Chapter 3

Research Methodology of the Study

3.1: Need and significance of the study

It is an established fact that ever since the dawn of civilization, man has been trying to educate himself in order to adjust with the changing demands of life. Moreover, he has succeeded in distinguishing himself from other animals only by virtue through the process of education. Education fashions and models a man to become a better person for the society. So, education is one of the most important determinants of progress and social change.

Today’s girl child will be the mother of tomorrow. As a mother she can give her child a sound nursing and capable upbringing. A woman has the maximum impact on the social, economical decisions making in the family generally. Girl education is like sowing the seed which gives rise to green, cheerful and full grown family plant. Education for the girls is more important as she not only builds the home but all routine responsibilities are taken care by her. An educated woman not only helps in nourishing the family in a better way but can also help in earning. Rightly said that God made the mother because He could not be present everywhere. “One could judge the degree of civilization of a country by the social and political position of its woman.” Charles Fourier.

It is very true that good progress has been made in the sphere of women education by keeping in view the high number of women in the country; this progress is not very heartening. However, it has to be admitted that during the last fifty years India has produced great women in different walks of life in science, literature and various disciplines of studies in the Universities and in political life of the country. Needless to say that, we still have to make great efforts for the expansion and provision of education to all especially to girl child. That is why various committees and commissions on education appointed by the government have emphasized the potent need and nature of girls’ education.

We still have to overcome many conservative social traditions in order to bring the women folk in the group of intelligence. A new culture of elimination of female foetus has gradually become rampant Discrimination between education of boy and girl is common. Parents feel that the education of girls is wastage as they will go to their husbands after marriage. The poverty and illiteracy among the people is also big reason for not sending the girls to schools. Education for a girl child means making the next generation well, full of
virtues, free from the useless superstitions, confident and capable to do something good for the family, for the society and for the country as a whole. The present day girl is the mother of tomorrow. She is the most crucial and reverend entity. She must be given all the necessary education. Ignoring her, keeping her illiterate means we are creating an illiterate and ignorant generation. For this it is necessary to emphasize the special needs and interests of girls’ in the education. The educationists in our country have taken note of the growing importance of girls’ education. Therefore, under these circumstances, the researcher has taken up the present study.

3.2: Statement of the problem

The statement of the problem selected for the present study is specifically states as “Societal attitude towards education of the girl child in state of Manipur.”

3.3: Objectives of the study

The objectives of the study are:

1. To analyse the opinion of the Policy Makers towards education of the girl child.
2. To analyse the opinion of the Teachers towards education of the girl child.
3. To analyse the opinion of the Parents towards education of the girl child.
4. To suggest suitable ways and means towards the upliftment of the girl child.

3.4: Hypothesis

1. The Policy Makers have positive/supportive attitude towards education of the girl child.
2. The Teachers have positive/supportive attitude towards education of the girl child.
3. The Parents have positive/supportive attitude towards education of the girl child.

3.5: Definition of the Term used

**Society:** A society is a kind of community (definite group of people) whose members have become specifically conscious of their mode of life and are united by a common set of aims and values. In the present study the societal comprises of Policy Makers, Parents and Teachers.

**Attitude:** The individual’s prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events).

**Girl Child Education:** Simply means the offering formal education to the girls. In the present study the age group of the girl child is 4 to 15 years of age.

**Manipur:** Manipur is one of the states of North-East India. It literally means the land of the gems. The population of Manipur as per 2011 census was 27.22 lakhs comprising 13.70 lakhs of male and 13.52 lakhs of female. The state has 9 districts, the hill consists of 5
districts and valley consists of 4 districts. The state has 33 towns and 2,391 villages as per 2011 census.

3.6: Delimitation of the study

The study was undertaken in the state of Manipur to analyse the attitude of the Policy Makers, Teachers and Parents towards education of girl child.

3.7: Population of the Study

Manipur state was taken of the population of the study.

3.8: Sample of the Study

A total of 996 respondents comprising of 100 policy makers, 449 teachers’ and 447 parents were selected for the study taking care on the basis of gender, areas, so that it could represent the whole view of the population of the study.

3.9: Tools

For the purpose of collecting primary data 3 (Three) separate Interview Schedules were prepared:

1. Interview schedule to elicit the policy makers’ attitude towards education of the girl child.
2. Interview schedule to draw the teachers’ attitude towards education of the girl child.
3. Interview schedule for the parents to draw their attitude towards education of the girl child.

The primary data collected had been analyzed using cross tabulation with the help of the statistical package SPSS. Further, the data analyzed had been presented in the tabular form for easy understanding and comprehension.

3.10: Data Collection

Both Primary and Secondary data were used for the present study. For the purpose of primary data collection, three separate interview schedules were prepared i.e. Policy Makers, Teachers and Parents in which certain queries were raised to them to know their opinion towards the education of the girl child. For the Secondary data various available Documents, Books, Journals, Annual Reports, Policy Guidelines, Manuals and other literatures related to education were referred for the present study.
3.11: Assumptions and Limitation for the analysis of primary data.

Proportion of response

<table>
<thead>
<tr>
<th>Range of Percentage</th>
<th>Proportion of response</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-40</td>
<td>Above Marginal</td>
</tr>
<tr>
<td>41-50</td>
<td>Marginal</td>
</tr>
<tr>
<td>51-60</td>
<td>Simple Majority</td>
</tr>
<tr>
<td>61-70</td>
<td>Fair Majority</td>
</tr>
<tr>
<td>71-80</td>
<td>High Majority</td>
</tr>
<tr>
<td>81-90</td>
<td>Significant Majority</td>
</tr>
<tr>
<td>91-100</td>
<td>Highly Significant Majority</td>
</tr>
</tbody>
</table>

The assumptions considered while analysing the primary data given in the Tables.

To measure the attitude scale, the positive responses of the respondents on the queries were regarded as positive attitude towards the education of girl child.