4. Research Methodology

5.1. Overview:

The research methodology adopted for this research is described in the following sub-sections: the research design, the sources of data, sampling design which contains the sampling technique used and data collection instrument developed. Also the different analytical tools, which are being used for analysis of the collected data to derive at the conclusions, are also being explained.

5.2. Research Design:

Mixed research design in terms of both qualitative and quantitative research design approach has been adopted for achieving the objective of the research. The research design is divided into two phases.

5.2.1. Phase -1:

Initially the qualitative research method is adopted to identify the hazards, sources of hazards, coping strategies and factors influencing the coping strategies amongst the respondents working in the education sector of West Bengal with the help of “the public voice”. This method was applied by Teichmann, Mare, Ilvest and Jüri Jr. in their paper “Sources of occupational stress in technical university academics”. This phase has been utilized to identify the concepts to
develop a conceptual framework. The qualitative research is used as a precursor to quantitative method used in phase – 2.

In this phase a descriptive qualitative design is used to facilitate an in-depth exploration of the respondents’ experience regarding the hazards faced during their occupation, perceived sources for these hazards and also their coping methods to these hazards. The data is collected through un-structured interviews. Qualitative research interview allows obtaining information about topics in which different level of meaning need to be explored. (King, 1994). Therefore, a qualitative design is used to help discover the different meanings and characteristics of impacts of occupational hazards, sources and coping with respect to occupational hazards from the respondent’s perspective. The focus of the present study is to explore and develop a conceptual framework on the occupational hazards, sources of these hazards and the coping strategies adopted.

The sampling aimed here is towards the construction of theory and not for population representativeness. The data was initially collected on the occupational hazards, sources of these hazards and the coping strategies adopted and also the possible factors that are influencing the coping strategies by interviewing few of the academicians who were interested in the study to share their in-depth experience on the above mentioned concepts. The qualitative research method was adapted for the reason to clarify the occupational hazards and the sources of these hazards and also the coping strategies adopted along with the factors influencing the coping strategies in the educational sector of West Bengal with the help of “public voice”. Open answers unstructured interview as a conversation between two people e.g. researcher and the respondents working in academic sector of West Bengal on specific topics (occupational hazard in education sector, sources of these hazards and coping strategy) was adopted. There were no designate
specific questions asked by the interviewer. Obtained information from the interview was transcribed into report in the form of field notes. All the interviews were taken by the researcher herself who is experienced in taking such interviews from her past jobs handled. Each face to face interview extended to 20 to 35 minutes. The interviewee was approached multiple times to get rich data.

In order to build up the concepts the reports written were analysed and the common elements extracted from the reports. The critical incident technique was adopted for enabling the extraction of elements common to occupational hazards and sources for these hazards and also the coping strategies. This procedure resulted in identifying the 7 types of occupational hazard faced by the respondents working in the education sector of West Bengal. Along with this 12 sources for these hazards were identified. The other concepts that emerged were stakeholder concept, task concept, personality traits and 9 types of coping strategies.

Analysing the texts from the scripts of the respondents which were collected through in-depth-interviews involves five complex tasks. Firstly we try to discover the themes and subthemes from the texts. The term “Theme” more naturally connote the fundamental concepts we are trying to describe. In everyday language we talk about themes that appear in texts and refer to particular instances as expression of goodness or anger or evil. In selecting the set of terms over others, we surely ignore subtle differences, but the basic ideas are just as useful under many glosses. Secondly we describe the core and peripheral elements of the themes that are identified. Third step is to build the hierarchy of the themes. In the fourth step we apply the themes, i.e. attaching them to the chunks of actual texts. The final step is to linking the themes into the theoretical model. The steps followed are explained in Annexure – V.
5.2.1.1. Theme Identification Technique:

The techniques for discovering themes come from across the social sciences and from different methodological perspectives. A priori theme also comes from already agreed on professional definitions found in literature reviews, from local, commonsense constructs, and from researcher’s values, theoretical orientation and personal experience. (Bulmer, 1979) (Maxwell, 2005) (Strauss, 1987). A. Strauss and Corbin call the use of a priori themes theoretical sensitivity.

The decisions about what topics to cover and how best to query people about those topics, are rich sources of a priori themes (Dey I., 1993). In fact, the first pass at generating themes often comes from the questions in an interview protocol (Coffey A., 1996). Mostly, though, themes are derived empirically induced from data. Even with a fixed set of open-ended questions, there’s no way to anticipate all the themes that will come up before you analyze a set of texts. The act of discovering themes is what grounded theorists call open coding, and what classic content analysts call qualitative analysis (Berelson, 1952) or latent coding (Shapiro, 1997).

