CHAPTER V

DESIGN OF THE PRESENT STUDY

5.1 Introduction
5.2 Objectives
5.3 Hypothesis.
5.4 Tools
  5.4.1 Choice of the tool
5.4.2 Development of Questionnaire
    5.4.2.1 First Draft
    5.4.2.2 Second Draft
    5.4.2.3 Pilot Study
    5.4.2.4 Finalising the Questionnaire
5.4.2.5 Reliability
5.4.2.6 Validity
5.4.3 Interview
5.4.4 Personal Data Sheet
5.5 Sample
5.6 Data Collection
5.7 Data Analysis
5.1 Introduction

In the preceding chapter the theoretical aspects of role were discussed. In the present chapter an attempt is made to explain the methodology of the study with details regarding variables selected for the study, the tools constructed and selected, the sample drawn, the administration of tools, scoring and analysis of data collected.

5.2 Objectives

The present study is a social research regarding the changing role in Indian society and its implications for the curriculum to be designed for girls in schools. The following are the main objectives of the study.

1) To study the status of Indian women in its historical perspective.

   ii) To study the changing role of Indian women in economic, social, cultural, religious, political and educational spheres.
iii) To study the opinion of women about the changing role of women.

iv) To study the opinion of men about the changing role of women.

v) To study the educational implications for the changing role of the Indian women.

Based on these objectives the following hypotheses were formulated.

5.3 Hypotheses

1) There is change in the women's role from the pre-independence period to post-independence period in India.

2) Women are in favour of their changing role.

3) Men are in favour of the changing role of women.

4) The acceptance level of the changing role by women is associated with the following variables (a) Educational and (b) Chronological age.
5.4 Tools

For the purpose of collecting the required data for research the investigator developed appropriate tools.

Since the field of investigation was quite large, it was almost impossible for the investigator to observe personally the women working in various fields. The investigator therefore, chose to collect the needed data through a well-prepared questionnaire and by interviewing selected women. The questionnaire was administered to a sample of literate women. To supplement the data collected through the questionnaire, interview was adopted wherever necessary. The investigator interviewed the illiterate women workers. Some of the busy women such as the politicians and IAS (Indian Administration Service) officers could not find time to fill in the questionnaire. In such cases they were also interviewed and the data collected.

The questionnaire was framed so as to reflect the changing role of women in the economic, social, cultural, religious, political and educational fields. The questionnaire was
divided into two parts.

Part A of the questionnaire deals with role perception and Part B, the changing role of women in Indian society. In Part B the changing role relates to the period before Independence and the period after Independence.

5.4.1 Choice of the Tool

To study the changing role of women in India, a questionnaire was designed. The questionnaire seeks information regarding the role of women before and after Independence in various walks of life, namely, economic, social, cultural, religious, political and educational. The respondents were required to state the extent to which the performance of a role in a particular field was considered essential for women. The questionnaire was finalised after a pilot study.
5.4.2 Development of the Questionnaire

5.4.2.1 The First Draft

The first draft of the questionnaire was prepared drawing heavily from two sources - personal and documentary. Personal sources include discussions with learned persons in many fields and documentary sources include collection of ideas from published documents, social, psychological and educational research journals, magazines and periodicals.

5.4.2.2 Second Draft

The first draft of the questionnaire contained 87 statements in Part A and 58 in Part B and these statements represented six aspects of life namely, economic, social, cultural, religious, political and educational. There were 22 statements under economic aspect, 20 under social, 8 under cultural, 7 under religious, 13 under political and 17 under educational. These statements were subjected to jury opinion by requesting 5 experts in the field of social researches for their opinion regarding the relevancy
of the statements, appropriateness under the various aspects, clarity of expression etc. On the bases of the suggestions offered by them, the items were refined and modified to give conceptual clarity.

5.4.2.3 **Pilot Study**

The pilot study was designed with two objectives: (1) to study the suitability of the method of investigation and (2) to improve the questionnaire. Special attention was also paid to the proper wording of questionnaire so that the respondents would not have any difficulty in understanding the questions. The respondents were instructed to put a tick (✓) mark in the appropriate space given against each item which indicated their position or opinion. A cross section of women namely doctors, teachers, professors, housewives, bank officers, steno-typists, students and daily wage earners numbering 60 were personally contacted and the questionnaire was administered to them.
The tool was administered to the sample selected for the study. They were requested to respond by placing a tick against the point on the five point scale that reflected their own opinion about the given statement. No time limit was set, but on an average the respondents took 30 minutes to complete the questionnaire. The summed score values were computed for each respondent and this value is the score of the individual respondent. The higher the individual's score, the more progressive and modern was the individual.

