CHAPTER - III
RESEARCH METHODOLOGY

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CHAPTER - III
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3.1 Introduction:

In the first chapter the conceptual framework of the emotional intelligence, job satisfaction and occupational stress, special and general education, male and female school teachers was mentioned. In the second chapter of literature review the previous studies done by various researchers was collected and discuss on it. In this chapter researcher has framed the aim, objectives and hypotheses and research methodological steps for find out the conclusion of the study.

3.2 Statement of the Problem:

The present investigation is planed with the statement of problem “Emotional intelligence, job satisfaction and occupational stress across special and general education, male and female school teachers”.

3.3 Aim of the Study:

The sole aim of the present investigation is to determine and find out the difference in emotional intelligence, job satisfaction and occupational stress across special and general education, male and female school teachers.

3.4 Objectives of the Study:

1) To study the difference in emotional intelligence, job satisfaction and occupational stress among special and general education school teachers.

2) To study the gender differences on emotional intelligence, job satisfaction and occupational stress among special and general education school teachers.
3.5 Hypotheses of the Study:

1) Special education school teachers will have higher emotional intelligence as compared to general education school teachers.

2) General education school teachers will have greater job satisfaction as compared to special education school teachers.

3) Special education school teachers will have higher occupational stress than general education school teachers.

4) Female school teachers will have higher emotional intelligence than male school teachers.

5) Male school teachers will have greater job satisfaction than female school teachers.

6) Female school teachers will have higher occupational stress than male school teachers.

3.6 Variables of the Study:

Independent variables- A) Types of teacher: A1) Special education school teacher

A2) General education school teacher

B) Gender of teacher: B1) Male B2) Female

Dependent variables- 1) Emotional intelligence

2) Job satisfaction

3) Occupational stress

3.7 Operational definitions of the Variables:

1. Special education school teachers- The teachers those who are trained and teaching in Mentally challenged and Physically impaired students schools which are recognized by government are called special education school teachers.
2. **General education school teachers**- The teachers those who are trained and teaching in general students schools which are recognized by government are called general education school teachers.

3. **Emotional intelligence**- Scores obtained on factors of emotional intelligence and are measured by the Emotional Intelligence Scale of Hyde, Pethe and Dhar (2001).

4. **Job satisfaction** – Scores obtained on the test of job satisfaction that measures the level of job satisfaction by the Job-Satisfaction Questionnaire for Secondary Teachers of Pramod Kumar and Mutha (1973).


3.8 **Selection of the Sample:**

In the present study, the researcher has selected 300 samples, out of them 150 teachers from general education school, it consists 75 male and 75 female teachers and 150 teachers from special education, divided into 75 male and 75 female school teachers. The sample of 300 special and general school teachers from various Tehasils; Nashik, Niphad, Yeola, Igatpuri, Nandgaon, Sinnar, and around Nashik district; Srirampur, Kopargaon and Rahata in Maharashtra. In that area the researcher has selected visually impaired, hearing impaired, multiple disabilities and mentally retarded schools, from these school teachers selected respectively 20, 44, 22 and 64 through purposive sampling method for each category. The sample of general and special education schools are equally selected from the same Tehasils.

**Sampling Frame:**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Types of Special School</th>
<th>No. of Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visually impaired schools</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Hearing impaired schools</td>
<td>44</td>
</tr>
<tr>
<td>3</td>
<td>Multiple disabilities schools</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Mentally retarded schools</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>
Criteria of sample selection and Procedure of data collection- Researcher has personally approached school teachers and finally selected 75 teachers from each group of age range 25 to 55, minimum five years primary school teaching experience and all are married teachers of both the groups. The researcher has got prior permission from the management of the school authorities and discussed about the study conducted, then the researcher personally approached school teachers individually and gives instructions with the help of test manual. Initially, teacher were instructed to fill up the bio-data sheet and delivered the test one by one, given sufficient time for responding the test. When they have completed their test, they were thanked for extending their cooperation to the researcher. Then response sheets were recollected from them.

3.9 Research Design: 2 x 2 Factorial design

<table>
<thead>
<tr>
<th>Gender (B)</th>
<th>Type of School (A)</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Special education school teachers (A1)</td>
<td>General education school teachers (A2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (B1)</td>
<td>75</td>
<td>75</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td>Female (B2)</td>
<td>75</td>
<td>75</td>
<td></td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>150</td>
<td>150</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

3.10 Tools of the Study:

In the present study following tools were used to serve the purpose.

a) Personal-data Sheet- To collect the general information of respondent related with age, sex, experience and marital status with the help of data sheet.

b) Emotional Intelligence Scale - developed by Hyde, Pethe and Dhar (2001).

This scale consists of 34 items, and it has ten factors namely- Self awareness, Empathy, Self motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment and Altruistic behavior. High score on this scale are considered to high level of emotional intelligence and are likely to be
high performers and vice-versa. The split-half reliability and the content validity of scale is 0.88 and 0.93 respectively.

c) Job-Satisfaction Questionnaire for Secondary Teachers - developed by Pramod Kumar and Mutha (1973).

This scale consists of 29 highly discriminating Yes-No type of items. The sample consists of 202 male and female teachers of the secondary school of Jodhpur city. The split-half reliability of scale is 0.97. The face validity of the measures is very high as mentioned in the manual.

d) The Occupational Stress Index (OSI) - developed by Srivastava and Singh (1984).

