

## **Chapter - Four**

### **Research Methodology**

- **Introduction**
- **Population of the study**
- **Sample**
- **Tools of the study**
- **Validity**
- **Reliability**
- **Variables of study**

## **Introduction**

This chapter includes a description of the methodology used in this study, the population and sample, as well as tool used and the degree of validity and reliability, variables, finally, the methods of data analysis and access to results.

The researcher collected the primary as well as the secondary information through interview schedule and from the reliable sources. The researcher applied the well-known statistical techniques for measuring the coefficient of determination, t-test and F- Statistics, using a computer software program such as (Software Package for Social Sciences (SPSS)).

A descriptive field approach was used for this study. This approach is to study the phenomenon as it is in real life, analyze it and link it to other similar phenomena, without the intervention of the researcher (Al-Quds Open University, 1998).

## **Population of the Study**

Population of the study included all women enrolled in the open education system, whether graduated or who are still studying in Al- Quds Open University QOU in Jenin Area of Education, Palestine, as well as women enrolled in the open education system, whether graduated or who are still studying in Indira Gandhi National Open University IGNOU in the area of Baroda, India.

## Sample

This study contained 200 respondents which are divided between Palestine and India. The study also involved 16 case studies. Eight case studies from Al-Quds Open University from Palestine –Jenin area- and other eight case studies from Indira Gandhi National Open University from Baroda –India- and it was exclusively concerned with the Palestinian and Indian women who are studying / studied in open learning program as women are the study objective.

The following tables and graphs show the distribution of sample in India and Palestine according to the variables employed in the study.

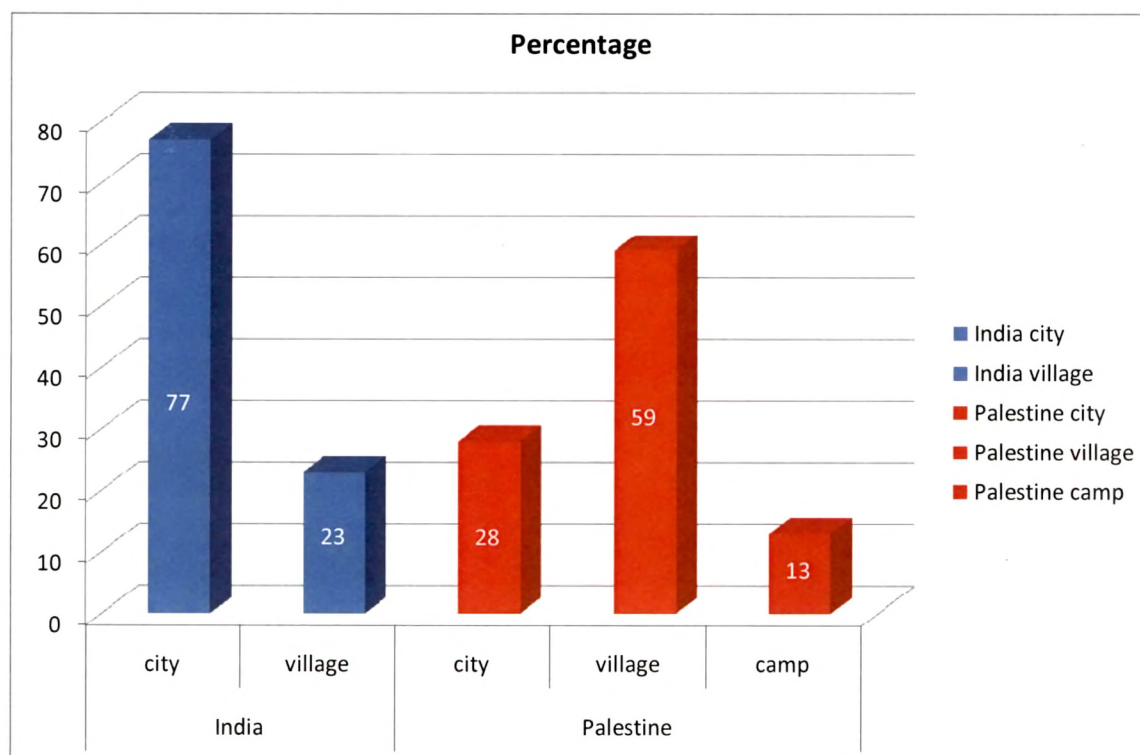
**Table No(4.1): Distribution of study sample according to the variable of age.**

Country	Age	Frequency	percent
India	Less than 25	59	59
	25-30	32	32
	More than 30	9	9
	Total	100	100
Palestine	Less than 25	47	47
	25-30	24	24
	More than 30	29	29
	Total	100	100

The table shows that 59% of respondents of the Indian women in this study are less than 25 years, 32% between 25-30 years and only 9% of respondents

over 30. While in Palestine, the study shows that 47% of respondents are less than 25 years, 24% between 25 -30 years and the group of more than 30 years are 29%. This shows that open learning attracts older women in Palestine more than those in India due to the fact that women in Palestine are concentrated in the area of education and that they must have B.A degree if they want to improve their chances to have a job.