5.4.2.4 Finalising the Questionnaire

Responses to eighty seven statements were collected from 60 women, and these were quantified assigning scores 5 to 1 to the various response modes indicating the level of agreement with the statement. The mean, variance and standard deviations were worked out for each of the 87 statements. On the basis of the total score, the respondents were divided into two groups high and low, the high group
consisting of the top 27% (16 in this case) and the low group, the bottom 27% of the whole group. For each statement the mean scores of the high group and the low group were computed and the significance of difference between these two means tested through 't' statistics. Of the 87 statements, only in the case of 28 statements the 't' values were significant. These 28 statements were selected for the final tool.

For Part B of the questionnaire, similar procedure was followed and out of the 58 statements 34 were selected for the final tool. The tool used for the pilot study and the finalised version of the tool are appended to this report (Appendix 1 and 2).

The questionnaire seeks to collect information regarding six dimensions of the role of women, the economic, social, cultural, religious, political and educational. A brief description of these dimensions is given below:
5.4.2.4.1 Economic Sphere

Multi-directional forces of industrialization, urbanization and socio educational advancement are affecting various aspects of traditional Indian society. Women have become slowly aware that if they wish to contribute to the well-being of their family or of themselves they can do so by becoming wage earners. By working they can also have better social standing. This attitude is largely due to technological and economic changes. Sometimes the educated women need employment for personal satisfaction, since they do not like to while away their time in an idle way. Some women desire to make use of their talents, gifts and training. By giving outward expression to their creativity they get social recognition. Moreover increasing cost of living and the consequent economic pressure on day-to-day life is forcing womenfolk, to seek placement in the world of employment. The attitude towards the changing economic role of women is studied through five statements. These statements relate to issues such as economic independence,
social restriction on economic activities by women and economic conditions of the family.

5.4.2.4.2 Social Sphere

The segment of the questionnaire dealing with the role of women in social sphere contains 5 statements regarding management of home, suspicion about educated working women in society, difficulty in getting suitable match for highly educated women, social antipathy of employed women and the dual role of working women.

5.4.2.4.3 Cultural Sphere

Five statements in the questionnaire deal with the role of women in the promotion of culture. Women as custodians of culture and as promoters of cultural activities are the main themes considered in this area.
5.4.2.4.4 Religious Sphere

This part of the questionnaire contains five statements dealing with the changing role of women in religious sphere. In fact, the role of men in religious sphere is confined only to the performance of rituals and observances of religious practices. Indian society is a tradition bound society; it may not accept women as religious leaders.

5.4.2.4.5 Political Sphere

There are four statements relating to the political sphere. Of the four, two statements refer to the subservience of women in politics. Her subservient role is simultaneously balanced by two statements which proclaim her ability in undertaking social problems and in finding solutions to those problems. The two statements are devised in such a way as to project a role in politics and in doing service to the society.
5.4.2.4.6 **Educational Sphere**

The changing role of women in the educational sphere is studied with reference to education for women, the role of educated women in the social process like modernisation and their contribution towards the progress of society by taking to vocational education.

Thus in Part A of the questionnaire there are 28 statements under six areas as detailed below:

**TABLE 5.1**

Details about Part A of the Questionnaire

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Area</th>
<th>No. of Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Economic</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>2.</td>
<td>Social</td>
<td>6.7.8.9.10</td>
</tr>
<tr>
<td>3.</td>
<td>Cultural</td>
<td>11,12,13,14,15</td>
</tr>
<tr>
<td>4.</td>
<td>Religious</td>
<td>16,17,18,19,20</td>
</tr>
<tr>
<td>5.</td>
<td>Political</td>
<td>21,22,23,24</td>
</tr>
<tr>
<td>6.</td>
<td>Educational</td>
<td>25,26,27,28</td>
</tr>
</tbody>
</table>
Part B of the Questionnaire seeks information regarding the importance of various roles under different dimensions of life before and after Independence in the Indian context as perceived by the respondents. The importance of the role is required to be rated on a four point scale ranging from essential to not at all required, through desirable and not desirable.

