CHAPTER – III

METHODOLOGY

3.1 INTRODUCTION

In the previous chapter, review of related literature on Emotional Intelligence in relation to Parental Involvement, Self-Concept and other related variables like, Socio Economic Status, Gender and Locality were described briefly. The present chapter deals with the methodology followed by the researcher, which includes Sampling Procedure, Selection of the variables, Operational definitions of the variables, Hypotheses of the study, Description of the tools and Statistical Analysis used.

3.2 SCOPE OF THE STUDY

In the present investigation the psychological factors like parental involvement and its dimensions (Parental Acceptance, Parental Aspiration, Parental Attention, Parental Encouragement, Parental Guidance, Parental Influence, Parental Decision Making and Parental Physical Facilities) and self-concept and its dimensions (Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family) were taken for the study in relation to the dependent variable Emotional Intelligence and its dimensions (i.e. Inter-personal, Intra-personal,
3.3 DESIGN OF THE STUDY

In the present investigation an attempt has been made

1. To examine the influence of independent variables i.e.
   a. Parental Involvement and its dimensions (Parental Acceptance, Parental Aspiration, Parental Attention, Parental Encouragement, Parental Guidance, Parental Influence, Parental Decision Making and Parental Physical Facilities) and
   b. Self -Concept and its dimensions (Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family) on dependent variable i.e. Emotional Intelligence of Adolescents.

2. To examine the relationship between the dependent variable i.e. Emotional Intelligence along with its dimensions with the independent variables viz. Parental Involvement and its dimensions and Self concept and its dimensions.

3. To find out the relative efficiency of the criterion variable i.e. emotional intelligence and its dimensions and predictor variables viz. parental involvement and self-concept.
In addition to this it was also designed to find out the direct and indirect influence of independent variables on dependent variable. Along with this, some moderate variables like Gender, Locality and Socio economic status are also considered for analysis to find out their influence on dependent variable.

Survey descriptive method was adopted to study these variables pertaining to the adolescents taken for the study.

3.4 Sampling Procedure

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected. The purpose of sampling is to use a sample to gain information about the population Gay (1990)

**Population:**

The population is the group of interest to the researcher, the group to which he or she would like the results of the study to be generalisable. All students of X standard enrolled in different schools during the academic year 2008-09 constitute the population of the study.

**Sample:**

A sample is the group of respondents as representative of the total population. A sample of 800 students of standard X studying in different type of Schools viz. Government, Unaided and Aided in the ratio of 3:2:1 respectively located in Bangalore urban and rural districts. In the present
study the researcher used the simple stratified random sampling technique to draw the sample.

The basis for stratification was,

1 Type of schools (Government, Aided and Unaided)
2 Gender (Boys and Girls) and
3 Locality (Urban and Rural)

The details about the total schools and the students (Boys & Girls) are given in the following tables

Table-3.1: Total Number of Students taken for the study

<table>
<thead>
<tr>
<th>District</th>
<th>No of Schools</th>
<th>No. of Students in Govt. Schools</th>
<th>No. of Students in Aided Schools</th>
<th>No. of Students in Unaided Schools</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Bangalore</td>
<td>10</td>
<td>42</td>
<td>53</td>
<td>56</td>
<td>42</td>
</tr>
<tr>
<td>Urban</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangalore</td>
<td>11</td>
<td>67</td>
<td>74</td>
<td>61</td>
<td>52</td>
</tr>
<tr>
<td>Rural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>109</td>
<td>127</td>
<td>117</td>
<td>94</td>
</tr>
</tbody>
</table>

3.5 VARIABLES

A ‘variable’ is a symbol, which is assigned numerals or values. Fox (1969) views variable is a characteristic, which in given research studies, can have more than one value. A variable is that factor which is measured, manipulated and observed by investigator (Tuckman, 1978). Whereas
according to Kothari (1985) 'a concept which can take different quantitative values is called a variable'.

3.5.1 Independent Variables:

a. Parental Involvement: The independent variable parental involvement comprised of eight factors in the study which are listed as:

- Parental Acceptance,
- Parental Aspiration,
- Parental Attention,
- Parental Encouragement,
- Parental Guidance,
- Parental Influence,
- Parental Decision Making and
- Parental Physical Facilities

b. Self Concept: The independent variable self concept comprised of seven factors in the study which are listed as:

- Physical Appearance,
- Intellectual Ability,
- Social Relation,
- Temperament,
- Moral Aspects,
- Educational Values and
- Status in Family
3.5.2 Dependent variable

- Emotional Intelligence and its seven dimensions i.e.
  - Inter-personal,
  - Intra-personal,
  - Stress Management,
  - Adaptability,
  - General mood,
  - Total EQ and
  - Positive Impression

3.5.3 Moderate Variables:

- Gender (Boy, Girl),
- Location (Urban, Rural), and
- Socio-Economic Status (Low, Medium and High),

3.6 OPERATIONAL DEFINITIONS OF THE TERMS USED

The definitions of the terms used in the present study, are given below.

**Emotional Intelligence** is an array of non-cognitive capabilities competencies and skill that influence one’s ability to succeed in coping with environmental demands and pressures. According to Bar-On (1997)

i. Interpersonal Component of Emotional Intelligence
• Emotional self-awareness, Self-Regard
• Self-Actualization,
• Independence

ii. Interpersonal Component of Emotional Intelligence:
• Interpersonal relationships,
• Social responsibilities
• Empathy.

iii. Adaptability Component of Emotional Intelligence:
• Problem solving,
• Reality testing, Flexibility.

iv. Stress-Management Component of Emotional Intelligence:
• Stress tolerance,
• Impulse control.

v. General Mood Component of Emotional Intelligence:
• Happiness,
• Optimism.

vi. Positive Impression Component of Emotional Intelligence:
• Self Impression

vii. Emotional Quotient
• Effective in dealing with daily demands
• Happy

Self-Concept: Self-Concept can be understood as all the thoughts that a person holds about himself or herself. Self-concept is rooted in a life-long
process of social interaction. Individual develops self-awareness and self-knowledge through familial and cultural socialization and the assumption of social roles

Parental Involvement: Parental involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives.

