Methodology

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This chapter deals with the statement of the problem, objectives, hypothesis, sampling details, the design, tests employed for the gathering data, procedure for conducting the study and the statistical methods to be used for analysis.

Statement of the Problem

“A Study of Human Values in relation to Sex, Education & Religion”

Objectives

1. To study the difference in theoretical values among subjects in relation to their gender
2. To study the effect of education on theoretical values among subjects
3. To study the difference between Hindu and Muslim Subjects on their theoretical values.
4. To study the difference in economical values among subjects in relation to their gender
5. To study the effect of education on economical values among subjects
6. To study the difference between Hindu and Muslim Subjects on their economical values.
7. To study the difference in social values among subjects in relation to their gender
8. To study the effect of education on social values among subjects
9. To study the difference between Hindu and Muslim Subjects on their social values.
10. To study the difference in political values among subjects in relation to their gender
11. To study the effect of education on political values among subjects
12. To study the difference between Hindu and Muslim Subjects on their political values.
13. To study the difference in religious values among subjects in relation to their gender.
14. To study the effect of education on religious values among subjects.
15. To study the difference between Hindu and Muslim Subjects on their religious values.
16. To study the difference in aesthetic values among subjects in relation to their gender.
17. To study the effect of education on aesthetic values among subjects.
18. To study the difference between Hindu and Muslim Subjects on their aesthetic values.

Hypotheses

a) Theoretical Value
   a-1) There will be no significant difference between male and female subjects on their Theoretical Values.
   a-2) There will be no significant effect of education on Theoretical Values of subjects.
   a-3) Hindu and Muslim subjects will not be significantly differing in their Theoretical Value.
   a-4) There will be no following interaction effect among variables on Theoretical Values of subject-
        ✓ Sex/Gender * Education
        ✓ Sex/Gender * Religion
        ✓ Education * Religion
        ✓ Sex * Education * Religion

b) Economical value
   b-1) There will be no significant difference between male and female subjects on their Economical values.
b-2) There will be no significant effect of education on Economical values of subjects.

b-3) Hindu and Muslim subjects will not be significantly differ in their economical value.

b-4) There will be no following interaction effect among variables on economical value of subject-

- Sex/Gender * Education
- Sex/Gender * Religion
- Education * Religion
- Sex * Education * Religion


c) Social value

c-1) There will be no significant difference between male and female subjects on their social value.

c-2) There will be no significant effect of education on social values of subjects.

c-3) Hindu and Muslim subjects will not be significantly differ in their social value.

c-4) There will be no following interaction effect among variables on social value of subject-

- Sex/Gender * Education
- Sex/Gender * Religion
- Education * Religion
- Sex * Education * Religion


d) Political value

d-1) There will be no significant difference between male and female subjects on their political value.

d-2) There will be no significant effect of education on political value of subjects.

d-3) Hindu and Muslim subjects will not be significantly differ in their political value.

d-4) There will be no following interaction effect among variables on Political value of subject-
e) Religious value
   e-1) There will be no significant difference between male and female subjects on their religious value.
   e-2) There will be no significant effect of education on religious value of subjects.
   E-3) Hindu and Muslim subjects will not be significantly differ in their religious value.
   e-4) There will be no following interaction effect among variables on religious values of subject-
       ✓ Sex/Gender * Education
       ✓ Sex/Gender * Religion
       ✓ Education * Religion
       ✓ Sex * Education * Religion

f) Aesthetic value
   f-1) There will be no significant difference between male and female subjects on their aesthetic value.
   f-2) There will be no significant effect of education on aesthetic value of subjects.
   f-3) Hindu and Muslim subjects will not be significantly differ in their aesthetic value.
   F-4) There will be no following interaction effect among variables on aesthetic Value of subject-
       ✓ Sex/Gender * Education
       ✓ Sex/Gender * Religion
       ✓ Education * Religion
       ✓ Sex * Education * Religion
Methodology

Sample

Locale of the present investigation was confined to the Aurangabad city, of Maharashtra. The purposive sample was taken into consideration for the study. Sample of the study consists of total 240 subjects of adult. Whole sample was made with equal number of educated and uneducated subjects. In order to obtained valid response parents who were educated under 5th assigned into uneducated group and educated group entails professional qualified subjects. Both groups were sub divided into two groups according to their religion ie. Hindu and Muslim. All four sub-groups were made of equal number of male and female subjects. The sample distribution is depicted as follows;

<table>
<thead>
<tr>
<th>Table 3.1</th>
<th>Sample Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Educated</td>
</tr>
<tr>
<td>Hindu</td>
<td>n=30</td>
</tr>
<tr>
<td>Muslim</td>
<td>n=30</td>
</tr>
<tr>
<td>Total</td>
<td>n=60</td>
</tr>
</tbody>
</table>

Variable

The variables in this part will be treated as follows:
Independent variable

- Sex / Gender (A)
  - Male (A1)
  - Female (A2)
- Education (B)
  - Educated (B1)
  - Uneducated (B2)
- Religion (C)
  - Hindu (C1)
  - Muslim (C2)

Dependent variable

- Theoretical Values
- Economical Values
- Social Values
- Political Values
- Religious Values
- Asthetic Values