This scale consists of 46 items each was to be rated on five-point scale. The items are related to almost all relevant components of the job life which cause stress in some way or the other such as Role overload, Role ambiguity, Role conflict, Unreasonable group & political pressure, Responsibility for persons, Under participation, Powerlessness, Poor peer relations, Intrinsic impoverishment, Low status, Strenuous working condition and Unprofitability. The reliability index ascertained by split-half (odd-even) method and Cornbach’s alpha-Coefficient for the scale as a whole were found to be 0.935 and .90 respectively. The correlation between the scores on the O.S.I. and measure of job anxiety was found to be 0.59.

**Description of the Tools:**

1) **Emotional Intelligence Scale**

The emotional intelligence scale was developed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001). The test measures ten different aspects of the emotional intelligence orientation. A summated total score is derived. High score in each of the sub scale as well as the total score indicate high level of emotional intelligence and are likely to be high performers. Self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behaviour are the ten components of the scale.
Reiability: The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

Validity: Besides face validity, as all items were related to the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of Emotional Intelligence. In order to find out the validity from the coefficient of reliability (Garrett1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

Uses of the Scale: The scale can be used for research and survey purposes. It can also be used for individual assessment. It is self-administering and does not require the services of highly trained tester. It is eminently suitable for group as well as individual testing.

Limitations of the Scale: In all the tests of this nature, the subjects do manage to get some insight into what the purpose is. As such, there is always the factor of “social desirability and faking”. The scale purports to measure learned optimism of which the subject has some awareness. It shott not be used as a tool for individual diagnosis unless supported by other evidences. Observation of other self-related perceptions is also required.

Norms of the Scale: Norms of the scale are available on a sample of 200 subjects. These norms can be regarded as reference points for interpreting the Emotional Intelligence scores. The users of this scale are advised to develop their own norms based on their own samples. Individuals with high score can be considered to have high level of emotional intelligence and are likely to be high performers.

2) Job-Satisfaction Questionnaire for Secondary Teachers – developed by Pramod Kumar and Mutha (1973).

The job satisfaction questionnaire consists of 29 highly discriminating ‘Yes-No.’ type of items (Kumar & Mutha, 1973). The sample consists of 202 male and female teachers of the secondary school of Jodhpur city. For the scoring system all the items except 6 and 29 are positively worded. All these items are given a score of ‘1’ for positive responses except for items 6 and 29, in which case reverse is applicable.
The sum of these values gives the job satisfaction for the subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject.

**Reliability**: The split-half reliability (correlating the odd-even items) of the test. Applying Spearman-Brown formula is .95 (N = 100) with an index of reliability of .97. The Test-retest reliability of the test is .73 (N = 60; time interval =3 months) with an index of reliability .85.

**Validity**: Only highly discriminating items are included in the questionnaire following items analysis (Garrett, 1960). The upper 27% and lower 27% served as criterion groups (Kelly, 1939). The face validity of the measures is very high. The content validity is ensured as the items for which there has been 100 percent agreement amongst judges regarding their relevancy to teacher’s job satisfaction are included in the questionnaire.

3) **The Occupational Stress Index (OSI)** developed by Srivastava and Singh (1984).

The scale consists of 46 items, each was to be rated on five point scale. Out of 46 items 28 are ‘true-keyed’ and rest 18 are ‘false-keyed’. The items are related to almost all relevant components of the job life which cause stress in some way or the other, such as, role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, Low status, strenuous working condition and unprofitability. The questionnaire consists of both true-keyed and false-keyed items two different patterns of scoring have to be adopted for two types of items. For true-keyed responses from strongly disagree to strongly agree showing lowest to highest score and for false-keyed response vice-versa. High score indicate higher level occupational stress.

**Reliability**: The reliability index ascertained by split-half (odd-even) method and Cronbach’s alpha-Coefficient for the scale as a whole were found to be .935 and .90 respectively. The reliability indices of the 12 sub scale were also computed on the (split-half) method.

**Validity**: The validity of the O.S.I was determined by computing coefficients of correlation between the scales on the O.S.I. and various measures of job attitudes and
job behaviour. The coefficients of correlation between the scores on the O.S.I. and the measures of Job Involvement (Lodhal & Kejner) Work Motivation (Srivastav, 1980) Ego-strength (Hasan, 1970) and Job satisfaction (Pestonjee, 1973) were found to be -.56 (N=225), -.44 (N=200), -.40 (N=205) and -.51 (N=500) respectively. The correlation between the scores on the O.S.I. and the measure of Job Anxiety (Srivastva, 1974) was found to be 0.59 (N=400).

3.11 Statistical Analysis:

The research data has analyzed statistically by using descriptive statistics i.e. Mean, SD and then inferential statistics i.e. 2x2 ANOVA.

(i) For interpretation of the result, the statistical treatments such as component wise Mean and SD were calculated.

(ii) Mean and SD were employed for the special and general education, male and female school teachers of the emotional intelligence, job satisfaction and occupational stress.

(iii) ANOVA was calculated in terms of the emotional intelligence, job satisfaction and occupational stress across special and general education, male and female school teachers.

3.12 Summary:

In this chapter researcher has explained the research methodological steps i.e. statement of problem, objectives, hypotheses, variables, and research design and research tools and how to interpret the data by using appropriate statistical techniques.