CHAPTER II

RESEARCH METHODOLOGY

The Webster’s International Dictionary proposes a very intensive definition of research as “a careful, critical inquiry or examination in seeking facts or principles; diligent investigation in order to ascertain something”. The term ‘methodology’ is a general approach to research. It simply refers to techniques and procedures used, i.e., either quantitative, qualitative or both, for exploring social reality and producing evidence. Madan (1972) elaborated three different meanings of the word “methodology”. First, “methodology” may be used to refer to the theoretical discussions of the nature of social science and the consequent implications for the conduct of social research. “Methodology” is also often used in a narrow sense to refer to the methods, techniques, or tools, employed for the collection and processing of data. Finally “methodology” is sometimes used to designate the concepts and procedure’s employed in the analysis of data, however collected, to arrive at conclusions. Ramazanoglu and Holland (2002) also wrote that “A methodology in social research comprises rules that specify how social investigation should be approached. Each methodology links a particular ontology (for example, a belief that gender is social rather than natural) and a particular epistemology (a set of procedures for establishing what counts as knowledge) in providing rules that specify how to produce valid knowledge of social reality (for example, the real nature of particular gender relations).”

Every scientific research follows scientific method that is a systematic steps or procedures for its investigation or inquiry. Certain characteristics of the scientific methods are objectivity, reliability and validity. Kerlinger (1964) wrote that “Scientific research is systematic, controlled, empirical, and critical investigation of hypothetical propositions about the presumed relations among natural phenomena.” The present study is a systematical investigation of the gender role socialization by the parents in Meitei society. All research begins with a question or problem. Problems initially chosen almost always require more precise formulation to be amenable to research. The
subject matter of the study has been already discussed in the previous sections. The next step is to describe the research design.

**Research Design:** After the selection and formulation of the research problem, the next step is to develop an overall plan or framework for the investigation. Design is specifically related to the research problem. Wilkinson and Bhandarkar (1998) wrote an accurate meaning of design as “To design is to plan, that is, designing is the process of making decisions before the situation arises in which the decision has to be carried out.” Research design is to anticipate all of the subsequent stages of the research project. It needed an appropriate strategy for making the research. Spector (1981) wrote that “The major purpose of any design is to answer some specific research question utilizing well-developed scientific inquiry.” Depending upon the purpose, the study is a descriptive study. Ir comparison to other types of study, descriptive study is more rigid and specific in design than any other methods of research design. The procedures to be used need to be carefully planned in order to obtain complete and accurate information. The objective of a descriptive study is to describe some phenomenon. A descriptive study is much more structured. Explaining a descriptive study, Singleton and Straits (2005) wrote that “Basically a fact-finding enterprise, it focuses on relatively few dimensions of a well-defined entity and measures these dimensions systematically and precisely, usually with detailed numerical descriptions. The information is gathered from a set of cases that are carefully selected to enable the researcher to make estimates of the precision and generalizability of the findings.” It is concerned mainly with control and accuracy of the study. The present study follows systematic procedures of scientific investigation, such as formulating the objective of the study, designing the method of data collection, selecting the sample, collecting information, processing and analyzing the data and reporting the findings.

**Universe of the Study and the Selection of Sample:** Manipur is one of the seven North-eastern states of India. It has an area of 22,327 Square Kilometers and has 2,388,634 populations as per 2001 Census Report. According to the Election Office Manipur (2005-06), the total number of Households is 3, 97,656. The literacy rate of the state is 68.87 per cent. The literacy rate for male is 77.87 per cent and for female is 24
Map of Manipur State

MANIPUR IN INDIA

- Universe of The Study (Naoriya - Pakhanglakpa Constituency)

