

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

No research can be completed without the proper plan of action. Research methodology and proper design of the study guides the researcher to achieve the objectives. Selection of appropriate research methodology reveals the fruitful results. Research methodology is the important step in the process of research which shed light on the brief description of the study.

3.2 Method Used

In this study the researcher used Survey method. Survey method was used to study the level of social freedom and its effect on teaching of women teacher educators, to study the social freedom and its effect on teaching of rural women teacher educators, to study the social freedom and its effect on teaching of urban women teacher educators.

3.3 Population

While considering the importance and application of the study, the researcher considered all the women teacher Educator of the B.Ed. colleges of District Rohtak of State Haryana as population.

3.4 Sample of the Study

For the present study the investigator selected sixteen colleges out of 46 colleges of Rohtak district. The study was conducted on women teachers educators of B. Ed. colleges were the sample size was 100. The sample was further divided into different

groups such as rural-urban, married-Unmarried dichotomy. Simple random sampling technique was used by the investigator for the present study.

Table No. 1: List of the Colleges taken for Data collection

Sr. No.	Name of the College	Data Collect
1	Yash College of Education	6
2	B P S College of Education	4
3	Vidya Bharti College of Education	13
4	Arya College of Education	4
5	S V M College of Education	2
6	Kissan College of Education	8
7	G B College of Education	5
8	Vaish College of Education	10
9	M R DAV College of Education	4
10	J R Kissan College of Education	5
11	I P J College of Education	6
12	Narayana College of Education	12
13	Rashtriya College of Education	5
14	St. Paul College of Education	5
15	Sat Jinda Kalyana College of Education	4
16	Satpriya College of Education	7
Total		100

3.5 Tools Used and its Description

Selection of the most appropriate tools was not an easy decision for the investigator. Therefore, utmost care was exercised in this regard and sincere efforts were made by the researcher to select the tools for the collection of data. For this purpose, he had a detailed discussion with his supervisor and other professional experts in the field of Education as well as Psychology before taking a final decision on the selection of the most appropriate

and relevant tools. Finally, the following tools were considered appropriate and selected for the study.

3.6 Tool Used

Women Social Freedom Scale developed by Prof. L. I. Bhusan and published by National Psychological Corporation, Agra.

a. Women Social Freedom Scale

For centuries women have been treated as weak, obedient, shy, and timid partner of men and thereby have enjoyed an inferior status in society. Lamphere (1977) has discussed the issue of sexual equality versus female's subordination in great length. Several other studies have explored more or less similar feature of concern of the female condition in global perspective (Friedle, 1975; Kessler, 1976; Reiter, 1975). However, in recent years desire for social freedom among women has manifested itself in protest and revolt against the traditional social norms and taboos which place them in inferior roles and status and make them subservient to men.

With the growth in education and vocational opportunities women throughout the world have become more conscious of their rights of equality and freedom and have revolted against the conventional norms (Phandnis and Malani, 1978). Women are taking up non-traditional roles and are developing a new outlook in life. They are advocating for free love and sex. Abortion has been legalized. In developed societies there is a growing craze for test-tube babies. The 'women-lib' movement has become a world-wide event. The conscious educated women are not prepared to accept either an inferior role or less wages than their male counterparts. They demand equality in true sense of the term in all spheres of life. Recently propounded Androgyny theory claims that perpetuation of

traditional sex roles distinctions is dysfunctional and androgynous individuals have superior adjustment (Bem, 1977; Spence and Helmreich, 1980).

