Chapter – III

METHODOLOGY
Methodology in any research is an essential systematic approach for its investigation. This is an approach, which is fulfilled with the help of hypothesis. Any scientific research starts with scientific problem at hand. For a proper investigation, it is very essential to know the methodology understanding of any piece of research. Thus it is very essential to know the methodology and technique used in study, which is as follow:-

(a) Sample and sampling procedure

(b) Hypothesis of the study

(c) Design of the study

(d) Tools and techniques

SAMPLE AND DATA COLLECTION

Selection of an adequate sample from the universe is an essential and important step in the conduction of any research. Since it is difficult to conduct any study on the whole universe, for the sake of convenience, a portion of elements representative of the whole group with the help of certain scientific procedure is selected. A portion of elements taken from the larger population is called sample and the process of drawing those elements from
the larger population or universe is called sampling. For the sake of generalization of results, selection of an adequate and appropriate sample is essential:

There are mainly two types of sampling procedure the first procedure is based on probability theory and is called probability sampling and the other is called non-probability sampling is the normal probability theory in which the elements of population are selected in random fashion and each element has equal chance of being selected in the sample. There various method of random sampling, viz, random sampling stratified, proportionate random sampling etc.

Random sampling is required and essential when the results are to be generalized for the whole universe. Non-probability sampling is to be used when the results are not to be generalized for the whole universe. The non-probability sampling implies various types of sampling, viz Quota sampling. Incidental sampling and purposive sampling.

The selection of an appropriate sample totally depends upon the needs and aims of the study. Besides, there are other factors also which affect the sample selection and which must be kept in
mind before the selection. These factors in a nut-shell may be stated as:

1. Cost of proposed research.
2. Limitation of time for the research.
3. Size of knowledge about the population.
4. Size and knowledge about the population.
5. Accessibility of the elements.
6. Availability of adequate tools, instruments.
7. The importance of generalizability.

Random sampling is considered to be the best, due to the fact that in this type of sampling each element of the population has an equal chance of being selected and there remains no bias in the selection of the elements of population. Results based on each type of sampling can, therefore, be said to be valid for the whole population or universe.

When the population is quite large and composed of different state, selection of stratified random sample becomes necessary for any investigation. Random sample reflects all important segments of the population to one degree or another.

In any research design the independent variables are
controlled by two methods. In experimental studies the independent variable are manipulated by artificially producing them and eliminating them but in other design like Ex-post-facto research design, the independent variables are controlled and studies by manipulating the selection of the sample. The sample are selected purposely in group where the independent variable does occur and where it does not. As the present investigation is of the nature of an Ex-Post-Facto research. We have drawn a purposive sample from both sex and value and adjustment and self-concept.

The sample of the present investigation would consist of the following

The sample study would be done for initially 300 (three hundred only) students studying in government or private colleges at graduate level of Gwalior city.

300 Students

Boys                           Girls
150                            150
HYPOTHESIS

Hypothesis is a precise and testable answer or an empirical solution to the problem. It is a proportion condition or principle, which is assumed perhaps without belief, in order to draw its logical consequences and by this method to test it accord with facts which are known or may be determined (New International Dictionary 1986). It gives the researcher a direction in which problem is to be investigated.

The word hypothesis consists of two words – Hypo + thesis. ‘Hypo’ means tentative or subject to the verification. ‘Thesis’ means statement about solute of a problem. Thus the literal meaning of the term hypothesis is a tentative statement about the solution of the problem that is to be verified empirically and based on some rationale.

Hypothesis a tentative generalization or theory formulated about the character of phenomena under observation. It is a statement temporarily accepted as true in the light of what is known at the time about the phenomena. It is the basis for planning and action in the research for new truth.
It is obvious that hypothesis is definitely needed for a sound research or disproved, discovers some additional knowledge. Since it aims to search for the among facts. The suggestions formulated in the hypothesis may be solution of the problem.

According to Goode and Hatt – “A hypothesis states we are looking for. A hypothesis looks forward. It is a proposition which can be put to a test to determine it’s validity. It may prove to be correct or incorrect.

