

CHAPTER - III

Research Methodology



CHAPTER-III

RESEARCH METHODOLOGY

3.1 Introduction :

Research methodology involves the systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusion.

The role of the methodology is to carry on the research work in a scientific and valid manner.

Research design includes the following points:

- Objectives of the study.
- Hypothesis to be tested
- Variables used in the study.
- Sampling process.
- Tools used and methodology.
- Statistics used.

Objectives, Hypothesis, variables and terms defined are discussed in chapter-I.

3.2 Sample

The sample and technique of sampling together with its size is an important aspects of research and thus enhance the reliability and validity of research findings. The research work cannot be undertaken without the use of sampling. The study of total population is not possible.

W.G. Cochran defined the term sampling" In every branch of science we lack the resource to study more than a fragment of the phenomenon that might advance our knowledge."

Sampling for this study was purposive. In all there were 200 students (Boys and girls) of class 8 from four different co-education schools of Khargone district

The Schools were:

- (1) Devi Ahilya School of Excellence, Khargone
 - (2) Bal Shiksha Niketan, Khargone.
 - (3) Saraswati H.S.S., Khargone.
 - (4) Vaishnav Vidya Mandir, Khargone.
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- 50 Students (25 boys and 25 girls) from each of the above mentioned schools were taken for the study.
 - Alongwith the students the investigator also took 50 teachers of the same four schools to get their views about gender discrimination.
 - The researcher himself observed 20 lessons of some teachers teaching in the classes.

STUDENTS TAKEN FOR THE STUDY

S. No.	Name of the School	No. of the Students		Total
		Boys	Girls	
1	Devi Ahilya School of Excellence, Khargone	25	25	50
2	Bal Shiksha Niketan, Khargone	25	25	50
3	Saraswati H.S.S., Khargone	25	25	50
4	Vaishnav Vidya Mandir, Khargone	25	25	50
	Grand Total	100	100	200

Table-1

TEACHERS TAKEN FOR THE STUDY

S. No.	Name of the School	No. of the Students		Total
		Boys	Girls	
1	Devi Ahilya School of excellence, Khargone	10	10	20
2	Bal Siksha Niketan, Khargone	5	5	10
3	Saraswati H.S.S., Khargone	5	5	10
4	Vaishnav Vidya Mandir, Khargone	5	5	10
	Grand Total	25	25	50

Table-2

LESSONS OBSERVED BY THE INVESTIGATION

Number of teachers whose lessons observed		Total
Male	Female	
10	10	20

Table-3

3.3 Variables

A variable, loosely speaking, is a property that takes on different values, it is something that varies.

Independent variable:

The independent variables are the variables on which the groups in your research study differ, either because you have exposed them to different treatments or because of some inherent characteristics of the groups. When the researcher deliberately manipulates a treatment that treatment is called the independent variable.

Dependent Variable:

The dependent variable is the variable that the researcher is interested in measuring to determine how it is different from groups with different experiences or characteristics. The dependent variable gets its name because it depends on what the researcher does with the independent variable.

List of variables -

- Gender bias, Students (Boys and Girls),
Teachers (Male and Female).
- Independence variable - Gender bias,
- Dependent variable - Students, and teachers.

3.4 Research Tools:

In order to identify the factors affecting gender equality and nature of its influence in the classroom environment, empirical analysis of the classroom situation is necessary. This study encourages to observe and analyze the classroom process of classes of elementary level. This include the teacher- pupil interaction, pupil-pupil interaction, pupil-material interaction, assignment of duties and responsibilities to both male and female children, the teachers' gender sensitivity and perception of coping with it. This analysis has been carried out by employing the following tools:

Questionnaire for the students;

- (1) Questionnaire for the teachers;
- (2) Classroom observation schedule.

The tools used in this study were two self constructed questionnaires and one observation schedule. One questionnaire was prepared for the students keeping in view the competencies and understanding of the students of class VIII This questionnaire comprises 25 questions with two options- Yes and No.

The second questionnaire was constructed for the teachers of the schools chosen for the study. This questionnaire possesses 30 questions with three options - agree, neutral and disagree.

Along with these questionnaires the investigator also prepared one classroom observation schedule having 15 statements with the options- 'Yes' and 'No'.

3.5 Administration of Research tools:

As it is mentioned earlier that 200 students from four different schools have been taken for the study purpose. Same is the case with the 50 teachers and the observation of the classes of teachers

In the beginning Devi Ahilya School for Excellence, Khargone was visited by the investigator. Students were of class VIII standard. Before circulating the questionnaire to the students they were told that the result would be kept confidential and will not have any effect on their school achievement. Clear instructions were given beforehand. After that, questionnaires were distributed among the children. Subjects were asked to write their names, Class, Sex and School name on the top of the Sheet. One hour time limit was given to the Students. They were asked, first, to read the questions attentively and then put the tick mark on any one of the options given. After attempting all the questions by all the students the researcher collected the sheets.

The same process was implemented in the next three schools, namely:

- Bal Shiksha Niketan, Khargone.
- Sarsawati H.S.S., Khargone and
- Vaishnav Vidya Mandir, Khargone.

Now the questionnaire for the teachers was taken up by the researcher. Again the Devi Ahilya School for Excellence, Khargone was visited by the researcher Questionnaires were given to the teachers and requested them to write their name, sex, experience and school name on the top of the sheet. The teachers were requested to read the questions carefully and put the tick mark on any one of the options -

Agree, Neutral and Disagree. After attempting all the questions the teachers returned the sheets to the researcher.

The same activity was repeated in the next three schools.

At the end the investigator once again visited all the four schools, one by one, to observe the lessons of the teachers teaching in the class. The investigator stayed for the whole period in the class and observed the lesson of the concerning teacher. During this process the researcher was going, one by one, through all the fifteen statements and putting tick mark on any one of the options- Yes and No, according to the situation

Since the sample was taken from four different schools therefore the above mentioned processes were used in all the four schools

In this way the investigator collected the desired data from 4 Schools by applying the processes which are elaborately explained in the sub chapter- Administration of research tools.