CHAPTER III

Method and Procedure

3.1 Introduction

In any such study it becomes essential to carry out the investigation in such a way that the objectives made are achieved and the hypothesis formulated are tested with the help of appropriate statistics so as to draw scientific inferences. Only then the results of the investigation can be applied on the population. Due to the sophistication of statistical techniques, limitation of time, money and energy and the fact that out of the two types of errors, one is likely to be increased when the total population of the study is covered, it is better to carry out such a piece of research on a scientifically selected sample rather than on the total population of the investigation.

3.2 Sampling

The principle of statistical regularity which is based upon the mathematical theory of probability lays down that moderately large number of items chosen at random from a large group, on the average, possess the characteristics of the large group. However, it needs to be ensured that the sample taken at random provides each and every item of the equal chance to be represented. A sample so selected, with all probability, will have the characteristics of the large group. Needless to say that
the sample should be moderately large. In India, when such investigations are carried out, one is to keep the limitation of the population, which has a big chunk of illiterates and also that the people are not kind and accustomed to psychological testing. In the present investigation, due to practical difficulties, the principle of providing equal chances by way of putting the item back to the population before selecting an other item, was not so emphatically adhered too. However, the sampling was done at the following three stages.

In this investigation, the study was to be carried out on scheduled castes only, so it was necessary to find out the list of scheduled castes in Punjab and Kapurthala District. The upto date information in this regard is maintained by the Employment Exchanges. So the list given in the Employment Manual (1984) was used for this purpose. It contained the following list of the castes which have been declared as scheduled castes.

Adi Dharmi, Bangali, Barar, Burar or Berar, Betwal, Buaria or Bawaria, Bazigar, Balmiki, Chura or Bhangi, Bhanjra, Chamari, Jatia Chamari, Rehgar, Raiger, Ramdasi, Ravindari, Chanal, Dagi, Dhanak, Dumma, Mehasha or Doom, Gagra, Gandhila or Gandil Gondola, Kabirpanthi or Juleha, Khatik, Kori or Koli, Marija or Marecha, Mazhabi, Megh, Pat, Od, Pasi, Perna, Pherero, Sanshali, Sanhal, Sansi, or Bhedkut or Manesh, Sapela, Sirera, Sikhigar, Sirhband.
In addition to these the following are scheduled castes for Kapurthala District:

Dehra, Dhaya or Dhea.

In the present study the dichotomy of rural and urban students was of significant importance. So first of all the rural and urban areas were located in Kapurthala district of Punjab, to which the investigation was delimited. It was decided that 8 towns which have the Municipal Committees and small town committees, be categorised as urban areas and all other villages which were covered by Panchayats were to be taken as rural areas on the basis of census of 1981.

**TABLE 3.1**

**Showing Urban Areas with Their Population**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of Urbanity</th>
<th>Population*</th>
<th>Population of SC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kapurthala</td>
<td>50,300</td>
<td>7,338</td>
</tr>
<tr>
<td>2.</td>
<td>Phagwara</td>
<td>75,961</td>
<td>16,749</td>
</tr>
<tr>
<td>3.</td>
<td>Sultanpur Lodhi</td>
<td>12,143</td>
<td>1,448</td>
</tr>
<tr>
<td>4.</td>
<td>Begowal</td>
<td>6,774</td>
<td>525</td>
</tr>
<tr>
<td>5.</td>
<td>Bhulath</td>
<td>4,926</td>
<td>708</td>
</tr>
<tr>
<td>6.</td>
<td>Dhillwan</td>
<td>5,320</td>
<td>1,411</td>
</tr>
<tr>
<td>7.</td>
<td>Nadala</td>
<td>4,608</td>
<td>657</td>
</tr>
<tr>
<td>8.</td>
<td>Talwandi Chaudhrian</td>
<td>3,416</td>
<td>970</td>
</tr>
</tbody>
</table>

Total 1,63,418 29,806

Out of the total population of Kapurthala district which was 545,249 on the basis of the 1961 census, 1,63,481 was urban and 381,768 was rural one. While the urban population was confined to 8 towns, the rural population was confined to 602 villages. On the whole the population of scheduled castes was 1,47,151. At the first stage while all the 8 towns were taken to select a sample of only 40 villages was drawn at random out of a total of 602 villages. The list of the villages so selected with population and the population of scheduled castes is appended at Appendix I. The towns and the villages selected for the carrying out this research have been shown in the map in fig. 1.