There are 34 statements in this part of the questionnaire and the aspects that are related to various items are indicated below:
### Table 5.2

Table showing the Aspects and the Various Items that are Related to the Aspects

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ECONOMIC</td>
<td>1, 6, 18, 20, 24, 26, 31, 33</td>
</tr>
<tr>
<td>2.</td>
<td>CULTURAL AND RELIGIOUS</td>
<td>2, 3, 4, 8, 22, 34</td>
</tr>
<tr>
<td>3.</td>
<td>POLITICAL</td>
<td>9, 10, 13, 15, 17, 21, 27, 29, 30, 32</td>
</tr>
<tr>
<td>4.</td>
<td>SOCIAL</td>
<td>5, 11, 12, 14, 16, 19, 23, 28</td>
</tr>
<tr>
<td>5.</td>
<td>EDUCATIONAL</td>
<td>7, 25</td>
</tr>
</tbody>
</table>
5.4.2.5 Reliability

The reliability of the questionnaire was established by the test retest method. The questionnaire was administered to 100 people, selected at random from the sample after a lapse of one month. The $\rho$-efficient of consistency worked out to be 0.84.

5.4.2.6 Validity

The content validity is the relevant type of validity for this study and it has been established through jury opinion. The experts certified to the content coverage and for the final study the statements are selected in such a way as to represent all aspects under each dimension.

5.4.3.1 Interview Schedule

Based on the main content of the questionnaire, fourteen questions were framed to gather information regarding
the changing role and status of women and its implication on education. The questions are open ended so that the interviewees are free to express their frank opinions about the issue. The schedule is appended to this report as appendix No. 4.

5.4.4 Personal Data Sheet

Apart from the questionnaire and the interview schedule a personal data sheet was also administered to the respondent to collect information regarding the age, marital status, educational status, occupational status, nature of employment and income level. These variables were assumed to be related to perception of changes in the role of women in Indian society.

5.5 Sample

The sampling technique adopted in the study is explained here below:-
For the purpose of the study the population was stratified into the following sub-groups:

I. **Professionals**
   - Doctors
   - Professors
   - Lawyers
   - Teachers

II. **Officials**
   - Bank officials
   - Clerks
   - Stenographers / typist

III. **Technicians**
   - T.V. & A.I.R. Workers

IV. **Others**
   1. Housewives
   2. Students
   3. Ayah / Coolies
Other women who did not fall into any of these categories were not involved in this study. Sample from each of these groups was drawn adopting quota sampling technique. The size of the sample to be selected from each group was first decided and then the required number of respondents from each group was selected using incidental, purposive technique. Similar procedure was adopted for the selection of sample from men. The sample selected from each stratum is indicated in the table given below:
# TABLE 5.3

**CATEGORIES OF WOMEN RESPONDENTS**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Respondents (WOMEN)</th>
<th>Nos</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Professionals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doctors</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Professors</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Lawyers</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td>200</td>
</tr>
<tr>
<td>II</td>
<td>Officials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bank Officials</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Clerks</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Stenographers/Typists</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>Technicians</td>
<td></td>
</tr>
<tr>
<td></td>
<td>T.V. &amp; A.I.R. Workers</td>
<td>50</td>
</tr>
<tr>
<td>IV</td>
<td>Others</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. Housewives</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>ii. Students</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>iii. Ayah/Coolies</td>
<td>50</td>
</tr>
</tbody>
</table>

1000
A hundred men representing teachers, professors, doctors, stenographers, typists and others were also selected as part of the sample for the study. The details of the representation are given below:

**TABLE 5.4**

**CATEGORIES OF 100 MEN RESPONDENTS**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Nos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctors</td>
<td>10</td>
</tr>
<tr>
<td>Professors</td>
<td>10</td>
</tr>
<tr>
<td>Lawyers</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
</tr>
<tr>
<td>Bank Officials</td>
<td>10</td>
</tr>
<tr>
<td>Clerks</td>
<td>10</td>
</tr>
<tr>
<td>Stenographers/Typists</td>
<td>10</td>
</tr>
<tr>
<td>Students</td>
<td>10</td>
</tr>
<tr>
<td>Others</td>
<td>20</td>
</tr>
</tbody>
</table>
Thus the total number of respondents comes to 1,100 including 1,000 women and 100 men, representing different occupations and sections of the society.

5.6 **Data Collection**

The investigator administered the questionnaire to the sample, selected by contacting them individually and in small groups wherever possible. In the case of few people who could not be contacted, the questionnaire was mailed. Of the 1,152 filled in questionnaire received from women, 152 questionnaires were found incomplete and therefore only 1,000 completely filled in questionnaire were used for statistical analysis.

5.7 **Data Analysis**

Descriptive statistics was used to describe the sample with reference to the variables studied. Differential analyses were made on the basis of sex, age and occupation. The details of the analyses are presented in Chapter VI.