selected to be in group A and group B. Group A participants started with the traditional interview followed by a Skype interview, whereas group B participants started with the online Skype interview followed by the traditional face-to-face interview. After each interviews, memos were collected from each of the researcher participants as well as parent participants. Memos were given to participants so that participants could jot down what

they felt right after each of the interviews. Questions for the memos were retrieved mostly from the literature review.

Following the micro level, the researcher collected the memos that both researcher participants and parent participants filled out after each interview. The researcher then analyzed the memos, separating it out based on the online interview and traditional interview. These memos were coded for emergent themes using constant comparative methods. Additionally, the researcher coded the memo data, guided by conceptual categories from the concepts developed through research on interview methods. The memo data analysis served to guide the development of follow up interview question protocols.

There were a couple of emergent themes that arose from the parent participant memos: *nervous, uncomfortable at first, excited, relax, technical issues and time to think*. The researcher participants' emergent themes from the memos are *technical problems, cannot lie in a traditional interview, more secured online*. The online interview videos and traditional interview videos were also observed and coded for themes. Through coding the memos and observing the videos, the researcher found a couple of emergent themes where the researcher was then able to prepare interview questions contributing to the interview protocol.

Within two weeks of completion of the memos, the researcher participants were interviewed using a qualitative semi-structured interview methodology. Interviews were conducted through web cam, utilizing Skype and were recorded and transcribed. After transcribing all of the videos, the recordings were disposed of to provide additional protections for participants' confidentiality. Interviews were also coded for emergent

themes using constant comparative methods. Using qualitative analysis, the researcher coded for categories guided by conceptual categories from the concepts developed through research on online and traditional interview techniques.

Translation and back-translation.

Consent letters, memos and interview protocol were translated into the Malay language. To increase reliability and validity of the data, another native Malay speaker also translated the documents into Malay language. The two translation were then checked for accuracy. This was done by taking chunks of the interviews during Coding Stage 1, from participant 1, and then translating them from the Malay language into English, and then repeating the process by taking the chunks of interviews back into the Malay language, by a native Malay speaker, this created a back translations for the check for accuracy. The check actually occurred when both Malay transcripts (the translated and the back-translated) were compared for accuracy, resulting in a 90% accuracy in diaries for translation, a 83% accuracy in translation for interviews and a 87% accuracy for accuracy in back-translation in interviews. Based on these results the translations were found to have a high level of reliability in terms of accuracy of translation.

Analysis and Findings for Micro Level

The memos were coded by the researcher for emergent themes. As there are three parent participants to one researcher participant, and there are two different types of interviews, the researcher sorted the codes out by each researcher participant.

The micro level interviews were conducted through two different mediums, which was through Skype software, and through the normal traditional face-to-face interview. The Skype interview between the parent participant and the researcher participants were

recorded through a software called Supertintin Skype Recorder. The software has a feature which lets the interviewer record the online interview and view it later with a side by side comparison of the interviewer and the interviewee. That interview was not transcribed since the researcher is not interested in the content of the interview, but rather the process of the interview, and how they felt though out the whole process. Rubrics were created for the observation of the online interview and the traditional interview for both the researcher participants and the parent participants (please refer to Appendix N).

After the observation was conducted, the researcher then initiated interview questions based on the observations. The researcher interviewed the researcher participants through Skype and used Supertintin Skype Recorder to record the conversation. Transcriptions were then done after the interviews were conducted. For the data to be reliable, the researcher translated one of the interview transcripts into English and then asked another Malay speaking person to back translate the English interview into Malay language allowing a check of the reliability of data translated.

The coding of the interviews was then done so that the researcher could see the emergent themes and connect them more clearly. Four stages of coding were conducted after the transcription of the interviews. In the first stage of coding, the researcher lifted chunks of data from the transcripts and organized them by each researcher participant. In the second stage of coding, salient meanings were lifted from the chunks of data. In the third level coding, cross comparison across all researcher participants were looked at to find the prominent theme. In the fourth level of coding, themes were extracted along with subthemes from the salient meanings.

Key Themes in the Findings

The purpose of the study is to examine the experiences of both the researcher participants and the parent participant participant, and study the participants in a simulated situation where the researcher participants conducted interviews utilizing video/audio taped semi-structured interviews with both an online and same physical space (traditional) format. It also looked at how participants reacted to the different type of interviews through memos, and whether or not computer mediated communication made a difference in the way participants answer their interview question, and in what aspect.

The factors discussed in this section emerged from the data collected from the participants of the study. In the analysis from the data collected, frequencies of the themes across participants are cited. However, the themes reported in this dissertation were found to be the most salient and important to the participants. The researcher decided this importance by how often the theme comes up in their memo answers, as well as how frequent the themes emerged in the interviews conducted.

The themes are listed in the order that is important to the participants. Here are the different themes found:

Table 2

Themes and Explanation of Themes

Themes	Explanation of Themes
Culture and Religion	Researcher participants talk about certain issues pertaining to the Malaysian way of life and how it is connected to how they perform.

Table 2 - continued

Online is Cyberspace	Researcher participants felt that in online interviews, the other person is far away from them.
Rapport	Establishing rapport in the beginning is important.
Technicality	Technical problems that arose from the interviews.
Eye contact	Is about online eye contact versus traditional interview eye contact.
Skype Interview	The advantages and disadvantages of Skype interviews.
Traditional Interview	The advantages and disadvantages of traditional interview.

In descending order, the themes that were found to be the most important are *culture and religion, online is cyberspace, rapport to establish trust, technicality, eye contact, Skype interview, and traditional interview*. Under the culture and religion theme itself, there is *religion, manners, men and women, online people cannot see your body, upbringing, body language, body contact, addressing people and first impression*. Subthemes under the Skype interview, include, *advantages of Skype interview and the disadvantages of Skype interviews*. Subthemes for Traditional interview is *the advantages of traditional interview, the disadvantages of traditional interview, and it is harder to lie in a traditional interview*. The subtheme under rapport is *way of speaking*. The theme culture and religion was found to be the dominant theme in this study and was used interchangeably. Culture and religion were talked about throughout the entire interview as to how it effects the researcher participant's interview method.

Culture.

Culture is a dominant theme found in all three of the data collections of the memos from the participants, the observations, and the interview between the researcher and the researcher participants. Culture was first coded when the researcher participants mentioned giving the *salam* when the parent participants first came online. Culture was not as prominent of a theme in the memos, but upon observation there were some indication of the cultural theme through the way researcher participants use their body language, and address people in the interviews. When comparing the two different interview methods in the observations, it would seem that the same people would talk more freely online, compared to when meeting face-to-face, if they were the opposite sex. Due to the frequency and extensive presence of this, a question on culture was developed for the interview protocol. Culture was a constant theme in all ten of the researcher participants. Even though there was only one question asking about culture, the cultural theme was talked about throughout the whole interview.

Data was collected from the memos, observations and interviews to identify factors that influence researcher participants' online and traditional interview. Participants repeatedly and consistently attributed the factor of culture to their interviewing method. Below are responses from multiple participants from several different questions, none of which asked about culture. The culture section of this data analysis has been put into subthemes which are religion, manners, men and women, online people cannot see your body, upbringing, body language, body contact, addressing people, and first impression.

Religion. Religion and culture were talked about throughout the interviews between the researcher and research participants. Nine out of ten researcher participants talked specifically about religion in regards to how it is used in their interviewing methods. Participants attributed religion to be the root of everything and that they use religion in every aspect of their lives. Participants talked about their interview techniques from a religious perspective and that it was better for men and women to conduct interviews online. Participants mentioned when conducting interviews, a person should always conduct themselves in proper manners so that they look after their culture and religion. How they behave, portrays themselves as a Muslim. Participants attribute hugging and kissing to their way of life. Greeting that way is encouraged in their culture, and religion. The researcher participants sometimes start the interview by saying *Bismillahirrahmannirrahim* which means “In the name of God, most Gracious, most Compassionate”. This is their way of asking for blessing before doing something.

Ellyanna said, the following about her response to a question within her interview on the dynamics of men and women in an interview:

In any circumstances, we always need to watch our manners and follow what our religion says. We always need to be aware of what we are doing. So there is a limit to what we can and cannot do in a certain circumstance.

Ellyanna further elaborate that we cannot be too joyful or too outgoing with members of the opposite sex, as it can lead to other people being suspicious of what is going on.

Nurin said, in a question about establishing rapport at the beginning of the interview:

When the participant is the opposite sex, we just give the *salam*, and ask them to sit, and not more than that. If it is a women, we can be friendlier by shaking their hands, hugging them and kissing their cheek. It is in our culture and encouraged by our religion to be warm to them and make them comfortable around us.

Because when you hug them, they would be like “Oh, God, this is nice”, and they will warm up more to you.

Nurin elaborated that what makes the Malay culture special is the way of greeting and of creating rapport is done so interpersonally that it makes the other person feel really welcome.

Manners. All ten researcher participants talked about manners throughout the interview. Some of the things mentioned are that culture and manners need to be properly portrayed, that we should always be polite, and courteous, when asking questions, and that a person should not act over the top and they should watch their manners.

Yasmin said, in her interview as a response to a question on how the parent participant said, they are proud of how polite and courtesy the researcher participants are:

As a Malay, we have our own way of asking questions, and how to ask politely so that we do not make others feel uncomfortable. When we ask, we put it in the nicest way possible so that nobody’s feelings will get hurt.

Yasmin is a great example of how her culture is so ingrained in her that she does not notice she is doing it. She explained that when asking question, we should word it in the nicest possible way so that there will be no hurt feelings because it will offend and make the participant feel uncomfortable. She also stressed out how questions of a sarcastic nature should not be asked in an interview, because some people might interpret it wrong.

Yasmin also mentioned that asking questions in the nicest way, is also her way of showing respect to the participant and that she appreciates them coming and participating in the interview.

Elmokri said, of his interview in a response to a question about an interview etiquette:

We should always watch our manners and etiquette. Especially for people from the east. We should make them feel comfortable, but not to overstep our boundaries and be too friendly.

Elmokri explains that in an interview, we should not be too friendly, as it might be looked at as something negative from an outsider's perspective. Interviewers should also not be too friendly, because then it would change the dynamic of interviewer and interviewee, and that it might cause the interviewee to not respect him anymore.

Ellyanna replied in her interview that when asked about what a researcher should do when they want to make participants open up:

Our culture is a polite culture. When we meet the participant we should say the *salam*, shake their hands, if they are a women, we can hug them so that they feel at ease and trust us.

Ellyanna implies that due to the norm of the Malay culture, there are steps or protocols in how to greet a person. We cannot just call out to them and start talking. Usually it is by saying the traditional greeting of *Assalamualaikum*, which means peace be upon you in Arabic, shaking their hands, and hugging them if it is another women. Starting this way it would make the participant feel closer to the researcher.

Men and Women. Ten out of ten researcher participants talked about the dynamic between men and women in an interview. Some of the topics mentioned were interviews would not be as awkward if it was with the same gender compared to interviews conducted with the opposite sex. Researchers or participant would pull back a little if interviews were with the opposite sex. When interviewing people of the opposite sex, they could not be as outgoing as they would like, because it is not a norm in the culture, but if it is through Skype, it is acceptable as the person is perceived as not being in the same personal space. Participants are not supposed to touch the opposite sex. If they are alone with another person in a room, it could look suspicious. Being a women, there are boundaries they would need to look out for, as they are bound by their culture and religion. In Malaysia, culture and religion is usually tied together. Being a Muslim, it is not appropriate if people of the opposite sex are in the same room with the doors closed. The researcher participants also mentioned that there are boundaries when men and women meet and that the online interview helps remove a little of that boundary.

Hanis said, when asked about the dynamics between men and women in an interview:

In our culture, you are not supposed to be over the top in front of the opposite sex. I feel comfortable when interviewing a women because we have more in common. When it comes to interviewing men, I am bound by my culture, and I pull back a little bit. That is why I prefer conducting the interview online. I do not feel as if I need to pull back as much.

Hanis elaborated that she felt freer online and not as bound to do things online as it is in a traditional face-to-face interview. Not having to think about cultural aspects as much, she was able to focus more on the interview.

Nurin said, when asked about the dynamics of men and women in an interview:

There is a limit to how close you can be near or interact with a person of the opposite sex. In our culture and religion, if we look at a man's eyes, we would feel nervous, like we are doing something wrong.

Nurin is a good example of how culture, and religion permeate a Malay women's view on what to do and what not to do in certain circumstances. It is the norm in the Malay culture for men and women to not interact too freely. While it is alright to interview a person of the opposite sex, it is not alright to be too outgoing with them.

Online People Cannot See Your Body. Six out of ten researcher participants talked about how in an online setting, the participants are not able to see them apart from their face, and this makes them feel comfortable being themselves. The six researcher participants in this finding are all women; there are seven women researchers in total. Some of the topics that came up were that the researchers felt freer to conduct the interview online, as the participants could only see them from the neck up, they do not need to watch how they sit, not worry about how their body language is portrayed since coming from the Malay culture, there is normally a lot of body movements when talking, so it is a little uncomfortable when people are looking at you.

Hanis said, when asked about which interview method she preferred:

I prefer conducting the interview through Skype, even though it was my first experience. I feel more relaxed and free when interviewing participants online,

because they can only see part of my body, which is mainly from the neck up. I feel more free compared to if it was in a traditional face-to-face interview where the person opposite us could see our entire body. I would need to watch how I am sitting, how my body moves, and these things do affect the way I interview people. By not having to think about these factors, I am more free to concentrate on the interview.

Hanis explained, that when she did not need to constantly evaluate how her body language is portrayed, she was able to focus more on the interview and what the participants said. By her being so comfortable, she was able to go more in depth with the participants.

Nurin said, when asked about her experience interviewing participants online: In our culture, our religion, we need to constantly watch how we portray ourselves. This include not being too excited, as well as how our body is. We always need to monitor ourselves. This is not the case for the online interview.

Nurin and some of the other women researcher participants shared this point. They find it more comfortable and relaxing when they do not need to constantly watch how her body moves and looks to someone else.

Upbringing. In the previous section, the analysis established how the culture affects how a researcher participant conducts their interviews. Through this, it will be clearer how the culture is used in every aspect of their lives as it was ingrained in them since they were small. Five out of the ten researcher participants talked about how they were brought up has influenced the way they conducted an interview.

Yasmin said, the following when asked about why we address people by their proper title throughout the interview:

Formality comes after our way of life. This is because we were brought up this way. It has been ingrained in us since we were small not just at home, but also at school, to be polite and courteous to others, especially the elders. We were taught how to speak properly and how to address certain people with respect.

Yasmin talked about how it comes naturally for her to be formal when conducting an interview. This is ingrained in them every since they were young. It is normal to respect the elderly, and people you need something from, as it is an honor for you that they are helping you with something, which in this case is information.

Dahlya said, when asked about how our culture influences the interview:

It cannot be denied that how we were brought up and the education that we get from our parents and teachers has a huge impact how we do something. It makes us who we are and indirectly affects the way we communicate. I think that is an important factor. It also affects your participant as it is also how they were brought up. If you were asked something nicely to answer as best as you can in the most honest way possible. These are some of the factors that make the interview run smoothly.

Dahlya explained, how proper manners were important in conducting an interview as it is their culture. It has been taught to them since they were small and these factors are what makes an interview successful. It is how a person is able to gain another person's trust.

Body language. Eight out of ten researcher participants talked about how body language plays an important role in a traditional face-to-face interview. Body language

could give encouragement to researchers to carry on with that question or move on to another question if it makes the participant feel uncomfortable.

Elmokri said, when asked about techniques he used to communicate with the participants:

Body language is important because we can look at the participants and know when to change the question. We can see when they are feeling lost at certain questions from their body language, or facial reaction, and we can repeat the questions if we need to.

Body language is an important factor in the Malaysian culture. They find it best not to voice out something that might be perceived as rude, so they would use body language or facial expression to convey that they do not like something. In an interview, if a researcher sees that the participant is fidgeting a lot after being asked a certain question, they might move on to the next question.

Awah said, when asked about the researcher's role in an interview:

Yes. The researcher plays an important role in an interview. When we see the participants, we are able to read them better through their body language. For example, if they are constantly looking at their watch, it would mean that they are in a hurry. We can also use their body language, and see if they are comfortable or not with the question we ask.

Awah further explained, that she tries to match her research technique to the participant's body language. For example, if they are constantly looking at their watch, she would speed up the interview.

Darius said, when asked about how he was able to gain his participant's trust:

When interviewing them, I look at their body language and see if they are fine with the question, or uncomfortable with it. If they look uncomfortable, I will move on to another topic. I also look for clues in their body language on whether or not they agree or disagree with my statement so that it will not hurt their feelings.

Darius explained, that by looking at social cues of when the participant is comfortable or uncomfortable with a certain topic, he is able to gain his participant's trust and maybe gradually move on to a more in depth question.

Dzekry said, when asked about how he was able to make his participants open up more to him:

Even though Skype is an online interview, and the participant is not really in front of us, our smile is actually giving them the opening to trust us, and open up to us. Smiling is our way to let the participant know that we appreciate them. It works both way, they look at our body language, our smile, so we need to really look and follow their body language too. If they are smiling, if they are not smiling, we need to be able to read that. To me being able to read that shows that we appreciate them being there.

Dzekry explained, that in the Malay culture, a smile is a gift. It is important to gift a person with our smile, and that the mode of interview, whether it is online or traditional, does not matter. It is especially important in an online interview as he cannot shake the participant's hands or do other things to make them feel welcome.

Body contact. Ten out of ten participants talked about body contact and how it could affect the interview. Participants talked about how body contact is important in an

interview as it could help them establish rapport with the participants faster, and that is why a traditional interview is best for more in depth topic. Participants also mentioned that through body contact, participants are able to know that the researchers care about them and that they appreciate what participants are telling them. It also conveys that the researchers are grateful that the participants are able to come for the interview. Body contact is also an important aspect in the Malay culture as touching someone is in their daily lives. If a participant were talking about something that might be sensitive to them, the researcher feels that body contact is usually used as a tool to encourage participants to talk and open up more.

Awah said, when asked about how we greet our participants:

If the interview is with a men, usually we just smile and say *salam* to them. If it is with a women, we would usually shake their hands, and pull them in for a hug and kiss them. Not everybody is willing to do this, but with us wanting to do this, it shows that we are sincere and that makes us closer to the participant. If you just look at them and not do anything, I think this will create a gap between the researcher and participant.

Awah further elaborated that body contact is important in the Malay culture. It makes both the researcher and participant feel comfortable and close to the other person. It also makes the participant feel appreciated, by the touch, and they can move on to something in more of an informal setting to help them open up to the researcher more.

Dzekry said, when asked about the impact of shaking someone's hand has in an interview:

It has a huge impact. Not only is it in our culture, but it is in our religion to do so. Our culture teaches us to respect others. We should always respect others, whether or not we know them because they are our respondents. Through hand shaking, we are able to get to know them on a deeper level and connect with them.

Dzekry is a great example of how a researcher uses culture and religion to gain participant's trust. He explained that in order to gain the participant's trust, a person must understand the religious and cultural aspect of how to communicate effectively with the participants. This includes the aspect of touch, as it takes out the separation of researcher and participant. From shaking hands and hugging, it takes out the dynamic into just two people talking.

Dahlya said, when asked about body contact in an interview:

In an interview for our culture, touching is very important. This way the participants would feel closer to you, compared to if you just talk without touching them. It will happen naturally to us as a human being that if you touch someone, you would feel closer to them. Like how we are with our children, we touch them, hug them, stroke their hair, they would feel closer to us compared to the children who receive no hugs.

Dahlya explained that when a researcher touch the participant, it would make the participant more comfortable around them as they feel closer. This way, the participant would not feel awkward in sharing information with a stranger.

Addressing people. Six out of ten researcher participants talked about addressing the participants with their proper title as this is a sign of showing the participant their

appreciation and respect. In the videos, all of the researcher participants and the parent participant addressed the other with their proper title. It is also how they were taught since they were young; how to address a person by their proper title.

Dzekry said, when asked about being formal and calling a participant by using their title:

An interview is a formal event. Addressing participants with the proper title plays an important role in an interview. It means in the beginning, I will ask her can I call you Mrs.? I would call them with what they would be comfortable to be referred to. I would ask, what would be the proper title for me to call you?

Sometimes people are not used to be called Mrs.___. People would be uncomfortable if the proper title is not addressed. It is in our culture to do so.

In Malaysia, there are a few of different titles. Some of which are, *Datin and Datuk*, which is along the line of the title *Sir* in the United Kingdom. If a person has gone to Hajj and did the pilgrimage in Mecca, then they are called *Haji* for men, and *Hajjah* for women. If a person has a Ph.D. or has a medical degree, they should be called *Dr.* It would seem rude for a person to not call someone by their proper title.

Yasmin said, when asked about how she established rapport when first interviewing her participants:

To show our respect, we should address participants with their proper titles. When people feel respected, they will not feel suspicious on our intentions. So to get them to open up and trust us, we should start with calling them by their proper title.

Yasmin demonstrated how calling participants by their proper title makes them open up more and trusts the researchers more. She further explained that when participants feel they are being treated properly, participants would be more willing to help and participate more.

First impression. Six out of ten researcher participants talked about first impression and how following certain steps in greeting the participants leaves a good first impression. Participants reported that a first impression is important because you are making the participant know you acknowledge them and that their knowledge is very important. The moment the participant meets you, it is important to show how grateful the researcher is that the participant is willing to come.

Elmokri said, when asked about the differences of formality in a traditional interview versus an online interview:

Usually in an interview, we would like to look at the participant, and not keep on focusing at the camera. I do not want the first impression the participant get is me looking at the camera. I would prefer the first impression I see of them walking in and me greeting them properly.

Elmokri elaborated that the first impression is an overall effect. It is how a person dress, how a person carries themselves, how an interview is started, and how the participant is able to accept the researcher.

Mazelah said, when asked about how manners play a role in an interview:

It goes back to what I said about first impression. The moment you open your mouth, and if you are rude, it will set a negative tone to the interview. If you do

not acknowledge the other person as a significant contributor to the interview, if you do not smile at them, it will impact the interview.

Mazelah further elaborated that it does not matter whether it is a traditional interview or an online interview. As a researcher, one should always put on a positive first impression. Mazelah also stated, that first impression is extremely important in the Malaysian culture, as participants would see then whether or not to trust you with their information.

Online is Cyberspace.

Ten out of ten participants talked about how online interviewing is in cyberspace and that they feel it is less intrusive, because the participant are not in the same physical space as them, and that there is a barrier or medium between the researcher and the participant. The researcher participants reported that they are more confident knowing that the participants are in a different location than they are because participants do not know whether they are nervous or not during the interview. They do not feel as bounded, because they are not in the same physical space. Men and women do not feel they are going against cultural and religious beliefs when they interact more freely online, due to not being in the same space and that there is very little eye contact.

Nurin said, when asked about the differences between her experiences in a traditional face-to-face interview compared to the online interview:

I feel that when we are face-to-face, I feel that the participants are too close to me. On Skype, I feel like the distance makes me feel like I am freer to do anything I want during the interview. I can even put my feet anywhere!

Nurin expressed that as a women, she felt that her movements are not as stiff because she feels more comfortable knowing that the person she is interviewing in not in the same space as she is.

Hanis said, when asked about manners and how she conducted her online interview.

At first I feel a little dissatisfied when talking to someone online because that person is not in front of me, but I manage to overcome it. I just imagine they are there even if it is just a computer screen. This way the conversation could continue on as normal. This way it doesn't matter if that person is far away from me.

Hanis further elaborated that after using the online interview method, she actually preferred this method and felt that it suits her more as she is able to do anything and to not feel uncomfortable.

Mazelah said, when asked about the difference between her experiences in the online interview versus the traditional interview:

I feel like Skype is a medium that could distance you from a participant, so that you feel more secure. You don't need to do a lot of things to appease them. When you are near, you know the person is looking at you, like really looking at you.

Dahlya said, when asked about manners and how a researcher should behave during an interview:

When you are on Skype a lot of things do not matter, because we know we are not in the same place as the other person. If we want to be loud, or laugh and be over the top, it is still alright because they are far from us.

Ellyanna said, when asked about culture, and manners when conducting an online interview, versus a traditional one:

In Skype, I feel like the person is not there, that they are far away from me. Like there is a barrier between us, so it is alright for me to communicate more openly.

Elmokri said, when asked about his experience interviewing participants:

Both of the interviews are great, the difference is that in the traditional interview, I feel more satisfied because I am face to face with the participant. In the online interview, I am still face to face with the participant, but it is difference because they are in cyberspace and not with me.

Elmokri mentioned how thinking the participant is in cyberspace and not in the same physical space creates a gap, where there is not as much connection between him and the participant as he cannot look at the participant as a whole and read their social cues.

Rapport to Establish Trust.

Ten out of ten researcher participants talked about how a rapport is important to establish trust with the participants. The researcher participants reported that they introduce themselves, ask simple background questions, hug, shake hands and kiss, if it is not possible to touch, saying the *salam* and start off with *Bismillahirrahmannirrahim* is enough, make the participants feel appreciated, comfortable and respected, be cheerful and smile when they come, to gain the participant's trust. They would then talk about everyday things like how the participant's family members are and where are they studying or working now.

Awah said, when asked about how she greet her participants:

Even though on Skype, we are only able to look at the participant's face, we should still try to build a relationship or establish a rapport with them. We can do this by asking them questions that might be of interest to them, for example, how are her children? Where are they studying now? This way, it will make them feel less awkward and open up to us more.

Awah explained, it doesn't matter what type of medium they are interviewing the participants with. Researchers should still try to establish rapport with the participants. The difference in an online interview is that researchers would take a little longer to establish the connection as they cannot touch the participants.

Nurin said, when asked about how she established rapport online with her participants:

Online, we need to show a happy exterior and smile at our participant. From there, it could open up a path to be closer with your participant as they would see that you are a happy person. From there you ask how they are and ask them about their family.

Nurin, along with the other researcher participants believe that a smile is a gift and that they should gift it to their participants as a sign of appreciation. A smile to the Malay culture is a path opener to many roads.

Way of Speaking. Eight out of ten researcher participants talked about the way a person speaks and how the intonation of their voice could influence the interview greatly. Participants also talked about how in an online interview, the intonation of a person's voice plays a bigger role in the interview.

