3.1 Introduction

The contribution of the research in the development of the human life is very important. The more man developed the more his requirements increased. These requirements had satisfied by new inventions of research and their practical use. To keep pace with the fast changing conditions of the world, the society and remain tanned with them researches are very necessary. For this even Government is trying in a big way. The Government is continuously trying these days to expand the scale of research.

It is the specialty of individuate that he is trying to under tend the environment preceding him. For this reason, he has to do research work. By which he can fulfill requirements non-scientific research doers waste the time and money. The use of the word research is amide in the context of scientific research. **J.W.Best**, writes: “More systematic and in depth use of the scientific method of the analysis.” only is research Best writes farther: “One person may be a scientist without doing any research but nobody can do research without being a scientist.”

The word research has derived from the French language word “Research” that means to see, to look, to investigate etc. The word research in English language is a made out of two words Re + Search. The meaning of which is to search again or to make inquiry about some event. One meaning of research is to search. Other meaning of research is to search repeatedly. Moreover, because of that it is said “to research is to search again.”
The main question here has done the research does select any problem or any event as the subject of his research. When there is no solution for some problem or question has found and so it creates anxiety, it becomes ready as the background of research and when also there is no anticipated results in some research at such times to do this scientific research becomes necessary. Research is not some simple process but it is complex and systematic procedure.

3.2 Statement of Problem

As per present conditions, the students having completed than studies, have to maintain their family – economic and social responsibilities and so they are in a constant tension full condition because of the increasing problems of the present times the quality of life in students has been less.

The condition of students is full of disappointment and anxiety. Many factors are responsible for this. I we lanai these factors we can control them so the project writer wants to know the Personality, Quality of Life and Suicide Tendency among the Students. For this purpose the project writer has decided to undertake a study to find out why Students show dies intercedes and disorientation and what way be the causes and uses of that.

The problem of the said study has been starts in words in this way.

“A Psychological Study of Personality, Quality of Life and Suicide Tendency in College Students”

3.3 Aims of the Study

The aims of the said research are as follows:

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1. To measure the Personality of the College Students.
2. To examine the effect of Personality in the context of Sex, Degree, Type of College, Residential area and Type of Family of the College Students.
3. To measure the Quality of Life the College Students.
4. To examine the effect of Quality of Life in the context of Sex, Degree, Type of College, Residential area and Type of Family of the College Students.
5. To measure Suicide Tendency in the College Students.
6. To examine the effect of Suicide Tendency in the context of Sex, Degree, Type of College, Residential area and Type of Family of the College Students.
7. To examine effect of the Quality of Life and Suicide Tendency in the context of the Personality of the College Students.
8. To examine the Co-relation of the Personality, Quality of Life and Suicide Tendency of the College Students.

3.4 Hypothesis of the research

The following hypothesis has done keeping in mind the aims of the said research.
1. No Significant difference has seen between the numerical data of the Personality in the context of the Sex of the College Students.
2. No Significant difference has seen between the numerical data of the Personality in the context of the Degree of the College Students.
3. No Significant difference has seen between the numerical data of the Personality in the context of the Type of College of the College Students.
4. There is no significant interactional effect between the numerical data of the Personality in the context of the Sex and Degree of the College Students.

5. There is no significant interactional effect between the numerical data of the Personality in the context of the Degree and Type of College of the College Students.

6. There is no significant interactional effect between the numerical data of the Personality in the context of the Sex and Type of College of the College Students.

7. There is no significant interactional effect between the numerical data of the Personality in the context of the Sex, Degree and Type of College of the College Students.

8. No Significant difference has been seen between the numerical data of the Personality in the context of the Residential area of the College Students.

9. No Significant difference has been seen between the numerical data of the Personality in the context of the Type of Family of the College Students.

10. No Significant difference has been seen between the numerical data of the Quality of Life in the context of the Sex of the College Students.

11. No Significant difference has been seen between the numerical data of the Quality of Life in the context of the Degree of the College Students.

12. No Significant difference has been seen between the numerical data of the Quality of Life in the context of the Type of College of the College Students.
13. There is no significant interactional effect between the numerical data of the Quality of Life in the context of the Sex and Degree of the College Students.