Socio Economic Status: Socio Economic status refers to the social position occupied by a person by virtue of his income, educations and occupational status. Socio economic status is measured in terms of one's status or the status of the family. Socio economic status refers to the social and economic standing. It refers to the actual status of a person in the society, which is measured in terms of his income, education and occupation. The individual is placed in different categories based on the above three aspects and suitable weightages are given to these items.

Gender: In the present study gender refers to those biological distinctions, which differentiates male and female adolescents who are studying in 10th standard

Locality: In the present study locality refers to the place or area to which the schools belong to i.e., either urban or rural.

Type of Schools: Type of schools refers to Government, Aided and Unaided schools. Government schools are the schools managed by the Karnataka state Government, Aided schools are run by the private management which are
partially financed by the state government and unaided schools are completely managed by the private managements.

Adolescents: Adolescents for the present study means Children of the age group 14-16 years who are studying in Xth standard.

3.7 Tools used for the Study

The researcher has used the following tools for collection of relevant and required data for the study. The details of the tools are given in the appendix.

- BarOn Emotional Quotient Inventory Youth Version by Reuven Bar-on and James D.A. Parker (2000)

- Parental Involvement Rating Scale (PIRS) was developed by the investigator

- Self Concept Inventory by M.S. Worthy (1985)

- Socio-Economic status Scale by M.R. Lakshminarayana(1996)

Emotional Quotient Inventory:

The investigator has used Emotional Quotient Inventory by Reuven Bar-on and James D.A. Parker.

Description of the tool

The Bar-on Emotional Quotient Inventory Youth Version (Bar-on EQ-I-YV) is an easily administered self-report instrument designed to measure emotional intelligence in young people ages 7 to 18 years. The Baron EQ-I: YV is based on the Bar-on model of emotional and social intelligence, which also formed the theoretical basis of the Bar-On Emotional Quotient Inventory

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(EQ-I Bar-On 1997), the most widely used measure of Emotional Intelligence for adult respondents.

- According to the Bar-On model, emotional intelligence pertains to the emotional personal and social dimensions of intelligence. Emotional intelligence comprises abilities related to understanding oneself and others, relating to people adapting to changing environmental demands and managing emotions.

The Bar-On EQ-I: YV consists of 60 items that are distributed across 7 scales. There is a short form scale and long form scale. For the present study long form Bar-On-EQ-I:YV containing 60 items is taken.

Table 3.2: Bar-On EQ-I:YV Scale Descriptions.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Characteristics of People with High Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrapersonal Scale</td>
<td>These individuals understand their emotions. They also express and communicate their feelings and needs.</td>
</tr>
<tr>
<td>Interpersonal Scale</td>
<td>These individuals are likely to have satisfying interpersonal relationships. They are good listeners and are able to understand and appreciate the feelings of others.</td>
</tr>
<tr>
<td>Adaptability Scale</td>
<td>These individuals are flexible, realistic and effective in managing change. They are good at finding positive ways of dealing with everyday problems.</td>
</tr>
<tr>
<td>Stress Management Scale</td>
<td>These individuals are generally calm and work well under pressure. They are rarely impulsive and can usually respond to a stressful event without an emotional outburst.</td>
</tr>
<tr>
<td>Total EQ</td>
<td>These individuals are generally effective in dealing with daily demands and are typically happy.</td>
</tr>
<tr>
<td>General Mood Scale</td>
<td>These individuals are optimistic. They also have a positive outlook and are typically pleasant to be with.</td>
</tr>
<tr>
<td>Positive Impression Scale</td>
<td>These individuals may be attempting to create an overly positive self-impression.</td>
</tr>
<tr>
<td>Inconsistency Index</td>
<td>There are considerable inconsistencies in the way these individuals have responded to similarly worded items. They may have misunderstood the instructions, or may have responded in a careless or random fashion.</td>
</tr>
</tbody>
</table>
Main features of the Baron EQ-I; YV

The instrument is reliable and valid and offers the user a number of important features including

- A large normative base (N is nearly 10,000),
- Gender-and age-specific norms (4 different age groupings between 7 and 18 years),
- Multidimensional scales that assess core features of emotional intelligence,
- A positive Impression scale for identifying individuals who may be attempting to create an exaggerated positive impression of themselves,
- A correction factor that enables users to adjust for positive response bias with very young children,
- An Inconsistency Index, which is designed to detect inconsistent response style,
- Easy administration, scoring and profiling of results and
- Excellent reliability and validity.

The Baron EQ-I;YV uses a 4 point Likert-style format in which respondents are asked to rate each item as to the extent that they relate to them. The response options are “very seldom true of me”, “Seldom true of me”, “often true of me” “very often true of me”. The higher scores indicate increased levels of emotional intelligence.
Administration and Scoring of the Baron EQ-I: YV.

Baron EQ-I:YV forms are easy to administer and score. The entire process for completing the Baron EQ-I;YV long form takes about 25-30 minutes. Responses are entered on an MHS quick score form, which are used to quickly score the Bar-On-I:YV and transfer the results to a profile form. The profile form allows for the visual display of the respondent's scores based on normative age and gender group.