Mazelah said, when asked about the differences between her online interview and traditional interview experience:

In a traditional interview, when we meet the participants, we should use a friendly tone of voice, to open up the conversation. This way, you sort of invite them in with the tone of your voice, welcoming them. If you are welcoming, people open up to you more.

Mazelah explained, that our voice intonation plays an important role in an interview, especially so in an online setting where researchers are not able to greet the participants properly. Using the right intonation of voice would let the participants trust them more.

Awah said, when asked about how she greets her participants:

In an online interview, we are only able to see their face, so a person's tone of voice plays an important role. The tone should be friendly and inviting. This way, it will make us not look too intimidating.

Awah, along with the majority of the researcher participants pointed out that way of greeting and how a person's tone impacts an interview tremendously. If a researcher sounds intimidating, participants might shy away and withhold information.

Technicality.

All ten researcher participants talked about having some technical issues with conducting the online interview. Some of the technical issues reported were the internet connection is not stable, they need a technician on standby, sometimes the Skype goes off and comes back on, the line is unclear, sometimes participants are not in the frame properly, when the participants get cut off and come back on, they lose their train of thoughts.

Dahlya said, when asked about her experience conducting research online:

The Skype interview was fine, except that there were some technical problems.

There program kept getting stuck, and the voice kept coming and going, making the participant's voice unclear. The internet connection was fine that day.

Dahlya was one of the researchers who had technical difficulty while conducting her online interview. She said that the experience was great, but she preferred the traditional method over the online method.

Eye Contact.

From the findings, participants reported that in a traditional interview, there is more eye contact, and little to no eye contact in the online interview. Sometimes the participant's eyes wander, or they are looking at the bottom of the screen. Eye contacts are used to establish trust, and that it is needed in an interview. It does not matter as much in the online setting because the researcher participants know that the participants are still looking at them.

Ellyanna said, when asked about the differences in an online interview compared to a traditional interview:

In an online interview, there is no eye contact, but in our mind, we know they are looking at us. The difference is that they are at another place, we are here, and the meeting place happens to be online. I don't feel uncomfortable or shy because I know they are not in the room with me.

Online interview.

Subthemes for online interviewing are: advantages of online interview, and the disadvantages of online interview.

Advantages of online interview. The advantages of online interviews reported are that online interviews make it easier for everyone, it is quick, it saves time and it is efficient, there is less need to be formal, online interviews are more flexible, more comfortable, and online interviews do not need to set the meeting place nor does the researcher need to prepare food.

Hanis said, when asked about her experience interviewing someone online:

I felt culturally bound when interviewing someone in a traditional setting. In an online setting, I felt more comfortable. It also shows with my participants. They are more willing to give me more in depth answers without too much prompting.

Hanis elaborated, that even though it was her first experience with online interviews, she still preferred that method as there were more advantages to it compared to the disadvantages.

Disadvantages of online interview. The disadvantages of online interview were the technical problems, and that the researcher plays an important role. Technical problems that arose when the network was not stable, researchers and participants needed a technician's help, the video would go off and come back on, and that sometimes participants would get too close to the screen. The researcher plays an extremely important role in an online interview as they would need to be prepared, researchers need to ask questions in a clear and concise way, researchers also need to be extra alert as there is no eye contact and the researcher can not see the body language.

Mazelah said, when asked about her experience with the online interview:

At certain time points, the program would stop or lag for a couple of seconds. It is a little inconvenient when this happens as the participants would lose their train of

thought. When participants are asked to repeat their answers, they would give the shortened version of it.

Mazelah also elaborated, that when participants were asked to repeat their answer, they would sometimes give a shorter version of the answer, or they would alter their answer altogether, so they would not get their first original thoughts.

Traditional interview.

The subthemes for the traditional interview are: the advantages of traditional interview, the disadvantages of traditional interview, and it is harder to lie in a traditional interview.

Advantages of traditional interview. The advantages found from the data is that in a traditional interview, it is easier to maneuver, and the researcher participant felt that they are the one in control. They felt that it is more satisfying as they can actually see the person in front of them. It is also easier to get closer to the participant, and they can start as soon as they meet their participants. Researcher participants also said that it was more satisfying, and more real.

Ellyanna said, when asked about what was the difference in experience between the online interview and the traditional interview:

In a traditional interview, I find it more satisfying as I can see the person in front of me, I can make eye contact, and I feel relaxed because I can interact with the person in front of me.

Ellyanna explained, that in a traditional interview, she did not have to just look at a screen and nowhere else. In a traditional interview, she can look at the person as a whole. Read social cues, and she felt that made her more comfortable.

Disadvantages of traditional interview. The disadvantages of traditional interviews mentioned were: that participants would need to travel to get there, researchers would need to set up the meeting place, would need to prepare drinks and food for the participants. Researcher participants also felt uncomfortable when the other person could see their whole body and had to wait for participants to attend the interview.

Yasmin said, when asked what she thinks of the online method versus the traditional method:

I think the disadvantage to a traditional method is that participants would need to travel to get here. Then, we would need to give them space, because the weather is so hot, and to walk up the flight of stairs, they would be all sweaty and we need to let them cool down. After traveling and coming to the destination you do not know what type of mood they will be in. We would also need to provide them with some snacks, or water when participants come.

Yasmin also elaborated, that she preferred the online method because time wise, it is more efficient as she does not need to wait for the participant to actually come, or cool down. They could just set the time, and call at that particular time.

It is harder to lie in a traditional interview. More than half of the parent participants have mentioned this point in their memos. Participants mentioned that in a traditional interview, it is harder to lie, attributing that in a traditional interview, you are looking at the researcher's eyes and in an online interview, you are not looking at the person's eyes. Participants, have mentioned that in a traditional interview, it is harder for them to tell white lies as they are facing the researcher and the researcher would be able to tell if they are telling a lie. Participants reported that sometimes they do not want to tell

the truth because they do not want to offend people, or want to avoid something that is private.

Research Questions and Connection to Findings

This part of the analysis covers how the data analysis section covered the research questions and how the themes and findings answered these research questions. The themes and subthemes were intermingled with each other in the research questions, mainly connecting culture and religion to how the researcher participants conduct their interviews.

RQ1: How do both developing researchers and their study participants experience the process of conducting a face-to-face online interview compared to a face-to-face interview conducted in the same physical space?

From the memos, it was found that seventeen out of thirty parent participants preferred the online face-to-face interview, compared to the eight out of thirty parent participants who preferred the traditional face-to-face interview, conducted in the same physical space. The other five participants liked both interview methods equally. Seven out of ten researcher participants preferred the online interview method, two out of ten preferred the traditional interview method, and one researcher liked both method equally.

From the findings, the majority of the researcher participants preferred the online method due to the nature of it being online, and their perception is that the other person is not in their personal space and is far away from them. The researcher participants also likes the fact that an online interview is fast, efficient, flexible, and saves everyone a lot of time. According to the researchers, the advantages to the online method far outweighs the disadvantages, making them preferring this method more. Majority of the parent

participants also prefer the online interviews, because it puts less pressure on the participants, they do not actually need to meet the researcher, and they also felt less nervous and shy because they are in their own space.

From the observations, there was a tremendous difference in the way the researcher participants' pull back when interviewing participants (please refer to Figure 1, Figure 2 and Appendix N). In the traditional face-to-face interview, there was a variety of levels for how the researcher participants pull back when interviewing the parent participants. The criteria for pulling back in the observation rubrics are from not pulling back at all, where the researcher participants leans forward, hands almost touching the other participants, or is touching the participant at any time, all the way to when the researcher participant pulls back a lot. This is when the researcher participants pulls back a lot is, when they are a little rigid, and hand is a quarter onto the table and not more. The majority of the women researchers do not pull back when interviewing the women participants, but they would rein themselves in and pull back when interviewing the male participants. This also happens with the male participant, but not as much. This is not the case in an online interview, where the researcher participants seem comfortable and do not pull back when interviewing their participants.

Ellyanna said, when asked about the dynamic of men and women in an interview:

When we are face to face with someone of the opposite sex, we should not be over the top. When we are in front of them, we need to control our actions a little.

We should not move too much, just look at them and focus on the questions.

Ellyanna is a good example what the majority of the researcher participants talked about, that when they are interviewing the opposite sex, they would have to control their actions.

This was the opposite in the online interview as the researcher participants felt that the other person was somewhere else, and that the program was a medium separating them.

Figure 1

Level the Researcher Pulls Back When Interacting Online

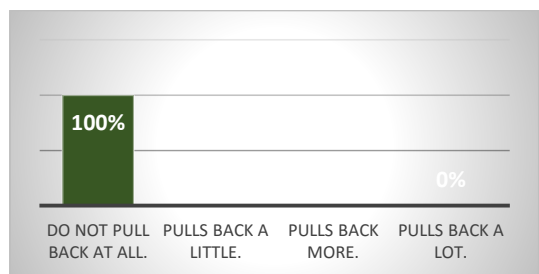
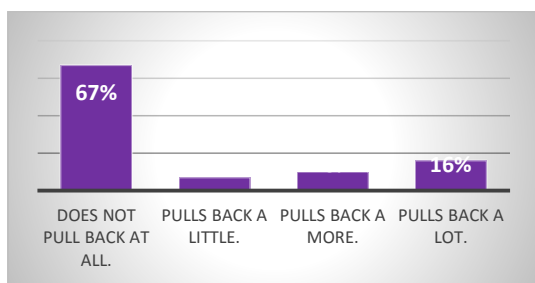


Figure 2

Level the Researcher Pulls Back When Interacting in a Traditional Interview



RQ1a: How do they establish rapport?

Rapport was established through a variety of methods which was tied to the researcher participant's cultural norms. From the memos and interviews, either the participant or researcher will start off by saying *assalamualaikum*, which means peace be upon you in Arabic, followed by shaking hands, hugging and kissing on the cheeks if both the researcher and participants are women, shaking hand and hug if both the researcher and participant are men, or just smile if the researcher and participants are the opposite sex. Introductions would be done after these steps were taken. To get closer to their participants, the researcher participants would usually ask about the participant's

family. Usual questions that they ask are: How is your spouse? Where are they working at now? How are their children? Where are the children now? Where are they studying at now? It was found that by doing this, it makes the participant and researcher feel closer to each other, which also makes the participant trust the researcher more. The researcher participants also mentioned how a smile is extremely important when meeting someone, as it is the way of their culture and religion to gift someone with their smile.

From the interviews, it was found that the researcher participants felt that in a traditional setting, it was easier to build rapport as they could touch the participant by shaking their hands, hugging, and kissing them if they are of the same gender. In an online setting, the researcher participants felt that they need to spend more time talking about the participant's background to build rapport, although in an online interview, the researcher participants said that participants felt at ease quicker due to the nature of it being online.

Awah said, when asked about how she made the participants trust and open up to her:

Usually when we meet up with the participants, we make rapport first by asking them how they are doing, ask about their family, ask whether they are married or not, ask about their job, where they work, just to build a relationship with them. This way it is easier to get answers from them later on. This is more or less the same for a Skype interview. Except in a Skype interview, they do not need to really hide from us, as we cannot see them fully. When participants feel like we are not staring at them, they would loosen up and start to enjoy the interview.

Awah further elaborated:

If the interview is with a men, we don't shake their hand, just greet them with a smile. If it was with a women we can shake their hands and pull them in with a hug or kiss their cheeks. This is so that they see we are accepting them and building a relationship there. We are doing this because as a researcher, we want them to know that we appreciate them for their knowledge.

Awah mentioned that touch is an important factor when establishing rapport with participants and that is why in a traditional setting, it is quicker to establish rapport with the participants. Although there is an advantage to the online interview as the participants are in their natural setting and felt more comfortable.

RQ1b: How does the interview flow?

RQ1c: What is the breadth and depth of the data?

This section will address RQ1b and RQ1c. It was a mixture of finding concerning the breadth and depth of data. Half of the researcher participants said, that in a traditional interview, it is more satisfying in conducting the interview and that it was easier for them to go in depth with their questions. Participants also mentioned in a traditional interview, the closeness and rapport was established quick as it was more natural for them to greet and shake hands with the participants. The flow was more continuous in a natural way, making the participant not feel as awkward. Four out of ten researcher participants also reported that they do not get a lot of in depth data in an online setting as they are usually trying to rush through the interview, because they are worried that the internet connection is not stable. When participants are cut off, and come back on, usually the second version of the answer they give are the condensed version.

Mazelah said, when asked about the differences in experience between an online interview and a traditional interview:

In a traditional interview, while we prompt the participants, we can also look closely at their expression and body language to see how they are doing and whether or not they are comfortable with the questions. It is more real and more spontaneous. In a Skype interview, there are some delays. For example, when you talk, you can only hear it two, three or four seconds after that. Sometimes there are problems with the internet connection, or other technical things. Because of this, sometimes the participants rush through their answer.

Mazelah explained, that there are technical problems associated with online interviews and because of this, participants sometimes rush through their answer after being asked to repeat their answers a couple of times. This would affect the depth of the data if the participants just rush through the answers.

The second half of the researcher participants preferred the online interview, as they said that it was less formal, and they felt freer to move. They also felt like they were not looked at too closely. Six out of ten women said they felt more secure as participants could not see their body through the online interview. By not having to take into account how their body language is, they are able to focus on the interview questions better. They also felt that eye contact, and body language was not as important as they were able to achieve more in depth questions and answers with their participants. They said participants felt as if their secrets were better kept this way.

Hanis said, when asked about what she liked about the Skype interview:

I like the Skype interview because I feel like it is more laid back and relaxed because I feel more free to do anything I want without the participant looking at me. This way, they can only look at me from the neck up. This way, I do not need to think about how to sit, how my body moves when I talk, because in our culture, we move our body a lot when we talk. We need to look after all these aspects.

Hanis further elaborated, that being a Muslim women, watching how she acts, and moves is extremely important. Interviewing participants online, gives her a place to feel safe, and free to act how she wants to without moving past her boundaries. Hanis also was able to get more in depth data through the online interview because she was able to concentrate on the interview questions more and ask more in depth questions.

RQ1d: What are the differences in the technical aspects of how the interviews play out?

The differences in technical aspect is that in the traditional interview, the researcher participants have reported that they would need to wait for the participants, as sometimes the participants have something to settle on the phone, or they were doing their work while waiting for the researcher to finish with the previous participant. So there is some waiting time for the researcher participants, while some parent participants wrap up what they were doing while waiting. Participants also expect to be served with some sort of delicacy and drink during the traditional face-to-face interview. Some participants' body are also a little stiff in the traditional interview.

Nurin said, when asked about why she preferred the online interview:

I preferred the online interview because participants are in cyberspace and not near me. In a traditional interview, we have to treat them as our guest and look

after their feelings, which means that we need to prepare their food and drink.

Sometimes we need to wait for quite a long time for them to come. If it was on Skype, I wouldn't need to bother with these technicalities.

Nurin explained, that culturally, they need to treat the participant as if the participants were guests coming into their home. This means that they would need to treat the participants by preparing drinks and some delicacies. Nurin also elaborated that sometimes when participants come for the interview, the researchers might need to wait for them, as they wanted to finish a job, or finish their phone call. If it was an online interview, these problems wouldn't arise.

In the online face-to-face interview, one of the technical aspects that came up was the internet was not stable, resulting in delayed responses between the researcher participant and parent participants. Due to this, the researcher participants find it easier if they used concise language, so that the participants understand what the researchers were asking. Another problem that arose was that the program would sometimes automatically log them out and log them back in. When something technical happens, the participants are usually in the middle of saying something, and this could affect their train of thought. When participants are asked to repeat what they were saying, they would usually give the short, edited version, or change their mind and say something else altogether. Angle of the camera is also another technical issue, as sometimes the participant is more to the left or right side of the shot, sometimes the participants are too close to the camera, leaning in.

Mazelah said, when asked about how she gained her participant's trust while in an online setting:

Sometimes I just ask simple questions to see whether they would engage or not.

When questions are too long, and the internet connection is not stable, participants might not hear or understand the questions asked. I prefer asking simple questions in an online setting so that I can see whether the participants are on track or not. It is especially important because the participants are looking somewhere else, and I am looking somewhere else in the screen. The only thing you can go on is their facial expression.

Mazelah explained, that due to some technical difficulties, it is better for her to use short and concise questions so that her participants understand her, and not have to keep on repeating herself as it could get frustrating for her and the participants.

RQ 2: What are the researcher participants' perceptions about conducting interviews prior to, during and after the online and traditional interviews?

Prior to the online interviews, the researcher participants were excited and also nervous, as this is something new to them. They were also concerned about the technical aspects of the interview. After going into the interview, the researcher participants mentioned that they started to relax and be more comfortable, attributing this to a few factors: online is cyberspace, there is not much eye contact, participants cannot see their body, and that it is more efficient and flexible. After the online interview, the researcher participants said that because it is an online interview, and some technical difficulties might arise, they had to be concise and shorten their question so that the participant could understand them better. They also said that because there was no body contact, they needed to spend more time to establish rapport. For their traditional interview, the researcher participants are able to do things that cannot be done in an online interview,

such as use body contact to establish rapport quickly, and that they could depend on the body language to help them look for social cues.

Yasmin said, when asked about how she felt before conducting the interviews:

I felt really excited, and really curious to experience the online interviews. I wanted to experience conducting the interview through Skype. At first I thought it was going to be hard, but when I experienced it, I was quite surprised to find that I really liked it. To me, I felt more comfortable using the Skype interviews.

Yasmin explained, that there were so many perceptions before about online interviews, that she was scared but also excited to try it out. She was worried about technical difficulties, and didn't know how the participants would feel, but when she experienced it herself, and found she felt comfortable, she was able to put her participants at ease and just focus on the interview.

RQ 3: What are the parent participants' perceptions of participating in interviews prior to, during and after the online and traditional interviews?

Seventeen out of thirty parent participants preferred the online interview method. Five out of thirty said that they think there is no preference and thought both methods were the same, and eight participants preferred the traditional interview method. One common comment for the online interview was that Prior to the interviews, participants felt nervous, uncertain, excited, and worried that they would not be able to answer the questions, most were uncomfortable at first, but after it started, they felt surprisingly and comfortable. Another common concern was that they felt worried about how the internet connection would be.

In actuality the parent participants found that during the online interview, they felt excited, very calm, and they described it as an interesting experience. The calm feeling was contributed to not having to face the researcher, resulting in a very relaxed environment. The statements and words were also surprisingly clear, and not what they had expected. They also said that they are able to think more freely and get their thoughts together in their own time before expressing themselves to the researcher.

Participants also liked the fact that they do not have to worry about whether or not the interview location is nice enough, or clean enough, for the researcher to come to. Participants also said, that they liked the fact that they did not have to travel to attend the interview. During the traditional interview, the parent participants felt that they were very comfortable as they are able to face the researcher, and that they are able to move freely. Although they are physically able to move around more than in an online interview, they are constrained in their expression & body movement through social norms. Participants also liked that they are able to see the researcher's expression when communicating. They liked that they are able to see the social cues and read the other person's body language.

After the online interview, some participants expressed that they felt a little uncomfortable, and nervous. Some said that they felt like they were talking to a computer. A majority of them said that it was comfortable and calm, as it is less formal. They also liked the fact that they have time to think about their answers. Most said that they felt more confident online compared to the traditional face-to-face interview. After the traditional interview, participants expressed that there was not much difference between the traditional and the online interview. Participants also liked how in a

traditional interview, the conversation went smoothly without any interruption, compared to in an online interview there were a couple of technical issues, such as internet connection. Some participants also talked about how they preferred the traditional interview as it is in a more formal setting, as an interview should be.

RQ 4: How does a computer mediated communication (online interview) influence an interview?

Although a lot of the cultural customs could not be preformed over the online interview, the majority of the researchers actually felt comfortable interviewing online. The researcher participants noticed that there was no eye contact, but it did not seem to matter to them. The researcher participants also talked about the dynamics of men and women in an interview. In a computer mediated communications, the researcher participants feel that the other person is somewhere else, that they are in cyberspace, and this gives the researchers the confidence to talk freely, and not be bound to cultural and religious norms. Some felt that being online gave them the freedom to move their body without being too conscious about how it looks to the other person. By being more comfortable with themselves, the researchers were able to focus more on the questions and what the participants were saying. They were able to ask more in depth questions and connect with their participants. The researcher participants also focused more on what the participants were saying since they could not rely on body language. Participants also felt more comfortable being interviewed online and were able to open up more as they felt more comfortable by not having to meet the researcher after they completed the interview.

Yasmin said, when asked about the dynamics of men and women in an interview:

I feel that there is a difference in the way we communicate in an online interview and a traditional interview. There is a little gap when we are face to face with men in a traditional interview. This is because we need to watch out manners and culture. We should not laugh too loud even if we find the topic extremely funny. We can't really just slap someone and laugh out loud. We need to watch our character too. In the Skype interview, we can be more outgoing and laugh without being too embarrassed about it. In a Skype interview, I feel like the participants are at another place, and not near me.

Yasmin elaborated that when interviewing of the opposite sex, they need to watch their manners, and how to speak in an acceptable manner. This is not the case for an online interview, as the participants are not in the same room with them, because of this, the researcher participants are able to open up more, and get more in depth answers from their participants. Participants also feel more comfortable when being interviewed online, as they are by themselves, in their own environment.

Strengths and Weaknesses of Online Interviews

RQ5: What are the relative strengths and weaknesses of online interviews?

There were many strengths and weaknesses to the online interviews. Some of the strengths of online interviews mentioned, are that researcher participants feel that it is in cyberspace, it is easy, and efficient. The researcher participants felt that because the participants are in cyberspace, there is a medium dividing them and the participant. This way, they felt that the participants are not in the same personal space, so what they do with their body, or hands doesn't matter as much.

Mazelah said, when asked about why some participants would prefer the online method over the traditional interview method:

Participants view Skype is a medium that is over a certain distance. They believe the other person is not in the same room as them. This way, participants would feel more secure. I guess you would think, why not just say anything you think because you will not see the person after this anyway.

Mazelah elaborated, that by thinking the other person is not in the same space as them, they are more free to do anything, and not have to worry about seeing the participant or researcher after the interview is done.

Culturally, participants felt that the online method is best for interviews for the opposite sex as people would not look at two people being in the same room together negatively, the researchers are also able to be more relaxed, and focus more on the interviews, rather than how their body is portrayed in front of the other person. Both the researcher participants and the researchers, felt that the online interview is more relaxed compared to the traditional face-to-face interview, and that they did not need to be as formal. Participants felt freer to give more in depth answer and not have to worry about being ashamed about it later as they would not need to face the researcher after that. Both the researcher participants and participants said, that online interviews also saves time and money by not having to go to a certain location to attend an interview. They also like that it is more flexible, where they can have the interview anywhere because they are by themselves.

Weaknesses of online interviews are that the internet connection is not always stable, which leads to interruption in the conversation. Sometimes there are delayed

responses by a couple of second, or someone's camera would be turned off due to the internet strength, and they would have to carry on the conversation until the camera turns back on again. The other weakness to an online interview is that the researcher participants said, that they definitely would need a technician on hand if they were to do an online interview.

Ellyanna said, when asked about the technical difficulty that she faced while conducting the online interview:

There were a couple of problems during the online interview, mainly with the internet connection. To me personally, I would need a technician's help whenever

I conduct an online interview, because I do not have enough computer knowledge.

Ellyanna further explained, that she does however liked the online interview, just that a technician would need to be on standby if she would ever conduct another interview.

Another weakness is that Camera angles need to be looked at before going online. Researchers have stated that when the connection got interrupted and the participants were asked to repeat their answer, they would give a short version of their answer, sometimes missing most of the points. Researchers also mentioned that in an online interview, they would need to ask or frame the question in a very clear and concise way, this is considered a weakness, although the same issue is pertinent in traditional interviews. They should not ask long questions as it would make the participants not quite grasp it, where in a traditional interview eye contact and body language would allow the researcher to grasp that they were not understanding the question. Researchers also mentioned that they would need to pay extra attention as they cannot rely on body

language to help them see whether or not the participant understood what they were trying to say, and whether or not the participants were comfortable with that question.

CHAPTER 5

DISCUSSION

Summary of Findings and Connection to Broader Research Literature

This part of the discussion covers how the data analysis section covered the research questions stated below and how it is connected to the literature reviews.

RQ1: How do both developing researchers and their study participants experience the process of conducting a face-to-face online interview compared to a face-to-face interview conducted in the same physical space?

From the memos, it was found that seventeen out of thirty parent participants preferred the online face-to-face interview, compared to eight out of thirty parent participants who preferred the traditional face-to-face interview conducted in the same physical space. The other five participants liked both interview methods equally. Seven out of ten researcher participants preferred the online face-to-face interview, two preferred the traditional interview, and one researcher participants liked both methods equally.

Parent participants expressed being nervous, uncertain and excited going into the online interview, but felt extremely comfortable and calm during the interview process, which they attribute to them being in the room by themselves, and that the other person could not see a lot of them., They did not feel this way in a traditional interview where the parent participants felt nervous and a little uncomfortable throughout. The researcher participants on the other hand, also mentioned that they liked the traditional method, because they are able to read the social cues and are able to be closer to their participants by touching them.

The findings in this research matched with Valaitis and Sword's (2005) findings where it showed that a majority of the participant preferred the online interview methods compared to the traditional face-to-face methods. Seymore (2001) also stated in his study, that online research method could substantially enhance the development of methodologies that could fulfill the needs of researcher participants (Seymour, 2001). Researcher participants preferred the online method not only for the convenience, but also because it obscured their bodies from the participants.

RQ1a: How do they establish rapport?

Rapport was established through a variety of methods, which was tied to the researcher participant's cultural norms. Researcher participants and parent participants talked about starting the interviews by saying *Assalammualaikum*, which means "peace be upon you" in Arabic, followed by shaking hands, hugging and kissing on the cheeks, if both the researcher and participants are women, shaking hand and a hug if both the researcher and participant are men, or just a smile if the researcher and participants are the opposite sex. The researcher participants also mentioned how a smile is extremely important when meeting someone, as it is the way of their culture and religion to gift someone with their smile, and that a smile is what was used to establish rapport in an online setting.