14. There is no significant interactional effect between the numerical data of the Quality of Life in the context of the Degree and Type of College of the College Students.

15. There is no significant interactional effect between the numerical data of the Quality of Life in the context of the Sex and Type of College of the College Students.

16. There is no significant interactional effect between the numerical data of the Quality of Life in the context of the Sex, Degree and Type of College of the College Students.

17. No Significant difference has been seen between the numerical data of the Quality of Life in the context of the Residential area of the College Students.

18. No Significant difference has been seen between the numerical data of the Quality of Life in the context of the Type of Family of the College Students.

19. No Significant difference has been seen between the numerical data of the Suicide Tendency in the context of the Sex of the College Students.

20. No Significant difference has been seen between the numerical data of the Suicide Tendency in the context of the Degree of the College Students.

21. No significant difference has been seen between the numerical data of the Suicide Tendency in the context of the Type of College of the College Students.
22. There is no significant interactional effect between the numerical data of the Suicide Tendency in the context of the Sex and Degree of the College Students.

23. There is no significant interactional effect between the numerical data of the Suicide Tendency in the context of the Degree and Type of College of the College Students.

24. There is no significant interactional effect between the numerical data of the Suicide Tendency in the context of the Sex and Type of College of the College Students.

25. There is no significant interactional effect between the numerical data of the Suicide Tendency in the context of the Sex, Degree and Type of College of the College Students.

26. No Significant difference has seen between the numerical data of the Suicide Tendency in the context of the Residential area of the College Students.

27. No Significant difference has seen between the numerical data of the Suicide Tendency in the context of the Type of Family of the College Students.

28. No Significant difference has seen between the numerical data of the Quality of Life in the context of the higher & medium level Personality of the College Students.

29. No Significant difference has seen between the numerical data of the Quality of Life in the context of the medium & law level Personality of the College Students.
30. No Significant difference has seen between the numerical data of the Quality of Life in the context of the higher & lower level Personality of the College Students.

31. No Significant difference has seen between the numerical data of the Suicidal Tendency in the context of the higher & medium level Personality of the College Students.

32. No Significant difference has seen between the numerical data of the Suicide Tendency in the context of the medium & law level Personality of the College Students.

33. No Significant difference has seen between the numerical data of the Suicide Tendency in the context of the higher & lower level Personality of the College Students.

34. No found Significant Co - relation has seen between the numerical data of the Introversion and Extroversion of the College Students.

35. No found Significant Co - relation has seen between the numerical data of the Introversion and Quality of Life of the College Students.

36. No found Significant Co - relation has seen between the numerical data of the Extroversion and Quality of Life of the College Students.

37. No found Significant Co - relation has seen between the numerical data of the Introversion and Suicidal Tendency of the College Students.

38. No found Significant Co - relation has seen between the numerical data of the Extroversion and Suicide Tendency of the College Students.

39. No found Significant Co - relation has seen between the numerical data of the Personality and Quality of Life of the College Students.

40. No found Significant Co - relation has seen between the numerical data of the Personality and Suicide Tendency of the College Students.
41. No found Significant Co-relation has seen between the numerical data of the Quality of Life and Suicide Tendency of the College Students.

3.3 Research Variables

The worldly meaning of Variables is to make Vary or to become varied changed. The Variation in the degree of Variable is a necessary characteristic of the Variable. Some Person, thing, event, some Characteristics, symptoms or condition said to be Variable. In which two things are seen the first one is that in which change in degree is possible and if can be measured. The other fact is gets affected or can affect the both.

3.3.1 What is Variables?

Several Psychiatrists have given the definition of Variable as under:

“Any measurable quality or characteristic of things, events or individuals is called Variable.”

**D.Ameto (1970)**

“Variable is such a characteristic in which there can be values of many types.”

