CHAPTER – III

RESEARCH DESIGN OF THE STUDY

The present investigation “A Comparative Study of Job Satisfaction, Adjustment and Well being of school physical education teachers and other teachers of Haryana” was intended to study the effects of job satisfaction, adjustment and well-being of physical education teachers and other teachers. The following design and methodology was used to fulfill the objective of the study. The design has been systematically presented and explained in this chapter, which is given as follows:

1. Sample
2. Variables
3. Tools Used
4. Procedure
5. Statistical Analysis

3.1 Sample:-

In present study, the population of the study comprised of physical education teacher who have participated in the sports at district, state, inter-college and university levels and other teacher who have not participated in any level of sports working in government and private senior secondary schools of Haryana. Haryana state has been divided in to 21 districts and 4 zones. With the help of random probability sampling, two government and three private schools from urban and three government and two private schools from rural areas from each district and from one zone for a true and proportional representation of the population. The samples consist of the 105 government and 105 private senior secondary schools of Haryana. From each school, teacher has been chosen from the category, chosen through random sampling. Generally it has been observed that every school (government & private) has only one teacher of physical education. These personnel have been considered as respondent. Hence, number of respondents are 420 (210 physical education teachers and 210 other subject teachers) i.e. 2 teachers (one physical education and one other subject teacher) from each school, affiliated to Board of School Education Haryana. A list of government and private senior secondary schools, taken from concerned D.E.O. office of each district, belong to each zone of Haryana state.
3.2 Variables:-

Keeping in view the educational importance and performance in physical education, following variables have been taken in to consideration for analysis different qualitative parameters as follows study:

(i) Job Satisfaction

(ii) Adjustment
   a) Home adjustment
   b) Health Adjustment
   c) Social Adjustment
   d) Emotional Adjustment

(iii) Well-being

3.3 Tools Used:-

The selection of tools was governed by the consideration of their (i) availability, (ii) suitability to the sample, (iii) reliability and validity. Keeping in view these considerations, following tests were used for data collection.

(i) Job Satisfaction:-

Teacher job-satisfaction Questionnaire (TJQ) measure was developed by Dr. Pramod Kumar & D. N. Mutha in (1975). It consists of 29 highly discriminating ‘yes-no’ type items. The job satisfaction questionnaire is a self-administering questionnaire. The purpose of the questionnaire is frankly explaining the subjects. It is assured that their replies would be kept confidential. The respondents are requested to read the instructions carefully and they are supposed to ask despondent, if there is any difficulty in the understanding of the instructions. It is emphasized that no item should be omitted and there is nothing “right” or “wrong” about these questions. There is no time limit for completing the questionnaire. However, it takes approximately 20 minutes to complete it. All the items except 6 and 29 are supposed to answer positively. All these items are given a score of “1” for positive responses, except for items 6 and 29, in which reverse is applicable. The sum of these values gives the job satisfaction scores for the subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject. Low score indicate a low level of job satisfaction and high score indicate better job satisfaction. The split half reliability is .97 and test retest.85. Only highly discriminating items are included in the questionnaire following items analysis (Garrett, 1961). The upper 27% and lower 27% served as criterion groups
(Kelly, 1939). The face validity of the measure 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. The questionnaire is appended in Appendix-(I)

(ii) Bell Adjustment Inventory:-

Bell adjustment inventory by S.M. Mohisin Hindi version was used to measure home, health, social and emotional adjustment. Bell adjustment inventory is one of the most widely used personality inventories developed by H.M. Bell in, 1934. Hindi version of this inventory is developed by Mohsin-Shamshad. It consists with 124 items and this inventory measures the adjustment in four areas: home, health, social and emotional separately and provides a reliable score of overall adjustment. Types of reliability and validity mention. Reliabilities: Both test-retest and odd-even reliabilities of different areas as also of the total test, are summarized in table 3.1.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Test-Retest</th>
<th>Odd-even (Full-test)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>.700</td>
<td>.806</td>
</tr>
<tr>
<td>Health</td>
<td>.804</td>
<td>.824</td>
</tr>
<tr>
<td>Social</td>
<td>.868</td>
<td>.738</td>
</tr>
<tr>
<td>Emotional</td>
<td>.919</td>
<td>.855</td>
</tr>
<tr>
<td>Total</td>
<td>.926</td>
<td>.932</td>
</tr>
</tbody>
</table>

Validation: 1. The items of each sub-scale were selected on the leases of the strength of their association with the total test scores in the sub-scale. For this purpose, the method of extreme groups’ comparison was used consisting of the 27% upper and 27% lower scoring groups following Kelley’s (1939) recommendation. 2. In order to assess the relationship between college education and student’s adjustment, unselected groups of subjects from different education levels were compared with one another. The test successfully discriminated between the students of pre-university and degree part -I, and those of pre-university and degree part-ii final years, both in terms of the individual sub-scales as also in respect of the total scale. The findings, in general, were that those in higher classes showed better adjustment as compared to those in lower classes. 3. The test was also validated against (N=100) the Hindi version of the Eysenck’s personality inventory (Jalota and Kapoor, 1965) table 3.2 presents product-moment correlation co-efficient between the scores on all the four
RESEARCH DESIGN OF THE STUDY

areas of adjustment as well as the total adjustment scores and the scores on neuroticism and extraversion.

Table 3.2

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Home adjustment</th>
<th>Health adjustment</th>
<th>Social adjustment</th>
<th>Emotional adjustment</th>
<th>Total adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlated</td>
<td>.632**</td>
<td>.592**</td>
<td>.272</td>
<td>.756</td>
<td>.785*</td>
</tr>
<tr>
<td>Neuroticism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraversion</td>
<td>-.088</td>
<td>-.110</td>
<td>-.255*</td>
<td>-.180</td>
<td>-.201*</td>
</tr>
</tbody>
</table>

Significant at or beyond 0.01 level of confidence.
Significant at or beyond 0.05 level of confidence.