Normative Data: The Baron EQ-I:YV was normed on a large sample of children and teenagers attending different elementary junior high and high schools in the United States and Canada. The normative sample for the Bar-On-EQ-I;YV consists of 9172 children and adolescents (4625 Males and 4547 Females) who ranged in age from 7 to 18 years of age. Table 3.3 presents the Mean and Standard Deviations for various Bar-On-EQ-I:YV scales.
Table 3.3: Means and Standard Deviations for the BarOn-EQ-I:YV Scales (by Age and Gender Groups)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>BarOn EQ-I:YV Scale</th>
<th>Male</th>
<th>Female</th>
<th>Mean</th>
<th>SD</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 to 9 year olds (N=1253 for females; 1348 for males)</td>
<td></td>
<td></td>
<td></td>
<td>14.90</td>
<td>3.95</td>
<td>15.06</td>
<td>3.77</td>
</tr>
<tr>
<td></td>
<td>Intrapersonal</td>
<td>39.82</td>
<td>39.76</td>
<td>5.58</td>
<td>5.62</td>
<td>5.24</td>
<td>5.37</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>30.01</td>
<td>29.22</td>
<td>5.62</td>
<td>5.54</td>
<td>5.37</td>
<td>5.25</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>33.56</td>
<td>33.73</td>
<td>6.77</td>
<td>6.77</td>
<td>6.58</td>
<td>6.58</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>57.99</td>
<td>58.46</td>
<td>8.09</td>
<td>8.09</td>
<td>7.63</td>
<td>7.63</td>
</tr>
<tr>
<td></td>
<td>Total EQ</td>
<td>47.40</td>
<td>47.74</td>
<td>6.33</td>
<td>6.33</td>
<td>5.97</td>
<td>5.97</td>
</tr>
<tr>
<td></td>
<td>General Mood</td>
<td>16.95</td>
<td>17.03</td>
<td>2.99</td>
<td>2.99</td>
<td>2.91</td>
<td>2.91</td>
</tr>
<tr>
<td>Positive Impression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 to 12-year-olds (N=1563 for females; 1581 for males)</td>
<td></td>
<td></td>
<td></td>
<td>13.98</td>
<td>3.75</td>
<td>14.39</td>
<td>3.78</td>
</tr>
<tr>
<td></td>
<td>Intrapersonal</td>
<td>39.13</td>
<td>39.76</td>
<td>5.57</td>
<td>5.57</td>
<td>5.56</td>
<td>5.56</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>29.36</td>
<td>29.22</td>
<td>5.54</td>
<td>5.54</td>
<td>5.25</td>
<td>5.25</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>33.41</td>
<td>33.73</td>
<td>7.04</td>
<td>7.04</td>
<td>7.12</td>
<td>7.12</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>56.56</td>
<td>57.22</td>
<td>7.89</td>
<td>7.89</td>
<td>7.90</td>
<td>7.90</td>
</tr>
<tr>
<td></td>
<td>Total EQ</td>
<td>46.96</td>
<td>47.28</td>
<td>6.77</td>
<td>6.77</td>
<td>6.89</td>
<td>6.89</td>
</tr>
<tr>
<td></td>
<td>General Mood</td>
<td>15.00</td>
<td>15.24</td>
<td>2.95</td>
<td>2.95</td>
<td>2.85</td>
<td>2.85</td>
</tr>
<tr>
<td>Positive Impression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 to 15 year-olds (N=1020 for females; 946 for males)</td>
<td></td>
<td></td>
<td></td>
<td>14.65</td>
<td>3.79</td>
<td>14.59</td>
<td>3.96</td>
</tr>
<tr>
<td></td>
<td>Intrapersonal</td>
<td>39.29</td>
<td>39.41</td>
<td>4.94</td>
<td>4.94</td>
<td>4.63</td>
<td>4.63</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>28.88</td>
<td>28.39</td>
<td>5.04</td>
<td>5.04</td>
<td>5.09</td>
<td>5.09</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>34.27</td>
<td>33.46</td>
<td>6.67</td>
<td>6.67</td>
<td>6.75</td>
<td>6.75</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>57.29</td>
<td>56.71</td>
<td>7.16</td>
<td>7.16</td>
<td>7.40</td>
<td>7.40</td>
</tr>
<tr>
<td></td>
<td>Total EQ</td>
<td>46.64</td>
<td>45.85</td>
<td>6.09</td>
<td>6.09</td>
<td>6.26</td>
<td>6.26</td>
</tr>
<tr>
<td></td>
<td>General Mood</td>
<td>14.50</td>
<td>14.40</td>
<td>2.69</td>
<td>2.69</td>
<td>2.68</td>
<td>2.68</td>
</tr>
<tr>
<td>Positive Impression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 to 18 year-olds (N=711 for females; 750 for males)</td>
<td></td>
<td></td>
<td></td>
<td>14.28</td>
<td>4.16</td>
<td>15.26</td>
<td>4.16</td>
</tr>
<tr>
<td></td>
<td>Intrapersonal</td>
<td>38.78</td>
<td>40.76</td>
<td>4.45</td>
<td>4.45</td>
<td>4.45</td>
<td>4.45</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>28.94</td>
<td>28.47</td>
<td>4.83</td>
<td>4.83</td>
<td>4.83</td>
<td>4.83</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>33.43</td>
<td>34.01</td>
<td>6.90</td>
<td>6.90</td>
<td>6.90</td>
<td>6.90</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>56.46</td>
<td>58.11</td>
<td>6.84</td>
<td>6.84</td>
<td>6.84</td>
<td>6.84</td>
</tr>
<tr>
<td></td>
<td>Total EQ</td>
<td>45.49</td>
<td>45.03</td>
<td>5.96</td>
<td>5.96</td>
<td>6.71</td>
<td>6.71</td>
</tr>
<tr>
<td></td>
<td>General Mood</td>
<td>14.32</td>
<td>14.43</td>
<td>2.72</td>
<td>2.72</td>
<td>2.61</td>
<td>2.61</td>
</tr>
<tr>
<td>Positive Impression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reliability of the Baron-Eq-I; Yv long form scales.