Some of the ways to establish rapport did match with what Vogl's (2013) study, where qualitative interviews are almost always conducted face-to-face, as it is easier to establish rapport and gain the participant's trust. The results did not agree with what Mann and Stewart (2000) mentioned in their study where some individuals or cultures do not prefer the online method as it lacks the personal contact. In fact, it is quite the

opposite, as six out of the seven women participant actually said, that they liked the online aspect where it separates them from the participant, as they feel more comfortable by not having the participants looking at their body. The research did agree with Stacey and Vincent's (2011) study, where the interviewers were able to see the interviewee and therefore earn their trust that way. In the study, the researcher participants mentioned that they start the online interview by gifting their participants with a smile to build rapport.

RQ1b: How does the interview flow?

RQ1c: What is the breadth and depth of the data?

This section addresses RQ1b and RQ1c. There was a mixture of finding concerning the breadth and depth of data. There was a mixture of response for this question. Half of the researcher participants said, that in a traditional interview, it is more satisfying in conducting the interview and that it was easier for them to go in depth with their questions. In a traditional interview, closeness and rapport was established quick as it was more natural for them to greet and shake hands with the participants. The flow was more continuous in a natural way, making the participant not feel as awkward. Four out of ten researcher participants also reported that they do not get a lot of in depth data in an online setting as they are usually trying to rush through the interview, because they are worried that the internet connection not stable. When participants are cut off, and come back on, usually the second version of the answer they give is the condensed version reducing quality (or richness) of the data.

Hanna (2012)'s study mentioned that participants and interviewers would have to overcome the loss of interpersonal aspects in the interaction during the interview (Hanna, 2012). The second half of the researcher participants preferred the online interview due to

this reason, as they said that it was less formal, and they are felt freer to move their body. They also felt like they were not physically looked at too closely. Six out of ten women said they felt more secure, as participants could not see their body through the online interview. This was an advantage to the women researchers as this method is preferred when conducting online interviews with the opposite sex. By not having to take into account how their body language is portrayed (or observed), they are able to focus on the interview questions better. They also felt that eye contact, and body language was not as important, as they were able to achieve more in depth questions and answers with their participants. They said participants felt as if their secrets were better kept this way.

Curasi (2001) and White (2000) pointed out in their study that in an online interview, social cues and non verbal interaction might be a drawback to the online interview as you are not able to see a person's entire body. Seymore (2001) mentioned in his study that although it might seem insignificant, but social interaction underpins the interview, and might obscure the interview (Seymour, 2001). That is why the online method is a great tool to be used as the appearance of someone would unlikely be judged since you can only see each other's faces. The Malaysian women research participants actually prefer the online method, as it obscures their body from the other person, which makes them feel more confident to carry out the interview, and gain more in depth data.

RQ1d: What are the differences in the technical aspects of how the interviews play out?

Hanna (2012)'s study mentioned that participants would need to overcome the technical aspects of the online interview in order to get the hang of the online interview method, such as a lag in response, and pictures not coming up until later. This point does

seem to match what was found with the researcher participants. In the online face-to-face interview, some of the technical aspects that came up were that the internet was not stable, resulting in delayed responses between the researcher participant and parent participants. The program would automatically log them out and log them back in. Additional to what was pointed out in the literature review, the researcher participants have pointed out that when something technical happens, such as the computer program automatically logging them out and then logging them back in, that the participants are usually in the middle of saying something, and this could affect their train of thoughts. When participants are asked to repeat what they were saying, they would usually give the short, edited version, or change their mind and say something else altogether. Angle of the camera is also another technical issue, as sometimes the participant is more to the left or right side of the shot, sometimes the participants are too close to the camera, leaning in.

Other researchers such as Dammers (2009), Willis (2012) and Tuttas (2014) also mentioned that due to the nature of it being online, other technical difficulties that participant and researchers might have to face are that the application might be updating at the time, or something as simple as not being able to log in that day might result in having to reschedule the meeting. This did not happen during the interview, but a couple of the interviews had to continue with no picture on the parent participant's side. Willis (2012) mentioned that this would also limit the participant to those who are able to maneuver the computer programs or have someone that could help them use the program. The researcher participants have mentioned that in order for them to conduct online interviews, a technician would need to be on hand if there was any difficulty. Willis

(2012) also mentioned that if a study was over a large geographical area, time difference could be a problem. This did come up while conducting the research. A time was set, but due to the 24 hour time difference between the researcher participants and the researcher, it was unclear whose time it actually was for the date, even though the time was right. This would cause someone to miss an appointment.

Dammers (2009) mentioned that eye contact is another factor that should be taken into consideration when conducting an online interview, as when a person looks at the other person's eye, they are deviating away from the camera, which would result in them looking somewhere else. This could be problematic for some cultures. Surprisingly, this was not such a big issue with the Malaysian culture as they were able to adopt to the online environment, and felt that it was not a big deal, although it is a very big deal in a face-to-face same physical space meeting, where looking into someone's eye is a sign of respect. researcher participants and parent participants mentioned that they are less nervous in conducting the interview because they do not need to look at someone in the eye. The women research participants also mentioned that by not having to look at someone in the eye, they felt less guilty and felt more confident in their interviews.

The differences in technical aspect for the traditional interview was not mentioned in any of the literatures found. The researcher participants have reported that they would need to wait for the participants, as sometimes the participants have something to settle on the phone, or they were doing their work while waiting for the researcher to finish with the previous participant. So there are some waiting time for the researcher participants while some parent participants wrap up what they were doing while waiting. Participants also expect to be served with some sort of delicacy and drink

for the traditional face-to-face interview. Some participants are also a little stiff in the traditional interview.

RQ 2: What are the researcher participants' perceptions about conducting interviews prior to, during and after the online and traditional interviews?

A study by Seymour (2001) matched what was found in this analysis, where online interviewing method is innovative and saves time. In Mann and Stewart's (2000) study, they found that although the technology is available, some individuals do not share the enthusiasm for computer mediated communications, but they might be able to open up, if they had experienced it for themselves (Mann & Stewart, 2000). This was what happened to the researcher participants, some were excited, some were nervous, as this is something new to them. They were also concerned about the technical aspects of the interview. After going into the interview, the researcher participants mentioned that they started to relax and felt more comfortable attributing to a few factors: online is cyberspace, there is not much eye contact, participants cannot see their body, and that it is more efficient and flexible.

After the online interview, the researcher participants said, that because it is an online interview, and some technical difficulties might arise, they had to be concise and shorten their question so that the participant could understand them better. They also said that because there was no body contact, they needed to spend more time to establish rapport. After their traditional interview, some of the things that the researcher participants like is that there is body contact, so rapport was established quickly, and that they could depend on the body language to look for social cues. This was Vogl's (2013) point when the study found that qualitative interviews are almost always conducted face

to face. It is easier to build rapport and gain participant's trust in a face-to-face interview. It is also easier for the researcher to see the respondent's responds and cues on how they feel about certain subjects, and see their reaction as well. It is also easier for the researcher to have control over the communication process where they could lead the conversation a certain way through verbal and non verbal cues (Vogl, 2013).

RQ 3: What are the parent participants' perceptions of participating in interviews prior to, during and after the online and traditional interviews?

Seventeen out of thirty parent participants preferred the online interview method; five out of thirty said that they think there is no preference and thought both methods were the same; and eight participants preferred the traditional interview method. A participant from Cabaroglu, Basaran and Roberts (2010) study mentioned how he was extremely nervous before his computer mediated communication occasion and that it gradually vanished. Participants have expressed that although they felt nervous and uncomfortable in the beginning, the feeling would gradually go away and were surprised to find that they thoroughly enjoyed the experience (Cabaroglu et al., 2010). This was what the parent participant experienced. Prior to the interviews, participants felt nervous, uncertain, excited, worried that they would not be able to answer the questions, most were uncomfortable at first, but after it started, they felt surprisingly calm and comfortable. They also felt worried about how the internet connection would be like that day.

During the online interview, the parent participants expressed that they were excited, very calm, and they described it as an interesting experience. Participants also felt very relaxed throughout the interview, as they contribute this to not having to face the

researcher. Participant were surprised that the words were clear, and not what they had expected. They also said that they are able to think more freely and get their thoughts together in their own time. Participants also liked the fact that they do not have to worry about whether the meeting place is appropriate or not for the researcher to come to. Participants also said that they liked the fact that they did not have to travel to attend the interview. During the traditional interview, participants felt that they are very comfortable as they are able to face the researcher and that they are able to move about freely. Participants expressed that they liked the fact that they are able to see the researcher's expression when communicating and are able to see the social cues and read the other person's body language.

After the online interview, some participants expressed that they felt a little uncomfortable, nervous and some said that they felt as if they were talking to a computer. A majority of them said that it was comfortable and calm, as it is less formal. They also liked the fact that they have time to think through their answers. Most said that they felt more confident online compared to the traditional face-to-face interview. After the traditional interview, participants expressed that there are not much difference between the traditional and the online interview. Participants also liked how in a traditional interview, the conversation went smoothly without any interruption, compared to in an online interview there were a couple of technical issues. Some participants also talked about how they preferred the traditional interview as it is in a more formal setting, as an interview should be.

RQ 4: How does a computer mediated communication (online interview) influence an interview?

Mann and Stewart (2000) mentioned in their study that advantage of computer mediated communication is that researchers could interview participants over a wide geographical range which eliminates space barrier. This is the opposite of what the researcher participants felt. They felt that an online setting is in cyberspace, and that there is a medium distancing them from the participant. According to them, this gives them the freedom to be more outgoing and focus more on their research. Mann and Stewart (2000) did bring up an interesting point where due to the nature of the online communication, computer mediated communication offers women, older people and marginalized population a safer environment where they are still able to participate in the research process. Participants from this group sometimes feel more inclined to open up in a traditional face-to-face interview. This was what the Malay women research participants felt. They felt that due to the fact that the participant could not see their body, they are able to interact more freely, and not have to be more conscious of how their body language is portrayed.

What was missing from the literature was how cultural customs could be done online. Although a lot of the cultural customs could not be done over the online interview, the majority of the researchers actually felt comfortable conducting an online interview. The researchers noticed that there was no eye contact, but it did not seem to matter to them. Some felt that being online gave them the freedom to move their body without being too conscious about how it looks to the other person. By being more comfortable with themselves, the researchers were able to focus on the questions more and to what the participants were saying. They were also able to ask more in depth questions and connect with their participants. The researcher participants could also focus

more on what the participants were saying since they cannot rely on body language.

Participants also felt more comfortable being interviewed online and was able to open up more as they felt more comfortable by not having to meet the researcher after.

RQ5: What are the relative strengths and weaknesses of online interviews?

Garcia et al. (2009) mentioned that in the online setting, it could be an advantage for the participant as they could open up more this way. In the analysis, participants have mentioned that they felt that it is in cyberspace, it is easy, and efficient. The researcher participants felt that because the participants are in cyberspace, there is a medium dividing them and the participant. This way, they felt that the participants are not in the same personal space, so what they do with their body, or hands doesn't matter as much and they could open up more. Findings by Mann and Stewart (2000) indicated that some individuals or cultures do not prefer online interview as it lacks personal contact (Mann & Stewart, 2000). In the analysis, there was a mixture of view. Some researcher participant agreed with this point, whereas some researcher participant felt more comfortable with not being in close proximity of the participants, especially if the participants are the opposite sex.

Stacey and Vincent (2011) mentioned another advantage to a traditional face-to-face interview, is that interviewers and participants are able to see each other clearly and could look for subtle body signs. In an online face-to-face interview, body language might be difficult to see, therefore voice inflexions plays a big role. From the physical separation, it could also result in reduced social desirability distortion as well as less inhibition for the interviewees (Stacey & Vincent, 2011). While the researcher participants agreed with the first half of Stacey and Vincent's (2011) finding, they do not

agree with the second half where the physical separation did not reduce the social desirability. Surprisingly, both the researcher participants and the Malay parent participants were able to adopt to the online method, with the majority of them preferring the online method.

There were a couple of points that were not found in the literatures examined where culturally, participants felt that the online method is best for interviews for the opposite sex as people would look at two people being in the same room together negatively, the researchers are also able to be more relaxed and focus more on the interviews rather than how their body is portrayed in front of the other person. In King's (2008) book, he mentioned that meeting and greeting in the Malaysian culture is rather formal where proper title is supposed to be used. Both the researcher participants felt that the online interview is more relaxed compared to the traditional face-to-face interview, and that they did not need to be as formal. Proper titles are still used, although the setting makes them feel as if it is less formal.

In Antonini et al. (2012), they mentioned that through online meeting, people would not have to travel in order to have an appointment with their therapist or doctors. Clancy (2014) shares this point where the study stated that by using Skype as a tool to conduct online face-to-face interview, it would save cost, as participants and the researcher would not have to travel to get to the interview. Both the researcher participants and participants agreed with these statements from the analysis where they said that online interviews also saves time and money by not having to go to a certain location to attend an interview. They also like that it is more flexible, where they can have the interview anywhere. Participants felt freer to give more in depth answer and not

have to worry about being ashamed about it later as they are not in the same space as the researcher.

The weakness that was pointed out in the literature review by Greenbaum (2008) as cited in Tuttas (2014) and Garcia et al. (2009) is that online face-to-face interview is a still in an online setting, even though it is synchronous. Some might not be able to accept online interview method as an appropriate alternative to a traditional face-to-face interview for this reason. This was the opposite of what was found in the analysis where the Malaysian participants were actually able to adapt to this method quite well and actually preferred this method. The only difficulty they faced were technical difficulties such as the internet connection is not always stable, which leads to interruption in the conversation. Sometimes there are delayed responses by a couple of second, or someone's camera would be turned off due to the internet strength, and they would have to carry on the conversation until the camera turns back on again. The researcher participants said that they definitely would need a technician on hand if they were to do an online interview. Camera angle also needed to be looked at before going online.

Some points that were not found in the literature were that researchers have stated that when the connection got interrupted and the participants were asked to repeat their answer, they would give a short version of their answer, sometimes missing most of the points. Researchers also mentioned that in an online interview, they would need to ask or frame the question in a very clear and concise way. They should not ask long questions as it would make the participants not quite grasp it. Researchers also mentioned that they would need to pay extra attention as they cannot rely on body language to help them see

whether or not the participant understood what they were trying to say, and whether or not the participants were comfortable with that question.

Limitations and Delimitations

A key limitation of this study is the small number of participants included. Although the number is small, the use of qualitative methods provided a lot of depth and insights about culture and religion. Qualitative research findings are not generalizable to the larger population because of the small number of participants, but qualitative research method covers a subject more in depth. This is an exploratory study that helps establish a foundation for more comprehensive studies in a larger populations and utilizing different methods. The second limitation of the study was that the researcher conducted research from overseas and that the researcher could not be there personally to gather all the data, although the researcher did brief all researcher participants on the interview protocols, through Skype on the procedures. The third limitation of this study is that all of the researcher participant and the parent participant in this study are Malay. It would be interesting to see if the results would differ if the three main races that live in Malaysia; Malay, Chinese and Indian, were used in this study. The fourth limitation is that the parent participants know the study is a simulation, as it was required by HSIRB to disclose this information to the participant, so they are not deceived. Parents could just answer anything they want, without having to worry about their answers being used. The fifth limitation is that in order for the researcher to be able to conduct observations, the interviews needs to be video recorded. While it might not seem as obvious in the online interview, even though the participants were informed and permission were obtained, it was still not as obvious. In the traditional interview, there was a video recorder set up in

the corner of the room, so that interactions could be recorded. The researcher tries to overcome this by setting only one video camera in the corner, so that the interactions could be observed, and still try to maintain the naturalistic setting. The sixth limitation is that the parent participants are within a certain age group. This could affect how they reacted to an online interview, although the researcher tried to vary the ages from 22 years to 55 years.

Significance of the Study

We live in a world where almost everything is connected to the online setting. Everywhere we go, we see kids, and parents with phones, ipads and many other devices. With the technological advancement that is happening, the way of data collection method is also influenced by these influx of technology. There are so many changes in the field of data collection changing so rapidly as the technology changes. From telephone surveys, telephone interviews, to online surveys and now to online interviews. There are so many benefits to an online face-to-face interview, yet the experiences and the cultural connection in the experience has still not been widely explored.

This study was a simulation where 10 researcher participants and 30 parent participants were recruited to participate in a traditional face-to-face interview and an online face-to-face interview. The dissertation is unique and special because it captures in-depth study of data collection techniques from both the researcher and the informant's perspectives through the use of simulation and by having two layers to the study. By looking at both perspectives, we not only were able to understand how participants feel, but more importantly, how the researchers feel throughout the entire interview process.

The study was able to shed light on how the researcher participants were able get more in-depth answers through each interview methods.

This study also looked at the cultural aspects as how rapport was built with the researcher participants along with the parent participant in the online setting compared to the traditional face-to-face setting. The study seeked to find the meaningful context that was important to the participants in the traditional interview, and how it was integrated into the online interview. The study seeks to break the barrier between the traditional interview and shift it, or bring it into the online setting, and how best to do it. The findings were somewhat of a surprise where culture and religion had such a huge impact on how the researchers conducted and carried out the research, and why the online setting was much preferred, even though it was breaking cultural norms, such as not having much eye contact, body language and not being able to meet and greet the participants properly.

The dissertation studies interpersonal communities and gender. It is unique because it is not easy to recruit Muslim women to participate in studies such as this, where they would need to interview three random strangers, twice. This study examines cultural contribution to methods of social science research. Participants have expressed that touching (shaking hands, hugging) in the Malaysian context is important upon meeting because it creates a sort of closeness between researcher and participants. It was found from the study that there were other factors that made the online interviewing more attractive to the participants and that the cultural context were still intact, but they were used in other ways. This study is also significant because it was able to delve deeper into the dynamic of men and women in an interview setting. It looks at how researchers and

participants of the opposite gender interact with one another, in both types of interviews, and why one was culturally more acceptable than the other.

Recommendation Related to Conducting Interviews

A number of lessons and insights from this study should benefit other researchers. When collecting data via interviews, it is important to conduct a pilot study to test the interview questions and any technology that might be involved. In this way, the researcher could iron out any problems that might arise, or might otherwise be unforeseen.

To gain in-depth knowledge, a researcher needs to prepare themselves from many different aspects. Understanding the participant's cultural background is extremely important before going into an interview. In the Malaysian context, it was important that men and women do not touch when meeting in an interview, as it goes against their cultural and religious beliefs. It was important to establish rapport first. Establishing rapport could be done by shaking hands and hugging if they are of the same gender, and asking background questions, so that participants and researcher feel closer to each other. Touching among persons of the same sex was seen as a sign of acceptance. When the participants meet and are able to hug, rapport was established quicker.

First impression is another important aspect. This is where researchers and participants address each other with their proper title. For example, if a person is married, you call them Mrs. If the participant has a Ph.D. or is a medical degree, a person should be addressed as Doctor. This is a sign of respect, and showing participants that they are appreciated. An interview is also seen as a formal occasion, therefore, a person should dress formally when meeting with participants.

In an online setting, understanding the technical aspects is important. A researcher should know the camera angles, and test the connection before going online. As there is no way to hug or touch in an online settings, time should be spent on building rapport at the beginning of the interview, to help participants open up and trust the researcher. Sentences in an online interview should also be short and concise, to help ensure that it will be easier for participants to understand the researcher. In an online setting, you typically can only see the person from the neck up if they are quite close to the computer, which could be seen as a positive thing, as some do not have to worry about how their body is portrayed; the disadvantage is that the researcher would not be able to look at a person's body language to gauge what type of reaction that person is having to a particular topic. Researcher need to be extra aware of nonverbal cues to see if participants are uncomfortable or does not understand the question.

Future Research and Conclusions

Qualitative research findings are not generalizable to the larger population because of the small number of participants, but qualitative research method covers a subject, more in depth. This is an exploratory study that could contribute to further studies with larger populations, and using different methods. Some of the technical aspects, such as echoes were not foreseen in the study. A future study could be conducted where participants could use headphones to reduce the echoes and see if that affects the finding's outcomes.

The researcher did not foresee the huge cultural and religious aspects that came with the study. For a future study, pairing could be done by: equal numbers of male researcher participants with female parent participant, along with women researcher

participants with male parent participant, an equal number of women research participants with women parent participants along with male research participants and male research participants, so that we can see the dynamic of interaction better. The point is that in this study all of the researcher participant and the parent participant in this study are Malay. For future research, it would be interesting to see if the results would differ if the three main races that live in Malaysia; Malay; Chinese; and Indian are used in this study. There was also a technician on standby to help if there was any problems on the researcher's end to help out with any technical difficulties. It would be interesting to see if the outcome would be different if the researcher participants were totally on their own with no technical help whatsoever.

Culture and religion were found to be the most prominent themes found throughout the study, apart from the advantages and disadvantages to each method. Even then, it was linked to culture and religion. It was found that the researcher participants use and implement culture and religion throughout their interview methods and techniques. The researchers attribute touching as a mean to quickly establish rapport with their participant as it is the norm in their culture.

This dissertation explored a cutting edge topic in a complex setting. It is a study within a study, looking at all the different perspectives through each layer of the study. The study revealed many insights that will inform the field of social science research. This study also uncovered a number of unanticipated outcomes that will help expand horizons when it comes to the interplay of culture and religion in the methods and practices of data collection. It would be interesting to see how this study would play out

if it was conducted on a different age group, such as the younger generation and see whether culture and religion would still be the most prominent theme or not.

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APPENDICES

APPENDIX A1: PARTICIPANT RECRUITMENT SCRIPT (MACRO LEVEL)

Good morning/afternoon. My name is Diyana Kamarudin and I am a doctoral candidate from Western Michigan University. I would like to invite you to participate in a research project titled “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context”. This recruitment is open to any graduate level student as well as researchers. Participants’ information will be kept confidential. If you are interested in learning more about the study, please contact me at diyana.kamarudin@wmich.edu or at +60123979767. Participants will be asked to participate in a 20 minute interview training protocol where they will be trained on the interview process, an online face-to-face web cam interview as well as a traditional face-to-face interview with parent participants. Each participant would be asked to interview 3 parent participants twice (one online face-to-face webcam interview, and one traditional face-to-face interview), with a total of 180 minutes of interviews total (30 minutes for each interview), participate in writing a memo where participants would be asked to fill in after every interview with the parents which takes approximately 15-20 minutes each, a total of 120 minutes altogether. After all the interviews have been conducted and all the memos have been submitted to the researcher, the researcher would then schedule an online face-to-face interview with the graduate student. The interview will be a one time interview which would be for approximately 30 minutes. The total amount of time required for this study will be 350 minutes. The interview between the researcher and the participant would be audio taped and then transcribed. The interview between the participant and the parent participants would be recorded as well as video and audio taped so that the researcher could conduct observations. After all the interviews have been transcribed, the audio tape will be disposed off to keep participant’s information confidential. Your responses will be completely confidential. Please note that returning the completed memo is an indication of our consent to have your answers used in the study.

Before deciding whether or not you would like to participate, you will have an opportunity to read a consent document and ask questions. Please keep in mind that participation is strictly voluntary and that refusal to participate will not negatively affect you.

APPENDIX A1

[PARTICIPANT RECRUITMENT SCRIPT (MACRO LEVEL)]

[MALAY TRANSLATION OF SCRIPT]

SCRIPT MEMPELAWA PENYERTAAN

Salam sejahtera. Saya, Diyana Kamarudin, pelajar Ph.D di Western Michigan University, Amerika Syarikat mempelawa tuan/puan menyertai projek khusus saya berkenaan “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context”. Kajian saya terbuka kepada pelajar sarjana dan semua penyelidik/researcher. Maklumat peserta akan di rahsiakan. Jika anda memilih untuk menyertai kajian ini, sila hubungi saya di diyana.kamarudin@wmich.edu atau di +60123979767. Peserta akan dipelawa menyertai latihan selama 20 minit untuk menemubual peserta, melalui temubual bersemuka online dan temubual bersemuka traditional bersama tiga orang peserta sebanyak dua kali untuk setiap ibu bapa. Penyelidik perlu meluangkan 30 minit untuk setiap temubual berjumlah 180 minit. Peserta juga perlu mengisi “memo” di hujung setiap temubual bersama peserta. Setiap diary dianggarkan 15-20 minit setiap satu, berjumlah 120 minit kesemuanya. Pelajar penyelidik juga perlu menghadiri satu temubual online bersama saya, dianggarkan selama 30 minit. Jumlah masa yang perlu diluangkan untuk kajian ini adalah selama 350 minit. Sesi temubual akan dikendalikan melalui kamera web. Temubual ini akan audio-rekodkan dan selepas itu akan ditranskrip. Temubual diantara peserta dan ibu bapa akan direkod melalui video kamera, supaya saya boleh melakukan observation. Selepas temubual telah ditranskrip, semua audio-rekod akan dihapuskan untuk merahsiakan maklumat peserta. Segala maklum balas anda akan dirahsiakan. Untuk makluman anda, pemulangan memo menandakan yang anda telah memberi izin untuk saya menggunakan maklumat yang anda sediakan untuk kajian saya.

Anda diberi peluang untuk bertanya dan membaca surat kebenaran sebelum membuat keputusan. Penyertaan adalah secara suka rela dan anda boleh menarik diri pada bila-bila masa tanpa memberi kesan kepada anda dalam apa cara sekali pun.

APPENDIX A2: PARTICIPANT RECRUITMENT SCRIPT (MICRO LEVEL)

Good morning/afternoon. My name is Diyana Kamarudin and I am a doctoral candidate from Western Michigan University. I would like to invite you to participate in a research project about Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context. This recruitment is open to those with one or more children. Participants' information will be kept confidential. If you are interested in learning more about the study, please contact me at diyana.kamarudin@wmich.edu or at +60123979767. Participants will be invited to participate in a 10 minute survey, participate in two 30 minute interviews which are online face-to-face interview and a traditional face-to-face interview, and participate in a 15-20 minutes memo after each interview. The total amount of time parent participants need to set aside would be 110 minutes in order to participate in this study. The interview will be video and audio taped so that the researcher could conduct an observation. After all the observation has been conducted, all recordings would be disposed of to keep participant's information confidential. Your responses will be completely confidential. Please note that returning the completed memo is an indication of our consent to have your answers used in the study.

Before deciding whether or not you would like to participate, you will have an opportunity to read a consent document and ask questions. Please keep in mind that participation is strictly voluntary and that refusal to participate will not negatively affect you.

