CHAPTER – III

METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

The previous chapter dealt with the review of related literature. This chapter enumerates the locale of the study, population and samples of the study, tools used and statistical techniques employed are dealt with in detail.

3.2 LOCALE OF THE STUDY

The present study has been conducted at all the Four Educational Divisions of Karnataka State namely Bangalore Division, Belgaum Division, Kalburgi Division and Mysore Division which consists of both rural and urban areas.

3.3 TOOLS USED IN THE STUDY

3.3.1 Organizational Culture Scale (OCTAPACE)

In the present study according to Udai Pareek (2002) Organizational Culture is defined as the inter relationship between leadership and Organizational Culture for achieving the efficacy of the teacher educators. They are like root and branches of a tree. Here the success of an Organization depends upon the dynamic and effective leadership of the principals. In this study, Organizational Culture is represented by the scores obtained by administering the tool, Organizational Culture Scale developed by Udai Pareek (2002). OCTAPACE is a meaningful term, indicating eight (octa) steps (pace) to create functional ethos

3.3.1.1 Components of Organizational Culture

(1) Openness

Openness means spontaneous expression of feelings and thoughts, and the sharing of these without defensiveness. It is in both directions, receiving and giving.
(2) **Confrontation**

Confrontation means facing rather than shying away from problems. It involves taking up challenges i.e., facing a problem and working jointly with others to find a solution to the problem.

(3) **Trust**

It is reflected in maintaining the confidentiality of information shared, it is an assurance that others will help, when such help is needed and will honor mutual commitments and obligations.

(4) **Authenticity**

Authenticity is the congruence between what one feels, says and does.

(5) **Proaction**

Proaction means taking the initiative, preplanning and taking preventive action, and calculating the payoffs of an alternative course before taking action.

(6) **Autonomy**

Autonomy is using and giving freedom to plan and act in one’s own sphere. It means respecting and encouraging individual and role autonomy. It develops mutual respect and is likely to result in willingness to take on responsibility, individual initiative, better succession planning.

(7) **Collaboration**

Collaboration is giving help to, and asking for help from others, it means working together (individuals and groups) to solve problems and team spirit.

(8) **Experimenting**

Experimenting means using and encouraging innovative approaches to solve problems, using feedback for improving, taking a fresh look at things, and encouraging creativity.
3.3.2 Job Involvement Rating Scale

In the present study Job Involvement is defined as the extent to which the principal of college of teacher education identifies himself with his job. Here, an effective principal who has Job Involvement can only bring the desirable changes in the institution, and influence to reach the goals. Without commitment and involvement of the principal, an educational institution cannot function effectively and efficiently. Therefore, in this study Job Involvement is one of the important factors which should be adopted by the principal who is the lead of the institution.

3.3.2.1 Components of Job Involvement

(1) Efficiency

In the present study Efficiency means, performing or functioning in the best possible manner with the least waste of time and effort, acquiring and using requisite knowledge and skill, and also rendering the services of training and educating the pupil teachers.

(2) Nature of work

In the present study Nature of work means, performing complex educational administrative work in directing the academic and related educational functions.

(3) Commitment

Here Commitment means the attitude of principal who works very hard to do or support something, willingness to give his time and energy to something that he believes in or a promise. In other words, commitment means shaping a vision of academic success.

(4) Performance

In the present study Performance is, the outcome of education, that is the extent to which a student, teacher or institution has achieved their educational goals.
(5) Stress

In the present study stress is, the mental distress (suffering) with respect to some anticipated frustration associated with academic failure.

3.3.3 Attitude Towards Profession

In the present study attitude towards profession is defined as the feeling of liking or disliking of principal’s Attitude towards Profession. As a good principal he should have genuine love and strong liking for his students, exhibits co-operation with the colleagues, enjoy being with the students and get satisfaction towards the profession.

3.3.3.1 Components of Attitude Towards Profession

(1) Discipline

In the present study discipline is, the practice of training the student teachers and teacher educators to obey rules or a code of behaviour, using punishments to correct disobedience for the maintenance of order in the institution. Its aim is to control the teachers and student’s action and behaviour.

(2) Cooperation

Co-operation is the process of working together or helping each other to achieve common results or to reach the goal.

(3) Feed Back

Feedback is an essential part of education and training programmes. It helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement and identify actions to be taken to improve performance.
(4) **Awareness**

Awareness is the ability to perceive, to feel or to be conscious of events, thoughts, emotions or sensory patterns. More broadly, it is the state or quality of being aware of something.