Statistical hypothesis test is a method of making statistical decisions using experimental data. It is sometimes called confirmatory data analysis, in contrast to exploratory data analysis. In frequency probability, these decisions are almost always made using null hypothesis texts, that is ones that answer the questions assuming that the null hypothesis is true, what the probability of observing a value for the text statistic that is at least as extreme as the value for the text statistic that is at least as extreme as the value that was actually observed? One use of hypothesis testing is deciding whether experimental result
contains enough information to cast doubt on conventional wisdom.

The null hypothesis is a hypothesis about a population parameter. The purpose of hypothesis testing is to test the viability of the null hypothesis in the light of experimental data. Depending on the data, the null hypothesis either will or will not be rejected as a viable partiality.

The main hypothesis formulated for the present study are as following–

1. There is no significant difference between graduate level boys and girls on theoretical values.
2. There is no significant difference between graduate level boys and girls on economic values.
3. There is no significant difference between graduate level boys and girls on aesthetic values.
4. There is no significant difference between graduate level boys and girls on social values.
5. There is no significant difference between graduate level boys and girls on political values.
6. There is no significant difference between graduate level boys and girls on religious values.

7. There is no significant difference between graduate level boys and girls on home adjustment.

8. There is no significant difference between graduate level boys and girls on educational adjustment.

9. There is no significant difference between graduate level boys and girls on emotional adjustment.

10. There is no significant difference between graduate level boys and girls on social adjustment.

11. There is no significant difference between graduate level boys and girls with regard to their self-concept.
DESIGN OF THE STUDY

Variables –

Variable is central idea in research. Simply defined, variable is concept that varies. There are two types of concepts: those refer to a fixed phenomenon and those that vary in quantity, intensity or amount. The second type of concept and measures of the concept are variables. A variable is defined as anything that varies or changes in value. Variables take on two or more values. Because variable represents a quantity that can exhibit differences in value, usually magnitude or strength, it may be said that a variable generally is anything that may assume different numerical or categorical values.

Definition of the Variables –

“Variables are attributes or qualities which exhibit differences is magnitude and which vary along some dimension.”

– H. E. Garrett

Types of Variables –

There are five types of variables.

(i) Independent Variable – Number of practice trails.
(ii) Dependent Variable – Skill performance.

(iii) Moderator Variable – Sex

(iv) Control Variable Age, Intelligence.

(v) Intervening Variable – Learning.

(i) **Independent variable** – It is a stimulus variable or input which operates either within a person or within environment to affect his behavior. It is the factor which is measured, manipulated or selected by the experimenter to determine its relationship to an observed phenomena.

(ii) **Dependent variable** – A response variable or output, it is an observed aspect of the behavior of an organism that has been stimulated. It is that factor which is observed and measured to determine the effect of the independent variables. It will change as a result of variations in the independent variable. It is dependent because its value depends upon the value of the independent variable. It represents the consequence of change in the person or situation studied. When two continuous variables are compared, as in co-relational studies, the decision about
variable to call independent and dependent is often arbitrary and not real. Independent variables may be called factor and their variations may be called levels.

(iii) **Moderator Variable** – It is secondary independent variable selected to determine if it affects the relationship between the primary independent variable and the dependent variable. It is defined as the factor which is measured, manipulated or selected by the experimenter to discover whether it modifies the relationship of independent variable to an observed phenomena.

(iv) **Control variable** – All the variables in a situation cannot be studied at the same time. Some must be neutralized to guarantee that they will not have a differential or moderating effect on the relationship between the independent and dependent variables. The variables whose effects are neutralized or controlled are known as control variables. They are those factors which are controlled by experimenter to cancel out or neutralize any effect they might otherwise have on the observed phenomena. While the effects of the control
variables are neutralized, the effect of moderator variables are studied.

