CHAPTER – 3
METHODOLOGY

3.1 INTRODUCTION
3.2 PROBLEM OF THE STUDY
3.3 OBJECTIVES OF THE STUDY
3.4 HYPOTHESES
3.5 SAMPLE
3.6 VARIABLES
3.7 RESEARCH DESIGN
3.8. TOOLS
3.9 PROCEDURE
3.10 STATISTICAL ANALYSIS
CHAPTER – 3

METHODOLOGY

3.1 INTRODUCTION:

Any research starts with curiosities and questions about a given phenomenon or a set of phenomena. Systematic attempts are made to explore, analyze and understand the issues under question through suitable conceptual and methodological tools. The process of inquiry and the analytical tools are to a great extent relative to the specific domain of concern, and the conceptual, methodological, heuristic and pragmatic goals of the research.

In present research, as such has focus on certain dimensions of Occupational Stress, Various Areas of Teachers’ Adjustment such as Adjustment with Academic and General Environment of the Institution, Socio-Psycho Physical adjustment, Professional Relationship Adjustment, Personal Life Adjustment, Financial Adjustment and Job Satisfaction and Psychological Well-being of Government and Non-Government School teachers.

3.2 PROBLEM OF THE STUDY:

The main problem of the present research is as under:

“A study of Occupational Stress, Adjustment and Psychological Well-being of Government and Non-Government School Teachers”.

3.3 OBJECTIVES OF THE STUDY:

The main objectives of the present research were as under

1. To study and compare Government and Non-Government schools teachers with regards to their occupational stress.
2. To study and compare below 15 years experience teachers and above 15 years teachers with regards to their occupational stress.
3. To study and compare male and female teachers with regards to their occupational stress.
4. To study interaction effect between type of school and experience of teachers with regards to their occupational stress.
5. To study interaction effect between type of school and gender of teachers with regards to their occupational stress.
6. To study interaction effect between experience and gender of teachers with regards to their occupational stress.

7. To study interaction effect among type of school, experience and gender of teachers with regards to their occupational stress.

8. To study and compare Government and Non-Government schools teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

9. To study and compare below 15 years experience teachers and above 15 years teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

10. To study and compare male and female teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

11. To study interaction effect between type of school and experience of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

12. To study interaction effect between type of school and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

13. To study interaction effect between experience and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.
14. To study interaction effect among type of school, experience and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

15. To study and compare Government and Non-Government schools teachers with regards to their psychological well being.

16. To study and compare below 15 years experience teachers and above 15 years teachers with regards to their psychological well being.

17. To study and compare male and female teachers with regards to their psychological well being.

18. To study interaction effect between type of school and experience of teachers with regards to their psychological well being.

19. To study interaction effect between type of school and gender of teachers with regards to their psychological well being.

20. To study interaction effect between experience and gender of teachers with regards to their psychological well being.

21. To study interaction effect among type of school, experience and gender of teachers with regards to their psychological well being.

3.4 HYPOTHESES:

The major hypotheses of the present research were as under:

1. There will be no significant difference between Government and Non-government schools teacher with regards to their occupational stress.

2. There will be no significant difference between below 15 years experience teacher and above experience teacher with regards to their occupational stress.

3. There will be no significant difference between male and female their with regards to their occupational stress.

4. There will be no significant interaction effect between type of school and experience of teachers with regards to their occupational stress.

5. There will be no significant interaction effect between type of school and gender of teachers with regards to their occupational stress.
6. There will be no significant interaction effect between experience and gender of teachers with regards to their occupational stress.

7. There will be no significant interaction effect among type of school, experience and gender of teachers with regards to their occupational stress.

8. There will be no significant difference between Government and Non-Government schools teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

9. There will be no significant difference between below 15 years experience teachers and above 15 years teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

10. There will be no significant difference between male and female teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

11. There will be no significant interaction effect between type of school and experience of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

12. There will be no significant interaction effect between type of school and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.
13. There will be no significant interaction effect between experience and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

14. There will be no significant interaction effect among type of school, experience and gender of teachers with regards to various areas of their adjustment such as adjustment with academic and general environment of the institution, socio-psycho-physical adjustment, professional relationship adjustment, personal life adjustment, financial adjustment and job satisfaction.

15. There will be no significant difference between Government and Non-Government schools teachers with regards to their psychological well being.

16. There will be no significant difference between below 15 years experience teachers and above 15 years teachers with regards to their psychological well being.

17. There will be no significant difference between male and female teachers with regards to their psychological well being.

18. There will be no significant interaction effect between type of school and experience of teachers with regards to their psychological well being.

19. There will be no significant interaction effect between type of school and gender of teachers with regards to their psychological well being.

20. There will be no significant interaction effect between experience and gender of teachers with regards to their psychological well being.

21. There will be no significant interaction effect among type of school, experience and gender of teachers with regards to their psychological well being.

