Chapter - III
SOURCES AND RESEARCH METHODOLOGY

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3.1. Introduction:

The methodology plays significant role in determining different stages of research work. The present study is made on female primary school students studying in Gulbarga district of Karnataka State. Hence, the universe of the present study is Gulbarga district and the variables are female students. Based on the nature of female students studying in primary schools, the different aspects of female students are classified into social, economic, education and such other aspects which directly or indirectly affect the female education. There are different criteria such as rural and urban, age groups, education, etc. were considered while selecting the samples.

After deciding upon the subject, the researcher, in consultation with the research supervisor went through the available literature on female education. A review of literature revealed that there were practically no studies were made on problems and development of female education in Gulbarga district in particular and Karnataka State in general. Then the researcher contacted and had discussion with the experts on the subject such as Head Masters of different schools, Block Education Officer, teachers in primary schools, etc. The proposal or statement of the problem was finalized on the basis of discussion with these experts, who are experts in the field to provide the knowledge and information needed for the present research work.

3.2. Meaning of the Concepts:

While defining the research problem, a few terms that were frequently used in the problem were needed to clarify their meanings. Webster’s Encyclopedic Unabridged Dictionary of the English Language defined the terms used in the present research study.
1. **Gender**: the fact or condition of being a male or a female human being, especially with regard to how this affects or determines a person’s self-image, social status, goals, etc.

2. **Stratification**: the process of stratifying or the state of being stratified.

3. **Stratify**: to classify or separate (people) into groups graded according to status as variously determined by birth, income, education, gender, etc.

4. **Primary Education**: Elementary Education.

### 3.3. Sources of Data:

Two sources of data were to be collected from the researcher as under.

1. **Secondary Data**:

   The secondary data on the forms of gender inequality, literacy rates, female education, male-female participation in primary education, etc. was collected from the leading research journals, statistical reports, books, web sites, etc. These data sources formed for understanding the theoretical concepts for the present study.

2. **Primary Data**:

   Collection of Primary data is an important step in every research study. The researcher visited different government, government aided and private schools, where there are classes of 1 to 7th run for both boys and girls in Gulbarga district. Primary data is collected from female students studying in 5th, 6th and 7th through interview schedules. It is observed that majority of the respondents are not completely aware about English language, the researcher personally interacted with the each of the respondent of the with the teacher and Kannada language was used to ask the questions and collected information on their personal, socio-economic and educational aspects and the problems of gender stratification. The researcher also observed the intelligence levels, economic background which helps students to get good education, etc, which reveals the educational conditions and problems of the female students.
3.4. Variables Studied:

Keeping the objectives in mind, it was decided to have vast information on various background characteristics such as socio-economic, demographic, cultural, attitudinal, educational, behavioural, etc of the respondents was collected. However, the variables which have been taken into account in this study are based on relevant theoretical and logical grounds. Moreover, for a clear understanding of the nature of these variables further, classification or different grouping of variables was done. In the justification for the selection of the determinants variables) and their hypothesized relationship is well presented.

In order to test the hypotheses mentioned in the first chapter, a few social variables were listed for the cross verification analysis and these variables are as follows.

**Demographic Variables:**

The major demographic characteristics of the respondents which are included in the present study are the age of the respondents, religion, caste, culture, etc. These characteristics were considered to be important to evaluate the qualitative aspects of the study.

**Economic Characteristics:**

The significant economic characteristics of the respondents were undertaken for the study purposes are family occupation, present work of parents of the respondents, family income, economic conditions of the family, etc.

**Social Characteristics:**

The major social characteristics of the respondents studied here are: place of residence, caste, religion, community, type of family, number of members in family, education, conventions, traditions, etc was also gathered.
Behavioural Variables:

The important behavioural characteristics of the respondents considered to be like making discussions with the other students, interactions with teachers, disclosing social culture, etc.

3.5. Sample Size and Selection Procedure:

As per the Zilla Panchayat statistics, there are 3873 schools providing primary and secondary education in Gulbarga district and the number of lower primary schools are 1307 and 1389 schools are providing higher primary education in the district. The enrolment in education at various between 5th to 7th classes stood at 53845 students consisting of 27546 boys and 26299 girls. Similarly, there were total 141061 boys and 136618 girls (total 277679 students) enrolled for 1st to 7th classes in the district in 2009 as revealed by DISE statistics. Hence, selecting proposed 500 respondents was difficult task for the researcher. Hence, it was decided to select equal number of female respondents, that is 250 female students living in rural areas and 250 female students living in urban areas such as towns and Gulbarga city in 5th to 7th standards of schools were selected. Based on class of study, multi-stage sampling method was used to select the respondents as under.