The purpose of testing for reliability is to determine whether a second administration of the instrument would produce roughly the same results as the first. Test reliability indicates the extent to which individual differences in test scores are attributable to "true" differences in the characteristics. Under consideration (Anastasi 1988) four types of reliability information on the BarOn-EQ-I:YV are presented. Internal consistency reliability, mean inter-item correlations, test retest reliability and Standard error of measurement.

The following tables indicate the details of reliability.

**Table 3.4: Internal Reliability Coefficient for BarOn EQ-I:YV Scales (by Age and Gender Groups)**

<table>
<thead>
<tr>
<th>Gender</th>
<th>BarOn EQ-I:YV Scale</th>
<th>7-9 Years</th>
<th>10-12 Years</th>
<th>13-15 Years</th>
<th>16-18 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>Intrapersonal</td>
<td>.67</td>
<td>.72</td>
<td>.81</td>
<td>.83</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>.77</td>
<td>.83</td>
<td>.83</td>
<td>.82</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>.80</td>
<td>.85</td>
<td>.87</td>
<td>.87</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>.78</td>
<td>.85</td>
<td>.87</td>
<td>.90</td>
</tr>
<tr>
<td></td>
<td>Total EQ</td>
<td>.87</td>
<td>.90</td>
<td>.90</td>
<td>.89</td>
</tr>
<tr>
<td></td>
<td>General Mood</td>
<td>.81</td>
<td>.88</td>
<td>.87</td>
<td>.87</td>
</tr>
<tr>
<td>Females</td>
<td>Intrapersonal</td>
<td>.65</td>
<td>.74</td>
<td>.82</td>
<td>.87</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>.76</td>
<td>.84</td>
<td>.81</td>
<td>.82</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>.78</td>
<td>.84</td>
<td>.87</td>
<td>.87</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>.76</td>
<td>.85</td>
<td>.87</td>
<td>.89</td>
</tr>
<tr>
<td></td>
<td>Total EQ</td>
<td>.86</td>
<td>.90</td>
<td>.90</td>
<td>.89</td>
</tr>
<tr>
<td></td>
<td>General Mood</td>
<td>.79</td>
<td>.89</td>
<td>.88</td>
<td>.90</td>
</tr>
</tbody>
</table>
Table 3.5: Mean Inter-Item Correlations for BarOn EQ-I:YV Scales (by Age and Gender Groups)

<table>
<thead>
<tr>
<th>Gender</th>
<th>BarOn EQ-I:YV Scale</th>
<th>7-9 Years</th>
<th>10-12 Years</th>
<th>13-15 Years</th>
<th>16-18 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>.26</td>
<td>.33</td>
<td>.44</td>
<td>.49</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intrapersonal</td>
<td>.23</td>
<td>.30</td>
<td>.29</td>
<td>.27</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>.29</td>
<td>.37</td>
<td>.40</td>
<td>.41</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>.23</td>
<td>.32</td>
<td>.36</td>
<td>.43</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>.15</td>
<td>.19</td>
<td>.18</td>
<td>.18</td>
</tr>
<tr>
<td></td>
<td>Total EQ</td>
<td>.25</td>
<td>.35</td>
<td>.34</td>
<td>.33</td>
</tr>
<tr>
<td>Females</td>
<td>Intrapersonal</td>
<td>.25</td>
<td>.34</td>
<td>.46</td>
<td>.55</td>
</tr>
<tr>
<td></td>
<td>Interpersonal</td>
<td>.22</td>
<td>.32</td>
<td>.26</td>
<td>.28</td>
</tr>
<tr>
<td></td>
<td>Adaptability</td>
<td>.26</td>
<td>.35</td>
<td>.40</td>
<td>.40</td>
</tr>
<tr>
<td></td>
<td>Stress Management</td>
<td>.21</td>
<td>.33</td>
<td>.36</td>
<td>.40</td>
</tr>
<tr>
<td></td>
<td>Total EQ</td>
<td>.14</td>
<td>.19</td>
<td>.19</td>
<td>.17</td>
</tr>
<tr>
<td></td>
<td>General Mood</td>
<td>.23</td>
<td>.37</td>
<td>.34</td>
<td>.40</td>
</tr>
</tbody>
</table>

Table 3.6: Test-Retest Reliability Coefficients (3 weeks) for Bar On EQ-I:YV Scales

<table>
<thead>
<tr>
<th>Scale</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrapersonal</td>
<td>.84</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>.85</td>
</tr>
<tr>
<td>Adaptability</td>
<td>.88</td>
</tr>
<tr>
<td>Stress Management</td>
<td>.88</td>
</tr>
<tr>
<td>Total EQ</td>
<td>.89</td>
</tr>
<tr>
<td>General Mood</td>
<td>.77</td>
</tr>
<tr>
<td>Positive Impression</td>
<td>.77</td>
</tr>
</tbody>
</table>
Validation Of The Baron-Eq-I:Yv: The validity of an instrument is the extent to which it accurately measures the construct or constructs that it was designed to assess.

**Factorial Validity:** Evaluation of the factor structure of an instrument allows potential test users to determine whether the factors make sense conceptually. Therefore this type of analysis (factor analysis) is particularly relevant to construct validation. This section examines the factor structure of the BarOn-EQ-I:YV. The first approach summarizes factor analytic work that involves applying statistical procedure to examine the scale structure of the BarOn-EQ-I:YV (long and Short).

A second approach looks at the inter correlations between the subscales to see if the inter correlation meet theoretical expectations

**Parental Involvement Rating Scale (PIRS)**

Parental Involvement Rating Scale (PIRS) was constructed by the investigator referring the standardized tool of Abdul Gafoor (2001). This PIRS is intended to measure the involvement of parents in their children’s education.

