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Chapter-3

RESEARCH METHODOLOGY

3.1 INTRODUCTION :

In present study researcher has tried to focus on various components of occupational stress, Mental Health and Job Satisfaction among higher secondary and college teachers with regards to gender and experience of teaching. The main objectives, hypothesis, sample, variables, tools for data collection procedure and statistical techniques for data analysis are discussed in this chapter.

3.2 PROBLEM OF THE STUDY :

The main aim of the present research is to study and compare various components of occupational stress, mental health and job satisfaction of school and college teachers with regards to gender and experience of teaching. The exact problem of the present research is " **A Comparative Study of Occupational Stress, Mental Health and Job Satisfaction of Higher Secondary Schools and College Teachers**".

3.3 OBJECTIVE :

The major objectives of the present research are as under :

1. To study and compare role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability of higher secondary school teachers and college teachers.
2. To study and compare role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability of male and female teachers.

3. To study and compare role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability of 5 years teaching experience teachers and 5 years and above experience teachers.
4. To study interaction effects between teacher's designation and gender, gender and experience, teacher designation and experience and gender teacher's designation and experience of with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability
5. To study interaction effects between teacher's gender and experience with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability.
6. To study interaction effects between teacher's designation and experience with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability.
7. To study interaction effects between teacher's designation, gender and experience with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability.
8. To study and compare mental health of higher secondary school teachers and college teachers.
9. To study and compare mental health of male and female teachers.

10. To study and compare mental health of 5 years teaching experience and 5 yrs. and above experience teachers.
11. To study interaction effects between teacher's designation and gender, with regards to mental health of teachers.
12. To study interaction effects between teacher's gender and experience with regards to mental health of teachers.
13. To study interaction effects between teacher's designation and experience with regards to mental health of teachers.
14. To study interaction effects between teacher's designation, gender and experience with regards to mental health of teachers.
15. To study and compare job satisfaction of higher secondary school teachers and college teachers.
16. To study and compare job satisfaction of male and female teachers.
17. To study and compare job satisfaction of 5 years teaching experience and 5 yrs. and above experience teachers.
18. To study interaction effects between teacher's designation and gender, with regards to job satisfaction of teachers.
19. To study interaction effects between teacher's gender and experience with regards to job satisfaction of teachers.
20. To study interaction effects between teacher's designation and experience with regards to job satisfaction of teachers.
21. To study interaction effects between teacher's designation, gender and experience with regards to job satisfaction of teachers.

3.4 HYPOTHESIS:

The major hypothesis of the present research work were as under:

1. There will be no significant difference between higher secondary school teachers and college teachers with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation,

intrinsic improvement, low status strenuous working condition, unprofitability.

2. There will be no significant difference between male and female teachers with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability.
3. There will be no significant different between 5 years experience teachers and 5 years and above years experience teacher with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability.
4. There will be no significant interaction effects between teacher's designation and gender, with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability.
5. There will be no significant interaction effects between teacher's gender and experience with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability.
6. There will be no significant interaction effects between teacher's designation and experience with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic

improvement, low status strenuous working condition, unprofitability.

7. There will be no significant interaction effects among teacher's designation, gender and experience with regards to their role over load, role ambiguity, role conflict, unreasonable group and political pressure, under participation, powerlessness, poor peer relation, intrinsic improvement, low status strenuous working condition, unprofitability.
8. There will be no significant difference between higher secondary school teachers and college teachers with regards to mental health.
9. There will be no significant difference between male and female teachers with regards mental health.
10. There will be no significant difference between 5 years experience of teachers and 5 years and above years experience of teachers with regards mental health.
11. There will be no significant interaction effects between teacher's designation and gender, with regards to mental health of teachers.
12. There will be no significant interaction effects between teacher's gender and experience with regards to mental health of teachers.
13. There will be no significant interaction effects between teacher's designation and experience with regards to mental health of teachers.
14. There will be no significant interaction effects between teacher's designation, gender and experience with regards to mental health of teachers.
15. There will be no significant difference between higher secondary school teachers and college teachers with regards to job satisfaction.
16. There will be no significant difference between male teachers and female teachers with regards to job satisfaction.

17. There will be no significant difference between 5 years teaching experience and 5 yrs. and above experience teachers with regards to job satisfaction.
18. There will be no significant interaction effects between teacher's designation and gender, with regards to job satisfaction of teachers.
19. There will be no significant interaction effects between teacher's gender and experience with regards to job satisfaction of teachers.
20. There will be no significant interaction effects between teacher's designation and experience with regards to job satisfaction of teachers.
21. There will be no significant interaction effects among teacher's designation, gender and experience with regards to job satisfaction of teachers.

