CHAPTER III
METHODOLOGY

Many psychologists and educationists have been trying to bridge the gap between the success and discomfiture caused by head (value) and heart (devalue). This logical inquiry continues over the years not only in developing countries like India but all over the world, psychologists Mayer et al (1989) came with an answer by introducing the concept of Emotional Intelligence, the concept of Emotional Intelligence, though it was referred by various names from smartness and personality to soft skills and competence. Today we are in the world where there are many emotional disturbances due to stress. Fatigue and technological advancement. We need better health habits to balance the emotions. We need Intelligence to control these emotions. The emotional lessons we learn as college students at society shape the emotional circuits, making us more adopt or in adopt at the basics of emotional Intelligence.

Aim of Study :

Present Study aimed at to examine the effect of area of residence faculty and gender on emotional intelligence achievement motivation and adjustment among senior college student.

Objectives of Study:

• To find out the differences in emotional intelligence of rural and urban area senior college students.
• To measure the emotional intelligence of science faculty senior college students and arts faculty college students.

• To assess the emotional intelligence of male senior college students and female senior college students.

• To study the impact of area of residence on achievement motivation of senior college students.

• To study the influence of faculty on achievement motivation.

• To find out the differences in achievement motivation among male and female senior college students.

• To find out whether the rural & urban area senior college students differ from each other on emotional adjustment.

• To assess the emotional adjustment among the science faculty senior college students and arts faculty senior college students.

• To measure the emotional adjustment of male and female senior college students.

• To examine the impact of area of residence on family adjustment of senior college students.

• To assess the family adjustment among science faculty senior college students and arts faculty senior college students.
• To study the difference between male and female on family adjustment of senior college students.

• To find out whether the rural and urban area senior college students differ from each other on social adjustment.

• To assess the social adjustment among science faculty senior college students and arts faculty senior college students.

• To measure the social adjustment of male-female senior college students.

• To find out the differences in health adjustment of rural and urban area senior college students.

• To measure the health adjustment of science faculty senior college students and arts faculty senior college students.

• To assess the health adjustment of male-female senior college students.

• To find out whether the rural and urban area senior college students differ from each other on adjustment.

• To assess the adjustment among science and arts faculty senior college students.

• To measure the adjustment among male and female senior college students.
Hypotheses of Study:

Assuming that the other factors are kept controlled, it is hypothesized that -

- The Ss coming from urban area develop significantly better emotional intelligence than Ss coming from rural area.
- Science faculty Ss develop significantly better emotional intelligence than arts faculty Ss.
- Male Ss develop significantly better emotional intelligence than female Ss.
- The urban area Ss having significantly high achievement motivation than rural area Ss.
- Science faculty Ss having significantly high achievement motivation than arts faculty Ss.
- Male Ss have significantly high achievement motivation than female Ss.
- Ss coming from urban area have significantly better emotional adjustment than Ss coming from rural area.
- Science faculty Ss have significantly better emotional adjustment than arts faculty Ss.
• Male Ss have significantly better emotional adjustment than female Ss.

• Ss coming from urban area have significantly better family adjustment than Ss coming from rural area.

• Science faculty Ss have significantly better family adjustment than arts faculty Ss.

• Female Ss have significantly better family adjustment than male Ss.

• Ss coming from urban area have significantly better Social adjustment than Ss coming from rural area.

• Science faculty Ss have significantly better Social adjustment than arts faculty Ss.

• Male Ss have significantly better Social adjustment than female Ss.

• Ss coming from urban area have significantly better health adjustment than Ss coming from rural area.

• Science faculty Ss have significantly better health adjustment than arts faculty Ss.

• Male Ss have significantly better health adjustment than female Ss.
• Ss coming from urban area have significantly better adjustment than Ss coming from rural area.

• Science faculty Ss have significantly better adjustment than arts faculty Ss.

• Male Ss have significantly better adjustment than female Ss.

Methodology:

Sample of the study was selected from Aurangabad district. Total sample of the study at the initial stage was 500, of which to 250 were from urban area and 250 were from rural area. However, since a factorial design was used and cell frequencies were kept equal, finally the effective sample was 400 Ss only. Age range of the Ss was 18-22 years and educational status of the Ss was under graduate level. Male-female ratio was 1:1.

Operational Definitions:

Achievement Motivation

McClelland (1961) defines n-Ach as 'behaviour towards competition with a standard of excellence,' or as a concern with "doing things better, with surpassing standard of excellence". People with high n-Ach have a great concern to do better, to improve performance, to undertake moderately challenging tasks, to take perform better at challenging tasks take person responsibility, and to seek and utilize concrete feed-back on their performance".
**Adjustment**

Gates and Jersild (1948) mentioned that adjustment is a harmonious relationship between and individual and his environment. In view of all these facts it could be stated that adjustment is a condition or state in which the individual behaviour conforms to the demands of the culture or society to which he belongs and he feels that his own needs have been or will be fulfilled.

**Emotional Intelligence**

Mayer and Cobb (2000) defined emotional intelligence' as the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotions.

**Tools used for data collection:**

**Emotional intelligence scale (EIS):**

This scale is constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. The reliability of the scale is determined by calculation reliability coefficient on a sample of 200 Ss. The split-half coefficient is found to be 0.88.

**Achievement Motivation Scale (n-Ach):**

This scale is constructed and developed by Dr. Mrs. Pratibha Deo and Asha Mohan. The present scale reliability coefficients by test retest method for total group as well as for the separate male and female group
are very satisfactory and the scale use be taken as quiet reliable for use, and the present scale of achievement motivation to be sufficiently for use for measuring achievement motivation.

**Indian Adaptation of Bell's Adjustment Inventory:**

Bell has developed an adjustment inventory, which measures degree of adjustment in four fields, namely family, social, health and emotion. This inventory was modified to suit Indian Conditions and drafted in the form of questions or statements. Indian adaptation of the inventory was done by Lalita Sharma. There are eighty items on the inventory and each item is presented with two alternatives; the job of the Ss is to read each statement or question and select one of the two alternatives, which is applicable to him or her. The author mentioned .73 as reliability coefficients.

**Procedure of Data Collection:**

Each of the three instruments could be administered individually as well as on small groups. While collecting data for the study, the latter approach was adopted. The Ss were called in a small group of 20-25 Ss and their seating arrangement was made in a classroom. Prior to administration of each test of scale appropriate rapport was formed and following the instructions and procedure suggested by the authors of the scales and test the instruments were administered.
Research Design:

In the present study a balanced 2 x 2 x 2 factorial design was used. The three independent variables were area or residence, faculty and gender. Dependant variables were emotional intelligence, achievement motivation total adjustment and four kinds of adjustment.

Statistical Treatment of Data:

At the first stage data were treated by mean and standard deviation. At the second stage data were analyzed by three way analysis of variance. Finally DNMRT were used for orthogonal comparison.

Discussion:

Results were discussed considering the statistical values obtained and relevant hypotheses. Possible causes of the obtained results were suggested.