CHAPTER - III
METHOD AND PROCEDURE

3.0 INTRODUCTION

In the present study, an attempt has been made to investigate job stress, job satisfaction and adjustment among male and female Physical Education teachers working in govt., private and public schools in urban and rural areas in Haryana State. In order to achieve the pre-determined objectives of the study, the researcher has planned the entire process of the work in terms of research design. The method and procedure of the study has been described in the present chapter in the following systematic way:-

3.1 Design of the study
3.2 Sample
3.3 Tests used and their description
3.4 Administration of test scales
3.5 Procedure of data collection
3.6 Statistical analysis

3.1 DESIGN OF THE STUDY

A survey type study was designed to find out significant differences among male and female Physical Education teachers working in government, private and public schools and working in urban and rural areas of Haryana as related to their job stress, job satisfaction and adjustment variables. An attempt was also made to study job stress in relation to the job satisfaction as well as adjustment of the Physical Education teachers.
3.2 SAMPLE

For the purpose of the study, 300 Physical Education teachers (180 male and 120 female) working in 116 government, 92 private and 92 public schools were selected randomly from 10 districts of Haryana State. In the male group 90 teachers each were taken from urban and rural schools of Haryana whereas the female group comprised of 65 and 55 teachers from urban and rural schools respectively. All these teachers had at least three years of teaching experience in the field of Physical Education. The sample of the study has been depicted as below:
3.3 TESTS USED AND THEIR DESCRIPTION

Selection of the most appropriate tests/tools was not an easy decision for the investigator. Therefore, utmost care was exercised in this regard and sincere efforts were made by the researcher to select the tests/tools for the collection of data. For this purpose, he had a detailed discussion with his supervisor and other professional experts in the field of Physical Education as well as Psychology before taking a final decision on the selection of the most appropriate and relevant tests/tools. Finally, the following tests/tools were considered appropriate and selected for the study.

1. Occupational Stress Index (OSI) by Srivastava and Singh (1984)
2. Job Satisfaction Scale by Singh and Sharma (1986)
3. Teachers Adjustment Inventory by Mangal (1996).

Besides the above tests, the demographic profile of each teacher was obtained as follows:

1. Name
2. Age
3. Gender
4. Qualifications
5. Profession
6. Designation
7. Org. Type: Govt. Private Public
8. Place of Job Rural Urban
9. Experience (in years)
10. Marital Status: Married / Unmarried
11. If married, how many children you have been blessed with.
12. If wife employed, her profession and designation.
13. Monthly Income from all sources.

3.3.1 Occupational Stress Index (OSI): To measure job stress Occupational Stress Index developed by Srivastava and Singh (1984) was used. The authors have claimed that the tool may be conveniently administered to all categories of employees. The scale consisted of forty six items, each to be rated on five point scale. Out of 46 items, 28 were true keyed and rests 18 were false keyed. The validity of Occupational stress index was determined by computing co-efficient of correlation between scales on the OSI and the various measures of job attitude and job behaviour. Split half method was applied to establish the reliability of the scale which was found to be 0.935 by the authors.

3.3.2 Job Satisfaction Scale (JSS): The job satisfaction scale developed by Singh & Sharma was used to measure job satisfaction among the Physical Education teachers. The scale has a very wide acceptance in measuring psychological aspects of functioning in any profession. It consisted of 80 statements in the pilot study. After try out only 30 statements were retained in the final. The scale has been standardized on engineers, doctors and teachers. The test retest reliability of the scale works out to be 0.978. The scale compares favourably with Muthayya’s job satisfaction questionnaire giving a validity coefficient of .743. Moreover, the satisfaction measures obtained from this scale have a close resemblance to the ratings given to the employees on a 3-point scale: fully satisfied, average satisfied, dissatisfied by the employers. The scale measures job satisfaction in two types of areas - job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying
outside the job). These areas are covered in 30 statements. Each statement
had five alternatives from which a respondent had to choose any one which
candidly expressed his response. Q. No. 6, 11, 13, 19, 23 and 25 had job
concrete statements whereas job-abstract statements were in the form of
Q.No. 8, 15, 16, 17, 21 and 27. Job extrinsic statements found their place in
Q.No. 1, 3, 4, 7, 10, 12, 26 and 30. Economic and community growth
statements were numbered as 2, 5, 9, 18 and 14, 22, 24, 28 and 29
respectively.

3.3.3 Teachers Adjustment Inventory (TAI): Teachers Adjustment Inventory
by S.K. Mangal (1996) was applied to measure adjustment among the sample
teachers. In the pilot study 410 items were pooled under 21 dimensions of
teachers’ adjustment. The discriminant and by point biserial’t’ statistical
technique was used to finalise the scale which retained 253 items. First order
factors were reduced by principal component method which gave the
following factors or broad areas of teacher adjustment:

- Adjustment with academic and general environment of the institution.
- Socio- psycho- physical Adjustment.
- Professional Relationship Adjustment.
- Personal life Adjustment.
- Financial Adjustment and Job Satisfaction.