**Postman & Egan (1966)**

- Variable is such that may have different values.
- Variable is that which varies. That which can vary is Variable.
- Variable is that Quality to which value can give.
- Any characteristic of Person, Team or Environment, which can change, recognized as Variable. For example age, sex, intellect, achievement, attitude, income etcetera are Variable.
3.3.2 Independent Variable

- Independent Variable = catalyst = activator
- Independent Variable is such unit, which has chosen, applied and measured by the researcher to decide the relation of the event under his observation.
- Independent Variable has called factor also. And its Variable are called the categories for example: There are two categories of the Gender variable: (1) Male (2) Female
- “In general an independent variable is any variable manipulated by ‘E’ either directly or through selection in order to determine its effects on a behavioural measure.”

In this research following are Independent Variable:
1. Sexuality
2. Degree
3. Type of College
4. Area of the Residence
5. Type of Family

3.3.3 Dependent Variable

- Dependent Variable = reaction = Production
- Dependent Variable is such unit that has observed and measures to examine the effect of the Independent Variable.
- By using, removing or making changes in the Independent Variable which ever unit gets cheated, removed or gets changed is called Dependent Variable.
- “A dependent variable is any behavioural variable measured by ‘E’ to assess the effect of a manipulated variable.”
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Here as Dependent Variable are:

1. Characteristics of the Personality
2. Quality of Life
3. Suicide Tendency

3.3.4 Controlled Variable

❖ Controlled Variable = Neutral Variable = That Variable which makes its ineffective.

❖ Controlled Variable is such one whose effect during the research is not only on the Independent Variable but also on the Dependent Variable but Researchers regulates them and because of that, it becomes ineffective or its effect becomes neutral.

❖ In this research for the demonstration of the research, the Students of graduation, post graduation and training taking Students of the Saurashtra University have selected.

❖ Impulsive intellect, mental tension and such other Variables have regulated.

❖ For demonstration, only those Students who knew to understand Gujarati language have selected.

❖ Only College Students have selected for the demonstration.

3.3.5 Variable Variant

❖ Variable Variant is such of special type of subsidiary Independent Variable that has selected to examine whether it makes any effect in the relation between main Independent Variable and Dependent Variable.

❖ In other worlds, it can examine whether the relation between Independent Variable and Dependent Variable changes because of the effect of the Variable Variant.

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Here Personality has taken as Variable Variant.

3.6 Population of the study

Population, which have called universal finding or complete calculation. This method studies each unit of the entire Population.

If we give definition for the Census method, we can say that when data has collected to know some unit of entire Population of some team, community or society then that is called Census Method.

In research to decide, the size of the Population is very important. Sample is a part of Population so for the researcher to know what is Population is highly necessary. It is difficult to take representative and meaningful sample. Here one has to use the statistical meaning in use. For this for the Population that has used in social research, they use word like statistical Population. In statistical terminology, Population means “the study done of some event of some field.”

Giving definition of Population P.V. Young (1966) tells that entire community out of which sample is selected that is called population or supply.

Main two type of Population as follows:

- Limited or restricted Population
- Unlimited or non-restricted Population

Limited Population Means such a Population whose members can count where as limitless Population has called such Population whose members cannot calculate. For example the number of the Talukas of Gujarat state is as example of limited Population but the number of fish in a river is an example of non-limited Population In Psychological and Academic researcher only limited Population is used.

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Moreover, there are four kinds of Population

- **Homogeneous Population**
  
  Such Population in which some characteristic or spatiality has commonly distributed or commonly found. Such Population has called homogeneous Population.

- **Real Population**
  
  When in some Population each unit is real and each unit. Exists physically then such Population is called real Population.

- **Hypothetic Population**
  
  When there is no physical existence of the each unit of some Population but only imagination of hypothesis has done about its existence then such Population has called hypothetic Population.

In this research work as Population, the Students of Saurashtra University had taken.

### 3.7 Selection of the Sample

The Researcher selected the sample for the Research the basic class of the persons out of which class the project writer selects the sample in his research. The basic class of that persons means universal. The projector starts his study work on the sample instead of the universal. The Projector has selected such a sample, which reflects the characteristics of the universal.

The sample used in the behavioural research has generally divided into two parts.

- **Possibility Sample**
  
  - Simple randomly sample
  - Categorized voluntary sample
Chapter – 3 Aims, Planning and Process of the Research

- Field or bunch sample
- Non- Possibility Sample
  - Decided part sample
  - Collateral or accidental sample
  - Intended sample

For the full ferment of the aims of the research which accommodates the characteristics of the universal and represents it and selected from such representative small part from which the information has collected. That has called sample.

