CHAPTER III

METHODOLOGY
CHAPTER III

METHODOLOGY

This chapter presents the study’s selected research methodology. As shall be seen, the methodology is influenced by the purpose of this study and the current chapter reviews the purpose of the study, discusses the data collection and data analysis procedures and the limitations of the research.

This chapter is thus concerned with the procedures and techniques employed to achieve the objectives of the present study.

3.1 RESEARCH METHOD

The present research study is the Descriptive survey of the provision of educational opportunities to boys and girls in Khasi society.

Survey studies are conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them.

Survey means viewing and interpreting things rigorously and comprehensively. Started with this connotation it has undergone such a
revolution. Nowadays survey method is not a way of collecting data but also analysing the results statistically and systematically.

The function of a survey depends on the purpose for which it is required and how much of information is already known about the problem. It is a technique of investigation and it refers to direct observation of a phenomenon and collection of information through personal interview, questionnaire etc. They provide causal and meaningful explanations.

A survey permits the researchers to have direct contact with the people. Therefore his influences are based on the facts of life rather than any theory or dogma.

This method permits greater objectivity. There is no scope for personal bias as the data is not influenced by any one man's views.

Surveys in general bring to light a number of problems and propositions that would not have been made possible by pure theoretical analysis\(^{55}\).

Survey studies may take different forms depending upon the scope, nature and purpose of the problem under investigation. They may be broad or narrow in scope. Some surveys encompass several countries, states or regions; or may be limited to one country, region, state, district,

---

tehsil, city, school system, or some other unit. Survey data may be collected from every unit of a population or from a representative sample.\textsuperscript{56}

\section*{3.2 POPULATION}

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe.\textsuperscript{57}

The population is properly defined so that there is no ambiguity as to whether a given unit belongs to the population.\textsuperscript{58}

The population of the present study comprises of various households located in the four localities of Shillong - Nongthymmai, Laitkor, Mawlai and Laimer.

\subsection*{3.2.1 SAMPLE}

After defining a population and listing all the units, a researcher selects a sample of units from the sampling frame. The process of such a


\textsuperscript{57}Ibid., p.111.

\textsuperscript{58}Ibid., p.112.
selection is called sampling. In order to serve a useful purpose, sampling should be unbiased or representative. A good sample must be as nearly representative of the entire population as possible and ideally it must provide the whole of the information about the population from which the sample has been drawn. The logic of the theory of sampling is the logic of induction, that is we proceed from particular, (i.e. sample) to general (i.e. population) and all the results are expressed in terms of probability 59.

For the purposes of the study and considering the circumstances of the distribution of the questionnaire, it was impossible to apply a systematic type of sampling method. Therefore, random sampling was used.

A random sampling is one chosen by a method involving an unpredictable component. Random sampling can also refer to taking a number of independent observations from the same probability distribution, without involving any real population. A probability sample is one in which each item has a known probability of being in the sample.

The sample of boys and girls from different families is drawn randomly from different localities. It consisted of fifteen boys and girls from fifteen families of Lawjynriew (Nongthymmai), fifteen boys and

59 Koul, op.cit., p.112.
girls from fifteen families of Nongdaneng (Laitkor), ten boys and girls from ten families of Nonglum (Mawlai) and ten boys and girls from ten families of Nongkseh (Laimer).

From each selected family, one boy and one girl who are related as brother and sister studying in Class VII to XII constituted the respondents.

3.3 TOOLS

A researcher requires many data-gathering tools or technique which may vary in their complexity, design, administration and interpretation. Each tool is appropriate for the collection of certain type of evidence or information

Selection of the tools is an important step in undertaking such a study because the results of the study depend upon the quality and appropriateness of the tools use. The selection of an appropriate tool depends on various factors such as the objective of the study, availability, etc.

In the present study, the investigator used questionnaire as a tool to collect the necessary data for the study.

60 Koul, op.cit., p.126.
3.3.1 Rationale for Using the Tool

A questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational, etc; topic(s) sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation. Questionnaire is a popular means of collecting all kinds of data in research. It is widely used in educational research to obtain information about certain conditions and practices, and to inquire into opinion and attitudes of an individual or a group\(^1\).

Questionnaires are a useful tool to investigate:

i) patterns, frequency, ease and success of use

ii) user needs, expectations, perspectives, priorities and preferences

iii) user satisfaction with collections and services

iv) shifts in user attitudes and opinions

v) relevance of collections and services to user needs

vi) trends\(^2\).

\(^1\) Koul, op.cit., p.146.

3.3.2 Advantages of Questionnaires

The main advantages of questionnaires are:

i) Questionnaires are very cost effective when compared to face-to-face interviews. This is especially true for studies involving large sample sizes and large geographic areas. Written questionnaires become even more cost effective as the number of research questions increases.

ii) Questionnaires are easy to analyze. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages.

iii) Questionnaires are familiar to most people. Nearly everyone has had some experience completing questionnaires and they generally do not make people apprehensive.

iv) Questionnaires reduce bias. There is uniform question presentation and no middle-man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent.

v) Questionnaires are less intrusive than telephone or face-to-face surveys. When a respondent receives a questionnaire in the mail, he is free to complete the questionnaire on his
own time-table. Unlike other research methods, the respondent is not interrupted by the research instrument.

vi) The responses are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews.

vii) They can be used for sensitive topics which users may feel uncomfortable speaking to an interviewer about.

viii) Respondents have time to think about their answers; they are not usually required to reply immediately.

