CHAPTER – 3
PLAN AND PROCEDURE

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3.1 Introduction:

Many women in the modern age are familiar with feeling torn between traditional expectations of women and the expectations of the modern working conditions. While traditional expectations require women to be good mothers and housewives, modern impulses put little stress on family roles, compared to the emphasis they make on social roles of individuals. Rizzo, House, and Lirtzman (1970) define role conflict as the incompatibility of requirements and expectations from the role, where compatibility is judged based on a set of conditions that impact role performance.

Working women may feel more role conflict but not all of them feel same. There must be several factors that might be playing decisive role in the experience of role conflict. Personality affects individual’s coping of conflict. Like personality, social support is also one of the important factors which might be affecting role conflict and quality of life of married women.

Human as social creatures cannot live without help from others. Physical need (such as food, cloth, house), social need (such as acceptance, relationship, school and work), and mental need including safety feeling, curious feeling, spiritual feeling could not met without help from others. It becomes urgent when people have matters, easy or hard. Albrecht and Adelman (1987) defined social support as a “Verbal and nonverbal communication between recipients and providers that reduces uncertainty about the situation, the self, the other or the relationship, and function to enhance a perception of personal control in one’s life experience.” Spouses are unique in that the informal social connections they can draw on to help each other are usually from overlapping pools of contacts. Strong relationships are frequently embedded within joint networks and the spouse is usually the one person who is the most closely tied to one’s other contacts (Kalmijn and Bernasco, 2001).
Hardiness, as conceptualized by Kobasa (1979), is a set of beliefs about oneself and the world manifested as commitment, control, and challenge. Having a stress hardy personality doesn't mean that a person never ever suffers stress; it means that their ability to deal with it, without causing a problem, is greater. It's about learning to control how we react to the challenges we face in a more flexible, confident and less destructive way.

Quality of life has been defined and assessed in many ways. For instance, it was insinuate that quality of life indicators go beyond immediate workplace concerns, such as, overall life satisfaction; health; satisfaction with family, free time, and marriage (Quinn and Shepard, 1974 and Quinn and Staines, 1979).

It is hypothesized that the designed parameters i.e. hardy personality, social support specially spousal support, role conflict and quality of life when evaluated amongst the married women college teachers, it is likely that if the level of hardy personality is high and at the same time the spousal support is also remarkably good, the role conflict may decrease and quality of the life may increase.

In general, each research has its own plans and procedures. The present investigation was planned out keeping in view several aims and objectives centered around role conflict and quality of life among married women college teachers.

3.2 Statement of the problem:

Nowadays the hectic rhythm of lifestyle sometimes creates overwhelming obstacles for the married couple. Those women with jobs or careers find it more and more difficult to cope with work and their families at once. The reason for this is that basically it is impossible to do so. A woman has a set of family responsibilities at home, especially when children are young, and if on top of that she also has job responsibilities this will
cause stress and fatigue that will then lead to the deterioration in the couple’s relationship.

The workload of responsibilities and practical tasks is just too overwhelming for most women; it is therefore inevitable that somewhere they will have to neglect something to be able to perform all the daily tasks. In some women this impossibility to perform their roles will eventually lead them onto severe depression and family rupture.

The difficulty lies in the fact that there is no definite working schedule within daily family aspects, who can estimate when someone falls ill? When someone needs special attention? There is no fixed date or hour, anyone may need something at any time, and the family is a 24-hour employment; these situation goes worst when no alternative is available. Women are constantly under pressure when managing multiple roles, therefore during marriage the key factor is to be able to adjust to the evolving situations and changes in order to cope with the numerous stresses encountered throughout the relationship.

In marriage both partners have a predetermined role; a man is the head of the family and is generally expected to be a strong one, without wanting to be biased against the women’s role, which is not necessarily of submission, but that of a mother and companion who keeps the family united and happy. Now, women who are also trying to run a career at the same time will obviously come up with relationship obstacles and be under great stress.