**Graph No (4.1) Distribution of study sample according to the variable of place of residence**



It is noticed that there are two levels related to the variable of place of residence for the sample members in India: city and village. While there are three levels for the sample members for the same variable in Palestine: city, village and refugee camp. As stated in previous reference, refugee camps

resulted from Israel's occupation of Palestine and the displacement of people, so many agglomerations of people emerged and these differ from the city and the village. In India the sample revealed high percentage of women who live in city (77%), while who live in village is (23%). In Palestine the percentage of women who live in city is (28%), in village (59%) and (13%) in refuge camp.

The Graph also expresses the high percentage of respondents in India who live in the city. On the other hand, the high percentage of the sample in Palestine is for rural women.

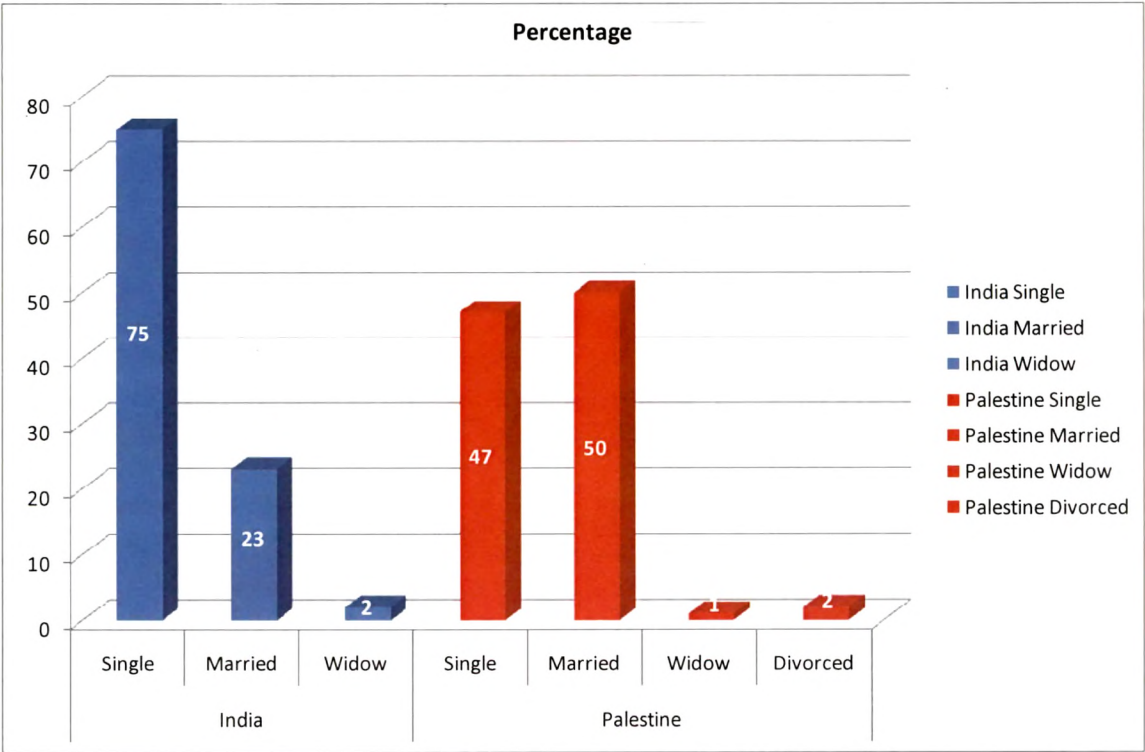
**Table No (4.2): Distribution of study sample according to the variable of marital status:**

Country	Marital status	Frequency	percent
India	Single	75	75
	Married	23	23
	Widow	2	2
	Total	100	100
Palestine	Single	47	47
	Married	50	50
	Widow	1	1
	Divorced	2	2
	Total	100	100

Table No.(4.2) shows that 98% of sample in India and 97% of the sample in Palestine were married or single. This reflects the reality in India and Palestine since the percentage of divorced women and widows are low, especially when it comes to those who study at universities. On the other hand, there is a paradox

regarding the ratio between married members of the sample in India and in Palestine. While the percentage of the Indian married women in the sample is 23%, this percent rose to 50% for married women in Palestine, and vice versa with regard to the ratio of the single women. It is noticed that 75% of the respondents in India are single while in Palestine the percentage is 47%. This can be related to age variable, since the percentage of old women who join open learning system in Palestine is higher than Indians according the same category.

