CHAPTER -4

METHODS AND PROCEDURE

The present chapter describes the design of the study, composition of the sample, the tools used, developed and the statistical techniques used for the data analysis.

4.1 METHODS USED IN THIS STUDY

A research method describes the plan to be adopted in solving the research problem. To carry out the present study, the descriptive survey method and techniques of case-study and interview in selected section of sample was employed.

4.1.1 Descriptive Survey

A descriptive is one, which describes records, analyzes and interprets the condition that exist (Singh, 2004). According to Best and Kahn (1999) descriptive research deals with the relationships between the variables, testing of hypothesis, and the development of generalizations, principles, or theories that have universal validity.

The survey research, on the other hand according to Singh (2004) may be defined, “as a technique whereby the researcher studies the whole population with respect to certain sociological and psychological variables.

Therefore, descriptive survey method helps to explain the phenomenon in terms of relationships that exist, opinions that are held by the respondents, effects that are evident or trends that are developing. Objective information could be easily gathered (in terms of individual attitude and opinion) with the help of attitude scale. Since this study deals with the relationship between variables in a natural setting, it can be classified as a non-experimental study.
probes deeply and analyzes interaction between the factors that explain phenomena of gender discrimination.

For the present study, 2 case studies were conducted.

**4.1.3 Interview**

Different scholars have defined interview differently.

In the words of Goode and Hatt (1952), “Interview is fundamentally a process of social interaction.

According to Singh (2004), “Interview is a face-to-face situation between the interviewer and the respondent, which intends to elicit some desired information from the latter.”

According to Young (1968), “it may be seen as an effective, informal, verbal, non verbal conversation, initiated for specific purpose and focused on certain planned content areas”

With the help of interview method the interviewer can probe into causal factors, determine attitudes, etc. through the respondents incident comments, facial and expressions, tone of voice, gestures, reaction, and non- cooperation, etc. interview technique has been adopted to get insight into the interactive quality of social life and to understand how the sample view the phenomena of gender discrimination.

**4.2 SAMPLE**

It is very difficult to study the whole population or universe for studying any problem. Therefore, a sample is picked up out of the universe proposed to be covered by the study.

According to Goode and Hatt (1952), “A sample is a smaller representation of a larger whole.” The observation of some phenomena in complete detail would involve such a mass of data that analysis would be slow and tedious.

According to Best and Kahn (1999), “a sample is a small proportion of a population selected for observation and analysis. By
observing the characteristics of the sample one can make certain inferences about the characteristics of the population from which it is drawn.” According to Singh (2004), “a sample is any number of persons selected to represent the population according to some rule or plan.”

A sample, therefore is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part of subjects or individuals of population which is selected for the representation of the population concerned. By observation of the sample, one can make certain inferences about the features of the population from which it is drawn.

To draw the sample for the study various sampling techniques are used. Sampling is the process of selecting a sample from the population the use of sampling allows for more adequate scientific work by making the time of the scientific worker count (Goode and Hatt, 1952).

For the present investigation stratified random sampling technique was employed. Stratified sampling is a procedure of dividing the population, subpopulations or domains of the study called 'strata'.

The sample for the present studies were drawn from the universe of teacher trainees of B.Ed college of Punjab. Since, it was not possible to cover the entire population of teacher trainees in the state of Punjab, a list of B.Ed colleges in Hoshiarpur, Nawanshahar, Jalandhar and Phagwara districts was prepared. These were recorded on identical slips to select the colleges by lottery method. A total sample of 320 teachers trainees were selected from seven B.Ed. colleges, 2 from Hoshiarpur, 3 from Jalandhar, 1 from Phagwara, 1 from Nawanshahar. The population was first stratified into two groups based on sex. i.e. females and males.
4.2.1 CLASSIFICATION OF SAMPLE

The target group for the administration of the tools for the present study were teacher trainees of Colleges of Education in Punjab. The whole data was classified in terms of Gender, Background and family Education level.

Table 4.1 Classification Of Sample

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>&lt; mean (FEL₁)</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>&gt; And = Mean (FEL₂)</td>
<td>65</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>64</td>
</tr>
<tr>
<td>Total sample</td>
<td>160</td>
<td>160</td>
</tr>
</tbody>
</table>

The above table shows the composition of the sample of the study. 65 females and 31 males of Urban background belonged to high family education level (FE₁) and 31 females and 46 males of urban background belong to low family education level (FE₂). Whereas 37 females and 29 males of rural background belonged to high family education level (FE₁) and 27 females and 54 males of rural background belonged to low family education level (FE₂).