(5) **Towards Societal Development**

Towards Societal Development refers to the progressive improvements. It involves learning the values, knowledge and skills that enable students to relate to others effectively and to contribute in positive ways to the community.

(6) **Professional Development**

Professional Development is a continuous process. In the present study, the term Professional Development may be used in reference to a wide variety of specialized training, formal education or advanced professional learning intended to help administrators, teachers and other educators to improve their professional knowledge, competence, skill and effectiveness.

Professional Development helps to build and maintain morale of staff members and is thought to attract higher quality staff to an institution.

3.3.4 **Gender**

Gender is considered as one of the background variables. In this study gender refers to male and female principals of colleges of teacher education.

3.3.5 **Experience as Principal**

In this study length of experience is also considered as one of the background variables and it refers to, the total number of years of experience served as principal in the colleges of teacher education (under the designation of principal) below 5 years, 5-10 years and above 10 years.
3.4 METHODOLOGY OF THE STUDY

Methodology is procedure used by researcher for the purpose of research. The achievement of any research depends basically on appropriateness of method, tools and techniques that researcher uses to gather data. Bearing in mind need, importance and purpose of present study, researcher decided to execute ‘Field Survey Method’ for present exploration. Present study is Descriptive survey in nature. Present study is Descriptive survey method and the researcher personally visited B.Ed. colleges and administered the Leadership Behaviour Scale, Organizational Culture Scale, Job Involvement scale, and Attitude towards Profession rating scale to the principals. The principals were informed about the purpose of their research study and instructed to fill the four tools. Sufficient time was given to the principals to respond correctly.

3.5 POPULATION AND SAMPLE OF THE STUDY

(A) Population of the Study

The present study consists of 320 B.Ed. colleges from all the four Educational Divisions of Karnataka State, and both male and female principals constituted the population of the study. Stratified Random Sampling Technique has been followed to select the sample of the study. The data for the study was collected in the year 2012.

Figure 3.1: Educational Divisions of Karnataka State

EDUCATIONAL DIVISIONS OF KARNATAKA STATE

Bangalore Division
1. Shimoga
2. Davanagere
3. Chitradurga
4. Tumkur
5. Bangalore Rural
6. Bangalore Urban
7. Kolar

Belgaum Division
1. Bagalkote
2. Belgaum
3. Bijapur
4. Dharwad
5. Gadaga
6. Havari
7. Uttara Kannada

Kalburgi Division
1. Bellary
2. Bidar
3. Gulbarga
4. Koppala
5. Raichur

Mysore Division
1. Mysore
2. Mandya
3. Hassan
4. Kodagu
5. Chikkamagaluru
6. Udupi
7. Daskina Kannada
8.Chamarajanagar
(B) Sample of the Study

The sample taken for this study as per Morgan Table is 175 B.Ed. colleges from all the four Educational Divisions according to the year 2012. Bangalore Division has 7 districts, Belgaum Division has 7 districts, Kalburgi Division has 5 districts and Mysore Division has 8 districts. The sample selected through Stratified Random Sampling Technique. The details are given below.

Table 3.1: Sample selected from all the four Educational Divisions of Karnataka State for the present study

<table>
<thead>
<tr>
<th>Educational Divisions</th>
<th>Districts</th>
<th>No of B.Ed. colleges</th>
<th>Sample</th>
<th>Gender</th>
<th>Region</th>
<th>Experience</th>
<th>M</th>
<th>F</th>
<th>R</th>
<th>U</th>
<th>0-5</th>
<th>5-10</th>
<th>10+</th>
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</table>

NOTE: The total number of the sample is based on the Morgan table.
3.6 TOOLS USED FOR DATA COLLECTION

To verify the hypotheses of the study, the researcher needed to use valid and reliable instruments. The research tools that were used to collect the necessary data are as shown in the table no 3.2.

Table 3.2: Tools used for Data Collection

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Variables</th>
<th>Tools Used</th>
<th>Standardized / Constructed by</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Job involvement</td>
<td>Job Involvement Rating Scale</td>
<td>Researcher</td>
</tr>
<tr>
<td>4</td>
<td>Attitude towards profession</td>
<td>Attitude Towards Profession Rating Scale</td>
<td>Researcher</td>
</tr>
</tbody>
</table>

3.6.1 Leadership Behaviour Scale (LBS)

The Leadership Behaviour Scale, popularly known as L.B.S. which was constructed and standardized by Dr. Asha Hinger (2005) has been employed for the purpose of collecting data on leadership behaviour of principals of colleges of teacher education perceived by principals themselves.

