CHAPTER – 3

RESEARCH DESIGN, PROCEDURE
AND ANALYSIS METHOD
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CHAPTER – 3

RESEARCH DESIGN, PROCEDURE AND ANALYSIS METHOD

3.1 INTRODUCTION:-

Any research can be started with curiosities and question about a given phenomenon or a set of phenomena. Systematics attempts are made to explore, analyses and understanding the issues under question through suitable conceptual as well as methodological tools. The process of inquiry and the analytical tools are to a great extent relative to the specific domain of concern, and the conceptual methodological and pragmatic goals of the research.

No research worth the name can be undertaken without some previous planning. The research design is required to get the picture of the process of dealing with problem on hand. It gives an idea about the sampling, the tool of the data collection, the tabulation method and the statistical analysis of the results. In other words it is an answer of the procedure of finding the solution of research problems. It is a detailed plan that show how the problem is tackled, how the research is to be conducted, what variables are taken into account and how the results are analyzed. JEHODA describes the research design as the way of collecting the data concerning the problem, arranging it and analyzing it in a scientific manner. Accordance to these features the design of the present problem was formulated.

In this chapter the researcher focuses on the method in which the research in question was investigated. It provides insight into the research design, data gathering instruments used and statistical techniques.

3.2 STATEMENT OF PROBLEM:-

She has framed the topic of her research in the following words:

“A PSYCHOLOGICAL STUDY OF OBESITY LEVEL (CONDITION) ACADEMIC STRESS AND SELF ANALYSIS OF OBESE ADOLESCENTS STUDENTS.”
The aim of the present research is to study and compare various dimensions of Obesity Level (Condition) related Academic Stress and Self Analysis of adolescents students.

3.3 OBJECTIVES OF STUDY:-

1. To study effect of the gender (boys and girls) on the Obesity level (Condition) of the obese adolescents students.

2. To find out the impact of obese level (high and low) on the Obesity level (Condition) of the obese adolescents students.

3. To examine the effect of education level (secondary, higher secondary and college) on the Obesity level (Condition) of the obese adolescents students.

4. To study interaction effect of the gender and obese level on the Obesity level (Condition) of the obese adolescents students.

5. To study interaction effect of the gender and education level on the Obesity level (Condition) of the obese adolescents students.

6. To study interaction effect of the obese level and education level on the Obesity level (Condition) of the obese adolescents students.

7. To study interaction effect of the gender, obese level and education level on the Obesity level (Condition) of the obese adolescents students.

8. To study effect of the gender (boys and girls) on the Academic stress of the obese adolescents students.

9. To find out the impact of obese level (high and low) on the Academic stress of the obese adolescents students.

10. To examine the effect of education level (secondary, higher secondary and college) on the Academic stress of the obese adolescents students.

11. To study interaction effect of the gender and obese level on the Academic stress of the obese adolescents students.

12. To study interaction effect of the gender and education level on the Academic stress of the obese adolescents students.

13. To study interaction effect of the obese level and education level on the Academic stress of the obese adolescents students.
14 To study interaction effect of the gender, obese level and education level on the academic stress of the obese adolescents students.
15 To study effect of the gender (boys and girls) on the Self analysis of the obese adolescents students.
16 To find out the impact of obese level (high and low) on the Self analysis of the obese adolescents students.
17 To examine the effect of education level (secondary, higher secondary and college) on the Self analysis of the obese adolescents students.
18 To study interaction effect of the gender and obese level on the self analysis of the obese adolescents students.
19 To study interaction effect of the gender and education level on the self analysis of the obese adolescents students.
20 To study interaction effect of the obese level and education level on the self analysis of the obese adolescents students.
21 To study interaction effect of the gender, obese level and education level on the self of the obese adolescents students.
22 To examine the co- relation between the obesity level (Condition) Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level boys of the secondary standard.
23 To examine the co- relation between the Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level boys of the higher secondary standard.
24 To examine the co- relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level boys of the college standard.
25 To examine the co- relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level boys of the secondary standard.
26 To examine the co- relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic
stress and Self analysis with regards to the group of obese adolescents students of low level boys of the higher secondary standard.

