CHAPTER- III

METHODOLOGY
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Research Methodology

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3.1. Introduction:

Major responsibility of the researcher is to set up a research design capable of providing the solution of the problem while unity of research makes it possible to say that one aspect is more crucial than another. Design is an overall scheme of research and research design is a strategy of investigation. In any research project, design provides the investigator a blueprint of research dictates the boundaries of the project and helps in controlling the experimental extraneous and error variance of the problem under investigation.

The present chapter describes the design or plan of the study and highlights the details about the research procedure followed in conducting the study. As such, it is an important part of the research study and needs to be planned and carried out systematically to arrive at accurate judgments. It includes information about the population, the sampling frame, the nature and form of data collection, tools, methods of collecting data and statistical techniques used for analysis of data etc. In order to achieve the objectives and the stated corresponding hypotheses, the following plan of the study has been followed.

To carry out an activity smoothly and successfully, proper planning is a prerequisite condition. A problem either educational or social can be resolved only if it is investigated in a scientific and planned way. In this chapter, the plan and procedure adopted for the study under reference is discussed and explained in a systematic way, plan and procedure of an activity clearly give a picture about the means and ways required to complete the study i.e. type of data needed, how the sources of data were selected, and what data gathering devices were employed. Thus, the phrase "while discoveries can not be planned, work must be planned as it leads to discoveries" was followed.
The present study is descriptive in nature and aims at examining the social attitudes, sex education and family planning among school and college students. Consequently, sex education and family planning have been taken as the dependent variables while gender, education level and generation have been taken as the independent variables.

3.2. Problem of the study:
1. “A comparative study of social attitudes, sex education and family planning among school and college students.”

3.3. Objective of the study:
1. To study male and female social attitude towards sex education.
2. To study college and school students’ social attitude towards sex education.
3. To study college and school students’ and their parents’ social attitude towards sex education.
4. To study male and female social attitude towards family planning.
5. To study college and school students’ social attitude towards family planning.
6. To study college and school students’ and their parents’ social attitude towards family planning.

3.4. Hypotheses:
1. There is no significant difference between male and female social attitude towards sex education.
2. There is no significant difference between school and college students’ social attitude towards sex education.

3. There is no significant difference between school and college students’ and their parents’ social attitude towards sex education.

4. There is no significant difference between school and college male and female students’ social attitude towards sex education.

5. There is no significant difference between male and female students’ and their parents’ social attitude towards sex education.

6. There is no significant difference between school and college students’ and their parents’ social attitude towards sex education.

7. There is no significant difference between school and college male and female students’ and their parents’ attitude towards sex education.

8. There is no significant difference between male and female social attitude towards family planning.

9. There is no significant difference between school and college students’ social attitude towards family planning.

10. There is no significant difference between school and college students’ and their parents’ social attitude towards family planning.

11. There is no significant difference between school and college male and female-students’ social attitude towards sex family planning.
12. There is no significant difference between male and female students' and their parents' social attitude towards family planning.

13. There is no significant difference between school and college students' and their parents' social attitude towards family planning.

14. There is no significant difference between school and college, male and female students' and their parents' social attitude towards family planning.

3.5. Variables:

In the present study two levels of type of gender (male, female), two levels of education level (school, college) and two levels of generation (students, parents) have been taken as independent variables. The score of sex education and score of family planning have been taken as dependent variables.

In this study the Independent and dependent variables has been show in the below given table:

Table 3.1

In present research work the nature of various variables is given in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Name of variable</th>
<th>Nature of variable</th>
<th>Number of level</th>
<th>Area of level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td>Independent variable</td>
<td>2</td>
<td>Male and female</td>
</tr>
<tr>
<td>2</td>
<td>Education</td>
<td>Independent</td>
<td>2</td>
<td>School and</td>
</tr>
</tbody>
</table>
### level variable colleges

<table>
<thead>
<tr>
<th>3</th>
<th>Generation</th>
<th>Independent variable</th>
<th>2</th>
<th>Students and their parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sex education</td>
<td>Dependant variable</td>
<td>2</td>
<td>Positive and negative attitude</td>
</tr>
<tr>
<td>5</td>
<td>Family Planning</td>
<td>Dependant variable</td>
<td>2</td>
<td>Positive and negative attitude</td>
</tr>
</tbody>
</table>

#### 3.6. Sample:

In this research study random sampling method will be used. The selection will be from school and college students and their parents, and categorization of 480 subjects will be as under:

**Table 3.2**

<table>
<thead>
<tr>
<th>A1</th>
<th></th>
<th>A2</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B1</td>
<td>B2</td>
<td>B1</td>
<td>B2</td>
</tr>
<tr>
<td>C1</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

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Details:

A: Generation
   A1: Students  A2: Parents

B: Gender
   B1: Male  B2: Female

C: Education level
   C1: School  C2: College

3.7. Tools:

3.7.1. Social attitude scale:

In this study to measure social attitudes toward sex education and family planning we used 'social attitude scale' (Measurement Battery) was prepared, Revised and standardized by Dr. A.S.Patel, Dr. Navin Patel and Dr.Dinesh Panchal (2004). There are 3 areas in this inventory. We were used 2 areas in this inventory. (1) Attitude towards sex education and (2) Attitude towards family planning. The "social attitude scale" consists of 40 items (20 for each area). All the items are “true keyed” and are to be responded on a five point scale i.e: Strongly agree/Agree/Neither agree nor disagree/ Disagree / Strongly disagree..

3.7.2. Scoring:
The responses given to the items may be converted into scores according to following guidelines:

Table 3.3  
Scoring Pattern

<table>
<thead>
<tr>
<th>Categories of responses</th>
<th>Score to be given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive statement</strong></td>
<td></td>
</tr>
<tr>
<td>• Strongly agree</td>
<td>5</td>
</tr>
<tr>
<td>• Agree</td>
<td>4</td>
</tr>
<tr>
<td>• Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>• Disagree</td>
<td>2</td>
</tr>
<tr>
<td>• Strongly disagree</td>
<td>1</td>
</tr>
<tr>
<td><strong>Negative statement</strong></td>
<td></td>
</tr>
<tr>
<td>• Strongly agree</td>
<td>1</td>
</tr>
<tr>
<td>• Agree</td>
<td>2</td>
</tr>
<tr>
<td>• Neither agree nor disagree</td>
<td>3</td>
</tr>
<tr>
<td>• Disagree</td>
<td>4</td>
</tr>
<tr>
<td>• Strongly disagree</td>
<td>5</td>
</tr>
</tbody>
</table>

3.8. Data Collection Method:
Keeping in mind the research methodology, 600 school and college students and their parents were selected on a random sampling method and social attitude scale test was administered on all the subjects individually and given instruction according to the test manual. Scoring was done as per scoring keys of the test. Subjects were selected from different types of organizations which are teaching in higher secondary schools and colleges. After disposing off incomplete and unclear forms, a total of 480 subjects were selected.

3.9. Statistical Calculations:

Obtained information was analyzed as per 2 x 2 x 2 ANOVA method and hence internal effect on the independent factors was examined.

3.10. Result and Discussion:

After analyzing the information, it was put in various tabular formats and in graphs and based on the tables and graphs, assumptions made for this research analysis were checked.

3.11 Summary:

In this chapter, problem of the research, objectives, hypotheses, variables, sample, tools and procedure were discussed.

Result and Discussion will be discussed in the next chapter.