CHAPTER - III

METHODOLOGY

This chapter deals with the problem objectives, hypotheses, methodology including sampling details, the design, tests employed for the gathering data, procedure for conducting the study and the statistical methods used for analysis.

3.1 Statement of the Problem -

“A COMPARATIVE STUDY OF SELF CONCEPT, NEED FOR ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF TRIBAL AND NON TRIBAL STUDENTS IN NANDURBAR DISTRICT.”

3.2 Objectives -

The major objectives of the study are:

1. To investigate the difference in the self-concept of Tribal and non-Tribal students.

2. To study the gender differences in adolescents’ self-concept

3. To determine the difference in need for achievement (n-Ach) of Tribal and non-Tribal students.
4. To study the gender differences in need for achievement (n-Ach) of adolescents.

5. To determine the difference in Emotional Intelligence of Tribal and non-Tribal students.

6. To study the gender differences in adolescent’s emotional intelligence.

7. To explore the co relationships between following dependent variables
   - Achievement Motivation and Self-Concept
   - Emotional Intelligence and Self-Concept
   - Achievement Motivation and Emotional Intelligence

3.3 Hypotheses -

a) There will be no significant difference between male and female on their self-concept.

b) There will be significant difference between tribal and non-tribal student’s on their self-concept.

c) Interaction effect of gender and community will be significant on student’s self-concept.

d) There will be no significant effect of gender on student’s need for Achievement (n-Ach).
e) Subjects belonging to non-tribal community will be significantly higher on their need for Achievement (n-Ach) as compare to tribal subjects.

f) There will be no significant interaction effect between gender and community in order to affect student’s need for Achievement (n-Ach).

g) There will be no significant effect of gender on student’s emotional intelligence.

h) Community has significant effect on student’s level of emotional intelligence.

i) There will be no interactional effect between Gender and community on student’s level of emotional intelligence.

j) Subjects having high need for Achievement (n-Ach) also have superior emotional intelligence.

k) Subjects with higher the need for Achievement (n-Ach) also possess more positive self-concept.

l) Subjects with high emotional intelligence tend to have better self-concept.

Looking to the objectives of this research, the present investigation was conducted under two phases in order to make this study simpler and
easily understandable, therefore each methodology detail described under two phases:

**Phase 1 -**

This phase of methodology concerns with the gender and community (Tribal and Non-tribal) effect on Self-Concept, Need for Achievement (n-Ach), and Emotional Intelligence of students.

**Phase 2 -**

This phase is intended to find out the correlation between

- Need for Achievement (n-Ach) and Emotional Intelligence
- Need for Achievement (n-Ach) and Self-Concept
- Emotional Intelligence and Self-Concept

**3.4 Methodology**

**Phase 1**

This phase was intended to study the effect of gender and community on Self-Concept, Need for Achievement (n-Ach), and Emotional Intelligence of subjects.
3.4.1 Sample:

The sample was drawn from the population of students taking collegiate education in Nandurbar district. The will consisted of 400 students of senior colleges. It was chosen from the students belonging to Arts, Commerce and Science Faculties, studying in First second and Third year. The distribution of total sample is depicted as follows-

Table 3.1
Sample Distribution

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tribal</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Non-Tribal</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

3.4.2 Variables :-
The variables in this study are as follows:

- **Independent Variables**
  - Gender (Male and female)
  - Community (Tribal and Non-Tribal)

- **Dependent Variables**
  - Achievement Motivation
  - Emotional Intelligence
  - Self Concept
3.4.3 Research Design:

2 X 2 Factorial design was employed viz depicted as follow:

**Table 3.2**

2 x 2 Factorial Design

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

The four experimental groups depicted in above table are as follows;

A1B1 = Male Students belonging to Tribal community.

A1B2 = Male, Students belonging to Non-Tribal community.

A2B1 = Female Students belonging to Tribal community.

A2B2 = Female Students belonging to Non-Tribal community.

3.4.4 Tests & Tools:

**Table 3.3 List of Tests**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Aspect of study</th>
<th>Test and Scale</th>
<th>Developed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-Concept</td>
<td>Self-concept Scale</td>
<td>Mukta Rani Rastogi (1979)</td>
</tr>
<tr>
<td>3</td>
<td>Achievement Motivation or n-Ach</td>
<td>Deo-Mohan A.M. (n-Ach) Scale</td>
<td>Pratibha Deo &amp; Asha Mohan (1985)</td>
</tr>
<tr>
<td>4</td>
<td>Emotional Intelligence</td>
<td>Intelligence Scale</td>
<td>Hyde, Pethe and Dhar (2001)</td>
</tr>
</tbody>
</table>
1 Self-concept Scale:

Self-concept scale developed by Dr. Mukta Rani Rastogi in 1979. This scale consists of 51 items related to 10 constructs of self-concept covering the perceptual, conceptual, and attitudinal elements of self-concept. The ten constructs are health and vigour, ability, self-confidence, self-acceptance, worthiness, present, past and future, belief and conviction, feeling of shame and guilt, sociability and emotional maturity. These items are positive and negative in their nature. Five alternative responses were given for each item namely strongly agree, agree, undecided, disagree, and strongly disagree. Positive items were scored five to one and negative items are scored one to five for the same response alternatives.

This scale can be self-administrative in nature. It can be administrated individually as well as to a group. There is no time limit but the entire item can be completed in around 30 minutes.