27 To examine the co-relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level boys of the college standard.

28 To examine the co-relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level girls of the secondary standard.

29 To examine the co-relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level girls of the higher secondary standard.

30 To examine the co-relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level girls of the college standard.

31 To examine the co-relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level girls of the secondary standard.

32 To examine the co-relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level girls of the higher secondary standard.

33 To examine the co-relation between the obesity level (Condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level girls of the college standard.
3.4 HYPOTHESES:

1. There will be no significant difference between boys and girls obese adolescents students with regards to various component of Obesity level (Condition) such as Emotional level, Social adjustment, Educational adjustment, Life development and Family adjustment.

2. There will be no significant difference between high level and low level obese adolescents students with regards to various component of Obesity level (Condition) such as Emotional level, Social adjustment, Educational adjustment, Life development and Family adjustment.

3. There will be no significant difference between secondary, higher secondary and college obese adolescents students with regards to various component of Obesity level (Condition) such as Emotional level, Social adjustment, Educational adjustment, Life development and Family adjustment.

4. There will be no significant interaction effect between gender and obese level of obese adolescents students with regards to various component of Obesity level (Condition) such as Emotional level, Social adjustment, Educational adjustment, Life development and Family adjustment.

5. There will be no significant interaction effect between gender and education level of obese adolescents students with regards to various component of Obesity level (Condition) such as Emotional level, Social adjustment, Educational adjustment, Life development and Family adjustment.

6. There will be no significant interaction effect between obese level and education level of obese adolescents students with regards to various component of Obesity level (Condition) such as Emotional level, Social adjustment, Educational adjustment, Life development and Family adjustment.

7. There will be no significant interaction effect among gender, obese level and education level of obese adolescents students with regards to various component of Obesity level (Condition) such as Emotional level, Social adjustment, Educational adjustment, Life development and Family adjustment.

8. There will be no significant difference between boys and girls of obese adolescents students with regards to Academic stress.

9. There will be no significant difference between obese adolescents students of high level and low level with regards to Academic stress.
10. There will be no significant difference between obese adolescents students of secondary, higher secondary and college with regards to Academic stress.

11. There will be no significant interaction effect between gender and obese level of the obese adolescents students with regards to Academic stress.

12. There will be no significant interaction effect between gender and education level of the obese adolescents students with regards to Academic stress.

13. There will be no significant interaction effect between obese level and education level of the obese adolescents students with regards to Academic stress.

14. There will be no significant interaction effect among gender, obese level and education level of the obese adolescents students with regards to Academic stress.

15. There will be no significant difference between boys and girls of obese adolescents students with regards to Self analysis.

16. There will be no significant difference between obese adolescents students of high level and low level with regards to Self analysis.

17. There will be no significant difference between obese adolescents students of secondary, higher secondary and college with regards to Self analysis.

18. There will be no significant interaction effect between gender and obese level of the obese adolescents students with regards to Self analysis.

19. There will be no significant interaction effect between gender and education level of the obese adolescents students with regards to Self analysis.

20. There will be no significant interaction effect between obese level and education level of the obese adolescents students with regards to Self analysis.

21. There will be no significant interaction effect among gender, obese level and education level of the obese adolescents students with regards to Self analysis.

22. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level boys of the secondary standard.

23. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level boys of the higher secondary standard.
24. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level boys of the college standard.

25. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level boys of the secondary standard.

26. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level boys of the higher secondary standard.

27. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level boys of the college standard.

28. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level girls of the secondary standard.

29. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level girls of the higher secondary standard.

30. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of high level girls of the college standard.

31. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level girls of the secondary standard.

32. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level girls of the secondary standard.
stress and Self analysis with regards to the group of obese adolescents students of low level girls of the higher secondary standard.

33. There will be no significant correlation between Obesity level (condition) and Academic stress, Obesity level (condition) and Self analysis and Academic stress and Self analysis with regards to the group of obese adolescents students of low level girls of the college standard.