4.3 TOOLS USED IN THE STUDY

For any kind of research, one has to keep the objective of the study in mind while studying the available tools. Considerable time was devoted for selection of appropriate standardized measures of approval motive, self-concept and family relationship. The tool to measure the attitude towards gender discrimination was constructed by the researcher because of the non-availability of an appropriate tool.

Finally, the following tools were used:

(1) Approval Motive Scale (1980) by Tripathi and Tripathi
(3) Family Relationship Inventory (1977) by Sherry and Sinha.
4.3.1 DESCRIPTION OF TOOLS

4.3.1.1 Approval Motive Scale (1980) by Tripathi & Tripathi

The tool consists of 72 items (37-true, 35-false) which are categorized into 7 areas i.e.

(i) Normative behaviour
(ii) Social Conformity
(iii) Positive self presentation
(iv) Defensiveness
(v) Dependency
(vi) Social responsiveness and
(vii) Social approval

Since all of these deal with some aspect of social approval, they are not exclusive to one another i.e. these are (in continuum).

(i) **Normative behaviour:** This area deals with behavioural tendencies which are largely concerned with compliance to norms shared by a cultural group. It is an important component of social approval. Normative behaviours are useful in gaining approval. Norms provide useful social service, norms serve as substitutes for indirect social influence (Horton et. al, 1963 and Jenkins, 1960).

(ii) **Social Conformity:** It refers to imitative behaviours which emanate from concern of belongingness to one’s social group. It refers to a person’s changing his or her behaviour to fit with the expectations or demands of others. In fact most of the time, groups or individuals make these expectations clear or the demands salient, ordinarily, one thinks of conformity as involving the persons being ‘made’ to do something he or she did not previously want to do (Asch, 1952, Morlowe & Crowne, 1961; Strickland & Crowne, 1962).
Positive Self Presentations: It refers to the content of self disclosure to other people. More concentration is on verbal behaviour than non-verbal since it is easier to measure. There are two dimensions of self presentation process- the positiveness or negativeness of a person’s self disclosure and the intimacy level of the information. Self disclosure or intimacy behaviour usually functions as a trust building mechanism. The positiveness of self presentation is useful for gaining approval and other types of rewards from other people. It is evident that how positively people describe themselves is affected by their desire for and ability to get approval (Schneider & Turhat, 1975). Under some circumstances, people may be motivated to cheat on the normative systems, that is, they may be inclined to try to get approval through self-misrepresentation.

Defensiveness: One of the significant ingredients of human personality is ego and threat to ego is not a comfortable state. Consequently one tries to defend it in such situations. We adopt a variety of strategies to get rid of threats to ego. Sometimes anticipated threat do influence present behaviours. People try to ‘manage’ threatening situation in an effective manner. They, for instance, seek justification as well as rationalizations for this purpose. The person who needs approval does not want to be ‘cornered’. He make best of his efforts to present good account of himself is the eye of others. The area of defensiveness of AMS relates to this aspect of social behaviour (Barthel & Crowne, 1962; McGinnies, 1949; Marlowe and Crowne, 1964).

Dependency: The inherent inability to functioning independently at the time of birth makes us dependent organisms. As a consequence functioning within the framework of environmental demand and to cope with such demands one in bound to become dependent on individuals and social groups.
of various kinds. In the course of social learning dependence in itself becomes a source of gratification. Eventually one likes to depend on others, though there are wide individual differences in this tendency. An individual with motive to seek approval perceives this reality, and probably has tendency to evaluate it in a positive manner (Schneider, 1969).

(vi) **Social Responsiveness**:- The dimension of responsiveness has physical as well as social dimensions along which individuals differ. Social responsiveness refers to individual’s tendency to respond to social stimuli in high frequency and magnitude. In social situations the individual tends to react and sometimes over-react to social stimuli (Crowne & Strickland, 1961, Marlowe, 1962).

(vii) **Social Approval**:- It refers to active approval seeking from the agents of social reinforcement, because for approval motivated persons it is an important incentive. The behavioural tendencies implied in active approval seeking, require the individual to associate with or approach to or engage in such activities or social interactions that lead to attainment of approval from individuals, groups, or any other social organization which is perceived directly or indirectly by the individual as socially desirable.

**Reliability of AMS**

**Test-retest reliability**:- Temporal stability of scores on AMS. It was defined as the correlation between scores obtained by a subject at two occasions reported by a period of 2 to 3 months. For AMS, 120 subjects were retested. The correlation coefficient obtained from the two sets of scores was 0.80 with an index of reliability of 0.89.

