3.1 INTRODUCTION

Research methodology deals with the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusion. It is the procedure used by the investigation. The role of the methodology is to carry on research work in a scientific and valid manner. It is the science of arranging the procedural pattern and following it systematically.

Methodology occupies a very important place in any type of research because the validity and reliability of the findings depends upon the method adopted for the investigation and study. It is the description of the procedures and techniques adopted in a research study. The vehicle of research cannot perform its function without its methodology.

Research methodology consists of all general and specific activities of research. It involves such general activities as identifying problems, review of literature formulating hypotheses, measurement, data collection, analysis of data, interpreting results and drawing conclusions. Thus research design and methodology have the same meaning—i.e., mapping strategy or research.

Suitability of educational research methodology requires two conditions—internal validity and external validity as representation of sample. The internal validity is the condition which permits framing the independent information variable for the findings. External validity is a condition permitting the generalization or inference for the findings to the population from which the sample was drawn.
3.2 METHODS ADOPTED FOR THE STUDY

Method is a style of conducting a research work which is determined by the nature of the problem. According to M.Varma, content is important for determining method. The methods may be understood as all those techniques or methods that are used for conducting a research. The decision of method depends upon the nature of the problem selected and kinds of data required for its solution. The term method covers both strategy and tactics of teaching and involves the choice of what is to be taught and the order in which is to be taught. The selection of a suitable method of educational research is very important for the success of the research report. The method of research provides the tools and techniques by which research problem is attacked. The method used must be in harmony with the broad scientific principles and it must lead to valid generalizations and plausible conditions.

The present chapter contains the method adopted for the study, variables selected for the study, tools used, collection of data and statistical techniques used for the study. Since the present study is aimed to find out the awareness of women rights and influence of media on self concept of secondary school girl students.

Normative survey method which is undoubtedly the most popular and widely used research method is adopted for the study. No category of educational research is more widely used than normative survey. The word ‘survey’ suggests gathering of events relating to current conditions and ‘Normative’ implies the determination of normal practices. Normative survey deals with what is? It describes and interprets what exists at present. In a normative survey we are concerned with conditions or relationships that exists practices that prevail, beliefs, points of view ore attitudes that are held, processes that are going on, influences that are being felt and
trends that are developing. Normative survey provides information useful to the solution of problem. Its scope is very vast. Normative survey collects what exists, what we want and how to get there. In solving the problem one has to evaluate the present conditions and then seek information concerning what they want and how to reach there. This will help in locating existing problems in securing historical perspective through a series of cross sectional pictures of similar conditions at different times. In suggesting the course of further developments, in developing many tools, in contributing to the advancement of knowledge and in providing the background, ideas and data from which many more studies may be conducted.

3.3 VARIABLES SELECTED FOR THE STUDY

Variables are conditions or characteristics that the experimenter manipulates, controls or observes. They are referred to as symbolic dimensions or types of attributes. For converting symbolic material into objective data, it is necessary to specify the variables in which descriptions are to be made. A variable is a characteristic that takes on different values or conditions for different individuals. A concept which can take on different qualitative value is called a variable. Independent and dependent variables are descriptors or variables commonly used in research. Independent variables are conditions or characteristics that the experimenter manipulates or controls in his or her attempt to entertain a relationship to observed phenomenon ie. independent variables are the predictor variables. It is under the direct control of the experimenter, who may vary it in any way he desires. “Dependent variables are the measured changes in pupils’ performance attributable to the influence of the independent variables. (Best and Kahn, 2005).
The present study “Awareness of Women Rights and Influence of Media on Self Concept of Secondary School Girl Students” has been designed with awareness of women rights and influence of media as independent variables and self concept as dependent variable.

3.4 TOOLS USED FOR THE STUDY

The instruments that are employed to gather new facts to explore new fields are called tools. The various methods of data gathering involve the use of appropriate recording forms. These are called tools or instruments of data collection.

The selection of suitable instruments or tools is vital importance for successful research. The research work may use one or more of the tools in combination for this purpose. Research students should familiarize themselves with the nature, merits and limitations of the tools and should also attempt to learn how to construct and use them effectively. Taking into consideration of the objectives of the study, it was decided to use questionnaire for the collection of data regarding awareness of women rights, rating scales for influence of media and self concept.

The various methods of data gathering involve the use of appropriate recording forms. These are called tools or instruments of data collection. The data required for the present study were collected by using the following tools.

