Chapter IV

METHOD OF STUDY
METHOD OF STUDY

In the present study the construct of EI was studied applying the ability model which have been used in the majority of EI investigations. The entire study is a corelational study in which all the subject related independent variables were manipulated through subject selection technique. The entire investigation was conducted in two phases. In the first phase, certain tests were administered on each subject individually, while in the second phase of the study a separate self-report measure was administered to the teachers, students and their parents.

Participants:

A total number of 240 subjects were selected to participate in this study. Equal number of subjects from 6th, 8th and 10th grade standard were drawn from extreme rural and urban setting/localities. Educational institutions located in the extreme rural area of Gorakhpur district get students who are mostly from deprivational family background. However, in the city area there are public schools that admit students that come from socio-economically rich background.

Design:

A 2 x 2 x 3 factorial design was planned for the study. In this design the first factor (Factor A) is environmental setting/locality, having two levels a₁ and a₂; representing rural and urban setting locality subjects respectively. The second factor (Factor B) is gender difference, having two levels b₁ and b₂ representing males (boys) and females (girls). The third factor (Factor C) is grade, representing academic grades having three levels, C₁, C₂ and C₃, representing 6th, 8th and 10th grades.
respectively. Thus, there were three major independent variables in the study.

(i) Environmental setting locality.
(ii) Gender
(iii) Grades.

In the study environmental setting/locality was determined through subject selection technique. Rural group subjects were selected from extreme rural locality of the district, irrespective of their caste, creed and religion while urban group subjects were selected from the very heart of the city, say, posh area.

Gender and grades were also determined through subject selection technique. Equal number of boys and girls subjects of all three grades (6th, 8th and 10th) in each group (rural/urban) were selected.

In the present study following were the dependent variables:

(i) Emotional Intelligence
(ii) Social and emotional competence
(iii) Scholastic/academic achievement
(iv) Emotion rating

**Measures:**

Details of the measures used in the present study are given below:

1. **Emotional Intelligence Scale:**

Emotional intelligence level of each subject for all groups were measured with the help of a bridged version of Schutte et.al. (1998), Emotional Intelligence Scale. In the original set of this scale there are 33 items which represents all portions of the conceptual model of Salovey & Mayer (1990). In this set of 33 items, representation of different categories of the model was roughly proportionate to the model. Out of the total 33 items, 13 of the items came from among those generated for
the 1) appraisal and expression of emotion category of the model and 10 came from among those items generated for the, 2) regulation of emotion category of the model and 10 came from among those items generated for the, 3) utilization of emotion category of the model. After pilot study (N=60) only 20 items from the scale were found reliable for the present study from which 9 items were related to appraisal and expression of emotion category regarding self and others, 6 items were related to regulation of emotion category and remaining 5 others items were related to utilization of emotion category. This is a five point response scale. Alpha of this scale was found to be .81 and the item total correlation was ranged between .64 to .82.

2. Social and Emotional Maturity Scale:

Shanwal's (2003) Social and Emotional Maturity Scale was used in the present study to measure subjects social and emotional competence level. This scale consisted of 19 items out of which 12 items indicate positive social and emotional attitude of the individual and 7 items indicate negative social and emotional attitude. Each question on the scale has 'Yes' and 'No' response alternatives. 'Yes' (Question number 1-5, and 13-19), responses on question indicate positive social and emotional attribution and 'No' responses on question (number 6-12) indicate negative social and emotional attribution which are scored as 1 and the opposite responses are scored as zero. Thus, total scores achieved by the subject, constitutes his/her social and emotional scale score. So, higher score on the scale shows better social skills or deftness available to the person.

3. Scholastic Achievement:

Information regarding scholastic achievement of the subjects was gathered using a semi-structured proforma. For this purpose students
previous scholastic records were gathered from the class teacher with the
due permission of the institutional head. Thus, marks obtained by the
students were converted into percentage and categorized into two groups.

1. **Good academic achievers**:

   Good academic achievers were the ones who obtained 60% or
   more marks in their previous class.

2. **Average academic achievers**:

   Average academic achievers were the ones who obtained less than
   60% but at least pass marks in their previous class.

   However, for statistical analysis marks obtained by different grade
   of subjects were converted into percentage.

