Chapter-III

Methodology
CHAPTER THREE

METHODOLOGY

In any discipline whether it is science, social science or commerce etc., methodology plays a leading role in carrying out the study systematically and objectively. The present study is systematically designed in accordance with the following objectives.

RESEARCH OBJECTIVES

(1) To examine the differences between the mean scores of male teachers with high job strain and female teachers with high job strain on different types of coping strategies.

(2) To examine the differences between the mean scores of male teachers with low job strain and female teachers with low job strain on different types of coping strategies.

(3) To examine the differences between the mean scores of permanent teachers with high job strain and temporary teachers with high job strain on different types of coping strategies.

(4) To examine the differences between the mean scores of permanent teachers with low job strain and temporary teachers with low job strain on different types of coping strategies.

(5) To examine the differences between the mean scores of male teachers with high Social Family Role Stress and female teachers with high Social Family Role Stress on different types of coping strategies.

(6) To examine the differences between the mean scores of male
teachers with low Social Family Role Stress and female teachers with low Social Family Role Stress on different types of coping strategies.

(7) To examine the differences between the mean scores of permanent teachers with high Social Family Role Stress and temporary teachers with high Social Family Role Stress on different types of coping strategies.

(8) To examine the differences between the mean scores of permanent teachers with low Social Family Role Stress and temporary teachers with low Social Family Role Stress on different types of coping strategies.

The concept of methodology includes four aspects namely, sample, instruments or tools, procedure, and data analysis. These four aspects of overall research methodology can be thought of as forming a case for execution of the present study.

**Sample:** In the present study the sample of one hundred permanent and one hundred temporary teachers (i.e., lecturers) were drawn from the Aligarh Muslim University, Aligarh. Thus the total strength of the sample was two hundred. The process of sampling was done in a manner that the sample included permanent & temporary male and female teachers. As far as the job experience was concerned, the teachers were having less than 3 years & more than 5 years of job experience. After having tested each teacher’s job strain and social family role stress, the scores on these two variables were classified into high and low job strain, and permanent & high and low social family role stress.

The distribution of the sample is given below:
**Teachers (N=200)**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N=140)</td>
<td>(N=60)</td>
</tr>
<tr>
<td>Permanent</td>
<td>(N=70)</td>
<td>(N=30)</td>
</tr>
<tr>
<td>Temporary</td>
<td>(N=70)</td>
<td>(N=30)</td>
</tr>
</tbody>
</table>

**Instruments:** Three instruments were used for the purpose of this study.

(1) **Social Family Role Stress Scale (SFRS):** The SFRS developed by Vadra and Akhtar (1990) was used to measure stress emanating from social and family situations. The SFRS consisted of 25 items with a 5 point rating scale, each item was rated 1 (strongly disagree) to 5 (strongly agree). A place was provided against each statement for the respondents. There were nine factors included in the scale were: 1-role related tension, 2-untrustworthy colleagues, 3-bleak future, 4-lack of family support, 5-adverse affect on health, 6-family responsibilities, 7-underpaid, 8-foregoing career development opportunities and 9-unsuitable job. The split half reliability of the scale was found to be 0.81. The validation techniques used were internal coefficient and construct validity.

(2) **Job Strain Questionnaire (JSQ):** Job strain questionnaire was developed by Shailendra Singh (1989). It is a fourteen items questionnaire consisting of both positively and negatively keyed items. Out of the fourteen items, eleven items are “true keyed” and three items are “false keyed”. Each item is rated in the following manner: (1) never, (2) rarely, (3) sometimes
(4) rather often and (5) nearly all the time. It has three dimensions:

(a) **Latent hostility:** from one to five items are in the dimension of latent hostility.

(b) **Depression:** from six to eight items are in the second dimension.

(c) **Physical strain:** from nine to fourteen items of the questionnaire belong to the third dimension.

**Reliability:** Standardized alpha for Latent Hostility = 0.83, Depression=0.73, Physical Strain=0.82.

**Validity:** The content and concurrent validity was established. All the three dimensions of job strain, as hypothesized were significantly and negatively correlated with job satisfaction.

(3) **Cope Scale:** Cope scale was developed by Carver, Scheier, & Wintraub (1989). The cope scale was used to assess the coping styles and strategies. The cope scale comprised of twenty four items sub representing the twelve categories namely: (1) Active coping (2) Planning (3) Use of emotional support (4) Positive reframing (5) Acceptance (6) religion (7) venting (8) Denial (9) Behavior disengagement (10) Self-distraction (11) Use of humour and (12) Alcohol. There were four alternative response categories where the subject was asked to indicate, ‘what you usually do when you experience a stressful event.’ Each item was rated as 1= I have not been doing this at all to 4= I have been doing this a lot. There were no straight away right or wrong choices but the following were there: “I usually do this at all”, “I usually do this a little bit”, “I usually do this a lot”. From this scale coping strategies of the teachers were identified. Teachers were requested to report what coping strategies they use to cope with social and family role stress.
and job stress.

**Procedure:** Prior to the administration of the tests the investigator had explained the purpose of the study to the subjects. A rapport was developed during the process. The teachers were assured that their responses would be kept confidential and will be utilized only for the purpose of research. Each respondent was given a set of three questionnaires described above along with the personal data sheet.

**Data Analysis:** After considering various aspects of the nature of measurement and design of the present study, the investigator was very cautious to use statistical method. Keeping in mind the purpose of the study, it was decided to analyse data by means of t-test in comparison to other statistical tests because it serves the purpose of the study. The t-test of difference is a powerful parametric test, which assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever we want to compare the means of two groups, and especially appropriate as the analysis for the posttest-only two-groups randomized experimental design.