**Standardization of the Tool**

Parent involvement is the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives. Parental involvement refers to several different forms of participation in education and with the school. Parents can support their children's schooling by attending school functions and responding to school obligations. They can become more
involved in helping their children improve their school work by providing encouragement, arranging for appropriate study time and space.

The parental involvement consists of various dimensions namely

1. Parental Acceptance
2. Parental Aspirations
3. Parental Attention
4. Parental Encouragement
5. Parental Guidance
6. Parental Influence
7. Parental Decision making
8. Parental Provision of Physical facilities

Each of the eight components of Parental involvement is described below.

1. **Parental Acceptance**: The parental acceptance is the extent or degree to which the parents accept, agree to, approve, tolerate and co-operate with the child and his/her educative activities. The statement under this category measures the child’s perception of the extent to which his parents agree with the schooling and related activities.

2. **Parental Aspirations**: Parental aspiration denotes the desires, higher aims, hopes, intentions purposes etc keenly pursued by the parents through the education and related activities of the child. The statement under this category measure the desire or ambition expressed by parents as perceived by the child in connection with child’s education.
3. **Parental Attention**: The extent of attentiveness, consideration and vigilance of pupil’s education, concern, regard etc for the child exhibited by parents is denoted as parental attention. The statement under this category measure whether the pupil is obtaining the normal benefits to be derived from adequate contact with and attention from the parents.

4. **Parental Encouragement**: It is the quantity of encouragement, inspiration stimulation etc, given by the parents to rouse or promote the educative activities of the pupil as perceived by the child. The statement under this category gives a measure of inspiration given by the parents for the child in his/her education through material and non-material rewards and communication.

5. **Parental Guidance**: Here, the direct educative are instructive activities of the parents on the child through various activities such as teaching and training at home, helping and supervision in homework, regulating and controlling child’s behavior, advising, counseling etc., are involved. The statement under this category measures such direct helps given by parents in pupils learning.

6. **Parental Influence**: Here the parents act as moral power, agents working invisibly, instrumental in effecting and promoting the education of the child.

7. **Parental Decision-making**: The impact of the decisions of parents, concerning, the child’s education perceived by the child is included here.
8. **Parental Provisions of Physical Facilities**: This category measures how far parents are providing physical facilities conducive to learning.

Keeping the above dimensions in view the researcher initially constructed the parental involvement rating scale which consisted of 108 items. The Scale is of Likert type three point scale. Each statement is rated on a three-point scale having Often, Sometimes and Rarely. For the purpose of scrutiny of items, the scale was given to the experts for validation. They gave some constructive suggestions. The suggestions given by the experts were incorporated and the items of the scale were refined on the lines of the suggestions. In this way content validity was established. On the basis of the modifications as suggested by experts, the numbers of items remained were 102. After scrutinizing, the items were finally edited and were ready for the purpose of tryout.

**Tryout Procedure:**

Keeping in view the purpose and importance of carrying out the tryout of the scale, the items scrutinized by the researcher were stenciled with suitable instructions. These items were administered by the researcher herself to a sample of 104 Xth standard students drawn from Secondary Schools of Bangalore district.
Scoring Procedure:

The Scoring was done manually. The positive items were scored by assigning 3, 2 and 1 respectively for Often, Sometimes and rarely. The negative items were scored by assigning 1, 2 and 3 respectively for Often, Sometimes and rarely. Depending on the individual’s response to each item the scoring was done and the summation of each item scores determines the individual’s raw score on the test. The total score of items related to father and mother was considered as final score of the scale.

The researcher selected the items for final administration on the basis of the process of item analysis.

Steps of Item Analysis:

The researcher followed the item analysis procedure as suggested by Allen L. Edward (1972). The statements for final form of the scale were selected based on the t-values as suggested by him. The statements whose t-values is 1.80 and above is regarded as items having sufficient discriminatory power and be included in the final form of the scale.

Based on these criteria, 74 items were selected for final ‘PIRS’. The details of the items are given below.
Table 3.7: Table showing the detailed of the dimensions of Parental Involvement rating scale

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Dimensions</th>
<th>Serial Numbers</th>
<th>No. of items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parental Acceptance</td>
<td>Positive</td>
<td>1,2,4,6,8</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>3,5,7</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Parental Aspiration</td>
<td>Positive</td>
<td>9,10,12,13,14,15,16</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Parental Attention</td>
<td>Positive</td>
<td>18,19,21,22,24</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>17,20,23,25</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Parental Encouragement</td>
<td>Positive</td>
<td>26,27,28,29,31,32,33,34,35,36,37</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Parental Guidance</td>
<td>Positive</td>
<td>38,39,40,41,42,43,44,45,46,47,48</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>--</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Parental Influence</td>
<td>Positive</td>
<td>49,50,51,53,54,55,56,57,59</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>52,58</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Parental Decision-making</td>
<td>Positive</td>
<td>60,61,62,64,65,66,67</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>63</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Parental Provision of Physical Facilities</td>
<td>Positive</td>
<td>68,69,73,74</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative</td>
<td>70,71,72</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>74</td>
<td>74</td>
</tr>
</tbody>
</table>

The researcher selected the items for final administration on the basis of the process of item analysis.

Establishing Reliability of Parental Involvement Rating Scale

The researcher established the reliability of PIRS using test-retest. The time duration between test – retest is one month. The co-efficient of correlation between test and retest scores was established by computing Pearson’s Product Moment Correlation and it is found to be 0.757. The
reliability of the whole test was established by using Spearman Brown Prophecy formula as suggested by Gay (1990) and it is found to be \( r_{total} = 0.862 \). Hence PIRS constructed by the researcher is found to be highly reliable.