Role conflict is more likely to exert negative influences in the family domain, resulting in lower life satisfaction and greater internal conflict within the family. Studies have identified several variables that influence the level of role conflict. Variables such as the size of family, the age of children, the work hours and the level of social support many impact the experience of role conflict. However, these variables have been conceptualized as antecedents of role conflict; it is also important to consider the consequences these variables have on psychological distress and wellbeing of the working women.
As per above discussion about married working women’s life it is the need of time to undertake studies focusing on various precedent factors leading to role conflict among married working women and findings of such studies could be disseminated to tackle the various problems. The present investigation is a step towards this and the exact research title is as mentioned below:

“A Study of Social Support, Hardy Personality and Role Conflict among Married Women College Teachers”

3.3 Objectives of the study:

The main purpose of the present study was to investigate social support, hardy personality and role conflict among married women college teachers. Some specific objectives were needed to be framed to study the problem. The objectives of present study are furnished as under:

1. To know the impact of type of family on role conflict and quality of life among married women college teachers.
2. To know the impact of shift of occupation on role conflict and quality of life among married women college teachers.
3. To know the impact of social support (spousal support—total and components) on role conflict and quality of life among married women college teachers.
4. To know the impact of hardy personality on role conflict and quality of life among married women college teachers.
5. To examine the impact of several other factors like, age, number of family members, number of children, monthly family income, social relations responsibility and physical exercise on role conflict and quality of life among married women college teachers.
6. To find out the relationship among social support (spousal support—total and components), hardy personality, role conflict and quality of life.
7. To investigate the moderating effect of type of family on the relationships among social support (spousal support-total and components), hardy personality, role conflict and quality of life.
8. To investigate the moderating effect of age on the relationships among social support (spousal support-total and components), hardy personality, role conflict and quality of life.

3.4 Null hypotheses:

Keeping in view the objectives of the study the researcher had framed several null hypotheses which were tested by using various statistical techniques.

Section: 1

1. There is no significant difference between mean scores of the role conflict experienced by married women college teachers having joint family and those having nuclear family.
2. There is no significant difference between mean scores of the role conflict experienced by married women college teachers working in morning and noon shift.
3. There is not any significant interactive impact of type of family and shift of occupation on role conflict experienced by married women college teachers.
4. There is no significant difference between mean scores of the role conflict experienced by married women college teachers having low, medium and high level of social support (total spousal support and its components).
5. There is no significant difference between mean scores of the role conflict experienced by married women college teachers having different levels of hardiness (less, medium and more).
6. There is no significant difference between mean scores of the role conflict experienced by married women college teachers belonging to
different age group (28 years and below, 29 to 36 years and above 36).

7. There is no significant difference between mean scores of the role conflict experienced by married women college teachers with reference to number of family members (1 to 3 family members and more than 3 family members).

8. There is no significant difference between mean scores of the role conflict experienced by married women college teachers with reference to number of children (no child and 1 or more children).

9. There is no significant difference between mean scores of the role conflict experienced by married women college teachers with reference to monthly family income (Rs. 45000 and below, 45001 to 95000 and above 95500).

10. There is no significant difference between mean scores of the role conflict experienced by married women college teachers having different type of sharing in social relations responsibility (herself, husband, herself and husband both and other family members).

11. There is no significant difference between mean scores of the role conflict experienced by married women college teachers with reference to physical exercise.

12. There is no significant difference between mean scores of the quality of life of married women college teachers having joint family and those having nuclear family.

13. There is no significant difference between mean scores of quality of life of married women college teachers working in morning and noon shift.

14. There is not any significant interactive impact of type of family and shift of occupation on quality of life among married women college teachers.

15. There is no significant difference between mean scores of the quality of life of married women college teachers having low, medium and high level of social support (total spousal support and its components).
16. There is no significant difference between mean scores of the quality of life of married women college teachers having different levels of hardiness (less, medium and more).

17. There is no significant difference between mean scores of quality of life of married women college teachers belonging to different age group (28 years and below, 29 to 36 years and above 36).

