CHAPTER III
RESEARCH METHODOLOGY

Methodology of research refers to the plan of action that examines the research problem from various possible angles, so that the objectives of the study could be accomplished. The meaning of methodology is the set of methods used in a particular area of activity. It may be understood as a science of studying how the research is undertaken based on logically derived empirical evidences from the environment. Methodology is a systematic segment, which helps us to proceed in a right path. In scientific language, the term “method” is used to designate the road that must be followed to lead to the discovery of truth. The prime necessity of the research is not only to follow all the steps of research methods or techniques, but also to consider its methodology carefully. Thus the research methodology includes research design and statistical design. The logic behind these designs used by the researcher must be relevant to his or her study. In any research project of any discipline, research method plays a very important role. Success of any type of research work depends mainly upon the selection of appropriate methods and tools for the study. Research is considered to be systematic and intensive process of carrying on a scientific method of analysis.

3.1. Title of the Study:
“A STUDY ON THE QUALITY OF LIFE AMONG MARRIED WOMEN SCHOOL TEACHERS IN AIDED HIGHER SECONDARY SCHOOLS AT TIRUVARUR DISTRICT”.

3.2. Brief Description of the Art of the Research Topic
Since ages, women continue to feel to be a weaker section of society. We are in an era of gender sensitization and women empowerment. The status of women in different societies, countries, and regions will be different.
Though the number of women engaged in different occupation is increasing, the proportion is far lower than men. Majority of women are employed in informal sectors and less paid or sometimes unpaid. There are only few sectors in which women are equally paid. Though there are so many special provisions, the position of women even in a cent percent literate society is not so promising. Even in service sector, women are facing variety of problems. The changes in family structure from joint family system to nuclear family system fired up problems of women to a great extent. The problems of employed women will vary with the nature of job, sector in which she is working and family setup. Fairly large proportion of teaching community is comprised of female teachers, which is one of the major service sectors chosen by women in the state. 15,000 teachers go sick EVERY day (and it's blamed on stress and ministerial meddling) (Kirsty Walker, 31 December, 2008). Teacher suicide rate rises by 80 per cent. (Channel 4, 16 June 2011). This research study assesses the level of stress, family environment, life skills and the quality of life of married women school teachers. Murphy (1986) found female teachers experiencing more stress than males in the area of time management and even reported high scores of physical symptoms of stress in teacher relations. Hence a study of this type is attempted to realise the problems of married women school teachers.

3.3. Statement of the Problem

This research is focused on the level of stress, family environment, life skills and quality of life of married women school teachers. The changing status of women influences not only their role in society but also affects their interaction with their children. Today, the status of Indian women has totally changed. The number of educated women including the number of working women is increasing. At present, women are in a position to compete with men in all walks of life. Teaching has always been one of the prior professions open to women. The employment of women outside home has added to their duties
and functions. The problems of women who combine the different roles of a wife, a mother and a working woman are multiple, which can be categorized under different heads as physiological problems, adjustment problems, social problems and economic problems. Hence the researcher felt that imparting life skills, reducing teachers’ stress and balancing family and work among school teachers are very important for the overall Quality of Life.

3.4. Scope of the Study

Teachers possess the most important and critical position in the entire education system. Successful and effective teaching learning process depends upon the quality of a teacher. Quality of life is needed for teachers to find a productive place in society as the economy changes day by day. Nurturing the “Quality of Life” that helps teachers not only take care of their present, but give them tools to anticipate changes, learn new skills in time, connect the dots when faced with a challenge and contribute at a plan where no one thought is possible. The development of Quality of Life among married women school teachers requires positive family environment, stress free atmosphere in family and work, modelling of life skills by school staff and a “safe”, supportive classroom environment that is conducive to the practice and reinforcement of skills. A study of this kind will help the social work professionals who work in school setting among the teachers to understand the problem faced by the teachers. The findings and suggestions could be helpful for the social work professionals and school authorities in developing the different ways to strengthen the teachers who are the creators and architects of young minds of our society by improving their quality of life.

3.5. Significance of the Study

Teaching has been identified as one of the most stressful professions today. The reasons for that are quite similar to other stressful occupations in the world. In a survey assessing the stress levels of various jobs by the Health and
Safety Executive, teaching profession came out top (Monica, 2004). The school teachers play a very important role in the society, as they are largely responsible for moulding the young and impressionable minds. There is growing concern among educators about teacher’s mental health. Job-related stress is an important factor in teacher’s motivation and retention. Teaching once was considered a rather routine job; however, within the last decade it has become an increasingly complex profession. Issues such as litigation, liability, accountability, tenure, unions, along with increasingly diverse responsibilities and fast changing ideas have made teaching more stressful. Two of the main sources of this stress were cited as work pressure and students’ misbehaviour. This stress could be putting the school teachers’ health at risk, as many find themselves unable to unwind out of school. Basically, school teachers play three different roles at home, school and society. They need to face numerous problems while playing these three roles. So they are flooded with extreme stress, anxiety and tension which finally affect their personality. Teachers are over burdened with regular teaching load. The teacher must be aware of her clear role to build up the nation. Hence the study is more significant.