With the help of the census data and Civil Supplies Department the houses and the families of scheduled castes were marked. The disproportionate sample of 2000 such scheduled castes families each from rural as well as urban areas was selected. The investigator with the help of five co-workers who were M.A., M.Ed. secondary school teachers specially trained for the job, was able to collect their bio-data on the schedule from the heads of the families, in a period of four months. Out of these the following types of the sample were weeded out and only nuclear families were taken.
1. Joint families
2. People from outside Punjab.
3. Persons who had more than one living wife.
4. The families in whose case the husbands were not living with their wives because of one reason or the other i.e. service, dispute, legal separation etc.
5. Families in whose case the head of the family was either below 15 or above 45 years of age.
6. Families which have gone in for inter-caste marriage.
7. Families in which either the wife or the husband suffered with one or the other type of health problem.
8. Issue less families.
9. Families which could not be located as they had shifted to other areas.
10. Families which were shy to reveal that they belonged to scheduled castes.

As a result of the weeding out of all such cases, the investigator was left with 2120 cases only out of which 250 urban units were selected at random. From amongst the rural sample the similar type of families, having the same educational background in equal numbers from every level were selected. All these cases were then arranged on the basis of educational qualifications as shown in table 3.2.
### TABLE 3.2

**Showing Different Categories of Sample on the Basis of Educational Levels**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Educational Qualifications</th>
<th>No. of Families</th>
<th>No. of families selected</th>
<th>No. of persons tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Primary</td>
<td>540</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>2.</td>
<td>Middle</td>
<td>530</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>3.</td>
<td>Matric</td>
<td>500</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>4.</td>
<td>B.A.</td>
<td>430</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>M.A. &amp; above</td>
<td>120</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>R</th>
<th>U</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>60</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>2.</td>
<td>60</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>3.</td>
<td>60</td>
<td>60</td>
<td>120</td>
</tr>
<tr>
<td>4.</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>20</td>
<td>20</td>
<td>40</td>
</tr>
</tbody>
</table>

**Total** 2120 250 250 500 250 250 500
Out of 2120 persons 500 were administered the two attitude scales. From amongst the above sample of 500 heads of the families of scheduled castes, all those where the husband and wife had the same educational background were picked up. In all 47 such families could be located. Out of these 47, ten families were selected at random in such a way that these were two from each educational level and one of them was urban while the other was rural. In all these cases the case studies were made, but the interview were held with the wives, by the investigator personally.

3.3 Tools
a) Attitude Scales

As no standardised tools for the measurement of attitudes of the people towards population education and environmental education, were available for such a group of people, in Punjab, so it was decided to construct two such attitude scales. It was also decided to construct these on the pattern of Likert's technique of attitude scale construction. For this purpose the areas of attitudes towards population education and environmental education were sub-divided into five sub-areas each. On each of the sub-areas, ten items were constructed in such a way that five of these were indicative of the positive attitude while the remaining five depicted the negative attitude. At the time of the construction of items the criteria laid down by Wang (1932), Thurstone and Chave
Likert (1932), Bird (1940) and Edward and Kalpatrick (1948) viz. avoiding, factual statement, the statements which could be interpreted in more than one way, statements endorsed by everyone, items having double negatives, statements not covering sub-areas of attitudes and statements combining universals, were kept in view. The statements were written in simple language so as to give clear and direct feelings towards the area. Only one idea was put in one item or statement.

