CHAPTER III

DESIGN AND PROCEDURE OF THE STUDY
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The present study is a historical research in comparative education and it was conducted in the following ways:

3.1 Sample
3.2 Tools and Technique
3.3 Method of Data Collection
3.4 Technique of Data Analysis
3.5 Statistical Techniques

3.1 Sample

For the proposed study two provinces, Arunachal Pradesh in India and Mahasarakham in Thailand have been selected. Keeping in view of difficulties arising out of heterogenous population, geographical remoteness and unavoidable communication problem, two districts from each province have been taken up — Lohit district in Arunachal Pradesh and Kantharawichai in Mahasarakham.

The present study is based on the field work carried out by the researcher at both areas: Tai Khamti villages in Lohit District, Arunachal Pradesh, India, and Thai I-San Villages in Kantharawichai District, Mahasarakham, Thailand.
The population of the study comprises teachers, students, non-teachers and non-students in both areas. But the number of them being very large it was not possible to contact all, therefore, a sample has been picked up to minimize the burden and to carry out the study. The choice of the sample was based on the simple random sampling method.

The total of 15 villages, 80 houses, 100 persons, 3 schools, 50 teachers and 50 students in Lohit District have been studied during the survey and data collection in September 1984 - March 1985.

The total of 15 villages, 80 houses, 100 persons, 3 schools, 50 teachers, 50 students have been examined in Kantharawichai during the survey and data collection during June - December, 1986.

Data for the present purpose were drawn from an anthropological field study currently going on in a rural community of the Kantharawichai District for Thai I-San Region, Thailand, and the Lohit District, the community of the Tai Khament, Arunachal Pradesh, India.

The community in Thai I-San hereafter referred to Kantharawichai District consisted of 15 adjacent villages. The community in Lohit District consisted of
106

15 villages for the case study of Tai Khantti Villages.

3.1.1 Kantharawichai District

There are sub-divisions or tambon in Kantharawichai District. There are:

1. Khantara Rat
2. Kham Riang
3. Na Si Kuan
4. Khwaw Yai
5. Sisuk
6. Makha
7. Khok Phra
8. Tha Khon Yang
9. Kutsaicho

In these 9 sub-divisions or tambon there are 126 villages. In this study only 15 villages were selected by the simple random sampling method. They are listed as follows:
### Table No. 3.1

**Number of Villages in Thai I-San**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Village</th>
<th>Household</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kheritha</td>
<td>155</td>
<td>870</td>
</tr>
<tr>
<td>2.</td>
<td>Sra</td>
<td>82</td>
<td>586</td>
</tr>
<tr>
<td>3.</td>
<td>Na Si Nuan</td>
<td>132</td>
<td>610</td>
</tr>
<tr>
<td>4.</td>
<td>Tam Yae</td>
<td>122</td>
<td>680</td>
</tr>
<tr>
<td>5.</td>
<td>Wang Bua</td>
<td>233</td>
<td>1378</td>
</tr>
<tr>
<td>6.</td>
<td>San</td>
<td>110</td>
<td>559</td>
</tr>
<tr>
<td>8.</td>
<td>Non Siew</td>
<td>104</td>
<td>708</td>
</tr>
<tr>
<td>9.</td>
<td>Don Bak</td>
<td>103</td>
<td>606</td>
</tr>
<tr>
<td>10.</td>
<td>Nong I Tue</td>
<td>157</td>
<td>979</td>
</tr>
<tr>
<td>11.</td>
<td>Makha</td>
<td>130</td>
<td>784</td>
</tr>
<tr>
<td>12.</td>
<td>Kok Phra</td>
<td>276</td>
<td>1486</td>
</tr>
<tr>
<td>13.</td>
<td>Kha Nom Chin</td>
<td>96</td>
<td>543</td>
</tr>
<tr>
<td>14.</td>
<td>Nong Lum Puk</td>
<td>72</td>
<td>435</td>
</tr>
<tr>
<td>15.</td>
<td>Tha Khon Yang</td>
<td>116</td>
<td>572</td>
</tr>
</tbody>
</table>

**Total** | 1,950 | 10,609
3.1.2 Lohit District

There are 5 sub-divisions in Lohit District, they are:

1. Tezu
2. Namsai
3. Hayuliang
4. Anini
5. Roing

In these 5 sub-divisions there are 15 circles. They are:

1. Tezu
2. Namsai
3. Wakro
4. Chowkham
5. Hayuliang
6. Chaglagam
7. Hawei
8. Welong
9. Kibithoo
10. Arini
11. Etalin
12. Adane
13. Roing
14. Dambuk
15. Desali
In these study only 15 villages were selected at random from 15 circles. They are listed below:

