CHAPTER – III

RESEARCH METHODOLOGY AND DESIGN
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3.1. INTRODUCTION

Research is controlled inquiries, concerning certain events, with the purpose of furthering or verifying knowledge that will help a researcher to achieve his or her goals. The heart throb of any research activity is the research procedure adopted by the investigator. An appropriate procedure can surely lead to satisfactory results. After selecting the problem, framing the objectives and reviewing the related literature, the next important aspect in research is to explain the details of the various steps followed in the research design. Researchers used mixed methods in a variety of ways which are innovative and creative methods. This study is both qualitative and quantitative in nature.

Research design

1. Areas of Research and selection of the sample for the study
2. Construction of tools to measure the child abuse among school children
3. Conducting the survey, case studies and group discussion to collect data
4. Methods of establishing the validity and item analysis of the tools constructed

3.2. RESEARCH DESIGN

The research design was based on the integration of feminist theoretical perspectives, with mixed methodology (combining qualitative and quantitative methods) and an appropriate technique was employed. Contemporary feminist researchers agree that both qualitative and quantitative research methodologies with gender perspective in their theoretical stand in order to fully understand the life of children with the gender perspective.
3.2.1. Areas of Research and Selection of the Sample for the Study

Table 3.1. Selection of the sample for the study

<table>
<thead>
<tr>
<th>S. No</th>
<th>Taluks Selected</th>
<th>Type School</th>
<th>No of Questionnaires issued</th>
<th>No of filled in questionnaires received</th>
<th>Fully Completed questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1.</td>
<td>Karaikudi</td>
<td>Government School – 3</td>
<td>70 + 70</td>
<td>48 + 67</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private School - 1</td>
<td>70</td>
<td>67</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>280</td>
<td>208</td>
<td>58</td>
</tr>
<tr>
<td>2.</td>
<td>Tiruppathur</td>
<td>Government School – 3</td>
<td>70 +70</td>
<td>58 +40</td>
<td>48 +22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private School - 1</td>
<td>70</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>School -8</td>
<td>280</td>
<td>205</td>
<td>92</td>
</tr>
</tbody>
</table>

3.2.2. Demographics details of Sivaganga District

Sivaganga District is one of the 32 Districts in Tamil Nadu. According to the 2011 Census, it recorded a population of 13,39,101 with a sex-ratio of 1,003 females for every 1,000 males, which was much above the national average of 929 females for 1000 males. A total of 1,37,235 are under the age of six, constituting 70,022 males and 67,213 females. Scheduled Castes and Scheduled Tribes accounted for 17.01% and 0.06% of the population respectively. In addition, the average literacy rate of the District was 71.67%, which was slightly less than the national average of 72.99 %. The District recorded a total of 3, 38,938 households. The total workforce of the District was 6,20,171 workers, comprising 1,17,030 cultivators, 1,22,166 main agricultural labourers, 9,864 working in house-hold industries, 2,12,042 other workers, 1,59,069 marginal workers, 23,973 marginal cultivators, 77,397 marginal agricultural labourers, 4,792 marginal workers in household industries and 52,907 other marginal workers.
3.2.3. Geographical Location of the Research Area

Sivaganga District spreads over 4,189 square kilometres. The geographical position of Sivaganga District is between 9° 43' and 10° 2' North Latitude and between 77° 47' and 78° 49' East Longitude. It is bounded on the north and northeast by Pudukkottai District, on the southeast and south by Ramanathapuram District, on the southwest by Virudhunagar District, on the west by Madurai District, and on the northwest by Tiruchirappalli District.

Sivaganga is the District Headquarter, with 7 taluks in 2 revenue divisions, namely, Sivaganga and Devakottai, having 4 and 3 Taluks respectively, with 521 revenue villages (267 revenue villages in Sivaganga division and 255 in Devakottai division). Devakottai revenue division consists of three taluks, namely, Devakottai, Karaikudi and Tirupattur. Among the three Taluks, Karaikudi and Tiruppathur were selected for data collection.
Map 3.1 – Statewise map of India

(Source: http://www.indiaeduinfo.co.in/state/colmain.html)
Picture 3.2 – Districtwise map of Tamil Nadu

(Source: http://www.mapsofworld.com/india/tamilnadu/)
Map 3.3– Talukwise map of Sivaganga District

(Source: http://www.mapsofindia.com/maps/tamilnadu/tehsil/sivaganga.html)
Map 3.4– Karaikudi Taluk of Sivaganga District

(Source: http://tnmaps tn nic in/vill php?dcode=23&centcode=0002&tlkname=Karaikudi)
Map 3.5– Tiruppathur taluk of Sivaganga District

(Source: http://tnmaps.tn.nic.in/vill.php?dcode=23&centcode=0001&tlkname=Tiruppathur)
Karaikudi Taluk is one of the three taluks (Devakottai, Karaikudi and Tiruppathur) under Devakottai Division of Sivagangai district. The headquarters of the Taluk is the City of Karaikudi. Karaikudi comes under the Karaikudi assembly constituency which elects a member to the Legislative Assembly. Once in every five years and it is part of the Sivaganga Lok Sabha Constituency which elects a member to the Parliament once in five years.