**Content Validity of Parental Involvement Rating Scale**

Content validity is determined by expert’s judgment. There is no formula by which it can be computed and there is no way to express it quantitatively. Usually experts in the area asked to assess its content validity. The experts carefully review the process used in developing the test as well as the test itself and make a judgment concerning how well items represents the intended content area.

In the present study the researcher while constructing the PIRS followed all steps to ensure content validity of test. Thus the PIRS constructed by the researcher posses the content validity.

**Self Concept Inventory:**

M.S. Worthy (1985) of Baroda University standardized the self-concept inventory. The inventory is designed to measure seven dimension of self-concept like Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family.

Fourteen items are given for each of the above mentioned seven components. It is also a self-rating scale. Against each statement, a three point
scale is given – maximally true, moderately true and slightly true, scoring for maximally true is (3), moderately true is (2) and lightly true is (1).

At the end of the item for each component, we can strike a sub-total, sub-total for each of the seven components like Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family can be struck. A grand total score for all the seven component of self-concept taken together can be struck at the end.

**Reliability:** Reliability was calculated by test-retest method and it was found to be 0.50.

**Validity:** The Validity coefficient was found to be 0.58.

**Socio- Economic Status Scale:**

Socio Economic status Scale was developed by M.R. Lakshmi Narayana (2002) to know Educational qualification; Occupation pursued and Annual income for the respondents and also their family members.

According to their suggestion education components has been categorized into 15 categories. Weightages are given to these categories of educational status on the basis of the different stages of schooling and degrees. Thereby, 24 categories were made under the component occupation pursued. These categories are arranged in the ascending order according to the respect each profession commands.

Range of 50,000/- after crossing the annual income of Rs.30,000/- does not make much difference. Therefore range of 1,00,000 has been considered
thereafter such as Rs.3,00,001 to 4,00,000, Rs.4,00,001 to 5,00,000 and ?5,00,001 and above. There by there are ten categories under the component of annual income of the family.

The total score of an individual on the SES scale is the sum of the scores obtained by him on all the components of the scale, viz., educational level, occupation pursued and annual income of the family.

Administration procedure:

The SES scale could be administered on an individual or on a group. It is applicable to both urban and rural areas. The instructions are given on the test form. However, it is necessary on the part of the researcher to read out the instructions loudly before the respondent that wherever they found difficulty to write the categories of education, occupation and income, then they should take the help of the investigator.

Reliability of the scale

Reliability of the scale has been calculated by test-retest method. The scale was administered to a sample of 275 people and after three weeks interval it was re-administered to the same sample. Co-efficient of correlation was found out to be 0.71, which is satisfactory(as suggested by Gay 1990).

As suggested by J.W. Best the test of significance of ‘r’ is determined by calculating the t-value 16.66 is found to be significant at 0.01 level. Hence, the scale is reliable.
Validity of the scale:

The content validity was established by way of eliminating the ambiguous items or improving upon these in the light of discussion with experts. When the reliability co-efficient of a test is 0.71, then the validity is 0.71 i.e., 0.84.

3.8 HYPOTHESES:

The following null hypotheses were formulated to study the current problem

1. Adolescent Boys and Girls do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

2. Rural and Urban Adolescents do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

3. Adolescents belonging to different Socio-Economic Status (Low, Medium and High) do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

4. Adolescents with Low and High Parental Involvement do not differ significantly with respect to Emotional Intelligence (its dimensions
interpersonal, intrapersonal, stress management, adaptability, general mood, total EQ and positive impression)

5. Adolescents with Low and High Parental Acceptance do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intrapersonal, stress management, adaptability, general mood, total EQ and positive impression)

6. Adolescents with Low and High Parental Aspiration do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intrapersonal, stress management, adaptability, general mood, total EQ and positive impression)

7. Adolescents with Low and High Parental Attention do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intrapersonal, stress management, adaptability, general mood, total EQ and positive impression)

8. Adolescents with Low and High Parental Encouragement do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intrapersonal, stress management, adaptability, general mood, total EQ and positive impression)

9. Adolescents with Low and High Parental Guidance do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intrapersonal, stress management, adaptability, general mood, total EQ and positive impression)
10. Adolescents with Low and High Parental Influence do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

11. Adolescents with Low and High Parental Decision Making do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

12. Adolescents with Low and High Parental Physical Facilities do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

13. Adolescents with Low and High Self-concept do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

14. Adolescents with Low and High Physical Appearance do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

15. Adolescents with Low and High Intellectual Ability do not differ significantly with respect to Emotional Intelligence (its dimensions
interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

16. Adolescents with Low and High Social Relation do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

17. Adolescents with Low and High Temperament do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

18. Adolescents with Low and High Moral Aspects do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

19. Adolescents with Low and High Educational Values do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)

20. Adolescents with Low and High Status in Family do not differ significantly with respect to Emotional Intelligence (its dimensions interpersonal, intra personal, stress management, adaptability, general mood, total EQ and positive impression)
21. There is no significant interaction effect of Parental Involvement (Low and High) and Self-concept (Low and High) on Emotional Intelligence of Adolescents.

22. There is no significant interaction effect of Parental Involvement (Low and High) and Self-concept (Low and High) on dimension of Emotional Intelligence i.e. Interpersonal of Adolescents.

23. There is no significant interaction effect of Parental Involvement (Low and High) and Self-concept (Low and High) on dimension of Emotional Intelligence i.e. intra-personal of Adolescents.

24. There is no significant interaction effect of Parental Involvement (Low and High) and Self-concept (Low and High) on dimension of Emotional Intelligence i.e. stress management of Adolescents.

25. There is no significant interaction effect of Parental Involvement (Low and High) and Self-concept (Low and High) on dimension of Emotional Intelligence i.e. adaptability of Adolescents.