3.6. **Objectives of the Study**

1. To study the level of Teacher Stress experienced by the married women school teachers.
2. To analyse the level of life skills of married women school teachers.
3. To study the level of family environment of the married women school teachers.
4. To measure the quality of life of married women school teachers.
5. To explore the relationship between the quality of life and other factors such as family environment, teacher stress and life skills among married women school teachers.
3.7. Hypotheses
1. Higher the positive family environment lower will be the level of teacher stress.
2. Higher the level of life skills lower the level of teacher stress.
3. Higher the level of life skills higher the level of quality of life.
4. Lower the level of teacher stress higher the quality of life.
5. Higher the level of life skills higher the level of family environment.

3.8. Operational Definitions
Aided Higher Secondary School - Aided schools are the schools which are maintained by the private management and the salaries for the teachers working in those schools given by the government. In almost all the schools, staff under self-finance scheme are also working and for those teachers, salary is given by the management and not by the government.

Married Women School Teacher - A woman who is married and is currently working in the Aided Higher Secondary Schools in the Tiruvarur District.

Nuclear Family - Nuclear family in this study refers to husband, wife and children living in a single house.

Joint Family - Joint family refers to married women school teachers who live with their parents / in-laws or relatives along with husband under one roof.

Size of Family - Size of the family in this study refers to the total number of members living within the family.

Teacher Stress - Teacher stress in this study refers to a negative feeling or an unpleasant emotional state, such as tension, frustration, anxiety, anger and depression, resulting from aspects of their teaching job.
High Level of Teacher Stress - Respondents scoring between 131-211 scores refer to a high level of teacher stress.

Low Level of Teacher Stress - Respondents scoring between 56-130 scores refer to a low level of teacher stress.

Life Skills – Skills needed to adapt the positive behavior to deal effectively with the demands and challenges of everyday life.

Critical Thinking - It is the ability to analyze information experiences in an objective way.

Creative Thinking - It is the ability to generate ideas so as to explore the available alternatives.

Decision Making - It is process of assessing different options and the consequences of these options over an issue and taking an appropriate decision.

Problem Solving - It is an ability to resolve personal problems.

Effective Communication- The ability to express ideas and emotions clearly.

Interpersonal Relationships - Positive way relating oneself with others by means of interactions.

Self Awareness - A sort of introspection to know the strengths, weakness, likes and dislikes.

Coping with Stress - An adjustment ability to tackle stress.

Coping with Emotions - Ability to recognize emotions, their influence on behavior and to respond to emotions appropriately.
Low Level of Life Skills - Respondents scoring between 175-264 scores refer to a low level of life skills.

High Level of Life Skills - Respondents scoring between 265-397 scores refer to a high level of life skills.

Family Environment - The family environment involves the circumstances and social climate conditions within the families.

Low Level of Family Environment - Respondents scoring between 29-56 scores refer to a low level of family environment.

High Level of Family Environment - Respondents scoring between 57-70 scores refer to a high level of family environment.

Quality of Life - The quality of life is the degree to which the experience of an individual's life satisfies that individual's wants and needs (both physical and psychological). Quality of Life in the present research measures the following four domains: physical health, psychological health, social relationships, and environment.

Low Level of Quality of Life - If the total score is between 50-93, it refers to a low quality of life.

High Level of Quality of Life - If the total score is between 94-127, it refers to a high quality of life.

3.9. Research Design

(Burns & Grove, 2009) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. (Parahoo, 2006) describes a research design as “a plan that describes how, when and where data are to be collected and
analysed”. (Polit & Beck, 2012) define a research design as “the researcher’s overall for answering the research question or testing the research hypothesis”. Research is thus a systematic and scientific approach to a problem in order to solve it. Therefore it is necessary to plan the activities in a systematic manner in advance. Preparation of a research design becomes important as soon as the research problem has been defined. Research design is a mapping strategy, an activity that leads to the generation of new knowledge so as to bring about changes and progress in the society. Research design explains the entire plan of the study in detail. It includes a detailed description of the tools used for collecting information, sample, methodology of the study and the methods used for data analysis. A careful design of planning enables the researcher to do work in a systematic manner. So planning of a research design is of prime importance for the researcher.

