CHAPTER III

METHODOLOGY
3. METHODOLOGY:

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**PROBLEM:**

“To Investigate the work values and self concept Among Students of traditional and non – traditional courses”.

**OBJECTIVES**

Objectives of the study are as under:

a) To study the self-concept and its’ following dimensions of the students who are involve in the training for traditional and non-traditional courses:

1. Physical
2. Social
3. Temperamental
4. Educational
5. Moral
6. Intellectual

b) To study the work value of the students who are involve in the training for traditional and non-traditional courses.

1. Physical
2. Social
3. Temperamental
4. Educational
5. Moral
6. Intellectual
c) To study the effect of vocational training (Traditional and non-traditional) on students' Self-concept.
   1. Physical
   2. Social
   3. Temperamental
   4. Educational
   5. Moral
   6. Intellectual
d) To study the effect of vocational training (Traditional and non-traditional) on students' work values i.e.-
   1. Aesthetics (AES)
   2. Altruism (ALT)
   3. Authority (AUTH)
   4. Autonomy (AUTO)
   5. Creativity (CRE)
   6. Physical Activity (PHY)
   7. Risk (RSK)
   8. Social Interaction (SOI)
   9. Social Relations (SOR)
  10. Recognition (REG)
e) To study the effect of gender (Male and Female) on students' work values i.e.-
1. Aesthetics (AES)
2. Altruism (ALT)
3. Authority (AUTH)
4. Autonomy (AUTO)
5. Creativity (CRE)
6. Physical Activity (PHY)
7. Risk (RSK)
8. Social Interaction (SOI)
9. Social Relations (SOR)
10. Recognition (REG)

f) To study the interaction effect of vocational courses and gender on
students work values i.e.-

1. Aesthetics (AES)
2. Altruism (ALT)
3. Authority (AUTH)
4. Autonomy (AUTO)
5. Creativity (CRE)
6. Physical Activity (PHY)
7. Risk (RSK)
8. Social Interaction (SOI)
9. Social Relations (SOR)
10. Recognition (REG)
HYPOTHESES

The following hypotheses are framed for this investigation.

a) The students of traditional and non-traditional courses do not differ in their overall self-concept and its’ dimensions i.e.-
   1. Physical
   2. Social
   3. Temperamental
   4. Educational
   5. Moral
   6. Intellectual

b) Male and female students do not differ in their overall self-concept and following dimensions
   1. Physical
   2. Social
   3. Temperamental
   4. Educational
   5. Moral
   6. Intellectual
c). There would be no interaction effect of vocational courses and gender on students' overall self-concept as well as on its' dimensions i.e.-

1. Physical
2. Social
3. Temperamental
4. Educational
5. Moral
6. Intellectual

a) The students of traditional and non-traditional courses do not differ in their work values i.e.-

1. Aesthetics (AES)
2. Altruism (ALT)
3. Authority (AUTH)
4. Autonomy (AUTO)
5. Creativity (CRE)
6. Physical Activity (PHY)
7. Risk (RSK)
8. Social Interaction (SOI)
9. Social Relations (SOR)
10. Recognition (REG)
b) Male and female students do not differ in their work values i.e.-

1. Aesthetics (AES)
2. Altruism (ALT)
3. Authority (AUTH)
4. Autonomy (AUTO)
5. Creativity (CRE)
6. Physical Activity (PHY)
7. Risk (RSK)
8. Social Interaction (SOI)
9. Social Relations (SOR)
10. Recognition (REG)

c) There would be no interaction effect of vocational courses and gender on students' work values i.e.-

1. Aesthetics (AES)
2. Altruism (ALT)
3. Authority (AUTH)
4. Autonomy (AUTO)
5. Creativity (CRE)
6. Physical Activity (PHY)
7. Risk (RSK)
8. Social Interaction (SOI)
9. Social Relations (SOR)
10. Recognition (REG)
METHODOLOGY

SAMPLE

A Sample comprised of total 400 students of vocational courses. Total subjects were equally divided according to their type of vocational courses (traditional and non-traditional courses). Both groups were consisted of equal number of males and females. Courses included in traditional category for females are nursing, beautician, fashion design and gynecology and for males and Army, police, chartered accountancy, management and engineering.

In non-traditional category, the courses are army, police, chartered accountancy, management and engineering for females and nursing, beautician, fashion design and gynecology for males.

Thus, there were four groups of subjects. In each group, there will be 100 students. The age, economic status, caste and religion of subjects were matched over all the groups. The age of the subjects were 18 to 25 and they all were undergraduate students.
The distribution of total sample is depicted as follows-

Table- I

Sample Distribution

<table>
<thead>
<tr>
<th>Gender</th>
<th>Vocational Courses</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>100</td>
<td>100</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Non-traditional</td>
<td>100</td>
<td>100</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

VARIABLE

(I) Independent variables:

The present investigation is designed to study the effects of two independent variables shown as below:

(I) Vocational courses (A)

(1) Traditional (A1)

(2) Non-traditional (A2)

(II) Gender (B)

(1) Males (B1)

(2) Females (B2)

(II) Dependent variables

Following variables were treated as a dependent variable in the present research

(1) Self-concept

(2) Work value
RESEARCH DESIGN:

In order to study the main as well as interaction effects of the vocational course and gender (considered as an independent variable) on self-concept and on work values, 2x2 factorial design was used as shown in following.

