CHAPTER-III

RESEARCH METHODOLOGY

3.0. Introduction

The theoretical background of the study along with the significance, objective has been presented in chapter 1. A review of literature of the study has been given in the previous chapter. The present chapter is devoted to the description of the methodology followed in conducting present study. The researcher has used the quantitative research method for this study using Descriptive statistics methodology. Here the researcher used correlational survey method as the survey method gathers data from a relatively large number of cases in a particular time.

3.1. Research Instrument

The research instrument is a tool defined as anything that becomes a means of collecting information for our study is called a research tool or a research instrument. For example, observation forms, interview schedules, questionnaires and interview guides are all classified s research tool

3.2. Tools and Techniques

Tools and techniques in research are the statistical methods of collection, analysis, interpretation, presentation, and organization of data. Statistics provides numerous tools and techniques to analyze the data and interpret the results of the analysis. It is a skeleton of a study or research. It is used to measure the pros and cons of a study. It supports the research findings which can be helpful to further development of the study.

3.3. Hypotheses

H_01 There is no significant difference in emotional maturity and academic achievement of class IX students of Balasore District on the basis of gender.

    1.1   Male students

    1.2   Female students

H_02.   There is no significant relationship between emotional maturity and academic achievement of class IX students of Balasore District.

H_03. There is no significant relationship between emotional maturity and academic achievement of class IX students of Balasore District on the basis of gender

    3.1   Male students

    3.2   Female students

3.4. Tools Used for Data Collection

Table-3.1: Different Tools Used to Collect the Required Data

SL. No	Variables to be Measured	Tools Used	Author
01	Emotional Maturity	EMS	Developed by the investigator.
02	Academic Achievement	Data sheet	Marks register of the respective schools.
03	Other background variables	Data Sheet	Developed by the investigator

3.5. Procedure of the study

The tools to assess Emotional Maturity was developed. Then the translated version was scrutinized in consultation of experts. The suggested changes were incorporated. The investigator selected the required number of secondary schools as per the sample to collect necessary data. The Investigator approached the principal of the selected schools and obtained permission for administering the test. Student were explained the purpose of the study and were instructed how to respond to the tools on Emotional Maturity. Further clarifications were given for the questions/doubts raised by them. The investigator herself administered the tools after establishing the rapport with the students. The students were directed to follow the instructions that were given on the tests before answering them. Then the sample was taken from the schools by administering the test.

The responses of the students on the tools were scored as specified in the tools, tabulated and subjected to statistical analysis. The results were then analyzed and interpreted using the statistical techniques of t- test and coefficient of correlation.

3.6. Emotional Maturity Scale (EMS)

After reviewing the relevant literature major components are identified, based on the components initially 50 items were framed. The items were given to resource person for the Correction individually. After getting content validity of the items, it was administered for 30 students. The items were analyzed based on each component and 26 items were chosen. Investigator translated the English version of the scale into Odia. Then items were given to language experts for correction. These items were again administered for 30 secondary school students. The final form of the scale constituted 26 items which includes both positive and negative statements on each component.

3.7 Major Components of Emotional Maturity Scale

- **Self-awareness**-It refers to the awareness about one's emotion. It means proper knowledge and understanding for the identification of own emotions. It is the ability to recognize one's feelings and moods. It signifies the ability of a person to recognize emotions which he/she is experiencing and feelings which are associated with that particular emotion.

- **Emotional Control**-It refers to the balancing emotions in the times of hustle and change. It means maintaining emotional composure during the adverse time and in unexpected situations. It denotes consciously selecting appropriate emotions which are appropriate in the given situation and avoiding extreme emotions.

- **Emotional Competence**-It refers to the ability of an individual to express one's inner underlying emotions. It is the ability to recognize and interpret emotions constructively. It signifies hoe individual deal and responds to emotions while interacting with others.

- **Emotional Tolerance**-It refers to the capacity to endure emotions which are conflicting with one's own emotions. It means accepting and respecting other's emotions even if one is experiencing different from others.

- **Emotional Integrity**-It refers to the audacity to know acknowledge one's true emotions without judging them under societal pressure. It denotes a feeling of

love present within oneself. In other words, it denotes emotional strength to remain brave no matter what others say or do.

3.8 Data Entry

Survey questionnaires were checked for missing data. Surveys were rechecked for data transcription error; survey was checked to ensure the data had been entered correctly. The data analysis for this quantitative study was undertaken in two steps. These steps are elaborated as below.

Step-1: Coding the Data

The first step in data analysis involved (a) creating system for each of the questionnaires and (b) applying these coding systems to each individual questionnaire. The researcher continued coding the data for type of gender-, finally, different dimensions of the questionnaires and all items of them were coded. For the purpose of this study, descriptive statistics were used to report data included in this study. All responses to each characteristic were assigned a score by adding the total group of question responses for each participant.

Step 2: Generating the Response Distribution

A value was designated as an identifier of the outcomes. Students answered the scale by marking in 5- point rating scale From Very Much to Never for Emotional Maturity scale.

Table-3.2: Scoring for Emotional Maturity Scale (EMS)

Items	Very Much (VM)	Much (M)	Un-Decided (UD)	Probably (P)	Never (N)
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table-3.3: The levels of Emotional Maturity

SI No	Level of Emotional Maturity	Range
01	High	98-130
02	Moderate	65-97
03	Low	26-64

Table-3.4: Techniques Employed for Analysis of Data

Hypothesis	Statistical Analysis
$H_0 1$. There is no significant difference in emotional maturity and academic achievement among standard IX male and female students.	't' test
$H_0 2$. There is no significant relationship between emotional maturity and academic achievement.	**Coefficient of Correlation**
$H_0 3$. There is no significant relationship between emotional maturity and academic achievement of class IX students in the following variable: i. Male students ii. Female students	**Coefficient of Correlation**

3.9 Nature of Sample

A sample is a small proportion of population selected for observation and analysis. It is a collection consisting of a part of subset of the objects or the individuals of the population which is selected for the exclusive of representing the population. In the present study the target population will be all the students of Balasore District of Odisha.

19

3.10   Sample of Study

The sample of study comprised of students from OAV Sutei, Remuna, Balasore, Odisha. The total number of students who participated in investigation were 30.