The present study aims at describing the family environment, teacher stress, life skills and quality of life as well as their socio-demographic characteristics among married women school teachers employed in aided higher secondary schools at Tiruvarur district. Thus Descriptive Research Design was adopted.

3.10. Universe

There are thirteen Aided Higher Secondary Schools in Tiruvarur District. The universe of the study comprised of Married Women Higher Secondary School Teachers who are currently working in Aided Higher Secondary Schools in Tiruvarur district. The data which are collected from the official records of recruitments and dropouts obtained from the District Educational Officer for the academic period of 2014-2015 to arrive at a comprehensive picture of the present study. Further the universe is 246.
3.11. Method of Data Collection

The researcher adopted the census method for selecting the respondents. The investigator intended to study on a sufficient sample of 246 married women school teachers from thirteen Aided Higher Secondary Schools in Tiruvarur District. Hence the data was collected from all the 246 respondents.

3.12. Table: 1 - Distribution of the respondents by various schools

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Aided Higher Secondary Schools</th>
<th>Total Number of Teachers</th>
<th>Married Women Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School – 1</td>
<td>92</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>School – 2</td>
<td>78</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>School – 3</td>
<td>74</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>School – 4</td>
<td>36</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>School – 5</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>School – 6</td>
<td>56</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>School – 7</td>
<td>39</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>School – 8</td>
<td>78</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>School – 9</td>
<td>57</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>School – 10</td>
<td>49</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>School – 11</td>
<td>55</td>
<td>22</td>
</tr>
<tr>
<td>12</td>
<td>School – 12</td>
<td>61</td>
<td>21</td>
</tr>
<tr>
<td>13</td>
<td>School – 13</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td><strong>246</strong></td>
</tr>
</tbody>
</table>

3.13. Pilot Study

The researcher undertook the pilot study to ascertain the feasibility of conducting the research. Visits were made to District Educational Office in Tiruvarur District to finalize the setting of the study and to obtain permission
from the DEO, Correspondents and Head Masters to conduct the study on Married Women School Teachers in Tiruvarur District. During the subsequent visits permission was sought and the researcher also visited the selected schools to find out the accountability of the study. Their suggestions and opinions were also incorporated regarding the usefulness of the study to the teachers. Sample size and mode of data collection using the interview schedule via the process of a structured method was ascertained and the sample frame was finalized.


- Women teachers who are married and are working in the Aided Higher Secondary Schools in Tiruvarur District during 2013-2014.
- who are permanent.
- who are in temporary postings.

3.15. Exclusion Criteria

- who are on long leave

3.16. Variables

Keeping in view the study of married women school teachers, the following variables have been taken into consideration.

a) Independent Variables:

- Age
- Sex
- Years of teaching experience
- Educational qualification
- Locality
- Socio-economic status of students
- Monthly income
- Type of the family
• Family support
• Support from spouse
• Number of children
• Salary Satisfaction
• Professional satisfaction
• Necessity of going for job
• Number of earning members in the family
• Status of the job (Permanent / Temporary)
• Time management
• Physical problems
• Leisure time activities
• Marital relationship
• Mutual understanding between colleagues.

b) Dependent Variables:
• Teacher Stress
• Family Environment
• Life Skills
• Quality of Life

3.17. Tools used for Data Collection:
For collecting data one may use various research devices. For each and every type of research we need certain tools to gather or to explore new fields, which act as means called research tools. The success of any research endeavor is largely dependent upon the tools which are used for the data collection. The first part of the structured questionnaire consists of the socio – demographic profile of the respondents. The following tools were selected for the second part of the structured questionnaire and will be used by the investigator in the study.

3.18. Description of the Tools

Teacher Stress Inventory

The Teacher Stress Inventory is a 49-item, 10-factor instrument that assesses the degree of strength of occupational stress experienced by teachers. The 5 stress source factors are Time Management, Work-Related Stressors, Professional Distress, Discipline and Motivation, and Professional Investment; the 5 stress manifestations factors are Emotional Manifestations, Fatigue Manifestations, Cardiovascular Manifestations, Gastronomic Manifestations and Behavioural Manifestations. The 5 stress source and 5 stress manifestations subscale scores can be summed and divided by 10 in order to derive a Total Stress Score. The stressful events measured by the Teacher Stress Inventory are different from those in other scales that addresses general stress or burnout in that the TSI assesses numerous stressful teaching events experienced on the job and in the schools. The reliability value of TSI is 0.9030.

