Chapter III

METHODS AND MATERIALS
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Survey research is considered to be a branch of scientific social research. The procedures and methods of survey research have been developed by mostly by psychologists, sociologists, anthropologists, economists, political scientists and statisticians. The survey research ensures the accurate assessment of the characteristics of whole populations. This study is qualitative in nature and uses survey methodology. The chapter consists of selection of subjects, tools of the study, description of questionnaire, administration of questionnaire, and statistical techniques employed for the testing of hypothesis.

Selection of Subjects

The sample consists of 178 fulltime members of physical education faculty belonging to Government and Private [aided] colleges affiliated to four Universities in the Kerala state viz. Mahatma Gandhi University, Kerala University, Calicut University, and University of Kannur. Total 146 male and 32 female physical education faculty were participated in this study.
Table 3.1

Number of subjects participated in the study from different categories, gender and age groups

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Participants</th>
<th>Total No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Government college faculty</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Private college</td>
<td>92</td>
</tr>
<tr>
<td>Gender</td>
<td>Male Faculty</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>32</td>
</tr>
<tr>
<td>Age</td>
<td>Below 35 years</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Between 36 - 45</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Between 46 - 56</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Total (N)</td>
<td>178</td>
</tr>
</tbody>
</table>

Tools of the Study

Three instruments were used in this study, namely:

1. Halls Professionalism Scale Survey, Halls Professionalism Scale [Hall, 1968, Schack & Hepler, 1979]


3. Demographic Information

1. Halls Professionalism Scale Survey

In survey method to determine the differences existed in the degree of professionalism was first defined by Hall (1968). Halls Professionalism Scale assesses five attitudinal attributes toward professionalism. Later Schack & Hepler (1979) added the sixth attribute. This instrument was designed to measure the professional attitudes of practitioners from various occupations. Structural variables
such as category, gender age which have been associated with professional behavior were added as control variables.

Hall's Professionalization Scale was originally tested by collecting self reported data utilizing professions such as physicians, nurses, teachers, accountants, lawyers, social workers, stockbrokers, librarians, engineers, personnel managers, and advertisement executives. Snizek (1972) studied aeronautical, nuclear, and chemical engineers, chemists, and physicists, while Schack & Hepler (1979) studied pharmacists with the addition of the sixth dimension which was intended to broaden the requirements of the ideal professional attitude set and to increase measurement reliability. Professionalism is operationalized through the six-attitudinal dimensions within Hall's Professionalism Scale (1969) as revised by Schack & Hepler (1979):

1) Professional Organization as a Major Referent

This dimension suggests that for the professional, professional organizations, associations, and colleagues exist to enhance and reinforce the values, beliefs, attitudes, and identification with a profession. Members of the occupation are socialized into the profession by reading journals, publications, attending workshops and conferences, as this will influence the adoption of norms and standards of the profession (Snizek, 1972; Schack & Hepler, 1979)

2) Belief in Service to the Public

This dimension reviews the extent to which members believe that their occupation is indispensable and beneficial to both society and the member (Snizek, 1972; Schack & Hepler, 1979). Practitioners may be slow to develop this when the general public has difficulty believing in the indispensability of the services rendered (Snizek, 1972).
3) Belief in Self-Regulation

This dimension expounds for the professional the belief that a major form of control for the occupation is by peer or colleague control. Only fellow professionals should judge the performance of the professional. Outsiders to the occupation are not in the position or needed to judge the work of those within the occupation (Snizek, 1972; Schack & Hepler, 1979.)

4) Sense of Calling to the Field

This dimension frames for the professional the commitment of the member to the occupation. A professional is totally devoted to his/her work. The practitioner shows pride in his/her work, and derives a great deal of personal satisfaction from the services he/she performs (Snizek, 1972; Schack & Hepler, 1979).

5) Autonomy

This dimension recognizes the freedom and right to make decisions about work related issues that are free of external pressures from persons who are not members of the profession which may influence behavior (Snizek, 1972; Schack & Hepler, 1979).

6) Belief in Continuing Competence

In order to maintain an adequate level of competence, and remain abreast of new concepts, the professional must make a personal commitment to continually extend his or her professional knowledge (Schack & Hepler, 1979).
2. Maslach burnout Inventory - Educator's survey

Educator's Survey is a proprietary instrument that has been found to be reliable and valid (Maslach, Jackson, & Schwab, 1996). Maslach, Jackson, and Schwab created and designed the Maslach Burnout Inventory-Educator's Survey to evaluate three aspects of burnout: emotional exhaustion, depersonalization, and lack of personal accomplishment. Each aspect of burnout requires a separate subscale. The Maslach Burnout Inventory-Educator's Survey is the most widely used and recognized instrument for measuring burnout. The respondents' forms were scored with a key. Responses were analyzed in order to determine low, average, or high levels of emotional exhaustion, depersonalization, and personal accomplishment.

**Burnout** - The operational term most widely used in burnout research is defined as a psychological syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who work with other people in some capacity (Maslach, 1993).

1) Emotional Exhaustion - This term refers to feelings of being emotionally overextended and exhausted from one's work (Raiger, 2005). Emotional Exhaustion burnout scores \(< 13\) represent a low degree of burnout; scores \(14-23\) represent an average degree of burnout; and scores \(> 24\) represent a high degree of burnout (Maslach & Jackson, 1996).

2) Depersonalization - This term refers to unfeeling and impersonal responses towards recipients of a professor's instruction (Raiger, 2005). Depersonalization burnout scores of \(< 2, 3-8\) and \(> 9\) represent, respectively, low, average and high degrees of burnout (Maslach & Jackson, 1996).
3) Personal accomplishment

This term refers to feelings of competence and successful achievement in one's work (Taris, 2003). Personal Accomplishment burnout scores of > 43, 36-42 and < 35 represent low, average and high degrees of burnout (Maslach & Jackson, 1996).

3. Demographic Questionnaire.

Demographic data pertaining to Category of college, gender, and age were also collected using demographic questionnaire.

Administration of Questionnaire

The sample for this study included full-time members of physical education faculty from government and private aided colleges affiliated to the four universities in Kerala. To prospective participants, packet contained: a) A letter describing the study and assuring confidentiality, b) Questionnaires used in the study, and brief description about how to answer the questions, c) Self-addressed and stamped envelope to return the completed questionnaire by post. Questionnaires packets were sent to 250 physical education faculty of government and private aided colleges across the state and only 178 packets were returned.

Statistical Techniques Employed

The data pertaining to the professionalism and burnout were tested using Multivariate Analysis of Variance (MANOVA) and Analysis of Variance (ANOVA). Demographic characteristic information was displayed using the mean, standard deviation and percentage for discrete variables. Generalized linear model regression analysis was utilized to learn more about the contribution of each dependent variable to the total professionalism and burnout scores. In order to know
the strength of relationship between dependent variables, product moment correlation coefficient was computed. The data analyzed by using IBM-SPSS Version 20.0. LSD post hoc analysis test was performed and the P-value < 0.05 was the chosen level of significance.

Overall score of Halls professionalism subscales and Maslach burnout inventory-education survey subscales were the two dependent variables and category, gender and age were the independent variables for this study.