

A BRIEF REVIEW OF VARIOUS GENDER ANALYSIS METHODOLOGIES

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ABSTRACT

This paper reviews the various methods used for gender analyses in different parts of the world. Every research project had a confined methodology. It may be concluded that both quantitative and qualitative research methods were important in social sciences, but better results were achieved by combining them.

Key words: Methodologies, quantitative, qualitative, questionnaire.

INTRODUCTION

Methodology is a system of explicit rules and procedures on which research is based and against which claims for knowledge are evaluated. This system is not a static one but ongoing to improvement and scientists evolve new means of observation, influence, generalization and analysis. Through this continuously interchange of ideas, information and criterion, it become possible to institutionalize methods and techniques (Nachmias and Nachmias, 1992; Thakur, 2003) and sampling was an important feature because it reduced the time and cost of data collection; to minimize the burden on intended respondents; to focus attention on certain characteristics of interest; to redirecting resources to more intensive data collection from fewer units when that was needed for valid measurement (Jackson, 2002).

Types of methods used: The system started with consensus on types of methods used for data collection. From a large body of review, the three main methods were identified as: quantitative method; qualitative method; and mixed or multiple methods.

Quantitative method: The quantitative methods measures a finite number of pre-specific outcomes and were appropriate for finding effects, attributing cause, comparing or ranking, classifying and generalizing to a larger population (Temu and Due, 2000). Some important techniques to collect data in quantitative data were surveys, groups, mail questionnaire, personnel interviews etc. (Edwards and Thuemmel, 2000; Suedi, *et al.*, 2000; Ali, *et al.*, 2002; and Chizari and Noorabadi, 1999).

Qualitative method: Qualitative methods took many forms including such description of peoples, places, and conversation and behaviour. The open-ended nature of qualitative methods allowed the person being interviewed to answer questions from his or her context in which study took place; complex problems and implementation; identifying un-invented consequences of a programme; gathering descriptive information etc (Farooq, 2001;

Sinclair, 2000). Some techniques of qualitative data gathering were focus groups, participant observation, case study, Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA), (Dennely *et al.*, 2000; Acharya *et al.*, 2005; and Siddiqui *et al.*, 2005).

The rationale of choosing the qualitative inquiry by Latta and Goodman (2005) had four folds and were also the advantages of this type of research. First, qualitative inquiry was often used to explore areas about which little was known second, our research aimed to generate ideas through the process rather than beginning with an a prior conceptual framework. Furthermore, as opposed to quantitative analysis, in which preexisting categories were imposed on data, qualitative methodology uses categories that were derived directly from the data. Third, quantitative research traditions make certain assumptions that they did not share in this context, such as the researcher is an objective, unbiased, and neutral observer. They decided on a sample size based on the number of interviews needed to reach data saturation the point when new interviews failed to add new information or categories to the data which was known as theoretical sampling.

Mixed or multiple method: In multiple methods both quantitative and qualitative methods were used in one study. This combination can be used to offset biases and compliments to strength different methods. These methods were useful in understanding complex social phenomenon, allowing for greater plurality of view points and interests, and generating deeper and greater insight (Tuttle *et al.*, 2004 and Taylor *et al.*, 2005).

The importance and use of two methods were described by Shaw (2003) as inter-relationship of qualitative and quantitative methods was not only, nor even primarily, about choice of methods. It was about single case or comparison; cause and meaning; context as against distance; homogeneity and heterogeneity. It entailed judgments about validity and the criteria of quality in social work research, the relationship of researcher and researched, and measurement.

Different methods utilized by various researchers:

Gana and Yisa (2004) conducted study on the effectiveness of agricultural extension education methods used to teach small-scale rice farmers in Doko Local government area of Niger State in Nigeria. Data were collected by means of scheduled interview questionnaire from eight extension cells of Doko extension block. Bowe *et al.* (1999) designed a study on A methodology for determining extension constituent needs: a case analysis in the Forest Products Industry and developed a questionnaire that consisted on four major sections: demographics, production and marketing/management, information and training media, and outside influences. Gadio and Rakowski (1999) in their study used an innovative approach that combined feminist research techniques with widely accepted sociological techniques. Research methods included a household survey, in-depth interviews and life histories. Muhammad *et al.*, (2001) and Abbas *et al.*, (2003) adopted the survey method for their study conducted in tehsil Jaranwala of Faisalabad district. From 16 villages selected at random through multi-stage sampling technique, a sample of 191 sugarcane growing respondents was drawn by stratified random sampling technique. The data were collected by using interview and observation methods. Muhammad *et al.* (2002) conducted a study “Zarii (Agriculture) Digest as a source of agricultural information for the farmers” and data were collected with the help of a survey questionnaire designed in Urdu. Cheema and Yasmeen (2003) studied the problems of working women in export garments factories in Faisalabad city, the textile units and women worker respondents were selected purposively and data were collected by using a well-designed questionnaire.