This is a five point scale and consists of 30 items with five alternative responses for each statement i.e., Always, Usually, Sometimes, Rarely and Never, which are most suitably indicates the frequency of the decision making and views experienced by the samples. The items of the scale were classified into 6 Dimensions and they are as follows.
Table 3.3: Dimensions wise Distribution of items of Leadership Behaviour Scale

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Dimensions of Leadership Behaviour Scale</th>
<th>Items Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional Stabilizer (ES)</td>
<td>1, 7, 13, 19, 25*</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Team Builder (TB)</td>
<td>2,8,14,20,26*</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Performance Orienter (PO)</td>
<td>3,9,15, 21*, 27</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Potential Extractor (PE)</td>
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</tr>
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<td>5</td>
<td>Socially Intelligent (SI)</td>
<td>5,11*,17,23,29</td>
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</tr>
<tr>
<td>6</td>
<td>Value Inculcator (VI)</td>
<td>6*,12,18,24,30</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Note: The asterisk (*) mark indicates the negative items

3.6.1.1 Development of Leadership Behaviour Scale

Construction of test items

The contents of statements were mainly taken from the available literature on leadership Behaviour particularly including Pandey (1976), Baheti (1994), Kotter (2001) and Peters (2001). Besides a few items from the existing tests pertaining to psychological well–being were also incorporated in the list of statements. On the basis of various sources more than 100 items were prepared and presented to experts or judges for examining the suitability of each item for inclusion in the test. Only those items were retained about which the judges were unanimous on the basis of maximum agreement among the judges 30 statements were retained.

Reliability of the scale

The reliability of the scale was determined by Split-half method using spearman–Brown formulae. The reliability coefficient of the Leadership Behaviour Scale was found to be 0.69.
Validity of the scale

Construct Validity – it is determined by the extent to which the items making up test both individually and collectively are true measures of the construct or process being tested and it was found to be 0.49.

Factor Validity – in order to conduct factorial validation Leadership Behaviour Scale was administered to Agriculture Employees (100), Railway Employees (100) and Canadian Female Executives (10). Their responses were factor analyzed.

Scoring

The Leadership Behaviour Scale has 30 items and are presented with a five-point scale. The scale comprises five alternative answers namely, Always, Usually, Sometimes, Rarely and Never. It consists of both positive and negative statements. Among 30 items, 24 items are positive and 6 items are negative. Items with serial numbers 6, 11, 16, 21, 25 and 26 are negative and others are all positive items. The positive statements carry a weightage of 5, 4, 3, 2, and 1, and the negative statements carry a weightage of 1, 2, 3, 4, and 5. The scores on each dimension will be summed up to find out total Leadership Behaviour score. All the scores of six dimensions are to be summed up and then classified as highly effective, effective and ineffective.

3.6.2 Organizational Culture Scale (OCTAPACE profile)

The Organizational Culture Scale was constructed and standardized by Uday Pareek (2002), has been employed for the purpose of collecting data on Organizational Culture of principals of colleges of teacher education perceived by principals themselves.

This is a four point scale and consists of 40 items with four alternative responses for each statement i.e., very widely, fairly widely, only some, only a few or none. This scale covers the eight important values relevant to the institution
building like Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration and Experimentation.

Table 3.4: Dimensions wise Distribution of items of Organizational Culture Scale

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Dimensions of Organizational Culture Scale</th>
<th>Items Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<tr>
<td>2</td>
<td>Confrontation</td>
<td>2, 10, 18, 26*, 34</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Trust</td>
<td>3, 11, 19, 27, 35*</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Authenticity</td>
<td>4, 12*, 20, 28*, 36</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Proaction</td>
<td>5, 13, 21, 29, 37</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Autonomy</td>
<td>6, 14*, 22*, 30*, 38</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Collaboration</td>
<td>7, 15, 23*, 31*, 39</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>Experimentation.</td>
<td>8, 16, 24, 32, 40*</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: The asterisk (*) mark indicates the negative items

3.6.2.1 Development of Organizational Culture Scale

Construction of test items - The contents of statements were mainly taken from the available literature on Organizational Culture particularly including Schein(1985), Kluckhohn and Strodtbeck (1961), McClelland (1975) and Hosftede (1980). Besides a few items from the existing tests, there was also incorporation in the list of statements. On the basis of various sources more than 100 items were prepared and presented to experts or judges for examining the suitability of each item for inclusion in the test. Only those items were retained about which the judges were unanimous on the basis of maximum agreement among the judges 40 statements were retained.