3.5 SAMPLE:

In the present research sample comprised of 120 teachers Total sample were equally categorized according to their type of school, experience and gender. Total sample were selected randomly from different schools of Bharuch and Anand District. The distribution of total sample was categorized as under.
### Table 3.6 VARIABLES:

<table>
<thead>
<tr>
<th>Name of Variable</th>
<th>Nature of Variable</th>
<th>Number of Variable</th>
<th>Level of Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Schools</td>
<td>Independent Variable</td>
<td>2</td>
<td>Govt. School Private School</td>
</tr>
<tr>
<td>Gender</td>
<td>Independent Variable</td>
<td>2</td>
<td>Male Teacher Female Teacher</td>
</tr>
<tr>
<td>Occupational Stress</td>
<td>Dependent variable</td>
<td>1</td>
<td>Scores of Occupational Stress</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Dependent Variable</td>
<td>6</td>
<td>Scores of 5 areas of adjustment and total score of adjustment</td>
</tr>
<tr>
<td>Psychological Well-being</td>
<td>Dependent Variable</td>
<td>1</td>
<td>Scores of Psychological Well being.</td>
</tr>
</tbody>
</table>

### Table 3.7 RESEARCH DESIGN:

In order to study main interaction effect of three independent variable such as type of school, experienced and gender of teacher on scores of three dependent variable like: Occupation Stress, various areas of adjustment and psychological well being, 2 x 2 x 2 factorial design was used. It is mentioned in following table.
3.8. TOOLS:

Following tools were used for data collection in the present research work.

Occupational stress index by A.P. Singh and A.K. Srivastav.

A.P. Singh and A.K. Srivastav are made occupational stress index this index is useful for govt. and private teacher's stress measurement. There are five point scale rating scale. We have to form 28 True and False keyed form from 46 scales.

Scale measures following 12 items in the measure of these tools.

1. Role overload
2. Role ambiguity
3. Role conflict
4. Unreasonable group & political pressures
5. Responsibility for person
6. Under participation
7. Powerlessness
8. Poor peer relations
9. Intrinsic Impoverishment
10. Low status
11. Strenuous working condition
12. Unprofitability

Reliability:

The reliability index ascertained by split half odd even methods and Cranbach’s alpha coefficients for the scale as a whole were founds to be .935 and .90 respectively. The reliability indices of the 12 sub scale were also computed on the split half methods. The following table records the obtained indices.

<table>
<thead>
<tr>
<th>No</th>
<th>Sub Scale</th>
<th>Reliability Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Role overload</td>
<td>.684</td>
</tr>
<tr>
<td>2</td>
<td>Role ambiguity</td>
<td>.554</td>
</tr>
<tr>
<td>3</td>
<td>Role conflict</td>
<td>.696</td>
</tr>
<tr>
<td>4</td>
<td>Unreasonable group &amp; political pressures</td>
<td>.454</td>
</tr>
<tr>
<td>5</td>
<td>Responsibility for person</td>
<td>.840</td>
</tr>
</tbody>
</table>
Validity:-

The validity of the OSI was determined by computing coefficient of correlation between the scale on the OSI and the various measures of job attitude and job behavior. The employee’s scores on the OSI is likely to positively correlates with the scores on the measures of such Work-Mani-Fest attitudinal and motivational and personality variables which have proved lowering or moderating the level of occupational stress. The coefficients of correlation between the score on the OSI and the measure of job involvement (Lodhal & Kejner 1965), work motivation (Srivastava 1980), ego strength (Hasen 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 score on the OSI and the measures of job anxiety (Srivastava 1974) was found to be 0.59 (N=400). The employee’s score on the OSI have been found to be respectively correlated with their score in the measures of mental ill, health, standardized by Dr. O N Srivastava Prof of Psychiatry.

Scoring

Since the questionnaires consists of both true keyed and false keyed items two different patterns of scoring have to be adapted for two types of items. The following table provides guidelines to score on response given to two categories of items.

<table>
<thead>
<tr>
<th>Categories of response</th>
<th>Score For True Keyed</th>
<th>Score For False Keyed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never / Strongly Disagree</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Seldom/ Disagree</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Sometimes / Undecided</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Mostly / Agree</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Always / Strongly Agree</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>
Norms:-

Norms have been prepared for the occupational stress index as a whole as well as for its twelve sub scale separately on a representative sample of 700 employees of different cadres operating in various productions and non production organization. The distribution of scores on the OSI Was found to be slightly skewed in negative directions. To prepare the norms three methods were adapted i.e. Normal Distribution, Percentile Points, and Division of upper and lower halves.

The scores were divided into three categories i.e. High Moderate and low, following the principles of normal distribution. The score falling above $+1\sigma$, between $\pm1\sigma$, and below $-1\sigma$ were categories respectively as to indicate high, moderate ns low level of occupational stress.

Mangal Teacher Adjustment Inventory

By S K Mangal it contains 253 YES/NO and Question Mark Types of Question asked in the questionnaires, it contains 6 various areas of adjustments.

