CHAPTER - III

AIM, OBJECTIVES, HYPOTHESIS AND METHODOLOGY

- Aim of Study
- Objectives of the Study
- Hypothesis Tested in the Study
- Methodology
- Tools Used for Data Collection
- Procedure of Date Selection
- Statistical Treatment of Data
Research in psychology is a difficult task. Because each factor, which is being studied, influences the development of dependent variable, hence, it is necessary to take care from the beginning while carrying out a psychological study. At the first place the topic was selected and framed considering the results of earlier studies. Once the topic was finalized, the relevant independent and dependent variables were specified. The next problem was that of selecting appropriate sample. Since, the factor of caste was incorporated in the study, the sample selection was a little tedious job. But after collecting the information from the college record, the task became easy.

Relevant tests or scales were selected considering their reliability and validity values. Those tests or scales were selected which appear to be more appropriate to the sample of the study. Data were collected following the instructions and guidelines given by the authors of the scales. Thus, at every step proper care was taken while carrying out the study.

As far as possible the appropriate statistical techniques were used for analyzing the data and conclusions were drawn only on the basis of
the results which the inferential statistical techniques brought out. In sum, in present study care was taken to make it as scientific as it can be.

**Aim of Study:**

The main aim of the study was to find out the effect of sex, caste and personality type on the persistence, sense of security, and six different types of values, namely theoretical, economic, aesthetic, social, political and religious. Though the factor of caste was taken, only two board categories of castes were considered in the study, they were scheduled castes and non scheduled castes. Similarly, only two personality types were considered, these were introversion and extroversion.

**Objectives of Study**

Considering the variables measured in the study and the factorial design used for analyzing the data following objectives were formed.

- To examine sex differences with regards to persistence disposition.
- To study the effect of sex, castes and personality type on the personality disposition.
- To search sex differences in the sense of security experienced by the subject.
- To find out the extent to which extroverts and introverts differ on
sense of security.

- To measure sense of security among the scheduled castes and non-scheduled castes Ss, and find out whether they differ from each other significantly or not.

- To search the influence of sex, caste and personality type on the development of theoretical values.

- To measure the impact of sex, caste and personality type on the development of economic values.

- To assess the effect of sex, caste and personality type on the development of aesthetic values.

- To find out the impact of sex, caste and personality type on the development of social values.

- To measure the impact of sex, caste and personality types on the development of political values.

- To examine the influence of sex, caste and personality type on the development of religious values.

**Hypotheses Tested in the Study**

In the light of the objectives of the study and the general direction of the findings of earlier research following hypotheses were formulated

- Assuming that the other factors are kept constant, it is hypothesized that,
• Persistence disposition is significantly more among males than females.
• Non scheduled castes subjects have significantly more persistence disposition than scheduled castes subjects.
• Those who are introverts have significantly more persistence disposition than those who are extroverts.
• Non scheduled castes males experience significantly more security than scheduled castes females.
• Introverts experience significantly less security than the extroverts.
• Scheduled castes males cherish significantly more theoretical values than the non scheduled castes females.
• Theoretical values are cherished significantly more by the introverts than the extroverts.
• Introverts, non scheduled castes females cherish significantly more economic values than the scheduled castes, extroverts males.
• Aesthetic values are cherished significantly more by the females than the males.
• Non scheduled castes who are extroverts develop significantly more aesthetic values than the introvert scheduled castes.
• Extroverts, non scheduled castes, females cherish significantly more social values than introvert scheduled castes males.
• Non scheduled castes males cherish significantly more political values
than the scheduled castes females.

- Political values are cherished significantly more by extroverts than introverts.
- Religious values are significantly more predominant among females than males.
- Non scheduled castes introverts cherish significantly more religious values than scheduled castes extroverts.

**Methodology:**

**Sample:**

Sample for the study was selected from the educational institutions of Jalna. Since, the scheduled castes and non scheduled castes Ss were included in the study, first the lists of scheduled castes girls and scheduled castes boys were prepared from the college record. Thus, there were four separate lists of students, one for scheduled castes boys, one for non scheduled castes boys; the third lists was that of scheduled castes girls and the fourth list was that of nonscheduled castes girls. Thus, by using stratified random sampling technique 536 Ss were selected. Of these 536 Ss, 120 were nonscheduled castes girls; 135 scheduled castes girls; 135 nonscheduled boys; and 146 scheduled castes boys.

Since, in the present study a 2 x 2 x 2, factorial design was used, the total sample of 536 Ss was divided into eight classified groups. These
eight classified groups were based on three independent variables, namely, sex, castes and personality type. Each of these three variables was varied at two levels. In this process some of the Ss were deleted. Finally, for keeping the cell frequency equal, some of the Ss from some classified groups were removed randomly. Age groups of the Ss was 18 to 21 years, and their educational standard was under graduation. Male female ratio was 1:1.

**Tools Used for Data Collection**

For collection data of standardized scales were selected.