(v) **Intervening variable** – Each independent, moderator, and control variable can be manipulated by the experimenter and observed by him as it affects the dependent variable. Often these variable are not concrete but hypothetical. An intervening variable is the factor which affects the observed phenomenon but cannot be seen and measured or manipulated. Its effect must be inferred from the effects of the independent and moderator variables on the observed phenomena. The attitude, learning process, habit and interest function as intervening variables.

**VARIABLES OF THE STUDY**

The various types of variable of the present investigations are given below :-

(a) **Independent Variables** –

(i) **Values**

- Theoretical
- Economic
- Aesthetic
- Social
- Political
- Religious

(ii) **Adjustment**
- Home
- Educational
- Emotional
- Social

(iii) **Sex**
- Boys
- Girls

(b) **Dependent Variables** –
**Self-concept** –

Dependent Variables in this study is 10 levels of self-concept of graduate level students. The 10 areas of self-concept are :-

a. Health and Sex appropriate (HSA)
b. Abilities (A)
c. Self-confidence (SC)
d. Self-acceptance (SA)
e. Worthiness (W)
f. Present, past and Future (PPF)
g. Beliefs and convictions (B&C)
h. Feelings of shame & guilt (FOSG)
i. Sociability (So)

j. Emotional (Em)

Since the proposed topic of research work does not convey any experimental variables in the design as this research work is exploratory in nature. Thus $K \times L \times M$ factorial design ($6 \times 4 \times 2$) would be utilized in this research work.
# DESIGN OF THE STUDY

## Dependent Variables

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>HS</th>
<th>A</th>
<th>SC</th>
<th>SA</th>
<th>W</th>
<th>PPF</th>
<th>B&amp;C</th>
<th>FOS &amp; G</th>
<th>SO</th>
<th>EM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Values**

- Theoretical
- Economic
- Aesthetic
- Social
- Political
- Religious

**Adjustment**

- Home
- Educational
- Emotional
- Social

K \times L \times M \textit{Factorial Design} (6 \times 4 \times 2)

## Independent Variables

Fig. Design of the study
TOOLS

Self concept

(a) **Self concept scale**: Self concept questionnaire developed by Dr. Mukta Rani Rastogi.

*Item-collection:*

The investigation started with an item-pool of 103 items—pool of 103 items related to 10 constructs of self-concept covering the above mentioned three elements of self concept. The ten constructs are health and sex appropriate, abilities, self confidence, self-acceptance, worthiness, present, past and future, belief and conviction feeling off shame and guilt, sociability and emotional maturity. These items have been collected from the following varied sources:

(a) Some items were collected by administering Sack’s Sentence completion Test to a group of 25 old individuals.

(b) The other sources was the popular scales measuring adjustment, self acceptance and confidence.

(c) A few items in the present study are result of heavy discussion among teachers in Psychology and other experts in this area.
Finally, theoretical literature provided the base for constructing some items.

In framing the items general rules of item-construction are observed (Lindguist, 1965).

Item-analysis:

Content validity – The 103 items were given to 50 experts (14 psychologists, 6 social workers, 5 clinical psychologists and University teachers, teaching Education and psychology) to rate them in terms of their degree of favourableness and unfavourableness on a nine-point rating scale following Thurston’s method of Equal Appearing Intervals (Edwards, 1969).

On the basis of the rating by experts, Q and scale values were determined for item and thus sixty items with low Q-values and having different scale values are selected so that the scale values of the items (in psychological continuum) are equally spaced.

Item discriminability – The set of 60 items selected on the basis of experts’ rating method was further administered to a simple of 400 respondents belonging to different age. SES,
occupation and sex. But for determining the discriminability of each item responses of only 342 cases could be analysed. The respondents were asked to indicate their agreement or disagreement with each statement on a five-point rating scale. From this sample two groups (25% obtaining highest scores and 25% obtaining lowest scores) were extracted ‘t’ was worked out for each statement separately on the basis of responses of high scores and low scores (Edwards, 1969) ‘t’ is, thus, and index of discriminability of the items.

**Reliability:**

Reliability of the scale by split-half method ‘following Spearman–Brown Prophecy formula was found to be 0.87.