To bring out aims of the study work and to judge the entire universal which ever small part of the universal was selected. This procedure of selection has called sample selection. Contained in this universal the graduation, post graduation and training taker students of the Saurashtra University selected, 300 Boys & 300 Girls. Out of 300 Boys 150 Professional Degree Students and 150 Non-Professional Degree Students. Out of 150 Professional Degree Students 50 from Government, 50 from Semi Government and 50 from Private Institution were selected on the randomly. In addition, the 300 Girls had selected in the same manner. Thus, as sample total 600 College Students were taken in.
Total 600 Students

3.8 Research Design

In social research, the background of the research design is very important. Before starting any research work its systematic planning has to be done. As before constructing a house its plan has to be made. Likewise, its blue print has to be prepared. Research planning is the foundation stone of research work. When any one research has undertaken to prove its aims, some research planning suitable to that has to be done. By research, planning how many independent variables of the research has to be taken. How many levels are there of these variables which methods have been used to control of the outer variables. Moreover, objectives selection of sample, variables, means to collect data, reliability and validity of that, which statistical technique should select. For all these pre thinking has to be done. The more the research does is careful in his planning the more validity and reliable results can be given by his research.

Research Design has called research guide. Research Design is a basic and distinct planning, mechanism and strategy of any research work.
The aim of the research work is to measure personality, Quality of Life and Suicide Tendency in College Students. So first 600 Students will selected as sample as per 2 x 2 x 3 factorial design. Here to measure the Personality Modaslay Personality Inventory this has transformed by Dr.D.J.Bhatt will used. To measure the Quality of Life essay by Dr.A.C.Maudgil, Dr.S.K.Varma, Kuldeep Kaur will use. To measure the Suicidal Tendency the scale formulated by Dr.D.J.Bhatt & R.G.Meghanathi will used.

To find out the effect of Personality over the Quality of Life and Suicidal Tendency and to know higher, medium and lower categories of the Personality. Q₁, Q₂ and Q₃ will found. On the basic of Q₁, Q₂ and Q₃ how much is the level of the Quality of Life and Suicidal Tendency of the Students.

Proper planning will have decided to find out the effect of the personal variables such as Sexuality, Degree, and Type of the College, Residential area and Type of Family over the Personality, Quality of Life and the Suicide Tendency. Keeping in mind the statistical demise of this the study will have done mainly in five parts.

**Part – 1**

First 2 x 2 x 3 factorial design will have used to find out the information of Sexuality, Degree and Type of the College over the Personality. Hypothesis no.1 to 7 will be checked by that ‘F’- value, as per factorial design.

Independent Variables of ‘F’- value for the Personality of the College Students and its categories.
## Chapter – 3  Aims, Planning and Process of the Research

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Independent Variable</th>
<th>The categories of the Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sexuality</td>
<td>Male</td>
<td>Personality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Degree</td>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Professional</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Type of College</td>
<td>Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semi Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private</td>
<td></td>
</tr>
</tbody>
</table>

Moreover, ‘t’- test will be used to check out effects of Residential area and Type of Family ever the Personality and hypothesis no. 8, 9 will be checked by that.

Independent Variables and its categories of ‘t’- value for the Personality of the College Students.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Independent Variable</th>
<th>The categories of the Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Residential area</td>
<td>Rural</td>
<td>Personality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Type of Family</td>
<td>Join</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nuclear</td>
<td></td>
</tr>
</tbody>
</table>
Part – 2

‘F’ – test will be used, in the part – 2, to find out the effect of Sexuality, Degree and Type of College over the Quality of Life. Moreover, Hypothesis no. 10 to 16 will have checked by that.

Independent Variables and its categories of ‘F’- value for the Quality of Life of the College Students.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Independent Variable</th>
<th>The categories of the Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sexuality</td>
<td>Male</td>
<td>Quality of Life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Degree</td>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non- Professional</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Type of College</td>
<td>Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Semi Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Private</td>
<td></td>
</tr>
</tbody>
</table>

Moreover ‘t’- test will be used to find out influence of Residential area and Type of Family over the Quality of Life. Moreover, hypothesis no. 17, 18 will be checked by that.

