

**METHOD AND PROCEDURE OF STUDY OF EMOTIONAL INTELLIGENCE OF
ADOLESCENTS IN RELATION TO PARENTAL ENCOURAGEMENT**

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Introduction

Educational research follows a systematic process investigation as a precisely , objectively and scientifically as possible and hence it employs scientifically and procedure as only that can lead to satisfactory results b and disillusionment.

Research is a purposive scientific and planned deliberation. It is not a haphazard task and requires one to proceed in a definite direction along well-defined lines. In the words of John W. Best (1986), “Research is considered to be more formal, systematic, intensive process of carrying on the scientific method of analysis”.

Research method is of utmost importance in a research process. It describes various steps of the plan to be adopted in solving a research problem. The selection of a method depends upon the kind of data the problem entails. A pre-planned and well – described method provides the researcher a scientific and feasible plan for solving the problem under investigation.

Annan says, “Taking a specific pin-pointed problem and trying to find out a solution a scientific investigation, the accuracy and reliability of result depends upon the accuracy and reliability of data.

After the selection of definition and statement of the problem, the research worker has to decide about method, procedure and techniques to be used for investigation and selection of a particular method of study depends upon the nature of the problem.

There are various methods of conducting a research study but in the present study, an appropriate method is selected in view the purpose of the study, nature of program and kinds of data necessary for its study. The present chapter deals with the design, sample, tools and procedure of data collection and statistical techniques of analysis to test to hypotheses.

DESIGN OF THE STUDY

It is said fate of any activity and its outcome depends upon its design. Design of the study is an essential part of a research project because design provides a picture of what and how to do work before starting it. It has been determined from time to time that a suitable research design guards against the collection of irrelevant data and give more economy. So, in any research project, design provides the researcher a blue print of research, dictates the boundaries of the project and helps in controlling the experimental, extraneous errors and variances of the problem under investigation.

Fred N. Kerlinger (1924) described, “Research design is the plan stricture and strategy of investigation, conceived so as to obtain answer to search questions and control variance”.

METHOD

The purpose of the present study was to study the emotional intelligence of the adolescent in relation to parental encouragement. To meet the objectives of the study, descriptive survey method was used. it is commonly used in educational research to study existing conditions and phenomena.

The descriptive method is used for the type of research which purposes to ascertain what the normal and typical conditions of practice are at present time. There are many problems in the field of education. It depend upon the nature of the problem, how the research is to be done and what will be the method and tools to be used for the research. The correlation technique was employed to study the relationship between the dependent and independent variable. In the present study, the dependent variable is Emotional Intelligence and independent variable is parental Encouragement.

SAMPLE

It is not possible to collect the data from all the members of the population and investigator therefore, resorted to sampling technique. It is a technique by which a relatively small number of individual or measures of individual objects or event is elected and analyzed in order to find out something about the entire population from it was selected.

The representative proportion to the population is called Sample. Thus Sample is a small representation of a larger whole. The researcher selected each unit a specified way.

‘In the present study, a Sample of 800 students, who were the students of class X , randomly selected from four schools .

TOOLS EMPLOYED

1. Emotional Intelligence Inventory by S.k mangal and Shubhra Mangal(1971)
2. Parental Encouragement scale by kusum Aggerwal.

DESCRIPTION OF THE TOOLS

Emotional Intelligence Inventory

Emotional Intelligence Inventory has been designed for use with Hindi & English knowing 16+ years school, college & university students for the measurement of their emotional intelligence in respect of four areas or aspects emotional intelligence namely, Intra-Personal Awareness, Inter-persona Awareness, Intra-Personal Management and Inter-Personal Management respectively.

TABLE 1
AREAS OR ASPECTS OF MEII

Sr. No	Area/Aspect	No. of Items
1.	Intra-Personal Awareness	25
2.	Inter-Personal Awareness	25
3.	Intra-Personal Management	25
4.	Inter-Personal Management	25

It has 100 items, 25 each from the four areas to be answered as yes or no. while constructing items for each of these areas due care was taken to make use of the simple language and provide well-defined purposeful statements to their emotional intelligence.

In the beginning a list of items was prepared. The list was presented to a group of 5 judges and only those items were retained about which the judges were unanimous on their retention. It led to the elimination of 30 items out of 180. The remaining 150 items were subjected to item analysis.

Item Analysis

Item analysis was carried out computing of computing bacterial correlation of item (1) with the total scores on the inventory and (2) with the area total scores . The significance of a bacterial at .01 levels was fixed as the criterion for retaining an item. This led to the elimination of 48 items. Later on two more items seeming somewhat alike and week in nature were in nature also dropped in view of keeping equal number of items i.e. 25 each in all the four areas or dimensions of emotional intelligence inventory.

Standardization

The final of 100 items was administrated on a large sample of 200 students of s16years age.

Reliability

Reliability of the inventory was examined through three different methods. Namely

- (1) Split half method using spearman-Brown prophecy.
- (2) K-R formula (20)
- (3) Test – retest method (after a period of 4 weeks)

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