The inventory is appended in Appendix-(I)B

(iii) G.P.I. General Well-being Measure:-

P.G.I. General Well-being measure was developed by Dr. Santosh K. Verma and Ms. Amita Verma in (1989). It consists with 20 items to be enclosed in yes (✓) or no (✗) format. This can be self administered or can be verbally answered also. Items are such that they do not cause any embarrassment to the subject in the presence of others. This scale is available in Hindi language too. The authors of Hindi medium are (Moudgil, Verma, Kaur and Kaur, 1986). A score of 1 is given for ‘yes’ and 0 for ‘no’ response. Thus the range of scores may vary from 0 to 20. High score indicate better well-being. Test-retest reliability was measured by K.R. –20 formula and was found to be .98 (Verma and Verma, 1989) while test re-test reliability was .91 for English Version and .86 for Hindi version (Moudgil et al. 1986). The test was correlated with a number of tests in different studies. The scale has showed relative independence of other variable as expected but showed significant relations with another well-being scale, with quality of life scale, (Verma et al, 1983, 1989) Mudgil (1986) GPI General Well-being scale is appended in Appendix-(I)C.

3.4. Procedure:-

The present investigation was conducted “To assess and compare the level of job satisfaction, adjustment and well-being of school physical education teachers and other teachers of Haryana”. To fulfill this purpose job satisfaction scale, bell adjustment inventory and P.G.I. General Well-being scale were administered on 420 senior secondary school teachers (210 Physical Education + 210 other subject teachers).
The samples for data collection are distributed as following term:

![Map of Haryana districts](https://www.mapsofindia.com)

**Table 3.3**

The Haryana state divided into districts and zones for collection of data

<table>
<thead>
<tr>
<th>Ambala Zone (District. 5)</th>
<th>Hisar Zone (District. 5)</th>
<th>Gurgaon Zone (District. 6)</th>
<th>Rohtak Zone (District. 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambala</td>
<td>Hisar</td>
<td>Gurgaon</td>
<td>Rohtak</td>
</tr>
<tr>
<td>Panchkula</td>
<td>Fatehabad</td>
<td>Faridabad</td>
<td>Jhajjar</td>
</tr>
<tr>
<td>Yamuna Nagar</td>
<td>Sirsa</td>
<td>Rewari</td>
<td>Sonipat</td>
</tr>
<tr>
<td>Kurukshetra</td>
<td>Jind</td>
<td>Mahendergarh</td>
<td>Panipat</td>
</tr>
<tr>
<td>Kaithal</td>
<td>Bhiwani</td>
<td>Mewat</td>
<td>Karnal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Palwal</td>
</tr>
</tbody>
</table>
Fig. 3.1 Division of schools, teachers and districts for the collection of sample.
3.5 Administration of tests:

All the subjects were approached personally and individually. Investigator introduced himself as research scholar of the Department of the Physical Education M.D.U., Rohtak. The subjects were told in the study and only volunteer subjects were taken into account. While establishing the Rapport with the subject, it was especially ascertained that this particular subject has not undergone any major life change (i.e. trauma, death of relative, flood, earthquake, job loss etc.) during the preceding one to two months, it is because of changes in their life particular circumstances could affect their well-being score in an undesired manner.

The selected subject was explained the academic purpose and applicability of the present study and was supposed to answer frankly and honestly as the information provided by his/her was to be kept confidential and would only to be used for research purposes.

All the tests, scale and inventory are the paper pencil tests, and instruction for each tests were provided separately attached with the first title page. When he/she were ready for testing, the following general instructions were given. “I am going to give you a set of questionnaire in which a questions regarding your personal data, general health and behavior, job satisfaction and adjustment. The detailed instructions regarding each of the questionnaire are on the top of the first page of the questionnaire. They are supposed to read it carefully. After giving the general instruction of testing the selected test were administered after ensuring that the subject has understood the method of reply”.

Data from all the subjects were collected by administering the tests following the same procedure to all the subjects. It has taken about 50 minutes to complete the tests/scales by each subject. After completion of each test/scales were collected from the respondents. It was checked they have completed their (tests/scales) in accordance with the instructions of the questionnaire.

3.6 Scoring:

The investigator studied all the instructions from the manuals of the tests/scales to understand the scoring technique. In the case of scoring of job satisfaction, all the items except 6 and 29 are positively answered. All these items gives a score of “1” for positive responses except for items 6 and 29, in that case, reverse is applicable. The same values give the job satisfaction scores for the subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject.

Mohsin has prepared Bell adjustment inventory in Hindi version and it has 124 items to measure four dimensions of adjustment viz., Home (32), Health (28), Social (31) and
emotional (33). The respondents were given all the instructions have laid down in the test manual to fill up their responses. The inventory is scored simply by counting the number of responses marked correctly in each area of adjustment. Each response has to be given a score of one. High score indicates poor adjustment. The sum of scores in different areas gives measure of total adjustment.

In P.G.I, General Well-being scale, a score of “1” is given for “yes” and 0 for “No” response. Thus the range of scores may vary from 0 to 20. High score indicate better well-being. It has 20 items to measure of well-being.

3.7 Statistical Analysis:-

In order to analysis of observed data, we have used the SPSS software. In addition to the elementary of statistics i.e. Descriptive Statistics - mean, standard deviation (SD), t-test, and Pearson product moment method of Correlation have also been used for different data. Hence, it is obvious that the different statistical techniques are to be used for data analysis and interpretation for getting the desired results. Similarly, various tools have been used to testifying the hypothesis, based on different qualitative parameters of the teachers belongs to school of different hierarchy, located in different districts.