26. There is no significant interaction effect of Parental Involvement (Low and High) and Self-concept (Low and High) on dimension of Emotional Intelligence i.e. general mood of Adolescents.

27. There is no significant interaction effect of Parental Involvement (Low and High) and Self-concept (Low and High) on dimension of Emotional Intelligence i.e. total EQ of Adolescents.
28. There is no significant interaction effect of Parental Involvement (Low and High) and Self-concept (Low and High) on dimension of Emotional Intelligence i.e. positive impression of Adolescents.

29. There is no significant relationship between Emotional Intelligence and Parental Involvement and its dimensions like Parental Acceptance, Parental Aspiration, Parental Attention, Parental Encouragement, Parental Guidance, Parental Influence, Parental Decision Making and Parental Physical Facilities of Adolescents.

30. There is no significant relationship between dimension of Emotional Intelligence i.e. interpersonal and Parental Involvement and its dimensions like Parental Acceptance, Parental Aspiration, Parental Attention, Parental Encouragement, Parental Guidance, Parental Influence, Parental Decision Making and Parental Physical Facilities of Adolescents.

31. There is no significant relationship between dimension of Emotional Intelligence i.e. intrapersonal and Parental Involvement and its dimensions like Parental Acceptance, Parental Aspiration, Parental Attention, Parental Encouragement, Parental Guidance, Parental Influence, Parental Decision Making and Parental Physical Facilities of Adolescents.

32. There is no significant relationship between dimensions of Emotional Intelligence i.e. stress management and Parental Involvement and its dimensions like Parental Acceptance, Parental Aspiration, Parental

33. There is no significant relationship between dimension of Emotional Intelligence i.e. adaptability and Parental Involvement and its dimensions like Parental Acceptance, Parental Aspiration, Parental Attention, Parental Encouragement, Parental Guidance, Parental Influence, Parental Decision Making and Parental Physical Facilities of Adolescents.

34. There is no significant relationship between dimension of Emotional Intelligence i.e. general mood and Parental Involvement and its dimensions like Parental Acceptance, Parental Aspiration, Parental Attention, Parental Encouragement, Parental Guidance, Parental Influence, Parental Decision Making and Parental Physical Facilities of Adolescents.

35. There is no significant relationship between dimensions of Emotional Intelligence i.e. total EQ and Parental Involvement and its dimensions like Parental Acceptance, Parental Aspiration, Parental Attention, Parental Encouragement, Parental Guidance, Parental Influence, Parental Decision Making and Parental Physical Facilities of Adolescents.

36. There is no significant relationship between dimension of Emotional Intelligence i.e. positive impression and Parental Involvement and its

37. There is no significant relationship between Emotional Intelligence and Self-concept and its dimensions i.e. Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family of Adolescents.

38. There is no significant relationship between dimension of Emotional Intelligence i.e. interpersonal and Self-concept and its dimensions i.e. Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family of Adolescents.

39. There is no significant relationship between dimension of Emotional Intelligence i.e. intrapersonal and Self-concept and its dimensions i.e. Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family of Adolescents.

40. There is no significant relationship between dimensions of Emotional Intelligence i.e. stress management and Self-concept and its dimensions i.e. Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family of Adolescents.
41. There is no significant relationship between dimensions of Emotional Intelligence i.e. adaptability and Self-concept and its dimensions i.e. Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family of Adolescents.

42. There is no significant relationship between dimensions of Emotional Intelligence i.e. general mood and Self-concept and its dimensions i.e. Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family of Adolescents.

43. There is no significant relationship between dimension of Emotional Intelligence i.e. total EQ and Self-concept and its dimensions i.e. Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family of Adolescents.

44. There is no significant relationship between dimensions of Emotional Intelligence i.e. positive impression and Self-concept and its dimensions i.e. Physical Appearance, Intellectual Ability, Social Relation, Temperament, Moral Aspects, Educational Values and Status in Family of Adolescents.

45. There is no significant relationship between Emotional Intelligence and socio economic status and its dimensions i.e. parent education, occupation and income of Adolescents.
46. There is no significant relationship between dimensions of Emotional Intelligence i.e. interpersonal and socio economic status and its dimensions i.e. parent education, occupation and income of Adolescents.

47. There is no significant relationship between dimensions of Emotional Intelligence i.e. Intrapersonal and socio economic status and its dimensions i.e. parent education, occupation and income of Adolescents.

48. There is no significant relationship between dimensions of Emotional Intelligence i.e. Stress management and socio economic status and its dimensions i.e. parent education, occupation and income of Adolescents.

49. There is no significant relationship between dimensions of Emotional Intelligence i.e. Adaptability and socio economic status and its dimensions i.e. parent education, occupation and income of Adolescents.

50. There is no significant relationship between dimensions of Emotional Intelligence i.e. general mood and socio economic status and its dimensions i.e. parent education, occupation and income of Adolescents.

51. There is no significant relationship between dimensions of Emotional Intelligence i.e. total EQ and socio economic status and its dimensions i.e. parent education, occupation and income of Adolescents.

52. There is no significant relationship between dimensions of Emotional Intelligence i.e. positive impression and socio economic status and its dimensions i.e. parent education, occupation and income of Adolescents.