Independent Variables and its categories of ‘t’- value for the Quality of Life of the College Students.
### Part – 3

In part – 3, ‘F’ – test will have used to find out the influence of Sexuality, Degree and Type of College over the Suicide Tendency. Moreover, Hypothesis no. 19 to 25 will have checked by that.

Independent Variables and its categories of ‘F’- value for the Suicide Tendency of the College Students.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Independent Variable</th>
<th>The categories of the Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Residential area</td>
<td>Rural, Urban</td>
<td>Quality of Life</td>
</tr>
<tr>
<td>2</td>
<td>Type of Family</td>
<td>Join, Nuclear</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sexuality</td>
<td>Male, Female</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Degree</td>
<td>Professional, Non-Professional</td>
<td>Suicide Tendency</td>
</tr>
<tr>
<td>5</td>
<td>Type of College</td>
<td>Government, Semi Government, Private</td>
<td></td>
</tr>
</tbody>
</table>
Moreover ‘t’- test will be used to find out influence of Residential area and Type of Family over the Suicide Tendency. Moreover, hypothesis no. 26, 27 will be checked by that.

Independent Variables and its categories of ‘t’- value for the Suicidal Tendency of the College Students.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Independent Variable</th>
<th>The categories of the Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Residential area</td>
<td>Rural, Urban</td>
<td>Suicide Tendency</td>
</tr>
<tr>
<td>2</td>
<td>Type of Family</td>
<td>Join, Nuclear</td>
<td></td>
</tr>
</tbody>
</table>

Part – 4

In part – 4, first of all the categories of personality will be decided. ‘t’ – test will be used to find out the influence over the Quality of Life of the Students holding higher, medium and lower Personality. Moreover, Hypothesis no.28, 29, 30 will be checked by that.

Independent Variables (Personality) and its categories of ‘t’- value for the Quality of Life of the College Students.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Independent Variable</th>
<th>The categories of the Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personality</td>
<td>Higher, Medium, Lower</td>
<td>Quality of Life</td>
</tr>
</tbody>
</table>

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Moreover, ‘t’ – test will be used to find out the influence over the Suicide Tendency of the Students having higher, medium and lower Personality. In addition, Hypothesis no. 31, 32, 33 will have checked by that.

Independent Variables (Personality) and its categories of ‘t’-value for the Suicide Tendency of the College Students.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Independent Variable</th>
<th>The categories of the Independent Variable</th>
<th>Dependent Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personality</td>
<td>Higher</td>
<td>Suicide Tendency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lower</td>
<td></td>
</tr>
</tbody>
</table>

**Part – 5**

In a part Karl Pearson ‘r’ will have used to find out what type and how much Co-, relation is there between Personality, Quality of Life and Suicide Tendency. Hypothesis no. 34 to 41 will have checked out by that.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>N</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>600</td>
<td>Introversion</td>
</tr>
<tr>
<td>2</td>
<td>600</td>
<td>Extroversion</td>
</tr>
<tr>
<td>3</td>
<td>600</td>
<td>Personality</td>
</tr>
<tr>
<td>4</td>
<td>600</td>
<td>Quality of Life</td>
</tr>
<tr>
<td>5</td>
<td>600</td>
<td>Suicide Tendency</td>
</tr>
</tbody>
</table>
3.9 Tools for collecting the data

Different type of tools is required to collect data in any research work. The research does select proper tools to do research work speedily and in the best manner. Every medium provides special data. Moreover, sometimes the use of more than one medium is needed, suitable to the problem of the research work.

In the present research, following tools has used.

3.9.1 Personal data Sheet:

Some personal data of the experimental person, taken in as research sample has proved highly usefully for the research work. The personal data sheet was prepared to culled personal data from the College Students by the data sheet the data had collected regarding Sex, Degree, Type of College, Residential area and Type of Family of the Students.

3.9.2 Modaslay Personality Inventory:

To measure the Personality of the College Students translated Personality Inventory by Dr.D.J.Bhatt and Paghdal Chetana was use.

