

CHAPTER -3

RESEARCH

METHODOLOGY

RESEARCH METHOD

In this chapter, the research method will be discussed. This entails the selection of a qualitative design and preparation for data collection. Decisions on how the sample was framed and developed, my role in this study, how entry to a research site was gained, data collection methods and a protocol for recording information and analysis of data is discussed issues are also discussed in this chapter.

QUALITATIVE RESEARCH DESIGN

A qualitative research design was implemented. The most commonly used labels appear to be field research or fieldwork, naturalism, ethnography, interpretive research and constructivist research. A qualitative research design was selected because of the following reasons: The aim of the study was not to explain human behavior in terms of universally valid laws or generalization, but to understand and interpret the meanings and intentions that underlie everyday human actions.

Qualitative research as a multi perspective approach enabled me to utilize different qualitative techniques and data collection methods to social interaction, in contrast to quantitative studies which emphasize the measurement and analysis of causal relationships between variables, not processes. Observations rather than experiments were employed in this study.

SAMPLING

The sample in this study was drawn from a government schools of Bhopal. For the purpose of this study, government schools of Bhopal were regarded as the population of this study. A group of adolescents attending schools and their parents and few biology teachers were the sample selected to participate in the study. A purposeful sampling method was used to select the participants. This sampling method was based on my judgment regarding the characteristics of a sample.

DATA COLLECTION

The following data collection methods were employed: Questionnaire, interviews and observations. These data collection methods were used by previous researchers in quantitative, descriptive, explorative designs studies and proved successful.

Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. The questionnaire designed to be used in this study is used for student participants to answer questions related to adolescence education from the given options according to their knowledge and experience.

QUESTIONNAIRE FOR CHILDREN -

NAME :				
AGE :				
GENDER :	Male		Female	
1. Have you ever heard about adolescence education before?	Yes	No	Never	
2. From where have you heard this term before?	Book	Friends	Parents	Other than this
3. Have you read about Male and Female Reproduction System in school?	Yes	No	Not yet	
4. Did you understand the topic well?	Yes	No	Somewhat yes	learn it because it was part of subject
5. Have you talked about this with someone (if yes with whom) ?	Parents	Friends	Others	No one
6. How you feel while talking about such topic?	Confident	Introvert	Reserve	Shy

7. Have your parents ever talked to you regarding this topic or they provide you any information?	Yes	No	Never	
8. Do you know the difference between a male and a female body?	Yes	Little bit	Yes, I know Everything	
9. Did you know about the disease transmit through intercourse?	No	Yes have read about some	Not sure but studied in school	
10. What do you think how one can have safe intercourse?	After having complete knowledge	By using safety precautions	By consulting an adult before	
11. Have you ever experience any Sexual abuse or Harassment by anyone?	Yes	No		

Unstructured Interviews Schedule

There are three main types of unstructured interviews; that is, open-ended interviews, unstructured interviews with a guide or schedule and in-depth interviews. For the purpose of this study, an unstructured interview with an open-ended interview is used with participant children's parents and school biology teachers. For reliability purposes, data were kept safely in case there are queries about them at a later stage.

INTERVIEW

QUESTIONS FOR PARENTS –

- Have you ever checked or examine what was taught to your children about adolescence education in school?
- Have you ever made an attempt to talk about this topic with your child?
- Have you provided sufficient knowledge to your children about reproduction or physical intercourse?
- How did you deal with your children when observed any harmonic change in them?
- Did you teach your child about menstruation cycle?
- Do you make them aware of risks and dangers they can face without complete knowledge regarding reproductive fitness?
- Do you maintain a friendly environment at home so that your son/daughter can talk to you about anything if they ever wish to?

QUESTIONS FOR TEACHERS –

- For how long have you been teaching in school?
 - How you introduce the topic of reproduction in the class?
 - What difficulties do you face while delivering the lesson?
 - Is the content provided in textbooks is enough for children?
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- What can be the steps taken by the school and families for enhancing children's knowledge regarding reproductive health?
- What would you suggest regarding the changes that can be made in our educational curriculum for delivering quality education on such topics?

ETHICAL CONSIDERATIONS

Debriefing

Before handling questionnaire and conducting interviews, I had explained the purpose and procedures of the study. Participants were informed about all the procedures that were to be followed in this study. An attempt was made to remove any misconceptions that the participants may have about the study.

Voluntary participation

Before filling questionnaire or conducting the interviews, I made participants aware that participation in the study was voluntary; they may withdraw from the study at any time if they wish to do so. However, the participants were informed that their participation was important for this study and that it will contribute to understanding the reasons for adolescence education.

Confidentiality

The participants were assured that all the information obtained was to be treated as confidential. That is, data will only be used for stated purposes and no other person will have access to interview data. Data were kept safely in case there were queries about them at a later date. Audio-tapes were locked away. Computer data were protected by a password. At the end of the process, all documents will be shredded and tapes will be erased.

DATA ANALYSIS

Data analysis consisted of systematically searching and arranging the questionnaire, interview transcripts, field notes and other materials that I accumulated in order to increase my understanding of them and to facilitate presentation of what was discovered to others. Furthermore, the analysis involved working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what needed to be divulged to others. The following techniques, adapted from Creswell (1997) were used to ensure that the qualitative data obtained and subsequent data analysis are dependable and credible: focused observation in the field and triangulation of data using multiple data sources, multiple methods and multiple data analysts. The data will be presented in the form of short quotations from the adolescents participating in the study.

RESEARCH BENEFITS

The participants were informed that they would not receive any monetary benefits from the study, however, they were informed that their participation in this study provided both

indirect and direct benefits to them and their communities. The study also provided informative debriefing for participants and as such participants were able to discuss their understanding and knowledge regarding adolescence education, other challenges that they encounter during the developmental stage of adolescence, as well as in their families. They were also able to share their concerns or interests with me. Participation in the study also offered the following indirect benefits: participation in the study provided more understanding about the adolescence health and reproductive education.

CHAPTER SUMMARY

The following aspects were discussed in this chapter: sampling, setting of the study, role of the researcher, ways of recruiting participants, data collection, ethical considerations, data analysis, thematic analysis and research benefits of the study.