- Part of Imphal East

- Area of the Study

Map of Manipur State
59.70 per cent. The sex ratio of the state is 978 females per 1000 males. The state is inhabited by the Manipuris comprising Meiteis, Tribals, Muslims, Nepalese, Bengalis, Jains, Sikhs and others. Meiteis are the dominant community of Manipur. Manipur has been divided into nine revenue districts viz., Imphal-East, Imphal-West, Ukhrul, Tamenglong, Senapati, Churachandpur, Chandel, Bishenpur and Thoubal. Each District has been divided into various sub-divisions. Imphal-West district has the maximum population of 4,39,532. The total male population is 218,947 and total female population is 220,585. The average sex ratio of Imphal-West district is 1007 females per 1000 males. There are thirteen political constituents in Imphal West District. Among these Naoriya-Pakhanglakpa constituency has the highest population with 26,411. The Constituency is a rural area. Meiteis are extensively settled in this area. It has total male population 12,621 and female total population is 13,790. The constituency has 32 total polling stations. The five most populated polling stations, which constituted around 15 percent, are Naoriyapakhanglakpa Keisham Leikai, Hiyangthang Maning Leikai, Langthabal Lep Mayai Leikai and Makha, Kodompokpi Mamang and Leirenjam Awang Leikai and Sabal. The total population of these five polling stations was 5475. The total male population is 2637 and total female population is 2838. Even with the decisive minimization on the basis of population up to five polling stations, it was very difficult for the researcher to cover up the whole population for the study. Sample is one of the dependable research procedures in such stage of study. Sample means to a miniature model or replica selected from the population or universe, i.e., a designated category characterizing specific attributes which a particular study should principally cover. But, what should be the desired characteristics and adequate sample? Young (1994) wrote that “An adequate sample is one that contains enough cases to ensure reliable results. But the question that immediately comes to mind is how many cases, or what proportion of a particular universe should be selected in order to obtain an adequate sample?” This question remains an unsettled interesting concern for social research. But generally there is a tradition in social science research to take a fraction, which can be one per cent to twenty-five per cent of the total population or universe.
The unit of analysis was the dwelling unit, i.e., household. Table 1.1 (page no. i) shows the distribution of households as occupied by both parents, single mother or single father of these five polling stations in Naoriya-Pakhanglakpa constituency of Imphal West District. There were 1196 households in total. Of these households, 831 were occupied by both parents, 301 by single mother and 58 by single father. Table 1.2 (page no. i) shows the distribution of households according to the heads of the households having with children of both sexes above 11 years of age. The criterion for childhood period is the years from birth to eleven years (a classification adopted from Delamount, 1980). This stage is significant as family occupies the main socializing group. Family varies in composition but mother and father as socializing agents is a universal feature. In total there were 1099 households having children of both sexes above 11 years of age. In this, there were 782 both parents living households, 265 single mother and 52 single father households with children of both sexes above 11 years of age. These households in these five polling stations were the universe of the study. Through random number tables 25 percent (page no. ii) of the total households, regarding each criteria, viz., both parents staying households, single mother households and single father households, was selected as the respondents of the present study. An equal proportion of male and female, 196 respondents from the both parents staying households, 66 respondents from single mother households and 12 respondents from the single father households was selected for gathering information. Thus, in overall a total number of 274 respondents were selected for the present study.

**Tools and Techniques of Data Collection:** Selection of the respondents was followed by the selection of appropriate tools and techniques for the collection of information. The researcher gathered information with the help of a schedule. Schedule contains questions and blank tables which are to be filled in by the investigators themselves after getting information from the respondents. According to Goode and Hatt, “Schedule is the name usually applied to a set of questions which are asked and filled in by an interviewer in a face to face situation with another person”. It is used in direct interview and direct observation. So, the schedule was the tool for the collection of information. By making use of the technique of interviewing the whole information...
for the present study was gathered. Phillips (1976) provided three types of interviewing techniques. Standardized approach gives interviewer the kinds of uniform responses that make it easier for him to analyze his results. The unstandardized approach gives the interviewers the greatest flexibility to follow up things he learns within the interview process. The semi standardized interview is based on an attempt to achieve the best of both worlds. Regarding this the study has adopted the semi standardized interviewing technique. While constructing the interview schedule an attempt was made to have simple and specific questions. The questions were framed keeping in mind the objectives of the study. The questions were very simple and specific, avoiding vague, ambiguous, hypothetical leading and personalized questions. The questions asked in the interview schedule were almost of closed types. The interview schedule included seventy-eight questions. Various structured attitude scales for the measurement of gender-role socialization were used wherever necessary in regard to collect information regarding the objectives of the study. There were twenty-eight statements for the measurement of gender-role attitudes of the respondents. In this way, the questions were classified into different sections regarding the objectives of the study.

The first part of the interview schedule was related to general information where questions pertaining to names (confidential), sex, age, marital status, caste, religion, monthly personal income, staying place and type of households were asked. The second section dealt questions related to the family information of the respondents, viz., position of the family members, age, sex, marital status, residence, education, occupation and monthly income.