The statements thus formulated were discussed with experts in the field of education, economics, sociology and psychology. As a result of it, some items were combined, some were improved upon in language and some were split up in more than one items. The number of items left on the body of the scale are given in table 3.3.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Area of Attitudes</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attitude towards Population Education</td>
<td>37</td>
</tr>
<tr>
<td>2.</td>
<td>Attitude towards Environmental Education</td>
<td>35</td>
</tr>
</tbody>
</table>

Every item was rated on five point scale i.e. strongly agree, agree, uncertain, disagree and strongly
disagree. Each of the five points were given numerical values ranging from 1 to 5. All positive statements were to be evaluated in such a way that strongly agree carried the value of 5 and strongly disagree the value of 1 and other three points had proportionate values i.e. 4, 3 and 2. However, the procedure was reversed in case of negative items and strongly agreed was given the weightage of one and strongly disagree the value of five. The instructions, for those who were to attempt the scales were framed, discussed with persons of all levels of education, experts in the discipline of education and other allied subjects, and improved in language. These were then standardised in their format. The instructions and the scales are appended at appendix II. Both the scales along with instructions were then got translated in Panjabi as well as Hindi by the officer of the level of District Language Officer (Appendix III and Appendix IV).

The two attitude scales were then got cyclostyled in English, Panjabi and Hindi.

First Try Out

Item Analysis

The scales were administered on one hundred middle aged male scheduled castes parents by the research worker personally. As it was not possible to meet all such people in a group, so they were contacted individually for this purpose. The objectives of the scales were
made clear to them in simple language. They were also assured that their scores on the scales would be kept strictly confidential and would not be used for any other purpose than the processing of the scales of research. The instructions were read out one by one and their meanings made clear to them. The doubts of the persons, if any were particularly heard and removed. Their biodata was got filled in. No time restriction was imposed upon them. After one months, the scales were again repeated upon the same persons under the similar conditions. The scales were scored and the results were compiled.

**Discriminating Power**

After the evaluation of the scores, the scales were then arranged in order of their weightages. The discriminating power of each item was calculated with the help of the formula given by Guilford (1954).

\[
ULI = \frac{RU - RL}{F}
\]

In this formula, ULI stands for the upper lower index of discriminating power, RU stands for the number of persons giving right answers in the group of upper 27 per cent, RL stands for the persons giving right or correct answer in the group of lower 27 per cent of the sample. F stands for number of examinees in each group.
Items with discriminating power below .2 were considered to be unsuitable to be retained on the body of the scales and as such were dropped. Items having inappropriate language were also deleted. The number of items removed because of these factors from the body of the scales is given in the table 3.4.

**TABLE 3.4**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Area of the Attitude</th>
<th>No. of item on the scale</th>
<th>No. of items removed because of less than .2 discriminating powers</th>
<th>No. of items dropped due to language factors</th>
<th>No. of items left on the body</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitude Towards Population Education</td>
<td>37</td>
<td>4</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>Attitude Towards Environmental Education</td>
<td>35</td>
<td>2</td>
<td>1</td>
<td>32</td>
</tr>
</tbody>
</table>

**Item Variance**

The variance of each individual, on every item, was worked out on the basis of score of the individual on that item of the scales given first and the repeated after a time period of one month. On the basis of expert opinion, it was decided that all the items which recorded a variation of two points on 50% or more cases or one point on 80% or more cases, should be dropped from the body of the
test. As a result of this treatment one item of population education and two items of environmental education scale were dropped. After this treatment, 30 items were left on each of the two scales. The proforma used for this purpose is appended at Appendix V.

**Second Try Out**

After all the above treatment, the tool in question was improved and got retyped after observing the following formalities.

(a) It was observed that with the lower qualified persons there was some practical difficulty to express their opinion on 5 point scales and they just were able to express their attitude in positive or negative direction and were not able to discriminate between 'strongly agree' and 'agree'. Similarly, they did not discriminate between 'strongly disagree' and 'disagree'. Almost all of them jumped to strongly agree and strongly disagree. It was thus decided to reduce the scale from five points to three points and to make it 'Yes', '?' and 'No' and to give it the weightage of 'agree', 'uncertain' and 'disagree'. This was done in case of all the items of both the scales. In the same way in case of positive items the weightage of 3 was given to 'Yes' 2 to '?' and 1 to 'No'. However, in case of these items which indicated the negative attitude, the weightage was reversed, i.e. 'No' was allotted 3 marks '?' two and 'Yes' one mark on the both the scales.
(b) All the items were to be answered on the same type of scales i.e. 'Yes', '?' and 'No'.