APPENDIX A2

[PARTICIPANT RECRUITMENT SCRIPT (MICRO LEVEL)]

[MALAY TRANSLATION OF SCRIPT]

SCRIPT MEMPELAWA PENYERTAAN

Salam sejahtera. Saya, Diyana Kamarudin, pelajar Ph.D di Western Michigan University, Amerika Syarikat mempelawa tuan/puan menyertai projek khusus saya bertajuk “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context”. Kajian saya terbuka kepada keluarga yang terdiri daripada ibu, bapa dan anak-anak. Maklumat peserta akan di rahsiakan. Jika anda memilih untuk menyertai kajian ini, sila hubungi saya di diyana.kamarudin@wmich.edu atau di +60123979767. Online survey dianggarkan akan mengambil 10 minit untuk diisi, temubual bersemuka online dianggarkan akan berlansung selama 30 minit, temubual bersemuka traditional dianggarkan 30 minit dan memo dianggarkan akan mengambil 15-20 minit untuk diisi selepas setiap temubual. Masa yang perlu diluangkan untuk kajian ini adalah selama 110 minit. Temubual ini akan dirakam supaya saya boleh membuat observation. Selepas observation telah dikendalikan, semua rakaman akan dihapuskan untuk merahsiakan maklumat peserta. Segala maklum balas anda akan dirahsiakan. Untuk makluman anda, pemulangan memo menandakan yang anda telah memberi izin untuk saya menggunakan maklumat yang anda sediakan untuk kajian saya.

Anda diberi peluang untuk bertanya dan membaca surat kebenaran sebelum membuat keputusan. Penyertaan adalah secara suka rela dan anda boleh menarik diri pada bila-bila masa tanpa memberi kesan kepada anda dalam apa cara sekali pun.

APPENDIX B1: RECRUITMENT FLYER (MACRO LEVEL)

Western Michigan University

Evaluation, Measurement and Research

Investigator: Dr. Gary Miron

Researcher: Diyana Kamarudin

Study Title: Comparing Online and Traditional Interview Techniques: A Qualitative

Study of the Experiences of Researchers and Participants in the Malaysian

Context [Recruitment Flyer]

RESEARCHER PARTICIPANTS NEEDED FOR A STUDY ON THE EXPERIENCES OF ONLINE VERSUS TRADITIONAL INTERVIEW!

You are invited to participate in a research project titled, “*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context*”, designed to analyze the experiences of conducting an online interview. The topic of discussion will be on mediation styles that parents use to mediate their children’s television viewing habits. The study is being conducted by graduate student, Diyana Kamarudin of Western Michigan University, from the department of Evaluation, Measurement and Research. This research is being conducted as part of Doctoral Dissertation requirements for Diyana Kamarudin. If you chose to participate, you would be invited to participate in an online interview, a traditional interview, writing in memos and an online face-to-face interview with Diyana Kamarudin. Participants would also be invited to participate in a 20 minute interview training protocol where they will be trained on the interview process, an online face-to-face web cam interview as well as a traditional face-to-face interview with parent participants. Each participant would be asked to interview 3 parent participants twice (one online face-to-face webcam interview, and one traditional face-to-face interview), with a total of 180 minutes of interviews total (30 minutes for each interview), participate in writing a memo where participants would be asked to fill in after every interview with the parents which takes approximately 15-20 minutes each, a total of 120 minutes altogether. After all the interviews have been conducted and all the memos have been submitted to the researcher, the researcher would then schedule an online face-to-face interview with the graduate student. The interview will be a one time interview which would be for approximately 30 minutes. The total amount of time required for this study will be 350 minutes. The interview between the researcher and the participant would be audio taped and then transcribed. The interview between the participant and the parent participants would be recorded as well as video and audio taped so that the researcher could conduct observations. After all the interviews have been transcribed, the audio tape will be disposed off to keep participant’s information confidential.

If you are interested in learning more about participating, please contact Diyana

Kamarudin at diyana.kamarudin@wmich.edu , +60123979767 to arrange for an information meeting and to go over the consent forms and conditions for participation.

*This recruitment flyer has been approved for use for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. You should not participate in this project if the stamped date is older than one year.

APPENDIX B1
[MALAY TRANSLATION FORM]
[RECRUITMENT FLYER – MACRO LEVEL]
SURAT EDARAN

Western Michigan University

Jabatan Evaluation, Measurement and Research

Penyelidik: Dr. Gary Miron

Penyelidik Pelajar: Diyana Kamarudin

Tajuk Kajian: “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context”

**PENYELIDIK DIPERLUKAN UNTUK KAJIAN TEMUBUAL ONLINE DAN
TEMUBUAL BERSEMUKA BIASA!**

Anda dipelawa untuk menyertai projek kajian bertajuk “*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context*”, Kajian ini adalah bertujuan untuk mengkaji pengalaman di temubual “online” di Malaysia. Topik yang akan diguna semasa temubual adalah bagaimana televisyen memberi kesan kepada pemahaman kanak-kanak dalam media. Kajian ini akan di laksanakan oleh pelajar Ph.D, Diyana Kamarudin daripada Western Michigan University, Amerika Syarikat daripada jabatan Evaluation, Measurement and Research. Kajian ini adalah sebahagian daripada pengajian khusus disertation untuk Diyana Kamarudin. Jika anda bersetuju untuk menyertai kajian ini, setiap peserta akan dipelawa menyertai latihan selama 20 minit untuk menemubual peserta, bersama tiga orang peserta sebanyak dua (melalui temubual bersemuka online dan temubual bersemuka traditional) kali untuk setiap ibu bapa. Penyelidik perlu meluangkan 30 minit untuk setiap temubual berjumlah 180 minit. Peserta juga perlu mengisi “memo” di hujung setiap temubual bersama peserta. Setiap diary dianggarkan 15-20 minit setiap satu, berjumlah 120 minit kesemuanya. Pelajar penyelidik juga perlu menghadiri satu temubual online bersama saya, dianggarkan selama 30 minit. Jumlah masa yang perlu diluangkan untuk kajian ini adalah selama 350 minit. Sesi temubual akan dikendalikan melalui kamera web. Temubual ini akan audio-rekodkan dan selepas itu akan ditranskrip. Temubual diantara peserta dan ibu bapa akan direkod melalui video kamera, supaya saya boleh melakukan observation. Selepas temubual telah ditranskrip, semua audio-rekod akan dihapuskan untuk merahsiakan maklumat peserta. Segala maklum balas anda akan dirahsiakan. Untuk makluman anda, pemulangan memo menandakan yang anda telah memberi izin untuk saya menggunakan maklumat yang anda sediakan untuk kajian saya. Projek kajian ini akan mengikut peraturan “Human Subjects Institutional Review Board” (HSIRB) di Western Michigan University.

Jika anda berminat untuk mengetahui dengan lebih mengenai kajian ini, sila hubungi Diyana Kamarudin di Diyana.kamarudin@wmich.edu, +60123979767 untuk mengatutkan satu perjumpaan. Perjumpaan ini adalah untuk membaca surat keizinan dan syarat-syarat untuk penyertaan.

*Surat edaran ini telah di luluskan oleh Human Subjects Institutional Review Board (HSIRB) untuk tempoh satu tahun seperti yang telah dicopkan di atas. Anda tidak di galakkan menyertai kajian ini jika tarikh di atas adalah lebih daripada satu tahun.

APPENDIX B2: RECRUITMENT FLYER (MICRO LEVEL)

Western Michigan University

Evaluation, Measurement and Research

Investigator: Dr. Gary Miron

Researcher: Diyana Kamarudin

Study Title: Comparing Online and Traditional Interview Techniques: A Qualitative

Study of the Experiences of Researchers and Participants in the Malaysian
Context.

[Recruitment Flyer]

PARENTS NEEDED FOR STUDY ON THE EXPERIENCES OF BEING ONLINE VERSUS TRADITIONAL INTERVIEW!

You are invited to participate in a research project titled, “*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context*”, designed to analyze the experiences of being interviewed online. The topic of discussion will be on mediation styles that parents use to mediate their children’s television viewing habits. The study is being conducted by graduate student, Diyana Kamarudin of Western Michigan University, from the department of Evaluation, Measurement and Research. This research is being conducted as part of Doctoral Dissertation requirements for Diyana Kamarudin. If you agree to participate, you will be invited to participate in a 10 minute survey, participate in two 30 minute interviews which are online face-to-face interview and a traditional face-to-face interview, and participate in a 15-20 minutes memo after each interview. This memo will consist of ten questions which you will be invited to complete after being interviewed. The total amount of time you would need to set aside would be 110 minutes in order to participate in this study. The research project will follow guidelines for confidentiality as established by Human Subjects Institutional Review Board at Western Michigan University.

If you are interested in learning more about participating for this study, please contact Diyana Kamarudin at diyana.kamarudin@wmich.edu , +60123979767 to arrange for an information meeting and to go over the consent forms and conditions for participation.

*This recruitment flyer has been approved for use for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. You should not participate in this project if the stamped date is older than one year.

APPENDIX B2
[MALAY TRANSLATION FORM]
[RECRUITMENT FLYER (MICRO LEVEL)]
SURAT EDARAN

Western Michigan University

Jabatan Evaluation, Measurement and Research

Penyelidik: Dr. Gary Miron

Penyelidik Pelajar: Diyana Kamarudin

Tajuk Kajian: “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context”

**IBU BAPA DIPERLUKAN UNTUK KAJIAN TEMUBUAL ONLINE DAN
TEMUBUAL BERSEMUKA BIASA!**

Anda dipelawa untuk menyertai projek kajian bertajuk “*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context*” Kajian ini adalah bertujuan untuk mengkaji pengalaman di temubual “online” berbanding temubual tradisi di mana penyelidik dan penyerta bersemuka ditempatkan yang sama semasa temubual dijalankan, di Malaysia. Topik yang akan diguna semasa temubual adalah bagaimana televisyen memberi kesan kepada pemahaman kanak-kanak dalam media. Kajian ini akan di laksanakan oleh pelajar Ph.D, Diyana Kamarudin daripada Western Michigan University, Amerika Syarikat daripada jabatan komunikasi media. Kajian ini adalah sebahagian daripada pengajian khusus dissertation untuk Diyana Kamarudin. Jika anda bersetuju untuk menyertai kajian ini, anda akan diminta untuk menyertai online survey, online interview, interview bersemuka tradisional and memo. Online survey dianggarkan akan mengambil 10 minit untuk diisi, temubual bersemuka online dianggarkan akan berlansung selama 30 minit, temubual bersemuka traditional dianggarkan 30 minit dan memo dianggarkan akan mengambil 15-20 minit untuk diisi selepas setiap temubual. Masa yang perlu diluangkan untuk kajian ini adalah selama 110 minit. Projek kajian ini akan mengikut peraturan “Human Subjects Institutional Review Board” (HSIRB) di Western Michigan University.

Jika anda berminat untuk mengetahui dengan lebih mengenai kajian ini, sila hubungi Diyana Kamarudin di Diyana.kamarudin@wmich.edu, +60123979767 untuk mengaturkan satu perjumpaan. Perjumpaan ini adalah untuk membaca surat keizinan dan syarat-syarat untuk penyertaan.

*Surat edaran ini telah di luluskan oleh Human Subjects Institutional Review Board (HSIRB) untuk tempoh satu tahun seperti yang telah dicopkan di atas. Anda tidak di galakkan menyertai kajian ini jika tarikh di atas adalah lebih daripada satu tahun.

APPENDIX C1: INFORMED CONSENT FORM FOR PARTICIPANT (Copy for Macro Level Participant)

Western Michigan University
Department of Evaluation, Measurement and Research

Principal Investigator: Dr. Gary Miron
Researcher: Diyana Kamarudin
Title of Study: Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context.

You have been invited to participate in a research project titled "*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context.*" This project will serve as Diyana Kamarudin's dissertation for the requirements of the Doctor of Philosophy in Evaluation, Measurement and Research. This consent document will explain the purpose of this research project and will go over all of the time commitments, the procedures used in the study, and the risks and benefits of participating in this research project. Please read this consent form carefully and completely and please ask any questions if you need more clarification.

What are we trying to find out in this study?

This study seeks to find out how researchers get participants to open up through online interviews compared to traditional face-to-face interview and what the researchers feel throughout the whole process. It also looks at how participants react to online interviews compared to the traditional method through memos and whether or not computer mediated communication makes a difference in the way a participant answers their interview question and in what aspect.

Who can participate in this study?

The research participants in this study will consist of 10 researcher participants and 30 Malay parents. To make it fair and unbiased to the data, the first ten researcher participants who fit the criteria and the first 30 Malay parents who volunteers will be recruited.

Where will this study take place?

You would be asked to attend a 20 minute training session with the researcher in one of the seminar rooms at the South East Asia Ministry of Organization Regional Centre for Special Educational Needs (SEAMEO SEN). There will be two training sessions. You only need to attend one training session. You will be asked to interview three parents. You will be asked to participate in an online interview as well as a traditional interview

with each of the parents. Each interview will take place in an office secured by the researcher. Only the researcher and the researcher participant that is conducting the interview will be present during this interview. After completing the each interview, you will be asked to complete memos which could take place in the researcher's office or at your own respective homes if it makes you feel more comfortable. After all the participants have been interviewed, you will be asked to participate in an interview using an online face-to-face method with the researcher.

What is the time commitment for participating in this study?

You would be asked to participate in a 20 minute interview training session, interview 3 Malay participants twice through the online interviews and the traditional, which would take approximately 30 minutes each, an overall total of 180 minutes. You would also be asked to fill out a memo after each interview is complete which would take approximately 15-20 minutes to fill out, an overall total of 120 minutes. At the end of all the interviews and memos, you will be asked to participate in a onetime online face-to-face interview with the researcher which would take approximately 30 minutes. The overall total amount of time approximated for each participant is approximately 350 minutes.

What will you be asked to do if you choose to participate in this study?

You would be asked to participate in a 20 minute interview training session, interview 3 Malay parents twice through the online interviews and the traditional interview method, which would take approximately 30 minutes each, write in memos after each interview which would take approximately 15-20 minutes each and participate in a onetime online face-to-face interview with the researcher, for approximately 30 minutes.

What information is being measured during the study?

This section will describe the measurements that we are going to take during your participation in the study. Researcher participants will be asked to participate in three online interviews, three traditional face-to-face interviews, write in six memos and participate in an online face-to-face interview. Parent participants will be asked to participate in a brief survey, an online interview, a traditional face-to-face interview and a two memos. Interviews will be conducted through web cam as well as in person.

What are the risks of participating in this study and how will these risks be minimized?

As in all research, there may be unforeseen risks to the participant. All information and responses in connection with this study will remain confidential. Only the researcher, Diyana Kamarudin; investigator, Dr. Gary Miron, will have access to the data. Neither your name nor any identifying information will be used in the reports of the study. For both the online and traditional interview, the whole interaction would be recorded, but there will be no other individual present at either the participant's side besides the participant and the researcher. During the online interview with the researcher, only the

audio would be recorded and transcribed. After all observations has been conducted, all recordings will be destroyed after all transcriptions have been done to minimize risks.

What are the benefits of participating in this study?

This section will inform the participant about how he or she may benefit from participating in the study. Researcher participants may receive new knowledge concerning online methods and how to establish better rapport; the methods class as well as SEAMEO SEN may receive a copy of the dissertation once it is complete and the researcher may come and talk to the methods class about the dissertation after it is complete. The broader benefit of this study would be that it would provide a better understanding to the Malaysian universities and organizations on how to better prepare students and researchers on how to conduct an online interview.

Are there any costs associated with participating in this study?

The time required to participate in this study could be a cost as researcher participants would need to set aside 20 minutes for training, interview 3 Malay participants twice through the online interviews and the traditional, which would take approximately 30 minutes each, an overall total of 180 minutes for each researcher participant, writing in memos after each interview, approximately 15-20 minutes after each interview with the parent participant (6 total for each researcher participants), a total of 120 minutes and a one time online face-to-face interview with the researcher, for approximately 30 minutes. The total amount of time required to participate in this study will be 350 minutes. All interviews between the researcher participants and parent participants would be recorded for observation. The interviews between the researcher and the researcher participants would be audio recorded. To make time for writing in the memos could be a cost as well as a discomfort and inconvenience associated with recording memo entries are potential risks. There will be no compensation if you decide not to participate. There is no financial cost to participate in this study.

Who will have access to the information collected during this study?

Only the researcher, Diyana Kamarudin; investigator, Dr. Gary Miron will have access to the data.

What if you want to stop participating in this study?

You have the right to withdraw from participation anytime without any problems prior to completion of data collection.

You can choose to stop participating in the study at anytime for any reason. You will not suffer any prejudice or penalty by your decision to stop your participation. You will experience NO consequences either academically or personally if you choose to withdraw from this study.

[The investigator can also decide to stop your participation in the study without your consent.]

Should you have any questions prior to or during the study, you can contact the primary investigator, Diyana Kamarudin at +60123979767 or diyana.kamarudin@wmich.edu or my advisor, Dr. Gary Miron or gary.miron@wmich.edu. You may also contact the Chair, Human Subjects Institutional Review Board at 269-387-8293 or the Vice President for Research at 269-387-8298 if questions arise during the course of the study.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in this study if the stamped date is older than one year.

I have read this informed consent document. The risks and benefits have been explained to me. I agree to take part in this study.

Please Print Your Name

Participant's signature

Date

APPENDIX C1

[MALAY TRANSLATION CONSENT FORM FOR MACRO LEVEL PARTICIPANT]

BORANG KEIZINAN KAJIAN UNTUK PESERTA

(Salinan Peserta Peringkat Macro)

Western Michigan University, Amerika Syarikat

Jabatan Evaluation, Measurement and Research

Penyelidik: Dr. Gary Miron

Pelajar Penyelidik: Diyana Kamarudin

Tajuk Kajian: “An In Depth Qualitative Research on the Experiences of Online Methods by Researchers and Participants from Malaysia.”

Anda dipelawa untuk menyertai projek kajian bertajuk “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context”, Kajian ini adalah bertujuan untuk mengkaji pengalaman di temubual “online” berbanding temubual tradisional bersemuka di Malaysia. Topik yang akan diguna semasa temubual adalah bagaimana televisyen memberi kesan kepada pemahaman kanak-kanak dalam media. Kajian ini akan di laksanakan oleh pelajar Ph.D, Diyana Kamarudin daripada Western Michigan University, Amerika Syarikat daripada jabatan evaluation, measurement and research. Kajian ini adalah sebahagian daripada pengajian khusus dissertation untuk Diyana Kamarudin.

Apa yang dicari melalui kajian ini.

Kajian ini adalah bertujuan untuk mengkaji pengalaman dan perspektif penyelidik dan peserta di temubual “online” berbanding temubual tradisional di Malaysia. Kajian ini juga ingin mengkaji bagaimana penyelidik boleh menarik perhatian peserta supaya peserta lebih selesa melalui temubual “online”. Selain itu, kajian ini juga ingin melihat samaada temubual online mempengaruhi cara peserta berinteraksi.

Siapa boleh menyertai kajian ini.

Kajian ini memerlukan 10 penyelidik and 30 ibu bapa. Kesemua 10 penyelidik dan 30 ibu bapa akan di ambil di Malaysia. Untuk menjadi adil, hanya 10 penyelidik dan 30 ibu bapa yang bersetuju untuk menyertai projek ini akan dipilih untuk menyertai kajian ini.

Berapa lamakah masa yang patut diluangkan untuk kajian ini?

Sesi latihan interview online dianggarkan akan berlangsung selama 20 minit, setiap penyelidik perlu menemubual tiga ibu bapa sebanyak dua kali, temubual online dan temubual tradisional dianggarkan akan berlangsung selama 30 minit, setiap satu, berjumlah 180 minit kesemuanya. Penyelidik juga akan dijemput untuk menulis didalam memo selepas setiap temubual dianggarkan mengambil masa selama 15-20 minit, setiap satu, 120 minit kesemuanya dan temubual bersama penyelidik dianggarkan akan

mengambil masa selama 30 minit. Jumlah masa yang perlu diluangkan untuk pengajian ini adalah 350 minit.

Apa yang anda perlu lakukan jika anda memilih untuk menyertai kajian ini.

Anda akan diminta untuk menghadiri sesi latihan temubual online selama 20 minit, menemubual 3 orang ibu bapa sebanyak dua kali (temubual online dan temubual tradisional), dianggarkan 60 minit setiap seorang, 180 minit untuk kesemuanya. Anda juga akan diminta untuk menulis di dalam memo diakhir setiap temubual, dianggarkan 15-20 minit setiap satu, berjumlah 120 minit kesemuanya. Anda juga perlu menghadiri satu sesi temubual bersama penyelidik, dianggarkan untuk 30 minit.

Apa maklumat yang akan dikaji sepanjang kajian ini.

Peserta akan diminta menemubual 3 orang ibu bapa yang berlainan sebanyak dua kali seorang (melalui kaedah temubual online dan temubual tradisional). Selepas temubual telah dijalankan, peserta akan diminta untuk menulis didalam memo diakhir setiap temubual. Selepas semua temubual bersama ibu bapa telah dijalankan dan semua memo telah dihantar balik kepada penyelidik, peserta akan diminta menghadiri satu sesi temubual bersama penyelidik.

Apakah risiko didalam menyertai kajian ini dan bagaimanakan ianya boleh di kurangkan? Seperti semua kajian, pasti ada risiko yang tidak diduga. Segala maklumat anda akan di rahsiakan. Hanya penyelidik, pelajar penyelidik dan pelajar penyelidik boleh melihat data. Nama atau apa-apa informasi anda tidak akan diletak di dalam kertas kajian ini. Walaupun kajian akan dilakukan melalui kamera web, tiada orang yang akan hadir di dalam bilik temubual selain penyelidik. Temubual akan direkod untuk observation. Temubual diantara peserta penyelidik dan penyelidik hanya akan dirakam secara audio. Setelah semua observation dan transkrip telah dilakukan, semua rakaman akan dimusnahkan.

Apakah manfaat untuk menyertai kajian ini?

Bahagian ini akan memberitahu apa yang akan peserta perolehi sekiranya dia berminat untuk menyertai. Pelajar penyelidik akan mendapat satu salinan dissertation penyelidik dan penyelidik akan datang ke kelas pelajar dan bercakap mengenai kajiannya. Pelajar juga akan dapat belajar mengenai teknik temubual yang baru. Selain itu, projek ini juga akan menolong university Malaysia untuk memahami lebih mendalam dengan kaedah kaedah online.

Apakah risiko dan keselesaan yang berkenaan dengan menyertai kajian ini?

Masa yang perlu diluangkan untuk datang menjalani latihan temubual selama 20 minit, menemubual 3 orang ibu bapa sebanyak dua kali (temubual online dan temubual tradisional), dianggarkan 60 minit setiap seorang, 180 minit untuk kesemuanya. Anda juga akan diminta untuk menulis di dalam memo diakhir setiap temubual, dianggarkan 15-20 minit setiap satu, berjumlah 120 minit kesemuanya. Anda juga perlu menghadiri satu sesi temubual bersama penyelidik, dianggarkan untuk 30 minit adalah satu risiko kerana peserta perlu meluangkan 350 minit untuk menyertai penyelidikan ini. Masa untuk

menulis di dalam memo juga boleh menjadi satu risiko dan boleh menyebabkan penyerta tidak selesa dengan masa yang perlu diluahkan. Anda boleh menarik diri pada bila-bila masa tanpa sebarang risiko pada diri anda.

Siapakah yang boleh mengakses data yang telah dikumpul?

Hanya pelajar penyelidik, Diyana Kamarudin; penyelidik, Dr. Gary Miron; dan pelajar penyelidik yang menemuramah anda sahaja yang boleh mengakses data yang telah dikumpul.

Apa yang perlu anda lakukan jika anda mahu menarik diri?

Anda boleh menarik diri dari menyertai kajian penyelidikan ini pada bila-bila masa tanpa sebarang risiko pada diri anda.

Anda boleh pilih untuk berhenti penyertaan anda pada bila-bila masa sahaja. Anda TIDAK akan menanggung sebarang risiko jika anda menarik diri.

[Penyelidik boleh menarik penyertaan anda pada bila-bila masa sahaja.]

Jika terdapat apa-apa persoalan sekarang atau pada bila-bila masa, anda boleh berbincang bersama-sama saya Diyana Kamarudin (Diyana.kamarudin@wmich.edu atau +1 269 532 0093) atau penasihat saya, Dr. Gary Miron (Gary.miron@wmich.edu atau +1 269-387-8293). Anda juga boleh menghubungi Ketua, Human Subjects Institutional Review Board (+1 269 873 8293) atau Naib Presiden Kajian (+1 269 873 8298) jika ada sebarang pertanyaan atau jika ada masalah yang berlaku sepanjang kajian ini.

Surat edaran ini telah di luluskan oleh Human Subjects Institutional Review Board (HSIRB) untuk tempoh satu tahun seperti yang telah dicopkan di atas. Anda tidak di galakkan menyertai kajian ini jika tarikh di atas adalah lebih daripada satu tahun.

Saya telah membaca surat keizinan ini. Risiko dan manfaat telah di terangkan kepada saya. Saya bersetuju untuk menyertai kajian ini.

Sila Tulis Nama Anda Disini

Tandatangan Peserta

Tarikh

APPENDIX C2: INFORMED CONSENT FORM FOR PARTICIPANT (Copy for Micro Level Participant)

Western Michigan University
Department of Evaluation, Measurement and Research

Principal Investigator: Dr. Gary Miron
 Researcher: Diyana Kamarudin
 Title of Study: Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context.

You have been invited to participate in a research project titled "*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context.*" This project will serve as Diyana Kamarudin's dissertation for the requirements of the Doctor of Philosophy in Evaluation, Measurement and Research. This consent document will explain the purpose of this research project and will go over all of the time commitments, the procedures used in the study, and the risks and benefits of participating in this research project. Please read this consent form carefully and completely and please ask any questions if you need more clarification.

What are we trying to find out in this study?

This study seeks to find out how researchers get participants to open up through online interviews compared to traditional face-to-face interview and what the researchers feel throughout the whole process. It also looks at how participants react to online interviews compared to the traditional method through memos and whether or not computer mediated communication makes a difference in the way a participant answers their interview question and in what aspect.

Who can participate in this study?

The research participants in this study will consist of 10 researcher participants and 30 Malay parents. To make it fair and unbiased to the data, the first ten researcher participants who fit the criteria and the first 30 Malay parents who volunteers will be recruited.