Table - II
2X2 factorial Design

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>A1B1 N = 100</td>
<td>A2B1 N = 100</td>
</tr>
<tr>
<td>Non-</td>
<td>A1B2 N = 100</td>
<td>A2B2 N = 100</td>
</tr>
</tbody>
</table>

Where
A = Gender
B = Vocational Courses
A1 = Male
B1 = Traditional
A2 = Female
B2 = Non-traditional

The four experimental groups depicted in above table are as follows;
A1B1 = Male, Traditional.
A1B2 = Male, Non-Traditional.
A2B1 = Female, Traditional.
A2B2 = Female, Non-Traditional.

RESEARCH TOOLS

To collect the data following tools were used;

(1) The value scale:
The value scale by Super and Nevill (1984) adapted in Hindi version was used to assess the work-values of the subjects. This test has total 100
items consisting of 20 scales. Each scale measures a value that most people seek in major life role such as work, study and home-making. Each scale measured a separated value through total five items. Among 20 scales only 10 scales were used in the present investigation which are described as follows;

- **Aesthetics (AES)**: To make life more beautiful.
- **Altruism (ALT)**: To help others.
- **Authority (AUTH)**: To tell others what to do.
- **Autonomy (AUTO)**: To act on one's own.
- **Creativity (CRE)**: To be creative.
- **Physical Activity (PHY)**: To get a lot of exercise.
- **Risk (RSK)**: To be able to take risk.
- **Social Interaction (SOI)**: To do things with other peoples.
- **Social Relations (SOR)**: To be with friend.
- **Recognition (REG)**: To get recognition for one's work.

The scale has simple statements. The statements are rated on a four-point scale with 1 = very little or no importance, 2 = of some importance, 3 = very important, 4 = most important. The test retest reliability of the scale was found to be high (r = +.79).

(4) **Self-concept Questionnaire (SCQ):**

Self concept questionnaire developed by Saraswat (1992) will be used to assess the self concept of the subjects. The questionnaire will be also adapted in Gujarati and Hindi. The Self-Concept Questionnaire six dimensions viz. Physical, Social, Intellectual, Moral, Educational, and Temperamental as well as a Total Self-Concept score. It is a 5-Point scale with 48-item questionnaire. Test –Retest reliability of this questionnaire is 0.91. Reliability coefficients of its dimensions vary from 0.67 to 0.80. Responses are obtained on the test booklet itself. There is no time limit but generally 20 minutes have been found sufficient for responding to all the items. The operational definitions of Self-Concept dimensions measured by this inventory are:
1. **Physical**: Individuals’ view of their body, health, physical appearance and strength.

2. **Social**: Individuals’ sense of worth in social interactions.

3. **Temperamental**: Individuals’ view of their prevailing emotional state or the dominance of particular kind of emotional reactions.

4. **Educational**: Individuals’ view of themselves in relation to schools, teachers and extra-curricular.

5. **Moral**: Individuals’ estimation of their moral worth; right and wrong activities.

6. **Intellectual**: Individuals’ awareness of their intelligence and capacity of problem solving and judgment.

The next table gives the item numbers included in the respective Self-concept dimension

**TABLE 3**

*Self-concept dimensions – Item numbers*

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>ITEM NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical (P)</td>
<td>2, 3, 9, 20, 22, 27, 29, 31</td>
</tr>
<tr>
<td>Social (S)</td>
<td>1, 8, 21, 37, 40, 43, 46, 48</td>
</tr>
<tr>
<td>Temperamental (T)</td>
<td>4, 10, 14, 16, 19, 23, 24, 28</td>
</tr>
<tr>
<td>Educational (E)</td>
<td>5, 13, 15, 17, 25, 26, 30, 32</td>
</tr>
<tr>
<td>Moral (M)</td>
<td>6, 34, 35, 41, 42, 44, 45, 47</td>
</tr>
<tr>
<td>Intellectual (I)</td>
<td>7, 11, 12, 18, 33, 36, 38, 39</td>
</tr>
</tbody>
</table>
PROCEDURE:

Pilot Study

The Pilot study was conducted in order to decide the appropriateness of tests used, sample in conducting the final study, significance of various level of each independent variable in the consideration of maximize their effect on dependent variable, appropriateness of design and the appropriateness of statistical analysis according to design. It was conducted on 20 students and these students were divided according to predetermined sample distribution, from various institutes of vocational and non-vocational courses. The pilot study gave direction about the coding method and the statistical procedures that could be used for final study.

Main Study

The data was collected from the respondents on the various variables under study. Students of traditional and non-traditional courses to be visited were decided in the initial sampling, and then a written permission was sought out from the institutes after discussing the purpose of the present study.

After selecting the number of students from various institutes related to traditional and non-traditional courses on the basis of Self Information schedule, the tests were administrated in-group. After conducting all test data were obtained by using fixed scoring pattern concern with each test separately. Obtained data were analyzed by F test under 2 X 2 factorial designs.
STATISTIC ANALYSIS:

The data were analyzed as follows;

The mean (with graphical representation) and standard deviation for gender (Male & Female) and for Vocational courses (Traditional & Non-Traditional) on work value and on self-concept was analyzed.

Analysis of collected data was done under as follows:

A 2x2 factorial design was subjected to adequate of statistical analysis viz. technique of Analysis of variance (ANOVA) in order to examine the role of main variables and to study their main as well as interaction effects subsequently on students' self-concept and on work value.