(c) The scales along with the instruction were then improved in all the three languages English, Hindi and Panjabi on the basis of the experience. Both the translations were then got vetted from the experts of the languages. However, it was kept in view that the language experts were those who were the students of education also so that they did not distort the ideas contained in the original items.

(d) The scoring key was developed on a card board.

(e) The instructions were changed to make these more effective and appropriate.

(f) Some items were also re-arranged so that similar type of items were not very close by.

(g) The column of signatures on the title page was removed. Only address was to be given by the subject.

(h) The information asked for about the individual on the first page of the scales was also changed, keeping in view the avoidance for the same, which has been asked in the bio-data form.

After taking all these steps the scales were got cyclostyled for administration and further statistical treatment. The English, Hindi and Panjabi versions of attitude scales are appended at Appendix VI, VII & VIII. Scoring Key is appended at Appendix IX.
Test Re-test Reliability

The scales were then administered on a data of 100 middle aged scheduled caste male parents, having different educational backgrounds. The data consisted of 50 rural and 50 urban peoples. It was again repeated on the same sample after a period of one month. It was not possible to get the total sample on one occasion, so it was administered in different small groups and repeated on all these sub groups after a period of one month. On the basis of the scores of test and test repeated after a period of one month, the co-efficient of correlation of reliability was worked out (Table 3.5).

**Table 3.5**

Town/Village wise Co-efficient of Reliability of 1st Try Out of Attitude Scales

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Village/Town</th>
<th>Attitude towards Population Education</th>
<th>Attitude towards Environmental Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kapurthala</td>
<td>.67</td>
<td>.69</td>
</tr>
<tr>
<td>2.</td>
<td>Phagwara</td>
<td>.65</td>
<td>.63</td>
</tr>
<tr>
<td>3.</td>
<td>Sultanpur Lodhi</td>
<td>.63</td>
<td>.65</td>
</tr>
<tr>
<td>4.</td>
<td>Ibba</td>
<td>.61</td>
<td>.56</td>
</tr>
<tr>
<td>5.</td>
<td>Dial pur</td>
<td>.57</td>
<td>.49</td>
</tr>
<tr>
<td>6.</td>
<td>Kala Sanghian</td>
<td>.59</td>
<td>.58</td>
</tr>
<tr>
<td>7.</td>
<td>Razapure</td>
<td>.69</td>
<td>.69</td>
</tr>
<tr>
<td>8.</td>
<td>Waryah</td>
<td>.58</td>
<td>.67</td>
</tr>
<tr>
<td>9.</td>
<td>Wattanwali</td>
<td>.67</td>
<td>.65</td>
</tr>
<tr>
<td>10.</td>
<td>Mauli</td>
<td>.65</td>
<td>.54</td>
</tr>
</tbody>
</table>

Total 10

.635

.615
**Split Half Reliability**

The split half reliability coefficients of correlation of odd and even items was worked out in case of both the attitude scales from the same sample. It was found to be 64 and 69 which was sufficiently high so as to make them reliable for the conduct of this investigation.

**Validity**

For the conduct of any investigation it is essential that the tool be validated with some external criterion. In case of these attitude scales, in fact, no external creation as such was available. It was decided that it should be got validated against the friend's opinion, colleague's opinion and wife's opinion for which a letter was drafted to get their opinions on the five point scales. (Appendix X).

The opinions of fifteen life partners, fifteen friends and fifteen colleague's selected at random, were got on these scales by the research worker personally, after taking the persons concerned in confidence and explaining to them the objectives of the conduct of this study.

The validity coefficients were computed by correlating the scale scores in these areas with their opinions
by applying Pearson's Product Moment Method for each of these scales. These coefficient of correlation are given on the table 3.6.