Research Design

To reach out the objectives of present investigation 2X2X2 factorial design was used as depicted below;
Table 3.3
2 X 2 X 2 Factorial Design

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>A1B1C1</td>
<td>A2B1C1</td>
</tr>
<tr>
<td></td>
<td>N=30</td>
<td>N=30</td>
</tr>
<tr>
<td>B2</td>
<td>A1B2C1</td>
<td>A2B2C1</td>
</tr>
<tr>
<td></td>
<td>N=30</td>
<td>N=30</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>A1B1C2</td>
<td>A2B1C2</td>
</tr>
<tr>
<td></td>
<td>N=30</td>
<td>N=30</td>
</tr>
<tr>
<td></td>
<td>N=30</td>
<td>N=30</td>
</tr>
</tbody>
</table>

*Where all experimental groups are as follows;*

A1 – Male subjects
A2 – Female subjects
B1 – Educated subjects
B2 – Uneducated subjects
C1 – Hindu subjects
C2 – Muslim subjects

A1B1C1 - Male educated subjects belongs to Hindu community.
A1B2C1 - Male uneducated subjects belongs to Hindu community.
A1B1C2 - Male educated subjects belongs to Muslim community.
A1B2C2 - Male uneducated subjects belongs to Muslim community.
A2B1C1 - Female educated subjects belongs to Hindu community
A2B2C1 - Female uneducated subjects belongs to Hindu community
A2B1C2 - Female educated subjects belongs to Muslim community

A2B2C2- Female uneducated subjects belongs to Muslim community.

Research Tests

Table 3.2
List of Tests

<table>
<thead>
<tr>
<th>Aspects Studied</th>
<th>Name of the Test</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>Study of Value(SOV)</td>
<td>Dr. R.K. Ojha (1959)</td>
</tr>
</tbody>
</table>

Description of the Test

- **Study of Value (SOV)**

  To Measure the students’ value preference study of value scale developed by dr. R.K. Ojha in 1959 under the supervision of Ray. K.was used. The present scale is based on Allport-Vernon Study of Values (SOV) scale which is one of the earliest, theoretically well-grounded questionnaires measuring personal values on the basis of declared behavioral preferences. The SOV was first published in 1931 by G. W. Allport and P. E. Vernon (1931) and later revised in 1970 by Allport, Vernon, and G. Lindzey (1970). It is a psychological tool designed to measure personal preferences of six types of values: theoretical, economic, aesthetic, social, political, and religious. The method is rooted in a philosophy of values by E. Spranger, who postulated six ideal types of people corresponding to their most important and general beliefs, ways of thinking, and preferred
patterns of living. Each one is oriented toward a basic value: (1) Theoretical: truth; (2) Economic: usefulness; (3) Aesthetic: harmony and beauty; (4) Social: love for people; (5) Political: power and leadership; (6) Religious: unity or moral excellence. The idea was developed by G. W. Allport (1961), who argued that personal philosophy of life related to values is a core feature of personality implying direction of motivation, future goals, and current choices.

The present scale has two parts. First part consists of 30 items and each has two alternatives. Second part entailed 15 items and each item possesses four alternatives. Hence total 45 items consists of 120 responses. Each value was determined by 20 responses. To standardization the test raw score was converted into normal score. Reliability of the present scale was determined by using spilt-half and kuder-richerdsen method for each value and found to be in range between .40 to .88. Validity criteria of present scale was determined by using correlation among these values.

**Data Collection or Procedure**

**Pilot Study**

It was conducted on 40 subjectss which were distributed according to sample distribution criteria as per decided. The pilot study was conducted with the purpose to overcome all the problems which will be faced in data collection for final study as well as to finalize the coding method of data and the statistical procedures for final study.

**Main Study**

As the study was conducted on students’ parents so in beginning of the study the list of various private and public schools of Aurangabad city, of
Maharastra was made then a written permission was sought out from the respective Principals after discussing the purpose of the present study.

On parents-teacher meeting day students’ parents were introduced the purpose of study and then requested to fill the personal information schedule.

After their consent, they were provided with personal information schedule in which the demographic information like their age, gender, socio economic status, religion, education were collected so that they can be assigned in considered experimental groups. Only those parents were listed and finally approached who were interested to take part in the present investigation.

When target subjects were assigned in each experimental group on the basis of Self Information schedule, the Study of Value Scale was administrated in-group as per convenience. Before administration of the test on subjects the rapport was built with them and they were also insured that their answers and identity will be kept confidential. To fill the test subjects were given general instructions regarding the test and administrated after their assurance that they are able to fill response. Finally the data were obtained by using particular scoring pattern standardized for scale.

**Statistical Analysis**

The data were analyzed with descriptive statistics (The mean with graphical representation for gender (Male & Female), education (educated and uneducated 40) and religion (Hindu and Muslim) on subjects’ values
namely “Theoretical”, “Economic”, “Aesthetic”, “Social”, “Political” and 
“Religious” were analyzed.

Further to reach out the objectives inferential statistic (Analysis of variance; 
ANOVA) was used in order to examine the roll of main variables as well as 
their interaction effects subsequently on subjects’ values namely 
“Theoretical”, “Economic”, “Aesthetic”, “Social”, “Political” and “Religious”.