The third section covers the religiosity level of the respondents where questions covering their religious belief, subjectivity and organization were asked. Religious belief includes believe in Magic, theory of karma, religion and rebirth. Religious subjectivity comprises frequency of visit to temple/church etc., confession as religious person, importance of God in life and having comfort and peace of mind from religion. And, religious organization consists of having strength or strong will power from religion, reading religious magazine/books, donation to any religious organization, attending religious services and engaging with unpaid voluntary work for religious
organization. The fourth section of the interview schedule concerned with the level of exposure to mass media of communication. In this context questions related to degree of access to newspaper, magazines, radio and television were asked.

The fifth part constituted the clothing of the sons and daughters of the respondents. Questions pertaining to the sex-appropriate dress, colour, dress material, expectation and conforming strategies of the respondents for their sons and daughters were thoroughly probed. The sixth part of the interview schedule consisted of giving familiarity about disciplining of the sons and daughters. Age at which parents starting disciplining, disciplining strategies used, expectation of sex-appropriate behaviour and their ways of labeling correct/appropriate and incorrect/inappropriate behaviour of their sons and daughters were included in the disciplining section.

The seventh part highlighted the game and play of sons and daughters. Questions regarding encouragement of indoor and outdoor games, buying sex-appropriate toys, encouragement son and daughter to play different games, encouraging children to play with opposite sex and conforming to sex-appropriate games were asked. The eight section of the interview schedule was concerned with the education of the sons and daughters. Age at which children were sent to school, pre non-formal education and non formal institution were included. Further, types of institution for the formal education, help in home assignment/home work, drop out of school, choices of subjects, training to wear traditional dress, training for tolerant behaviour, training to talk soft, training not to be argumentative, training to surrender/sacrifice, suggest to return before dark, suggest to accompany someone older while going outside and training to assist in various chores were probed.

Health and nutrition of the sons and daughters were the area of focus in the ninth section of the interview schedule. Question about health check-ups, types of remedies followed during sick, vaccination, feeding pattern, initiation of semi-solid and solid food, introducing vegetables/cereals etc. were asked. The tenth part of the interview schedule consisted of emotional standards and temperaments. Types of emotion parents wanted to imbibe by sons and daughters, emotional handling of their
sons and daughters and types of temperaments encouraged by parents among sons and daughters were asked.

In the final section gender-role attitude of the respondents were measured. The statements consisted of participation in economic activity, effects on family life when women work, socialization, education, division of labour, politics and decision making. Fourteen negative and fourteen positive statements were asked. The responses were strongly agree/agree/mostly agree/mostly disagree/disagree/strongly disagree for the negative statements and for the positive statements responses were collected as strongly disagree/disagree/mostly disagree/mostly agree/agree/strongly agree.

Before pre-testing the question of the interview schedule, the researcher has translated the questions into Manipuri language. Precautions to maintain the meaning and content were given due consideration during translation. Pre-testing questions itself is necessary for it would minimize unnecessary length and can focus what the researcher wanted. Pre-testing was done on twenty respondents. By doing such, various omission and addition were made wherever needed. The final interview schedule used for the collection of information is enclosed in the Appendix V.