Reliability of the scale

Split-half reliability of the OCTAPACE profile on a sample of 135 college/university teachers was found to be .81 (Mathur, 1991). Alpha coefficient for a group of 153 managers was found to be .90.
Validity of the scale

Validity was indirectly tested by comparing the scores from three departments with their ranking by two judges for their effectiveness. Tests showed no difference between the first and second ranked departments or between the second and third ranked departments. However, there were significant differences between the first and third ranked departments, the former having a higher mean than the latter on the following aspects: Confrontation (significant at the .01 level), Collaboration (.04 levels), Proaction (.048 level) and Openness (.10 level). Validity needs to be further tested and established.

Scoring

The Organizational Culture Scale has 40 items and are presented with a four-point scale. The scale comprises four alternative answers namely, Very widely, Fairly widely, Only some, and Only a few or none. It consists of both positive and negative statements. Among 40 items, 29 items are positive and 11 items are negative. Items with serial numbers 12, 14, 22, 23, 25, 26, 28, 30, 31, 35 and 40 are negative and others are all positive items. The positive statements carry a weightage of 4, 3, 2, and 1, and the negative statements carry a weightage of 1, 2, 3, and 4. The scores of each dimension will be summed up to find out total scores of Organizational Culture.

3.6.3 Job Involvement Rating Scale

The Job Involvement Rating Scale is constructed by the researcher, for the purpose of collecting data about the Job Involvement of principals of colleges of teacher education. It is based on the dimensions of Job Involvement like:

1. Efficiency
2. Nature of work
3. Commitment
4. Performance
5. Stress
3.6.3.1 Development of Job Involvement Rating Scale

(a) Construction of test items

The content of statements was mainly taken from the available literature on Job Involvement like educational journals, trend reports, articles, internet sources etc.

- Likert Type statements representing Job Involvement of principals of colleges of teacher education was constructed based on the selected five components like Efficiency, Nature of work, Commitment, Performance and Stress.

- On the basis of various sources a draft tool consists of 100 statements was prepared and sent to 12 experts from the field of education and psychology of different universities.

- They gave some suggestions, and the suggestions given by them were incorporated and the modified draft of the rating scale was prepared.

- The draft of the rating scale constructed was scrutinized by experts in education. They were suggested to critically examine the tool on the following criteria:
  - Suitability of items
  - Appropriateness of each item
  - Improve language and structure of items.

- Modifications were made to improve the language, to remove ambiguity and to make the items comprehensible. Thus, out of the 100 statements 65 items remained.

- The tool consists of 65 items was again scrutinized by the experts and suggestions were given for refining the items. The suggestions were incorporated in the draft of the rating scale and then the researcher conducted Pilot study.

- The scale consists of only positive statements which tested the Job Involvement of principals. Each item was given 5 preferences – Always, Often, Sometimes,
Rarely, and Never. Each item was given a score of 5, 4, 3, 2, and 1 respectively. Scores of each item were summed up to get the total scores of each individual principal.

(b) Pilot Study

➢ In order to conduct the Pilot study, the Job Involvement Rating Scale was administered to 50 principals of colleges of teacher education in Bangalore district.

➢ Principals were given specific instructions to answer the items and sufficient time was given to complete the responses.

➢ The responses of principals were scored and data was analyzed.

(c) Item analysis

The preliminary format of 65 items was tried out for 50 principals of Bangalore District, who were not included in the data collection. Finally, after tryout 54 items were retained in the final scale.

Table 3.5: Dimension wise Distribution of items of Job Involvement Scale

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Dimensions of Job Involvement Scale</th>
<th>Items Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Efficiency</td>
<td>1,2,3,4,5,6,7,8,9</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Nature of work</td>
<td>10,11,12,13,14,15,16,17,18,19,20,21,22,23,24</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Commitment</td>
<td>25,26,27,28,29,30,31,32,33,34,35,36,37</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Performance</td>
<td>38,39,40,41,42,43,44,45,46,47,48,49</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Stress</td>
<td>50,51,52,53,54</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

(d) Reliability of the scale

Cronbach’s Alpha Reliability: Cronbach’s Alpha method was employed to determine the reliability of the Job Involvement rating scale. Cronbach’s alpha reliability was found to be 0.94. Hence the tool was found to be highly reliable.
(e) Validity of the scale

The items of Job Involvement were examined by 12 experts. The tool consists of 54 items and includes five dimensions namely; 1. Efficiency 2. Nature of work 3. Commitment 4. Performance and 5. Stress. The Job Involvement rating scale was found to have content validity because experts opined that the items fairly represented the content of Job Involvement. The tool also possesses face validity.