**Method of Administration:**

The self-concept scale is self-administering. It can be administered individually as well as to a group. There is no time limit but all the items can be responded within the time limit of 30 minutes. The respondent is given following instruction to give his response: –

“Here are given fifty one statements. Below each statement are given five responses, (Strongly agree, Agree, Undecided,
Disagree and Strongly Disagree). Please read each statement carefully and respond to it by marking a tick on any of the five responses given. If you really strongly agree with the statement mark (✔) on ‘strongly agree’ if you only agree with the statement mark (✔)on ‘Agree’ and so on.

**Example :** – I feel shy before others.

   ![Tick](✔)

Strongly agree   Agree   Undecided   Disagree   Strongly disagree

Here the individual ‘X’ agrees with the statement and therefore has marked (✔) response ‘Agree’. There is no right or wrong response. Try to give your response according to what you feel about yourself in reference to that statement. Your answers will be kept confidential.”

**Scoring Method :**

The respondent is provided with five response alternatives to give his response and therefore a score from one to five may be obtained for each item, positive items are scored five to one for responses (strongly Agree, Agree, Undecided, Disagree and strongly disagree) and negative items are scored one to five for
the same response alternatives. In Table No. 1 letter $P$ or $N$ below item-number indicates whether the item is positive or negative.

**VALUES**

**Value Test**: Value test questionnaire developed by Dr. R.K. Ojha and Dr. Mahesh Bhargava.

**PURPOSE**

The main aim of the Study of Values is to measure the six basic interests or motives in personality: the Theoretical, Economic, Aesthetic, Social, Political and Religious. This type of classification is based upon Spranger’s Type(s) of Man.

The present scale in Hindi version is designed for the use of college students, studying in graduate and post-graduate classes. It is also useful for adults who have equivalent qualification for service and business.

The study of Values Test is self-administering. It consists a number of questions based upon a familiar situation. The test has two parts—first part consists of 30 items with two alternative answers and second part consists of 15 items with four alternative answers. In all there are 45 questions with 120 alternative
answers. Roughly 20 alternative answers belong to each of the
six values. The subject records his preferences numerically by the
side of alternative answers.

INSTRUCTIONS FOR ADMINISTERING

The Study of Values is self-administering. It is not
necessary to give verbal instructions. But it is necessary to give
cautions regarding the changes of alternative answers of Part I and
Part II.

There is no time limit. Generally subjects require 40
minutes to answer all the questions if they require more time,
they should be allowed, but repetition should not be allowed.

The Study of Values may be administered in a group or
individually. In a group subjects may be warned that they will
answer the questions independently.

Those who are not familiar with psychological tests, it
should be explained that the Study of Values is not a test of
intelligence, skills or any kind of knowledge. But it is a test of
personality only. Subject should be encouraged to develop keen
interest in answering the test.
INSTRUCTIONS FOR SCORING

The Study of Values is self-scoring. Administration and scoring can be completed within one and a half hour. The test is so constructed that it can be scored by the subject himself or by the examiner.

Comparison of Old Form and Revised Form

The values test in Hindi version was originally published in 1959. Since then it has been revised three times. The present revision offers certain improvements without any change in technical procedure and the limitation of scope and usefulness.

RELIABILITY

The Internal Consistency of the scale is determined by Split-half method. The items for each value were divided into two sub-scales. The product-moment correlations are as given in Table 1.

Table 1 : Split-Half Reliability

<table>
<thead>
<tr>
<th>Values</th>
<th>Revised Form</th>
<th>Old Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Theoretical</td>
<td>·78</td>
<td>·60</td>
</tr>
<tr>
<td>2. Economic</td>
<td>·81</td>
<td>·65</td>
</tr>
<tr>
<td>3. Aesthetic</td>
<td>·76</td>
<td>·54</td>
</tr>
<tr>
<td>4. Social</td>
<td>·82</td>
<td>·66</td>
</tr>
<tr>
<td>5. Political</td>
<td>·83</td>
<td>·62</td>
</tr>
<tr>
<td>6. Religious</td>
<td>·84</td>
<td>·70</td>
</tr>
</tbody>
</table>
VALIDITY

Table 2 shows correlations (r’s) obtained for a sample of 500 male and 500 female graduate and post-graduate students.