Hussain *et al.*, (2003) designed a study to identify the factors, which were affecting the parents' attitudes towards the education of their daughters. They selected their respondents through simple random technique and interview schedule was used for data collection.

Ani *et al.*, (2004) in their study, stratified and systematic sampling procedures were used in selecting the respondents (women farmers). In the first instance, from the southern agricultural zonal headquarters of Agricultural Development Programme (ADP), a list comprising all the villages in these LGAs was obtained. Secondly, from this list, four villages were selected from each LGA, using random sampling technique by balloting method. Subsequently, in order to get the respondents, village extension agents (VEAs) working in respective locations of the selected villages were requested to provide list of rural women farmers. Based on this list, twenty (20) rural women farmers were finally selected from each chosen village by simple random technique. This therefore, brings the total number of respondents to four hundred (400). The data were collected by means of

interview schedule which was developed and analyzed by the use of percentages and correlation coefficient(r).

Webster (2004) stated that the purpose of the qualitative case study was to identify the perceived needs of smallholder farmers in the Northern Province of South Africa in relation to the delivery of information and programs by the agricultural extension service. They used in-depth interview and focus group technique for the collection of data. The respondents were chosen through purposive sampling. Hussain *et al.*, (2004) in their study selected the respondents by using purposive sampling technique. The collected data analyzed by interviewing and by using simple statistical techniques like averages and percentages. Maureen and English. (2004) stated that methodologies adapted from adult educators such as Srinivasan (1992) and Vella (1994) were used for their study. Again Chaudhry (2004) and Davis *et al.* (2004) also used purposive sampling in their projects. Respondents were surveyed via mail, using a one-shot case study research design and a researcher developed questionnaire that was reviewed by a panel of experts for face and content validity (Dlamini *et al.*, 2004). Data were examined using the Statistical Package for Social Science (SPSS) software.

Moe and Bell (2004) reported that qualitative semi-structured interviews seemed the most appropriate given the nature of the inquiry. Conducting interviews in a semi-structured format provided for a wealth of information to be gathered on various aspects of the women's lives. Moreover, by not having to conform to a rigid interview schedule, the women were able to stay within their personal boundaries of comfort and safety and decide for themselves how much detail to provide about their victimization and work experiences.

The good example of mixed method was established by Acharya *et al.* (2005) who used baseline and mid-term evaluation surveys, participatory approaches as well as household surveys in which structured questionnaire was used to collect data. The participatory approaches included focus and general group discussions, time-lines, ethno-history, in-depth interviews, and case studies. Whereas, Allen (2005) utilized focus group technique for data collection. Jaafar and Sulaiman (2005) stated that primary data for the study was collected using a three-page questionnaire divided into three sections.

Ogunjuyigbe *et al.* (2005) used a simple random sampling method to select the respondents for a study regarding violence against women Parrado *et al.* (2005) used simple random technique to select the respondents and survey method for data collection. Siddiqui *et al.* (2005) also used a multistage-cum-random sampling technique to conduct their study and data was collected with the help of interview schedule and analysed by SPSS.

Patton (2002) had also illustrated how 'well-crafted case studies can tell the stories behind the numbers, capture unintended impacts and ripple effects, and illuminate dimensions of desired outcomes that are difficult to quantify.' He further stated that 'Qualitative methods are particularly appropriate for capturing and evaluating such outcomes' through the use, in particular, of inductive description.

Conclusions: Every research project had a confined methodology and it was impossible for researcher to review all of them and due to time and resource constraints again difficult to review all the relevant techniques used in present study therefore, some pinpoint studies were reviewed and presented. It may be concluded that both quantitative and qualitative research methods were important in social sciences, but better results were achieved by combining them.

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