The reliability of this scale is determined by using split half method and found to be .87 which is indicative of highly reliability. Validity criteria of this scale is based on content validity.
2 Deo-Mohan Achievement Motivation (n-ach) Scale:

Achievement motivation is a variable which is used in many studies in education either as a main or a secondary variable or a moderator variable. The purpose in preparing this scale is to provide the researcher with such a tool which will be found to be handy and convenient for administration and scoring. Secondly, many scales and questionnaire that are available measure achievement motivation in particular field, academic motivation at the higher secondary, college or university level. A standard verbal measure which sufficiently measures the achievement motivation in general is desirable. The present scale is built to fulfill that need. Thirdly, for validating the projective test of achievement motivation, the verbal scale will be found useful and valuable instrument.

The present scale is developed by Pratibha Deo & Asha Mohan in 1985. The scale consists of total 50 items in which 13 are negative and 37 are positive. The scale is self rating type and can be administrate in a group with five points to rate viz always, Frequently, Sometimes, Rarely and Never. The scoring device was simple stencil type. Two stencil keys are to be used one for positive items and one for negative items. A numerical weight age from 4 to 0 for positive in the above order of rating and the reverse of it for the negative items. The total score is the
summation of all the positive and negative items scores. The minimum score obtained can be 0 and the maximum can be 200. Higher score indicating higher the achievement motivation within subjects.

The test-retest method was applied to obtain the reliability coefficient of the scale and found to be sufficiently high. As far as validity of this scale is concerned, the item validity established by the high-low discrimination method. The concurrent validity was also measured and found to be .54.

3 Emotional Intelligence Scale [EIS] :

This scale was developed by Hyde, Pethe and Dhar (2001). It contains 34 items. Ten factors of emotional intelligence are included in this scale. They are 1) Self-awareness 2) Emphy 3) Self-motivation 4) Emotional stability 5) Managing relation 6) Integrity 7) Self-development 8) Value orientation 9) Commitment and 10) Altruistic behavior. The split-half reliability co-efficient was found to be 0.88 and validity co-efficient is also very high i.e. 0.93.
3.4.5 Procedure:

3.4.5.1 Pilot Study

The Pilot study was conducted in order to decide the appropriateness of tests used and sample in conducting the final study. It was conducted on 40 students (with equal number of male and female and both group having equal number of tribal and non-tribal students), from various colleges. On the basis of the pilot study few modifications were made, which are as under:

- Deciding the type of sampling for ease in further analysis
- The pilot study also gave direction about the coding method and the statistical procedures that could be used for final study

3.4.5.1.2 Main Study

The data was collected from the respondents on the various variables under study. The colleges to be visited were decided in the initial sampling, and then a written permission was sought out from the respective Principals after discussing the purpose of the present study. Accordingly, a schedule was fixed in each college and then students were approached.
The primary information will be gathered by giving personal information form to each student. The students were provided the Deo-Mohan A.M.(n-ach) Scale, emotional intelligence scale and self-concept scale. To obtain the responses on tests these were administrated one test at a time in order to reduce fatigue and boredom effect. To fill up each test, subjects were given general instructions belong to each test. Data were obtained by using particular scoring pattern standardized for each test.

3.4.6 Statistical Analysis:

The data were analyzed as follows;

The mean with graphical representation for gender (Male & Female) and Community (Tribal and Non-tribal) on subject’s achievement motivation, emotional intelligence and self-concept were analyzed.

Analysis of collected data was done as follows:

A 2x2 factorial design was used viz. technique of Analysis of variance (ANOVA) was employed in order to examine the role of main variables as well as their interaction effects subsequently on subject’s achievement motivation, emotional intelligence and self-concept.
3.5 Methodology

Phase 2

The phase 2 of this research study was to find out the correlation between achievement motivation and emotional intelligence, achievement motivation and self-concept, and emotional intelligence and self-concept of students.

3.5.1 Sample:

Sample remains same of first phase here.

3.5.2 Variables:

The various variables taken in this phase is as follows;

- Need for achievement (n-Ach)
- Emotional Intelligence
- Self-concept

3.5.3 Research Design:

Correlation group design was used in this phase.

3.5.4 Tests & Tools:

All measure outcome (listed below) which were employed in phase I were used in this phase-
Table 3.4

List of Tests

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3.5.5 Procedure:

3.5.5.1 Pilot Study

The Pilot study was conducted in order to decide the appropriateness of tests and sample in conducting the final study. The data obtained from pilot study of first phase were used here. On the basis of the pilot study few modifications were made, which are as under-

- Deciding the appropriateness of data which will be used.
- The pilot study also gave direction about the coding method and the statistical procedures that could be used for final study
3.5.5.2 Main study -

The phase II of the main study was meant to find out the correlation between achievement motivation and emotional intelligence, achievement motivation and self-concept and emotional intelligence and self-concept of students. To attempt this objective, data on Deo-Mohan A.M.(n-ach) Scale by Pratibha Deo & Asha Mohan(1985), Self-concept Scale by Mukta Rani Rastogi(1979) and Emotional Intelligence Scale (EIS) by Hyde, Peth and Dhar (2001) measure which were obtained in the first phase were taken in this phase.

3.5.6 Statistical Analysis:

In order to study the correlation between achievement motivation and emotional intelligence, achievement motivation and self-concept, emotional intelligence and self-concept of student Correlation analysis (Pearson’s Product Moment) was used in the present investigation.

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