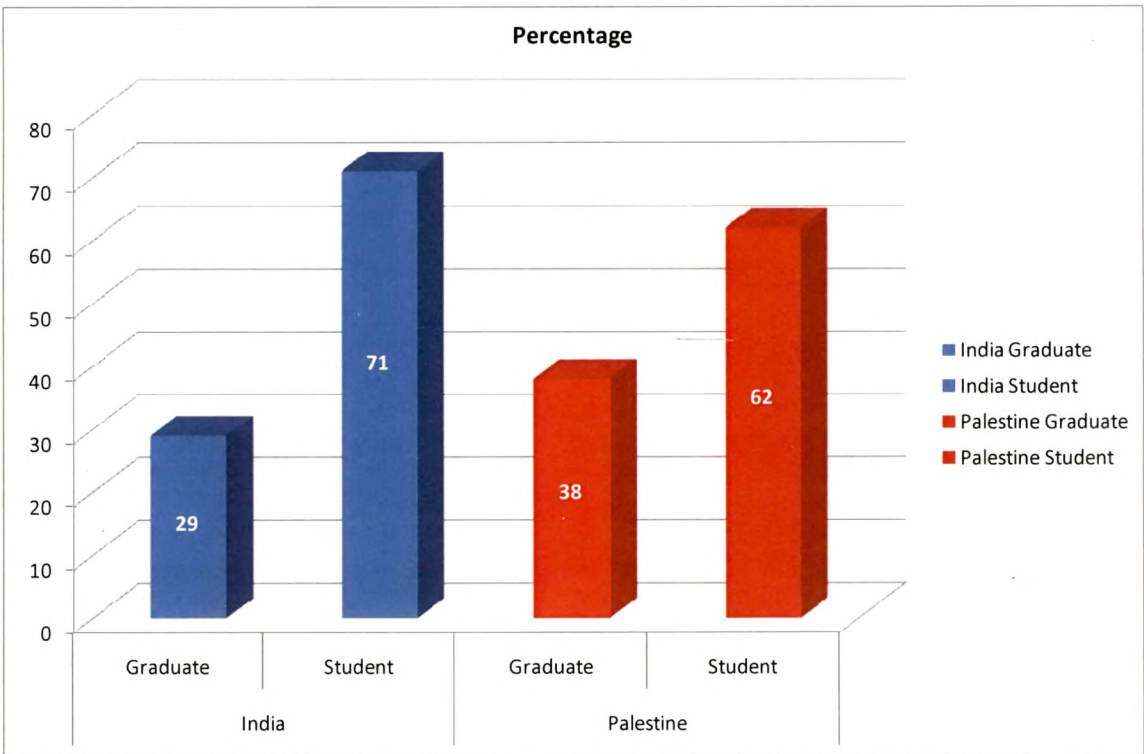
**Graph No. (4.2 Distribution of study sample- Percentages- according marital status variable:**



The graph shows the high percent of single women in Indian sample and nearly there is an absence of divorced and widows women in both samples,

Palestine and India , 2% widows, 0% divorced in Indian sample also in Palestine 1% widows and 2% divorced from the respondents.

**Graph No (4.3) Distribution of study sample- percentages-  
according to the variable of education:**



It is clear from Graph No. (4.3) that there is a similarity in the high percentage of women who are still studying at university compared to those who have already graduated. In India, 71% of the respondents are students while 29% of the sample are graduates. For Palestinian women in the sample, 62% are students and 38% are graduated. These numbers represent reality since female students are more than female graduated,



**Table No (4.3): Distribution of study sample- percentages-according to of Specialization variable;**

Country	Specialization	Frequency	percent
<b>India</b>	Education	33	33
	Social Work	12	12
	Administration	11	11
	Computer	23	23
	Any other	21	21
	Total	100	100
<b>Palestine</b>	Education	55	55
	Social Work	20	20
	Administration	7	7
	Computer	10	10
	Any other	8	8
	Total	100	100

The table shows that 33% of respondents Indian women in the sample study education, 12% study social work, 11% study Administration, 23% study Computer and 21% study any other specialization. While in Palestine, the study shows that 55% of respondents study Education, 20% study Social work, 7% study Administration, 10% study Computer and 8% study any other specialization. It is noticed that the percentage of women who joined education specializations was relatively high in both samples, in India percentage of women who joined computer specialization was also high, whereas in Palestine women who joined social work specialization was high.