The researcher started data collection in the month of last week of September 2006 and completed by first week of December 2006. It has taken two and half months in the collection of information. For one respondent it took 40 minutes to 80 minutes depending upon the respondents. Before interviewing, the researcher has elaborated and explained the purpose of the visit. Most of the respondents were taking more time in telling round about story rather than answering the exact response to the queries. The researcher has struggled to maintain the draw out responses to be the true words of the respondents by saying to retain their identity confidential and meant for the study only. The researcher was staying at the field for around two and half months, so that the collection of information could be completed as per scheduled. Staying in the area prove fruitful because of the present insurgency and chaos in Manipur. Bandh, strikes, blockade, killing have become a normal phenomenon in the State. All these have put some obstructions in the process; but staying in the field enabled me to collect desired information in time.
Coding and Statistical Analysis: After the collection of the information, the information was compiled and edited regarding the completeness and consistency of the information. Coding consists of assignment symbols, usually numerals, to each answer which falls in a predetermined class. Coding is the preliminary step of tabulation using codes and breaking down the data and placing at the codes is a means to make a mass of unstructured data manageable. Organization of the data involves formation of groups and arranging the data in groups on the basis of the similarities and differences of the unit of study, for example in the form of rows and columns. The codes need to make senses of the data and give the researcher a means to organize and categorize the large amount of data. Data analysis is the process of bringing order, structure and meaning to the mass of collected data. Reliability and consistency of coding depends upon proper categorization and adequacies of the data. It has followed the procedure such as, classifying the responses, allocating codes to each variable, allocating column numbers to each variable, producing code book, checking for coding errors and finally entering data. Ir the present study, coding was conducted after the collection of information. Regarding the advantage of coding in such stage, Selltiz, et. al. (1976) wrote “This procedure allows time for reflecting on-the-spot judgments of an interviewer or observer may not be so discerning as judgments made with more time for deliberation.” The researcher assigned particular codes, i.e., numerals, a value category in a non-repetitive manner for each response. By following such procedure the responses of each respondent were transferred onto a master sheet. After the coding the next step is to tabulate the coded information. Tabulation is the process of summarizing raw data and displaying them in compact table for further analysis. Tabulation, as the next step, is a part of the technical process in the statistical analysis of the data. The essential element in tabulation is the summarization of results in the form of statistical tables. Genuine inferences were drawn or interpreted after the tabulation. Only after the tabulation or classification of data, genuine inferences can be drawn or we can interpret the behaviour of the individuals. In the present study univariate, i.e., simple frequency tables were prepared. For such tables, percentages were worked out. In order to seek the relationship between dependent variable and independent variable, labeled columns
(vertical) and rows (horizontal), cross-tables or break-down or bivariate tables were prepared. Depending upon the level of the data the statistical tests were applied to seek out the significant relationships among the variables. To find out the association among variables in bivariate tables at the ordinal level, Gamma was calculated; and further to prove it statistically, the Z test of significance was applied. And for the nominal level cross-tables, Lambda and Chi square tests were applied to find out the association between dependent and independent variables. After getting the result of Chi square, Crammer’s V was applied to seek the significance statistically.

**Variable and Indexes:** In any research, the primary interest of a researcher is the relationships among the units of analysis. Characteristics of units that vary, taking on different values, categories, or attributes for different observations, are called variables. Variable is a qualitative or quantitative entity, which is measured and represents the concept studied. For example, gender is a variable consisting of the categories of male and female. Often variables are classified into dependent and independent. In the present study the parental gender-role socialization is the dependent variable, because it is the variable that is measured to see how it has responded to a treatment or cause. The independent variable was comprised of various socio-demographic characteristics such as age, sex, marital status, caste, religion, level of religiosity, rural/urban background, types of household, education, income, occupation etc. Often concepts cannot be observed directly. Empirical existence of such concepts is needed with operational definition. Nachmias and Nachmias (1996) wrote that “An operational definition is a set of procedures that describes the activities one should perform in order to establish empirically the existence or the degree of existence of a concept.” An operational definition describes the research operations that will specify the value or category of a variable on each case. Operationally parental gender-role socialization was defined in terms clothing, disciplining, game and play, health and nutrition, education (formal/informal) and emotional standards and temperaments.

Index refers to an indicator of a complex concept that cannot be measured directly. It is the combination of several responses into a single number or scale score. It is difficult to measure a concept well with a single indicator or question. Not only do
single indicators rarely capture all the aspects of a concept, but each indicator is likely to have distinctive sources of error or bias. By combining several indicators into a composite measure, one generally got a better overall representation of the concept, and the errors tend to cancel each other out, yielding a more reliable measure. This not only simplifies the analysis but also increases precision and provides a means of assessing the quality of the measurement. In common parlance, indices are the devices constructed and employed by the researchers to quantify the responses of the subjects on a particular phenomenon. These can be used to obtain the opinions, judgments, attitudes and perceptions of the subjects towards the phenomenon on an interval scale.

In the present study, indices were prepared to measure the level of religiosity, level of exposure to mass media of communication and gender role ideology of the respondents.

To measure the level of religiosity of the respondents, thirteen main items in the form of questions were framed covering the belief, subjectivity and organization aspects of religion. Score 0 was given for negative reply, 1 for moderate reply and 2 for positive reply. The total score ranged from 0 to 26 and it was classified into two categories. Those respondents who got the score less and up to 13 were treated as traditional or conservative in their religious outlook and those who got 14 score or more were treated as modern or liberal religious outlook. Regarding the measuring of the level of exposure to mass media of communication four items in the form of questions were mainly framed. Each question has the responses ranging from regularly /very often/ sometimes and given the score 3, 2 and 1 respectively. In total the score was 12. The score was classified into three categories, such as 0 to 4, 5 to 8 and 9 to 12. Those respondents who got upto and less than score 4 were treated as having low level exposure to mass media of communication. Those who got score from 5 to 8 were deemed as having medium level of exposure to mass media of communication. And those who got score in the range of 9 to 12 were considered as having high level of exposure to mass media of communication. For measuring gender role ideology, 28 items in the form of statements were framed. The statements were framed by covering areas like participation in economic activity, effects on family life when women work, socialization, education, division of labour, politics and decision making. The items
included 14 negative statements and 14 positive statements. For a negative statement score was given ranging from 0 to 5 for the responses strongly agree/agree/mostly agree/mostly disagree/disagree/strongly disagree. And for the positive statement scoring pattern was reversed. The scores ranged from 0 to 140. Those respondents who got upto or less than score 70 were judged as having traditional or conservative gender role ideology; and those who got 71 or more score were treated as having modern or liberal gender role ideology.

