CHAPTER -3

METHODOLOGY

3.1 INTRODUCTION

In any discipline whether it is social science, methodology plays a leading role in carrying out the research study systematically and objectively. Research refers to a scientific and systematic investigation especially through search for new facts in any branch of knowledge. It is a systematized effort to find out the solution of the problem. These efforts require certain methods to be followed properly. Methodology is a total sum of these techniques being carried out by researchers in order to find out the real dynamics operating for any problem and behavioral outcome. It is a kind of decision making process in which researcher has to select appropriate problem, sampling techniques, measuring instruments and data analysis methods suitable for selected problem. The objectivity of scientific research is contingent upon the accuracy of research methodology adopted by the researcher objectivity in any research cannot be obtained unless it is carried out in a very systematic and planned manner methodology refers to systematic research and planning. It involves careful and proper adaptation of research design use of standardized tools and tests, sampling techniques for data collection, tabulation and then after finally, application of an appropriate statistical techniques. These steps basically enhance the predictive value of research findings, thus, the findings may be generalized to predict the behavior of population from which the sample has been drawn.

In the light of above facts and the nature of the present research problem, the following steps were taken into consideration for enhancing the viability and objectivity of the present research endeavor.

3.2 STATEMENT OF THE PROBLEM–

The study intends to measure the self-concept, LOC and personality of boys and girls of urban and rural college students and to find out whether they differ from each other on the measures significantly or not. The study also intends to examine the “Effect of SES, Gender and Residence on self-concept, LOC and personality”.
3.3 OBJECTIVES OF STUDY

Following objectives served as guidelines for carrying out of the study.

1) To find out the effect of gender on self-concept of college students.
2) To study the influence of socio-economic status on self-concept of college students.
3) To investigate the effect of residence on self-concept of college students.
4) To search the influence of gender on locus of control of college students.
5) To examine the influence of socio-economic status on locus of control of college students.
6) To study the effect of residence on locus of control of college students.
7) To find out the effect of gender on personality of college students.
8) To examine the influence of residence on personality of college students.

3.4 HYPOTHESIS

In the present research work, following hypothesis were formulated, mainly on the basis of review of literature and natural observation of researcher.

1) Male and Female students will be significantly differ on self-concept.
2) Male and Female subject will be differ on their SES variable (Family Perspective).
3) Urban and rural residence will be significantly differ on self-concept.
4) Male and Female students will be significantly differ on locus of control.
5) Rural and Urban subjects will be differ on their SES variables (Family Perspective).
6) Urban and rural residence will be significantly differ on locus of control.
7) Male and Female students would be significantly differ on personality.
8) Urban and rural residence will be significantly differ on personality.

3.5. VARIABLES AND DEFINITIONS

The variables of the present study were as follows:

- **Independent Variable :-**
  
  There were three independent variables –
  
  1) Gender
  
  2) Residence
  
  3) Socio-economic status

- **Dependent Variable :-**
  
  Three Dependent variables were:
  
  1) Self-concept
  
  2) Locus of control
  
  3) Personality

3.6 OPERATIONAL DEFINITIONS

DEFINITION OF VARIABLES

Self is an anglosaxon word, which means same or identical. The answer to the question, “who am I”? leads us towards the definition of self.

1. **Self-concept** -

   “Allport (1956) argues that, each person has a sense of self an identity.”

   “Self concept is an organized collection of beliefs about the self.”
2. Locus of control-
Rotter (1954,1966,1990) viewed that, “Locus of control is related to people’s perception of whether they have or do not have control over events in their lives.

3. Personality
Mischel (1976) viewed that, personality can be defined as “The distinctive patterns of behavior (including thoughts and emotions) that characterize each individual’s adaptation to the situation of his/her life.”

SOCIO – ECONOMIC STATUS (S. E. S)

1. The Socio–Economic status has been conceptualized as a position in a society or group and it is a cluster of factors, which includes occupation, income and cultural features of home (Sharma and et. Al 2005).

2. Kuppuswamy (1980) considered education, occupation and income as the important factors to determine the Socio–Economic status of family.

3.7 SAMPLE

In the present research random sampling technique has been applied. In sangli District some urban &Rural areas colleges are selected and randomly students are selected for the study.