Where will this study take place?

You will be asked to participate in a brief survey, which you may fill out at any time before the interviews at home or anywhere that is of convenience for you. You will be asked to participate in two interviews which are the online face-to-face interview as well as a traditional face-to-face interview. You could participate in the online interview from home as well as completing the memo from your respective homes or anywhere that is of convenience for you. You would need to come to a location secured by the researcher to

participate in the traditional face-to-face interview.

What is the time commitment for participating in this study?

You would be asked to participate in an online brief survey which would take approximately 10 minutes. You would also be asked to participate two interviews (the online interview, and the traditional face-to-face interview) which would take approximately 60 minutes and also participate in memo writing after each interview which would take approximately 15-20 minutes for each memo. The overall total amount of time approximated for each Malay parent is 110 minutes.

What will you be asked to do if you choose to participate in this study?

You would be asked to participate in an online brief survey which would take approximately 10 minutes. You would also be asked to participate two interviews (the online interview, and the traditional face-to-face interview) which would take approximately 30 minutes each and also participate in memo writing after each interview which would take approximately 15-20 minutes for each memo.

What information is being measured during the study?

This section will describe the measurements that we are going to take during your participation in the study. researcher participants will be asked to participate in three online interviews, three traditional face-to-face interviews, write in six memos and participate in an online face-to-face interview. Parent participants will be asked to participate in a brief survey, an online interview, a traditional face-to-face interview and a two memos. Interviews will be conducted through web cam as well as in person.

What are the risks of participating in this study and how will these risks be minimized?

As in all research, there may be unforeseen risks to the participant. All information and responses in connection with this study will remain confidential. Only the researcher, Diyana Kamarudin; investigator, Dr. Gary Miron, will have access to the data. Neither your name nor any identifying information will be used in the reports of the study. For both the online and traditional interview, the whole interaction would be recorded, but there will be no other individual present at either the participant's side besides the participant and the researcher. During the online interview with the researcher, only the audio would be recorded and transcribed. After all observations has been conducted, all recordings will be destroyed after all transcriptions have been done to minimize risks.

What are the benefits of participating in this study?

There are no direct benefit to you as a participant. The benefit of this study would be that it would provide a better understanding to the researcher participants, universities and organization on how to better prepare students on how to conduct an online interview.

Are there any costs associated with participating in this study?

The time required for participating in a 10 minutes brief survey, two 30 minute interviews (online interview and traditional interview) and two 15-20 minute memo writing after each interview could be a potential cost. This study will take approximately 110 minutes for each parent participant. To make time for writing in the memo could be a cost as well as a discomfort and inconvenience associated with recording memo entries are potential risks. There will be no compensation if you decide not to participate. There is no financial cost to participate in this study.

Who will have access to the information collected during this study?

Only the researcher, Diyana Kamarudin and investigator, Dr. Gary Miron; and the researcher participants that interviewed you will have access to the data.

What if you want to stop participating in this study?

You have the right to withdraw from participation anytime without any problems prior to completion of data collection.

You can choose to stop participating in the study at anytime for any reason. You will not suffer any prejudice or penalty by your decision to stop your participation. You will experience NO consequences either academically or personally if you choose to withdraw from this study.

[The investigator can also decide to stop your participation in the study without your consent.]

Should you have any questions prior to or during the study, you can contact the primary investigator, Diyana Kamarudin at +60123979767 or diyana.kamarudin@wmich.edu or my advisor, Dr. Gary Miron or gary.miron@wmich.edu. You may also contact the Chair, Human Subjects Institutional Review Board at 269-387-8293 or the Vice President for Research at 269-387-8298 if questions arise during the course of the study.

This consent document has been approved for use for one year by the Human Subjects Institutional Review Board (HSIRB) as indicated by the stamped date and signature of the board chair in the upper right corner. Do not participate in this study if the stamped date is older than one year.

I have read this informed consent document. The risks and benefits have been explained to me. I agree to take part in this study.

Please Print Your Name

Participant's signature

Date

APPENDIX C2

[MALAY TRANSLATION CONSENT FORM FOR MICRO LEVEL PARTICIPANT]

BORANG KEIZINAN KAJIAN UNTUK PESERTA

(Salinan Peserta Peringkat Micro)

Western Michigan University, Amerika Syarikat

Jabatan Komunikasi Media

Penyelidik: Dr. Gary Miron

Pelajar Penyelidik: Diyana Kamarudin

Tajuk Kajian: “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context.”

Anda dipelawa untuk menyertai projek kajian bertajuk “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context”, Kajian ini adalah bertujuan untuk mengkaji pengalaman di temubal “online” berbanding temubual tradisional bersemuka di Malaysia. Topik yang akan diguna semasa temubual adalah bagaimana televisyen memberi kesan kepada pemahaman kanak-kanak dalam media. Kajian ini akan di laksanakan oleh pelajar Ph.D, Diyana Kamarudin daripada Western Michigan University, Amerika Syarikat daripada jabatan evaluation, measurement and research. Kajian ini adalah sebahagian daripada pengajian khusus dissertation untuk Diyana Kamarudin.

Apa yang dicari melalui kajian ini.

Kajian ini adalah bertujuan untuk mengkaji pengalaman dan perspektif penyelidik dan peserta di temubal “online” berbanding temubual tradisional di Malaysia. Kajian ini juga ingin mengkaji bagaimana penyelidik boleh menarik perhatian peserta supaya peserta lebih selesa melalui temubual “online”. Selain itu, kajian ini juga ingin melihat samaada temubual online mempengaruhi cara peserta berinteraksi.

Siapa boleh menyertai kajian ini.

Kajian ini memerlukan 10 penyelidik and 30 ibu bapa. Kesemua 10 penyelidik dan 30 ibu bapa akan di ambil di Malaysia. Untuk menjadi adil, hanya 10 penyelidik dan 30 ibu bapa yang bersetuju untuk menyertai projek ini akan dipilih untuk menyertai kajian ini.

Berapa lamakah masa yang patut diluangkan untuk kajian ini?

Anda akan diminta mengisi satu survey online, dianggarkan untuk 10 minit, dan kemudian anda akan diminta menghadiri dua sesi temubual bersama peserta penyelidik (satu sesi temu bual online dan satu sesi temubual bersemuka tradisional). Setiap temubual ini dianggarkan akan berlangsung selama 30 minit. Anda juga akan diminta untuk mengisi memo diakhir setiap temubual anda bersama pelajar penyelidik. Pengisian

memo ini dianggarkan selama 15-20 minit untuk setiap satu. Jumlah masa yang perlu diluangkan untuk menyertai kajian ini adalah selama 110 minit.

Apa yang anda perlu lakukan jika anda memilih untuk menyertai kajian ini. Anda akan diminta mengisi satu survey online, dianggarkan untuk 10 minit, dan kemudian menghadiri satu sesi temu bual online bersama seorang pelajar penyelidik. Temubual ini dianggarkan akan berlangsung selama 30 minit. Anda juga akan diminta untuk mengisi diari online diakhir temubual anda bersama pelajar penyelidik. Pengisian diari online ini dianggarkan selama 15-20 minit.

Apa maklumat yang akan dikaji sepanjang kajian ini. Anda akan diminta mengisi satu survey online, dianggarkan untuk 10 minit, dan kemudian anda akan diminta menghadiri dua sesi temubual bersama peserta penyelidik (satu sesi temu bual online dan satu sesi temubual bersemuka tradisional). Setiap temubual ini dianggarkan akan berlangsung selama 30 minit. Anda juga akan diminta untuk mengisi memo diakhir setiap temubual anda bersama pelajar penyelidik. Pengisian memo ini dianggarkan selama 15-20 minit untuk setiap satu.

Apakah risiko didalam menyertai kajian ini dan bagaimanakan ianya boleh di kurangkan? Seperti semua kajian, pasti ada risiko yang tidak diduga. Segala maklumat anda akan di rahsiakan. Hanya penyelidik, pelajar penyelidik dan pelajar penyelidik boleh melihat data. Nama atau apa-apa informasi anda tidak akan diletak di dalam kertas kajian ini. Walaupun kajian akan dilakukan melalui kamera web, tiada orang yang akan hadir di dalam bilik temubual selain penyelidik. Temubual akan direkod untuk observation. Temubual diantara peserta penyelidik dan penyelidik hanya akan dirakam secara audio. Setelah semua observation dan transkrip telah dilakukan, semua rakaman akan dimusnahkan.

Apakah manfaat untuk menyertai kajian ini?

Bahagian ini akan memberitahu apa yang akan peserta perolehi sekiranya dia berminat untuk menyertai. Tiada faedah secara langsung yang peserta ibu bapa akan dapat selain menolong memajukan bahagian penyelidikan dan kajian Malaysia. Ibu bapa juga akan dapat belajar mengenai teknik temubual yang baru. Selain itu, projek ini juga akan menolong university Malaysia untuk memahami lebih mendalam dengan kaedah kaedah online.

Apakah risiko dan keselesaan yang berkenaan dengan menyertai kajian ini?

Masa yang perlu diluangkan untuk mengisi survey online, menghadiri dua sesi temubual bersama peserta penyelidik dan mengisi memo adalah satu risiko. Ini adalah kerana sekiranya peserta ingin menyertai projek ini kerana peserta memerlukan 110 minit untuk setiap seorang. Masa untuk menulis di dalam memo ini juga boleh menjadi satu risiko dan boleh menyebabkan penyerta tidak selesa dengan masa yang perlu diluangkan. Anda boleh menarik diri pada bila-bila masa tanpa sebarang risiko pada diri anda.

Siapakah yang boleh mengakses data yang telah dikumpul?

Hanya pelajar penyelidik, Diyana Kamarudin; dan penyelidik, Dr. Gary Miron; dan pelajar penyelidik yang menemuramah anda sahaja yang boleh mengakses data yang telah dikumpul.

Apa yang perlu anda lakukan jika anda mahu menarik diri?

Anda boleh menarik diri dari menyertai kajian penyelidikan ini pada bila-bila masa tanpa sebarang risiko pada diri anda.

Anda boleh pilih untuk berhenti penyertaan anda pada bila-bila masa sahaja. Anda TIDAK akan menanggung sebarang risiko jika anda menarik diri.

[Penyelidik boleh menarik penyertaan anda pada bila-bila masa sahaja.]

Jika terdapat apa-apa persoalan sekarang atau pada bila-bila masa, anda boleh berbincang bersama-sama saya Diyana Kamarudin (Diyana.kamarudin@wmich.edu atau +1 269 532 0093) atau penasihat saya, Dr. Gary Miron (Gary.miron@wmich.edu atau +1 269-387-8293). Anda juga boleh menghubungi Ketua, Human Subjects Institutional Review Board (+1 269 873 8293) atau Naib Presiden Kajian (+1 269 873 8298) jika ada sebarang pertanyaan atau jika ada masalah yang berlaku sepanjang kajian ini.

Surat edaran ini telah di luluskan oleh Human Subjects Institutional Review Board (HSIRB) untuk tempoh satu tahun seperti yang telah dicopkan di atas. Anda tidak di galakkan menyertai kajian ini jika tarikh di atas adalah lebih daripada satu tahun.

Saya telah membaca surat keizinan ini. Risiko dan manfaat telah di terangkan kepada saya. Saya bersetuju untuk menyertai kajian ini.

Sila Tulis Nama Anda Disini

Tandatangan Peserta

Tarikh

APPENDIX D1: MEMO (researcher participantS)

Western Michigan University

Department of Evaluation, Measurement and Research

Investigator: Dr. Gary Miron

Researcher: Diyana Kamarudin

Study Title: Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context.

By turning in this memo indicates that you as the researcher participant gave the researcher your permission to use your written answer from the memo in the study. To protect you as the participant, no identifying information will be used. Only the participant's answers would be used in this study.

Instructions –

- Fill out memos after each interview with the parents.
 - Memos may be returned by email to Diyana.Kamarudin@wmich.edu as an attachment or turn in as a hard copy to the researcher.
1. Time and date of entry:
 2. Name of researcher participant filling out this memo:
 3. Please circle which type of interview method this was.
 - Online face-to-face interview
 - Traditional face-to-face interview
 4. How did you introduce your self and try to establish rapport with your participant?
 5. How was your experience of interviewing the participant?
 6. How did you probe or try to get the participants to keep going with their current responses?
 7. If your participant went off track, how did you bring him/her back on track?
 8. Did you run across any difficulties while interviewing participants online?

9. How did you engage with your participant and what did you do to try and get them to be more comfortable?
10. What have you learned throughout this whole process?
11. Was there any technical difficulties that you encountered? If there was can you elaborate?
12. What do you think you could do in future online interviews to improve?
13. Is there anything else you would like to comment on based on your online interview experience?

APPENDIX D1

[MALAY TRANSLATION FORM]

MEMO (PENYELIDIK)

Western Michigan University

Jabatan Evaluation, Measurement and

Penyelidik: Dr. Gary Miron

Pelajar Penyelidik: Diyana Kamarudin

Tajuk Kajian: “Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context.”

Dengan memulangkan memo ini, anda sebagai penyelidik memberi kebenaran kepada penyelidik untuk menggunakan jawapan bertulis anda di dalam kajiannya. Untuk melindungi anda sebagai peserta, tiada maklumat yang boleh mengenal pasti akan diguna. Hanya jawapan peserta akan digunakan dalam kajian ini.

Arahan –

- Memo ini hendaklah diisi setiap kali tamatnya temubual online bersama ibu bapa.
- Memo boleh dipulangkan melalui emel, diyana.kamarudin@wmich.edu sebagai attachment, atau memulangkan kertas secara pos atau boleh ditinggalkan kepada pembantu penyelidik.

1. Tarikh dan masa diisi:
2. Nama pelajar penyelidik yang mengisi diari ini :
3. Bulatkan jenis temubual:
 - Temubual Online
 - Temubual Tradisional
4. Bagaimana anda memperkenalkan diri supaya peserta berasa selesa dan tenang sebelum memulakan temubual?
5. Apakah pengalaman anda menebual peserta?

6. Bagaimana anda cuba mendalami topik atau cuba untuk mendapatkan peserta untuk terus bercakap mengenai jawapan mereka.
7. Jika peserta anda lari daripada topik asal, bagaimana anda bawa mereka kembali ke topik yang sepatutnya?
8. Adakah anda menemui apa apa kesulitan semasa menemubual peserta online?
9. Bagaimana anda menemubual peserta anda dan apakah teknik yang anda lakukan supaya peserta anda selesai semasa temuramah.
10. Apakah yang anda pelajari daripada pengalaman ini?
11. Adakah masalah teknikal yang anda hadapi semasa temubual online? Jika ada, sila terangkan.
12. Apakah yang anda fikir boleh dilakukan di dalam interview pada masa akan datang untuk memperbaiki cara atau teknik temubual online anda?
13. Adakah apa apa yang anda ingin mengulas/tambah mengenai pengalaman temubual online anda?

APPENDIX D2: MEMO (PARENTS)

Western Michigan University

Department of Evaluation

Investigator: Dr. Gary Miron

Researcher: Diyana Kamarudin

Study Title: Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context.

By turning in this memo indicates that you gave the researcher your permission to use your written answer from the memo in the study. To protect you as the participant, no identifying information will be used. Only your answers would be used in this study.

Instructions –

- Fill out memo after completion of your online interview.

- Memos may be returned by email as an attachment to

Diyana.Kamarudin@wmich.edu.

1. Time and date of entry:
2. Name of parent/s filling out this memo:
3. Please circle which type of interview method this was.
 - Online face-to-face interview
 - Traditional face-to-face interview
4. What was your first perception of online interview, before the actual interview?
5. What was your reaction to the way the interviewer introduced themselves?
6. In your opinion, were they successful in making you feel comfortable?
7. After being interviewed online, can you describe your experience of participating in an online interview?
8. In terms of convenience, what are your perceptions of online interview?
9. Do you feel that you could open up more to the researcher compared to traditional face-to-face interview?

10. Can you further elaborate your answer?
11. Do you feel comfortable or uncomfortable being interviewed online? Can you explain your answer?
12. For online interview only - Would you have answered or talked differently if it were a normal face-to-face interview?
13. How do you think the researcher could improve his/her online interview technique?
14. Which of the two interview methods (online or traditional) do you feel more comfortable with and why?
15. What are your opinions on your experience of completing the online survey?
(example : Was it user friendly? Was it manageable? Was it easily accessible?)
16. Is there anything else you would like to add/comment on based on your online interview experience?
17. Is there anything else you would like to add/comment on based on your online survey experience?
18. Is there anything else you would like to add/comment on based on your memoing experience?

APPENDIX D2

[MALAY TRANSLATION FORM]

MEMO UNTUK IBU BAPA

Western Michigan University
Jabatan Komunikasi Media

Penyelidik: Dr. Gary Miron

Pelajar Penyelidik: Diyana Kamarudin

Tajuk Kajian: “An In Depth Qualitative Research on the Experiences of Online Methods by Researchers and Participants from Malaysia.”

Dengan memulangkan memo ini, anda sebagai peserta member kebenaran kepada penyelidik untuk menggunakan jawapan bertulis anda di dalam kajiannya. Untuk melindungi anda sebagai peserta, tiada maklumat yang boleh mengenal pasti akan diguna. Hanya jawapan peserta akan digunakan dalam kajian ini.

Arahan –

- Isi memo ini selepas tamat temubual online.
- Memo boleh dipulangkan melalui emel, diyana.kamarudin@wmich.edu sebagai attachment, atau memulangkan kertas secara pos atau boleh ditinggalkan kepada pembantu penyelidik.

1. Tarikh dan masa diisi:
2. Nama ibu atau bapa yang mengisi memo ini :
3. Bulatkan jenis temubual:
 - Temubual Online
 - Temubual Tradisional
4. Apakah persepsi pertama anda mengenai temubual online sebelum ditemubual?
5. Apakah reaksi anda terhadap cara penyelidik memperkenalkan diri dan memulakan perbualan?
6. Pada pendapat anda, adakah mereka berjaya membuat anda rasa selesa?

7. Selepas ditemubual online, apakah pendapat anda mengenai pengalaman semasa ditemubual menggunakan kaedah online?
8. Dari segi kemudahan dan kesenangan, apakah persepsi anda terhadap temubual online?
9. Adakah anda rasa anda boleh bercakap dengan lebih terbuka dengan menggunakan kaedah online?
10. Bolehkan anda menghuraikan jawapan anda?
11. Adakah anda rasa selesa atau tidak semasa ditemubual online? Sila jelaskan jawapan anda.
12. Untuk temubual online sahaja - Jika temubual anda ini adalah temubual biasa (bersemuka) dan bukannya temubual online, adakah anda rasa jawapan anda atau cara anda menjawab soalan itu akan berbeza?
13. Bagaimana anda fikir penyelidik boleh meningkatkan teknik / wawancara beliau di dalam temubual online?
14. Apakah pendapat anda berkenaan dengan survey online yang telah anda isi? (contohnya : adakah ianya 'user friendly?' senang untuk diuruskan? Senang untuk diakses?)
15. Dengan membandingkan kaedah temubual online dan temubual biasa, temubual yang manakan membuatkan anda rasa lebih selesa dan kenapa?
16. Adakah apa apa yang anda ingin mengulas/tambah mengenai pengalaman temubual online anda?
17. Adakah apa apa yang anda ingin mengulas/tambah mengenai pengalaman survey online anda?

18. Adakah apa apa yang anda ingin mengulas/tambah mengenai pengalaman memo online anda?

APPENDIX E: INTERVIEW SCRIPT

[The interview script is only a guide, as the researcher participant should try their own techniques to ease the parent participants into making them feel more comfortable coming into the interview.]

Hi. My name is [researcher participant's name]. I am a researcher from [researcher participant's university/ researcher's organization]. I have here with me a copy of the consent form that you previously signed. I have also attached the consent form for your review via email an hour ago. Before we begin our interview, I would like you to review your consent form and you could ask me questions at any time. I want to remind you that this is a copy of your previously signed consent form. Please tell me whether you have received it or not. I want to inform you once again that this interview will be recorded. This interview will be approximately half an hour long. If you have any questions, please do not hesitate to ask me at any time.

APPENDIX E

[MALAY TRANSLATION SCRIPT]

[INTERVIEW SCRIPT]

[Skrip temubual ini hanyalah panduan untuk penyelidik. Penyelidik perlu mencuba teknik masing masing untuk membuat peserta rasa selesa untuk ditemuduga. Contohnya, salam semasa berjumpa, memberi salam dan sebagainya]

SKRIP TEMUBUAL

Assalamualaikum. Nama saya [nama penyelidik]. Saya adalah pelajar sarjana/penyelidik daripada [universiti penyelidik/organization penyelidik]. Saya ada di sini bersama saya salinan surat keizinan yang telah di tandatangani oleh tuan/puan. Saya juga telah menghantar salinan yang telah ditandatangani oleh tuan/puan ke emel tuan/puan. Sebelum kita memulakan temubual, saya ingin tuan/puan membuka surat keizinan yang telah di emel dan meneliti semula surat keizinan yang telah ditandatangani oleh tuan/puan. Saya ingin sekali lagi memperingatkan tuan/puan yang ini adalah surat keizinan yang telah ditandatangani oleh tuan/puan. Adakah tuan/puan telah menerima surat keizinan tuan/puan yang telah saya emelkan? Saya ingin sekali lagi mengingatkan tuan/puan yang temubual ini akan di rakam. Temubual ini dijangka akan berlangsung selama setengah jam. Jika tuan/puan ada sebarang pertanyaan, tuan/puan boleh berhenti dan bertanya saya pada bila-bila masa sahaja.

APPENDIX F1
INTERVIEW QUESTIONS BETWEEN RESEARCHER PARTICIPANTS AND
PARENT PARTICIPANTS
FIRST SET OF INTERVIEW QUESTIONS

(researcher participants are encouraged to probe and ask other questions that are not on this list as this will be a semi structured interview)

1. How often do you watch television with your children?
2. Do you discuss extensively to your children when they ask you a question about a certain scene from television?
3. Can you retell or describe a question or discussion you had with your child regarding television viewing or program.
4. Is television watching a family event? Can you describe the typical viewing of television by your family involving your child?
5. Do you think that advertising affects your children? Please describe why you think your child is affected or not affected. Please provide details, how do you know that your child is affected or not affected.
6. What are your primary concerns about your children and media at the moment? Please describe.
7. Are there times when your children are not allowed to watch television? Can you explain why?
8. Are there any programs that you think are not suitable for your children? Can you give me any examples?
9. What do you do when they want to watch to programs that you do not approve?
10. Are there any channels that you approve more than others?
11. Some parents have viewed television viewing as educational. What are your thoughts on this subject?
12. Do you discuss your children's television viewing with your spouse? If yes, what do you talk about?

APPENDIX F1
[MALAY TRANSLATION FORM]
[INTERVIEW QUESTIONS BETWEEN RESEARCHER PARTICIPANTS AND
PARENT PARTICIPANTS]
SOALAN TEMUBUAL PERTAMA DIANTARA PENYELIDIK DAN IBU BAPA

(Penyelidik digalakkan “probe” atau menanya soalan tambahan selain soalan yang telah disediakan oleh kerana format temubual ini adalah “semi structured interview”)

1. Adakah anda kerap menonton televisen bersama anak anda?
2. Adakah anda menjawab dengan jujur apabila di tanya oleh anak anda mengenai sesuatu rancangan atau apa yang telah ditonton?
3. Bolehkah anda menjelaskan atau menceritakan semula soalan atau perbincangan diantara anda dan anak anda mengenai rancangan televisen yang telah ditonton.
4. Adakah menonton televisen dianggap salah satu aktiviti bersama keluarga? Bolehkah anda terangkan suasana harian menonton televisen bersama anak anda?
5. Adakah iklan televisen mempengaruhi atau memberi kesan kepada anak anda? Terangkan mengapa anda fikir anak anda dipengaruhi atau tidak dipengaruhi oleh iklan di televisen. Bagaimana anda tahu anak anda dipengaruhi atau tidak.
6. Apabila anak-anak menonton televisen, apakah ianya membimbangkan anda? Bagaimana pula kesan iklan terhadap kanak-kanak? Apakah benda utama yang membimbangkan anda tentang media massa di zaman ini?
7. Ada masa tak anda tidak member kebenaran kepada anak anda untuk menonton televisyen? Boleh anda jelaskan sebabnya?
8. Program bagaimana yang anda fikir tidak sesuai untuk anak anda? Boleh anda berikan contoh?
9. Apa yang anda lakukan apabila anak anda mahu menonton program televisyen yang anda fikir tidak sesuai?
10. Adakah apa-apa channel yang anda suka berbanding yang lain? Dan kenapa?
11. Sesetengah ibu bapa berpendapat bahawa televisyen adalah satu alat pendidikan. Apakah pendapat anda berkenaan topik ini?

12. Adakah anda berbincang sesi menonton televisyen bersama anak kepada pasangan anda? Kenapa atau kenapa tidak? Apa yang anda bicarakan dan apakah jawapan pasangan anda? Terangkan.

APPENDIX F2
INTERVIEW QUESTIONS BETWEEN RESEARCHER PARTICIPANTS AND
PARENT PARTICIPANTS
SECOND SET OF INTERVIEW QUESTIONS

(researcher participants are encouraged to probe and ask other questions that are not on
this list as this will be a semi structured interview)

1. Do you often watch television with your child?
2. On school days, are your children allowed to watch television?
3. Do you view television as a leisure or educational? Why?
4. Do you feel children are safe watching television?
5. What are your views on advertisements? How do you monitor your children around advertisements?
6. What do you think are the effects of advertisements on children nowadays?
7. Do you think your child is affected by advertisements? Why?
8. Nowadays, a lot of parents leave children in front of the television unattended. What do you think about this?
9. How do you monitor your children's television viewing?
10. Does your spouse help monitor your children's television viewing?
11. Do you look for morals of the story when you watch television with your children?
12. What do you usually talk about when you watch television?

