Chapter 3

Methodology
Statement of the Problem

An attempt is made in the present Investigation to Study the impact of Emotional Intelligence, Locus of Control and Study Skills on Academic Achievement of the High School Students. In addition, the impact of Gender, Locality and Type of School on the Variables such as Academic Achievement, Emotional Intelligence, Locus of Control and Study Skills was also attempted.

Objectives

The following are the objectives of the present investigation.

1. To assess the impact of Emotional Intelligence on Academic Achievement of High School Students.
2. To assess the impact of Locus of control on Academic Achievement of High School Students.
3. To assess the impact of Study Skills on Academic Achievement of High School Students.
4. To assess the impact of Gender, Type of School and Locality on Academic Achievement, Emotional Intelligence, Locus of control and Study Skills of High School Students.
Formulation of hypotheses

The aim of the present Investigation is to Study the impact of Emotional Intelligence, Locus of Control and Study Skills on the Academic Achievement of High School Students. The relationship between Gender, Type of School and Locality on Academic Achievement is also probed.

Research Studies proved that there is conclusive evidence about the role of Emotional Intelligence, Locus of Control and Study Skills on Academic Achievement. There is no unanimity of opinion about the relationship between Gender, Type of School and Locality on Academic Achievement, Emotional Intelligence, Locus of Control and Study Skills.

**Hypothesis 1** There would be significant impact of Emotional Intelligence on Academic Achievement of High School students.

**Hypothesis 2** There would be significant impact of Locus of Control on Academic Achievement of High School students.

**Hypothesis 3** There would be significant impact of Study Skills on Academic Achievement of High School Students.

**Hypothesis 4** There would be significant interaction among the three independent variables with regard to Academic Achievement of High school students.
Hypothesis 5: There would be significant impact of Gender on Academic Achievement of High School students.

Hypothesis 6: There would be significant impact of Type of School on Academic Achievement of High School students.

Hypothesis 7: There would be significant impact of Locality on Academic Achievement of High School students.

Hypothesis 8: There would be significant interaction among Gender, Type of School and Locality on Academic Achievement of High School students.

Hypothesis 9: There would be significant impact of Gender on Emotional Intelligence of High School students.

Hypothesis 10: There would be significant impact of Type of School on Emotional Intelligence of High School students.

Hypothesis 11: There would be significant impact of Locality on Emotional Intelligence of High School students.

Hypothesis 12: There would be significant interaction among Gender, Type of School and Locality on Emotional Intelligence of High School students.

Hypothesis 13: There would be significant impact of Gender on Locus of Control of High school students.

Hypothesis 14: There would be significant impact of Type of School on Locus of Control of High School students.
Hypothesis 15: There would be significant impact of Locality on Locus of Control of High School students.

Hypothesis 16: There would be significant interaction among Gender, Type of School and Locality on Locus of Control of High School students.

Hypothesis 17: There would be significant impact of Gender on Study Skills of High School students.

Hypothesis 18: There would be significant impact of Locality on Study Skills of High School students.

Hypothesis 19: There would be significant impact of type of School on Study Skills of High School students.

Hypothesis 20: There would be significant interaction among Gender, Locality and Type of School on Study Skills of High School students.

Population and Sample:

The Students studying in various High Schools of Chittoor District of Andhra Pradesh State in India constituted the Population of the Study. The Schools were selected using Stratified Random Sampling Technique. 15 Schools from Urban Area and 15 Schools from Rural area were selected. Half of the Schools were managed by Government [15] and the other was managed by the Private Organizations [15].
The three Psychological Tools were administered to 800 X Class Students both Boys and Girls. Only the high and low Scorers on these Scales were considered and finally 560 constituted the Sample of the present Study who was assigned to 2X2X2 Factorial Design.

Table –I Distribution of the preliminary sample of the investigation

<table>
<thead>
<tr>
<th>Locality</th>
<th>Gender</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td></td>
</tr>
<tr>
<td>Type of School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td>Private</td>
<td>Government</td>
<td>Private</td>
</tr>
<tr>
<td>Rural</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Urban</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

Table – II Distribution of the final sample of the Investigation

<table>
<thead>
<tr>
<th>Study Skills</th>
<th>Gender</th>
<th>Locus of Control</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Internal</td>
</tr>
<tr>
<td></td>
<td>Emotional Intelligence</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Poor</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Good</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>140</td>
</tr>
</tbody>
</table>
Variables Studied:

In this Investigation, the Dependent Variable is Academic Achievement. The Independent Variables are Emotional Intelligence, Locus of Control and Study Skills. A brief Account of the above Variables is provided below.

1. Academic Achievement: The Annual Marks obtained in IX Class constituted the Dependent Variable Academic Achievement Scores.

2. Emotional Intelligence Scale: The Emotional Intelligence of the Subjects was assessed by using Emotional Intelligence Scale developed by Nutankumar Thingujam, and Usha Ram (1999). It consists of 33 items. Each question has 5-Options. The Items are scored with the help of Scoring key. The Reliability of the Instrument 0.90 was established by Test-Retest Method and the Validity is 0.78.

3. Locus of Control Scale: Internality - Externality Scale developed by Rotter (1966) was used to measure the Locus of Control. It consists of 29 Items, of which six are filler Items. Each Item consists of Alternative lettered 'a' and 'b' and the Subject has to select to the Statements in each pair which Rotter strongly believes to be the case as far as Rotter is concerned. The minimum and maximum possible Scores are 0 and 23 respectively. A low Score indicates Internality and a high Score indicates Externality. Various forms of Reliabilities like Split-half, Spearman-Brown, Kunder-Richardson were calculated and
they ranged between 0.65 to 0.79. The Test was validated against a number of Intellectual Measures. This instrument was used as it is widely used in India also that it is a good predictor of Internality and Externality.

4. Study Skills Inventory: To assess the level of Study Skills of the Subjects, the well established Test on “Study Skills Inventory:” Developed by Prof. P.V.Ramamurthy and Geetha Nath (1977) of Sri Venkateswara University, Tirupati was used. The Inventory consists of 25 Items. Each Question has 2-Options. The Items are scored with the help of Scoring Key. The Reliability of the Instrument 0.94 was established by Test-Retest Method. The validity is 0.4.

Apart from this, the Gender of Students (Boys and Girls), the locality of the Students (Rural and Urban) Type of School (Government and Private) Constituted the Independent Variables for the second part of the Study and Emotional Intelligence, Locus of Control and Study Skills and Academic Achievement are considered as the Dependent Variables.

Method of Study

The Investigator conducted the Tests in two Sessions. In the first Session, the Investigator distributed the Emotional Intelligence, Locus of Control Questionnaire to group of 20 Students and they were explained the Instructions in greater detail and their responses were obtained in a separate
Answer Sheet. In the second session the Investigator distributed the Study Skills Questionnaire to the same Subjects and obtained their responses in separate Answer Sheets. The Marks obtained by the Subjects in their IX class examinations constituted the Dependent Variable Scores.

Research Design

As there are three Independent Variables in the Investigation and each Variable is further classified into two, a 2x2x2 Factorial Design was Employed. Thus Emotional Intelligence levels 2 (Low and High), Locus of Control levels 2 (Internality and Externality) and Study Skills levels 2 (Poor and Good) were employed.

Statistical Analysis:

The Obtained Data were subjected to Statistical Analysis such as Mean's, SDs, Analysis of Variance, Duncan's Multiple Range Tests (DMRT) and Multiple Regression Analysis to Test the Hypotheses.