The City is administered by the Special Grade Karaikudi Municipality, which covers an area of 13.75 km² (5.31 sq mt). Railways and roadways are the major mode of transportation to Karaikudi and the nearest airport is Madurai and Trichy Airport located 80 km on an average (50 mt), away from the City.

Table 3.2 - Demographic details of Karaikudi and Tiruppathur Taluks

<table>
<thead>
<tr>
<th></th>
<th>Karaikudi Taluk</th>
<th>Tiruppathur Taluk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current population census 2011</td>
<td>3,00,811</td>
<td>2,75,779</td>
</tr>
<tr>
<td>Total Male population</td>
<td>1,49,602</td>
<td>138228</td>
</tr>
<tr>
<td>Total Female population</td>
<td>1,51,209</td>
<td>138228</td>
</tr>
<tr>
<td>Sex Ratio</td>
<td>1,011</td>
<td>1000</td>
</tr>
<tr>
<td>Child population in the age group below 6</td>
<td>30304</td>
<td>29191</td>
</tr>
<tr>
<td>Male</td>
<td>15463</td>
<td>14951</td>
</tr>
<tr>
<td>Females.</td>
<td>14841</td>
<td>14240</td>
</tr>
<tr>
<td>Literacy rate</td>
<td>77.23</td>
<td>68.74</td>
</tr>
</tbody>
</table>

Tiruppathur Taluk is another taluk in Sivaganga District. It is located 36 KM towards north from district head quarters, Sivaganga and 437 km from Chennai, the capital city of Tamil Nadu. Tiruppathur Taluk is bounded by Kallal taluk towards the South, Kannankudi Taluk towards the East, Ponnamaravati Taluk towards the north and Singampunari Taluk towards the West. Karaikudi, Sivaganga, Pudukkottai, and
Natham are the closer cities to Tiruppathur. It is on the 75 m elevation (altitude). This place is in the border of the Sivaganga District and Pudukkottai District.

3.2.4. Population

The term, population is applied to any finite or infinite collection of individuals. It is defined as the totality of persons, objects, items or anything conceivable pertaining to certain characteristics. In the present study, all the students studying in 9th standard to 11th standard (age group 14 to 17), in Government and Private schools, in Sivaganga District were considered as the population. The schools considered were high schools or higher secondary schools. Students studying in these schools constituted the population for the present study.

3.2.5. Sample

Sampling is a device, used by the Researcher, to draw inferences about the whole population, by observing or measuring selected units which represent the quality of the Universe. The reliability of results depends more on the quality of the sample. If the sample is the true representative of the population, the results obtained from it would be very near to the true value. A random sample can always be deemed as a true representative of the population. But, in practice, it is not possible always to select a random sample and hence the researchers followed various other methods such as stratified random sampling, purposive sampling, etc, depending on the situation and convenience.

While the Researcher approached the Chief Educational Officer of Sivaganga District to get the name list of children studying 9th standard to 11th standard (age group between 14 to 17), he was reluctant to reveal the names of children. The Researcher identified and selected 300 samples of respondents, from two Taluks,
Karaikudi and Tiruppathur. The Researcher found it very difficult to convince the Head Master and Head Mistress of the School for data collection. Even though the Researcher had promised to keep the matters confidential, they were not willing to take the risk. Hence in most of the schools they did not permit the Researcher to meet the students. Hence the schools were selected by simple random sampling method. The researcher selected the schools from Karaikudi and Tiruppathur. As the research area was related to very sensitive issues, the willingness of the participants was also very essential. Hence, those students, who were willing to participate in the present study alone were chosen as the sample. The selected students were adequately informed about the purpose of research and encouraged to participate and give the required information. Then the sample was divided with criteria such as respondents having at least one opposite sex as their sibling in order to analyze the existence of gender issues. Finally the sample fixed was 300.