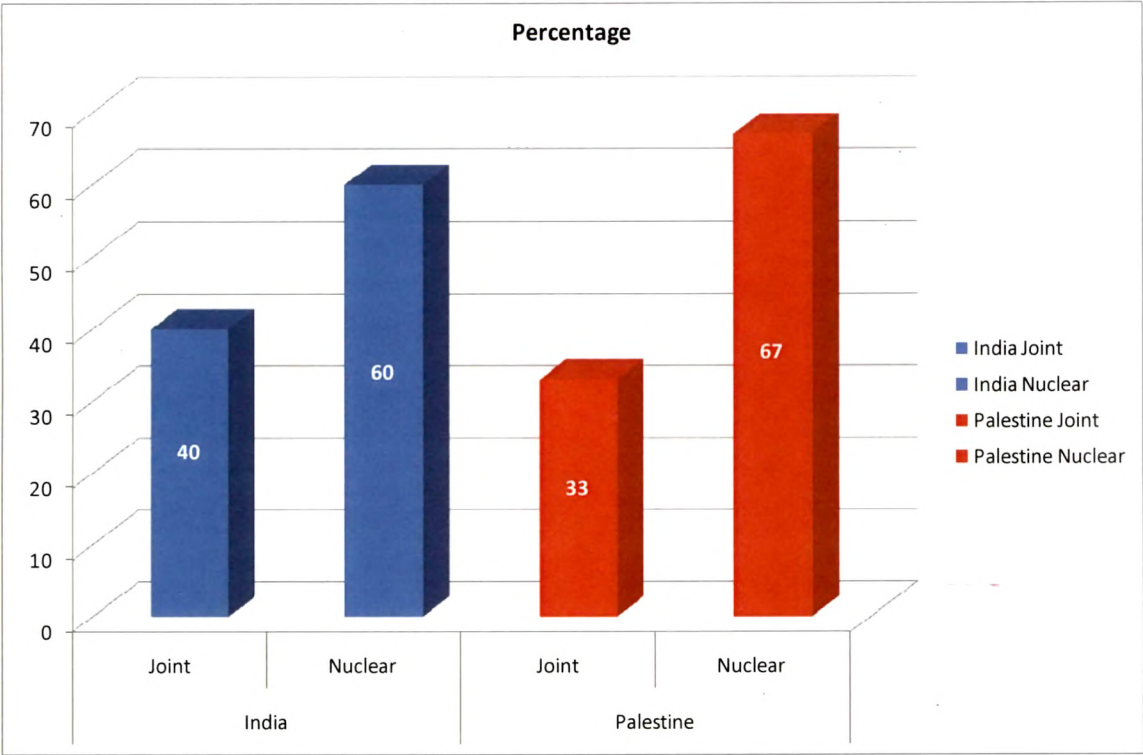
**Table No(4.4) : Distribution of study sample- percentages- according to the family size variable**

Country	Family size	Frequency	percent
India	Less than (5)	72	72
	5-7	28	28
	Total	100	100
Palestine	Less than (5)	43	43
	5-7	39	39
	More than (7)	18	18
	Total	100	100

Table No. (4.4) shows that the size of the Indian families is classified into two levels: families consisting of less than (5) members and families consisting of (5-7) members. While regarding the studied sample in Palestine, there are three levels as a new category is added: families with more than (7) members. This illustrates the differences in family size between India and Palestine. The difference is more evident when we note that the rate of 72% of respondents in India, live in families with less than (5) members, while 43% of the respondents in Palestine live in families of the same category. In India (28%) percent of the sample live in families range between (5- 7) members, while in Palestine (39%)