APPENDIX F2
[MALAY TRANSLATION FORM]
[INTERVIEW QUESTIONS BETWEEN RESEARCHER PARTICIPANTS AND
PARENT PARTICIPANTS]
SET SOALAN KEDUA TEMUBUAL DIANTARA PELAJAR PENYELIDIK DAN
IBU BAPA

(Penyelidik digalakkan “probe” atau menanya soalan tambahan selain soalan yang telah disediakan oleh kerana format temubual ini adalah “semi structured interview”)

1. Adakah anda kerap menonton televisen bersama anak anda?
2. Pada hari sekolah, adakah anak anda dibenarkan menonton televisen?
3. Pada pendapat anda, adakah menonton televisen ini satu aktiviti istirehat ataupun aktiviti yg bermanfaat?
4. Adakah anda rasa anak anak selamat menonton televisen?
5. Apakah pandangan anda terhadap iklan iklan di televisen? Bagaimana anda memantau anak semasa iklan?
6. Apakah kesan iklan terhadap anak anak sekarang?
7. Pada pendapat anda, adakah iklan mempengaruhi anak anda?
8. Sekarang, ramai ibu bapa yang meninggalkan anak di depan television dan rasa selamat dengan meninggalkan mereka di situ. Apakah pendapat anda tentang topik ini?
9. Bagaimana anda memantau anak anda semasa menonton?
10. Adakah pasangan anda tolong memantau anak menonton?
11. Adakah anda cari moral daripada cerita cerita yang ditonton?
12. Apakah yang selalu dibualkan semasa menonton televisen?

APPENDIX G

INTERVIEW BETWEEN RESEARCHER AND RESEARCHER PARTICIPANT

Interview questions will be developed for the interview protocol with the guidance of the researcher's advisor. For example, researcher participants may discuss about certain techniques used in the interview between the research participants and the parent participants. If this were found through coding and analysis, from the memo entry in the data, a specific interview question regarding researchers and interview techniques would be generated. In short, the interview questions are meant to explore, further codes and themes from the analysis of the diary data. Here are also additional questions from the researcher:

1. What did you think about your the online interviews?
2. Did you think you managed to establish rapport with the parents?
3. How did you get participants to engage in the interview?
4. What were your thoughts throughout the interview process?
5. Do you find online interview to be more convenient than the traditional face-to-face interview? What are your thoughts on this?
6. Do you think participants open up more through online interview compared to the traditional interview?
7. Was it hard to connect to the participant?
8. Did you think making eye contact was an important factor during the interview?
How did you manage to do it?

APPENDIX G

[MALAY TRANSLATION]

[INTERVIEW BETWEEN RESEARCHER AND RESEARCHER PARTICIPANT]
[TEMUBUAL DIANTARA PENYELIDIK DAN PELAJAR PENYELIDIK]

Soalan akan dibuat mengikut protokol temubual. Soalan akan dibuat bersama Penyelidik mengikut data yang didapati di dalam memo. Contohnya, jika pelajar penyelidik mengatakan bahawa mereka ada bercakap mengenai teknik yang diguna, satu soalan akan dibuat mengenai teknik di dalam interview. Penyelidik juga ada mempunyai soalan tambahan:

1. Apakah pendapat anda tentang temubual online bersama peserta?
2. Bagaimana anda dapatkan peserta untuk menyertai perbualan bersama anda dan cuba membuat mereka berasa selesa?
3. Apakah pendapat anda mengenai proses interview ini?
4. Adakah anda berpendapat temubual online lebih menyenangkan berbanding dengan temubual biasa? Apa pandangan anda tentang perkara ini?
5. Adakah anda berpendapat peserta jawapan yang diberi peserta lebih mendalam dengan menggunakan kaedah online ini atau tidak? Bolehkan anda terangkan jawapan anda?
6. Bagaimana anda cuba dapatkan peserta untuk bercerita?
7. Adakah “eye contact” penting semasa anda menemubual peserta? Jika ya, bagaimana anda lakukan “eye contact” semasa temubual online?

APPENDIX H
PERMISSION LETTER FROM MALAYSIAN LOCAL UNIVERSITY



UNIVERSITI KEBANGSAAN MALAYSIA
The National University of Malaysia

Human Subject Institutional Review Board
Western Michigan University
251 W Walwood Hall,
Kalamazoo,
Michigan MI 49008

Dear HSIRB,

RE: Permission to Conduct Research

This is to certify that Ms. Kamarudin's request to seek permission in conducting research with the Masters students here who has undergone a methods class, has been approved. If you have any inquiries, please do not hesitate to contact me, Dr. Mohd Hanafi Mohd Yasin at 60172127163 or 60389216251.

Thank you.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Mohd Hanafi Mohd Yasin'.

(Dr. Mohd Hanafi Mohd Yasin)
Senior Lecturer,
Faculty of Education
University Kebangsaan Malaysia.

APPENDIX I
PERMISSION LETTER FROM MALAYSIAN PRIMARY SCHOOL



SEKOLAH KEBANGSAAN LEREH
76400 TANJUNG KLING
MELAKA

TEL : 06-3154264
FAX : 06-3154919

Ruj. Kami : SKML600/1(1)
Tarikh : 21 Februari 2012

To,

HSIRB
Western Michigan University
Kalamazoo
USA

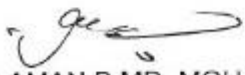
Dear Sir,

APPROVAL FOR DOING RESEARCH

This is to certify that I, Sulaman b. Md. Mohamad as Head Teacher of Sekolah Kebangsaan Lereh, Melaka, Malaysia, allow Diyana Kamarudin, a PhD student from Western Michigan University, America to conduct her research titled "An in Depth Qualitative Research on the Experiences of Online Methods by Researchers and Participants from Malaysia" with parents from my school.

Please do not hesitate to call 06-3154264 for any enquiries.

Yours sincerely,


(SULAMAN B MD. MOHAMAD)
HEAD TEACHER
SEK. KEB. LEREH, MELAKA
MALAYSIA



APPENDIX J

STUDENT PARTICIPATION FORM

You are invited to participate in a research project titled, “*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context*”, designed to analyze the experiences of conducting an online interview compared to conducting a traditional face-to-face interview. The topic of discussion will be on mediation styles that parents use to mediate their children’s television viewing habits. The study is being conducted by graduate student, Diyana Kamarudin of Western Michigan University, from the department of Evaluation, Measurement and Research. This research is being conducted as part of Doctoral Dissertation requirements for Diyana Kamarudin. Potential participants would be participating in an online interview, an online diary and a traditional face-to-face interview with Diyana Kamarudin. If you chose to participate, you will participate in a 20 minute interview training session, interview 3 parents, twice (online interview and traditional interview). It will take approximately 30 minutes per interview. Participants will be asked to participate in memo writing after each interview. The memos would take approximately 15-20 minutes to complete. Each memo has to be completed after each online interview. You will be asked to email or hand in the hard copy of the memos to the researcher. You will then be asked to participate in an online face-to-face interview with the researcher. The interview with the researcher will take approximately 30 minutes. The research project will follow guidelines for confidentiality as established by Human Subjects Institutional Review Board at Western Michigan University.

Would you like to participate in this study?

- ☐ Yes
☐ No

If yes, please provide your name and check the time you most likely would be able to come in to go through the consent document.

Name: _____

Time:

- ☐ Monday 1p.m - 2p.m
☐ Wednesday 3p.m – 4 p.m
☐ Friday 2p.m – 3 p.m.

If you are unable to come, and would still like to participate in this study, please contact Diyana Kamarudin at diyana.kamarudin@wmich.edu , +60123979767 to arrange for an information meeting and to go over the consent forms and conditions for participation.

APPENDIX J

[MALAY TRANSLATION FORM]

[STUDENT PARTICIPATION FORM]

[BORANG MENYERTAI KAJIAN]

Anda dipelawa untuk menyertai projek kajian bertajuk “*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context*”, Kajian ini adalah bertujuan untuk mengkaji pengalaman di temubual “online” berbanding temubual tradisional di Malaysia. Topik yang akan diguna semasa temubual adalah bagaimana televisyen memberi kesan kepada pemahaman kanak-kanak dalam media. Kajian ini akan di laksanakan oleh pelajar Ph.D, Diyana Kamarudin daripada Western Michigan University, Amerika Syarikat daripada jabatan Evaluation, Measurement and Research. Kajian ini adalah sebahagian daripada pengajian khusus disertation untuk Diyana Kamarudin. Jika anda bersetuju untuk menyertai kajian ini, anda akan diminta untuk melalui sesi latihan temubual online selama 20 minit. Setiap peserta juga akan menemubual 3 orang yang berlainan, dua kali (temubual online dan temubual tradisional). Peserta juga akan diminta untuk menulis di dalam memo selepas setiap temubual. Di hujung kajian ini, peserta akan ditemubual oleh Diyana Kamarudin. Setiap temubual bersama peserta adalah dianggarkan selama 30 minit. Pengisian memo dianggarkan selama 15-20 minit, manakala temubual bersama penyelidik dianggarkan selama 30 minit. Projek kajian ini akan mengikut peraturan “Human Subjects Institutional Review Board” (HSIRB) di Western Michigan University.

Adakah anda berminat untuk menyertai kajian ini?

- ☐ Ya
- ☐ Tidak

Jika anda berminat untuk menyertai kajian ini, sila tanda masa yang sesuai untuk membaca surat keizinan dan syarat-syarat untuk penyertaan.

Masa:

- ☐ Isnin 1:00 – 2:00
- ☐ Rabu 3:00 – 4:00
- ☐ Jumaat 2:00 – 3:00

Jika anda berminat untuk menyertai kajian ini dan tidak boleh hadir pada masa yang di tentukan, sila hubungi Diyana Kamarudin di Diyana.kamarudin@wmich.edu atau +60123979767 untuk mengaturkan satu perjumpaan. Perjumpaan ini adalah untuk membaca surat keizinan dan syarat-syarat untuk penyertaan.

APPENDIX K

SURVEY

You have been invited to participate in a research project titled "Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context". This project will serve as Diyana Kamarudin's dissertation for the requirements of the Evaluation, Measurement and Research Doctoral Study, under the supervision of Dr. Gary Miron, professor and principal investigator for the project, at Western Michigan University. By completing this questionnaire, it will help the researcher develop interview questions for the online interview.

This questionnaire is confidential. Your privacy and responses will be respected. Only the researcher, the researcher's supervisor, and the researcher participants assigned to interview you will be able to access the data. You can choose to stop participating in the study at anytime for any reason. You will not suffer any prejudice or penalty by your decision to stop your participation. You will experience NO consequences in any way if you choose to withdraw from this study. If you have any questions or concerns, please contact Diyana Kamarudin at diyana.kamarudin@wmich.edu or +60123979767

1. Age of parent filling this out:
 - ☐ 21-30
 - ☐ 31-40
 - ☐ 41-50
 - ☐ 51 and above
2. Working status:
 - ☐ Working full time
 - ☐ Working part time
 - ☐ Choose not to work
3. How many children do you have?
 - ☐ 1-2
 - ☐ 3-4
 - ☐ 5-6
 - ☐ 7 or more
4. Have you ever participated in any type of online interview?
 - ☐ Yes
 - ☐ No

5. Have you ever participated in a face-to-face online interview before?
- ☐ Yes
- ☐ No
6. Have you ever used an online communication tool, such as Skype before?
- ☐ Yes
- ☐ No
7. Can you describe your online survey experience? How did you feel about the experience of logging onto the website and going through the online survey?

APPENDIX K
[MALAY TRANSLATION FORM]
[SURVEY]
SURVEY

Anda dipelawa untuk menyertai projek kajian bertajuk “*Comparing Online and Traditional Interview Techniques: A Qualitative Study of the Experiences of Researchers and Participants in the Malaysian Context*”, Kajian ini adalah bertujuan untuk mengkaji pengalaman di temubal “online” berbanding temubual tradisional di Malaysia. Kajian ini akan di laksanakan oleh pelajar Ph.D, Diyana Kamarudin daripada Western Michigan University, Amerika Syarikat daripada jabatan Evaluation, Measurement and Research di bawah bimbingan Dr. Gary Miron. Kajian ini adalah sebahagian daripada pengajian khusus disertation untuk Diyana Kamarudin.

Borang soal selidik ini adalah sulit. Jawapan dan privasi anda akan dihormati. Hanya penyelidik, supervisor penyelidik dan pelajar penyelidik yang menemubual anda akan dapat akses ke data. Anda boleh menarik diri dari menyertai kajian penyelidikan ini pada bila-bila masa tanpa sebarang risiko pada diri anda. Anda boleh pilih untuk berhenti penyertaan anda pada bila-bila masa sahaja. Anda TIDAK akan menanggung sebarang risiko jika anda menarik diri. Jika anda apa-apa pertanyaan, anda boleh hubungi Diyana Kamarudin di diyana.kamarudin@wmich.edu atau di +60123979767.

1. Umur ibu bapa yang mengisi boring:

- ☐ 21-30
- ☐ 31-40
- ☐ 41-50
- ☐ 51 keatas

2. Status pekerjaan:

- ☐ Bekerja sepenuh masa
- ☐ Bekerja separuh masa
- ☐ Memilih untuk tidak bekerja

3. Anda mempunyai berapa ramai anak?

- ☐ 1-2
- ☐ 3-4
- ☐ 5-6
- ☐ 7 atau lebih

4. Sebelum ini, pernahkah anda mengambil bahagian dalam apa apa jenis temubual online?

- ☐ Ya
- ☐ Tidak

5. Sebelum ini, pernahkah anda mengambil bahagian dalam apa apa jenis temubual bersemuka online (dapat melihat penemuduga)?

- ☐ Ya
- ☐ Tidak

6. Pernahkah anda menggunakan alat komunikasi online seperti Skype?

- ☐ Ya
- ☐ Tidak

7. Bolehkah anda memberi pengalaman mengisi boring survey online ini (daripada log in ke email dan sampai ke hujung borang ini)?

APPENDIX L
 PERMISSION LETTER FROM SOUTHEAST ASIAN MINISTERS OF EDUCATION
 ORGANISATION REGIONAL CENTRE FOR SPECIAL EDUCATION



Southeast Asian Ministers of Education Organisation
 Regional Centre for Special Education

Ref : SEAMEO/SEN/05/15 Jld.1 (244)
 Date : 8th January 2015

Diyana Kamarudin
 6339 Sitka Spruce St,
 Portage,
 Michigan 49024,
 U.S.A.

Dear Diyana Kamarudin,

PERMISSION TO RECRUIT RESEARCHERS

Thank you for seeking our researchers to participate in your research entitled "An in Depth Qualitative Research on the Experiences of Online Methods by Researchers and Participants in the Malaysian Context".

We are happy to be part of your research members. We will give you our full support in conducting the interview as well as survey from the Malaysian perspective.

Look forward to hearing from you soon.

Best wishes,

"Strive for Excellence"

(DATIN DR. HJH. YASMIN HUSSAIN)
 Director
 Regional Centre For Special Education
 SEAMEO SEN

APPENDIX M

Interview Questions

1. What is your experience interviewing participants through the face-to-face interview?
2. What is your experience interviewing participants through Skype?
3. As a researcher, how did you make them open up?
4. Some participants said they felt a little odd being interviewed online. How did you make them feel comfortable being in an online setting?
5. Some participants said that they were proud to have researchers that have great manners upon meeting them. How much do you think that this affects the interview?
6. What do you think about this scenario in a Skype setting?
7. In our culture, usually we look in a person's eye when talking. How did you manage this in the Skype interview?
8. I notice after shaking hands, researchers would start talking about families, and work with the participants, but not as much in the Skype interview. Can you elaborate on this?
9. Some participants have said that they felt comfortable being interviewed. Can you talk about the technique that you used?
10. Technically, how did you as a researcher manage to look at the questions, look after Skype program, look at the participant while making them feel comfortable at the same time?

11. Some participants have said that they were nervous while being interviewed online, compared to the traditional interview, where you can use your hands and body language while telling their story.
12. I noticed sometimes the line goes off, or hang. How did you as a researcher bring the participants back, and continue the conversation?
13. What is your view on the impact of not being able to shake participant's hands, and introduce yourself in an online setting?
14. Through my observation, I noticed the dynamic of men and women in an interview and that they were not as close or friendly compared to if they were interviewing the same gender. This wasn't the case in an online setting, where the same researchers would treat the same participants in a friendlier, more open manner. Can you elaborate on this for me?
15. Can you describe your experience and what you learned from the first, to the second and third participant?

APPENDIX M

Interview Questions

[TRANSLATION OF INTERVIEW QUESTIONS]

[SOALAN TEMUBUAL]

1. Apakah pengalaman menemubual peserta melalui temubual bersemuka?
2. Apakah pengalaman menemubual peserta melalui temubual online?
3. Bagaimana anda sebagai seorang penyelidik membuat peserta mula bercerita, atau bagaimana anda hendak mendapat kepercayaan mereka untuk mula bercerita?
4. Setengah peserta menyatakan mereka janggal ditemubual online. Bagaimana anda sebagai penyelidik membuat mereka selesa dari jarak jauh?
5. Peserta menyatakan mereka bangga dengan budi bahasa dan kesopanan penyelidik semasa bertemu. Bagaimana anda rasa ini boleh effect sesuatu temubual?
6. Bagaimana pula dengan Skype?
7. Dalam adat kita, kebiasaanya kita melihat mata orang semasa bercakap. Bagaimana pula pengalaman encik/puan semasa temubual Skype?
8. Saya perasa, lepas bersalaman, penyelidik berbual kosong dahulu dengan peserta, tetapi jarang berlaku di Skype. Boleh ceritakan pengalaman Tuan/Puan?
9. Peserta menyatakan mereka sangat selesa semasa ditemubual.boleh ceritakan tentang cara atau technique yang digunakan?

10. Dari segi technical, macam mana anda sebagai researcher mengurus kesemuanya sambil melihat soalan, menjaga line Skype, pandang peserta dan membuat mereka berasa selesa?
11. Peserta menyatakan mereka gugup semasa ditemubual Skype berbanding bersemuka di mana kita boleh menggunakan tangan dan body language untuk bercerita. Boleh encik/puan ceritakan pandangan encik/puan.
12. Saya perasan kadang-kadang line hilang, atau hang. Macam mana anda sebagai penyelidik sambung kembali dengan perbualan anda?
13. Apa pandangan encik/puan tentang impact tidak dapat bersalaman dan memperkenalkan diri di Skype interview?
14. Dari segi dinamik, saya perhatikan di temuramah bersemuka perempuan dan lelaki dan sebaliknya, ianya tak semesra jika perempuan bersama perempuan atau lelaki sesama lelaki. Ini adalah sebaliknya di Skype, di mana semua mesra sama rata dan boleh berlawak. Boleh ceritakan sikit tentang ini?
15. Dari peserta pertama, kedua dan ketiga, apakah yang tuan/puan pelajari?

APPENDIX N

RUBRICS AND TABLE FOR OBSERVATIONS

Appendix N1:

Observation Rubric for researcher participant's Online Interview

Researcher: _____

Participant: _____

1. Says the "salam" (peace be upon you) when first came online.

☐ Yes☐ No2. Time it took for ice breaking in the beginning of the interview:
_____ minutes

3. Researcher got up to greet the participant:

☐ Yes☐ No

4. Level of formality:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: uses non formal language (bahasa pasar), doesn't have an interview protocol, doesn't greet the participant properly, doesn't address the participant with the proper title.	E.g: uses non formal language (bahasa pasar), greets the participant but not as formal.	E.g: a mixture of non formal, but greets the participant, addresses the participant with their formal title, like Mrs., Mr.	E.g: Uses formal language, shake hand, got up to greet, address participant with their proper title.

5. Level of formality when addressing the participant:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: Calling the participant by you, or I. (In Malay: awak, kita, engkau, aku)	E.g: Calling the participant by their name.	E.g: Calling the participant "kakak" or sister, "abang" or brother.	E.g: Calling the participant by their respected title. For example Mrs., or "Puan",

			Mr. or “Tuan”, “Encik”.
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6. Level of formality in dressing for the researcher:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: wearing t-shirt, shorts, sweatpants.	E.g: wearing jeans, collared t-shirt.	E.g: combination of something very formal and less formal, like jeans and a short sleeve dress shirt.	E.g: slacks, dress collared shirt, traditional dress (baju kurung, jubah), traditional hijab, songkok.

7. Researcher’s level of comfort:

1. Not comfortable at all	2. Less comfortable	3. A little comfortable	4. Very comfortable
E.g: Keeps on fidgeting (plays with their finger, ring, pen), changing position, looking down a lot.	E.g: Less fidgeting (plays with their finger, ring, pen), less changing position/moving, doesn’t look down a lot.	E.g: fidget (plays with their finger, ring, pen) a little, moves in their seat a little but is comfortable when talking.	E.g: Not a lot of fidgeting (plays with their finger, ring, pen), can engage the participant comfortably.

8. Researcher’s level of excitement:

1. Not excited at all	2. Less excited	3. A little excited	4. Very excited
E.g: very monotonous (one level tone of speaking), stiff	E.g: talks in a regular tone.	E.g: a little hand gestures, smiling, animated.	E.g: a lot of hand gestures, laughing, making jokes, leans forward.

9. Researcher’s eye contact:

1. No eye contact at all	2. Not much eye contact	3. A little eye contact	4. A lot of eye contact
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E.g: looks down, looks at other places	E.g: Looks down, at the phone, other places more than 10 times during the whole interview	E.g: looks at other places, phone occasionally (less than 9 times) during the whole interview.	E.g: is very engaged with the participant and has a lot of eye contact.
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10. Researcher's body language:

1. Very tense / rigid	2. A little tense / rigid	3. Relaxed	4. Very relaxed
E.g: sitting very straight, not a lot of movement, very aware of their body.	E.g: a little movement, some hand gestures.	E.g: leans forward, some hand gestures, but is more comfortable.	E.g: looks very relaxed, is extremely comfortable when talking, laughing, leans forward.

11. Nods their head :

1. Non at all	2. A little nodding	3. Nods sometimes	4. Nods a lot
0 nodding	1-10 nods during the whole interview	10-20 nods during the whole interview.	More than 21 nods during the whole interview.

12. Researcher's hand gestures

1. No hand gestures	2. Not much hand gestures	3. A little more hand gesture	4. A lot of hand gestures
0 hand movements.	1-10 hand movements during the whole interview.	10-20 hand movements during the whole interview.	More than 21 hand movements during the whole interview.

13. How discretely the researcher tried to end the interview:

1. Not discrete at all	2. Less discrete	3. A little discrete	4. Very discrete
E.g : Did not try to conclude anything, just straight away	E.g: Tried to end it discretely 1 time (gave a conclusion,	E.g: Tried to end it discretely 2-3 times (gave a conclusion, looked at the	Tried to end it discretely more than 4 times (gave a

saying ok, this is the end.	looked at the watch, looked at the phone), and then end the interview.	watch, looked at the phone), and then end the interview.	conclusion, looked at the watch, looked at the phone), and then end the interview.
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14. How many times the researcher tried to end the interview: _____ times

15. Time it took to end the interview: _____ minutes.

16. Says the “salam” (peace be upon you) when leaving:

17. Level the researcher pull’s back when interacting

1. Do not pull back at all.	2. Pulls back a little.	3. Pulls back a more.	4. Pulls back a lot.
Leans forward. Hands almost touching, or is touching the participant at any time.	Leans forward, very comfortable and is close to the participant.	Is limited to their section, does not have their hand move past the middle of the table.	Is a little rigid, and hand is a quarter into the table and not more.

18. Level of friendliness to the participant:

1. Not friendly at all	2. A little friendly	3. Friendly	4. Very friendly
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19. Level of the resesarcher asks about the participant’s background.

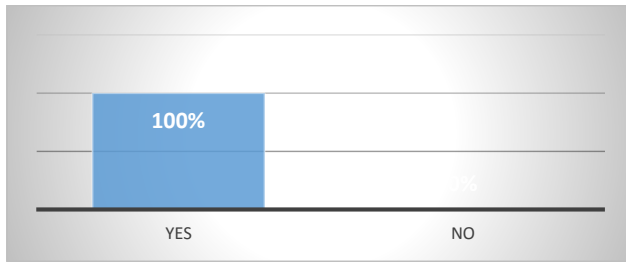
1. Did not ask any questions	2. A little	3. A little deep	4. Very deep
Did not ask any background questions	Ask a little, like how many kids, or are they married.	E.g. Went a little deeper like what does their kids do, where do the participant work.	E.g. Asks where the participants go to college, where does the participant’s spouse work.