**Split-half Reliability**:- Internal consistency of AMS. It is used to find out internal consistency of the measure. The items in the whole AMS
have been divided into two odd and even categories. In order to determine split-half reliability AMS was administered on a large sample of 500 subjects. The obtained correlation between scores on odd and even items was 0.82. Following Spearman Brown prophecy formula a reliability index of 0.92 was obtained.

**Validity of AMS**

The AMS scale has satisfactory content validity, construct validity, intrinsic validity and predictive validity.

**Content validity:** The AMS has content validity is evidenced by the selection of items and the agreement of the expert opinions on the content of items as true measure of approval motive. The content validity of AMS insures that its content covers a representative sample of the domain of phenomenon under consideration. The coverage of items of AMS deals with almost each and every important domain of approval motive behaviour. AMS areas related to regulative motivated behaviour, defensiveness, social responsiveness, dependency, self esteem, social attraction, social conformity, positive self-presentation, social approval on culturally sanctioned behaviours are included in this scale. The opinion of the experts were taken into consideration by the authors of the tools, in acceptance of which terms increased its content validity.

**Intrinsic Validity:** This type of validity shows the extent to which the obtained scores measure the true component of the test. It is indicated in terms of the index of reliability. The high value of test-retest as well as split-half reliability co-efficient of AMS has considerable degree of intrinsic validity.

**Predictive Validity:** The obtained results have shown the there is negative relationship between cognitive complexity and approval motive (Tripathi, 1980). It has been found that subjects having high degree of approval motive show more susceptibility to verbal
conditioning under positive as well as negative reinforcement conditions with verbal and gestural cues. (Tripathi 1980). Differentials in social perception have also been noticed as a function of approval motive (Tripathi, 1978). High approval motivated subjects were found to have high degree of religiosity as compared to low approval motivated subjects (Tripathi & Srivastva, 1980). High approval motivated group showed more conforming behaviour as compared to low approval group (Tripathi, 1978). It has been reported that high approval group show more perceptual defence in contrast to low approval group (Tripathi, 1979). High approval motivated subjects are more dependence prove as compared to low approval subjects motivated (Tripathi, 1980).

**Construct Validity:** The construct validity of AMS denotes to the extent that this scale measures the psychological construct as it is conceptualized in theoretical scheme of related psychological concepts and constructs. The construct of approval motive implies that subjects high on the AMS shall be low on hostility measure. The relationship of approval motive in Indian condition has been to be negative (r=0.361, N=250, Tripathi & Sexena, 1978). This correlation is significant at .01 level.

**Norms**

For determination of norms, the percentile norms of the AMS were prepared on a randomly selected (1090 boys and 960 girls) 2050 sample of 22050 university and college students belonging to Arts, Commerce, Law and Science courses at undergraduate and postgraduate classes. Specific norms for boys and girls were also given in table vii of manual of AMS. Therefore norms, for the general sample may be used for males as well as females.
4.3.1.2 Self Concept Questionnaire (1992) by Dr. Raj Kumar Saraswat

This questionnaire/inventory provides six separate dimensions of self-concept i.e. physical, social, intellectual, moral, educational and temperamental self-concept. It also gives a total self-concept score.

(i) Physical:- Individuals’ view of their body, health, physical appearance & strength.
(ii) Social:- Individuals’ sense of worth in social interactions.
(iii) Temperamental:- Individuals’ view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
(iv) Educational:- Individual’s view of themselves is relation to school, teachers and extracurricular activities.
(v) Moral:- Individual’s estimation of their moral worth; right and wrong activities.
(vi) Intellectual:- Individuals’ awareness of their intelligence and capacity of problem solving and judgements.

The questionnaire has 48 items, eight in each dimension. Each item has five alternatives. Responses were to be marked on the booklet itself. There is no time limit but generally 20 minutes had been found sufficient for responding all the items.

Reliability

The reliability of the inventory was found by test-retest method, and it was found to be 0.91 for the total self-concept measure. Reliability coefficients of its various dimensions varies from 0.67 to 0.88.
Validity

Expert opinions were obtained to establish the validity of the inventory. 100 items were given to 25 psychologists to classify the items to the category to which they belong. Items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were established.

Standardization and Norms

The SCQ was standardized on 1000 students of 20 Higher secondary schools of Delhi pertaining to Delhi Administration & Central Schools. The students were from IXth & Xth classes ranging from 14 to 18 years of both the sexes.