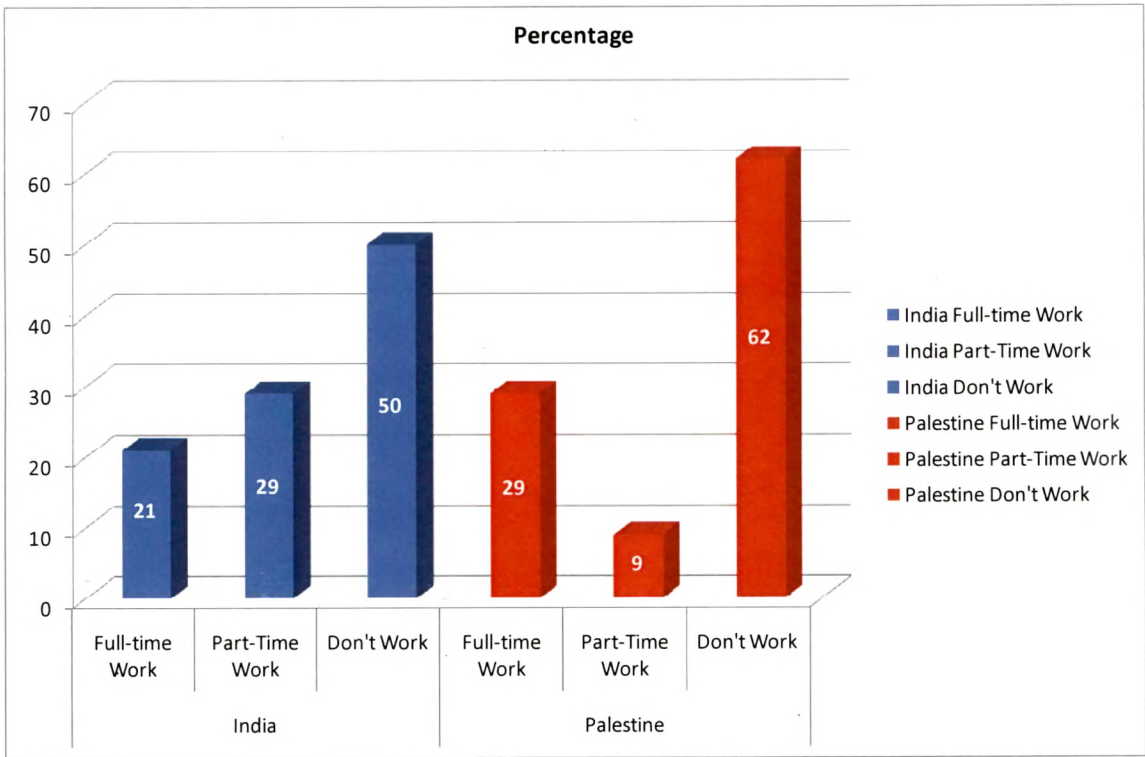
percent live in families with the same category and (18%) live in families whose numbers exceed more than (7) members. These results correspond to the size of families in the two countries and because of the cultural differences, too. In India, there is a tendency to reduce the size of the family because of the massive census of the country, while in Palestine, the size of the family has a social value that resembles and interests with the culture of the Arab community in this issue. More importantly, the Palestinian-Israeli conflict has its demographic dimension. While the Israel introduces more people into the country in order to increase its population comparing to Palestinians, Palestinians, however, have natural increase in their numbers. Statistics indicate that the "natural" increase in Palestinians' numbers is more than the "planned" increase in Israeli's and this is what is called, according to Israel, "the Demographic Danger". Thus, family size has become a national issue in the custom and culture of the Palestinians.

**Graph No (4.4) Distribution of study sample- percentages- according family structure variable**



Graph No(4.4) illustrates that 40% of the respondents in India live in joint families, while 60% of women live in nuclear families. For Palestinian women, 33% of the respondents live in joint families and 67% live in nuclear families. This is consistent with the fact that the transition of joint family to the nuclear family occurs in all communities and is linked to the evolution of life and its requirements.

**Graph No (4.5) Distribution of study sample- percentages- according to occupation variable**



Graph No (4.5) describes the distribution of the sample according to the variable of occupation. In India, women with full-time occupations consist 21% of the respondents and 29% work in partial occupations. Yet, the percentage of those who do not work at all is 50% of the respondents. On the other hand, women with full-time occupations consist 29% of the respondents in Palestine while only 9% of women work in a partial occupations. Yet, 62% of the respondents don't work. Here, it is noticed that 29% of the respondents in India have part time occupations but the percentage is only 9% for the same category in Palestine. This paradox can be understood through paying attention to the fact that women in India tend to work in several domains compared to those

with limited domains for women in Palestine. This same logic explains the high proportion of women among the unemployed sample in Palestine which reaches 62%, while 50% of the respondents in India are without jobs.

