CHAPTER - 3

Research Design
and
Methodology
METHODOLOGY

Statement of the problem:

The period during which a child grows and develops into an adult is called adolescence.

As it is used to days, the term adolescence has a broader meaning. It includes mental, emotional and social maturity as well as physical maturity. It is characteristically an important period of change, a problem age, a time when the individual searches for identity, a dreaded age, a time of unrealism, and the threshold of adulthood (Hurlock, 1973).

Emotional intelligence has been purported to be distinal from traditional personality and cognitive measures (e.g. IQ) and crucial in predicting many real-life outcomes, with little empirical support, people have claimed that “… emotional intelligence may be the best predictor of success in life, redefining what it means to be smart” (Time, 1995, cover).

Mental health is the balance between all aspects of life—social, physical, spiritual and emotional. It impacts on how we manage our surrounding and make choices in our lives—clearly it is an integral part of our overall health.

Adolescents is the stage of stress and storm. The problem of adjustment and mental health has much important for adolescents. Mental health may be defined as the behavioural characteristics of a person. It touches upon one’s best of mind expended in the style of thinking about himself and fellow human beings. It involves physical mental and emotional style of one’s adjustment. Emotional intelligence is a factor that accounts much for mental health because the people who cannot manage and know inner battles what sabotage their ability to focus on
work and think clearly. Ultimately it leads to poor adjustment. It was felt necessary to investigate the relationship between emotional intelligence and mental health because emotional intelligence may be improved throughout life. With high emotional intelligence one can get promotion and thus lead to successful life which is important for good mental health.

The problem of the present investigation is to study "mental health as related to locale gender and emotional intelligence among adolescents."

**Objective:**

With the explanatory note above we can specify the objects of the present study as follows.

1. To find out the impact of locale on emotional intelligence of adolescents.
2. To find out the impact of gender on emotional intelligence of adolescents.
3. To find out the impact of locale on mental health of adolescents.
4. To find out the impact of gender on mental health of adolescents.
5. To find out the significant difference in mental health of high and low emotional intelligence adolescents.

**Hypotheses:**

The following hypotheses will be tested in present study.

(1) There will be no difference in mental health of rural and urban adolescents.
(a) There will be no difference in egocentrism dimension of mental health of rural and urban adolescents.

(b) There will be no difference in alienation dimension of mental health of rural and urban adolescents.

(c) There will be no difference in expression dimension of mental health of rural and urban adolescents.

(d) There will be no difference in emotional unstability dimension of mental health of rural and urban adolescents.

(e) There will be no difference in social-non conformity dimension of mental health of rural and urban adolescents.

(2) There will be no difference in mental health of male and female adolescents.

(a) There will be no difference in egocentrism dimension of mental health of male and female adolescents.

(b) There will be no difference in alienation dimension of mental health of male and female adolescents.

(c) There will be no difference in expression dimension of mental health of male and female adolescents.

(d) There will be no difference in emotional unstability dimension of mental health of male and female adolescents.

(e) There will be no difference in social non-conformity dimension of mental health of male and female adolescents.

(3) There will be significant difference in mental health of high and low emotionally intelligence adolescents. High emotionally intelligence adolescents would show better mental health.
(4) There will be no difference in emotional intelligence of locale (rural and urban) and Gender (male and female) adolescents.

(a) There will be no difference in self-awareness dimension of emotional intelligence of locale and gender adolescents.

(b) There will be no difference in empathy dimension of emotional intelligence of locale and gender adolescents.

(c) There will be no difference in self-motivation dimension of emotional intelligence of locale and gender adolescents.

(d) There will be no difference in emotional stability dimension of emotional intelligence of locale and gender adolescents.

(e) There will be no difference in managing relations dimension of emotional intelligence of locale and gender adolescents.

(f) There will be no difference in integrity dimension of emotional intelligence of locale and gender adolescents.

(g) There will be no difference in self-development dimension of emotional intelligence of locale and gender adolescents.

(h) There will be no difference in Value orientation dimension of emotional intelligence of locale and gender adolescents.

(i) There will be no difference in Commitment dimension of emotional intelligence of locale and gender adolescents.

(j) There will be no difference in altruistic dimension of emotional intelligence of locale and gender adolescents.
Design:

In the present investigation an attempt was made to study the mental health in relation to locale, gender and emotional intelligence among adolescents. A 2x2 factorial designs was prepared to see the impact of sex (male and female) and locale (rural and urban) and emotional intelligence (high and low) and mental health of adolescents.

Sample:

A sample is that part of the universe which we select for the purpose of investigation. It has always been emphasized that a sample should be adequate in size and also representative of the population under study. There is no fixed opinion about the size of the sample. According to Fisher (1950) large sample is to be preferred than a small one. Actually the sample size is usually determined by the kind of problem to be investigated and the tools used.

The sample of present study consisted of 400 adolescents studying in high school and intermediate, of which 200 were boys and 200 girls. The students were selected by purposive sampling technique from different schools of Varanasi city. The age range of the sample was 13 to 19 years. Half of the sample was drawn from urban area and the rest half was drawn from rural area.

Tools:

The following tests and questionnaires were used to obtain relevant data in the present study.

