Chapter – IV
Methodology
Statement of the problem:

To assess the effect of emotional maturity and personality on well-being of teachers.

Objectives:

1. To assess effect of emotional maturity on well-being of college teachers.
2. To assess the effect of personality on well-being of teachers.
3. To examine the differences in well-being between the sample subgroups.
4. To study the relationship between independent and dependent variables of the study.

Hypotheses:

1. There would be influence of emotional maturity on well-being of college teachers.
2. There would be effect of personality on well-being of the sample.
3. There are significant differences in well-being between sample subgroups.
4. There would be correlation between independent and dependent variables of the study.

Sample:

The sample of the study consists of 400 teachers selected randomly from various colleges of Gulbarga district. The sample was matched for emotional maturity and personality.
Sample Design:

Table – 1(A): Distribution of sample

<table>
<thead>
<tr>
<th>Emotional maturity</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Low</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
<td>400</td>
</tr>
</tbody>
</table>

Table – 1(B):

<table>
<thead>
<tr>
<th>Personality</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Low</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>200</td>
<td>400</td>
</tr>
</tbody>
</table>

Data Collection:

Initially, a large number of teachers were selected randomly from various colleges of Gulbarga district on whom the Bio-Data sheet, personality test and emotional maturity scale were administered to classify the sample with two equal groups on personality and emotional maturity. Care was taken to choose an equal number of male and female teachers, besides personality and emotional maturity classifications. Thus, there were 200 respondents each in high and low groups of variables. Finally, the selected sample was administered with well-being scale to determine the status of well-being of the sample in each classified sample. According to
manual of scale, one who scores high is said to have higher well-being and vice-verse.

**Inclusion:**

1. The sample was considered only those teachers who are appointed recently (fresh) and who have less than 2 to 5 years of experience.
2. The college teachers of all - physical education, general education – are included.

**Exclusion:**

1. Those who have more than 5 years of experience are excluded from the study.
2. The university teachers are not included in the study.

**Tools:**

The following standardized tools were used in the present research study.

1. **Emotional maturity scale**

   This scale consists of 48 items. It is developed by Singh and Bhargav (2012). There are five response categories (very much …. Never) and scoring pattern is from 5 – 1. Accordingly, the one who scores greater on the scale is described as having lower maturity (i.e., immaturity) and the lower score reveals the higher maturity. As author claims the reliability (Test – latest method) of the scale is 0.75 which is significant. And the validity is satisfactory (0.64) as the author reports.
2. Personality Test

This test is developed by Singh and Cheema, 2010, which consists of 100 items in all. There are four response categories (always ….. never). For positive items the scoring is 4, 3, 2 and 1 for each response and for negative items it is reversed (from 1 – 4). As per manual of the test, high score indicates higher personality factors and the lower reveals the lower personality factors possessed. As authors claim the reliability of the scale is 0.86 (Test – retest method) and the validity (concurrent) is satisfactory (0.64).

3. Well-being Scale:

This scale is developed by Kalia and Deswal, 2011 which consists of 42 items distributed along four areas. Based on the aim of the study, only three areas – physical well-being, emotional well-being and social well-being – were considered for the collection of data and interpretation. There are five response categories (Strongly disagree – strongly agree). The positive items are scored 1, 2, 3, 4 and 5 and for negative items the scoring is reversed (5 – 1). Higher the scores on the scale revealed higher well-being and the lower scores indicate low well-being. The author claims that the reliability of the scale is 0.99 (split half method) and the validity is 0.639.

Statistical Analysis:

The following methods were used to interpret the data.

1. t-test
2. ANOVA
3. Correlation