

Chapter 3

METHODOLOGY

3.0 INTRODUCTION

Methodology is the organization and structure of the research executed. It includes the procedures and processes used to gain the stated objectives. The design of this study has sources of data, nature of data, sample of the study, tools and techniques used to collect data, procedure of data collection and finally, analysis of the data collected.

To achieve the objectives, two sets of empirical information were collected – qualitative as well as quantitative. Both the data were used in the research but the main focus was on the qualitative data. The quantitative data was used as supportive data, to supplement the information gained through the qualitative data.

For objective one, i.e. to develop an intervention program to enhance intra-personal and inter-personal aspects of emotional intelligence, activities were selected and developed for each of the intra-personal and inter-personal aspects of emotional intelligence. All the activities were experiential in nature with some necessary theoretical inputs in between. This intervention program was carried out as a pilot study to test its feasibility and appropriateness. The required modifications were made.

For objective two, i.e., to implement the intervention program, the Bar-on EQiYV and stress content validation were conducted. Then the developed intervention program was conducted for the intervention group for 30 hours

spread over 30 sessions. This time is excluding the time that was spent on administering the tools (pre test and post test) and in depth interviews with the teachers and students.

For the last objective, namely, to study the impact of the intervention program, data was collected through observation by the investigator, logs of significant learning kept by the sample students, in- depth interviews of students and feedback from the class teacher. At the end of the intervention program, the emotional intelligence test and stress test conducted earlier were conducted once again. This was done to see the effectiveness of the intervention program.

3.1 Source of Data

To fulfill the objectives of the study and keeping in view, the nature of data required, information was collected through various sources. Scores of students on the emotional intelligence test; result of the stress content validation schedule; teacher's observations; students' own log books containing their significant learning during the intervention program, in depth interviews of the students along with the investigator's observations were used as sources.

3.2 Sample of the study

For this purpose of achieving the objectives stated above, one school was purposively selected, namely, The Bharatiya Vidya Bhavan's V.M. Public School, Vadodara. The selection was done purely on the basis of the principal's readiness to make the time available to the investigator to conduct the study. Keeping in mind the objectives, nature of data and its meaningful analysis, it was imperative to focus on one specific target group of students. For this purpose, one section of Class VIII students was chosen. The class consisted of

(30) students out of which 15 attended the sessions of the intervention program. This division occurred naturally as some of the students were engaged in co curricular activities as was priorly decided by the school.

3.3 Tools and Techniques

The investigator used the following tools and techniques to collect data –

- (1) Bar-on EQiYV scale
- (2) Stress content validation schedule
- (3) Student's Log of significant learning
- (4) Investigator's Observation
- (5) Feedback from teachers
- (6) In depth interviews with the sample of students

3.3.1 Bar-on EQiYV scale

The Bar-on EqiYV scale used in the present study is the youth version of the Bar-on Emotional Quotient Inventory. The test is designed to measure emotional intelligence of young people aged 7 – 18 years. It was developed by Dr. Reuven Bar-on and Dr. James D.A.Parker. The questionnaire has 60 items which identify the child's score on intrapersonal aspects, interpersonal aspects, adaptability, stress management, total emotional intelligence and general mood. It also consists of a positive impression scale and an inconsistency index. A positive impression scale helps to identify individuals who may attempt to create an exaggerated positive impression of themselves. The inconsistency index is designed to detect inconsistent response styles or random answering by students. The questionnaire a 4-point Likert style format in which respondents are asked to rate each item to the extent that they relate to them. Response options are- Very seldom true of me, Seldom true of me, Often true of me,

Very often true of me. Responses made are transferred to the scoring sheet given, which is formatted like a grid. Horizontally adding up the responses gives a raw score of all dimensions except the total Emotional intelligence. Total emotional intelligence is scored according to the instructions provided. The inconsistency index is found and if it is 10 or more than 10, the results should be interpreted with caution.

A profile form is provided with each questionnaire. It has a separate profile for males and females. Also, there are 4 age ranges within both the profiles – 7 to 9 years, 10 to 12 years, 13 to 15 years, 16 to 18 years. According to the gender and age range of each student, their raw scores are circled on the profile form. Joining these circled raw scores with lines, gives a clear, at a glance profile for all aspects of emotional intelligence.

Standard scores are obtained after plotting the profile form. There are certain ranges marked in each form. Depending on where the raw scores fall, standard scores can be obtained. Standard scores are under 7 categories –

- (1) 130+ - Markedly high
- (2) 120-129 – Very high
- (3) 110-119 – High
- (4) 90-109 – Average
- (5) 80-89 – Low
- (6) 70-79 – Very low
- (7) Under 70 – Markedly low

This helps to understand which area/s that the user needs to work on or needs help in.



3.3.2 Stress content validation schedule

This stress content validation schedule is designed to identify the main stressors in the lives of adolescents. It was developed by Shari Maria Kurian and Dr. Sangeeta Chaudhary (2003). It contains 15 questions related to causes of stress in the family, at school and peers. It also identifies the emotions and the behavior that result as a consequence of conflict and stress that they experience.