There are many variations on these methods and many recipes for arriving at a preliminary set of themes (Tesch, 1990). “Anyone who has listened to long stretches of talk,” says D’Andrade, “knows how frequently people circle through the same network of ideas”. Repetition is easy to recognize in text. The more the same concept occurs in a text, the more likely it is a theme. Based on this a conceptual framework was developed.
5.2.2. Phase -2:

The concepts evolved from the phase – 1 were utilized in developing a questionnaire for testing the conceptual framework so evolved. The questionnaire consists of eight sections. These eight sections are to capture data of demographic details of the respondent, occupational information of the respondent, personality trait identification, impact of occupational hazard, sources of occupational hazard, stakeholder related information, task related information and coping strategy questionnaire.

5.2.2.1. MBTI Instrument:

For the purpose of identifying the personality trait of the respondent MBTI tool has been used. The MBTI tool has been licensed by CPP Inc. to the researcher for use in academic research. The MBTI tool is basically a set of 70 questions with just two options to tick for the respondent. The questions are repeated to eliminate the outliers. Based on the responses a respondent can be categorized among one of the sixteen personality types. The sixteen personality types are as follow:-

1. Extraverted intuitive feeling judging (ENFJ)
2. Extraverted intuitive thinking judging (ENTJ)
3. Extraverted intuitive feeling perceiving (ENFP)
4. Extraverted intuitive thinking perceiving (ENTP)
5. Extraverted sensing feeling judging (ESFJ)
6. Extraverted sensing feeling perceiving (ESFP)
7. Extraverted sensing thinking judging (ESTJ)
8. Extraverted sensing thinking perceiving (ESTP)
9. Introverted intuitive feeling judging (INFJ)
10. Introverted intuitive feeling perceiving (INFP)
11. Introverted intuitive thinking judging (INTJ)
12. Introverted intuitive thinking perceiving (INTP)
13. Introverted sensing feeling judging (ISFJ)
14. Introverted sensing feeling perceiving (ISFP)
15. Introverted sensing thinking judging (ISTJ)
16. Introverted sensing thinking perceiving (ISTP)

The score key as used by Harley Friedman and advised by Nancy Schaubhut, M.S, and Program coordinator of CPP Inc is attached in the Annexure – III, Along with the set of 70 questions.

5.2.2.2. CSI INSTRUMENT:

The coping strategy questionnaire in built on the Coping Strategy Inventory (CSI) model (Tobin D. L., 2001). The coping strategy inventory is a questionnaire consisting of 72 items. This is designed to assess the coping thoughts and behaviors of the respondents in response to any specific stressors. The CSI instrument format adopted from the Lazarus “Ways of Coping” Questionnaire (Lazarus R.S., 1981). The coping strategies utilized in this research include:

1. Problem Solving:

People adopt the coping strategy of problem solving to eliminate the sources of hazards, by changing the hazardous situation. This strategy refers to items referring to both behavior and cognitive strategies.
2. **Cognitive Restructuring:**

People adopt the coping strategy of cognitive restructuring to try to alter the meaning of the hazardous situation as it is less threatening. This strategy includes cognitive strategies and is examined for its positive aspects. It is then viewed from a new perspective.

3. **Express Emotion:**

People adopt this strategy to release their stress and anxiety by expressing their emotions. This strategy includes items that refer to releasing and expressing emotion.

4. **Social Support:**

People who adopt this strategy seek support from their friends and family members. Items included in this strategy refer to seeking emotional support from family members and friends.

5. **Problem Avoidance:**

People who adopt this strategy basically deny the existence of any problems. They try to avoid any thoughts or actions against the hazardous agents. The items included in this strategy refer to the denial of problems and the avoidance of thoughts or action about the hazardous agent.

6. **Wishful Thinking:**

People who adopt this coping strategy hope and wish that the situation will become better. This strategy refers to the cognitive strategies that reflect an inability or reluctance to reframe or alter the hazardous situations. The items in this strategy involve hoping and wishing that things could be better.

7. **Self Criticism:**

People who adopt this strategy are frequently adopted by those people who face high levels of stress which impacts them negatively than impacting positively (Zuroff, 1995). In fact the
concept of self criticism can be a direct concept for the personality trait of the person with numerous outcomes which are maladaptive.