53. Parental Involvement, Self-concept and socio economic status would not be significant predictors of Emotional Intelligence of Adolescents (total)
54. Parental Involvement, Self-concept and socio economic status would not be significant predictors of Emotional Intelligence of Adolescents Boys

55. Parental Involvement, Self-concept and socio economic status would not be significant predictors of Emotional Intelligence of Adolescents Girls

56. Parental Involvement, Self-concept and socio economic status would not be significant predictors of Emotional Intelligence of Rural Adolescents

57. Parental Involvement, Self-concept and socio economic status would not be significant predictors of Emotional Intelligence of Urban Adolescents

58. Parental Involvement and Self-concept would not be significant predictors of Emotional Intelligence of Adolescents with High Socio-economic status

59. Parental Involvement and Self-concept would not be significant predictors of Emotional Intelligence of Adolescents with Medium Socio-economic status

60. Parental Involvement and Self-concept would not be significant predictors of Emotional Intelligence of Adolescents with Low Socio-economic status

61. There is no significant direct and indirect effect of Parental Involvement, Self-concept and Socio-economic status would not be significant predictors of Emotional Intelligence of Adolescents (total)

62. There is no significant direct and indirect effect of Parental Involvement, Self-concept and Socio-economic status would not be significant predictors of Emotional Intelligence of Adolescents Boys
63. There is no significant direct and indirect effect of Parental Involvement, Self-concept and Socio-economic status would not be significant predictors of Emotional Intelligence of Adolescents Girls

64. There is no significant direct and indirect effect of Parental Involvement, Self-concept and Socio-economic status would not be significant predictors of Emotional Intelligence of Rural Adolescents

65. There is no significant direct and indirect effect of Parental Involvement, Self-concept and Socio-economic status would not be significant predictors of Emotional Intelligence of Urban Adolescents

66. There is no significant direct and indirect effect of Parental Involvement and Self-concept would not be significant predictors of Emotional Intelligence of Adolescents with High Socio-economic status

67. There is no significant direct and indirect effect of Parental Involvement and Self-concept would not be significant predictors of Emotional Intelligence of Adolescents with Medium Socio-economic status

68. There is no significant direct and indirect effect of Parental Involvement and Self-concept would not be significant predictors of Emotional Intelligence of Adolescents with Low Socio-economic status

3.9 FINAL ADMINISTRATION OF THE TOOL:

The researcher herself administered the following tools on a sample of 800 students of X standard studying in different types of schools of Bangalore
District from 2008 June to 2009 Feb. The details of the sample drawn for the study for final administration are given in the Table 3.1.

3.10 STATISTICAL TECHNIQUES USED:

The statistical analysis used for the study were,

1. Descriptive Analysis
   i. Measure of Central tendency:
      Mean: Mean is a relatively stable measure of central tendency. It has importance in the further statistical analysis and quite amendable to algebraic treatment.
   ii. Measure of Variability:
      Standard Deviation: Standard Deviation is most widely used and popular measure of variability. It is understood as a very satisfactory measure of dispersion.

2. Differential Analysis: Multiple Classification of Analysis of Variance:

   The analysis of variance (ANOVA) is a good technique to ascertain whether two or more than two groups differ significantly in their means in the simplest possible manner, whereas the Multiple Classification of Analysis of Variance verifies the significance of combined effect of two or more variables on one dependent variable.

   Multiple Classifications ANOVA helps, the researcher to determine the relationship between one dependent variable and two or
more independent variables. The researcher can test the relationship between the dependent variable and various interactions of the independent variables.

**Main Effects:** In the present investigation the independent variables Self-Concept Parental Involvement and Socio-Economic Status are taken as main effects (at two level high and low) on Emotional Intelligence and its dimensions.

**Interaction Effects:** When two or more set of variables have got the combined effect on the criterion variable, it is said that interaction effect exist on criterion variable.

### 3 Correlation analysis:

When for each measurement of one variable (X) there is a corresponding value of a second variable (Y), then it is said that there is a correlation between these two variables (X & Y).

When the relationship between two sets of measures is “linear” i.e., can be described by a straight line, the correlation between scores may be expressed by the “product moment” coefficient of correlation, designated by the letter ‘r’ (Garrett; 1981)

**Coefficient of Correlation:** Coefficient of correlation is the ratio, which shows the extent to which changes in one variable are accompanied or dependent upon changes in a second variable.
The product moment coefficient of correlation is also known as Karl Pearson’s coefficient of correlation and represented by letter “r”. ‘r’ can take the values numerically from -1 to +1. The numerical value of ‘r’ shows the strength of relationship whereas sign indicates the direction of relationship.

In the present study the Karl Pearson’s Coefficient of Correlations (r) have been computed between Emotional Intelligence along with its dimension and Self-Concept, Parental Involvement and Socio-economic status were taken for the study.

4. Regression Analysis:

The term ‘regression’ means the act of returning or going back. The term ‘regression’ first came into use when Francis Galton was studying the relationship between height of fathers and sons.

In the study of the height of about one thousand fathers and sons, very interesting fact surfaced; tall fathers tend to have tall sons and short fathers short sons, but the average height of the sons of tall fathers was less than that of the fathers and the average height of the sons of short fathers was greater than that of the fathers. The line describing this tendency to ‘regress’ or going back was called by Galton as ‘regression line’ (Gupta 1975).

Regression is the determination of a statistical relationship between two or more variables in which one variable (defined as
independent) is the cause of the behavior or another one (defined as independent variable) (Kothari; 1985).

The correlation coefficient merely measures the degree of relationship between two variables (X & Y) whereas the nature of relationship i.e., cause and effect relation can be ascertained by regression analysis only.

When two or more than two variables are having correlations, then by using the known values of the variables, the unknown value of another variable can be predicted and estimated by regression. In this prediction the most probable value of unknown variable can be estimated.

5. Path Analysis

In statistics analysis, path analysis is considered an extension of the regression model. In a path analysis model from the correlation matrix, two or more casual models are compared. In path analysis, a circle and an arrow, which shows the causation, show the path of the model. In path analysis, regression weight is predicated by the model and is compared by the observed correlation matrix. Then the goodness of fit statistic is calculated in order to see the fitting of the model.

3.11 CONCLUSION

The succeeding chapter deals with analysis and interpretation of the data.