(f) Scoring procedure

The scale comprises of 54 items and it is a five-point scale, having five alternative answers namely, ‘Always’, ‘Often’, ‘Sometimes’, ‘Rarely’ and ‘Never’. The statements carry a weightage of 5, 4, 3, 2, and 1 and the scale consists of only positive items. The scores of each dimension will be summed up to find out the total scores of Job Involvement.

3.6.4 Attitude Towards Profession Rating Scale

The Attitude towards Profession Rating Scale is constructed by the researcher, for the purpose of collecting data about the Attitude towards profession of principals of colleges of teacher education. It is based on the dimensions like.

1. Discipline,
2. Cooperation,
3. Feedback,
4. Awareness,
5. Towards Societal Development, and
6. Professional Development.
3.6.4.1 Development of Attitude towards Profession Rating Scale

(a) Construction of test items

The content of statements was mainly taken from the available literature of Attitude towards Profession like educational journals, trend reports, articles, internet sources etc.

- Likert Type statements representing Attitude towards Profession of principals of colleges of teacher education was constructed based on the selected 6 components like discipline, co-operation, feedback, awareness, towards societal development, and professional development.

- On the basis of various sources a draft tool consists of 80 statements was prepared and sent to 12 experts from the field of education and psychology of different universities.

- They gave some suggestions, and the suggestions given by them were incorporated and the modified draft of the rating scale was prepared.

- The draft of the rating scale constructed was scrutinized by experts in education. They were suggested to critically examine the tool on the following criteria.
  - Suitability of items
  - Appropriateness of each item
  - Develop language and structure of items.

- Modifications were made to improve the language, to remove ambiguity and to make the items comprehensible. Thus, out of the 80 statements finally 60 items remained.

- The tool consists of 60 items was again scrutinized by the experts and suggestions were given for refining the items. The suggestions were incorporated in the draft of the rating scale and then the researcher conducted Pilot study.
The scale consists of only positive statements which tested the Attitude towards Profession of principals. Each item was given 5 preferences – strongly agree, agree, undecided, disagree, and strongly disagree. Each item was given a score of 5, 4, 3, 2, and 1 respectively. Scores of each item were summed up to get the total scores of each individual principal.

(b) Pilot Study

In order to conduct the Pilot study, the Rating Scale of Attitude towards Profession was administered to 50 principals of colleges of teacher education in Bangalore District.

Principals were given specific instructions to answer the items and sufficient time was given to complete the responses.

The responses of principals were scored and data was analyzed.

(c) Item analysis

The preliminary format of 60 items was tried out for 50 principals. These 50 principals were not included in the data collection. Finally, after tryout 50 items were retained in the final scale.

Table 3.6: Dimension wise Distribution of items of Attitude towards Profession Scale

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Dimensions of Attitude towards Profession Scale</th>
<th>Items Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discipline</td>
<td>1,2,3,4,5,6,7,8,9,10,11,12</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Co-Operation</td>
<td>13,14,15,16,17,18,19,20,21</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>Feedback</td>
<td>22,23,24,25,26,27,28</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Awareness</td>
<td>29,30,31,32,33,34,35</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Towards Societal Development</td>
<td>36,37,38,39,40,41,42</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>Professional Development</td>
<td>43,44,45,46,47,48,49,50</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
(d) Reliability of the scale

Cronbach’s Alpha method was employed to determine the reliability of the Attitude towards Profession rating Scale. Cronbach’s alpha reliability was found to be 0.90. Hence the tool was found to be highly reliable.

(e) Validity of the scale

The items of Attitude towards Profession rating Scale were examined by 12 experts. The tool consists of 50 items and includes 6 dimensions namely 1. Discipline 2. Cooperation 3. Feedback, 4. Awareness and 5. Towards Societal Development and 6. Professional Development.

The Attitude towards Profession rating Scale was found to have content validity because experts opined that the items fairly represented the content of Attitude towards Profession. The tool also possesses face validity.

(f) Scoring procedure

The scale comprises of 50 items and it is a five-point scale, having five alternative answers namely, ‘Strongly agree’, ‘Agree’, ‘Undecided’, ‘Disagree’ and ‘Strongly disagree’. The statements carry a weightage of 5, 4, 3, 2, and 1 and the scale consists of only positive items. The scores of each dimension will be summed up to find out the total scores of Attitude towards Profession.

3.7 STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA

The following Statistical techniques were used for data analysis to substantiate the different hypotheses formulated for the study.

- Descriptive Statistics like Mean and Standard Deviation
- Pearson’s Product Moment Correlation Coefficient
- One-way Analysis of Variance (one-way ANOVA)
- ‘t’ test