4.3.1.3 Family Relationship Inventory (1977) by Dr. G.P. Sherry and Dr. J.C. Sinha.

The present tool has been prepared on the basis of Brunken and Crites Family Relationship Inventory.

Description of the inventory

The final form of the inventory contains 150 items classified into three patterns of mother and father separately i.e. Acceptance FA = 25, MA = 27, Total = 52; Concentration FC = 20, MC = 21, Total = 41, Avoidance FV = 26, MV=31, Total = 57

Explanation of terms used

Acceptance means that the parents consider the child as a full-fledged member of the family who needs a certain degree of independence and who has the capacity to assume responsibility. Parents having acceptance attitude towards their children neither concentrate their attention nor overlook their children. They encourage them to fulfill their; potentialities as best as they can.

Concentration refers to attitudes of parents who devote a disproportionate amount of their time and energy to the direction and
control of their children. They over-protect them through restrictions upon their efforts to explore the environment. They place heavy demands upon them to perform beyond their capacities and to achieve ambitious goals.

**Avoidance** characterizes the disposition of parents who either neglect or reject the child. They withdraw when their child approaches them for affection and love. They spend as little time as possible with the child. They fail to satisfy the child’s physical needs or they openly abuse the child. In short, they manifest no positive interest in the child or his activities.

**Time limit**

There is no fixed time limit for the responses. Respondents took 40 to 50 minutes in filling the inventory.

**Reliability**

The test-retest reliability was determined on a sample on 100 intermediate students to whom the inventory was administered twice with an intervening period of three months. Means, and SDs of both test and retest situations were worked out and ‘t’ values were also computed. The r values obtained were moderately high. The means of the sample scores for the various scales changed very little over the test-retest period. Only one significant C.R. value is found and deviations remained generally unchanged from practical purpose from one occasion to the other.

**Validity**

Attempts were made to determine the validity of each item on the basis of the content analysis. However it was further considered necessary to test the validity of the inventory scale-wise for which the three methods were used i.e. inter correlation of scales, criterion oriented validity & group comparisons.
(a) **Inter-correlations of Scales**: The correlations between three scales of the inventory were worked out to find out the extent of internal consistency. The ‘r’ values were computed between three scales separately for mother, father & the whole group. Negative value of ‘r’ between Acceptance and Avoidance scales was found to be significant whereas it was insignificant between the concentration and other scales. The results agreed with Roe’s (1957) hypothesis and corresponded to Brumken & Crites’ (1964) results.

(b) **Criterion Oriented Validity**: A sample 200 students were given Saxena’s Personality inventory. The underlying assumption was that the adolescents who feel adjusted in home situations are those whose parents accept them as a full-fledged member of the family. Contrary to this maladjusted students will perceive their parents as neglecting them. The r’s between three dimensions of FRI and home adjustment Saxena’s Personality Inventory were significant at 0.01 level. The results showed home adjustment is positively related with the parental acceptance and it relates negatively with the parental avoidance an concentration.

**Group Comparison**

The FRI scores of 65 delinquent adolescents from three approved schools of U.P. were compared with normal students as regards to the perceived parental attitudes’. The values were significant at 0.01 level.

**Norms**

For determination of norms the percentile norms, stanine norms and means and S.D. values were prepared on a randomly selected sample of 1064 students in intermediate class.

**4.3.2 DEVELOPMENT OF ATTITUDE SCALE**

Like many other determinants of behaviour, attitudes are abstractions – though they are real enough to the person who holds
them. The intensity with which an attitude is held varies between different topics and also between individuals. Most of the individuals; attitudes are usually dormant and are expressed in speech or behaviour only when the object of the attitude is perceived. Attitudes are reinforced by beliefs (the cognitive component) and often attract strong feelings (the emotional component) which may lead to particular behavioural intent (the action tendency component).

Due to lack of any suitable scale to assess the attitude of teacher trainees towards females, the investigator was motivated to prepare her own attitude scale.

Attitude statements are single sentences that express a point of view, a belief, a preference, a judgement, an emotional feeling, or a position for or against something.

Discrimination towards females is a social problem/phenomena. It should be understood in a social set-up. The measurement of attitude is necessarily done indirectly. Attitude can be measured only on the basis of inferences drawn from verbal statements regarding belief, feeling, and tendency to act towards the object or person.

4.3.2.1 CONSTRUCTION OF THE ATTITUDE SCALE

Likert’s method (method of summated) ratings was employed for the construction of the attitude scale.

