CHAPTER III

METHODOLOGY AND PROCEDURE

Methodology occupies an important place in any type of research. It reveals the outlines the investigator must follow during the research period. The methodology has to describe the procedure followed by the investigator with regard to the research design, population and sample of the study, the tools and techniques used for data collection, administration of tools and collection of data, tabulation of data and statistical techniques applied for data analysis. Hence, the present chapter on methodology and procedure deals with the following:

3.1.0 Research Design.
3.2.0 Population, Sample and Sampling Design.
3.3.0 Tools and Techniques of Data Collection.
3.4.0 Administration of Tools and Collection of Data.
3.5.0 Tabulation of Data.
3.6.0 Statistical Techniques for Analysis of Data.

3.1.0 RESEARCH DESIGN

The descriptive research attempts to describe, explain and interpret conditions of the present and is concerned with conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident. The present study falls within the category of descriptive research with a composite characteristics of inter group comparison, as it involves survey and fact finding enquiry relating
to attitudes of students, teachers and community towards sex education in Mizoram in relation to their gender and locality. Descriptive studies are more than just a collection of data. These studies involve measurement, classification, analysis, comparison and interpretation. Blends of both qualitative and quantitative analysis have been employed in the present investigation.

3.2.0 POPULATION, SAMPLE AND SAMPLING DESIGN

Since the present study is concerned with the study of the attitude of students, teachers and community towards sex education, the population of the present study comprise of all the secondary school students, all secondary school teachers and all parents who have secondary school going children in the state of Mizoram. According to Annual Publication (2011-2012) Department of School Education, Government of Mizoram, there are altogether 543 Secondary schools in the state of Mizoram. Some of them are managed by the Government, some are aided and some are privately managed. All in all, there are 48727 students and 4200 teachers. Among the students, there are 24464 boys and 24263 girls while amongst the teachers, there are 2779 males and 1421 females.

For the present study, the sample selected consist of 400 students, 400 teachers and 400 community members having secondary school children from all the eight districts of Mizoram. The samples were selected following Stratified Random Sampling. Out of these 1200 selected samples, there are 600 males, (200 each from students, teachers and community) and 600 females (200 each from students, teachers and community). Besides this,
there are 600 urban samples (200 each from students, teachers and community) and 600 rural samples (200 each from students, teachers and community).

The sample distribution of students, teachers and community from all the Districts of Mizoram is presented in the following Table no. 3.1

<table>
<thead>
<tr>
<th>Districts</th>
<th>Students</th>
<th>Teachers</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
</tr>
<tr>
<td></td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
</tr>
<tr>
<td>Aizawl</td>
<td>30 30 30</td>
<td>30 30 30</td>
<td>30 30 30</td>
</tr>
<tr>
<td>Lunglei</td>
<td>15 15 15</td>
<td>15 15 15</td>
<td>15 15 15</td>
</tr>
<tr>
<td>Saiha</td>
<td>5 5 5 5</td>
<td>5 5 5 5</td>
<td>5 5 5 5</td>
</tr>
<tr>
<td>Champhai</td>
<td>15 15 15</td>
<td>15 15 15</td>
<td>15 15 15</td>
</tr>
<tr>
<td>Kolasib</td>
<td>10 10 10</td>
<td>10 10 10</td>
<td>10 10 10</td>
</tr>
<tr>
<td>Serchhip</td>
<td>10 10 10</td>
<td>10 10 10</td>
<td>10 10 10</td>
</tr>
<tr>
<td>Mamit</td>
<td>5 5 5 5</td>
<td>5 5 5 5</td>
<td>5 5 5 5</td>
</tr>
<tr>
<td>Lawnglai</td>
<td>10 10 10</td>
<td>10 10 10</td>
<td>10 10 10</td>
</tr>
<tr>
<td>Total</td>
<td>100 100 100 100</td>
<td>100 100 100</td>
<td>100 100 100</td>
</tr>
</tbody>
</table>

3.3.0 TOOLS AND TECHNIQUES OF DATA COLLECTION

In order to find out the attitude and opinion of students, teachers and community towards sex education, the investigator constructed an attitude scale towards sex education following Likert’s Method. The scale consists of 35 items in which
15 items were positive and 20 items were negative. The reliability and validity of the scale are .78 and .83 (Product Moment Correlation) respectively. Norms of the scale are presented in the form of Stanine grade. Since the construction and standardization of ‘Attitude Scale towards Sex Education’ was one of the objectives of this study, the details about the method and procedures adopted for its construction and standardization have been explained in Chapter- IV. A sample of the Attitude scale is attached in APPENDIX - 1

Besides the Attitude Scale towards Sex Education, Opinionnaire to study the opinion of the respondents on different aspects for inclusion of sex education in school was also constructed by the investigator. The Opinionnaire comprise of 10 questions consisting mainly of ticking preferences, 2 rating scale and one open ended question at the end. Content validity was established by giving the opinionnaire to seven (7) experts in the field. A sample of the opinionnaire is attached in APPENDIX - 2

3.4.0 ADMINISTRATION OF TOOLS AND COLLECTION OF DATA

Both the opinionnaire comprising of 10 questions and the Attitude Scale which consists of 35 statements were personally administered to all 400 students, 400 teachers and 400 community respondents by visiting schools and communities in all the eight districts of Mizoram. The purposes of the study as well as instructions for ticking the responses of their choice were clearly explained to them. The respondents were also told that there is no right or wrong response. They were given adequate
time to ponder over all the statements to ensure a truthful response from them. They were assured that their responses shall be kept strictly confidential, and shall be used only for research purpose. While collecting back the filled in responses from the respondents, it was ensured that all questions and statements were responded and that the required personal information was provided by them.

3.5.0 TABULATION OF DATA

The data collected from the 1200 students, teachers and community were scrutinized, classified and scored according to standard procedure. After scoring the responses of both the opinionnaire and attitude scale, they were tabulated. Each respondent was assigned a serial number in order of the variable being studied. The scores were then entered in the tabulation sheet in Excel and were subject to statistical treatment by employing the following statistical techniques for the analysis.

3.6.0 STATISTICAL TECHNIQUES FOR ANALYSIS OF DATA

Keeping in view the nature of the data and objectives of the study, the investigator employed the following statistical techniques for analyzing the data:

1) Descriptive Statistics Measures:
   Measures of Central tendency, Percentages and Stanine were employed to find out the nature of score distribution as
well as for the purpose of categorizing the respondents into different groups.

2) **Test of significance for mean difference:**
The difference between the mean scores of the groups based upon the variable such as Attitude, gender and locale were tested for significance by applying the t-test.

3) **Pearson Product Moment Correlation:**
The Pearson Product Moment Correlation Method was applied to compute the correlation between the scores for calculating reliability and validity of the attitude scale.