3.3. CONSTRUCTION OF TOOLS TO MEASURE THE CHILD ABUSE AMONG SCHOOL GOING CHILDREN

3.3.1. Preparation of the Test Instrument

A questionnaire was used as a tool to collect the individual details, interests, abilities, attitudes and opinions. The questionnaire contained written instructions to all students regarding the way the responses should be recorded. This technique is better than interview as it is inexpensive and less time consuming. The questionnaire was a combination of both open and closed questions. A closed questionnaire contains the questions and the alternative answers to the respondents. The open questionnaire gives freedom to the students to reveal their opinions and attitudes. The only disadvantage is that the information gathered through it cannot be easily analyzed.
A structured questionnaire was prepared in English and it was translated into the vernacular (Tamil) so that it can be answered by the respondents without any difficulty. The questionnaires included a set of standardized questions that sought to explore a specific topic and collect information about the personal particulars, demographics, socio-economic status of respondents, and the experience of respondents on various parameters on child abuse and the impact of child abuse on their life. The questionnaires were administrated to the respondents in order to find out the respondents’ bitter experiences and the impact.

3.3.2. Pilot Study

A Pilot Study was conducted for the construction of the test instruments. It was conducted to determine the suitability of various test items, to find out whether all the students understood the test items, and to select the best items. The questionnaire was pilot tested with 20 school going students. Thus the validity of the questionnaire was established. Sufficient time was allowed for all the respondents, to attempt every item in the pilot study. Subject experts like academic researchers from Universities, Alagappa University, Karaikudi, Bharathidasan University, Tiruchirappalli, Tamil Nadu Open University, Chennai and District Child Protection Unit, Sivagangai were consulted to validate the questions. The questionnaire items were shown to language experts for checking language, grammar and syntax errors. Items which were ambiguous, tough or wrong were modified and replaced with correct ones.

It was realized that majority of respondents were not aware of child abuse and did not understand the issues related to child abuse, which compelled the Researcher to create awareness about the topic. It was decided to conduct an awareness programme on ‘Child Abuse’ which included definitions, kinds, the nature of
perpetrators, how to differentiate good and bad touch, how to prevent themselves from abuse and legal provisions related to child abuse. Some of them hesitated to disclose their bitter experiences when the Researcher interviewed them. After sufficient preparation through awareness talk, they filled the questionnaire with their bitter experiences. This made the Researcher to convert the Interview Schedule to Questionnaire. The questionnaire is given in the appendix.

3.4. TOOLS FOR DATA COLLECTION

- **Primary Data:** Primary Data for this research were collected mainly through questionnaire and the qualitative data were collected from Case Studies and Focus Group Discussions.

- **Secondary Data:** Secondary Data were collected from various survey reports, relevant books, journals, internet sources, published articles, newspapers, dissertations and the records maintained at Child Protection Unit, Sivaganaga.

3.4.1. Questionnaire

Data collection refers to the process of actually obtaining the information that would help answer the research questions. The method used for data collection, was the questionnaire method. The questionnaire was prepared in English and then for easy understanding of the respondents it was translated into Tamil. The Researcher went to the schools and distributed the questionnaires. The Investigator convened a meeting with all the participating students from the institution for an orientation. Prior to filling up of the questionnaire, the Researcher explained about the study, its purpose, and goals. The Researcher assured the participants about the confidentiality of the details. The Researcher explained to all of them about the goals, and the procedure of filling the questionnaire. This helped in building a good rapport between
the Researcher and the respondents. The respondents were seated conveniently and administered the questionnaire. Sufficient time was given to fill up the questionnaire. The researcher helped the participants in understanding various questions asked in the questionnaire. After sufficient time, the filled up questionnaires were collected from the respondents.

In addition to the quantitative data collection and analysis, Case studies and Case History also helped to further augment the validity of the results. The qualitative method is holistic and dynamic in nature as against the predefined set of parameters. Unstructured and structured questions were also asked among the respondents to gather information. This provides opportunity for the Researcher to be open to any response that may come up and information on various dimensions of the study are obtained. The key ways of capturing these are:

- Case Study
- Case History
- Group Discussions
- Collection of relevant documents

Unstructured face to face interviews were conducted to find out the perceptions of children towards their bitter experiences. The researcher adopted observation method also while conducting the interview.

3.4.2. Case Study

Case study method is a very popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It is a method of study in depth rather than breadth. The case study places more emphasis on the full analysis of
a limited number of events or conditions and their interrelations. The case study deals with the processes that take place and their interrelationship. Thus, case study is essentially an intensive investigation of a particular unit under consideration. The object of the case study method is to locate the factors that account for the behaviour-patterns of the given unit as an integrated totality. According to H. Odum, “The case study method is a technique by which individual factor, whether it is an institution or just an episode in the life of an individual or a group, is analyzed in its relationship to any other in the group.” Thus, a fairly exhaustive study of a person (as to what he does and has done, what he thinks he,does and had done and what he expects to do and says he ought to do) or group is called a life or case history. Burgess refers to the case study as “the social microscope”. Pauline V. Young describes case study as “a comprehensive study of a social unit be that unit, a person, a group, a social institution, a district or a community.” In brief, we can say that case study method is a form of qualitative analysis wherein careful and complete observation of an individual or a situation or an institution is done and efforts are made to study each and every aspect of the unit under study in minute details and then from case data, generalisations and inferences are drawn.