18. There is no significant difference between mean scores of the quality of life of married women college teachers with reference to numbers of family members (1 to 3 family members and more than 3 family members).

19. There is no significant difference between mean scores of the quality of life of married women college teachers with reference to number of children (no child and 1 or more children).

20. There is no significant difference between mean scores of the quality of life of married women college teachers with reference to monthly family income (Rs. 45000 and below, 45001 to 95000 and above 95500).

21. There is no significant difference between mean scores of the quality of life of married women college teachers having different type of sharing in social relations responsibility (herself, husband, herself and husband both and other family members).

22. There is no significant difference between mean scores of the quality of life of married women college teachers with reference to physical exercise.

Section: 2

23. Social support (total spousal support and its components) is not significantly correlated with role conflict among married women college teachers.

24. Social support (total spousal support and its components) is not significantly correlated with quality of life among married women college teachers.
25. Hardy personality is not significantly correlated with social support (total spousal support and its components) among married women college teachers.
26. There is no significant relationship between hardy personality and role conflict among married women college teachers.
27. There is no significant relationship between hardy personality and quality of life among married women college teachers.
28. There is no significant relationship between role conflict and quality of life among married women college teachers.
29. Type of family does not significantly moderate the relationship between social support (total spousal support and its components) and role conflict among married women college teachers.
30. Type of family does not significantly moderate the relationship between social support (total spousal support and its components) and quality of life among married women college teachers.
31. Type of family does not significantly moderate the relationship between hardy personality and social support (total spousal support and its components) among married women college teachers.
32. Type of family does not significantly moderate the relationship between hardy personality and role conflict among married women college teachers.
33. Type of family does not significantly moderate the relationship between hardy personality and quality of life among married women college teachers.
34. Type of family does not significantly moderate the relationship between role conflict and quality of life among married women college teachers.
35. Age does not significantly moderate the relationship between social support (total spousal support and its components) and role conflict among married women college teachers.
36. Age does not significantly moderate the relationship between social support (total spousal support and its components) and quality of life among married women college teachers.
37. Age does not significantly moderate the relationship between hardy personality and social support (total spousal support and its components) among married women college teachers.
38. Age does not significantly moderate the relationship between hardy personality and role conflict among married women college teachers.
39. Age does not significantly moderate the relationship between hardy personality and quality of life among married women college teachers.
40. Age does not significantly moderate the relationship between role conflict and quality of life among married women college teachers.

3.5 Variables:

For the present study the researcher has selected some specific variables. These variables are furnished below:

3.5.1 Independent variables:

- Type of family: Joint family / Nuclear family
- Shift of occupation: Morning shift / Noon shift
- Hardy personality: Less / Medium / More
- Spousal support: Low / Medium / High (total and components - emotional, instrumental, informational and appraisal)
- Age: 28 years and below / 29 to 36 years / above 36 years
- Number of family members: 1 to 3 family members / More than 3 family members
- Number of children: No child / 1 or more children
- Monthly family income: Rs. 45000 and below / 45001 to 95500 / Above 95500
- Physical exercise: Yes / No
- Social relations responsibility: Myself / Husband / Myself and husband both / Other family members
3.5.2 **Dependent variables:**

In the present study there are two dependent variables, namely, role conflict and quality of life.

3.5.3 **Moderator variables:**

In the present study there are two moderator variables, namely, type of family and age of respondents.

3.5.4 **Control variables:**

In the present study only married women were selected in the sample and only college level teachers were included. Moreover, only those married women college teachers were included in the study who had servant to work at home. The data were collected only from the affiliated colleges of Saurashtra University, Rajkot.