**Persistence questionnaire:**

The questionnaire was translation of the original work done by Dr. Mukharjee. It was translated into Hindi by Dr Nisha Dhawan. The scale consists of twenty items only. Each item is provided with two alternatives yes and no. The subject has to read each item carefully and decide whether it is applicable on him or her and put a tic mark either on yes or no. The test retest reliability was, .78 and the validity was .49. The questionnaire has no time limit.

**Neymann - Kohlstedt Diagnostic Test:**

This test was constructed and standardized by Neymann and Kohlstedt. It measures introvert and extrovert characteristics of individuals. The test consists on fifty items and each item is provided
with two alternatives yes and no. It is a widely used test, which has high reliability & validity.

**Security Insecurity Inventory:**

This inventory was constructed and standardized by Tiwari and Singh. There are seventy items in the inventory and each item is provided with three alternatives namely, yes, no and uncertain. The inventory has reliability coefficient of .73 and the validity was .67.

**Study of Values:**

The scale was constructed by Ojha. There are two parts. In part 1, there are thirty questions. Each question is provided with two alternatives. In part two of the scale there are fifteen questions and each question is provided with four alternatives. The scale measuring six different types of values, they are theoretical, economic, aesthetic, social, political and religious. The reliability values range from .76 to .84, also several validity index are reported.

**Procedure of Data Collection:**

The data were collected in two different sessions. The subjects were called in small groups of fifteen to twenty each. Their sitting arrangement was made in a class room. Sufficient distance between the two subjects was kept, so that one cannot easily see the answer written by the other. When these subjects took their respective seats rapport was
formed by keeping them busy in informal discussion. When it was found that subjects are ready to take the test or the scales, copies of Neymann-Kholstedt diagnostic test were distributed among them they, were instructed as follows.

This test is composed of fifty statements, each being followed by the word Yes and No. There is no right or wrong in any of the statement and you are asked to consider them from the view point of personal likes or dislikes. Read the first statement, and if you like the ideas it expresses draw a line under yes, if you dislike the idea draw, a line under no. Proceed in the same way with the rest of the statements.

The procedure was demonstrated on the black board. The questions asked by the subjects were answered to their satisfaction. Sufficient time was given to write the answer. Filled copies were collected at the end, only after confirming that the subject has answered all the questions and all the statements. Immediately after completion of Neymann-Kholstedt test, copies of Persistence Questionnaire were distributed among the subjects, and they were instructed as follows.

"On the following pages there are certain statements which are related to your daily routines. The statements are related to only those events which are associated with your behavior and feelings. Every statement describes a kind of situation. We are interested in knowing on
this situation in which way you are likely to behave. This is not your intelligence test. Ever your personality will not be measured by the questioner hence reply without any hesitation. Read each statement carefully. Each statement is associated with YES and NO. If the statement is related to your behavior or feeling then put a mark on YES, if it is not related then put a mark on NO.

Procedure of replying to this questionnaire was demonstrated on the black board. For this questionnaire also there was no time limit but the subjects were instructed to write the responses as fast as they can. Filled copies of the questionnaire were collected at the end. Here the first part of the data collection was concluded.

In the next session the same subjects were invited and their sitting arrangement was made in the same class room. Rapport was also formed then copies of “Study of Value” were given to them. The subjects were instructed as follows. “This is the part one of the value study. Here are some questions and below the question there are two alternatives which serve as the answer to the question. In second part of each question there are small squares on the top of which either A or B is written. If you are agreed with the answer. A then you have to put on right mark in the square meant for A but if you think B is correct then you have to put a right mark in the square meant for B. Sometimes there is every possibility
that you agree with B, and disagree with. A then you have to write 0
(Zero) in the square you disagree and write three in the square you agreed
with. "The procedure was demonstrated on the black board. To this scale
also there was no time limit but the subjects were told to work as fast as
they can. Filled copies were collected at the end.

Part two of the Personal Value Questionnaire was administered on
the subjects. Copies of the Personal Value Questionnaire were distributed
among them and then were given the following instructions. In part II of
the value scale some statements / questioners are given along with
possible answers you have to evaluate the four answers on the basis of
their relative importance.

1. The answer which appears to you as the most important among the
   four write four in the respective square.
2. The answer which appears to you as important, write three is the
   respective square.
3. The answer which you feel is less important write two in the
   respective square.
4. The answer which you feel is least important then write one (1) in
   the respective square.

Here also you have to work as fast as you can. Do not waste more
time on any of the statement or question. Procedure for the part two was
also demonstrated on the black board and then the subjects were asked to write down their responses. There was no time limit. Filled copies were collected at the end.

Following similar procedure the data were collected from all the subjects.

**Variables Under Study:**

The independent variables were, the factor of sex, the factor of security and personality type. The dependent variables of the studies were persistence and six different types of value, namely, theoretical, economical, aesthetic social, political and religious.

**Design of Study:**

In the study balanced $2 \times 2 \times 2$ factorial design was used. Each independent variable was varied at 2 levels.

**Statistical Treatment of Data**

First the data were treated by mean and standard deviation. Then it was treated by 3 way Analysis of Variances. Finally to find out significance of inter group mean difference the data were treated by Scheffe’s Test of Multiple Comparison.

**Discussion:**

Findings were discussed considering the statistical values.