3.4.3. Case/ Oral History

Case History method is another popular form of qualitative analysis and involves a careful and complete observation of a social unit, be that unit a person, a family, an institution, a cultural group or even the entire community. It explains the overall details of the research by a third person who may have full knowledge/ details about it or something related to the research.
3.4.4. **Focus Group Discussion**

This section deals with the qualitative methods used for the study such as Case Studies of victims, Case History of the victim and the Focus Group Discussion (FGD) among the stakeholders who include academicians, researchers, practitioners, activists, police and advocates.

The use of Focus Group is growing in research. Focus Group is a form of group interview. The reliance is on the interaction within the group who discuss a topic supplied by the researcher, yielding a collective rather than an individual view. In other words, the participants interacted with each other rather than with the interviewer, such that the views of the participants can emerge and the participants’ agenda rather than the researcher’s agenda can predominate. From the interaction of the group, the data emerge. Focus groups are contrived settings, bringing together a specifically chosen sector of the population, to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes. Their contrived nature is both their strength and their weakness. Though they work in unnatural settings, yet they are very focused on a particular issue and, therefore, will yield insights that might not otherwise have been available in a straight forward interview. They are economical on time, producing a large amount of data in a short period of time. But they tend to produce less data than interviews with the same number of individuals on a one-to-one basis (Morgan 1988: 19). Focus Group Discussion was useful for orientation towards a particular field of focus, developed themes, topic and schedules flexibly for subsequent interviews and/or questionnaires, generated hypotheses derived from the insights and data from the group, generated and evaluated data from different subgroups of a population, gathered qualitative data, generated data quickly and at low cost and Gathered data on attitudes, values and opinions.
Focus Group Discussion conducted among the stake holders who included academicians, researchers, practitioners, activists, police and advocates as well as the children, in order to bring their opinion and suggestions to eradicate this social issue. Their opinion about creating awareness on child abuse in schools was recorded. The strategies to eliminate the child abuse in society were also discussed.

3.5. METHODS OF ESTABLISHING THE VALIDITY, AND ITEM ANALYSIS OF THE TOOLS CONSTRUCTED

3.5.1. Model specification and description of Statistical Tools

The Researcher employed descriptive statistical tools, for some part of the questionnaire. Percentage Analysis is one of the statistical measures, used to describe the characteristics of the sample or population in totality. Percentage Analysis involves computing measures of variables selected for the study and its findings will give easy interpretation for the reader. For testing the hypotheses, the Researcher used ‘Chi square’ test.

3.5.2. Hypothesis

For a researcher, hypothesis is a formal question that he/she intends to resolve. Thus a hypothesis may be defined as a proposition or a set of proposition set forth as an explanation for the occurrence of some specified group of phenomena either asserted merely as a provisional conjecture to guide some investigation or accepted as highly probable in the light of established facts.

The null hypothesis and the alternative hypothesis are chosen before the sample is drawn. The researcher must avoid the error of deriving hypotheses from the
data that he/she collects and then testing the hypotheses from the same data. In the choice of null hypothesis, the following considerations are usually kept in view:

a Alternative hypothesis is usually the one which one wishes to prove and the null hypothesis is the one which one wishes to disprove. Thus, a null hypothesis represents the hypothesis we are trying to reject, and alternative hypothesis represents all other possibilities.

b If the rejection of a certain hypothesis when it is actually true involves great risk, it is taken as null hypothesis because then the probability of rejecting it when it is true is the level of significance which is chosen very small.

c Null hypothesis should always be specific hypothesis i.e., it should not state about or approximately a certain value.

The following null hypotheses were formulated

1. There is no significant relationship between Annual Income of Parents and Gender Discrimination at Home.

2. There is no significant relationship between Type of School and the Level of Awareness about Child Protection Schemes.

3. There is no significant relationship between Place of Living and child abuse at Society.

CONCLUSION

In the present Chapter, the research methodology, development of various instruments for the study, establishment of the validity of them, sampling method, description of the sample and data collection procedure, are explained. After the data were collected, it was subjected to different statistical processes like Percentage, Mean, and Chi-square, to find out the solutions for the research questions.