20. How big the hand gestures were:

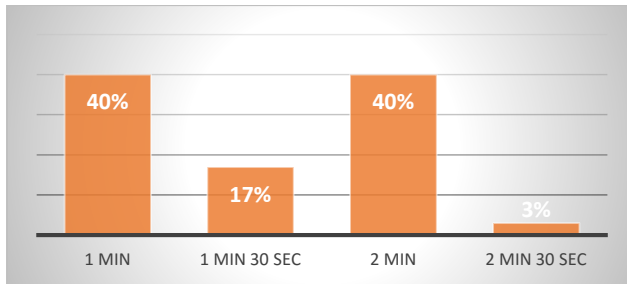
- ☐ Small
- ☐ Medium
- ☐ Big

Appendix N2: Rubric for researcher participant Online Observation

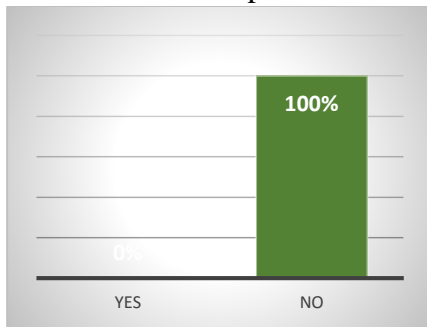
1. Says the "Salam" (Peace Be Upon You) When First Came Online



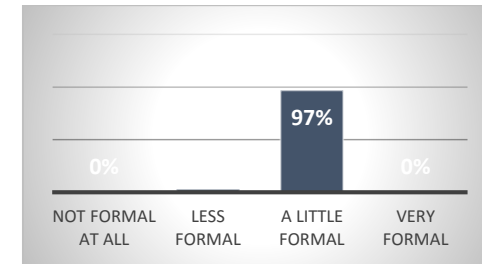
2. Time It Took For Ice Breaking In The Beginning Of Interview



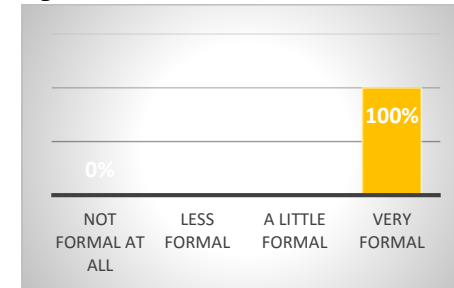
3. Researcher Got Up To Greet The Participant



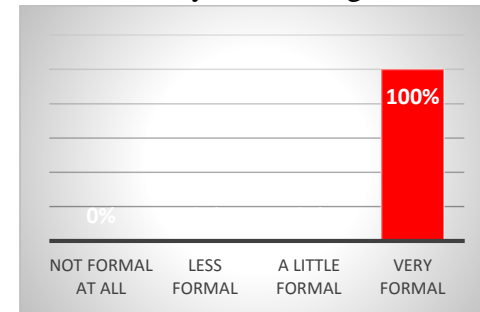
4. Level Of Formality



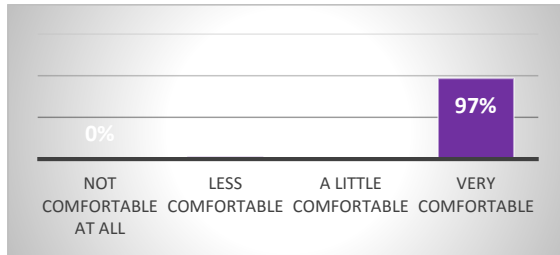
5. Level Of Formality When Addressing The Participant



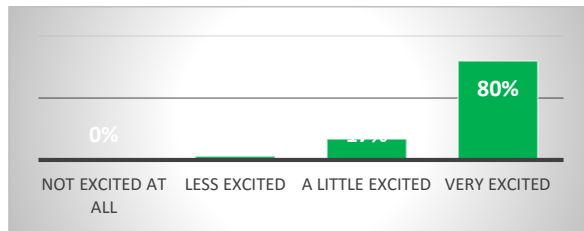
6. Level Of Formality In Dressing For The Researcher



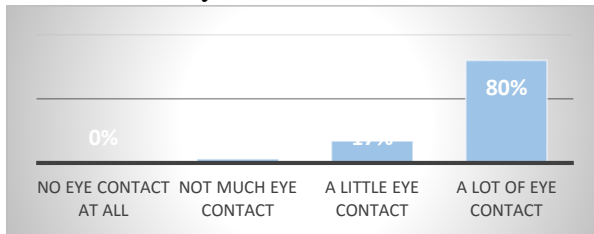
7. Researcher's Level Of Comfort



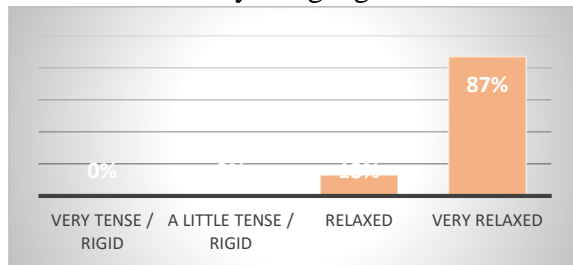
8. Researcher's Level Of Excitement



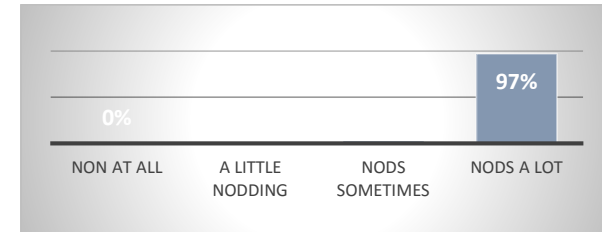
9. Researcher's Eye Contact



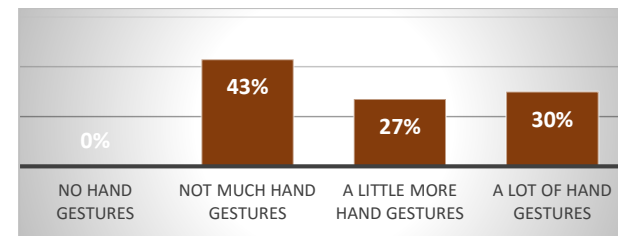
10. Researcher's Body Language



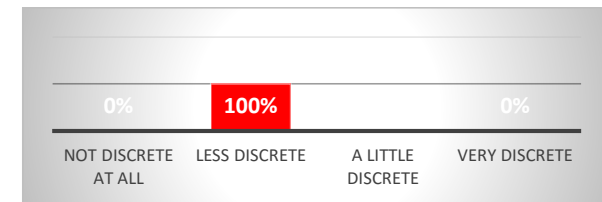
11. Nods Their Head



12. Researcher's Hand Gestures



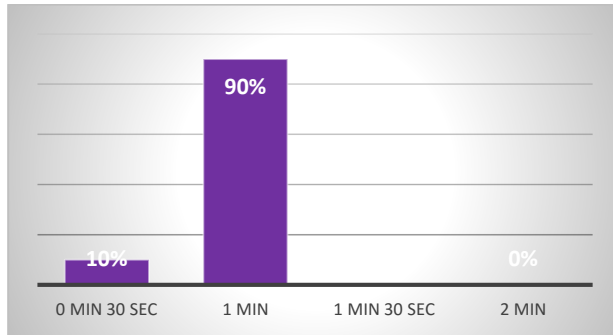
13. How Discretely The Researcher Tried To End The Interview



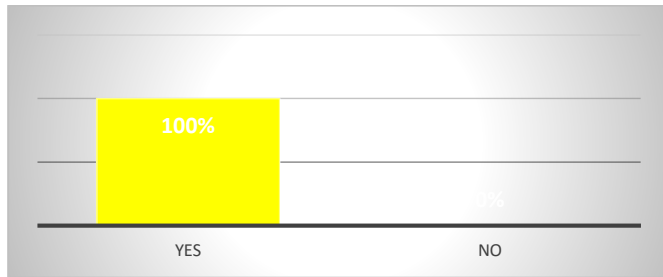
14. How Many Times The Researcher Tried To End The Interview



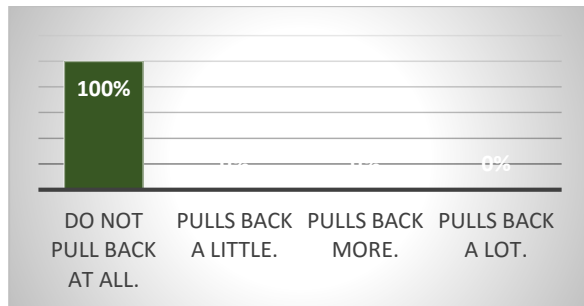
15. Time It Took To End The Interview



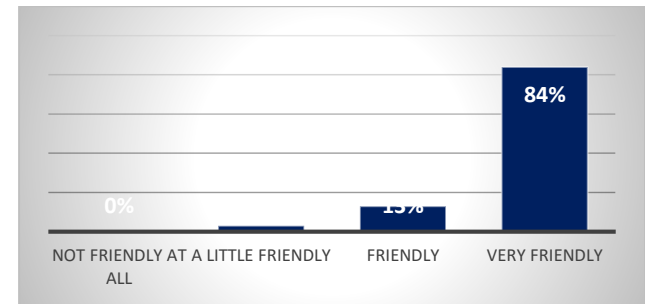
16. Says The "Salam" (Peace Be Upon You) When Leaving



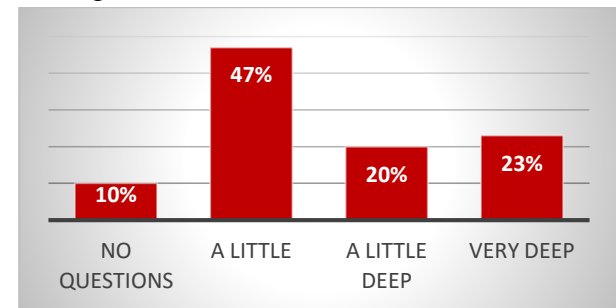
17. Level the researcher pull's back when interacting



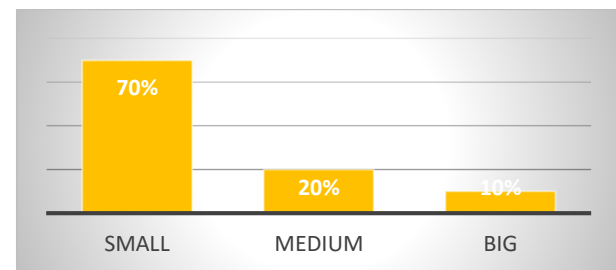
18. Level of friendliness to the participant:



19. Level the researcher asks about the participant's background.



20. How big the hand gestures were:



Appendix N3:

Observation Rubric for Parent Participant's Online Interview

Researcher: _____

Participant: _____

1. Says the "salam" (peace be upon you) when first came online.

☐ Yes

☐ No

2. Level of formality:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: uses non formal language (bahasa pasar), doesn't greet the researcher properly, doesn't address the researcher with the proper title.	E.g: uses non formal language (bahasa pasar), says salam, but not as formal.	E.g: a mixture of non formal, but greets the researcher, addresses the researcher with their formal title, like Mrs., Mr.	E.g: Uses formal language, shake hand, greet the researcher, addresses researcher with their proper title.

3. Level of formality when addressing the researcher:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: Calling the researcher by you, or I. (In Malay: awak, kita, engkau, aku)	E.g: Calling the researcher by their name.	E.g: Calling the researcher "kakak" or sister, "abang" or brother.	E.g: Calling the researcher by their respected title. For example Mrs., or "Puan", Mr. or "Tuan", "Encik".

4. Level of formality in dressing for the participant:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: wearing t-shirt, shorts, sweatpants.	E.g: wearing jeans, collared t-shirt.	E.g: combination of something very formal and less formal, like jeans and a short sleeve dress shirt.	E.g: slacks, dress collared shirt, traditional dress (baju kurung, jubah), traditional hijab, songkok.

5. Participant's level of comfort:

1. Not comfortable at all	2. Less comfortable	3. A little comfortable	4. Very comfortable
E.g: Keeps on fidgeting (plays with their finger, ring, pen), changing position, looking down a lot.	E.g: Less fidgeting (plays with their finger, ring, pen), less changing position/moving, doesn't look down a lot.	E.g: fidget (plays with their finger, ring, pen) a little, moves in their seat a little but is comfortable when talking.	E.g: Not a lot of fidgeting (plays with their finger, ring, pen), can engage the researcher comfortably.

6. Participant's engagement with the researcher:

1. No engagement	2. A little engagement	3. Some engagement	4. A lot of engagement
E.g: asks 1 question and the participant gives one answer. They do not elaborate.	E.g: the participant elaborates when prompted.	E.g: the participant elaborate answers on their own.	E.g: the participant elaborate answers on their own along with their own questions for the researcher.

7. Participant's level of excitement:

1. Not excited at all	2. Less excited	3. A little excited	4. Very excited
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E.g: very monotonous (one level tone of speaking), stiff	E.g: talks in a regular tone.	E.g: a little hand gestures, smiling, animated.	E.g: a lot of hand gestures, laughing, making jokes, leans forward.
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8. Participant's eye contact:

1. No eye contact at all	2. Not much eye contact	3. A little eye contact	4. A lot of eye contact
E.g: looks down, looks at other places	E.g: Looks down, at the phone, other places more than 10 times during the whole interview	E.g: looks at other places, phone occasionally (less than 9 times) during the whole interview.	E.g: is very engaged with the researcher and has a lot of eye contact.

9. Participant's body language:

1. Very tense / rigid	2. A little tense / rigid	3. Relaxed	4. Very relaxed
E.g: sitting very straight, not a lot of movement, very aware of their body.	E.g: a little movement, some hand gestures.	E.g: leans forward, some hand gestures, but is more comfortable.	E.g: looks very relaxed, is extremely comfortable when talking, laughing, leans forward.

10. Nods their head :

1. Non at all	2. A little nodding	3. Nods sometimes	4. Nods a lot
0 nodding	1-10 nods during the whole interview	10-20 nods during the whole interview.	More than 21 nods during the whole interview.

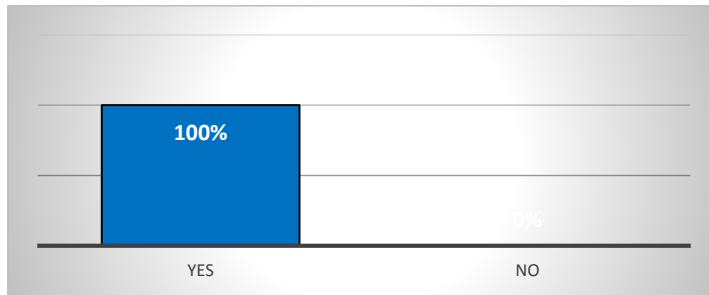
11. Participant's hand gestures

1. No hand gestures	2. Not much hand gestures	3. A little more hand gesture	4. A lot of hand gestures
0 hand movements.	1-10 hand movements during the whole interview.	10-20 hand movements during the whole interview.	More than 21 hand movements during the whole interview.

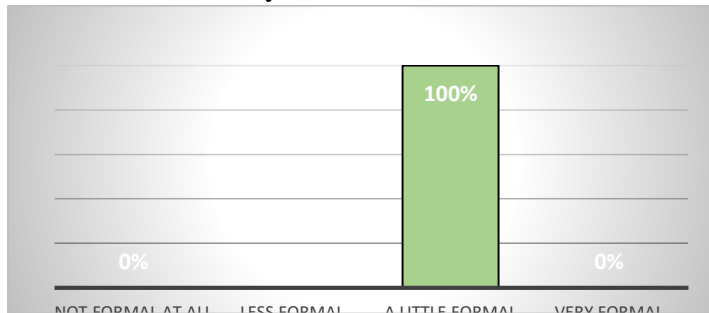
12. Says the "salam" (peace be upon you) when leaving

Appendix N4: Rubric Results for parent participants' Online Interview

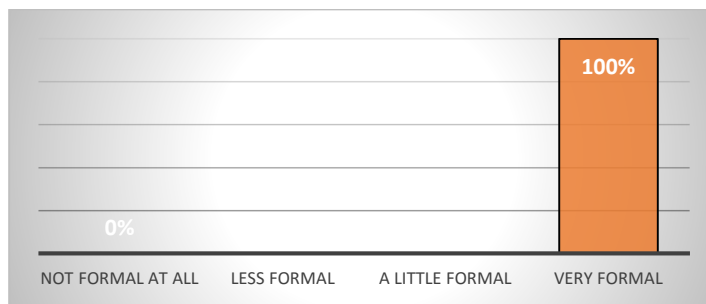
1. Says The "Salam" (Peace Be Upon You) When First Came Online



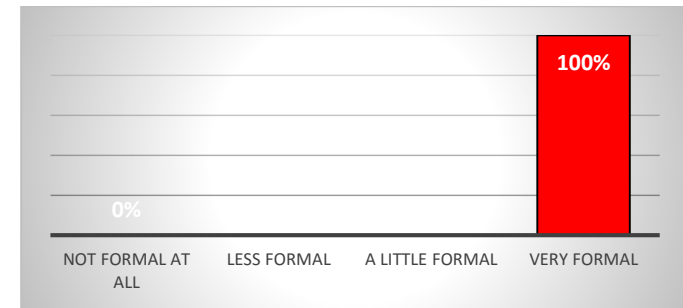
2. Level Of Formality



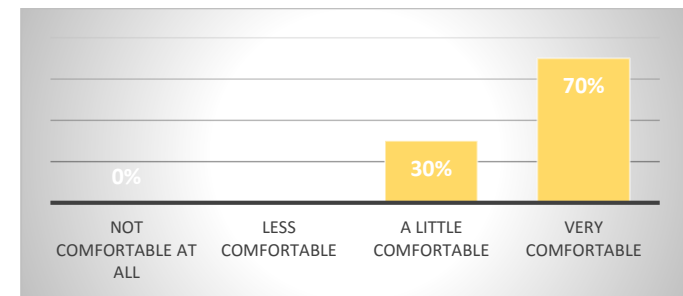
3. Level Of Formality When Addressing The Researcher



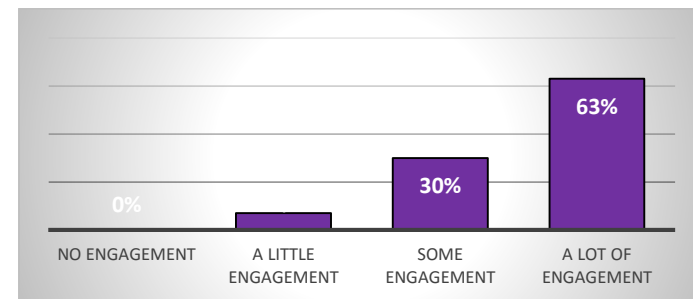
4. Level Of Formality In Dressing For The Participant



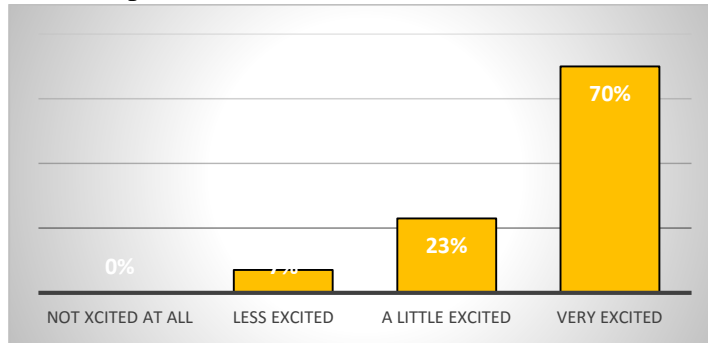
5. Participant's Level Of Comfort



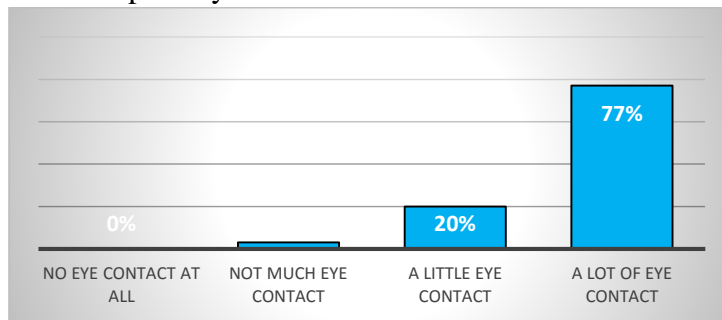
6. Participant's Engagement With The Researcher



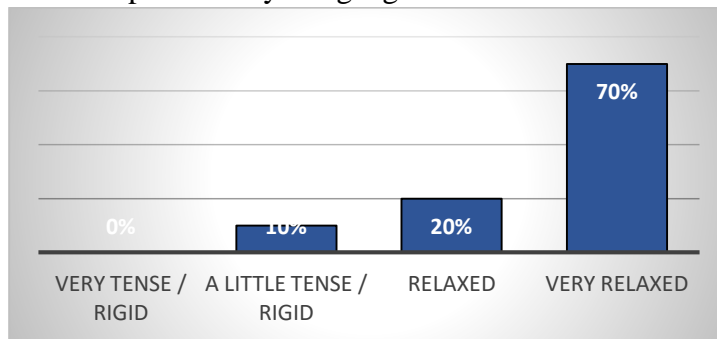
7. Participant's Level Of Excitement



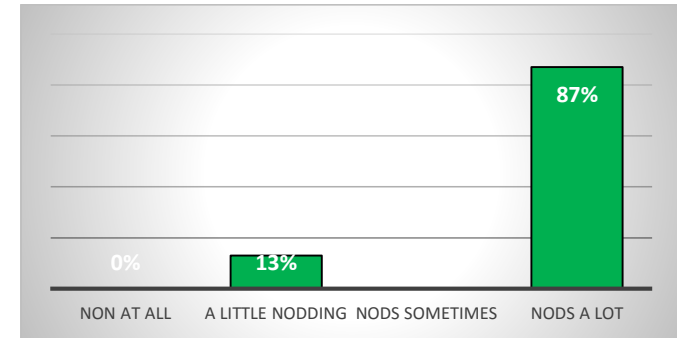
8. Participant Eye Contact



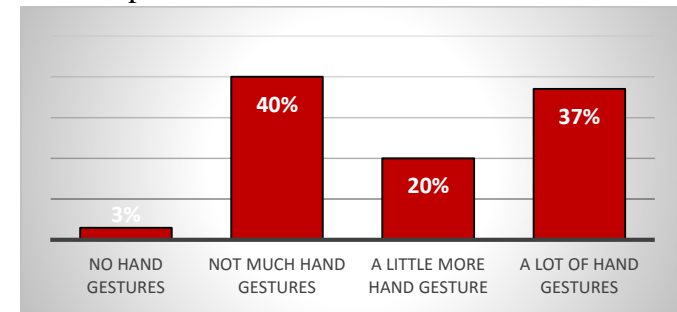
9. Participant's Body Language



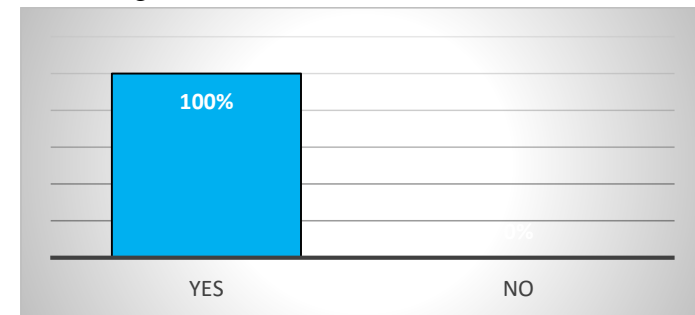
10. Nods Their Head



11. Participant's Hand Gestures



12. Says The "Salam" (Peace Be Upon You) When Leaving



Appendix N5:

Observation Rubric for researcher participants' Traditional Interview

Researcher: _____

Participant: _____

1. Shook hands at the beginning of the interview:
☐ Yes
☐ No
2. Hug at the beginning of the interview:
☐ Yes
☐ No
3. Says the "salam" (peace be upon you) at the beginning of the interview.
☐ Yes
☐ No
4. Time it took for ice breaking in the beginning of the interview: _____ minutes
5. Researcher got up to greet the participant:
☐ Yes
☐ No
6. Level of formality:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: uses non formal language (bahasa pasar), doesn't have an interview protocol, doesn't greet the participant properly, doesn't address the participant with the proper title.	E.g: uses non formal language (bahasa pasar), still gets up to greet the participant, but not as formal.	E.g: a mixture of non formal, but greets the participant, addresses the participant with their formal title, like Mrs., Mr.	E.g: Uses formal language, shake hand, got up to greet, address participant with their proper title.

7. Level of formality when addressing the participant:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: Calling the participant by you, or I. (In Malay: awak, kita, engkau, aku)	E.g: Calling the participant by their name.	E.g: Calling the participant “kakak” or sister, “abang” or brother.	E.g: Calling the participant by their respected title. For example Mrs., or “Puan”, Mr. or “Tuan”, “Encik”.

8. Level of formality in dressing for the researcher:

1. Not formal at all	2. Less Formal	3. A little formal	4. Very formal
E.g: wearing t-shirt, shorts, sweatpants.	E.g: wearing jeans, collared t-shirt.	E.g: combination of something very formal and less formal, like jeans and a short sleeve dress shirt.	E.g: slacks, dress collared shirt, traditional dress (baju kurung, jubah), traditional hijab, songkok.

9. Researcher’s level of comfort:

1. Not comfortable at all	2. Less comfortable	3. A little comfortable	4. Very comfortable
E.g: Keeps on fidgeting (plays with their finger, ring, pen), changing position, looking down a lot.	E.g: Less fidgeting (plays with their finger, ring, pen), less changing position/moving, doesn’t look down a lot.	E.g: fidget (plays with their finger, ring, pen) a little, moves in their seat a little but is comfortable when talking.	E.g: Not a lot of fidgeting (plays with their finger, ring, pen), can engage the participant comfortably.

10. Researcher’s level of excitement:

1. Not excited at all	2. Less excited	3. A little excited	4. Very excited
E.g: very monotonous (one level tone	E.g: talks in a regular tone.	E.g: a little hand gestures, smiling, animated.	E.g: a lot of hand gestures, laughing,

of speaking), stiff			making jokes, leans forward.
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11. Researcher's eye contact:

1. No eye contact at all	2. Not much eye contact	3. A little eye contact	4. A lot of eye contact
E.g: looks down, looks at other places	E.g: Looks down, at the phone, other places more than 10 times during the whole interview	E.g: looks at other places, phone occasionally (less than 9 times) during the whole interview.	E.g: is very engaged with the participant and has a lot of eye contact.

12. Researcher's body language:

1. Very tense / rigid	2. A little tense / rigid	3. Relaxed	4. Very relaxed
E.g: sitting very straight, not a lot of movement, very aware of their body.	E.g: a little movement, some hand gestures.	E.g: leans forward, some hand gestures, but is more comfortable.	E.g: looks very relaxed, is extremely comfortable when talking, laughing, leans forward.

13. Nods their head :

1. Non at all	2. A little nodding	3. Nods sometimes	4. Nods a lot
0 nodding	1-10 nods during the whole interview	10-20 nods during the whole interview.	More than 21 nods during the whole interview.

14. Researcher's hand gestures

1. No hand gestures	2. Not much hand gestures	3. A little more hand gesture	4. A lot of hand gestures
0 hand movements.	1-10 hand movements during the whole interview.	10-20 hand movements during the whole interview.	More than 21 hand movements during the whole interview.

15. How discretely the researcher tried to end the interview:

1. Not discrete at all	2. Less discrete	3. A little discrete	4. Very discrete
E.g : Did not try to conclude anything, just straight away saying ok, this is the end.	E.g: Tried to end it discretely 1 time (gave a conclusion, looked at the watch, looked at the phone), and then end the interview.	E.g: Tried to end it discretely 2-3 times (gave a conclusion, looked at the watch, looked at the phone), and then end the interview.	Tried to end it discretely more than 4 times (gave a conclusion, looked at the watch, looked at the phone), and then end the interview.