Table No. 3.1. Selection of Sample Units

<table>
<thead>
<tr>
<th>Taluka</th>
<th>Girls studying in</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5th Standard</td>
<td>6th Standard</td>
</tr>
<tr>
<td>Aland</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Afzalpur</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Gulbarga*</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Jewargi</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Chittapur</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Sedam</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Chincholi</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>180</td>
</tr>
</tbody>
</table>

*Note: Gulbarga is a divisional headquarters and city and hence more numbers of respondents that are 80 students were selected from Gulbarga taluka.
While selecting the samples for the study different social characteristics such as religion, caste, economic background, location (rural/urban) and nature of schools (Govt., Govt.-Aided and Private) etc. were also considered.

**Selection of Sample:**

It has been already pointed out that due to limitations of time and money, the researcher could afford to study only 500 respondents. Of course, a sample of 500 out of a vast number of students is difficult. Hence, the samples are selected using Multi-Stage Sampling Method.

However, despite our best efforts to collect responses from more respondents, many respondents did not understand the basic concepts of the survey and not given satisfactory information. Finally the researcher dropped their interview schedules.

**3.6. Preparation of Interview Schedule and Pre-testing:**

In accordance with the objectives of the study an exhaustive interview schedule was prepared both in Kannada, the regional language of Karnataka and English. The researcher personally visited to the schools and selected the respondents on the different criteria stated above and asked the questions to them personally and even many of the teachers have clarified the questions mentioned in the interview schedule. The Interview Schedule is composed using different scales like dichotomous, multiple choice, descriptive and rating. In addition to this, the researcher adopted personal observation technique to ascertain the attitudes of respondents towards girls’ education, academic career and future, attitudes towards their male or female students in the class, family background, etc.

To make the survey and to collect the primary data interview schedule was used. It is assumed that majority of the respondents are low educated and hence, interview schedule is a suitable tool for collection of primary data.
Interview schedule is by far the most important instrument used for the data collection. The interview schedule was addressed to the female students studying in 5th, 6th and 7th standard classes in Government Schools, Government Aided Schools and Private Schools in Gulbarga district.

The primary data collected through the Interview Schedule is represented in the form of Tables. The tables are analyzed with the percentages, so as to make analytical study and also help for comparison of different kinds of the data. Statistical techniques such as Chi-Square and Correlation are also used wherever necessary. Further, on the basis of collected data certain generalizations are stated as findings and conclusion.

While preparing the interview schedule, the researcher was in constant interaction with the teachers of the respective schools and students to have deep insights into the subject. The schedule was constantly modified before being given final shape.

A formal pre-testing was held on 20 female students studying in a Government school and a private school located in Gulbarga city was made, to know if the respondents understood the schedule and answered the questions the way they were expected to.

The results of pre-testing showed that the respondents did not feel any confusion and ambiguity in understanding the questions and answering the same.

3.7. Methods of Data Collection:

Data was collected by employing the interview method. The respondents were contacted at their schools. On an average every day 10-15 respondents were contacted and their interviews completed. The fieldwork took three months to complete. The study was carried out in April to June 2014.
As mentioned in the scope and limitations of the study, a sample survey was made to collect the primary data. Hence, total 500 respondents including 250 female students living in rural areas (villages) and 250 female students studying in urban areas (including six towns and Gulbarga city) were selected to collect the primary data.

**Coding and Tabulation:**

The data was manually coded by the researcher. It took about three months. Coding was checked and rechecked to get perfection.

A tabulation plan was prepared. The coded data were manually tabulated by the researcher and help of the teachers of statistics was also taken while making analysis, interpretation and discussion of the collected primary data. Chi-square tests were applied to selected tables to find out the relevance of the primary data.

Based on the analysis of primary data, findings are derived from the study, which clearly stated the education, career, future, attitudes towards females’ education in family, etc. and suggestions are given to solve the gender stratification in primary education. Finally the study is concluded with summaries and suitable remarks.