3.5 VARIABLES :

The nature and levels of variables of the present research work is given in the following table :

Sr. No.	Name of Variables	Nature of Variables	Nature of Level	Name of level
1	Designation	Independent Variables	2	Higher Secondary School teachers, College Teachers
2	Gender	Independent Variables	2	Male Teachers Female Teachers
3	Experience	Independent Variables	2	Up to 5 yrs. of teaching experience Above 5 years of teaching experience
4	Occupational Stress	Dependent Variable	12 Components	Scores of various components of Occupational Stress
5	Mental Health	Dependent Variable	1	Scores of Mental Health Check List
6	Job Satisfaction	Dependent Variable	1	Scores of Job Satisfaction Scale

3.6 SAMPLE :

In present research work, higher secondary school teachers and college teachers were randomly selected from Ahmedabad, Gandhinagar and Mehsana District. Total sample was categorized as under :

Experience	Educational Institution				Total
	Higher Secondary School		College		
	Male Teachers	Female Teachers	Male Teachers	Female Teachers	
Up to 5 yrs.	30	30	30	30	120
Above 5 yrs.	30	30	30	30	120
Total	60	60	60	60	240

3.7 TOOLS :

1. Occupational Stress Scale by Shrivastav and Singh was used to measure occupational stress.

In present research work to measure occupational stress of teachers, occupational stress scale constructed by Shrivastav and Singh was used. This scale measures the level of occupational stress of employee. 46 statements are given in this scale. In which 28 statements are positive and 18 statements are negative type. Each statement has five alternatives. Strongly agree, agree, uncertain, disagree and strongly disagree. Respondents has to selected on alternative. 12 factors are included in this scale scoring key is given in the many of the scale. We can measure stress on each factor of the scale separately and also measure overall occupation stress.

Reliability of this test was find out by the split-half method. Reliability of the test was 0.94 and 0.90. validity of this test was measure with the work motivation scale of Shrivastav and work motivation scale of Pestonjee and job involvement sale of Kranjer. Coefficient of correlation was found 0.56, 0.44 and 0.51 respectively. Reliability of each factors of the scale is given in the following table.

2. Mental Health Check List constructed by Pramodkumar was used to measure mental health.

6 mental and 5 physical condition of mental health are listed in this check list. In each statement 4 alternative are give always, mostly, occasionally, rarely. Scoring key is given in the manual of the list. High scores indicate poor mental health and low score indicate better mental health. Test-retest validity; of this test is 0.65 are split-half reliability is 0.84.

3. Job satisfaction was measured with Dr. Amarsinh and Dr. T. R. Sharma's scale. It has 30 statement regarding job satisfaction.

(a) Statements directly connected with the Job :

- (i) Matters directly related to job e.g. place, work situation and travel to the job. These statements are ranked 6, 11, 19, 23 and 25.
- (ii) Matters abstractly related to the job e.g. co-operation or democratic way of work. These statement are at 8, 15, 16, 17, 21, and 27 rank.

(b) Statements related externally to the job :

- (i) Statements about psychosocial matters like intelligence or social circle such statements are ranked 1, 3, 4, 7, 10, 12, 26 and 30.
- (ii) Statements about economic matters e.g. pay and allowances. These are ranked 2,5,9 and 18.
- (iii) Statements related to community and national growth like quality of life or national economy. These are ranked 14, 22, 24, 28 and 29.

Scoring :

The present scale includes both positive and negative statements Statement no. 4, 13, 20, 21, 27 and 28 are negative while the remaining once are positive scores of 4, 3, 2, 1 and 0 are given to positive statements and 0, 1, 2, 3, and 4 are given to negative statements. Higher score indicates better job satisfaction.

Reliability and validity :

Test-retest at the end of 25 days gave reliability index of 0.987 (N=52).

Validity coefficient of the test with Muthaiya's job satisfaction questionnaire is 0.743.

3.8 PROCEDURE :

The major purpose of the present study was to analyze occupational stress, mental health and job satisfaction of teachers of higher secondary schools and colleges. For that after contact with principals of secondary schools and colleges of Ahmedabad, Gandhinagar and Mehsana district. They were informed the purpose about the present research and permissions were granted from them for collecting information of their teachers and lectures. After establishing report these teachers and lecturers have given instructions and instruments for collecting information and data were collected from them. On the bases of the manual of each tools the scoring was completed.

3.9 STATISTICAL ANALYSIS :

Keeping in view the purpose and hypotheses of the present research a 2 x 2 x 2 factorial design was used to apply a three way analysis of variance, in order to measure whether the main and interactive effects of the teachers' designation, gender and years of experience occur on their occupational stress, mental health and job satisfaction.