

Chapter No-3

METHODOLOGY

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METHODOLOGY

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CHAPTER - III

METHODOLOGY

This chapter gives a detailed account of idea of structure and strategy that control the investigation. It provides an overview of the samples instrumentation, procedure of the data collection and decision taken regarding the analysis of data. The present chapter comprises of the following points.

3.1 Objectives of the study:-

Following are the main goals to be achieved of the present research study:-

1. To study & compare accuracy of identification of emotions from facial expressions of high emotionally intelligent and low emotionally intelligent Ss.
2. To study the effect of personality types on accuracy of recognition of emotions from facial expressions.
3. to study and compare accuracy of identification of emotions from facial expressions of male and female.

3.2 Hypotheses of the study:-

Following hypotheses are framed for the present study:-

Hypothesis no: 1 The high emotional intelligent people would recognize more emotions correctly from facial expressions than low emotional intelligent people.

Hypothesis no: 02 Females would recognize more emotions correctly from facial expressions than males.

Hypothesis no: 03 The high emotionally intelligent females would recognize more emotions correctly from facial expressions than high emotionally intelligent male.”

Hypothesis no:04 The low emotionally intelligent females would recognize more emotions correctly from facial expressions than low emotionally intelligent male.

Hypothesis no: 05 Extrovert people would recognize more emotions correctly from facial expressions than introvert people.

Hypothesis no: 06 Extrovert females would recognize more emotions correctly from facial expressions than extrovert male.

Hypothesis no: 07 Introvert females would recognize more emotions correctly from facial expressions than introvert male.

Hypothesis no: 08 The high emotionally intelligent and extrovert people would recognize more emotions correctly from facial expressions than high emotionally intelligent and introvert people.

Hypothesis no: 09 The low emotionally intelligent and extrovert people would recognize more emotions correctly from facial expressions than low emotionally intelligent and introvert people.

Hypothesis no: 10 The high emotional intelligent, extrovert females would recognize more emotions correctly from facial expressions than low emotional intelligent, introvert male.

3.3 Variables:

Identification of emotions is a dependent variable emotional intelligence; LOC & gender are independent variables in the present investigation.

3.4 Sample:

The sample will be drawn from the population of college students taking in Mumbai city, Age of the respondents was 18 to 25 years. Care will be taken not to include students acting and painting skills.

There researcher would be choosing sample from the population and the effective sample size will be decided 200, in which 100 students (50 males & 50 females) would be having high emotional intelligence and 100 students (50 males & 50 females) would be having low emotional intelligence.

The primary sample consists of 450 students. They were administrated on the emotional intelligence scale and locus of control scale. After the completion of the test the experiment of identification of emotions from facial expression will be conducted on each subject one by one.

Table 3.1: Gender wise and emotional intelligence wise distribution of effective sample.

Gender	High E.I.	Low E.I.	Total
Male	50 students	50 students	100 students
Female	50 students	50 students	100 students
Total	100 students	100 students	200 students.

The researcher has selected the first 50 male students from the 73 having high E.I. & (data arranged in descending order) last 50 male subjects. From the 69 having low E.I. first 50 female subjects from 50 having high E.I. and last 50 female subjects from 61 having low emotional intelligence. The effective sample consists of 200 subjects.

3.5 Research Design:-

In this study 2x2 factorial design was used. It is shown in table No. 3.2.

Table No. 3.2: Factorial Design 2x2 ANOVA.

Gender	A1	A2
B1	50	50

B2	50	50
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N = 200

Key to the Diagram

A = Emotional Intelligence

A1 = High Emotional Intelligence

A2 = Low Emotional Intelligence

B2 = Gender

B1 = Male

B2 = Female

From the above sample the subjects who have internal locus of control and who have external locus of control will be selected and the effect of locus of control will be studied.

3.6 Tools:-

1. Emotional Intelligence Scale (E.I.S.)

The E-I Scale was developed by Hyde, Pethe and Dhar (2001). It contains 34 items. Ten factors of emotional intelligence are included in this scale. Few examples are 1 Self – awareness.2.Empathy etc.