3.4 CONSTRUCTION OF THE QUESTIONNAIRE TITLED “EDUCATIONAL OPPORTUNITIES TO BOYS AND GIRLS IN KHASI SOCIETY”


The investigator also consulted Clark's Parent-Child Relation Questionnaire.

3.4.1 Validation of the Tool

The investigator requested two experts from the Department of Education, NEHU and other two experts from the Department of Cultural and Creative Studies, NEHU to validate the tool. Experts were requested to go through the tool constructed and suggest ways by which the tool could be improved by checking:-

i) Correction of the language and the clarity of the statements.

ii) The appropriateness of the statements in testing the components specified.

iii) To check the relevance of each statement.

iv) To evaluate every statement in the light of the clarity and specificity of the context.

The experts for the Content Validity examined each item of the tool. As per the instructions furnished, they selected sixty items and the following suggestions were given for the improvement of the tool:

a. Vague statements were to be excluded.

Example: Are you satisfied with the facilities you have?

b. Stress on need for the simple, concise and clear statements.

Example: Do you have enough time to study at home?

c. Double negatives were to be avoided in one statement.

Example: Don’t you ever feel that you are not treated as well as others in the family?

d. Grammatical corrections were to be made.

3.4.2 Pilot Study

A pilot study was conducted by the investigator to check the validity and usability of the tool. For this study, ten students, five students from Dinet Manik Syiem Memorial School and five students from Morningstar School, Nongthymmai were given the questionnaire for answering. It was found that the students could express themselves freely. It was easier and less time was consumed to complete the questionnaire. It was easier to analyse and answers could be compared
more easily. There was a high response rate and less missing data. This indicated that there was feasibility of procedures and there was reliability and validity of instruments.

3.4.3 Preparation of the Final Draft of the Tool

Based on the suggestions given by the experts, modifications of the tool were done. The final draft had sixty items.

The questionnaire consists of subtopics such as children's sense of belongingness, aggression, attachment with parents, status and education. The questionnaire was accompanied with information details of the parents and children for analysis purpose.

3.4.4 Method of Scoring

The replies to the specific question fell into three categories, namely, always, sometimes and never. In scoring the responses, the replies furnished were carefully examined and scaled them as two points for "always", one point for "sometimes" and zero for "never" for positive items and it was in the reverse order in respect of certain negative questions for which two points were given to "never", one point to "sometimes" and zero point to "always". This scheme resulted in a dimension wise total score for each respondent.
3.5 PROCEDURE OF DATA COLLECTION

This study conducted a survey of students, in their respective homes. The questionnaire was distributed amongst boys and girls from each family in the selected locality.

The investigator visited personally the selected households in order to collect the information and using the questionnaires prepared by the investigator.

The investigator sought the permission from the headmen of the various localities to undertake the study. Selecting school going boys and girls from ten or fifteen families from each locality was a very challenging job as the investigator had no knowledge which family could provide the needs of the investigator. Locating a family which had brothers and sisters that could be used for data collection was very difficult. Some clues were provided by the headmen regarding the families with brothers and sisters while the investigator managed to collect the sample mainly through the help of the participants, that is the brothers and sisters.

The investigator distributed the questionnaires to the participants directly with a request to give their free and frank responses. Before the commencement of the task, the participants were first assured that the responses will be kept confidential and that personal identifying
information will not be revealed at all, except as part of the study’s results.

The participants are made to answer the questionnaires without the any supervision of the parents except a brief explanation from the investigator at the beginning. A twenty to thirty minute’s time was given to the participants to answer all the sixty questions.

The total time taken for the collection of data was one month.

Finally, the questionnaires were collected by the investigator for analysis.

3.6 DELIMITATION OF THE STUDY

The study is limited to a hundred students of fifty households out of which fifteen households is taken from Lawjynriew, a locality at Nongthymmai, fifteen households from Nongdaneng, a locality at Laitkor, ten households from Nonglum, a locality at Mawlai and ten households from Nongkseh, a locality at Laimer.

There was non-availability of a standardized tool to measure the educational opportunities provided by parents to their children. The tool had to be constructed by the investigator.
3.7 ANALYSIS OF DATA

In the case of boys and girls, their responses were given in scores and appropriate statistical methods were used.

Descriptive statistics such as percentage, mean, standard deviation and graphical representation were used. Inferential statistics such as t-test were used to find the significant difference between the means of scores of perception of boys and girls in the educational opportunities provided by their parents.

The data collected was analysed using Microsoft Excel.

The analysis and the interpretation of the tabulated data have been presented in chapter four.