Scoring procedure of TSI:

The Teacher Stress Inventory is easily hand-scored. It consists of 10 subscales, each subscale being composed of three to eight items. Because numbers have to be added and divided, it is advisable to have a calculator readily available-particularly in workshops being conducted in a limited time frame. The following procedure is used to score the TSI:

1. Assuring that each of the items has been rated. Irrelevant or otherwise uncompleted items should be rated 1.
2. Each subscale should be scoring one at a time. Then, note and follow the scoring directions at the end of each subscale. For example, sum the eight responses associated with Time Management, the first subscale on the TSI. Then, divide this sum by the number of items in the subscale—in this case, by eight (8). This is the teacher's mean item score, also termed subscale score, for Time Management. This score should be placed in the circle adjacent to and to the right of the scoring directions. Then proceed to the remaining TSI subscales and continue this process until one mean item score is derived for each.

3. To compute the total stress score, the mean item or subscale scores should be added in each of the circles, then divide this value by 10, the total number of TSI subscales. This value should be placed in the diamond on the third and last page of the Inventory. These mean item and total scores can then be interpreted using the procedure outlined.

**Family Environment**

The Family Environment Scale (FES) form R comprises of 10 subscales that measure the social environmental characteristics of all types of families, and the individuals’ perception of his or her family environment. The ten FES subscales assess three underlying domains, or sets of dimensions: the relationship dimension, the personal growth dimensions, and the system maintenance dimensions. **The reliability value of FES is 0.752.**

Internal consistency of subscales range from 0.61 to 0.78. Test-retest reliability ranges from 0.68 to 0.86. Several studies support the construct validity of FES subscales (Sandler and Barrera, 1984; Swindle, 1983; Brown et al., 1981). In India, this test has been successfully used by Tung and Jhingan (2002), Chahal (2003).
Scoring of the scale is a simple clerical task using the template. The number of crosses showing through the template in each column are counted and entered at the bottom. The boxes at the bottom show the scores for all the 10 subscales.

<table>
<thead>
<tr>
<th>Relationship Dimensions</th>
<th>Subscales</th>
<th>Symbols</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cohesion</td>
<td>COH</td>
<td></td>
<td>The degree of support and commitment in the family</td>
</tr>
<tr>
<td>2. Expressiveness</td>
<td>EX</td>
<td></td>
<td>The extent of being open and expressing freely</td>
</tr>
<tr>
<td>3. Conflict</td>
<td>CON</td>
<td></td>
<td>The amount of aggression and anger amongst family members</td>
</tr>
<tr>
<td>4. Independence</td>
<td>IND</td>
<td></td>
<td>The extent of being assertive and self sufficient</td>
</tr>
<tr>
<td>5. Achievement Orientation</td>
<td>AO</td>
<td></td>
<td>The extent of having a competent framework</td>
</tr>
<tr>
<td>6. Intellectual Cultural Orientation</td>
<td>ICO</td>
<td></td>
<td>The degree of interest in political social and cultural activities</td>
</tr>
<tr>
<td>7. Active Recreational Orientation</td>
<td>ARO</td>
<td></td>
<td>The extent of participation in social and recreational activities</td>
</tr>
<tr>
<td>8. Moral Religious Emphasis</td>
<td>MRE</td>
<td></td>
<td>The degree of emphasis on ethical and religious issues and values</td>
</tr>
<tr>
<td>System Maintenance Dimensions</td>
<td>Organisation</td>
<td>ORG</td>
<td>The degree of structure in planning family activities</td>
</tr>
<tr>
<td>9. Organisation</td>
<td>ORG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Control</td>
<td>CTL</td>
<td></td>
<td>The extent of rules and procedures in the family</td>
</tr>
</tbody>
</table>

The items of FES in the present study were translated into Tamil with adequate translation and retranslation procedures.
Life Skills Assessment Scale

The multi-dimensional Life Skills Scale consists of 100 items in the form of statements in-build with 5-point Likert Scale for the respondent to check the appropriate response which is most descriptive of her viz., Always true of me, Very True of me, Sometimes true of me, Occasionally true of me and Not at all true of me.

The researcher used structured questionnaire with life skill assessment scale designed by Rajiv Gandhi National Institute for Youth Development (RGNYD, 2010) as a main tool. Reliability Coefficient for Life Skills Assessment Scale is 0.8592.

The World Health Organisation Quality of Life (WHOQOL) BREF

The World Health Organisation Quality of Life (WHOQOL)-BREF (2004) was administered to find out the quality of life among the married women school teachers. The instrument comprises 26 items, which measure the following broad domains: physical health, psychological health, social relationships, and environment. The WHOQOL-BREF is a shorter version of the original instrument that may be more convenient for use in large research studies or clinical trials.