<table>
<thead>
<tr>
<th>VALUES</th>
<th>MALES</th>
<th></th>
<th></th>
<th></th>
<th>FEMALES</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theoretical</td>
<td>Economic</td>
<td>Aesthetic</td>
<td>Social</td>
<td>Political</td>
<td>Religious</td>
<td>Theoretical</td>
<td>Economic</td>
<td>Aesthetic</td>
</tr>
<tr>
<td>A Theoretical</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>B Economic</td>
<td>–.26</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–.10</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>C Aesthetic</td>
<td>–.11</td>
<td>–.30</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–.08</td>
<td>–.36</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>X Social</td>
<td>–.10</td>
<td>.28</td>
<td>–.19</td>
<td>–</td>
<td>–</td>
<td>–.19</td>
<td>–.29</td>
<td>–.38</td>
<td>–</td>
</tr>
<tr>
<td>Y Political</td>
<td>–.12</td>
<td>.30</td>
<td>–.16</td>
<td>–.21</td>
<td>–</td>
<td>–.26</td>
<td>–.20</td>
<td>–.10</td>
<td>–.40</td>
</tr>
<tr>
<td>Z Religious</td>
<td>–.13</td>
<td>.38</td>
<td>–.29</td>
<td>–.13</td>
<td>–.32</td>
<td>1.00</td>
<td>–.37</td>
<td>.23</td>
<td>.38</td>
</tr>
</tbody>
</table>

There is a positive association between economic-social values, and between economic-political values, and between economic-religious values in males. But in female sample, there is a positive association between economic-religious values, and aesthetic-religious values, and social-religious values. In both the groups, the degree of correlations Low.

ADJUSTMENT

(b) The adjustment Inventory: The adjustment inventory developed by Dr. D.N. Srivastava, Dr. Govind Tiwari.
The adjustment inventory has been developed for use with college student, e.g., graduates and post-graduates. The preliminary form of the inventory had 130 ‘Yes–No’ type of items on the following areas: 1. Home 2. Educational 3. Emotional and 4. Social Adjustment. The items were constructed by careful study of the relevant literature and help was taken from following tests: Asthana’s Adjustment Inventory, Mittal’s Adjustment Inventory, Bengali’s Youth Adjustment Analyser, Saxena’s Adjustment Inventory and Kumar’s Revised Adjustment Inventory.

The preliminary forms were submitted to a group of 5 judges. Items which were not approved by the judges were discard. In the pilot form 120 items were included. Biserial Correlation method was adopted for items-analysis. Thus 90 items were retained which yielded biserial correlation of each item (1) with the total scores and (2) with the area total scores. To bring down the number to 80, 10 more items were eliminated. In the final form there are only 80 items covering the above said four areas of adjustment. Table-1 shows the number of items retained and rejected after different validity checks –
### Table No. 1

<table>
<thead>
<tr>
<th>Areas</th>
<th>No. of items submitted to judges</th>
<th>Pilot form after judges ratings</th>
<th>Final form after item-analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Emotional</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Educational</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Social</td>
<td>40</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>160</strong></td>
<td><strong>120</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

The inventory has been prepared both in Hindi and English. Ordinarily an examinee takes about minutes of five in answering the test.

**Instruction For Giving**

1. The inventory is a self-administrating. But it gives better results with individual testing rather than with the group. However following steps may be useful in the administrating the inventory.

2. See that all the students are comfortably seated.

3. The examiner should emphasize that everyone of us has certain problems relating to life, we can be benifitted if we know them. He should also explain the value of the test.
4. Directions are printed in the cover page of the inventory. The examiner should read the direction given on the cover page of the inventory, before the examinees. The examinees should also read instructions silently alongwith the examiner.