Identification and compilation of items:

The researcher extensively read the books on women studies, gender etc. Journals like Guru Nanak Journal of Sociology, Journal of Educational Research, Journal of Education Psychology, etc., material on gender issues from the internet and already done research relating the topic. The relevant points were noted and from these points, the statements were emerged after days of discussions and brainstorming session with the supervisor and teachers, research scholars in Psychology, Sociology, Law, Women Studies Department.
Initially about 100 statements were assembled. Each item had five alternative responses, i.e. strongly agree, uncertain, disagree, strongly disagree. Each item concerned the phenomenon or object of attitude. Item construction criteria was followed as proposed by various authors (Garret 1981, Best and Kahn, 1999; Singh, 2004)

All the statements were carefully worded. Items that seemed repetitive or ambiguous were rectified.

**Translation**

All the statements were translated into Punjabi, so each statement was in Punjabi, as well as in English for the convenience of the respondents.

**Try out and finalisation of the scale**

A trial test of the scale consisting of 100 items was administered to 20 subjects for internal consistency. And 21 items were discarded as there were considered superfluous and repetitive. 79 items were retained [Table 4.2]. Final form attitude scale with 56 items was ready for administered [Table 4.3].

**Table 4.2 - First Draft of Attitude Scale**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>SA, A, U, D, SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Item</td>
<td>2, 3, 4, 8, 9, 11, 12, 16, 17, 19, 20, 22, 23, 24, 31, 32, 36, 41, 44, 48, 49, 50, 51, 53, 55, 57, 58, 59, 60, 61, 62, 63, 64, 66, 67, 68, 70, 71, 72, 76, 77, 78, 79.</td>
</tr>
<tr>
<td>Negative Item</td>
<td>1, 5, 6, 7, 10, 13, 14, 15, 18, 21, 25, 26, 27, 28, 29, 30, 33, 34, 35, 37, 38, 39, 40, 42, 43, 45, 46, 47, 52, 54, 56, 65, 69, 73, 74, 75</td>
</tr>
</tbody>
</table>
Table 4.3 Final Draft of Attitude Scale

<table>
<thead>
<tr>
<th>Item No.</th>
<th>SA, A, U, D, SDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Item</td>
<td>1, 2, 3, 7, 9, 10, 12, 17, 18, 28, 29, 31, 32, 34, 36, 37, 38, 39, 40, 48, 49, 50, 51, 52, 53, 54, 55, 56</td>
</tr>
<tr>
<td>Negative item</td>
<td>4, 5, 6, 8, 11, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 33, 35, 41, 42, 43, 44, 45, 46, 47</td>
</tr>
</tbody>
</table>

Validity

The validity refers to the degree to which a test measures what it claims to measure. It is concerned with generalizability. When a test is valid, it means its conclusion can be generalized in relation to the general population (Singh, 2004).

According to Anastasi (1968), “The validity of a test concern what the test measures and how well it does so. Lindquist (1951) defined validity as the accuracy with which it measures that which is intended to measure or as the degree to which it approaches infallibility in measuring what it purports to measure.

Content Validity: It is concerned with the relevance of the contents of the items, individually and as a whole (Singh, 2004).

For the attitude scale, content validity was established by submitting the first and subsequent modified draft to experts. The researchers approached 12 subject experts, 10 gave the appointment. Again the set of 79 statements were submitted to subject experts from education and allied fields, for their criticism and suggestions. After seeking expert opinion from subject experts, 23 items were discarded and final draft of 56 items was made.
Reliability

Reliability is stability and consistency of a test on repeated administration. A test score is called reliable when we have sufficient reason for believing the score to be stable and trustworthy.

To establish reliability of the attitude scale, test retest method was employed. The scale was administered twice on 20 subjects with time gap of 15 days. Two sets of scores thus obtained were correlated which gave the reliability coefficient \( r \) of 0.96. It indicate the extent to which the subjects retained their relative position as measured in terms of the score after a gap of time period of fifteen days.

Scoring

The statement items has five alternative fixed responses as Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (DA), and Strongly Disagree (SDA).

Final Draft of the Scale

The final draft of the scale has 56 items pertaining to sociological, cultural, ideological, psychological and educational aspects concerning the issue. Every item had 5 alternate responses (i.e. SA, A, U, D, SDA).

The attitude scale has statements in disguised form in order to get a true or nearly true picture of the attitude of the respondents.

The first page of the attitude scale has a personal performa which has demographic profile of respondents as well as family education index. Instructions are given on the second page. The time of administration of the scale is 40 minutes.
4.3.3 ADMINISTRATION OF THE TOOLS

The instructions for each tool are read aloud. Before the respondents started answering the tool(s), a practice item is to be presented and questions regarding the instructions are answered.