8. **Social Withdrawal:**
People who adopt this coping strategy also adopt the self criticism coping strategy. The items included in this strategy reflect the behavior of blaming oneself for such unpleasant situations and also criticizing oneself.

9. **Political:**
People who adopt this strategy believes in taking support, advice and suggestions from people who are either politically affiliated or having a great influence in the society as to how to overcome the situation which is giving them lots of stress.

Coping strategies inventory (CSI) tool was utilized by many researchers for the purpose of the research. Clifton in his article has used the CSI tool to study to establish the psychometric properties for a coping strategies inventory. (Clifton C. Addison, 2007). Another Researcher has used the Coping Strategy Inventory to assess the appraisal of stressful events. The coping strategy inventory was employed to assess coping strategies used in responding to the most disruptive event that had occurred in the past month. (Koellner, 1987). Andrea Bezerra Rodrigues in her research attempted to control factors resulting to occupational stress in individuals using the coping strategies. (RodriguesI & ChavesII, 2008). Jose Maria in her article using the coping strategy inventory has found out that most caregivers reported higher anxiety and depression levels. Use of disengagement coping strategies and higher caregiver burden predicted anxiety on logistic regression. In turn, use of disengagement coping strategies and higher caregiver burden predicted depression on logistic regression. These results may be useful
for designing treatment interventions that aim to modify the use of coping strategies and thus reduces caregiver anxiety and depression. (Jose Maia Garca-Alberca, 2012). Ying Ming Lin in his article investigated stress coping style inventory of university and college of technology students, and established that it points at the methods selected along with stress coping as a type of process and attitude. The coping strategy questionnaire has been tested for both reliability and validity.

5.2.2.2.1. Reliability of the CSI Instrument:

Chronbach’s alpha has been most frequently reported the coefficient of reliability for measuring the coping process. The alpha coefficient for the coping strategy questionnaire is 0.986. Which is quite acceptable as Chronbach’s alpha above 0.7 is acceptable (Tavakol, 2011).

5.2.2.2.2. Validity of the CSI Instrument:

Validity of the coping strategy questionnaire has been assessed by construct validity. There are several studies that have looked at the relationship of coping strategy questionnaire to instruments measuring the other important constructs in stress and coping literature. The coping strategy questionnaire is particularly predictive of depressive symptoms for individuals who are in high stress zone. Also persons who have a greater self efficacy report doing more problem solving and less problem avoidance than individuals with lower self efficacy (Tobin, 1984). The purpose of this questionnaire was to test the conceptual framework obtained from qualitative data.
5.3. Population of the Research:

In West Bengal there is One Central University, Twenty Four State Universities, and Seven Private Universities and One Deemed University. Besides there are Three Regional Centre’s of IGNOU at Siliguri, Kolkata and Raghugnathganj and one sub-regional centre of IGNOU at Darjeeling.

The HEI (Higher Education Institutions) in West Bengal can be broadly divided into two categories in terms of their financial dependence on state government. (i) Government colleges and (ii) grant –in-aid colleges. The government colleges are fully dependent on the state government for their maintenance and development. The grant-in-aid colleges receive maintenance grant from state government and occasionally development grant. Most of these colleges are recognized under section 2(f) and 12(B) of the UGC (University Grants Commission) Act, 1956 and receive the UGC grants. These colleges are free to create posts beyond the sanctioned posts. (Sarkar, Pabitra;, 2004). In total West Bengal have 899 colleges (Ministry of Human Resource Department, 2013)

West Bengal is now divided into 20 districts which include Alipurduar District form 24th June 2014. (wikipedia.org, 2014). All the schools, colleges and universities are distributed along these 20 districts of West Bengal.

The education sector of West Bengal consists of

- Primary schools: Primary education is from class - I to IV. There are about 42624 primary schools in West Bengal as per the 2008 DISE report. (Department of School Education, 2008)
• Secondary schools: Secondary education is from class - V to X. There are about 3589 Secondary schools in West Bengal as per the 2008 DISE report. (Department of School Education, 2008)

• Higher secondary schools: Higher secondary education is from class – XI and XII. There are about 4300 higher secondary schools in West Bengal. (West Bengal Council for Higher Secondary Education)

• Colleges: There are 277 colleges in West Bengal catering to various courses in Agriculture, Arts & Science, Ayurvedic, Catering & Hotel management, Management, Law, Engineering, and Dental etc. (World Colleges Information, 2013)

• Universities: In West Bengal there are about 18 state universities, 1 central university and 1 deemed university. (Educational Information, 2014)

• Professional institutes: In West Bengal the recognized professional institutes are Indian Institute of Technology, Bengal Engineering and Science University, Indian Statistical Institute, Centre for studies in social sciences, Technical Education and Training Department, Indian Institute for Management.