16. How many times the researcher tried to end the interview: _____ times

17. Time it took to end the interview: _____ minutes.

18. Shook hands at the end of the interview:

- ☐ Yes
☐ No

19. Hug at the end of the interview:

- ☐ Yes
☐ No

20. Says the “salam” (peace be upon you) when leaving:

- ☐ Yes
☐ No

21. Level the researcher pull’s back when interacting

1. Does not pull back at all.	2. Pulls back a little.	3. Pulls back a more.	4. Pulls back a lot.
Leans forward. Hands almost touching, or is touching the participant at any time.	Leans forward, very comfortable and is close to the participant.	Is limited to their section, does not have their hand move past the middle of the table.	Is a little rigid, and hand is a quarter into the table and not more.

22. Level of friendliness to the participant:

1. Not friendly at all	2. A little friendly	3. Friendly	4. Very friendly
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23. Level of the researcher asks about the participant's background.

1. No questions	2. A little	3. A little deep	4. Very deep
Did not ask any background questions	Ask a little, like how many kids, or are they married.	E.g. Went a little deeper like what does their kids do, where do the participant work.	E.g. Asks where the participants go to college, where does the participant's spouse work.

24. Did the researcher kiss the participant:

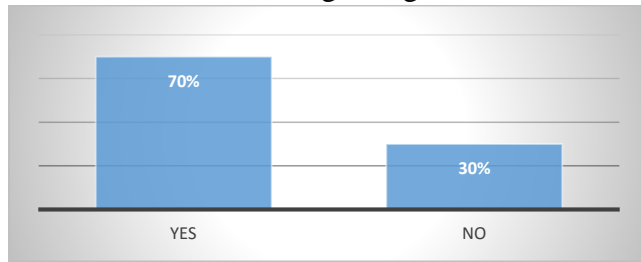
- ☐ Yes
☐ No

25. How big the hand gestures were:

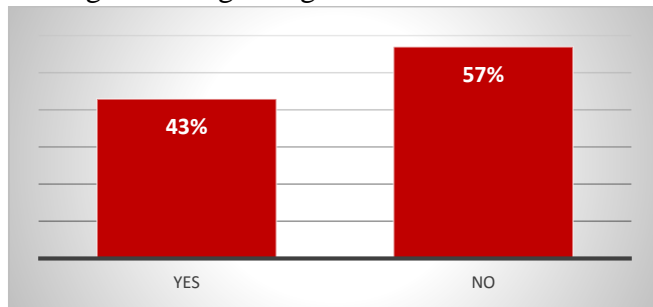
- ☐ Small
☐ Medium
☐ Big

Appendix N6: Rubric Results for researcher participants' Traditional Interview Observation

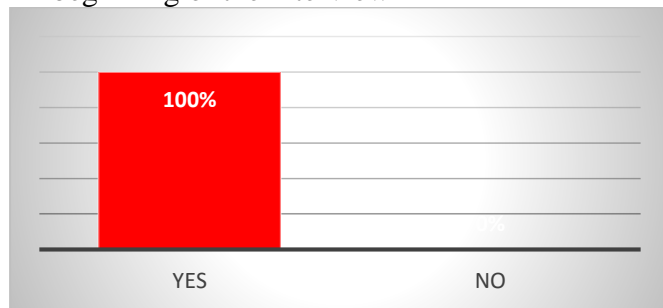
1. Shook hands at the beginning of the interview



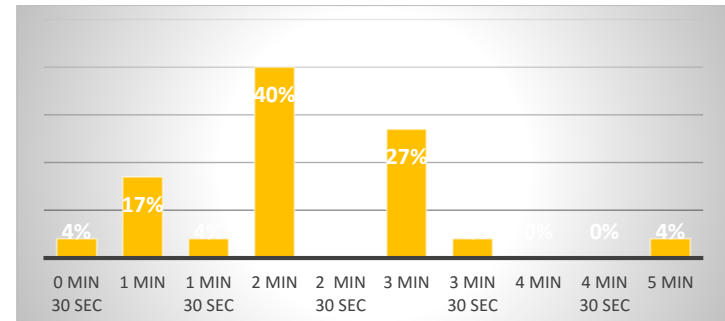
2. Hug at the beginning of the interview



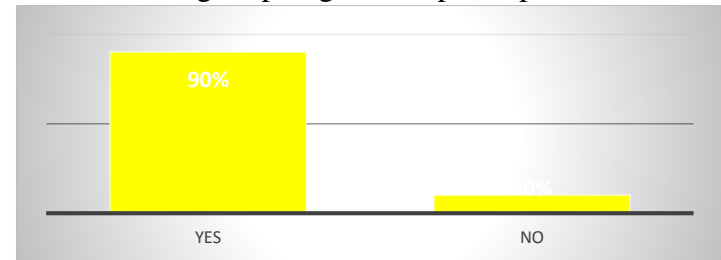
3. Says the “salam” (peace be upon you) at the beginning of the interview



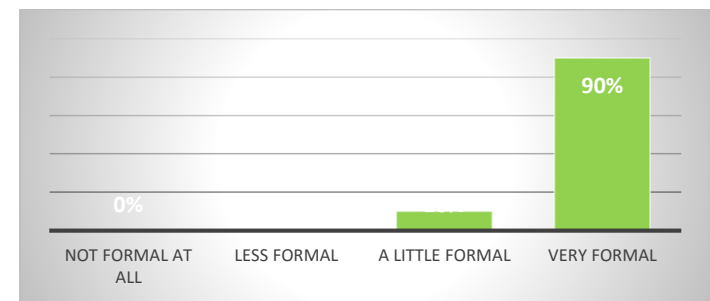
4. Time it took for ice breaking in the beginning of the interview



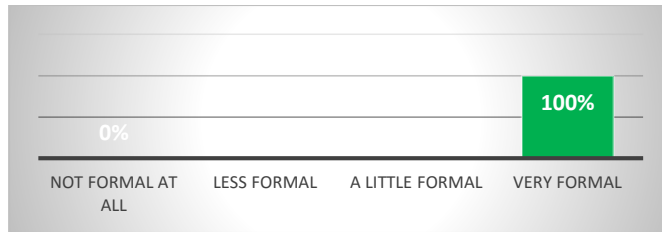
5. Researcher got up to greet the participant



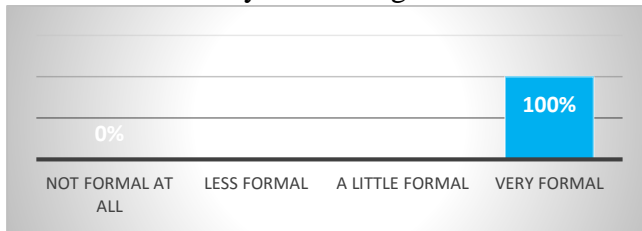
6. Level of formality



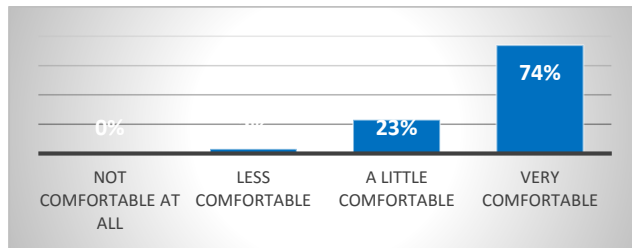
7. Level of formality when addressing the participant



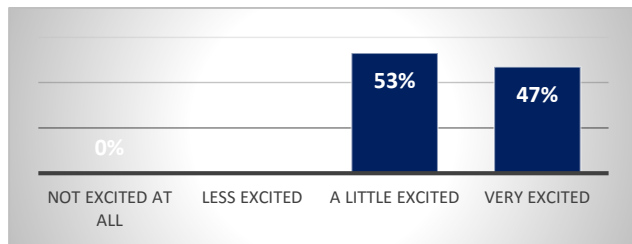
8. Level of formality in dressing for the researcher



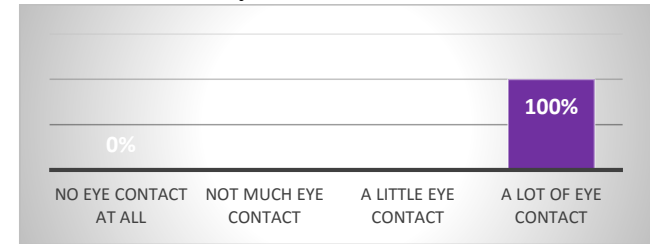
9. Researcher's level of comfort



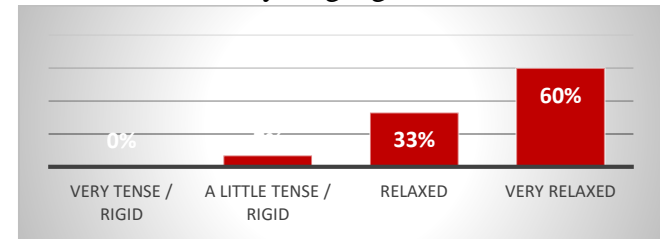
10. Researcher's level of excitement



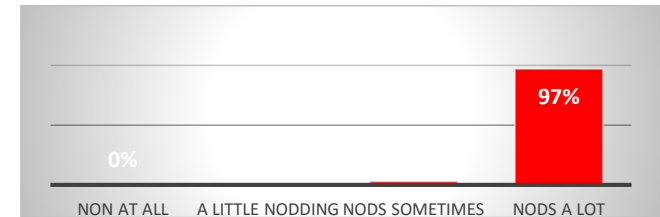
11. Researcher's eye contact



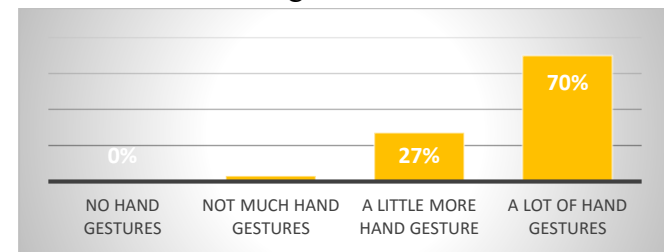
12. Researcher's body language



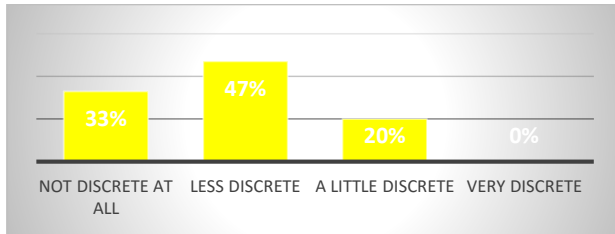
13. Nods their head



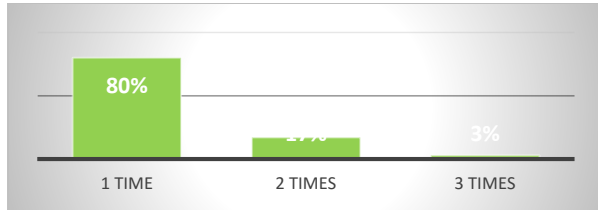
14. Researcher's hand gestures



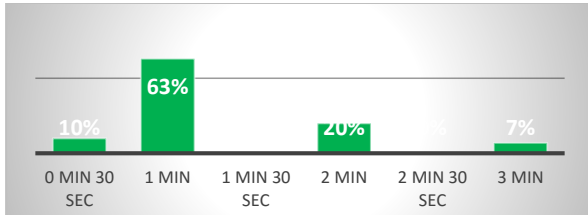
15. How discretely the researcher tried to end the interview



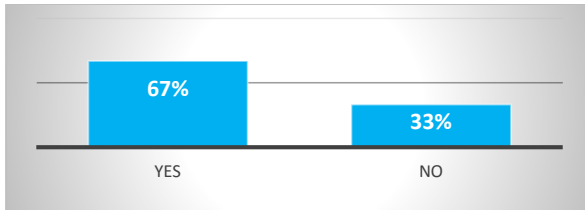
16. How many times the researcher tried to end the interview



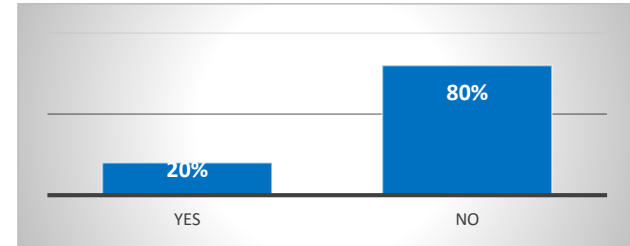
17. Time it took to end the interview



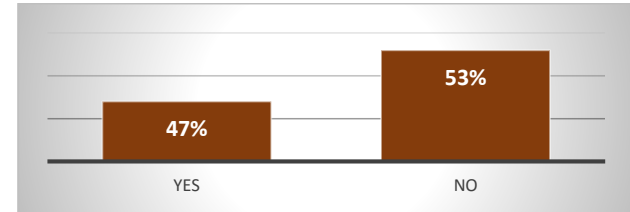
18. Shook hands at the end of the interview



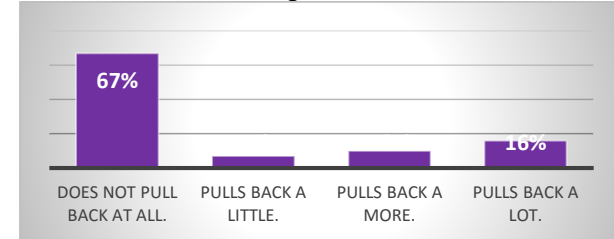
19. Hug at the end of the interview



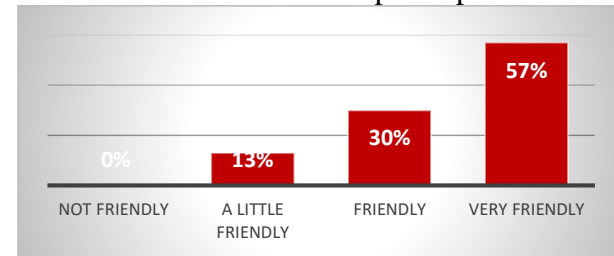
20. Says the “salam” (peace be upon you) when leaving



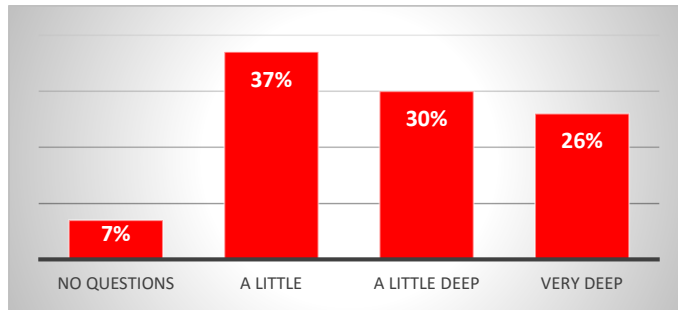
21. Level the researcher pull’s back when interacting



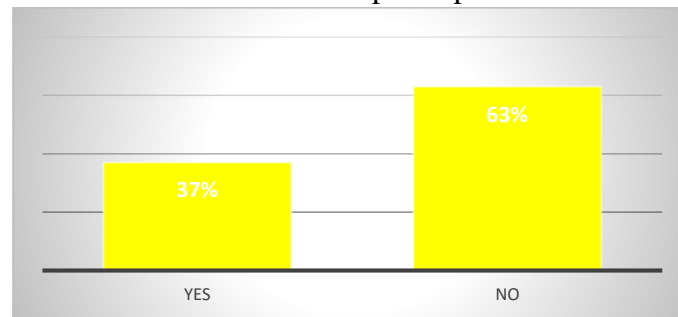
22. Level of friendliness to the participant:



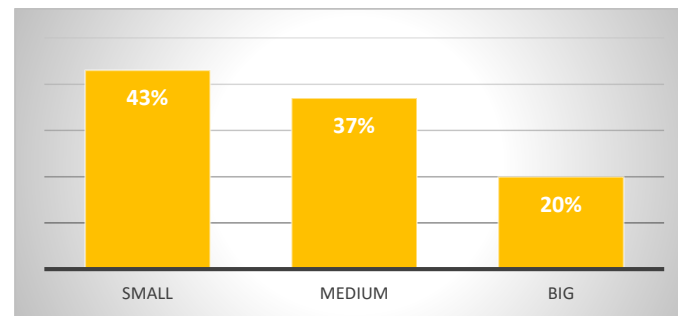
23. Level of the researcher asks about the participant's background



24. Did the researcher kiss the participant



25. How big the hand gestures were



Appendix N7: Observation Rubric for Participants' Traditional Interview

Researcher: _____

Participant: _____

1. Says the “salam” (peace be upon you) when first came online.

- ☐ Yes
☐ No

2. Level of formality:

Not formal at all	Less Formal	A little formal	Very formal
E.g: uses non formal language (bahasa pasar), doesn't greet the researcher properly, doesn't address the researcher with the proper title.	E.g: uses non formal language (bahasa pasar), says salam, but not as formal.	E.g: a mixture of non formal, but greets the researcher, addresses the researcher with their formal title, like Mrs., Mr.	E.g: Uses formal language, shake hand, greet the researcher, addresses researcher with their proper title.

3. Level of formality when addressing the researcher:

Not formal at all	Less Formal	A little formal	Very formal
E.g: Calling the researcher by you, or I. (In Malay: awak, kita, engkau, aku)	E.g: Calling the researcher by their name.	E.g: Calling the researcher “kakak” or sister, “abang” or brother.	E.g: Calling the researcher by their respected title. For example Mrs., or “Puan”, Mr. or “Tuan”, “Encik”.

4. Level of formality in dressing for the researcher:

Not formal at all	Less Formal	A little formal	Very formal
E.g: wearing t-shirt, shorts, sweatpants.	E.g: wearing jeans, collared t-shirt.	E.g: combination of something very formal and less formal, like jeans and a short sleeve dress shirt.	E.g: slacks, dress collared shirt, traditional dress (baju kurung, jubah), traditional hijab, songkok.

5. Researcher's level of comfort:

Not comfortable at all	Less comfortable	A little comfortable	Very comfortable
E.g: Keeps on fidgeting (plays with their finger, ring, pen), changing position, looking down a lot.	E.g: Less fidgeting (plays with their finger, ring, pen), less changing position/moving, doesn't look down a lot.	E.g: fidget (plays with their finger, ring, pen) a little, moves in their seat a little but is comfortable when talking.	E.g: Not a lot of fidgeting (plays with their finger, ring, pen), can engage the researcher comfortably.

6. Participant's engagement with the researcher:

No engagement	A little engagement	Some engagement	A lot of engagement
E.g: asks 1 question and the participant gives one answer. They do not elaborate.	E.g: the participant elaborates when prompted.	E.g: the participant elaborate answers on their own.	e.g: the participant elaborate answers on their own along with their own questions for the researcher.

7. Participant's level of excitement:

Not excited at all	Less excited	A little excited	Very excited
E.g: very monotonous (one level tone of speaking), stiff	E.g: talks in a regular tone.	E.g: a little hand gestures, smiling, animated.	E.g: a lot of hand gestures, laughing, making jokes, leans forward.

8. Researcher's eye contact:

No eye contact at all	Not much eye contact	A little eye contact	A lot of eye contact
E.g: looks down, looks at other places constantly.	E.g: Looks down, at the phone, other places more than 10 times during the whole interview	E.g: looks at other places, phone occasionally (less than 9 times) during the whole interview.	E.g: is very engaged with the researcher and has a lot of eye contact.

9. Researcher's body language:

Very tense / rigid	A little tense / rigid	Relaxed	Very relaxed
E.g: sitting very straight, not a lot of movement, very aware of their body.	E.g: a little movement, some hand gestures.	E.g: leans forward, some hand gestures, but is more comfortable.	E.g: looks very relaxed, is extremely comfortable when talking, laughing, leans forward.

10. Nods their head :

Non at all	A little nodding	Nods sometimes	Nods a lot
0 nodding	1-10 nods during the whole interview	10-20 nods during the whole interview.	More than 21 nods during the whole interview.

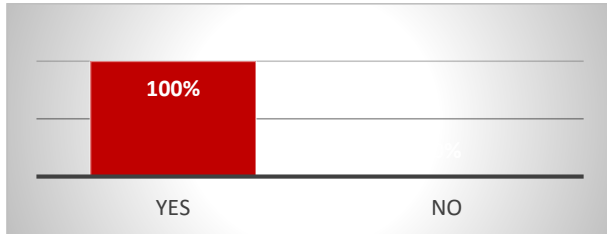
11. Participant's hand gestures

No hand gestures	Not much hand gestures	A little more hand gesture	A lot of hand gestures
0 hand movements.	1-10 hand movements during the whole interview.	10-20 hand movements during the whole interview.	More than 21 hand movements during the whole interview.

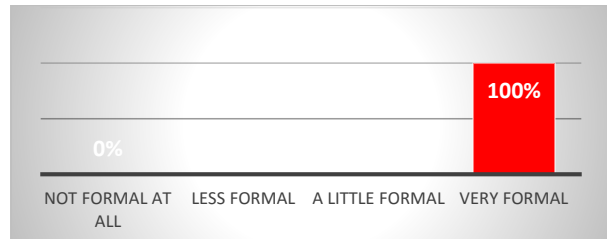
12. Says the “salam” (peace be upon you) when leaving:

APPENDIX N8: RUBRIC RESULTS FOR PARENT PARTICIPANTS' TRADITIONAL INTERVIEW

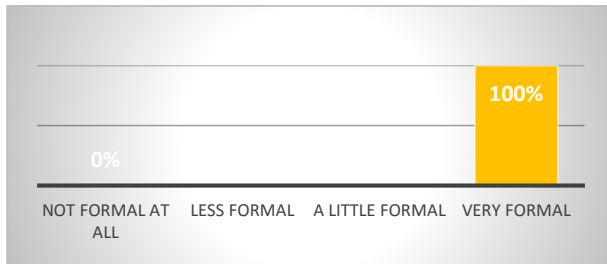
1. Says the “salam” (peace be upon you) when first came online.



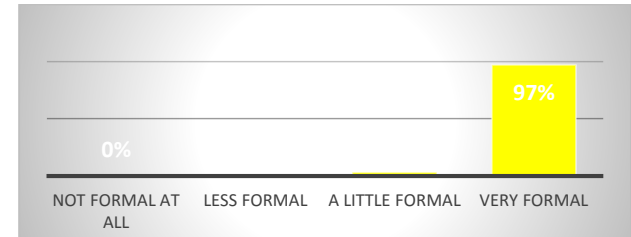
2. Level of formality:



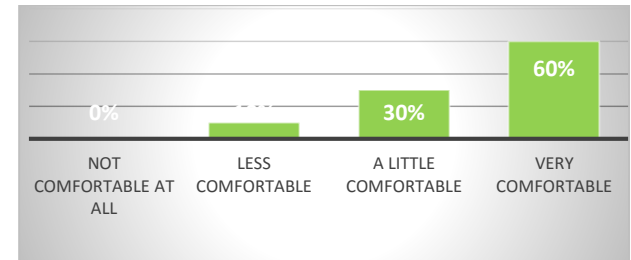
3. Level of formality when addressing the researcher:



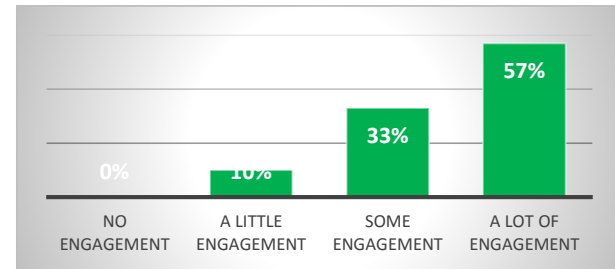
4. Level of formality in dressing for the researcher:



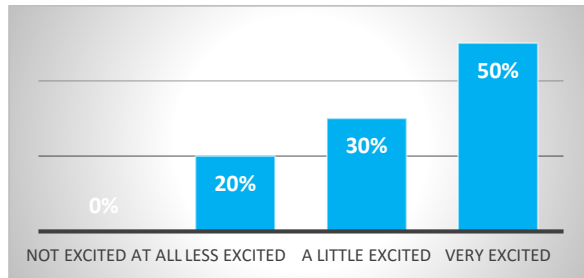
5. Researcher's level of comfort:



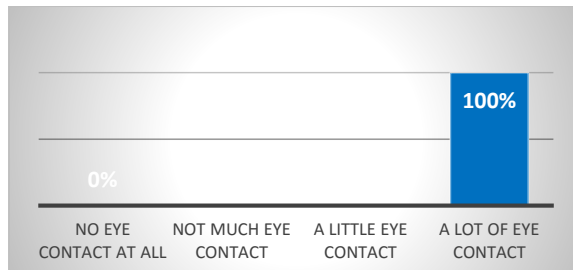
6. Participant's engagement with the researcher:



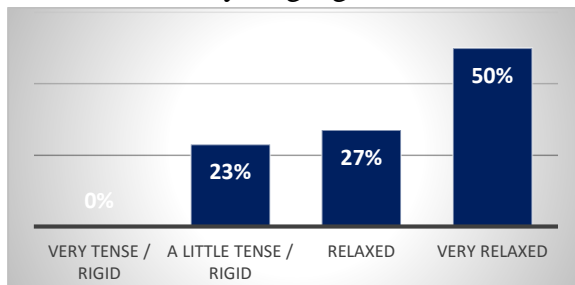
7. Participant's level of excitement:



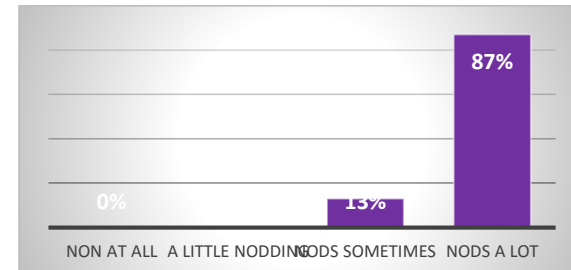
8. Researcher's eye contact:



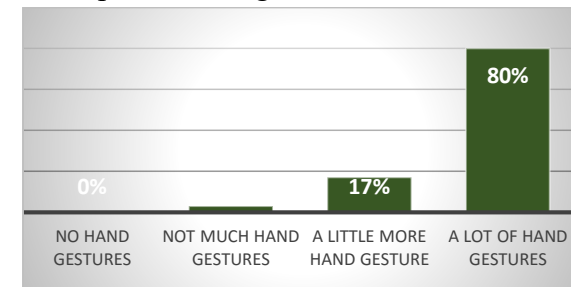
9. Researcher's body language:



10. Nods their head:



11. Participant's hand gestures:



12. Says the "salam" (peace be upon you) when leaving:

