CHAPTER III

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Design of the Study

Introduction

The main objective of the study was to find out the attitude of women teachers towards teaching profession and their job satisfaction. The need for the study, objectives and the scope of the study were spelt out in chapter I. An extensive review of related literature covering the attitude of women teachers and their job satisfaction was provided in chapter II. This chapter deals with the design and procedure adopted for the present study. In the simplest way the research design is a plan structure and strategy of investigation, in order to obtain answers to the research questions "Design is the blue print of the procedures that enables the researcher to test his hypotheses by reaching valid conclusions about relationships between independent and dependent variables" says Best(1978). Hence to be right towards the goal it is necessary to have a design for the research being carried out at the very beginning. But it is
also true that "selection of a particular design", as Best(1978) suggests, "is based on the purpose of the experiment, the type of variables to be manipulated and the conditions or limiting factors under which it may be conducted". So it is apparent that the designs differ, as the problems differ.

**Variables**

The investigator attempted to study the attitude towards teaching profession and job satisfaction of women teachers in Coimbatore. The following two primary variables were considered for this study.

1. Attitude towards teaching profession
2. Job satisfaction.

Apart from this the following secondary variables were also considered. They were, age, experience, class handled, types of schools, types of managements, nature of school, location of school, nature of job, general qualification, professional qualification, extra qualification, subject of specialisation, marital status, community, job of spouse, total family monthly income, family size, number of children, pay, distance from residence to school, mode of travel, time taken for travel and extroversion and introversion.

**Method of the Study**

In the behavioural sciences, generally survey methods such as the historical, the descriptive or the normal approaches have been adopted
more frequently as compared to the experimental method. The survey method is an important method that has developed greatly since the middle of this century and is valuable for many purposes. Survey covers the ground to be explored, providing detailed information regarding some prevailing state of affairs, describing the salient features, regarding what has been explored in the course of the study.

The survey research is essential for the collection of facts and information relevant to the problems investigated. In educational research the aim and purpose of the educational survey is to bring to light many facts which will point out the need for refinement and improvement in the educational system. It involves measurement, classification interpretation, comparison, evaluation and generalisation - all directed towards a proper understanding and solution of the problems.

As the present study, deals with the attitude of women teachers towards teaching profession and their job satisfaction, the investigator adopted the survey method which was found suitable to gather the essential and relevant data.

**Tool for the Study**

The data required to test the hypotheses are obtained through administration of some tools, hence it is necessary to be clear at this stage regarding the tools that have been used for the collection of data. Selection of tools for any study undertaken depends upon various considerations such as the objectives of the study, span of time, level of
respondents, availability of the suitable tools and personal competence of
the researcher to administer, score, analyse and interpret the results etc.
To refer Fox(1969), good measuring instrument must possess: reliability,
validity, sensitivity, appropriateness, objectivity, feasibility and ethical
standards. The available tools were scrutinized on these criteria prior to
their selection for use. Those which looked satisfactory, were selected,
otherwise constructed according to the need. Tools, already available or
constructed by the investigator have been used in this study:

The available tool and the constructed tool were in the form of
questionnaire. Questionnaire is a technique which is perhaps the oldest
and the most commonly used. A questionnaire contains a series of
well-planned and well-framed questions pertaining to the chosen topic.
The questionnaire is the most flexible of tools which possess unique
advantages over other kinds of tools in collecting both quantitative and
qualitative information.

The tool was framed on the basis of the following criteria:

1. To collect the personal data of women teachers
2. To find out the attitude of women teachers towards teaching
   profession.
3. To find out the job satisfaction of women teachers.
4. To find out the effect of extroversion and introversion on attitude
   towards teaching profession and job satisfaction of women teachers.

Part I and Part II of the tool serve to provide the personal data of
the women teachers.

To find out the attitude of women teachers towards teaching profession the scale constructed and standardised by Dr.V.V.Katti and Dr. C.S. Bannur was used.

To find out the job satisfaction of women teachers the scale constructed by the investigator was used.

To find out the extroverts and introverts among women teachers, extroversion - introversion inventory constructed and standardised by Dr. V.S. Shanthamani and Dr. A. Hafeez was used.

The details of the tool have been discussed below:

**Personal Data**

A section in the tool was allotted to get the personal data from the women teachers. This section has two parts namely part I and part II. Part I has 25 statements about the factual information of women teachers. For most of the statements they have to indicate their responses with a tick mark (✔). Statements under part I helped the investigator to get factual data from the women teachers. Part II has 26 questions related to the teaching profession. First 23 questions in this part has to be answered "Yes" or 'No' and the last three questions were open type questions. These questions were asked to get some more information about their job.

**Attitude Towards Teaching Profession scale**

For measuring the attitude of women teachers, Attitude Towards Teaching Profession Scale constructed and standardized by V.V.Katti
and C.S. Bannur has been used in this investigation. In the construction of the scale Likert's Technique was followed. It consists of 40 items, out of which 22 are positive and 18 are negative. The authors of this scale worked out the reliability of the scale by split-half techniques. The split-half coefficient of correlation was found to be +0.76. Self correlation of the scale in full length was found to be +0.96. As attitude towards teaching profession scale is a 5 point scale, the values of 5, 4, 3, 2 and 1 have been given for S.A., A., N, D, S.D respectively for positive statements and the system got reversed for negative statements.

**Job Satisfaction Scale**

For the present study a scale of job satisfaction was needed that could measure job satisfaction of women teachers. Review of the literature revealed that the researches in the field of job satisfaction have been carried out mostly in industrial concerns: viz of workers (Mukerjee, 1970; Jawa, 1971; Sinha and Agrawal, 1971; Rao, 1972; Chakravarty, 1974; Tripathi, 1974; Kumar and Bohra, 1979), managers (Gopal Krishnaiyya, 1973; Raman, 1973) engineers (Deb, 1967), highly skilled personnel (Rao and Ganguli, 1972; Muthaya and Gnanakannan, 1973) and executives (Pestonjee and Basu, 1972).

A few studies, in the field of education, to assess the job satisfaction of teachers have also been done (Kaufman, 1977; Anand, 1979, 1980; Indiresen, 1981; Saxena and Sethia, 1984; Grady, 1985; Loftland, 1985). Some studies on job satisfaction in other fields have also been done, Viz,
Scientists (Balu, 1981), Ag. Scientists (Samanta, 1985; Sabarathnam, 1989). Thus the review revealed that the tools prepared to assess the job satisfaction were mainly confined to industrial workers, supervisors, teachers, scientist etc. But for the present study such a tool was required that could measure the job satisfaction of women teachers in particular. Hence it was necessary for the investigator to develop a new tool for the present study.

**Steps in Construction of Job Satisfaction Scale**

Development of a tool is a very elaborate and arduous task. Before a scale is actually developed, a lot of spade work is required to be done; a lot of planning has to go into its development. At the very early stage of tool development it was necessary to have a clear picture of the various steps that should be followed in this work. Cronbach (1949), Edward (1957) and Nunnaly (1967) have proposed the following steps for tool construction:

a) Defining the variable in operational terms.

b) Assembling or selecting a large number of items and areas, considered relevant to the variable or domain to be measured.

c) Item selection involving the collection or development of items which could measure the areas included. This step includes tryout of the selected items considered fit for inclusion in the final form of the tool.

d) Reporting the reliability and validity of tool.
The above steps were followed by the investigator in the construction of job satisfaction scale here, with slight and suitable alterations.

**Defining the Variable**

Job satisfaction has been defined variously. A detailed account has been presented in chapter I. For ready reference some of the definitions of job satisfaction are given below.

According to Gilmer (1966) Job satisfaction or dissatisfaction is the result of various attitude the person holds towards his job, towards related factors and towards life in general.

According to Edwin A. Locke (1969) Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

According to Blum (1956) Job satisfaction is the result of various attitudes possessed by an employee.

Job satisfaction consists of liking the work involved in and acceptance of responsibilities and fulfilment of aspirations as revealed by the subject through answers to the job satisfaction scale.

The above definitions have been followed here for the construction of job satisfaction scale.

**Selecting the Areas of Job Satisfaction**

The review of the related literature on the concept of job satisfaction gave a vast picture of various areas and factors concerning it. But due to
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situational difference they could not be acquired as such. Even then the
review and the readings gave an insight to locate the suitable areas for the
tool to be constructed for the present study. Based on the above insight
the following eleven areas were determined.

1. Prestige
2. Opportunity for Advancement
3. Work load
4. Ability and Training
5. Interpersonal relationship
6. Independence
7. Recognition
8. Working condition
9. Leave facilities
10. Security
11. Interest in Job.

Since the present study is concerned with teachers working in various
levels, only those areas that seemed to be of common interest were chosen.
It was a very delicate and cautious work, because any area that seemed
to be of much importance for one group, had no significance for the
other.

Preparation of Items
For the measurement of job satisfaction of employees, various methods
have been used as: interviews (Hoppock, 1935), observation (Roethlisberger, et al., 1939), opinionnaires (Benthley, et al., 1967) and questionnaires or survey (Couglam and other, 1966 : Babu, 1981). Several Projective techniques viz. incomplete sentence scale (Friesen, 1952), proverb test (Baumgarten, 1952) and story completion (Haire, et al., 1951) have also been used. 'Tear - Ballot' (Kerr, 1952), 'Pin - Prick' (Cousini, 1948) and 'My Job Contest' (Evans and Laseau, 1950) are also the methods that have been used to assess job satisfaction.

Projective techniques being difficult to administer and interpret and also very limited in coverage, out of the other forms questionnaire form was opted for the test development; because "It permits", in the words of Mouly (1964), "wide coverage for a minimum expense both in money and effort" and "The person", states Best (1978), "administering the instrument has an opportunity to establish rapport, to explain the purpose of the study and to explain the meaning of the items that may not be clear". "The availability of," Best (1978), further elaborates, "a number of respondents in one place makes possible an economy of time and expense and provides a high proportion of usable responses".

The items were prepared in statement form. As the statements have to measure both favourableness and unfavourableness, it is necessary to have fairly equal number of favourable and unfavourable statements. As such statements in the Likerts scale should provide opportunity to the respondents to express their opinion. Likert method of summated ratings
is a device for opinion measurement. The first step in the construction of this tool is the collection of a number of statements about the subject in question. The correctness of the statement is not important, as long as they express opinions held by a substantial number of people. It is important that they express definite favourableness or unfavourableness to a particular point of view and that the number of favourable and unfavourable statements is approximately equal.

After collecting the statements a trial test should be administered to a number of subjects. Only those items that correlates with the total test should be retained. This testing for internal consistency will help eliminate statements that are ambiguous or that are not of the same type as the rest of the statements in the scale.

The survey of research in education, journals on education and books were referred to for preparing a preliminary list of statements, falling under the selected eleven job satisfaction areas. Then the investigator discussed with professional experts in the field, fellow researchers and the women teachers to study the completeness of the list. As a result of review and discussion 118 statements covering 11 areas of job satisfaction were developed.

The constructed job satisfaction scale was given to experts who were the faculty members of university departments of education and colleges of education for judging

(i) The validity of the statement, i.e. whether each statement independently expresses an attitude
(2) Clarity, i.e. whether each statement is clear and finally, (3) The kind of opinion expressed by the statement, i.e. whether favourable or unfavourable or neutral.

According to their appraisal and suggestions there were 59 favourable statements and 59 unfavourable statements. It was ascertained from the experts that the statements given in the tool were comprehensive in nature as they covered almost all the areas pertaining to job satisfaction. The scale was finalised with the five point rating scale. The five points were Strongly Agree (SA), Agree (A), Neutral (N) Disagree (D), Strongly Disagree (SD).

**Extroversion - Introversion Inventory**

This consists of 20 statements of which 10 items related to extroversion and 10 items related to introversion. The constructor of Extroversion - Introversion Inventory worked out the reliability of the inventory by split-half technique. The split-half reliability was found to be 0.35 for extroversion, significant at 0.01 level and 0.29 for introversion, significant at 0.05 level. The construct validity for extroversion was found to be 0.72 and for introversion it was 0.68. The total number of items answered in the direction of the trait for each scale separately, is the score of the inventory.

**Pilot Study**

It is necessary to carry out a preliminary or pilot study in order to determine whether the proposed study is feasible and tools relevant and adequate. Such pilot study often indicates the feasibility of the study or
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at times shows that the problem needs restatement or modification before it is considered researchable and leads to a revision of the previous research plan.

Since the pilot study is a process to understand the effectiveness of the tool as well as the data gathering procedures initially adopted by the investigator, in this study, the investigator conducted a pilot study in order to find out the face validity of the statements of the questionnaire, reliability and content validity of the tool.

Necessary copies of the tool were prepared and given to a random sample of 150 women teachers (a copy of the tool for pilot study is given in appendix 1). By assuring that their responses would be kept confidential and no where produced except for research purpose, the respondents were requested to respond honestly and freely. No time limit was given. 100 women teachers returned the tool completely filled in.
The following table reveals the sample selected for administering the pilot study.

**Table 3.1**

*Distribution of Sample for Pilot Study*

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the School</th>
<th>No.of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Corporation Higher Secondary School Ranganathapuram</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>Govt. Girls Higher Secondary School and Training Institute, Raja Street</td>
<td>22</td>
</tr>
<tr>
<td>3.</td>
<td>P.S.G.G. Kanya Kurukulam Higher Secondary School, Peelamadu</td>
<td>18</td>
</tr>
<tr>
<td>4.</td>
<td>Corporation Higher Secondary School, Siddapudur</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>Chinmaya Vidyalaya Matric School, Thadhagam Road</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

**Scoring**

The responses made by the teachers were scored. A score of 5, 4, 3, 2, and 1 have been given for SA, A, N, D, and SD respectively for positive statements. The order of assigning scores was reversed for negative statements. The overall job satisfaction score of a subject or respondent was obtained by summing up the total item scores on the questionnaire.
Selection and Finalisation of the Tool

The respondents scores of job satisfaction scale in the pilot study were analysed carefully. Item analysis for all the 118 items was conducted to find out how the various stimulus statements function and which of them have to be included in the final study. The procedure for item analysis is described in many books. Most of them recommend studying the responses to each statement by each contrasting groups (high group and low group). After arranging the job satisfaction scores of the respondents in the ascending order the upper 25% of the job satisfaction scores were taken to form the upper or high group and the lower 25% of the job satisfaction scores were taken to form the lower group. Means and standard deviation were calculated for each item from the upper group and the lower group. Difference between means was tested for significance using the t-test for each item. t value was calculated using the following formula

\[ t = \frac{\bar{u} - \bar{l}}{\sqrt{\frac{\sigma_u^2}{N} + \frac{\sigma_l^2}{N}}} \]

\( \bar{u} \) is the mean of an item from the upper group. \( \bar{l} \) is the mean of an item from the low group.

\( \sigma_u \) is the standard deviation of an item from the upper group.

\( \sigma_l \) is the standard deviation of an item from the low group.

N is the number of respondents in the upper or low group.

In order to select items which have the high discriminating power...
t-test was used. The t-value for each item is given in the t-table (Vide appendix.2). To strengthen the validity of the items, the correlation between item score and total score was also computed. The correlation value of each item with the total score is also given (Vide appendix.2)

The aim of the item analysis is to select items which have the high discriminating power. Hence those items with t value greater than or equal to 4 and high item score total score correlation (greater than 0.3) were selected first. There were 38 such items. Of these 38 items, one item showed low correlation between item score and total score, so that item was rejected. In order to round off 3 more items with t value slightly less than 4 were selected but these three items showed high correlation between the item score and the total score.

Thus after item analysis of all the items in the job satisfaction scale, the final form of the job satisfaction scale was prepared and it consisted of 40 statements. The final form of the tool is given in appendix 3. Several copies of the final tool were printed.

**Final form of the Job Satisfaction Scale**

Even though, in the beginning, at the stage of collection and preparation of items nearly equal number of items were put in each area, but after item analysis, in the final form of the job satisfaction scale number and the nature of the items in each area differed.
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The following table displays the number and nature of items in the final form of the constructed job satisfaction scale.

Table 3.2

*Areas, with Number and Nature of Items therein, in the Job Satisfaction Scale*

<table>
<thead>
<tr>
<th>Sl No.</th>
<th>Areas of job satisfaction</th>
<th>Serial no.of item in the final form</th>
<th>Nature of Statement</th>
<th>Total no.of items in the area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Prestige</td>
<td>3,12, 23,30</td>
<td>Positive, Negative</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Opportunity for advancement</td>
<td>10,17,28,33, 2,27</td>
<td>Positive, Negative</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Work load</td>
<td>1, 8,36</td>
<td>Positive, Negative</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>Ability and training</td>
<td>4, 13</td>
<td>Positive, Negative</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Interpersonal relationship</td>
<td>5,6,18,24,38, 39,40</td>
<td>Positive</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Independence</td>
<td>7,16,19,26, 32</td>
<td>Positive</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Recognition</td>
<td>21</td>
<td>Negative</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Working Condition</td>
<td>11,29,34,37, 22</td>
<td>Positive</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>Negative</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Security</td>
<td>25,35</td>
<td>Positive</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Interest in job</td>
<td>15,31</td>
<td>Negative</td>
<td></td>
</tr>
</tbody>
</table>
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Reliability and Validity of the Tool

Reliability: A test score should be reliable and trustworthy. "Reliability is" as Kerlinger (1983) asserts, "the accuracy or precision of a measuring instrument". In the views of Best (1978) "A test is reliable to the extent that it measures accurately and consistently from one time to another". A fairly high degree of reliability indicates that a test score is highly consistent. Reliability of a tool has to be established before it is used for the final study.

Anastasi (1976) clarifies, "Reliability refers to the consistency of scores obtained by the same person when re-examined with the same test on different occasions or different sets of equivalent items, or under other varied examining conditions". To establish reliability of the developed tool, efforts were made to determine the 'split-half reliability coefficients' for the questionnaire.

Split half reliability measures the degree of homogeneity of the items in a test. To measure the split half reliability of the constructed job satisfaction questionnaire, the scores of 100 respondents were first divided into two equivalent halves the first half containing even numbered items and the second half containing odd numbered items. Product moment correlation coefficient was computed between the scores of the two halves. From the reliability coefficient of the half-test, the self-correlation of the whole test is then estimated by the Spearman-Brown Prophecy Formula. The reliability coefficient of the whole test was found to be
0.94, which indicates that the job satisfaction scale used for final study is highly reliable.

**Validity**: "In general" as Best (1978) clarifies, "a test possesses validity to the extent that it measures what it claims to measure". Validity of a test answers the questions, what a test measures and how well it measures whatever it is designed to measure for. It is always necessary to gather some sort of confidence that a test score really represents what it appears to represent.

Face validity concerns itself with what one appears to measure. Content validity is the validity in terms of content. The face validity and content validity were tested by sending the scale to experts for their approval. After getting the approval the scale was finalised for the final study.

**Sample for Final Study**

Women teachers working in schools at primary middle, secondary and higher secondary level with in the geographical limits of Coimbatore educational district formed the population of the present study.

As Kerlinger (1983) states, "sampling is taking any portion of a population or universe as representative of that population." Barring the unusual instances in which a complete census is taken, research is almost invariably conducted by means of a sample, on the basis of which generalizations applicable to the population are reached. It is so because,
"obviously a major reason for sampling is to reduce expense in time, effort and money." Mouly(1964).

The adequacy of a sample depends upon our knowledge of the population as well as upon the methods used in drawing the sample. Simple random sampling, stratified random sampling, systematic sampling, cluster sampling, judgement sampling and quota sampling are some of the methods of selecting a sample.