Reliability of the Inventory was estimated through test-retest and split
half methods. The following table gives the reliability coefficients determined
by these two methods.
Reliability Coefficients of the Inventory

<table>
<thead>
<tr>
<th>Reliability Methods</th>
<th>Factors or Areas of Adjustment</th>
<th>Total Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Split Half Method</td>
<td>.98</td>
<td>.98</td>
</tr>
</tbody>
</table>

Three types of validity have been established for the inventory: Content Validity, Construct or factorial Validity and Criterion related Validity. Content validity has been established on the basis of the opinion of eight judges. As the final form of the Mangal Teacher Adjustment Inventory has been framed in light of the five factors derived from factor analysis hence it may be taken that the inventory in the present form has factorial validity. For the criterion related validity two different external measures were used – Bells Adjustment Inventory and rating of teachers by their headmasters. A Hindi translation of the Bells Adjustment Inventory prepared by Dr. I. B. Verma was used for the required validation. The validity coefficient of the Teachers Adjustment Inventory was found to be .967.

3.3.4 Administration of Test Scales

The Occupational Stress Index by Dr. A.K. Srivastava and Dr. A.P. Singh was used to measure the extent of stress which an employee perceives arising from various constituents and conditions of his job. As the questionnaire consisted of both true-keyed and false-keyed items, two different patterns of scoring had to be adopted for two types of items as follows:-
<table>
<thead>
<tr>
<th>Categories of response</th>
<th>For True Keyed</th>
<th>For false keyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never / Strongly disagree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Seldom / Disagree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Sometimes / Undecided</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mostly / Agree</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Always / Strongly Agree</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

The Job Satisfaction Scale by Dr. Singh & Dr. Sharma was administered on the Physical Education teachers to find out the measurement of their satisfaction / dissatisfaction towards their job. The scale had both positive and negative statements. Items at Sr. No. 4, 13, 20, 21, 27 and 28 were negative, others all positive. The positive statements carried a weightage of 4, 3, 2, 1 and 0 and the negative ones a weightage of 0, 1, 2, 3 and 4. The total score gave a quick measure of satisfaction / dissatisfaction towards job whereas by adding the score on particular statements, satisfaction / dissatisfaction can be found in particular areas say financial or job inherent and so on.

To measure the Teacher's Adjustment Dr. S.K. Mangal Adjustment Inventory was used. In this Inventory the answers were in the form of 'Yes', 'No' or '?' indicating complete agreement, disagreement and neither agreement or disagreement with the proposed statement. 41 items in this Inventory are such where response 'Yes' shows adjustment whereas for the remaining 212 items the response 'No' shows adjustment. In the scoring scheme score 2, 0 and 1 was assigned for the response indicating
adjustment, lack of adjustment / maladjustment, and undecided respectively for items Sr. No as 44, 53, 57, 61, 75, 76, 83, 87, 88, 90 to 94, 101-103, 110, 111, 117-119, 123, 124, 126, 137, 140, 145, 148, 154, 157, 165, 167, 176, 181, 182, 189, 192, 196, 203 and 207 (total 41). For remaining 212 items score of 2, 0 and 1 were assigned for 'No, 'Yes' and '?' responses respectively. In these statements response 'No' showed adjustment whereas 'Yes' and '?' showed maladjustment and indecisiveness respectively.

3.4 PROCEDURE OF DATA COLLECTION

After collecting the test scales along with the scoring keys, the investigator contacted the Physical Education teachers personally for the purpose of data collection. Most of them were contacted individually at their places of posting. Some of them were contacted in groups also during Zonal, District and State level school competitions organized by the Haryana School Education Directorate from time to time. The test scale sheets were sent to some of the teachers by registered post/courier also. A brief description of test scales along with the objectives and importance of the study were explained to the subjects to ensure their honest, correct and sincere responses. They were asked to give responses as per the first reply that comes to their mind after reading each question carefully. They took their own time and were encouraged to give the appropriate responses. Whenever they felt any difficulty in understanding any item, the researcher tried his best to help them in making them understand, so that they could give the correct response. The subjects were also ensured that their responses would be kept confidential and would be used only for research purpose. Only those who
were cooperative and willing to respond were taken and others who showed callous and lukewarm approach were deleted out.

3.5 Statistical Analysis of Data

The raw scores were statistically analyzed in terms of means, standard deviation and t-ratios. T-Test was used to compare male and female and urban and rural area teachers for their job stress, job satisfaction and adjustment variables. Analysis of Variance (ANOVA) statistical procedure was applied to compare three categories of Physical Education teachers i.e. working in government, private and public schools for all the three variables. Where the F-ratio was found significant, the Post Hoc test was also used to confirm the significant differences. To find out the relationship among the three variables Pearson's Product Moment Coefficient of Correlation was also applied.

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