(1) Emotional Intelligence Scale
(2) Mithila Mental Health Status Inventory
(3) Personal Data Sheet
1. Emotional intelligence Scale:

Hindi adaptation of emotional intelligence scale was done by Hyde Dhar, and Sanjayot Pethe (2002). The scale consists of 34 items. Which are divide into 10 subscales. There are self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development, value orientation, commitment and altruistic behaviour. Therefore, this scale was developed and constructed. The scale can be used for research and survey purposes.

(a) Self-awareness is being aware of one self and is measured by items 12,18,29. This factor is the strongest and explains 26.8 percent variance and has a total factor load of 2.77. This scale consist of 4 items.

(b) Empathy is feeling and understanding the other person and is measured by items 9,10,15,20, and 25. This scale consists of 5 items. This factor load of 3.11.

(c) Self-motivation is being motivated internally and is measured by 2,4,7,8,31 and 34. This scale consist of 6 items. This factor accounts for 6.3 percents variance and a total factor load of us 3.28.

(d) Emotional-stability is measured by items 14,19,26, and 28. This factor explains 6.0 percent variance with a total load of 2.51.

(e) Managing relations is statements that measured by 1,5,11 and 17. This scale consists of 4 items. This factor explains 5.3 percent variance with a total factor load of 2.38.
(f) Integrity is measured by items 16, 27, and 32. This scale consists of 3 items. This factor explains 4.6 percent variance with a total factor load of 1.88.

(g) Self-development is measured by items 30 and 35. This scale consists of 3 items. This factor explains 4.1 percent variance with a total factor load of 1.37.

(h) Value – orientation is honesty and integrity and is measured by items 21, 22. This factor explains 4.1.3 percent variance with a total factor load of 1.29.

(i) Commitment is measured by items 23 and 24. This factor accounts for 3.6 percent variance with a total factor load of 1.39.

(j) Altruistic behaviour is measured by items 3 and 13. This factor explains 3.0 percent variance with a total factor load of 1.3.

**Scoring:**

Manual scoring is done conveniently hence no scoring key is provided each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

**Reliability:**

The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split half reliability coefficient was found to be 0.88.
Validity:

The scale possesses face validity. Its reliability index (0.93) indicated high validity of this scale.

Norms:

Norms based on raw scores have been given. Individuals with high score can be considered to have high level of emotional intelligence and are likely to be high performers.

2. Mithila Mental Health Status Inventory:

Scales viz : egocentrism, alienation, expression, emotional unstability and social non-conformity. Mithila mental health status inventory was administered by Kumar and Thakur (1986). The scale consists of 50 items. Final form of the scale, of the inventory had 10 items in each of the scale, of which 5 were positively worded and remaining 5 were negatively worded, the total numbers of items in the inventory being 50. These scale are –

A. Egocentrism : scale measures the extent which the individual is concerned about his own needs feeling opinions.

B. Alienation : scale was developed to indicate the similarity of the respondent to hospitalized psychiatric cases.

C. Expression : scale would measure the level of interaction of individuals on a social level.

D. Emotional unstability : scale will indicate whether the person would be unhappy, nervous, anxious. High score on this scale would indicate that the individual has serious personality problems.
E. Social Non-conformity: scale would provide a clue to whether the individual was aligning with the existing social system or against it. A high score on this scale will indicate people to be narcistic.

<table>
<thead>
<tr>
<th>Scale (MMHSI)</th>
<th>Positive item No.</th>
<th>Negative item No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Egocentrism</td>
<td>1,11,21,31,41</td>
<td>6,16,26,36,46</td>
</tr>
<tr>
<td>2. Alienation</td>
<td>7,17,27,37,47</td>
<td>2,12,22,32,42</td>
</tr>
<tr>
<td>3. Expression</td>
<td>3,13,23,33,43</td>
<td>8,18,28,38,48</td>
</tr>
<tr>
<td>4. Emotional unstability</td>
<td>9,19,29,39,49</td>
<td>4,14,24,34,44</td>
</tr>
<tr>
<td>5. Social Non Conformity</td>
<td>5,15,25,35,45</td>
<td>10,20,30,40,50</td>
</tr>
</tbody>
</table>

**Scoring:**

Score for Mithila mental health status inventory are derived form the responses on each item obtained on a five point response format "completely true", "true", "doubt full", "false", and "completely false". The positively worded item of the inventory are given score of 5,4,3,2 and 1. Negatively items are scored in the reverse manner. The high score on Mithila mental health status inventory is indicative of poor mental health. In addition to the total score one may want to compute separate scores for each of the scale of Mithila mental health status inventory.

(3) Personal – Data Sheet:

The personal data sheet has been prepared by the researcher to assess the socio-economic status of the students. This sheet consists of 12 items.

**Field-work:**

For the purpose of data collection the investigator first-ally approached to the heads of the institutions from where she had to select
the sample of the study. She explained her problem to them and administered at emotional intelligence scale and Mithila mental health status inventory to the students. Personal data sheet was also filled up with the information given by students.

Statistical Analysis:

The responses to various tests were scored according to the directions set in manuals of the tests. Means were computed for the different sets of data in the present study and were presented through bar diagram. t-test was applied to test the significance of difference between various sets of data. Two way analysis of variance was applied to test the impact of locale and gender on mental health and also on emotional intelligence.

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