Report Writing: Primarily a report is the preparation of a detailed report such as a thesis or a monograph. Regarding the importance of a report, Wilkinson and Bhandarkar (1998) wrote that “The audience for whom the report is intended, needs know enough about the study to be able to place it in its general scientific context, and thus, to judge the adequacy of its methods and arrive at an evaluation of how seriously the findings may be taken or to what extent these should be depended upon as guides to future scientific activity and social action.” The present study consists of three parts, i.e., prefatory items, body of the report and terminal items.

The prefatory items begins with the certificate of the research supervisor followed by acknowledgements given by the researcher to his respected supervisor, chairperson and other persons whose help and support enabled the completion of the present study. And, also attach a note of gratitude to all respondents for providing their vital time and information for the present study. This is trailed by the item page and list of tables of the present study. The present study consisted of six chapters.

As a beginning of the body of the report, the first chapter entitled ‘Introduction’ provided a brief conceptual explanation of the term ‘sex-role’ and ‘gender-role’, various theoretical contributions concerning the gender-role socialization. Review of pertinent literature preceded the problems to be investigated, followed by an explanation about the area of study. The first chapter concluded with the objectives of the present study.

The research methodology was the second chapter of the present study. First the research design was presented, followed by an explanation of the universe and sample selection procedure. Tools and techniques employed in the research were explained. Finally, coding and statistical analysis were presented. The third chapter presented the
socio-demographic and economic characteristics of the respondents. The criteria discussed were sex, age, marital status, caste, religion, personal monthly income, monthly family income, family size, residents, types of household, level of religiosity, level of exposure to mass media of communication and gender role ideology.

The fourth chapter provided insight on the gender-role socialization in Meitei society. Socialization of son and daughter in terms of clothing, disciplining, game and play, health and nutrition, education (formal/informal) and emotional standards and temperaments was presented. Clothing consisted of sex-appropriate dress, colour, dress material, expectation and conforming strategies of sons and daughters. In the disciplining of sons and daughters, age of starting disciplining, disciplining strategies, expectation of sex-appropriate behaviour and their action for good and wrong behaviour of their sons and daughters were included. The game and play of son and daughter included encouragement of indoor and outdoor games, buying sex-appropriate toys, allow playing in play ground, encouragement to play various games, letting to play with opposite sex and conforming to sex-appropriate games. Education of the son and daughter concerned age of sending to school, pre non-formal education, age of sending to non-formal institution, type of institutions for the formal education, help in home assignment/home work, drop out of school, choices of subjects, training to wear traditional dress, training to be tolerant in behaviour, training to talk soft, training not to be argumentative, training to surrender/sacrifice, suggest to return before dark, suggest to accompany someone older while going outside and training to assist in various chores. Health and nutrition of the sons and daughters was focused on taking for health check up, types of remedies when sick, vaccination, breast feeding, starting to give semi-solid and solid food, providing quantity of vegetables/cereals. This was followed by type of emotions they wanted their son and daughter to imbibe, emotional treatment of their son and daughter and temperaments they encourage to son and daughter. Socialization of son and daughter by parents were also analyzed in term of same sex and cross sex, e.g., father and son, and father and daughter, mother and son and mother and daughter in this chapter.
The fifth chapter presented the various factors which affected gender-role socialization in Meitei society. The factors included age, education, religion, type of households, income, occupation, size of the family, level of religiosity, level of exposure to mass media of communication and gender role ideology.

The final sixth chapter presented the analysis and main findings of the gender-role socialization in Meitei society.

The final section of the present study, i.e., terminal items included references consisted of an alphabetical list of the books, articles and other sources, used in the present study, followed by the presentation of tables. An appendix comprising copy of the interview schedule used in the collection of information was presented at the end of the present study.