- Adjustment with academic and general environment of the institution.
- Socio Psycho Physical Adjustment
- Professional Relationship adjustment
- Personal life adjustment
- Financial adjustment and job satisfaction
- Total adjustment

- Standardization of the inventory

The above final form of the inventory was put to standardization on the population of high school’s teachers of Haryana State. Sample for the standardization of the inventory consisted of 1217 teachers that is 714 males and 503 females belonging to 100 high school of all the 11 district existing at that time of Haryana. It was obtained by stratified proportions cluster random sampling techniques.

- Reliability

Reliability of the inventory was estimated though test retest and split half methods. The following tables give the reliability coefficients determined by these two methods.
### Table 3.1
Reliability coefficients of the inventory

<table>
<thead>
<tr>
<th>Reliability Methods</th>
<th>Factors of Areas of Adjustment</th>
<th>Total Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>Split Half Methods N=200</td>
<td>.98</td>
<td>.98</td>
</tr>
</tbody>
</table>

**Validity**

Three types of validity have been established for the inventory

1. **Content validity**
2. **Construct or factorial validity**
3. **Criterion related validity**

Content validity has been established on the basis of the opinion of eight judges. As the final form of the Mangal Teacher’s Adjustment Inventory has been framed light of the five factors derived from factors analysis hence it may be taken that the inventory in the present form has factorial validity. For the criterion related validity the following two different external measures were used bells adjustment inventory and rating of teachers by their headmasters.

A Hindi translation of the Bell’s Adjustment Inventory Prepared by Dr. I B Verma was used for the required validations. Bell’s adjustment inventory gives scores on male adjustment side wide the teacher’s adjustment inventory gives score on adjustment side. The validity a coefficient of the teacher’s adjustment inventory against Bell’s was founds to be - .967 (N=250)

For The Rating of teachers by their headmasters a teacher’s adjustment rating scales was constructed on the line of semantics different scales. The headmaster of 25 high schools selected randomly from the 100 school, in the standardized sample were asked to rate their teachers on the seven points continuum of the semantics differential scales with references to each of the five area of teacher adjustment. The adjustment rating scores of the 270 teachers were correlated with their adjustment scores on Mangal Teacher’s Adjustment Inventory. The results are given below.
Table 3.2
Validity Coefficients of the inventory Against Headmaster Rating N=270

<table>
<thead>
<tr>
<th>Factor or Area of Adjustment</th>
<th>Total Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value “r”</td>
<td></td>
</tr>
<tr>
<td>.945</td>
<td>.986</td>
</tr>
<tr>
<td>.967</td>
<td>.929</td>
</tr>
<tr>
<td>.957</td>
<td>.969</td>
</tr>
</tbody>
</table>

Norms
Percentile norms were computed separately for both males and females teachers with respect to their adjustment in each of the five areas of factors of teachers adjustment and also in terms of their total adjustment.

Classifications of Teachers Adjustment Scores into Categories
1. Very Good Adjustment
2. Good Adjustment
3. Average Adjustment
4. Poor Adjustment
5. Very Poor Adjustment

The mode of response to each of the items of the inventory is in the form of “YES” – “NO” or “?” Indicating does not complete agreement, disagreement or neither agreement nor disagreements with the proposed statement respectively, in the Mangal Teacher Adjustment Inventory 41 items are such where the responses YES show adjustment. For the remaining 212 items the response NO Shows adjustment. In the scoring schemes it has been planned to assign scores 2 for the response indicating adjustment, score 1 for the undecided (?) response and 0 for the response indicting lack of adjustment or maladjustment.

Psychological Well Being Index
Psychological Well Being Index formed by Bhogle and Prakash. Psychological well being scale is used in this researches. There are total 28 statement who measures Psychological well being factor in which you have to answer by considering right tick.

In this scale there are 28 statements accessible. There are two types of answer given to you that is Yes or No in this scale positive and negative statements are putted. For positive answer give one marks and for negative will be awarded one marks but in case if the answer given in opposite side than give
zero mark of each false statement. There are following number of sentence is positive.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Positive</td>
</tr>
<tr>
<td></td>
<td>1    2   3   7   8   9   11  13</td>
</tr>
<tr>
<td></td>
<td>17   18  19  20  22  24  25  26</td>
</tr>
<tr>
<td></td>
<td>27   28</td>
</tr>
<tr>
<td>2</td>
<td>Negative</td>
</tr>
<tr>
<td></td>
<td>4    5   6   10  12  14  15  16</td>
</tr>
<tr>
<td></td>
<td>21   23</td>
</tr>
</tbody>
</table>

In this psychological well being scale we can get “28’ maximum marks and minimum “0” marks. Through test-retest reliability found 0.72, and correlation found for this scale is 0.84, so this scale is very right way to obtain the well being of any person. After the translation in Guajarati language even if the test retests reliability found 0.91, in this scale if the right answer more than the person is very happy and he/she are well being in their life.

3.9 PROCEDURE:

After establishing the rapport with selected teacher occupational stress index. Adjustment inventory and psychological well being, index were administered in individual setting. After completion of data collection scoring of all collected data was done according to the manual of each tool.

3.10 STATISTICAL ANALYSIS:

The find out main and interaction effects of all three independent on scores of each dependent variable. Three way Analysis of variance (Three way ANOVA) was done with the help of SPSS.