CHAPTER III

DESIGN AND METHODOLOGY

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The present investigation as such has focused on a critical issue of stress of working and non-working women. As the stress is said to depend upon one's personality, its locus of control and Type A behavior pattern have been investigated as significant personality attributes of felt stress characterizing working and non-working women.

3.1 OBJECTIVES / HYPOTHESES

On the basis of previous research and logical suppositions the following hypotheses are proposed:

(i) Working women would show higher level of stress than non-working women.

(ii) Externally controlled women would show higher level of stress than internally controlled women.

(iii) Type A women would experience higher level of stress than Type B women.

(iv) Externally controlled working women would experience higher level of stress than internally controlled non-working women.

(v) Type A working women would experience higher level of stress than Type B non-working women.

(vi) Externally controlled and having Type A personality women would experience higher level of stress than internally controlled and Type B women.

(vii) Externally controlled and Type A working women would experience higher level of stress than internally controlled and Type B non-working women.
3.2 **THE SPECIFIC PROBLEM UNDER INVESTIGATION**

The specific problem of the present investigation has been to study the levels of stress as experienced by employed and non-employed married women in relation to personality correlates of locus of control and Type A behavior pattern.

3.3 **THE VARIABLES**

1. **Independent Variables.**

The major independent variables under investigation have been,

A. Employed - non-employed married women.

B. Locus of Control.

C. Type A behavior pattern.

A. **Employed and non-employed women.**

For the study, women have been divided in two levels as shown below:

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Married Working Women.</td>
</tr>
<tr>
<td>2</td>
<td>Married Non-Working Women.</td>
</tr>
</tbody>
</table>

B. **Locus of Control**

Locus of Control is divided in two levels as shown below:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Locus of Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Externally Controlled Working Women. Externally Controlled non-working Women.</td>
</tr>
<tr>
<td>2</td>
<td>Internally Controlled Working Women. Internally Controlled non-working Women.</td>
</tr>
</tbody>
</table>
C. Type A Behavior Pattern.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Type A Behavior Pattern.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Type A Working Women.</td>
</tr>
<tr>
<td></td>
<td>Type A Non-Working Women.</td>
</tr>
<tr>
<td>2</td>
<td>Type B Working Women.</td>
</tr>
<tr>
<td></td>
<td>Type B Non-Working Women.</td>
</tr>
</tbody>
</table>

2. Dependent Variable.

Dependent Variable under investigation has been 'stress'.

3.4 SAMPLE

120 middle class married high school women teachers and 120 middle class married non-working women from the towns of Bhusawal and Jalgaon with two levels of locus of control and two levels of Type A personality were selected. These women were holding a bachelor's degree. Their age range was from 25 to 40 years. They had at least two children.

3.5 DESIGN

The design of this study has been a factorial one:

\[ 2 \times 2 \times 2 = 8 \] (Cells)

Working - non-working x LOC x TABP

In this design there have been 8 cells in all and each cell contained 30 women with a total of 240 Ss as stated below:
3.6 TOOLS

Three tests were used for this study:

i) Daily Hassles check-list
   (Developed for working and non-working women)

ii) Locus of control Scale
    (Levensons and Kopplin, 1976)

iii) Jenkins Activity Survey form C
    (Jenkins et al; 1979)

Details of the tests used:

1) Daily Hassles Check-list for school Teachers and non-working Women.

Knner et al (1976-77) have developed the Daily Hassless Check-list. In their check list the areas of work, family,
social activities, the practical consideration, finance and health have been included. Respondants are instructed to indicate the occurrence of any item which has upset or disturbed them in the past-month. The participants are required to rate each hassle on a 3 point scale and as such two scores of frequency and intensity are made available. The scale has high test retest reliability with an average correlation at .79 between adjacent months over a nine month period for hassles frequency and .48 for intensity. For the measurement of stress the Life Events Questionaire (Paul Berkman, 1974) and Health status Questionaire (Belloc and Breslow, 1972) have also been used. But the assessment of daily hassles appears to be a useful approach to the study of life stress and could be an important supplement to the life events approach which by itself, is insufficient for full understanding and practical prediction of health outcomes (Delongis et al. 1982).

Daily Hassles check list (Kanner et al. 1976-77) was given to 20 lady school teachers and 20 non-working women. In addition more information was collected from them in respect of any more hassles that they had to face at school and home. On the basis of this information a newly Daily Hassles Check-list containing 110 items was prepared separately for school teachers and non-working women. From this two scores were obtained. i) A frequency score which was a simple count of the number of items checked, and 2) an intensity score which was the mean severity reported by the participants for all items checked. For this three points scale was used
'1- Some what severe Stress'.