**TABLE 3.6**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Area of the Attitude Scale</th>
<th>Correlation with wife's opinion</th>
<th>Correlation with friend's opinion</th>
<th>Correlation with Colleague's opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Population Education</td>
<td>.69</td>
<td>.59</td>
<td>.65</td>
</tr>
<tr>
<td>2.</td>
<td>Environmental Education</td>
<td>.62</td>
<td>.61</td>
<td>.66</td>
</tr>
</tbody>
</table>

**Final Format**

As no change in the format or language of the statements was made so the scales appended at Appendix No. VII, VIII, ... were used as final tools for the conduct of the present investigations.

**Bio-data form**

The second tool i.e. bio-data form, was to be used for the purpose of systematic selection of sample. The form in question was designed keeping in view the characteristics of its construction, so as to know age, caste, family background, educational, technical and professional qualifications, marital status, family size and the health of the individual. The principle of making items more precise referred by Best (1959) i.e. avoid items
which could be misinterpreted, having descriptive adjectives, double negatives, inadequate alternatives, doubled barrelled questions, unwarranted assumptions, the principle of underlying a word in case of special emphasis, a point of reference in case of rating and provision of systematic qualification and classification of responses. The following facts were revealed to the respondents before administering the test:

i) The auspices — who is sanctioning the study?
ii) The Purpose — why is the study initiated?
iii) The Directives — how to fill it out?

Every item of the bio-data form was discussed with the scholars engaged in the field of education, sociology, psychology, population education, economics, sociology and anthropology. In the light of suggestions given by them, some items were deleted, clubbed and added. While making items, the guide lines of Kappu Swamy (1962), Trivedi and Pareek (1964), and Jalota, Pandey, Kapoor and Singh (1970) were also kept in view. When it was drafted, the instructions to fill it in, were also written, discussed with the experts, modified, clubbed, grouped, deleted and also improved in language and format.

The bio-data form was then got typed. It contained nineteen items in all (Appendix XI). It was
administered personally by the investigator on 30 scheduled caste male parents. The difficulties experienced by them were noted and the bio-data form improved, in the light of it. The figures in table 3.7, points out the picture of the changes of items made in its body as a result of the processing of items.

**TABLE 3.7**

<table>
<thead>
<tr>
<th>Items on the body of the First Form</th>
<th>Items Dropped as a Result of Discussion with Experts</th>
<th>Items added as a Result of Discussion with the Subjects</th>
<th>No. of items in the Final Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>11</td>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

The bio-data form along with the its instructions was then circulated to 10 experts to get their opinion upon it. With the letter appended at Appendix XII.

In the light of the suggestions given by them the draft of the letter and the bio-data form was improved. The bio-data form is appended at Appendix XIII.

**Reliability**

The reliability of the bio-data form had been improved by removing ambiguous questions, discussing with the experts, getting their opinion, improving upon the language, grouping of the items and clubbing the items. However, in order to further test the reliability the form
was administered upon 50 persons, and repeated on them, after a period of two weeks and by observing the variance on all the items. The coefficient of correlation of reliability by test and retest method worked as such came to be .74 which was thought to be quite high, keeping in view the Indian population where the people are not so much in tune with this type of testing.

Validity

The bio-data form in question was quite valid as the items on it had already been treated and their content made relevant by improving upon its language, discussing it with experts, incorporating the expert advice and administering upon the persons for whom it was meant.

Time Standardisation

Out of the fifty persons who were tested for the reliability factor 48 finished its filling in within 15 minutes. One person took 30 minutes and another took 48 minutes. Later on it was found that both these persons were not interested in giving the exact information. It was thus decided that those persons who take more than half an hour to give the information be eliminated from the sample as they might not be interested in giving the information.

Translation

The bio-data form was then got translated both in Punjabi and Hindi by the lecturers in Punjabi and Hindi
working in educational institutions. These were then got vetted from the language department Punjab (Appendix XIV, XV).