3.5 SAMPLE:

In present research obese adolescents students of different category were select randomly from various schools and colleges. Total sample was consisted of 720 obese adolescents students. Total sample is categorized as under:

<table>
<thead>
<tr>
<th>Sample Distribution</th>
<th>A1 Boys</th>
<th>A2 Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B1High</td>
<td>B2Low</td>
</tr>
<tr>
<td><strong>C1 Secondary</strong></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>C2 Higher Secondary</strong></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>C3 College</strong></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>180</td>
<td>180</td>
</tr>
</tbody>
</table>
Bifurcation of groups is as under:

A_1 Boys adolescents students.   B_1 High Obese students.

A_2 Girls adolescents students.   B_2 Low Obese students.

C_1 Secondary students.

C_2 Higher secondary students.

C_3 College students.

3.6 VARIABLES OF THE STUDY

1. VARIABLES:

   Independent Variables:

   1. Gender
      - Boys
      - Girls

   2. Obese level
      - High level
      - Low level

   3. Education level
      - Secondary
      - Higher secondary
      - College
Dependent Variables:

1. Obesity level (Condition)
   - Emotional level
   - Social adjustment
   - Educational adjustment
   - Life development
   - Family adjustment

2. Academic stress

3. Self analysis

Scores of various dimensions of Obesity Level (Condition) Academic Stress and Self Analysis will be taken as dependent variables.

Table – 3.6

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Variable</th>
<th>Types of Variable</th>
<th>Number of Level</th>
<th>Name of Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sex</td>
<td>independent</td>
<td>2</td>
<td>Boy/Girl</td>
</tr>
<tr>
<td>2</td>
<td>Obese level</td>
<td>Independent</td>
<td>2</td>
<td>High/low</td>
</tr>
<tr>
<td>3</td>
<td>Level of Education</td>
<td>independent</td>
<td>3</td>
<td>Secondary/higher secondary/college</td>
</tr>
<tr>
<td>4</td>
<td>Obesity Level (Condition)</td>
<td>Dependent variable</td>
<td>-</td>
<td>Scores of Obesity Level (Condition)</td>
</tr>
<tr>
<td>5</td>
<td>Academic Stress</td>
<td>Dependent variable</td>
<td>-</td>
<td>Scores of Academic Stress</td>
</tr>
<tr>
<td>6</td>
<td>Self Analysis</td>
<td>Dependent variable</td>
<td>-</td>
<td>Scores of Self Analysis</td>
</tr>
</tbody>
</table>
3.7 TOOLS:

An analysis of the different standardized tests for students was done so that an appropriate test can be selected. From that analysis the researcher has selected three well established tests and prepared a personal data sheet to suit the requirement of inquiry. Thus following four types of tools were utilized and a composite booklet was prepared.

(1) Personal data sheet (PDS)
(2) Obesity Level (Condition) Questionnaire (OLQ)
(3) Academic Stress inventory (ASI)
(4) Self Analysis scale (SAS)

(1) THE PERSONAL DATA SHEET (PDS):

Personal data sheet consists of fifteen items. They provide valuable information about the college students. Basically the personal data sheet is prepared on the grounds of overall objectives of the study. So it contains essentially the independent variables which the researcher was expected to study. In all it refers to 03 major independent variables and four items refers to minor independent variables. The data from in PDS are to be used in the analysis of the scores obtained by the answers given by the different tests.

(2) OBESITY LEVEL (CONDITION) QUESTIONNAIRE (OLQ):

To measure different obesity level (Condition) questionnaire is developed by investigator ( Jasnanti Chitroda ) and the supervisor of the present investigation (Dr. B. D. Dhila) was used. Obesity level (Condition) questionnaire includes 25 items forming five patterns of Obesity level (Condition) questionnaire, emotional level, social adjustment, educational adjustment, life development and family adjustment autonomy Obesity level (Condition) questionnaire reflected in each item using a 3 – point scale. It is Obesity level (Condition) test for obese adolescent students. The test retest reliability of the scale was found to be 0.68 and validity 0.63
(1) **Emotional level**

Emotion is the most important than intelligent but emotion adjustment is very hard to a person from the birth of the child to the end of the life each and every step man has to adjust his/her fillings with family members, members of society. So, it is called emotional adjustment.

(2) **Social adjustment**

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology “getting along with the members of society as best one can” is called adjustment. A person is born, brought up, developed in society. So he/she has to adjust to society. So it is called social adjustment.