**Table No. 3.2**

*Number of villages in Tai Khantii*

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of the village</th>
<th>Household</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Namsai</td>
<td>15</td>
<td>86</td>
</tr>
<tr>
<td>2.</td>
<td>Manmow</td>
<td>50</td>
<td>215</td>
</tr>
<tr>
<td>3.</td>
<td>Sengsap Long</td>
<td>28</td>
<td>109</td>
</tr>
<tr>
<td>4.</td>
<td>Sulunghu</td>
<td>25</td>
<td>104</td>
</tr>
<tr>
<td>5.</td>
<td>Latheo</td>
<td>120</td>
<td>480</td>
</tr>
<tr>
<td>6.</td>
<td>Mamong</td>
<td>102</td>
<td>427</td>
</tr>
<tr>
<td>7.</td>
<td>Chowkham</td>
<td>320</td>
<td>1726</td>
</tr>
<tr>
<td>8.</td>
<td>Kharem</td>
<td>40</td>
<td>162</td>
</tr>
<tr>
<td>9.</td>
<td>Mahong</td>
<td>35</td>
<td>184</td>
</tr>
<tr>
<td>10.</td>
<td>Nang Tao</td>
<td>25</td>
<td>118</td>
</tr>
<tr>
<td>11.</td>
<td>Nam Pong</td>
<td>36</td>
<td>158</td>
</tr>
<tr>
<td>12.</td>
<td>Nong Saeng</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>13.</td>
<td>Peeong</td>
<td>55</td>
<td>306</td>
</tr>
<tr>
<td>14.</td>
<td>Roing</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>15.</td>
<td>Mankaw</td>
<td>27</td>
<td>98</td>
</tr>
</tbody>
</table>

**Total** | **912** | **4,317** |
3.2 TOOLS AND TECHNIQUE

The selection of perfect and suitable tools is vitally important for successful research. Best (1963) has precisely remarked, "Each researcher is like a carpenter having a box of tools. As a carpenter, the researcher should select some of the tools from the box to use for his work, not all."

Tools used in this research comprised primary, secondary and auxiliary text materials, both original and contemporary; tape recorders, camera, films, slide films, interviews, and a survey questionnaire. Each tool was essentially appropriate to a certain source of data yielding information of the kind and in the form that would be most effectively used. In certain cases more than one tool had been used for a certain source to bring out the various facets of the source. The approach towards collection of data was based on the comparative method in cultural, educational analysis.

3.3 METHOD OF DATA COLLECTION

The method of data collection was based on the comparative analysis of culture, education and social. The study involved the use of the following procedure for data collection:
i. A general survey of the land, population, social, way of life, educational conditions,

ii. With all the required tools ready in hand the structured interview was prepared and used in the two districts for

iii. Interviews with concerned persons including both sexes, young and old about games and sports, food living condition, social activities, festivals, religious ceremonies, marriage, etc.

iv. The three types of questionnaire used for the present study are for the following strata:

   a. For a total of 100 non-teachers and non-students from each district.

   b. For a total of 50 teachers from each district.

   c. For a total of 50 students from each district.

The questionnaire was employed to collect two types of the concerned data. The first which includes the biodata of the subjects and the details concerning the
subject's: social set up, physical environment, settlement pattern, kindreds, status of men and women, marriage recreation and music, games, way of life, supernatural being, religious practitioners, festivals, art and crafts, the typical of house, food and drinks, language and the educational conditions, etc. The other type of data are the data analysed statistically.

The validity of the questionnaire and the structured interview was judged on the basis of the opinion of the experts in this area. The draft questionnaire was given to six experts from the Department of Education and the Department of Anthropology of Panjab University for their comments with regard to the purpose of the items in the light of the study in hand. Their suggestions were duly incorporated in the final draft.

v. Recorded various talks in social and cultural gatherings, musical sounds of various instruments, different types of conversations, reading and talking of various language, etc.

vi. Photographed different types of houses including inner structures, food, dresses, handicrafts as well as various institutions, etc.
In addition to this, the district and local libraries, museums, clubs, etc. were also used as a source of data collection.

3.4 TECHNIQUE OF DATA ANALYSIS

The data obtained from various sources were analysed through comparative research technique. The categories presented were so broad that differences might arise in both the districts. Though all societies share social and educational goals, and each tries to put a different emphasis upon them. So, a comparative scheme was examined so that its total value or influence could be traced out.

The technique of data analysis consisted of the following scheme:

1. Descriptive
2. Interpretation
3. Juxtaposition
4. Comparison

Descriptive:
It is the systematic collection of socio-cultural and educational information in one province or district.
Interpretation:

It is an analysis in terms of social sciences.

Juxtaposition

It is a simultaneous review of several systems to determine the framework in which to compare them.

Comparison

It is to select problems and then to find out the total relevance of society, culture and education in several locations.
The study was to be conducted according to the scheme shown in the following:

Steps of comparative analysis (After George Z.F. Bereday, 1967)
3.5 STATISTICAL TECHNIQUES

The statistical techniques used for analysing the data in the present study were both descriptive and inferential. The statistical computations employed in the present study include the following:

1. Frequency distribution
2. Calculation of percentage
3. Calculation of Chi-square-χ² through the formula:

\[ \chi^2 = \sum_{i=1}^{r} \sum_{j=1}^{c} \frac{(O_{ij} - E_{ij})^2}{E_{ij}} \]