In this research, there are 48 statements. Against the statement, optional reactions like yes or no are given. There are two types of this research Inventory. Introversion scales statements are 2, 3, 6, 7, 10, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47. While Extroversion scales statements 1, 4, 5, 8, 9, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48. Yes or No are counted as true answers ‘2’ marks are given for each right answer and total of those marks are said to be the numerical data of the Personality of the answer given.
Aims, Planning and Process of the Research

➢ Reliability and Validity:

Judged by Reliability logical quality method of MPI reliability figure is 0.99, judged by half division method (Spearman Brown formula) reliability figure 0.92 and judged by test – retest method the reliability figure seen to be 0.94.

3.9.3 PGI Quality of Life Scale
(By Dr.A.C.Maudgil, Dr.S.K.Varma and Kuldeep Kaur)

In this Questionnaire, there are total 26 statements. Answer each statement there are five options: (not at all, little bit, somewhat, many times and too much). In which if there is ( √ ) in the first option 1 marks is given, if ( √ ) in the second option 2 marks are given, if ( √ ) in the third option 3 marks are given, if ( √ ) in the fourth option 4 marks are given and if ( √ ) in the fifth option 5 marks are given. In this questionnaire, the minimum score can be 26 and maximum score can be 130.

➢ Reliability:

The inter–rater reliability figure of this questionnaire is seen 0.89, inter – scorer reliability figure is seen 0.99, test- retest reliability figure is seen as 0.79. In which the researcher had kept one wean time. Half division reliability figure sees as 0.72.

➢ Validity:

To certify the Quality of Life scale the researcher has studied 100 adults’ persons. In that person of 20 to 60 year age, Education, Income (Rs 150 to 10500) etcetera Variables were use. Each Variable sees real at 0.01 levels. Therefore, reliability of this scale seems to be high.

3.9.4 Suicidal Tendency Scale
(Made by Dr.D.J.Bhatt and Dr.R.G.Meghnathi)
S.T.S. Scoring method

Suicidal Tendency Scale has presented in a simple and understandable style. Moreover, 40 data were accommodating in that. Moreover, marks are giving to these 40 data by four options.

In this scale, scoring is as per the four divisions. In each division, minimum 10 score and maximum 40 score is available. In this scoring the more the score the more is the Suicidal Tendency. In addition, the less the score the less is the Suicidal Tendency. It interpreted this way. In this way in all the divisions minimum score 40 and maximum score 160 is available.

S.T.S. Norms

In the Suicidal Tendency Scale at primary stage, 80 details selected. For this 140 sample selected. In 70 Students from 11th standard to T.Y.B.A. having different subjects were of taken. 40 Students with narrow-minded mentality were taken, 20 students having physical inability were taken, and 10 Students who had tried Suicide were taken. In this way, total 140 samples taken. For the analysis of the data and scoring of subjects, scoring key and merit list was prepared. Moreover, it divided in two groups. In which one is upper level group (27 %) which indicates high score and lower level group (27 %) which indicates low score. Here in this process of the medium group no description has seen.

At last, four parts made in the Suicidal Tendency and against the each part, 10 statements selected. Moreover, that is as per the division result of the D.V. and D.I. Here those selected 40 statement indicates S.D. of D.V. & D.I.
S.T.S. Reliability

To decide the reliability rate of this scale, 160 rural and urban men and women of Surendranagar in the age group of 16 to 30 years were taken in. By the method of odd–even half division reliability found out. Moreover, its Co-relation has seen as 0.92, which indicates high reliability rate.

In this scale to achieve reliability through test–retest method next time 80 sample were selected and the Co-relation of this reliability has been seen as 0.83.

➢ S.T.S. Validity

The Validity of this scale had obtained by the distinct characteristic. For the Validity of this scale, normal (N=40) and abnormal (N=40), two groups were made. In the abnormal group, such patients who have tried to commit Suicide and other such patients who are identified as abnormal person by the Psychiatrists. In all these persons, the level of the Suicidal Tendency has found more the person of normal group.

To find out the difference between these two groups ‘T’ test has used. Here the difference between these two groups has observed as significant. (‘T’ ratio found 0.01) Compared to normal group in abnormal group more Suicidal Tendency has found.