More than 1, 00, 000 people are employed in the education sector of West Bengal and hence belong to the population of this research.

5.4. Sources of Data:

Data that is used for this research is collected in two phases.

First phase is the qualitative data which is collected with the help of unstructured interview of respondents who faced and agreed to participate in this research, provided their identity is not
disclosed. Purposive sampling is used in this phase to collect the data. This is one of the most common sampling strategies where participants are selected on the basis of criteria relevant to the research questions. Sample sizes which may or may not be fixed prior to data collection, depends on the resources and time available as well as the study’s objective. Purposive sample sizes are often determined on the basis of theoretical saturation i.e. the point in data collection when new data no longer bring additional insights to the research question. Purposive sampling is therefore most successful when data review and analysis is done in conjunction with data collection. (Denzin NK, 2000)

The characteristics of these ten respondents are as follow:-

1. Professor and head of the Department in Calcutta University. The respondent is female by gender, belonging to age group of 51 to 60 with more than 15 years of experience in academics.

2. Professor and Dean of IIT, Kharagpur. The respondent is male, belonging to age group of 51 to 60 and has an experience of being in the post of VC of a reputed university.

3. Principal of a private school in Kolkata and was in the news recently for being harassed and even served few days under arrest by the complaint of the parents of the students of the same school. The respondent is a female and belongs to the age group of 41 to 50 years.

4. Retired Principal of another private school in Kolkata. The respondent is above 60 years and is male.
5. Professor of a reputed University in West Bengal. The respondent is male and belongs to the age group of 51 to 60 years.

6. Teacher of a private school in Kolkata. The respondent is female and belongs to the age group of 41 to 50 years.

7. Teacher of a private school in Murshidabad. The respondent is female by gender and belongs to the age group of 31 to 35 years.

8. Retired principal of a government school in Murshidabad. The respondent is male by gender and belongs to the age group above 60.

9. Dean of management school in Kolkata. The respondent is female by gender and belongs to the age group of 41 to 45 years.

10. Faculty of management school in Kolkata. The respondent is male by gender and belongs to the age group of 31 to 40 years.

These respondents were interviewed multiple times to get the rich qualitative data. This qualitative data is used to design the questionnaire for the quantitative research.

The second phase of data was collected from the population of the academicians in whole of West Bengal. The respondents who has participated in this survey belonging to, 15 universities, 10 colleges, 5 professional institutes and 10 schools. A total of 1664 respondents were approached by sending them the questionnaire through online tools like survey monkey, out of which 567 people have responded. Among them 286 respondents have responded the questionnaire in full. The rest responded in partial and has to be eliminated from analysis. The
researcher has personally administered the questionnaire to 80 respondents and collected the data by convenient sampling. Hence the total sample size is 366.

5.5. Research Instrument:
The first phase of data collection was done by unstructured face to face interview method, where the interaction was between the researcher as the interviewer and the respondent as the interviewee. In this phase the grounded theory approach is utilized where data is collected and simultaneously analysed which helps in framing more relevant questions to get rich data. (Charmaz, 2012). In this phase data is collected for the following concepts:

   a. Occupational Hazards
   b. Impacts of Occupational Hazards
   c. Sources of Occupational Hazards
   d. Coping strategies.

The type of the questions asked in the unstructured interview is given in Annexure - VI.

The second phase of data collection is done through a structured questionnaire developed by the researcher and personally administered to respondents for responses. Questionnaire was the main research instrument used to analyse the conceptual framework developed through qualitative research. Questionnaire was used as it is economical, structured and appropriate to collect the primary data and test the hypothesis. The final questionnaire used for the research is given in Annexure - I.
5.6. PILOT SURVEY QUESTIONNAIRE:

Initially the questionnaire that was developed by the researcher had five sections. The first section gave their occupational information along with their demographic details. In this section the respondents gave the following information:

a. Demographic details like age, gender, marital status, education level and earning status.

b. Occupation details like total experience, experience in current organisation, occupational status, organisation category, organisation funded by and position held in the organisation.

The second section is used to identifying the personality traits of the respondent using the MBTI tool which has been licensed to the researcher on application by the CPP Inc.