3.3.3 Students' logs of significant learning

Each child was required to keep a log of learning during the entire intervention program. They were given worksheets that had questions about their new learning, how they planned to use the new learning, examples of new behavior due to the new learning and how they felt after attempting the new behavior. These worksheets had to be filled by the students according to the changes they had made or were trying to make. A discussion on their new learning and behavior changes were held, at the beginning of each session. Perusal of these logs by the investigator provided a lot of information on the changes that the child was trying to make or had already made. It also provided feedback on how much the child had understood from the activities of the intervention program.

3.3.4 Investigator's Observation

Investigator kept a close and continuous interaction with the target group of students during the intervention and the post-intervention stages of the study. Being sensitive towards students' behavior provided insight on how they reacted to situations and the change during the intervention program was being conducted. Field notes were kept by the investigator during the entire study.

3.3.5 Feedback from teachers

The various teachers who teach the sample group of students were interviewed, both before and after the intervention program was conducted. The teachers added to the information on the students' behavior and also the changes they noted after the intervention had been conducted.

3.3.6 In-depth interview of students

In-depth interviews were taken for each student, to get information in greater detail. These interviews were unstructured and provided very useful information about the child's background, emotional state, relationships with people around and the learning that the child acquired due to the intervention program. These interviews were conducted at the post intervention phase of the program.

3.4 Procedure of data collection

In order to get permission to conduct the study in (Bharatiya Vidya Bhavan), the investigator met the principal of the school and explained the purpose and objectives of the study. A copy of the proposal and a detailed time table for the intervention were submitted.

The investigator was introduced to the class teacher of Class 8 and the investigator explained the intent and purpose of the study to her.

The investigator was promised full co-operation and support from the school.

The data was collected in three stages- pre-intervention phase, intervention phase and post-intervention phase.

3.4.1 Pre-intervention phase

During this phase, the investigator developed an intervention program, keeping in mind the key skills of emotional literacy. The activities chosen were all experiential in nature. This intervention program was pilot tested on a section of Class VIII students at Sawai Man Singh Vidyalaya, Jaipur. This was done to check the feasibility and appropriateness of the proposed material and tools. And in the light of this experience, the material was reviewed and scrutinized and the necessary modifications were made.

3.4.2 Intervention phase

During this phase, the BarOnEQiYV test and the Stress content validation schedule were administered on the sample of students to measure the students' level of emotional intelligence and identify their stressors. The intervention program was then conducted on the sample group of subjects. The intervention program was spread over 30 sessions, a total of 30 hours, excluding the time spent on administering the tools (pre test and post test) and the in depth interviews of teachers as well as the sample of students. The program consisted of activities designed to enhance the following parameters of emotional intelligence –

Intra-personal skills

- (1) Emotional awareness
- (2) Acceptance of emotions
- (3) Management of emotions
- (4) Self motivation

Inter – personal skills

- (5) Empathy
- (6) Handling relationships

Students were required to fill their log books of significant learning after each part of the intervention was over. Detailed notes of observations were also kept by the investigator throughout this phase.

3.4.3 Post-intervention phase

After the intervention program was over, the investigator conducted unstructured interviews with the class teacher and noted her feedback on changes that she could notice after the intervention program. Unstructured interviews were also carried out with the sample group of students to acquire information on the changes that they had made or were trying to make. The Bar-on EQiYV test and the Stress content validation schedule were conducted again. This was done to quantitatively measure the difference between the pre intervention and post intervention phase.

3.5 Procedure of data analysis

The objective of the present study was to determine the effectiveness of an intervention program developed to enhance emotional literacy. The intervention program was conducted on a group of students. The effectiveness was measured by the difference in students' behavior and attitude before and after the intervention program.

This study is mainly a qualitative study. Some of the strengths of qualitative research are that the data is collected in close proximity to a specific situation; the emphasis is on a specific group or case, a focused and bounded phenomena embedded in its context; influences of the local context are not stripped away, but taken into account; the possibility of understanding latent, underlying or non obvious issues is strong. Qualitative studies with their emphasis on

people's 'lived experience', are fundamentally well suited for locating the meanings people place on the events, processes and structures of their lives: their "perceptions, assumptions, prejudgments, presuppositions" (van Manen, 1977) and for connecting these meanings to the social world around them (Matthew, B.M and Huberman, A.M, 1994).

Quantitative data has been used to support the qualitative data obtained. Triangulation method has been used, keeping in mind the limitations of both the qualitative and quantitative study methods. Triangulation is defined as "the combination of methodologies in the study of the same phenomena" (Denzin, 1978). It is a form of research methodology that views both the qualitative and the quantitative methods as complementary and not as opposites (Harris and Bell, 1986).

One obvious method of triangulation is to use different information collecting techniques like questionnaires, interviews, observations etc. together. The rationale for this approach is that two or more techniques have more reliability than those from only one. It allows for validation across methods and thus ensures that the variance reflected is that of the trait being studied and not of the method.

Thus, in the present study, the researcher has made use of the data available from a rating scale, a content validation schedule, teacher's observations, student's self reports, in depth interviews of students and investigator's own observations.