'2- Moderately severe Stress'.

'3- Extremely severe Stress'.

In addition to this, if they felt some other daily life matter as troublesome, they could add them to the list. They were also asked to mention about any specific event in the past two months which had special impact on their lives. They said that in day to day life some events were taken for granted and though they might cause concern, they might not feel troubled by them. Daily Hassles Check list was included for measuring stress because it was appropriate for measurement of stress as compared to Life Events Scale. Daily Hassles Check list newly prepared for lady high-school teachers and for non working women are given in Appendix.

ii) Locus of Control Scale by Levenson & Kopplin (L-K Scale 1976.)

There are many scales for measurement of internality and externality. The Bialer scale (1961), the Rottor I-E scale (1966), and the Nowicki and Strickland scales (1970) are used commonly. But these scales have been criticized. These scales are based on a conception of locus of control as being unidimensional and bipolar. Most of them are forced choice type. The L-K scales enable a more direct analysis of the factors contributing to attributions of causality in an individual's life. The L-K scales have been used in a study of pilgrims in India (Tyler and Sinha, 1984).

The measure as originally constructed and validated by Levenson (1974) consists of three scales: Internality or Personal Control (PC), Chance (C), and Powerful Others (PO).
The fourth dimension, control by God (G), has been added by Kopplin (1976). Kuder-Richardson, split-half and test-retest reliabilities for Levenson's scales are found to be in the range of .62 to .78 (Levenson, 1973). As regards the fourth scale, namely God control, Kopplin (1976) has found it to be negatively related to internal control (-.27) and unrelated to powerful others (-.07) and chance (.00). Reliability for this scale has not been reported by Kopplin.

Before giving this test to school teachers and non-employed women slight changes were made to suit their profession and Indian setting. For example, take the following statement, "Whether or not I get into a car accident depends mostly on how good a driver I am". This statement does not suit the present sample as school teachers or non-working women in small towns do not drive cars in India. Hence in case of accidents, other statements were taken which suit the sample. For example - Whether or not I get into an accident depends mostly on how I do that work. Thus 32 statements were prepared with slight changes. Each dimension contains eight Likert-type items. The L-K scale does not yield a single composite score. Higher scores on PC, C, G, PO scales indicate respectively a greater internality, a greater belief in chance and greater expectations of control by God and by powerful others. (L-K Scale is given in Appendix)

iii) Jenkins Activity Survey (Form C) JAS

This is a standard paper and pencil test measuring Type A behavior pattern. Several forms of the scale are available of which
Form C (Jenkins et al. 1979) was used. The JAS provides a Type A score as well as scores for three components for Type A behavior, speed and impatience (s), Job involvement (J), and hard-driving and competition (H).

The validity of the JAS has been established through several lines of evidence. One is the agreement between JAS scores and structured interview pattern ratings (Jenkins et al., 1979). Second is the association between Type A scores and CHD (Jenkins, Zyanski, Rosenman and Cleveland, 1979; Kenigsberg, Zyanski, Jenkins, Wordwell, Licciardello, 1974). There is also a greater likelihood of heart attacks in those with higher JAS scores indicating Type A behavior (Jenkins et al., 1974).

Internal consistency reliability coefficients reported by Jenkins et al. (1979) are above .80. The four JAS scales namely Type A factors, S, J, and H show uniform reliability coefficients for an internal of four to six months range from .65 to .82 (Jenkins et al.; 1979).

JAS consists of fifty-two statements, each followed by alternatives to choose from as being most appropriate to oneself. The choice is to be indicated on the separate answersheet. While administering this test to school teachers and non-employed women, 52nd statement was deleted because it is related with schooling. The item on education was included in bio-data itself. A high score on the test indicates the Type A behavior pattern. Besides a total score, separate factor scores for its three components (S, J and H) are also available for interpretation. The JAS is scored accordingly to an
optimal weighting procedure in which items are unequally weighted in the determination of a total score.

3.7 DATA COLLECTION PROCEDURE

Every school teacher and housewife was individually contacted at school and home and the tests were handed over to her after soliciting her co-operation. Instructions for each tool were given to them and doubts were clarified. The completed answersheets and test booklets were collected a week later after ensuring that the tests were answered completely.

3.8 ANALYSIS OF RESULT

The responses given by the subjects for three psychological tests were scored as per the instructions given in respective manuals. Once the responses were scored, the master chart was prepared and mean, standard deviation and t values were calculated to see if the three variables, that is employment and non-employment, locus of control and Type A behavior pattern affected the stress of the women independently. F-test was used for studying the effect of main factors and their interactions. Pearson's product moment correlations between working and non-working women and stress, locus of control and stress, TABP and stress were also calculated.