Our society being basically traditionalist, the 'women-lib' movement has not succeeded in attracting the Indian women the same way as it did influence the women in the west. Rama Devi (1963) reported on the basis of her study that the attitude of Indian women was still not far away from the traditional one, although educated and working women have less traditional attitudes and acceptance. Jacobson, (1977) observes that in India "even in rapidly growing urban areas, traditional rites and values relating to women find wide acceptance. Countless number of nations' women veil their faces and quietly accept dictates of their elders." According to Gore (1977), in an Indian joint family a woman learns to subordinate her desires to those of her husband and in-laws. Even the college girl students are basically the same age old Indian women aspiring to become good house wives (Verma, 1972). Kakar has shown as to how girls in India are differentiated right from birth which affects their process of socialization. However, literature shows that in recent year's roles, functions and status of Indian women have undergone some remarkable change (Baig, 1976; Jain, 1976; Kapur, 1974; Mehta, 1970; Nanda, 1976). The educated urban girls in particular manifest greater freedom in their mate selection based on love (Khatri, 1970) and wives adding to family income play assertive role in family affairs (Kapur, 1970). The Indian family pattern has become some-what more permissive and many of the traditional family values have undergone transformation (Sinha, 1984). The Government of India published an authentic document in 1975 regarding facts and figures on status of Indian women.

These publications brought out two things to light; (i) women in India are still subjected to discrimination, ill treatment and enjoy lower status as compared to men, and (ii) there is growing concern and resentment particularly among educated women and educated working women against all such customs and rituals which lower down their status in society, and they carry strong desire for social freedom. Interview reports of college girls indicate that although the Indian women in making do not believe in western style of 'women-lib' movement or a radical change and revolt against sex roles and marriage, their expectations and attitudes have considerably changed. They aspire for greater freedom, equality and enjoyment opportunities (Arora, 1972; Doshi, 1971). Not only this, sex role-attitudes among women have been found to have deeper roots in their personality (Jordon et al. 1979; Vasudeva and Lehal, 1986). Thus desire for 'social freedom' constitutes an important aspect of women's life style, personality and adjustment, and therefore, needs to be measured and studied scientifically.

b. Concept of Social Freedom

The term 'social freedom' refers here to women's desire to be free from social taboos, conventions, rituals and roles which provide them with lower status in society. In order to pinpoint the specific behavior, roles and taboos, of which the women want to get rid of, an open ended interview of 30 college girls (who were all active members of different societies displaying leadership) was taken. On the basis of content analysis and discussion on them with a team of five teachers of psychology, the following dimensions of women's social freedom were identified:

1. Freedom from control or interference of parents and husband.

2. Freedom from social taboos, customs and rituals which impose conventional roles and restrictions on girls/women.
3. Freedom concerning sex and marriage.
4. Economic freedom and social equality.

c. Preliminary form

Items in form of simple statements in Hindi were constructed on each of the dimensions mentioned above. Altogether 60 items, including 12 negative items to control acquiescence bias, were framed. The items, after being pulled together, were given to ten judges for their rating on nine point scale. The judges rated whether the particular items were related to either of the four dimensions (list of which was provided to them with a short explanatory note about each) and if so to what extent. They were also asked to indicate if any of the statements was a duplication (in content) of the other. On the basis of unanimous opinion of the judges, 52 statements were found to be definitely related to the dimensions referred to earlier. There was some difference of opinion regarding overlapping meaning of two statements. By dropping such statements, the preliminary form of the scale contained 50 items. To every item, two response categories ('Agree' and 'Disagree') were provided and a short instruction in simple understandable Hindi was added in the beginning.

d. The Final Scale

The final form of the 'Women Social Freedom Scale' has 24 items out of which 16 items are positive and 8 items are negative.

The serial numbers of the positive and negative items are given in Table:

Table No. 2: Serial Numbers of Positive/Negative Items

Sr. No.	Type of Items	Serial Numbers in the Scale	Total Items
1.	Positive	1, 2, 4, 7, 8, 10, 12, 13, 15, 16, 17, 18, 20, 21, 23, 24	16
2.	Negative	3, 5, 6, 9, 11, 14, 19, 22	08
Total			24

e. Scoring System

The subject is supposed to mark his response to each item in ‘Agreement’ or Disagreement’ and is to put a mark in the appropriate cell provided against each item.

The system of scoring is given in Table

Table No. 3 Scoring System

Sr. No.	Type of Items	Agreement	Disagreement
1.	Positive	1	0
2.	Negative	0	1

The range of score for any subject could be 0 to 24.