1. General data sheet and Women Rights Awareness Questionnaire
2. Media influence Scale and

The first part of the test is general data sheet in which the students were asked to write their names, name of their school, class (8,9,10), locality (rural and urban), and type of school (
government, aided and unaided). This would help to know their class, locality, and type of institution in which they were studying.

### 3.4.1 Women Rights Awareness Questionnaire

Questionnaire is one of the most frequently used tool in educational research. It is a series of questions so framed that the answers will bring out the information desired in the enquiry.

Women rights awareness questionnaire was used to assess the awareness of secondary school girls students about women rights. Since a questionnaire suitable for assessing awareness of women rights was not readily available, the investigator decided to construct women rights awareness questionnaire. The investigator reviewed similar studies and related literature before the preparation of women rights awareness questionnaire. Before preparing the draft the investigator consulted with the guide for getting his suggestion for improvement. As per the directions given by the guide an outline of the contents of the questionnaire were obtained. Based on this the investigator prepared a draft of the questionnaire consists of questions related to human rights, women rights, harassment in the field of education, employment, household and marital lives. The questionnaire were to check awareness of secondary school girl students about these fields. The questions are ‘YES’ or ‘NO’ type. The students are asked to tick either in ‘YES’ or ‘NO’ column. Out of the fifty questions thirty nine questions were selected. The questionnaire is presented in the Appendix I.

### 3.4.2 Media Influence Scale

For the present study ‘Awareness of women rights and influence of media on the self concept of secondary school girl students’ the investigator prepared a media influence scale which is an appropriate scale for measuring the influence of media of secondary school girl students towards
the various media. It is to know how much the various media influences girl students. Likert’s five point scale was used for identifying the influence of media on secondary school girl students. The five points in this scale are strongly agree, agree, no opinion, disagree, strongly disagree. In this scale the respondents were asked to mark their response against each of the statement. The media influence scale consists of 38 items, which include favourable and unfavourable items. A copy of the media influence scale is given in the Appendix.II

**Scoring of Media influence Scale**

Scoring for the favourable statements are given as under.

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
</tr>
</tbody>
</table>

For the unfavourable statements the scoring was done as

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
</tr>
<tr>
<td>Undecided</td>
<td>3</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
</tr>
</tbody>
</table>
3.4.3 Kerala Self Concept Scale

The Kerala Self Concept Scale, a self report inventory, standardized for Kerala population, was used in the present study for measuring self concept of secondary girl students. The test contain sixty items grouped in pairs and divided in to two sections, Section.A and Section.B. For each item in section A, there is an equivalent item in section B. The subjects are asked to enter their responses in the columns marked A,B,C,D or E. ‘A’ stands for Strongly Agree, ‘B’ stands for agree, ‘C’ stands for neutral, ‘D’ stands for disagree and ‘E’ for strongly disagree. The score for each item in section A is compared with the scores in section B. The difference is computed using appropriate procedures. Each item in section ‘A’ represents an individual perception of the ideal self item and item in section ‘B’ represents an individual perception of real self item.

Two examples are given below from section A

a)  I wish I could work hard on my studies
b)  I wish I have good memory.

The matching item in section B for these two items are the following.

a)  I concentrate my best in my studies.
b)  I have good memory power.

The tool is given in the Appendix.III.

Scoring of Self Concept Scale

Item a) in section A represents the ideal self concept of the individual with respect to her class room work. Item a) in section B represents the actual self concept of the individual about
her classroom work. The individual by marking in one of the five response categories (A,B,C,D or E) in getting a score for her perception of the ‘ideal self’ and the ‘real self’. The scoring procedure is given below.

**Section A**

<table>
<thead>
<tr>
<th>Rating</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Section B**

<table>
<thead>
<tr>
<th>Rating</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Theoretically the score for the ideal self cannot exceed the score for the real self. When the difference is small, it represents higher self concept as compared with larger difference. The maximum possible difference is 4. This represents the lowest score of an item with respect to self concept. The minimum difference (0), zero represents the highest self concept. Each difference is subtracted from five, to obtain the self concept for each item. Thus higher self concept is expressed in terms of higher score and vice versa. All the item scores are added to obtain total score of the whole test.

**Validity and Reliability of Self Concept Scale**

The test manual provides evidence of validity and reliability of the test. The validity of the scale has been estimated against a semantic differential scale of self concept (translated
version of the Osgood model developed for another research study) as external criterion. The resulting correlation is 0.48 (N=42) showing that the scale is reasonably valid measure of self concept.