Thus, to prove the standard of S.T.S., this scale was prepared in Gujarati language for the Gujarati speaking People.

3.10 Collection of the Data

The research person used the Inventory over the sample persons, to check the aim based questions in the present research study. The information had taken in person face to face. First pre permission had
taken from different institutions for the selected sample Students. In addition, the Research Person took information from them at their convenient time.

The Researcher is full time Study. Therefore, during the year 2011 – 12, from August 2011 to November at different times and at convenient time of the institution the Researcher completed his information collection work.

The selection of the sample of Students had done by voluntarily method. The information data had collected at two stages. The information had taken from the Students in the first term and second term. The information data had collected from total 600 Students.

3.11 The process of the data analysis

1. ‘F’ test (ANOVA)

First Fisher gave the method of variance analysis. This variance analysis used to know the meaningful difference between the mean of the three or more groups. Which known as F – test also. The difference among different groups and the difference among the score of certain variables are known as Variance normally how much Variance right Variance, that means the real difference is counted, which is because of some circus stances or method. Moreover, to know this real difference Variance Analysis Proposition utilized.

The methods of Variance Analysis are as follows:

- One way ANOVAs
- Two way ANOVAs
- Three way ANOVAs
- Factorial Analysis
In the present research to find out the influence of Sex, Degree and Type of College over the Personality, Quality of Life and Suicidal Tendency the factorial design had used. In addition, by that hypothesis no. 1 to 7, 10 to 16 and 19 to 25 had examined.

2. ‘t’ ratio method

When as per universality the measure of the deviation is unknown, and the calculation is to be done on the basis of Standard deviation of sample, the ‘t’ ratio method is used to know the difference available between two groups does exist in the universal or not? That is decided. In most research, work average found out. And to check the meaningfulness of such average ‘t’ test is used more and more.

In the present research work to check the influence over the Personality, Quality of Life and Suicide Tendency of Residential area, Type of Family and the category of the Personality like higher and medium, medium and lower, higher and lower the ‘T’ test had been used. Moreover, the hypothesis no. 8, 9, 17, 18, 26, 27 had examined 28 to 33.

Formula:

\[
\text{Mean} = \frac{\sum f x}{N}, \quad \text{SEM}_1 = \sqrt{\frac{SD_1}{N_1}}, \quad \text{SEM}_2 = \sqrt{\frac{SD_1}{N_1}}
\]

\[
\text{S.D.} = \sqrt{\frac{\sum f x^2}{N} - \frac{(\sum f x)^2}{N}}
\]

\[
\text{SED} = \sqrt{\text{SEM}_1 + \text{SEM}_2}, \quad T = \frac{M_1 - M_2}{\text{SED}}
\]

3. Quadrant

In the present research work to deice the level of the Personality of the College Students, Statistical method had adopted.

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Accordingly, that by counting Quadrant as per $Q_1$, $Q_2$ and $Q_3$ the groups having higher, medium and lower Personality had formulated.

Formula:

\[
Q_1 = \frac{N}{4} \quad \quad Q_2 = \frac{2N}{4} \quad \quad Q_3 = \frac{3N}{4}
\]

4. Co-relation Technique

Formula:

\[
C_X = \frac{\sum f x}{N} \quad \quad C_Y = \frac{\sum f y}{N} \\
\delta_X = \sqrt{\frac{\sum x^2}{N} - (C_X)^2} \quad \quad \delta_Y = \sqrt{\frac{\sum y^2}{N} - (C_Y)^2} \\
r = \frac{\sum xy}{N} - C_X \cdot C_Y
\]

5. L.S.D. (Least of Significant Difference)

L.S.D. used to examine significant between the mean of variables of the same numerical data.

In the research work, L.S.D. had used to check significant of the difference between the mean of interaction and mean of Gender, Degree and Type of College variables Personality, Quality of Life and Suicide Tendency.

Formula:

\[
0.05 = 1.96 \times \sqrt{\frac{2WM_{SS}}{N}} \\
0.01 = 2.58 \times \sqrt{\frac{2WM_{SS}}{N}}
\]