4. **Emotion Rating Scale**:

   This scale, containing 2 items was developed by the researcher
   herself to know the teachers, parents and students preferences
   (liking/disliking) for desirable/undesirable emotions which need to be
developed or to be checked among the students/children. It contains a list
of prominent emotions which we face in our day to day life. Out of 14
emotions, 7 emotions were from the group of pleasant (positive) one and
remaining 7 were from the group of unpleasant (negative) one. The
desirable emotions were, curiosity, love, delight, sympathy, affection,
joy/happiness, pride and undesirable emotions were fear, anger, jealousy,
grief, sadness, hate/disgust and anxiety. The teachers, parents and
students were required to rate or give their preferences for desirable and
undesirable emotions on a 7 point scale. Subjects had to rate from the list
of pleasant (positive) and unpleasant (negative) emotions to those one
which they consider were most desirable/undesirable emotions, to be
developed or not to be developed among the students/children.
**Procedure of Data Collection:**

Data were collected successfully from three grades separately from all the rural and urban setting schools. The subjects were tested in the school building itself in a quite and well illuminated room free from any type of distractions. With the permission of the head of the institution the class teachers of the concerned classes were personally contacted and briefed about the purpose of the study. After that, each participant was met by the researcher and some time was spent with each participant in establishing rapport and removing any apprehensions, or anxiety on their part before starting the testing session. The participants were briefed about the instructions and were assured that whole procedure to be followed was interesting and that whatever they said or did would be kept strictly confidential. After that each participant was escorted to the testing room. Each subject was asked to feel comfortable.

**Administration of EI Scale:**

After a brief orientation regarding the purpose of the study, participants were given emotional intelligence scale in the group. The investigator read the instructions carefully before the participants and they were encouraged to ask questions or any query or doubt if they had. When it was fully ascertained that all the subjects had followed the instructions, they were asked to complete the measure. They were also clarified that though there was no time limit for it but they should complete it at their earliest. After the completion of the measure the sheets were immediately collected from the participants. Similar procedure was followed for all grade participants belonging to rural and urban localities.
Administration of Social and Emotional Scale:

Just after completing the emotional intelligence scale, participants belonging to different grades from both localities were given the social and Emotional maturity Scale and again they were encouraged to ask any question or any doubt if they had about the test. When the investigator fully ascertained that all participants had followed the instructions clearly, they were asked to complete it within their own time. After the completion of the test the sheets were collected immediately.

Administration of Emotion Rating Scale:

7 point emotion rating scale was developed and administered to the teachers, parents and students with a specific purpose. So far as participants of the different grade and localities are concerned, this self-rating scale was administered to those students who have already participated in the study. They were given the scale just after the completion of social and emotional maturity scale and were asked to read the instructions carefully. Then all participants were briefed and explained by the researcher about the specific purpose of this rating scale and the way they had to make their rating. After the completion the scale, the response sheets were gathered and participants were thanked for their co-operation extended to the investigator.

As far teachers are concerned this scale was administered to them in their school premises itself. After finishing all the assessment work with the students and with the consent of the head of the institution all teachers were asked to gather in a separate room during interval period. They were briefed and explained about the specific purpose of this study and the way they had to make their responses on the rating scale. After
the completion of the scale, the response sheets were gathered and they were allowed to leave the room with thanks.

Emotion rating scale was also administered to the parents to know their preferences for desirable and undesirable emotion. As it was not feasible to contact the parents individually at their homes, so the investigator waited till the commencement of parent-teacher day meet for the administration of this scale. Therefore, again with the consent of head of the institution and the class teachers of different grades/classes, parents were requested to gather in a big hall/room. They all were briefed and explained about the specific purpose of this study. Thereafter, Emotion Rating Scale was administered to them in a group situation and they were explained the way they had to make their responses. After the completion of the scale, the response sheets were gathered and all parents were thanked for their co-operation. Since in the rural locality institutions, there is no tradition of parent-teacher meet on a specific day, so for this purpose principals of the institutions were again contacted and requested by the investigator to call the respective parents of said grades/class on a particular date. Though, for this purpose the investigator visited the institutions many times because of the non-compliance of most of the parents at a particular date. Therefore, as it is discussed above, in the same way Emotion Rating Scale was administered to the rural locality parents and data were collected.

**Scholastic Achievements and Collection of Data:**

Information regarding scholastic achievements of all the participants were gathered from student's previous class records. After the completion of all assessment work, respective class teachers were contacted and participants academic records in the form of obtained numbers were collected from their previous award sheet/progress record.

(89)
After that these scores were converted into percentage and were categorized in two groups, i.e. good academic achievers and average academic achievers. Those who obtained 60% or more marks in their previous class were placed in the category of good academic achievers and those who obtained less than 60% or at least pass marks in their previous class were placed in the category of average academic achievers.

########