Split half reliability coefficient for the scale, as reported in test manual, using a sample of university entrants is 0.74 (N=100). The test-retest reliability coefficient for the scale is 0.83 (N=42). The coefficient quoted above indicates that the scale is reasonably valid and reliable instrument for measuring the self concept of school pupils.

Reliability and Validity of the Tools

There are various methods of estimating the validity of a measuring instrument. The following types of validity were established for the tools used in this study.

a. Content Validity

This form of validity is established by evaluating the relevance of the test items individually and as a whole. Each item should be a sampling of that aspect which the test purports to measure and taken collectively, the items should constitute a representative sample of the variable that is measured.

In the construction of the present instrument, items were decided after the informal discussions and interviews with selected teachers working in some of the secondary schools of Kerala. They were also supplemented by the review of related literature and by experts in the field. Thus it can be reasonably assumed that the tools have content validity.
b. Face Validity

The statements of the scales were phrased in the least ambiguous way and hence the wording of the statements suggests that the scales are good measures of awareness of women rights, influence of media and self concept. Therefore the tools of the present study possesses face validity.

The final tools are given to five experts in the field for their opinion. They rated that these tools are highly valid and can be used as a valid one to check awareness of women rights, influence of media and self concept of girl students at secondary level. Since the above tools have approved reliability and validity, these tools are adequate tools for measuring awareness of women rights, influence of media and self concept of secondary girl students.

3.5 COLLECTION OF DATA

The sample is a small proportion of population selected for observation and analysis. The process of selecting sample from the individuals or objects is known as sampling. It is the process by which a relatively small number of individuals or objects or events is selected and analysed inorder to find out something about the entire population or universe from which it is selected. According to Sukhia and others ‘A good sample of population is the one which within restriction imposed by the size will produce the characteristic of the population with greater accuracy.’ Out of the various techniques to obtain a representative sample, stratified sampling technique was found most suitable for the present study. John W. Best remarks that the questionnaire administered personally to a group of individuals have a number of advantages. The person administering the instrument has an opportunity to establish rapport to explain the purpose of the study and to explain the meaning of items that may not be clear.
The population under study comprises girl students studying in secondary schools of Trivandrum District of Kerala. The population in this district is more or less a cross section of that of the state. For this study the investigator selected nine hundred girl students and the questionnaire were distributed to them. The questionnaire was administered in person. Details of the sample collected and name of the school is given in the table 3.1.

Table 3.1 Showing the Details of Sample

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Name of the School</th>
<th>Type of Management</th>
<th>Locality</th>
<th>No of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt.HSS, Cotton Hills</td>
<td>Govt.</td>
<td>urban</td>
<td>150</td>
</tr>
<tr>
<td>2</td>
<td>Govt. H.S, Vazhamuttom</td>
<td>Govt.</td>
<td>rural</td>
<td>150</td>
</tr>
<tr>
<td>3</td>
<td>HSS, Venganooor.</td>
<td>Aided</td>
<td>rural</td>
<td>150</td>
</tr>
<tr>
<td>4</td>
<td>HSS, Thiruvallam</td>
<td>Aided</td>
<td>urban</td>
<td>150</td>
</tr>
<tr>
<td>5</td>
<td>MMRHSS, Karamana</td>
<td>Unaided</td>
<td>urban</td>
<td>150</td>
</tr>
<tr>
<td>6</td>
<td>PMS HSS, Maruthoorkona</td>
<td>Unaided</td>
<td>rural</td>
<td>150</td>
</tr>
</tbody>
</table>

3.6 PROCEDURE ADOPTED

The investigator made necessary arrangements for the administration of the tools. The investigator approached the head of the institutions to collect the data required for the study. A brief explanation of the aim and scope of the study was given and asked the cooperation of the girl students. Separate answer sheets were given to the students and were asked to indicate their
responses in appropriate columns. They were asked to be frank in their responses and were convinced that their responses will be used only for research purpose. After marking the responses the investigator collected the tools from the pupils. The collected tools were then subjected to tabulation and statistical analysis.

3.7 STATISTICAL TECHNIQUES USED

For scientific calculation and getting accuracy, the investigator employed appropriate statistical techniques like mean, median, mode, standard deviation, skewness, kurtosis, correlation, t-test and one way ANOVA.