Table No. 4 Level of Social Freedom

Sr. No.	Range of z-Scores	Grade	Level of Social Freedom Thinking
1.	+2.01 and above	A	Extremely High
2.	+1.26 to + 2.00	B	High
3.	+0.51 to + 1.25	C	Above Average
4.	-0.50 to + 0.50	D	Average/Moderate
5.	-0.51 to – 1.25	E	Below Average
6.	-1.26 to – 2.00	F	Low
7.	-2.01 and below	G	Extremely Low

3.7 Procedure of Data Collection

As per the procedure of the data collection is concerned in the study. First of all, researcher collect the standardized Women Social Freedom Scale developed by the Prof. L. I. Bhusan. While considering the importance and need of the study researcher selected the sixteen B.Ed. colleges out of 46 B.Ed. colleges of Rohtak District of Haryana. The selection of the colleges were based on the simple random sampling method using Census study in which the researcher considered all the women teacher Educators of these colleges. Before administering and filling the questionnaire the researcher took the permission from the Principal of that particular college. After getting permission the researcher explained the purpose of the study to all the respondents one by one and make them sure that their responses will be kept confidential and will be used only for Educational and research purposes. Then the researcher distributed the questionnaire one by one to the respondents and asked them for filling the same as per their understanding. All the respondents filled the questionnaire carefully and with due concern. Then researcher collected the questionnaire from the respondents as per the process of filling the questionnaire get complete. After collecting all the questionnaire from the respondents the researcher starts the process of scoring by assigning the numbers 1 and 0.

3.8 Statistical Techniques Used

The researcher has used the

- a) Mean (Average)
- b) Standard Deviation (SD)
- c) z-test
- d) Regression for the analysis of the data

a) The Mean or Average

The Mean is one of the most useful and commonly used method to find out the average in statistics. It is calculated by adding all the numbers and dividing that sum by the total number of numbers. For calculating Z-score there is a need to calculate the Mean so the researcher calculated the mean.

Formula of the Mean:

$$\bar{X} = \frac{\sum X}{N}$$

Terms,

\sum , represents the summation

X, represents scores

N, represents number of scores.

b) Standard Deviation (SD)

The standard deviation (SD, also represented by the Greek letter sigma σ or the Latin letters) is a measure that is used to determine the amount of variation or dispersion of a set of data values. It also denoted as Greek letter sigma σ . Data points tend to be close to the mean (also called the expected value) reflects that there is low standard deviation, but a high standard deviation depicts that there is spread over a wider range of values of data points. The standard deviation was calculated to calculate the z-score.

Formula of the Standard Error:

$$SE = \frac{\sigma}{\sqrt{n}}$$

Terms,

SE = Standard Error

\sqrt{N} = Sample Size

σ = Standard Deviation (Pronounced ‘Sigma’)

Formula of the Standard Deviation:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

Terms,

Σ = Means “sum of”

X = each value in the data set

\bar{X} = Mean of the all values in the set

N = No. of values in the data set.

c) z-Score

z- Scores is also called as standard scores, z-values, normal score and standard variables. It is used to compare an observation to a standard normal deviate, though they can be defined without assumptions of normality. In this study the researcher calculated the z-score to know about Women Teacher Educators Level of Social Freedom Thinking

that weather is it extremely high or extremely low. The different range of z-score defined the level of the social freedom thinking of women teacher Educators.

Formula of the z-score:

$$z = \frac{X - \mu}{\sigma}$$

Terms,

μ = Mean of the population (Pronounced 'mu')

X = Score

σ = Standard Deviation of the population. (Pronounced 'Sigma')

d) Regression

It is a statistical process which is used for estimating the relationships between the variables. More specifically, regression analysis helps to understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are kept constant. Regression analysis is mostly used in the predictions and forecasting. It also helps to know the relation between variables and makes its exploration. At all it is used infer causal relationships between the independent and dependent variables. Firstly the researcher computed the correlation between the Social freedoms of women teacher educators and effect of teaching with respect to achievement.

But the degree of relationship that how much it increases is calculated by regression analysis. The regression analysis is run in the excel with dependent variable is student performance which is used as a measure of teaching of women teacher educators.

Formula

$$\hat{Y} = bX + a$$

predicted values of Y slope = rate of increase/decrease of Y hat for each unit increase in X Y-intercept = level of Y when X is 0.