**Final Format of the Bio-data Form**

Keeping in view the psychology of the individuals, volume of the tool, convenience of those on whom it was to be administered, the bio-data form was got cyclostyled in Panjabi, Hindi and English.

### 3.4 Administration of the Tools

After the sampling process was complete and 60 primary, 60 middle, 60 metric, 50 graduate and 20 post-graduate, middle aged parents were selected, each of them was to be contacted personally for the purpose of the administration of the attitude scales. It was a huge job which could not be possible to be done by the investigator single handed. Therefore, he organised a team of 5 workers, who were all post-graduates in-service teachers with M.Ed. as professional training. They were quite alive to the importance of the need for educational research, conversant with the process of the administration of psychological tools and were willing to help the investigator to complete his research project. They were made clear about objectives procedure and the use and technique of collecting the data. All of them were employed as secondary school teachers in Kapurthala District of Punjab and were conversant with the area and also could find time to contact them at personal
level. They were made clear the objectives of the study, the mechanics of the administration of the attitude scales, the scoring of these scales and also the technique of establishing rapport with the subject before the tools were administered to them. They were also briefed to contact the subjects at their residence. They were also made to understand that they were not to give the scales to the subjects and to collect these after sometime but were to insist upon their filling in, in their presence. Each subject was to be provided with the tools in the appropriate language i.e. English, Hindi and Panjabi. In case some subjects faced difficulties in filling in scales, they were to be helped to understand the statement in such a way that their attempt did not become biased.

The investigator and his team took three months to complete the process of the administration of tools. In all the attitude scales were administered upon 500 subjects i.e. 250 rural and 250 urban scheduled castes with different educational backgrounds.

The individual upon whom the scale in question was to be administered, was clearly explained the motive behind getting the requisite information and was assured that the information collected from him would be used only for the conduct of the research investigation and would never be used for any other purpose. He made them to feel at home and seated comfortably. The rapport was established
The attitude scales were then administered after explaining the term of the scales to them in a systematic and elaborate way. At the end of each subject was thanked for his co-operation and time spent in the filling in the scales.

The investigators were faced with different types of interesting incidents during the administration of attitude scales and bio-data forms. Some were not ready to co-operate and it would have meant a good deal of wastage of time or giving information for their sterilisation, or it would have meant a bad omen, or information might be used by the government for some other purpose or that it had become a way of the functioning of the government to go on asking one type of information or the other or that there were instructions from his partners not to give information of the type to any body or that the people were out to decrease their vote power etc. However, a word of sympathy, understanding, and noble and appropriate behaviour was used to win them over and to let them oblige by attempting the attitude scales. On the other hand, there were very many who welcomed the investigators, served them with meals and provided them facilities for rest. Some of them had happy, health and useful discussions with the investigators. There were some who offered to help and did help in making the objectives of the study clear to others so that they readily obliged by co-operating as the subjects did not respect the investigators so much.
Scoring of the Tools

The attitude scales were scored with the help of scoring keys specially meant for this purpose and the scores of each of the persons were taken out on the sheets arranged in rural and urban dichotomy. These scores were then arranged in different time intervals so as to work out standard deviation, mean, and significance of difference between the means of different educational level groups. In the same way the data was arranged on the basis of the size of the families i.e. parents with one and two children, parents with 3 children and parents with 4 and more children. The first were termed as small families, the second as moderate families and the third as large size families. The comparison of these types of families on their attitudes towards population education and environmental education was also made by way of working out their standard deviations, means and significance of difference between the means.

The data so treated was tabulated in such a way that they depicted the comparison on the basis of the educational levels in different sub-groups and the total group and also on the basis of the different three sizes of the family. The significance of difference at .05 and .01 level was indicated in the tables with the help of stars. These tables are embodied in Chapter IV & V, VI & VII and discussed and interpreted therein.
Case Studies

The female partners from every educational level i.e. primary, middle, matric, graduate and post-graduate were selected at random in such a way that both they and their life partners had the same educational background. Their case studies were made on the basis of the interviews which were conducted by the investigator personally. The data so collected was tabulated, analysed and discussed in Chapter VIII of the report.