3.6 **Research design:**

A research design is the conceptual structure within which the research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. The main objective of the present investigation was to study social support, hardy personality and role conflict among married women college teachers. However, several other objectives were also set to study whether certain other variables are related to married working women’s role conflict and quality of life. Chiefly, the purpose was to study these variables from three view-points:

1) to establish cause effect relationship,
2) to identify relationship among important variables, and
3) to identify some moderator variables.
Section: 1

In the first phase of research it was designed to measure the impact of independent variables like type of family, shift of occupation, spousal support, hardy personality, age, number of family members, numbers of children, monthly family income, social relations responsibility and physical exercise on role conflict and quality of life among married women college teachers. To assess the impact of type of family and shift of occupation on role conflict and quality of life $2 \times 2$ factorial design was planned with equal number of subjects in each cell. Both independent variables varied at two levels. The two types of family were joint family and nuclear family and the two types of work shift were morning shift and noon shift. Thus, to find out the impact of these two independent variables $2 \times 2$ factorial design was used whereby the same two levels of independent variables were maintained, with all the 4 cells (2×2) embedded with the same numbers of respondents (n=90).

To study the impact of social support (spousal support- total and its components) and of hardy personality on role conflict and quality of life design with the use of one way ANOVA was planned. In both these independent variables three levels were decided viz., low, medium and high. Cut off points were decided on the basis of $Q_1$ and $Q_3$ values. Moreover, to examine the impact of variables like age, number of family members, number of children, monthly family income, social relations responsibility and physical exercise on role conflict and quality of life design using either one way ANOVA or t-test was planned. Additionally, Tukey test was used as post ANOVA technique to compare significant mean differences. Thus, in the first phase of research impact of ten independent variables on role conflict and quality of life among married women college teachers were studied.

Section: 2

In the second phase of research it was planned to study the inter relationship among variables like social support (spousal support- total and
its components), hardy personality, role conflict and quality of life using Karl Pearson Product Moment Correlation method. In the next stage it was planned to find out moderating impact of age and type of family on the relationships of social support (spousal support- total and its components), hardy personality, role conflict and quality of life among married women college teachers. For this purpose sub-group analysis method using Pearson correlation method was planned.

Research for both the phases was carried out on the same sample consisting of 360 married women college teachers.

3.7 Selection of sample:

Generally, in behavioral sciences, to study the entire population is somewhat difficult. For economy of time, energy and financial matter, representative samples were drawn from the population. For the present study, the data were collected only from married women teachers working in the affiliated colleges of Saurashtra University, Rajkot. Saurashtra University, Rajkot is having nearly 320 affiliated colleges. By using random method researcher choose some colleges from the different streams (Arts, Commerce, Engineering, Pharmacy and Medical) which are situated in and around Rajkot city. To reach the target data, places were chosen with the help of various websites, learned faculties and the research guide.

The sample for the present study consisted of 360 married women college teachers out of which, 180 married women college teachers were having joint family system and other 180 married women college teachers were having nuclear family system. In each of 180 married women college teachers, 90 married women college teachers were selected from morning work shift and other 90 married women college teachers were selected from noon work shift. Married women having servant at home were only selected. Only college level teachers residing with the family were included.
Research sample figure:

We can easily understand the sample design with the below figure:

![Sample Design Diagram]

Here is more information about sample with the pie charts for ease to understand:

Out of 360 married women college teachers 118 (32.78%) married women college teachers were having age of 28 years and below, 145 (40.28%) married women college teachers were having age between 29 to 36 years and 97 (26.94%) married women college teachers were having more than 36 years of age. Thus, from the 360 married women college teachers studied, average age observed was 32 years; lowest age was 20 years and highest 61 years.
Out of 360 married women college teachers 134 (37%) teachers were having 1 to 3 family members and 226 (63%) married women college teachers were having more than 3 family members.
Out of 360 married women college teachers 128 (36%) were not having child, 232 (64%) married women college teachers were having 1 or more children.
So far as the monthly family income is concerned, out of 360 married women college teachers, 94 (26.11%) were having income less than 45000, 175 (48.61%) were having income between 45001 to 95500 and 91 (25.78%) were having income above 95500. In general, average monthly family income calculated as 76280, from which lowest monthly family income was 8000 and highest monthly family income was 290000.
Further, out of 360 married women college teachers, 73 (20.28%) married women college teachers were managing social relations responsibility themselves, while for 27 (7.5%) married women college teachers this is being managed by their husband and in case of 120 (33.33%) married women college teachers social relations responsibility were shared by both wife-husband and; for 140 (38.89%) married women college teachers social relations responsibility were managed by other family members.
Graph: 3.5 Pie chart showing description with reference to social relations responsibility:

Social relations responsibility

- Meself: 20%
- Husband: 8%
- Me and husband: 39%
- Other family members: 33%

3.8 Research tools:

The objectives of the study and framed hypotheses needed justification. For the justification proper and reliable tools are needed to collect data. For the present study the following tools were selected:

3.8.1 Personal data sheet:

Looking at the objectives of the study some personal information was necessary. For this purpose a Personal Data Sheet was prepared to collect information regarding the age, type of family, number of family members, number of children, shift of occupation, monthly family income, physical exercise and social relations responsibility of the married women college teachers.
3.8.2 Receipt of spousal support scale:

Researcher used Dorio’s (2009) Receipt of Spousal Support Scale to measure the spousal support in the present study.

- Subscales Description:

There are 4 subscales measuring four components of spousal support.

- Figure showing description of 4 subscales measuring four components of spousal support:
• **Reliability and validity:**

The author of this scale reported high level of validity and reliability of the scale with α coefficient of 0.92. For the present research, questionnaire was translated into local language (Gujarati) from English with the help of the research guide. The test-retest reliability for Gujarati version was found to be 0.87 (n=50). The correlation coefficient for English and Gujarati versions for total scale was 0.95 (n=50).

• **Item scaling:**

All items were rated using a five-point Likert type scale from (1) “strongly disagree” to (5) “strongly agree”, with higher scores on the measure indicating higher levels of social support. In this scale total item number is 20 in which 2,4,6,7,9,11,15,18 are reverse coded item. Higher score implies high level of spousal support.

3.8.3 **Dispositional resilience scale:**

Hardiness is measured with the Bartone’s DRS15-R (revised) (2007) is the most recent and up-to-date short, valid and reliable available version of the 15-item Dispositional Resilience Scale. There are five items each to measure the hardiness facets of Commitment, Control, and Challenge.

• **Subscales description:**

There are 3 subscales measuring three facets of hardy personality.

• Figure showing description of 3 subscales measuring three facets of hardy personality:
• **Reliability and validity:**

This short hardiness scale (DRS-15) has the advantages of briefness, good internal consistency, and validity (Barone, 1995, - 1999). The 3-week test-retest reliability coefficient for total score was 0.78. The test re-test coefficients are reported for the 15 items Dispositional Resilience Scale, with correlations of 0.78 for commitment, 0.58 for control and 0.81 for challenge.

For the present research, questionnaire was translated into local language (Gujarati) from English with the help of the research guide. The test-retest reliability for Gujarati version was found to be 0.85 (n=50). The correlation coefficient for English and Gujarati versions for scale was 0.96 (n=50).

• **Item scaling:**

All items are scored on a four-point scale, ranging from 0 (not at all true) to 3 (completely true). Item no. 3, 4, 9, 11, 14 were reverse coded. After reversing five negatively keyed items, a total hardiness score can be obtained by summing responses to all items.
3.8.4 Work-family conflict scale:

To measure role conflict among married women college teachers Netemeyer, Boles, & McMurrian’s (1996) Work-Family Conflict Scale that includes time and strain based components of conflict was used. The 10-item scale contained five items measuring family-to-work conflict and five items measuring work-to-family conflict.

- **Reliability and validity:**

  According to Netemeyer et al., (1996) the internal consistencies of both scales are adequate, The Work Family Conflict subscale had coefficient alpha reliability estimates of 0.88, while the Family Work Conflict subscale had alpha coefficients of 0.86.

  For the present research, questionnaire was translated into local language (Gujarati) from English with the help of the research guide. The test-retest reliability for Gujarati version was found to be 0.84 (n=50). The correlation coefficient for English and Gujarati versions for total scale was 0.92 (n=50).