The instructions of this scale were "Here some statements are given and for every statement you have to express your views by making tick () on any one cell of the five alternatives. There is no right or wrong answer. So please give your response on all the items."

Five alternatives were provided to the test takers (5 point Rating scale)

Scoring Method:

Maximum of 5 score were denoted to each item and minimum of 1 score was allotted

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:

Besides face validity as all items were related to the variable under focus, the scale has high content validity. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated which indicated high validity on account of being 0.93

2) Locus of control scale By Dr.N.Hasnain and Dr. D.D. Joshi

Locus of control scale was constructed by Dr.N.Hasnain and Dr. D.D. Joshi. It contained 36 items measuring internal and external locus of control with the help of three alternatives. In this scale positive and negative item are included. Positive items are measuring internal and negative items are measuring external locus of control. 36 items were retained in the final scale with three alternatives among them there are 16 positive and 20 negative items.

Instructions:-

The instructions are given on the cover page of the test booklet. They are simple and self-explanatory.

Scoring:-

As mentioned above the present scale is a three point scale. The testees have to respond in terms of 'Always', 'sometimes'. And Never. Scores of 2,1 and 0 are given to positive items for always, sometimes and never respectively. The scoring on negative items is done in a reverse order.

Reliability:-

The internal consistency coefficient of reliability was determined by odd-even procedure using Spearman-Brown prophecy formula. The reliability coefficient thus calculated was found to be 0.55. Test-retest reliability was found to be 0.76.

Validity:-

The validity of the scale was found by calculating the coefficient of correlation between the scores of subject on this scale and on Roma Pal's scale. The coefficient of correlation thus calculated came to be 0.76

3) Facial Expression Cards:-

A set of photographs, which contains 20 emotions, the list in which the emotions are mentioned randomly result sheet, with four alternatives i.e. A, B, C, and D.

Sr.	Name of card of emotion	Correct alternatives
1	FEAR	B
2	HAPPINESS	C
3	ANGER	C
4	EMBRASMENT	A
5	PRIDE	A
6	SURPRISE	C
7	COTEMPT	D

8	DISGUST	C
9	FLIATIOUSNESS	C
10	PAIN	D
11	COMPASSION	A
12	AMUSEMENT	A
13	INTEREST	B
14	SADNESS	A
15	DESIRE	D
16	SADNESS	A
17	POLITNESS	C
18	EMBRASSMENT	C
19	PAIN	C
20	LOVE	C

3.7 Procedure:

a) Actual Procedure of data Collection:-

The principals and lecturers of the various colleges were contacted and explained the purpose of data collection. Data collection schedule was prepared with their consent. Every student was asked to fill in the student's information sheet on the first page of each test which included the full name, gender, age, class, parents' occupation, caste, monthly income of parents, name of the college etc. The researcher confirmed that the students had filled in all the items of student's information correctly.

The researcher first administered the administered locus of control scale. In each test situation, students were asked to read carefully the instructions printed on the cover page of each test. When the students understood the instruction, students were asked to record their responses at the appropriate places. The test booklets were collected from the students, when they finished their work the investigator checked carefully that they had answered all the items of the test. The researcher was very careful to maintain the standard psychological testing situation, at the time of data collection.

After completion of tests, the experiment of identification of emotions from facial expressions was conducted on each student.

A) Precaution:

1. Name list of the emotions was not shown to the respondents.

First of all I will provide you a name list of 20 emotions. I will show you set of photographs one by one, which contains 20 different emotions. Observe the photographs carefully and neatly and recognize the emotions in photographs with the help of list of emotions which is already provided to you. It is compulsory to give the response to each photograph.

c) Actual conduct:

A list of emotions was provided then instructions were given to them, of the respondent in the result sheet and the scoring has been done. Responses of the respondents were recorded.

3.8 Statistical Techniques:-

In this research Two-way ANOVA, t-test, descriptive statistics and Graphical presentation of the two groups of mean used for analysis of the data.

In this way research are done, results given next chapter.