In simple random sampling each unit of the population is given an equal chance of being selected. In systematic sampling, a researcher generally starts with a list in which all the units of the population are listed in alphabetic or some other order. Methods of sampling which entail the division of elements of a population into groups, so that the units sampled contain more than one individual of the population and it is termed as cluster sampling. Sample units selected at the discretion of the researcher is called judgement sample. Quota sampling involves the selection of sample units within each stratum or quota. When employing the method of stratified random sampling a researcher divides his population into different strata by some characteristics and from each of the smaller homogeneous groups falling in each strata he draws randomly a predetermined number of units. Stratified random sampling provides more accurate results only if stratification results in greater homogeneity within the strata with respect to the trait under study than it would be found in the whole population taken as a unit. Stratification is particularly useful in opinion survey studies. In a study of the present type it is necessary that
the sample should include women teachers working in various levels. Since the women teachers work in different types of schools, stratified random sampling was used for the study and the stratification was based on the types of schools.

The investigator tried to exhaust the whole population under each types of school and the tool was given to all schools. Due to non-Co-operation from teachers and some of the schools the investigator was not able to exhaust all the schools under some strata and randomisation is also not possible, From the different types of schools 47 schools were selected for the study. Among that one school follow CBSE Syllabus, two schools follow Anglo-Indian Syllabus, 12 schools follow Matriculation Syllabus and 32 schools follow State Board syllabus. Among the 47 schools which follow different syllabi, depending upon the strength of women teachers working in these schools 800 copies of the tools were distributed to teachers through the heads of schools for eliciting their responses. Some school teachers extended whole hearted cooperation but not all teachers were kind enough to respond to the tool completely. Hence the investigator could get back 725 tools fully answered by the women teachers working at primary, middle, secondary and higher secondary levels. The detailed distribution of returns from each school is given in appendix 4.
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This sample of 725 women teachers working in various types of management is given in table below.

Table 3.3

Distribution of Sample : Management

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Type of Management</th>
<th>No. of Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Government</td>
<td>122</td>
</tr>
<tr>
<td>2.</td>
<td>Aided</td>
<td>200</td>
</tr>
<tr>
<td>3.</td>
<td>Corporation / Panchayat</td>
<td>124</td>
</tr>
<tr>
<td>4.</td>
<td>Private unaided</td>
<td>279</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>725</td>
</tr>
</tbody>
</table>

The size of sample under different types of management is also represented using the pie diagram and it is given in Fig. 3.1

Distribution of Sample : Management

Fig. 3.1
Data Gathering Procedure

Since the investigator has to collect data from women teachers working in different types of schools, the investigator personally visited different types of schools. The investigator contacted the head of the institutions of different schools and explained the study and the purpose of visiting the school. With the help of the heads of the institutions the investigator contacted the teachers. Explaining the method of filling up, the tool was distributed to the teachers. They were requested to complete the tool without avoiding any item and return them as soon as possible. The subjects were fully assured that their views and information furnished would be kept confidential and used only for the purpose of research. It is worth mentioning that despite the best efforts from the side of the investigator the response from the teachers were not encouraging.

Data Analysis Procedure

To find out dependable results, the statistical techniques applied at various stages of the study, were as follows.

Descriptive statistics was used to describe the attitude scores and job satisfaction scores.

T-test was used in item analysis and also to find the significant difference of the means of the different groups of independent variables.

Item score - total score correlation was calculated to select the best items for the job satisfaction scale.
Analysis of variance was applied to test whether the subgroups differed from one another on attitude and job satisfaction. The common use of analysis of variance is to test for mean differences between more than two groups of subjects. Since there were more than two groups to be compared in the present study adoption of analysis of variance was thought to be most appropriate.

For computing correlation coefficient between the variables, product moment method was used.

To compute correlation coefficients between the questions in part II of the tool and job satisfaction, point biserial correlation was used.

0.05 and 0.01 were taken as the levels of significance to draw inferences from the computed values.

Having described the methodology of the study, a thorough analysis of data is made in chapter IV.