The respondents are asked to write their names and particular on the personal information column of the tool(s) and are assured of the anonymity of their responses.

4.3.4 SCORING AND INTERPRETATION

4.3.4.1 For Approval Motive Scale (AMS):

The scoring of the sample was done in five levels: i.e. Very High, High, Medium, Low and very Low. Later on, while analysis, the upper and lower groups were condensed and the scores were interpreted in three main groups i.e. High, Medium and Low approval motive.

Scoring is done by a transparent paper scoring stencil and provide with the manual of AMS. Fitting the stencil over the answers make it possible to count the scores and provide total score of a person only. The marked answers that appear through the stencil are considered. The total score thus obtained was interpreted in the light of the norms given in table A in the manual.

4.3.4.2 For Self Concept Questionnaire (SCQ):

The respondents are provided with five alternatives to give their responses ranging from most acceptable to least acceptable description of their individual self-concept. The responses are arranged in such a way that the scoring systems for all the items remains the same i.e. 5, 4, 3, 2, 1 whether the item is positive or negative. The score for first alternative is 5, for second alternative it is 4, for third one it is 3, for the fourth alternative it is 2 and for the last/fifth alternative, the score is 1.
Then the scores for each item are summanted and the total score of 48 items provides the total self-concept of the individual. A high score on SCQ indicates high self concept where as low score on SCQ indicates low self concept.

4.3.4.3 For Family Relationship Inventory (FRI):

The Scoring is done with the help of the scoring table given in the manual, where all three patterns for mother and father are given page-wise in six horizontal columns. For every true response one mark is given and the marks obtained by the respondents are summed up area wise.

A high score in each area of the inventory indicates a high degree of one’s feeling of her/his being accepted, concentrated and avoided by her/his parents. The raw scores are compared with the means and standard deviation values.

4.3.4.4 For Attitude Scale

Every answered statement is scored with weights ranging from 5 to 1. For positive statements a score of 5 was given to “Strongly Agree”, 4 to “Agree”, 3 to “Undecided”, 2 to “Disagree” and 1 to “Strongly Disagree”, whereas for the negative statements, the order of scores was reversed.

A total score for each item is found by adding the scores an individual has got for each item. Thus, the total score is obtained after the scores for all item (for an individual) are summated over all the statements, as a respondents’ answer to each statement is considered as her/ his rating of own attitude on a 5 point scale.

4.4 COLLECTION OF DATA

It was thought appropriate to collect data personally as interview technique has been employed. The researcher visited the selected colleges for seeking permission from the principals of the
concerned colleges to collect data. Finally, after three-four visits, the researcher was able to go to the classrooms for collecting data after getting the permission from the principal and time fixed with the concerned teachers. The data of collection was started in mid August 2004 and continued till May 2005. It had to be stopped in between for some time because of various reasons like terminal exams, autumn break and winter break, function of the college, etc.

As there were four tools to be administered, the researcher collected the data in two session in each class, two tools (i.e. FRI & SCQ) in 1st session and two tools (i.e. Att. Scale and AMS) in second session, so that the respondents were able to answer the questionnaires judiciously. The 2nd sessions was not necessarily given the next day. The researcher had to visit the college daily and wait for a class to be free so that the administration of tools could be carried out.

After administration and scoring of the tools, subjects for case studies were selected on the basis of the AM scores and subjects for interviews were selected on the basis of scores on attitude for conducting case studies. The researcher first visited the families twice in order to establish rapport and explain the purpose of visit and after about three visits to each family, the researcher was able to conduct the case studies. The interviews were conducted by visiting the subjects at their respective colleges.

4.5 STATISTICAL TECHNIQUES USED

(1) The descriptive statistical i.e. mean, standard deviation, skewness and kurtosis were employed to examine the nature of distribution for scores of AM, S.C., ATT and FR.
(2) The t-ratios were obtained to find out the significance of difference between means of AM, SC, AM and FR (PA, PC, PV) between male and female, urban and rural and FEL\textsubscript{1} and FEL\textsubscript{2}.

(3) Product moment correlations were worked out to study the relationships of socio-psychological variables w.r.t. gender, background and family education level with a view to get an analytical picture of the correlates of gender discrimination to examine the relationship of attitude with the variables under study.

4.6 PROCESSING OF DATA

The raw data was statistically treated and processed on a Pentium IV computer.