(3) **Educational adjustment**

An education adjustment is something that the school does specifically to help a child to learn, for the purposes of the Education adjustment program, the school records, a sample of adjustments they are making for the child in the following areas on an EAP profile.

- **Curriculum**
- **Communication**
- **Social participation / Emotional well being.**
- **Health and personal / Care.**
- **Safety**
- **Learning environment / access.**

In these steps a person has to adjust. So it is called Educational adjustment.
(4) Life development

It is very hard to define of the life development every man has / his life development is differ. A persons wants more money or educational development or Social development or religions development. So life is going on but goal of life development is differ to a person.

(5) Family Adjustment

Family adjustment refers to the process undergone in many steps a profound stress or such as an illness, disability or injury occurs within the family system. In this way a child born brought and developed with the person and family members. So, it is called family adjustment.

Scoring key

There are five factors and the scoring Key changes for each factors therefore, the user of this inventory should be careful as to which Key should be employed for a particular factor.

(1) Emotional level

<table>
<thead>
<tr>
<th>Item No.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

(2) Social adjustment

<table>
<thead>
<tr>
<th>Item No</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
(3) Educational adjustment

<table>
<thead>
<tr>
<th>Item No</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

(4) Life development

<table>
<thead>
<tr>
<th>Item No</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

(5) Family adjustment

<table>
<thead>
<tr>
<th>Item No</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**SCORING TECHNIQUE :**

The following scoring procedure is presented in the manual. For each positive item answered ‘YES’ is to be given one marks, where as for each positive item answered ‘NO’ is to be given three mark, and for each positive items answered uncertain, two marks is to be assigned. On the contrary for each negative item the scoring system is opposite, that means the three who answers the same as ‘uncertain’ gets two while those who answer the negative item as ‘NO’ gets one marks and those who answer the negative item as ‘YES’ gets three mark.

Therefore the range of scores for the total inventory is from minimum marks twenty five (25) maximum marks to seventy five (75).
There was a mixture of positive and negative statements, and so the direction of the scoring was changed accordingly. The scoring was done on the following lines:

<table>
<thead>
<tr>
<th>Factors</th>
<th>Positive statements</th>
<th>Negative statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Emotional level</td>
<td>1,2</td>
<td>3,4,5</td>
</tr>
<tr>
<td>(2) Social adjustment</td>
<td>9</td>
<td>6,7,8,10</td>
</tr>
<tr>
<td>(3) Educational adjustment</td>
<td>13,14,15</td>
<td>11,12</td>
</tr>
<tr>
<td>(4) Life development</td>
<td>16,18</td>
<td>17,19,20</td>
</tr>
<tr>
<td>(5) Family adjustment</td>
<td>21,23,24</td>
<td>22,25</td>
</tr>
</tbody>
</table>

(3) ACADEMIC STRESS:

This scale was developed by Dr. Alkaben Mankad and Harsha Kasadriya in 2004. In the pilot study, 100 statements dealing with the mental stress students are experiencing during their study were prepared. At the end, 50 statements were selected. For the selection of the statements, the help of experts like psychologists, educationalists, professors, and principals of the schools was taken. The discussion with students was done. Thus, the final form of the scale was decided.

The statements were of two kinds. Positive in meaning and negative in meaning. The statements No. 1,2,4,5,6,7 and no from 8 to 28,31,32,34,36,37, 38,41,43,44,45,47,48,49,50 were positive statements. While 3,6,14,29,30,33, 39,40,42,46 were negative.

The score was given on the basis of the response given to the category of ‘YES’, ‘SOMETIMES’, ‘NO’. 3 for YES 2 for SOMETIME and 1 for NO. The high score was indicating more stress and low score was showing the less stress.

The Reliability.

The Test – Retest Reliability was 0.86 According to Spearmen – Brown formula, the reliability was 0.79.
The validity.

To decide the Validity of the scale NRT 2000 programmed was used, which showed the Validity as 0.54

Thus, the Reliability and the Validity of its Academic Stress Scale is satisfactory.

In the present research, thus this scale was very suitable and was useful in measuring the stress of the students with obesity. The scores of the stress of obese students belonging to different groups were collected easily with this scale.