The third section is used to capture information of the impacts of the occupational hazards faced by asking the respondent to the statements in a seven point Likert scale from Never to Every time. The scale that is used is as follows:-


The fourth section is used to capture information of sources of occupational hazard. Even here 7 point Likert scale was used and the respondents were asked to tick the appropriate option.

The fifth section was used to capture the information of the coping strategies by asking the respondents to answer in a 7 point Likert scale on the 72 statements. These 72 statements resemble 9 types of coping strategies. The 9 coping strategies are as follows:-Problem Solving,

This has been developed taking the guidance from the Manual CSI Inventory (Tobin D. L., 2001). The way the statements are distributed for the respective coping strategies in shown in Annexure - II. The respondents are asked to tick on the seven point scale from strongly disagree to strongly agree.

5.7. Final Survey Questionnaire:

On the basis of the experience in Pilot survey in administering the questionnaire and also analyzing the data so obtained the questionnaire had to be refined and improved to collect more accurate data. The changes made in the questionnaire are as follows:

a. The questionnaire had to be extended with two more sections. One section is used to capture the information on the stakeholder concepts which was identified in the conceptual framework in detail. The second section was used to capture information on the task concepts.

b. There was change in the way of administering the questionnaire. It was already observed in the pilot survey that many respondents, who initially showed the willingness to respond, withdrew their interest on seeing the length of the questionnaire. Many respondents displayed sign of disinterest in responding the questionnaire due to its length. Hence part method of administering was used. In this case the questionnaire was divided into three parts i.e. Part A, Part B and Part C. In this case the respondents were asked to
respond the questionnaire in individual parts in three times. So that the interest in the
topic is also retained giving them the freedom to answer without pressure.

c. Certain wordings had to be changed for the respondents better and clear understanding;
keeping in mind the respondents are from India who understands simple English words.

d. Some open ended questions were added to help the respondent to freely answer their
perceptions on occupational hazards, stakeholder interactions, or any event related to the
topic faced by them.

The questionnaire is given in the Annexure - I.

5.8. RELIABILITY ANALYSIS:

The factors that emerged in the questionnaire for collecting of responses were tested for internal
reliability using Chronbach’s alpha which indicates the average inter-item correlation within
each of the factors. Those factors resulting in Chronbach’s alpha of 0.7 or greater are generally
considered to be reliable (Tavakol, 2011) and therefore are useful for further analysis as a part of
a specific variable. The Chronbach’s alpha results are shown in the below mentioned table. Since
all the scores are above the basic requirement of 0.7 the factors and there constructs were reliable
to go for further analysis.
Table 5.1 Chronbach’s Alpha Score for the different constructs of the factors used in the questionnaire.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Constructs</th>
<th>Chronbach’s Alpha Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Impact of Occupational Hazard</strong></td>
<td>1. My health suffered due to the problem</td>
<td>0.986</td>
</tr>
<tr>
<td></td>
<td>2. I had to go to take medicines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. My regular work suffered due to the problem</td>
<td></td>
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<tr>
<td></td>
<td>4. My relationship with colleagues suffered due to the problem</td>
<td></td>
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<tr>
<td></td>
<td>5. My family also got stressed due to the problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. I have emerged totally shaken up from that episode.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. I suffer from anxiety due to the problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. I get tired due to the issues I handle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. I suffer from injury due to the problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. I go into depression due to the problem</td>
<td></td>
</tr>
<tr>
<td><strong>B. Other Sources of Hazard</strong></td>
<td>1. Educational policy or Policy of the Institution</td>
<td>0.856</td>
</tr>
<tr>
<td></td>
<td>2. Pursuing further education</td>
<td></td>
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<tr>
<td></td>
<td>3. Disciplinary work</td>
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<tr>
<td></td>
<td>4. Guidance work</td>
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<td></td>
<td>5. Campus violence</td>
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<td></td>
<td>6. Career instability</td>
<td></td>
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<td></td>
<td>7. Management issues</td>
<td></td>
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<td></td>
<td>8. Work environment</td>
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<td></td>
<td>9. Family problem</td>
<td></td>
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<tr>
<td></td>
<td>10. Organisational politics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Students as source</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Guardians as source</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13. Outsiders as source (ex: political parties)</td>
<td></td>
</tr>
<tr>
<td><strong>C. Stakeholder Concept</strong></td>
<td></td>
<td>0.922</td>
</tr>
<tr>
<td><strong>D. Task Concept</strong></td>
<td>1. I suffer from Job overload</td>
<td>0.731</td>
</tr>
<tr>
<td></td>
<td>2. I have sufficient Job security</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. I have sufficient control of how to do my work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. I like the requirements and characteristics of my job</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. There are sufficient resources for doing my job satisfactorily.</td>
<td></td>
</tr>
</tbody>
</table>
6. I know what the management expects out of me regarding my work.
7. There are conflicts between different parts of my work. Say teaching and evaluation etc.