5. There is no time limit for the inventory. Ordinarily an individual takes about 20 minutes time.

6. The examiner should make every effort to secure the frankness and sincere cooperation of the examinees. The examiner may assure the examinees that the results would always remain strictly confidential.

7. If there is any confusion in understanding the instructions, examiner should explain them before starting. The examiner should also emphasize that there is nothing ‘right’ or ‘wrong’ about the views of the inventory and no item has to be omitted.

8. Question from examinees concerning the purpose and use of the inventory should be answered friendly.
Instruction for Scoring

The inventory can be scored by hand with the help of key given in the Manual, Table-8 of the inventory. The inventory can also be scored accurately with the help of scoring stencil in five minutes. Thus to obtain the score on ‘Home Adjustment’, take the scoring stencil entitled ‘home’ and by the column for page one of the inventory, so that the star ‘*’ at the top of the stencil are super imposed. Then court the number of instances fall immediately over a cross mark ‘X’ on the tests. Then similarly apply the column of the stencil for page two of the third page of the inventory and write the total scores on ‘Home Adjustment’ on the cover page of the inventory. Similarly the total scores on other area can also be obtained. Total scores obtained for all the four areas to get the over all adjustment score.

Reliability

The reliability coefficient have been found by three methods. (1) Split-half Method, (2) Test-retest Method and (3) Kudar-Richardson formula-20. For test-retest reliability the inventory was administered on a sample of 225 students and after two weeks time the inventory was re-administered. The
correlation between two scores was calculated by Pearson’s Product Movement method. Table-2 shows the reliability coefficient determined by above three methods.

Table No. 2

Showing Coefficient of Reliability of Inventory

<table>
<thead>
<tr>
<th>Method</th>
<th>Sample (N)</th>
<th>Home</th>
<th>Emotion</th>
<th>Educational</th>
<th>Social</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Test-Retest Method</td>
<td>150</td>
<td>.89</td>
<td>.89</td>
<td>.89</td>
<td>.94</td>
<td>.95</td>
</tr>
<tr>
<td>2. Split-Half Method</td>
<td>150</td>
<td>.88</td>
<td>.87</td>
<td>.83</td>
<td>.90</td>
<td>.91</td>
</tr>
<tr>
<td>3. K-R Formula-20</td>
<td>100</td>
<td>.87</td>
<td>.96</td>
<td>.88</td>
<td>.93</td>
<td>.93</td>
</tr>
</tbody>
</table>

Validity

Only highly diagnostic items were included in the final form of the test. Moreover, item-analysis was done for each item by biserial correlation method.

The validation criterion used for this test was to correlate the scores of this present inventory with the scores of other valid and standardized tests on adjustment. For this, two test were used:
1. Adjustment Inventory for college students (Hindi Version) constructed and standardized by Sinha and Singh on 200 subject, correlations was found to be \( \cdot 70 \).

2. Adjustment Inventory (College Form) constructed and standardized by Mittal, V.K. Again on 150 students the correlation was found to be \( \cdot 73 \).

Inter correlations among the four section of inventory were calculated. In Table-3 correlation matrix is presented–

**Table No. 3**

*Showing Correlation Matrix of the four Areas of Adjustment*

<table>
<thead>
<tr>
<th>Areas</th>
<th>Home</th>
<th>Educational</th>
<th>Emotional</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>-</td>
<td>( \cdot 21 )</td>
<td>( \cdot 19 )</td>
<td>( \cdot 29 )</td>
</tr>
<tr>
<td>Educational</td>
<td>( \cdot 26 )</td>
<td>-</td>
<td>( \cdot 28 )</td>
<td>( \cdot 26 )</td>
</tr>
<tr>
<td>Emotional</td>
<td>( \cdot 23 )</td>
<td>( \cdot 23 )</td>
<td>-</td>
<td>( \cdot 22 )</td>
</tr>
<tr>
<td>Social</td>
<td>( \cdot 28 )</td>
<td>( \cdot 18 )</td>
<td>( \cdot 30 )</td>
<td>-</td>
</tr>
</tbody>
</table>