(4) SELF - ANALYSIS INVENTORY:

Introduction:

Anxiety has become one of the most pervasive and significant phenomena of the present age (9). It has become a main problem of the present generation (5, 10). Further, it has been utilized in explaining various kinds of emotional disturbances and behavioral disorders and has become a useful construct in the field of interpersonal relationship. The present attempt is made to develop anxiety scale in Gujarati for research and guidance purposes. The age range covered by the scale is from adolescent to adulthood.

The scale was constructed under the assumption that anxiety could be ascertained by a paper pencil test consisting of statements describing several situations. Normally, a highly anxious person is likely to indicate his concern with larger number of statements than the less anxious person (3, 10, 11).

Item Pool:

Mainly, different items indicating symptoms of anxiety were gathered from IPAT Self Analysis from (4), MMPI (8), Student problems inventory (2), and relevant literature. All the items were reduced into simple sentences and were edited by five experts, having their major work in clinical psychology.
**Item Analysis:**

A preliminary form of the scale was administered to approximately 400 male and female college and university students for the purpose of item analysis.

The sentences were selected on the basis of discrimination index (1) and internal consistency (1). The fifty sentences having best indices of discrimination and internal consistency were selected for the final form.

**Administration and Scoring:**

The scale is self-administering and can be given either individually or in group generally, it requires approximately 10 minutes for filling it.

The scale can be scored for anxiety. The possible score range is 0 to 50. It can be scored in accordance with the key provided in table. Any raw score can be converted into T-score with the help of table.

**Reliability and Validity:**

1. 0.84  Test – retest
2. 0.90  Split – half (Corrected with S – B formula)
3. 0.87  Hight’s method
4. 0.88  Kuder – Richardson formula

**Validity:** 0.74

**Self Analysis test (Key)**

There are total 50 statements in this test. In against which statement number of 5, 12,20,29,42. The sign of ✗ is given for that ‘1’ mark is considered and the sign of ✓ is given for that ‘0’ mark is considered. For other statement where ✓ sign there ‘1’ mark is considered and for ✗ sign ‘0’ mark should considered

The validity of the scale was first examined by five experts having major work in clinical psychology. Further, the validity of each sentence was determined in terms of indices of discrimination and internal consistency. Other validating evidences of the total scale were sought in the comparison of the average scores made on it by
normal’s and prisoners and psychiatric patients. The pertinent date are presented in tables.

**Norms:**

The norms were calculated on the sample of 639 male and female subjects drawn from various post-graduate centers and some affiliated college of Gujarat University. The obtained score distribution was positively skewed so it was converted into normalized T score (7) Norms based on SD units are given in table.

The experience has shown that the subjects are likely to give their frank and truthful answer if they are reasonably assured that the results would be kept confidential. In spite of several limitations of this type of tests, the present scale can be used in measuring anxiety not only among the groups but also among the individuals. The norms may be interpreted successfully along with other information about the individual or the group of individuals.

### 3.8 PROCEDURE OF STUDY:-

After establishing the rapport with all subjects Obesity level Questionnaire, Academic stress Inventory and Self analysis Scale were given in individual setting. In the present of the researcher. After completion the data collection scoring of each tool was done by the scoring key of each tool.

### 3.9 STATISTICAL ANALYSES OF STUDY:

To find out main and interaction effect of three independent variable such as gender, obese level and education level of obese adolescents students on dependent variables such as obesity level (condition) various component of academic stress and self analysis, three way analysis of variance was used. To find out correlation between obesity level (condition), academic stress, obesity level (condition), self analysis and academic stress, self analysis among various groups of girls boys and girls by Karl Pearson's product moment correlation coefficient was used.
3.10 COLLECTION OF THE DATA:

The information was gathered from students face to face. Pre permission was taken from different schools and colleges for contacting the adolescents students. The research was done at the conviruna of the students.

The Research was done during the year 2011 – 12, from June to 2011 to November at the convenient time of the schools and colleges.

The selection of the sample of students had done by random method. The data was collected at two stages. The data were had taken from the students in the first term as well as second term. The data were collected from total 720 adolescents students.

Now, in the fourth chapter the researcher wants to discuss the analysis interpretation and discussion of the results.