CHAPTER-III
DESIGN AND
METHODOLOGY
CHAPTER-III

DESIGN AND METHODOLOGY

Design

The present investigation was designed to study the general health in relation to personality and emotional intelligence among adolescents. In this study general health was a dependent variable and personality and emotional intelligence were independent variable. Measures of general health, personality and emotional intelligence were administered to 200 adolescent engineering students. The data were analyzed by calculating coefficient of correlation. Correlational research strategy involves measuring two variables for each individual in order to evaluate the relationship between the two variables. There is a systematic variance in the dependent variable measures due to the correlation between the groups in some variable related to the dependent variable. This correlation and its concomitant variance can be introduced into the measures and the design in three ways: (i) Use the same units, for example, subjects in each of the experimental groups, (ii) Match units on one or more independent variable that are related to the dependent variable, and (iii) use more than one group of units like classes and schools in the design. Mainly, these variables are measured as they exist naturally, with no attempt to manipulate or control them. Stepwise multiple regression was done to identify role of personality and emotional intelligence on adolescent health.

Sample

For the present study, a sample of 200 engineering students (100 male and 100 female) who voluntarily participated in the study was selected from Jind Institute of Engineering and Technology (Jind) and Indus Institute of Engineering and Technology (Kinana), Jind city of Haryana on the basis of their availability. The selected sample consisted of the respondents from various departments like – Electronics, Computer Science and Mechanical etc. The age range of the sample was 18 to 21 years.
Tools

1. The General Health Questionnaire

Goldberg (1979) introduced the General Health Questionnaire (GHQ). It has been translated into 38 different languages, testament to the validity and reliability of the questionnaire and assessments of psychological well-being can be useful in understanding various sources of distress for workers, as well as any predisposing factors. It is recommended that results of such assessments not be used in isolation, but rather in combination with other information which is indicative of distress or psychological problems such as sickness absence, poor productivity or increased turnover. Possibly, the most common assessment of mental well-being is the GHQ. Developed as a screening tool to detect those likely to have or be at risk of developing psychiatric disorders, it is a measure of the common mental health problems/domains of depression, anxiety, somatic symptoms and social withdrawal. Available in a variety of versions using 12, 28, 30 or 60 items, the 28-item version is used most widely. This is not only because of time considerations but also because the GHQ28 has been used most widely in other working populations, allowing for more valid comparisons. Reliability coefficients ranged from 0.78 to 0.95 in various studies.

2. Eysenck Personality Questionnaire (EPQ)

It was developed by Thakur and Thakur (1973) to measure personality. It consists of 100 items. It is Indian and Hindi version of Eysenck Personality Questionnaire developed by Eysenck and Eysenck (1975). Four dimensions of personality are included in the test, i.e., Psychoticism, Extraversion, Neuroticism and Lie Scale

There were two options and the subjects have to put a tick mark on the appropriate option i.e. ‘YES’ or ‘NO’. There was no time limit. The scoring was done with the help of scoring key of the manual. The test-retest reliability can be shown by the following table-

<table>
<thead>
<tr>
<th>Groups</th>
<th>Psychoticism</th>
<th>Extraversion</th>
<th>Neuroticism</th>
<th>Lie scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>.72</td>
<td>.83</td>
<td>.89</td>
<td>.74</td>
</tr>
<tr>
<td>Females</td>
<td>.77</td>
<td>.82</td>
<td>.88</td>
<td>.73</td>
</tr>
</tbody>
</table>
3. Mangal Emotional Intelligence Inventory

Mangal Emotional Intelligence Inventory was developed by Mangal and Mangal (1971). This inventory was designed for use with Hindi and English knowing 16 + years age of schools, college and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas or aspects of emotional intelligence namely, intra-personal awareness (knowing about one’s own emotions), inter-personal awareness (knowing about others emotions), intra-personal management (managing one’s emotions) and inter-personal management (managing others emotions). It has 100 items, 25 each from the four areas to be answered as ‘yes’ or ‘no’. While constructing items for each of these areas due care was taken to make use of the simple language and provide well-defined purposeful statements to the respondents for the assessment of their emotional intelligence. The reliability split half reliability coefficient is .89 and K-R formula (20) reliability coefficient is .90 and test-retest reliability coefficient is .92 as reported by manual.

PROCEDURE:

The present investigation was conducted to study general health in relation to personality and emotional intelligence amongst adolescents engineering students. General Health (Hindi version), Eysenck Personality Questionnaire and Mangal Emotional Intelligence Inventory were used and administration to all the 200 identified participants (male n=100 and female n= 100) of 18 to 21 years age groups. The test was administered individually by approaching them at their respective working/ living places. Researcher introduced herself as M.Phil student of Deptt. Of Psychology, M.D.University, Rohtak and purpose of research was explained to the every respondent before requesting him/ her to provide information. The participants were told in advance about the possible time/ day involved in the study. The procedure/ instruction of testing were strictly according to the manual of the test and the same were explained at the time of administration. The entire group of the test was paper- pencil test and instructions for each part of the test were provided separately in the parts of the test.

When the participants was (were) comfortable and ready for testing the following general instructions were given to subject(s), “I am going to give you a set of Performa. Before beginning, enter your gender, age, background and education on the top of the Performa
This set is divided into three parts contains a number of statements that people use to describe their feelings and behavior; Please note that each has different direction. Carefully read the directions for each before recording your responses.

There are no rights or wrong answers. In responding to each statement, give the answer that describes you best. DO YOU ERASE! If you need to change your answer; mark an “X’ through the incorrect response and then fill in the correct one”.

After giving the general instructions regarding the testing the selected test was administered after ensuring that the subject(s) has (have) understood the method of reply. After the completion of administration the test was taken back and it was ensured that the subject(s) had (had) responded each item and in correct way.

Data of all the participants were collected by applying the same procedure. Generally one subject took about 60 minutes to complete these tests. After the data collection was over, the tests were scored as per the scoring pattern prescribed by their authors and or manuals. The obtained data were subjected to statistical analysis using SPSS software. Pearson coefficient of correlation was calculated for examining the relationship of general health with personality and emotional intelligence and to identify the role of personality and emotional intelligence in determining general health stepwise multiple regression was used.

We may now pass on to the next Chapter-IV dealing with the results and discussion.