On the basis of random sampling method, data were collected with the help of four questionnaires. Questionnaires have to be filled with a sample of both Male&Female college students. After visited various colleges 600 sample (300 Male& 300 Female) of college students were considered for data analysis.
3.8 PERSONAL INFORMATION SHEET

Researcher designed personal information sheet for the respondents from self-concept, Locus of Control, Personality & Socio-economic Status.

1. Name:--------------------------------------------------------------------------------------
2. Address:- ----------------------------------------------------------------------------------
3. Age:- ----------------------------Sex:-----------------------------------------------------
4. Educational Qualification:---------------------------------------------------------------
5. Parent’s Education:- Father’s  ----Mother’s  ----------------------------
6. Parent’s Occupation:- Father’s  ----Mother’s  ----------------------------
7. Income Annual:- ------Father’s  ----Mother’s---------------------

Place:----------------------

Date: ------------------ Signature

3.9 PROCEDURE OF DATA COLLECTION

The permission would be sought from the Principal’s of various colleges, under the justification of Shivaji University, Kolhapur. After seeking permission meeting of data collection would be fixed. At that day nearly 25 to 30 students will be conducted randomly. Purpose of the study would be explained to the students and psychological test will be given to them, one by one with short rest.

3.10. RESEARCH DESIGN

There are 12 senior colleges (06 urban area & 06 rural area) were selected randomly for the study.
We selected 600 adolescence students randomly for this study. Out of these 300 Males & 300 Females those who are studying in B.A, B.Com, B.sc. Classes and those are lived in urban and rural areas. An exploratory research design was used for the present study. 2x2x2 factorial design is also used in which gender, residence and socio-economic status variables are taken.

3.11 TOOLS:-


1. SELF– CONCEPT QUESTIONNAIRE developed by Saraswat, for measuring provides six separate dimensions of self – concept, viz, Physical, Social, Intellectual, Moral Education and Temperamental self – concept. It also gives a total self – concept score. The present inventory measured six important dimensions.

Dimensions :-

These Dimensions are –

a) Physical

b) Social

c) Temperamental

d) Educational

e) Moral

f) Intellectual

a) Physical :- The first dimension of this inventory is Physical self – concept, which has been considered as one of the important, element in personality
pattern. In this dimension involve, individual’s view of their body, health, Physical appearance and strength.

b) Social: - The second dimension of this inventory is social self – concept. The self has also been considered as central construct of the personality. Social self – concept means individual’s sense of worth in social interactions.

c) Temperamental :- This is the third factor of the inventory, which refers to reaction of the person toward emotional situation. By knowing temperament of the person one can estimate personality of the person. Individual’s view of their prevailing emotional state or predominance of a particular kind of emotional reaction.

d) Educational: - The fourth dimension of this inventory is Educational self– concept. An individual’s view of themselves in relation to school, teachers and extracurricular activities refer the educational self – concept.

e) Moral:- This is the fifth factor of the inventory. An individual’s estimation of their moral worth, right and wrong activities, refers the moral self – concept.

f) Intellectual:-Intellectual self – concept is last factor of this inventory. An individual’s awareness of their intelligence and capacity of problem solving and judgments refers to intellectual self – concept. Intelligence provides a person with the capacity to meet and solve the problems in his life. As the intellectual capacities develop the person constantly changes his awareness and perception.

* Reliability:-The reliability of this scale is well established. In a study with 600 Adolescents, it was found to be 91 for the total self – concept measure. Reliability coefficients of its various dimensions varies from .67 to .88.

* Validity: - Experts opinions were obtained to establish the validity of the inventory. 100 items were given to 25 Psychologists t classify the items to the category to which it belongs items of highest agreement and not less than 80% of agreement were selected. Thus the content and construct validity were respectively.


2. **SOCIO – ECONOMIC STATUS SCALE:-**

The socio – economic status scale was developed by Bharadwaj, R.L (2006). This scale is used to assess the personal socio – economic status. The socio – economic scale can be understood easily with the help of the table given below –

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Area</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Social</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Family</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Education</td>
<td>7</td>
</tr>
<tr>
<td>4.</td>
<td>Profession</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>A. Doctors</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B. College Principals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>C. Administrators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D. Forces (4)</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>E. Officers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>F. Lawyers</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>G. Teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>H. Writers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>I. Business Personnels</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>J. Artists</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>K. Engineers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>L. Leaders</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>M. Managers</td>
<td>2</td>
</tr>
</tbody>
</table>
The present scale of socio-economic status has been developed for literate people. It can be administered on illiterate people also, but only by personal interview. The subjects are asked to give responses for father, mother and himself/herself separately in the scale.