**Table No(4.5): Distribution of study sample- percentages-according to the variable of salary level:**

Country	Salary level	Frequency	percent
India	Low	23	46
	mid	17	34
	high	10	20
	Total	50	100
	Missing system	50	
	Total	100	
Palestine	Low	8	21.6
	mid	21	56.8
	high	8	21.6
	Total	37	100
	Missing system	63	
	Total	100	

\* One of the Palestinian women in the sample did not disclose the salary she receives.

It is clear from table No. (4.5), which describes the distribution of the sample according to the variable of salary level, that women who receive a low-level salary are 46% of the respondents in India, while 34% of whom receive a mid-level salary and 20% receive a high level salary. In contrast, 21.6% of the respondents in Palestine have low-level salary and about 57% of whom receive a mid-level salary, while 21.6% receive a high-level salary. To understand these findings, we notice that women with part time occupations often receive less

payment, as well as the highest percentage of respondents in Palestine work in a specific domain -The Ministry of Education/ the public sector - which is marked with mid-level salary.

### **Tools of the Study:**

To achieve the objectives of the study and collect the necessary data, the researcher has designed a tool which is an interview schedule through the review of the related literature and the access to some other tools indirectly. The final form of the interview schedule includes (63) items distributed to three domains reflecting the expected influence of the university in the development of women who have graduated or who are still studying. This tool has been examined and ratified.

### **Validity:**

In order to verify the ratification of the tool used in the study, this primary tool was exposed to a group of arbitrators from the Department of Sociology and the Faculty of Education who work at the Universities of Baroda in India and Al-Quds Open University in Palestine.

Experts were consulted regarding the consistency of the items with the domains which are classified, and the extent and clarity of language, and the extent and clarity of the meaning of these items. Consequently, the observations were taken into consideration; so that they serve the purpose of the research and increase its credibility and, as a result some items were deleted and some were added.

## Reliability

To examine the reliability of the interview schedule , (Kronbach - alpha) has been checked through a sample of the reliability of (33) women. Thus, the tool on the stability factor for the value of .9636 and finally (63) items distributed on three domains ".

1 - Individual and Household Level.

2 - Community &Civic Participation.

3- National and Political Awareness.

The following table shows the reliability for each domain of study and the total reliability of domains.

**Table No (4.6): Reliability for each domain of study and the total reliability of domains.**

<b>N</b>	<b>Domain</b>	<b>N of Items</b>	<b>Alpha</b>
1	Individual and household Level	24	.8966
2	Community &Civic Participation	21	.8872
3	National and Political Awareness	18	.9363
<b>All Question</b>		<b>63</b>	<b>.9636</b>

After identifying the population of the study, building the suitable tool, which is interview schedule, the researcher has made frequent visits to Indira Gandhi National Open University IGNOU - Baroda Branch in India as well as Al-Quds Open University-Jenin Branch in Palestine. The process of collecting data



extended for six months (July 2008 – December 2008) due to the dispersion of the population study which was between India and Palestine.

### **Variables of Study:**

Following variables were included in this study.

**First:** The independent variables, namely:

- **Country:** Has two levels: Palestine – India
- **Age:** Which has three levels: 1. (Less than 25 years)? 2. (Years from 25-30  
3. (More than 30 years).
- **Place of residence:** Has three levels: - City - Village – Refugee Camp.
- **Marital Status:** Has four levels:- Single - Married - Divorced - Widow.
- **Education:** Has two levels: Graduate- Student.
- **Specialization:** Has six levels: - Education - Social Work - Administration -  
Computer - Agriculture - Any other.
- **The size of the family:** Has three levels: - (less than 5 members)  
- (5-7) - (More than 7).
- **Family structure:** Has two levels: Joint- Nuclear.
- **Occupation:** Has three levels: (Full-time) – (Part-time) - (Not working)
- **Salary:** Has three levels: (Low) - (Medium) - (High) (the adoption of these  
salary levels based on the disclosures of the study sample).

**Second:** dependent variables:

Resembled in the role of the Open Education System –Al-Quds Open University in Palestine. QOU and Indira Gandhi National Open University in India-IGNOU- in the process of Indian and Palestinian women development.

This included three domains:

- 1- Individual and Household Level.
- 2- Community & Civic Participation.
- 3- National and Political Awareness.