### E. Coping Strategy

#### E.1. Problem Solving

1. I just concentrated on what I had to do next. The next step
2. I changed something so that things would turn out all right
3. I stood my ground and fought for what I wanted.
4. I made plan of action and followed it.
5. I tackled the problem head on.
6. I knew what had to be done, so I doubled my efforts and tried harder to make things work.
7. It was a tricky problem, so I had to work around the edges to make things come out ok.
8. I worked on solving the problems in the situation.
9. I struggled to resolve the problem.

#### E.2. Cognitive Restructuring

1. I tried to get a new angle on the situation
2. I looked for the silver lining, so to speak, tried to look at the bright side of things
3. I told myself things that helped me feel better.
4. I looked at things in different light and tried to make the best of what was available
5. I asked myself what was really important, and discovered that things after all were not so bad.
6. I knew what had to be done, so I doubled my efforts and tried harder to make things work.
7. I stepped back into the situation and put things into perspective.
8. I reorganized the way I looked at the situation, so things didn’t look so bad.
9. I went over the problem again and again in my mind and finally saw things in a different light.
| E.3. Express Emotion | 1. I found ways to blow off steam  
2. I did some things to get it out of my system.  
3. I let my emotions go.  
4. I let out my feelings to reduce the stress  
5. I let my feelings out somehow.  
6. My feelings were overwhelming and they just exploded.  
7. I got in touch my feelings and then let them go.  
8. I was angry and really blew up. | 0.706 |
|------------------|-----------------------------------------------------------------------------------|------|
| E.4. Social Support | 1. I accepted sympathy and understanding from someone  
2. I found somebody who was a good listener  
3. I talked to someone about how I was feeling.  
4. I just spent more time with people I liked.  
5. I talked to someone that I was very close to.  
6. I let my friends help out.  
7. I asked a friend or relative I respect for advice.  
8. I talked to someone who was in similar situation. | 0.753 |
| E.5. Problem Avoidance | 1. I slept more than usual  
2. I went along as if nothing were happening  
3. I tried to forget the whole thing.  
4. I didn’t let it get to me; I refused to think about it too much.  
5. I decided that it was really someone else problem and not mine.  
6. I avoided the person who was causing the trouble.  
7. I made light of the situation and refused to get too serious about it.  
8. Every time I thought about it I got upset,; so I just stopped thinking about it. | 0.699 |
| E.6. Wishful Thinking | 1. I hope the problem would take care of itself  
2. I hoped a miracle would happen  
3. I wished that I never let myself get involved with that situation.  
4. I wished that the situation would go away, or somehow be over with.  
5. I wished that the situation had never started. | 0.722 |
|       | 6. I had fantasies or wishes about how things might turn out..  
|       | 7. I asked a friend or relative I respect for advice.  
|       | 8. I wished I could have changed what happened.  
|       | 9. I thought about fantastic and unreal things that made me feel better.  
| **E.7. Self Criticism** | 1. I told myself that, if I wasn’t so careless things like this wouldn’t happen  
|       | 2. I realized that I brought the problem on myself  
|       | 3. I criticized myself for what happened.  
|       | 4. I realized that I was personally responsible for my difficulties and really lectured myself.  
|       | 5. I kicked myself for letting things happen.  
|       | 6. It was my mistake and I needed to suffer my consequences.  
|       | 7. I told myself how stupid I was.  
| **E.8. Social Withdrawal** | 1. I tried to keep my feelings to myself  
|       | 2. I spent more time alone.  
|       | 3. I avoided my family and friends  
|       | 4. I didn’t talk to other people about the problem.  
|       | 5. I kept my thoughts and feelings to myself.  
|       | 6. I did not let others know how I was feeling.  
| **E.9. Political** | 1. I keep in touch with influential people outside my organisation.  
|       | 2. I used externally influential person to help me.  
|       | 3. I managed to get more resources to cope with the problem.  
|       | 4. I approached the senior influential colleagues to help me  
|       | 5. I got help from the colleagues during the problem  
|       | 6. I approached influential persons in the organisation to help me.  

Source: SPSS Statistics 20 output