- **Reliability** :-

The reliability of the test of the revised scale has been calculated by the test and retest method. The scale was administered on a sample of 200 students and after 21 days it was administered again on the same sample. The correlation between two scores was calculated by Spearman – Brown formula. The following reliability coefficient correlations were found in seven areas and the scale as a whole.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Area</th>
<th>Original Scale</th>
<th>Revised Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family</td>
<td>.72</td>
<td>.76</td>
</tr>
<tr>
<td>2.</td>
<td>Social</td>
<td>.68</td>
<td>.69</td>
</tr>
<tr>
<td>3.</td>
<td>Education</td>
<td>.82</td>
<td>.86</td>
</tr>
<tr>
<td>4.</td>
<td>Profession</td>
<td>.70</td>
<td>.74</td>
</tr>
<tr>
<td>5.</td>
<td>Caste</td>
<td>.92</td>
<td>.94</td>
</tr>
<tr>
<td>6.</td>
<td>Total assets</td>
<td>.67</td>
<td>.69</td>
</tr>
<tr>
<td>7.</td>
<td>Monthly Income</td>
<td>.73</td>
<td>.74</td>
</tr>
</tbody>
</table>
8. Scale (as a whole) | .76 | .76

- **Validity :-**

  This measure was taken as an indicator of content validity of scale. Since areas and then item are solely based on research proven items is high and promising.

3. **LOCUS OF CONTROL SCALE (L.C.S.) :-**

   The locus of control scale was developed by Hasnain and Joshi. This scale measures generalized beliefs in internal verses external control of events. The internal – external locus of control dimension is an offshoot of Rotter’s theory of social learning (1954). Rotter holds the view that the effect of reinforcement is not a simple stamping in process, rather it depends on the subject’s perception of relationship between action its outcome. If the outcome is conceived to be contingent upon one’s behavior, the expectancy of relationship between the individual’s strivings and the outcome is strengthened. As a result, the individual comes to believe in internal control. However, if the outcome is conceived to be a matter of ‘chance or luck’, he individual tends to believe in ‘external control’ and in such an event reinforcement adds nothing to strengthen the expectancy. The belief in internal verses external control of reinforcement becomes permanent feature of personality through generalization regarding the locus of reinforcement.

- **Description of the scale :-**

   This scale contains 36 items, based on internal and external locus of control. 16 positive and 20 negative items appeared in a randomized order. The items that reveal internal locus of control were treated as positive and items that reveal external locus of control were taken as negative. The subjects responded to the items in terms of three categories – ‘Always’, ‘Sometimes’, and ‘Never’.

- **Reliability :-**

   Coefficient of reliability was calculated using the following methods –

   i) Internal Consistency :-
The internal consistency coefficient of reliability was determined by odd – even procedure (N = 50) using spearman – Brown Prophecy formula. The reliability coefficient thus calculated was found to be 0.55.

ii) Temporal Stability :-

Test – retest (N = 50) method for the reliability coefficient of temporal stability after a gap of two weeks was found to be 0.76.

◆ Validity :-

The validity of the scale was found by calculating the coefficient of correlation (N = 50) between the scores of subjects on this scale and on Roam Pal’s (1983) scale. The coefficient of correlation thus calculated came to be 0.76. Moreover critical ratio between the means of girls (N = 250) and boys (N = 250) was obtained to be 5.87 which was significant beyond 0.01 level of significance. The means of girls and boys were obtained to be 20.83 and 19.23 respectively. Thus the girls were significantly more internally oriented than boys.

4. SINGH'S DIFFERENTIAL PERSONALITY INVENTORY:-

The Singh’s differential personality inventory was developed by Singh and Singhs, (2002) this inventory is used to assess personality factors. This inventory assesses ten dimensions of personality.

◆ Dimensions :-

1) Decisiveness :-

This trait refers to persons ability to take quick decisions in controversial issues, to decide priorities and attend accordingly, to take a clear – cut stand over the given issues etc.