**Item scaling:**

Using a 7-point Likert scale, participants were asked to indicate to what extent they agree with each item. Responses ranged from 1 (strongly disagree) to 7 (strongly agree). High scores indicate high levels of work/family conflict, while low scores indicate low levels of work/family conflict. A sample item from the work-to-family conflict scale was, “The demands of my work interfere with my home and family life.” A sample item from the family-to-work conflict scale was: “The demands of my family interfere with work-related activities.”

3.8.5 The quality of life scale:

Carol S. Burckhardt and Kathryn L. Anderson’s Quality of Life Scale (QOLS) (2003) was used to measure Quality of life in the present study. The
QOLS is a reliable and valid instrument for measuring quality of life. The present researcher removed two items as they were not suitable and extended one item into two for the ease of the present study.

- **Reliability and validity:**

  QOLS was internally consistent ($\alpha = 0.82$ to $0.92$) and had high test-retest reliability over 3-weeks ($r = 0.78$ to $r = 0.84$).

  For the present research, questionnaire was translated into local language (Gujarati) from English with the help of the research guide. The test-retest reliability for Gujarati version was found to be 0.89 ($n=50$). The correlation coefficient for English and Gujarati versions for total scale was 0.96 ($n=50$).

- **Item scaling:**

  Using a 7-point Likert scale, participants were asked to respond. The seven responses were "delighted" (7), "pleased" (6), "mostly satisfied" (5), "mixed" (4), "mostly dissatisfied" (3), "unhappy" (2) and "terrible" (1). Higher score implies high level of quality of life.

### 3.9 Procedure of work:

On the basis of literature survey and discussion with the research guide the present research work was designed and it was planned to name the project task as: “A study of social support, hardy personality and role conflict among married women college teachers.” Suitable and adequate questionnaires were selected to scale-up the data collection procedure. The selected questionnaires were translated in to local language (Gujarati) with the help of research guide to facilitate the procedure more smoothly. The questionnaires were typed and printed and thereafter the data collection was started.

Saurashtra University, Rajkot is having nearly 320 affiliated collages. As per the experimental design and statistical data set required for the study the target was for 360 questionnaires to be filled up by the married women
college teachers, in and around the Rajkot city. For the present study, the data were collected only from the affiliated colleges of Saurashtra University, Rajkot. A random method for data collection was adopted from the different streams (Arts, Commerce, Engineering, Pharmacy, Medical) colleges situated in and around Rajkot city.

To reach the target data, colleges were chosen with the help of websites and the research guide. Initially total 400 questionnaires were collected instead of 360 for the study, to make research work more precise.

To obtain defined data set at first, researcher visited principal / head of the college or institute and gave introduction about self and content of the research. After their kind permission, the researchers talked with the married women teachers of the college, discussed about the research and requested to fill up the questionnaires. To collect the data, the place was frequently visited for the ease and convenience of the teachers. Some questionnaires were also collected by post as personal visit was not possible; however, it was communicated either via phone or email.

Over all responses from the married women college teachers was very positive. They have taken kin interest to fill up the scale which helped for speedy and smooth task.

3.10 Statistical analysis of data:

To obtain general findings and to interpret them several statistical techniques were administered. Factorial design was used in experiments where the interactional effects of more than one factor were to be determined. In the present study under factorial design two independent variables: type of family and shift of occupation, both having two subgroups, were examined for their impact on role conflict and quality of life. For this purpose two way analysis of variance (ANOVA) was considered to analyze the obtained data. One way ANOVA was used to investigate impact of hardy personality and spousal support and its components, age, number of family members, number of children, monthly family income and social relations responsibility on role conflict and quality of life. t-test was used to know the
impact of physical exercise on role conflict and quality of life. Likewise to decide cut-off points of some independent variables $Q_1$, $Q_2$ and $Q_3$ statistics were used.

Also Tukey test was used as post ANOVA technique to compare significant mean differences. To check the relations among variables in the present study, Karl Pearson coefficient correlation technique was used. To study the impact of moderator variables sub-group analysis method with the above mentioned correlation technique was used.