Domains of Quality of Life (BREF)

- General quality of life = 1, 2
- Physical domain = 3, 4, 10, 15, 16, 17, 18
- Psychological domain = 5, 6, 7, 11, 19, 26
- Social relationship domain = 20, 21, 22
- Environmental domain = 8, 9, 12, 13, 14, 23, 24, 25.

Positive questions are 1, 2, 5 to 25

Scoring procedure 1=1, 2=2, 3=3, 4=4, 5=5

Negative questions are 3, 4, 26

Scoring procedure 1=5, 2=4, 3=3, 4=2, 5=1
Scale was Indianised by applying the reliability analysis with the present population and reliability was as follows: 0.9209. There are five alternative choices in each item such as, (1) rarely, (2) sometimes, (3) quite frequently and (4) nearly always. Respondent has to choose only one alternative. Scoring is as follows. A sum of the scores for each of the four dimensions of the twenty six questions completed by each respondent is evaluated with the following interpretation. If the total score is above 30 when adding up the points, then it is interpreted as high quality of life. When scores are below 30, it is interpreted to have low level of quality of life.

3.19. Pre – Testing

A set of tools were tested to check the outcome of the questionnaire. Pre-testing was done with fifteen married women school teachers at the Aided Higher Secondary School. Based on the opinion from these teachers, some of the variables used in the study were altered to make the questionnaire more relevant and applicable to elicit information from the respondents for the study.

3.20. Collection of Data

Data collection of the present investigation was made with 246 Married Women Higher Secondary School Teachers working in selected Higher Secondary Schools of Tiruvarur District in Tamil Nadu State of India. The researcher approached the Correspondents and Head Masters of the selected schools and got their co-operations insured. The data has been collected during the month of November 2013, December 2013, January and February 2014. The researcher has held a series of meetings with the selected respondents in small groups of 6-10. To every group, the researcher has explained the purpose of research and demonstrated how to fill in the questionnaire. The researcher visited the schools almost daily except holidays for about four months to see the progress as well as to clarify the doubts of the respondents.
3.21. Sources of Data Collection

Various methods were adopted for investigation of the different aspects relating to the sample. Primary and secondary data form the basis for this source. The researcher for the present study used the primary sources of information acquired through interview schedule and standardized rating scale. Besides, the secondary sources of administrative structure of schools in Tiruvarur District, etc. were also obtained from the record of District Educational Officer. Secondary data were also collected through various documentary sources like files, brochures, books and journals and online data search etc., on Teacher Stress, Life Skills, Family Environment and Quality of Life of Women School Teachers.

3.22. Analysis of Data and Statistical Techniques Used

An attempt was made to analyze and understand the study of the sample respondents about Teacher Stress, Life Skills, Family Environment and the Quality of Life.

The data was scientifically computed. The tabulations and the results for analysis were done with the help of SPSS (Statistical Package for Social Sciences) version 21, and Microsoft Excel for Statistical measurements such as simple percentages, mean values, etc. The following statistical techniques such as z-test and F-ANOVA (Analysis of Variance), Karl Pearson’s co-efficient of correlation, Chi-square test and multiple regression to draw meaningful inferences using the statistical package (SPSS) were used. The Karl Pearson’s co-efficient of correlation was used to find out the relationship between the two variables namely dependent and independent variables. z-test was used to find out the difference between the mean scores of the two groups. To find the significant difference between the groups and within the groups the researcher applied One Way Analysis of Variance (ANOVA)
3.23. Limitations of the Study

1. The present study is limited to school teachers in Tiruvarur district of Tamil Nadu State, India.

2. The study was conducted only among the Aided Higher Secondary Schools in Tiruvarur district and not the other schools. So, the findings of the study cannot be generalized.

3. The intervention programme was planned by the researcher before starting the research. Due to the difficulty in getting permission from the higher authorities of the district, it was not possible to organize any programme.

3.24. Chapterization

The present descriptive study is divided into five chapters.

- Chapter One deals with the Introduction that comprises the basic information on the quality of life of married women school teachers.
- Chapter Two highlights the reviews related to the present study.
- Chapter Three discusses the methodology adopted for the present study. It includes brief description of the art of the research topic, statement of the problem, rationale of the study, scope of the study, significance of the study, conceptual framework, objectives, hypotheses, universe of the study, tools for data collection, limitations of the study, problems encountered by the researcher and chapterisation.
- Chapter Four reveals the results, analysis and interpretations of data based on the statistical measures to draw meaningful inferences of the study.
- Chapter Five presents discussions and conclusion arrived at and offers suggestions for married women school teachers to improve their overall quality of life.