2) Responsibility :-

The second dimension of this inventory is Responsibility. It is defined in terms of a number of behavioural syndromes such as finishing a task in time, meeting
people on appointed time, going somewhere according to fixed schedule, attending meeting in time etc.

3) Emotional Stability :-

The third dimension of this inventory is emotional stability. Persons having trait of emotional stability has well control over his / her emotion, talk confidently with others, consider ailments in their proper perspective, face comments and criticisms realistically etc.

4) Masculinity :-

The fourth dimension of this inventory is masculinity. This trait refers to person’s ability to do arduous and risky work, his ability to handle challenges from others and face them boldly, accepting a job in police or military, taking interest in mountaineering, fighting etc.

5) Friendliness :-

This is fifth dimension of this inventory. Persons possessing such trait develop deeper acquaintance with people, often help others in time of trouble and show proper love and affection to even juniors and unknowns.

6) Hetero Sexuality :-

The sixth dimension of this inventory is Hetero sexuality. Persons possessing such trait have normal sex relationship with opposite sex, don’t feel shy among members of opposite sex and take participation in working with members of opposite sex.

7) Ego – Strength :-

The seventh dimension of this inventory is ego – strength. Persons having the trait of ego – strength tend to concentrate and attend to different activities at a time, have feelings of adequacy and vitality, have adequate control over impulses and tend to show high coordination between thoughts and actions.

8) Curiosity :-
The eighth dimension of this inventory is curiosity. Persons having the trait of curiosity tend to explore the details of objects which are relatively new, tend to reach the destination in time, tend to know the contents of talks of others toward oneself etc.

9) Dominance :-

The ninth dimension of this inventory is dominance. This is major factor of personality. Persons having the trait of dominance tend to dictate over others of their duty, tend to be the leader of the group, tend to settle controversy between rivals, tend to undertake the supervision of a difficult and complete task.

10) Self – concept :-

The last dimension of this inventory is self – concept. It is a composite image of what we think we are, what we think others think of us and what we would like to be (Burns, 1980). A person with positive self – concept generally rate favorably on three dimensions of self – concept, namely, knowledge, expectation and evaluation of the self. The reverse is true in case of persons having negative self – concept.

◆ Reliability :-

Singh’s differential personality inventory (SDP) has both test – retest reliability and internal consistency reliability for calculating test – retest reliability the test has been administered twice with a gap of 14 days on an unselected sample of 100. The test – retest reliability coefficient ranges from .73 to .86 which were high and significant indicating that the different dimensions of the scale have sufficient temporal stability.

◆ Validity :-

Singh’s Differential Personality Inventory (SDP) has been validated against a number of criteria. The scale yielded highly satisfactory validity. Some imported criteria as below :

1. It has been validated against the scores of Bell adjustment inventory as adapted by Mohsin and Shamshad (1970). The obtained correlation coefficient between each 10 dimension as well as five areas of Bells Adjustment
Inventory were negative which range from -.02 to -.77. Some of the values were significant at 0.05 level and some were significant at 0.01 level.

2. It has also been validated against a number of personal and biographical variables most of the chi-square values were significant at or beyond .05 and .01 level.

3.12 STATISTICAL ANALYSIS:-

The first purpose of the present study was effect of SES, Gender and Residence on self-concept, LOC and personality. Mean and SD of each group were calculated. In the present investigation t-test was also computed to analyze the level of significance. ‘t’ test is the test of significance which simply determine the level of significance difference between two groups on certain measured variables. In the present research ‘t’ test was applied to find out the significance of difference between SES, Male and Female arts, commerce and science faculties students, urban and rural areas on self-concept, Locus of control and personality characteristics and its all dimensions. Another appropriate method used in this research is ANOVA will be used to see the main interaction effect of the independent variable on dependent variable. All these statistically techniques were utilized by using packages for social sciences (Friendly user 7.5 & 11.4)

SUMMEARY

With the help of proper methodology, objectives, hypothesis, variables, tools, sample, procedures of data collection, research design. Thus chapter deals with technical soundness where systematic attempt has been made to found out particular socio economic status, gender and residence on Self concept, LOC and Personality characteristics of college students.