CHAPTER-III

METHODOLOGY

In the previous chapter, the review of related literature with respect to Job Satisfaction in relation to School Organizational Climate and Attitude towards Teaching Profession of secondary school teachers was presented. The present chapter deals with the methodology followed by the Researcher. It includes selection of variables, conceptual definitions of the variables, operational definitions of the variables, sampling procedure, objectives and hypotheses of the study, description of tools and statistical analysis of data.

3.1 Statement of the Problem

The purpose of the present study was to investigate the relationship among three variables, namely as Job Satisfaction, School Organizational Climate and teachers Attitude towards Teaching Profession. The formation of the research problem is as follows-

“A Study of Job Satisfaction in relation to organizational Climate and Attitude towards Teaching Profession of Secondary School Teachers”
3.2 Variables

The following variables were considered in the Study.

**I. Independent variables**

a. Organizational Climate  
b. Attitude towards teaching profession

**II. Moderator Variables**

1. Gender (Male/ Female)  
2. Age (25-34, 35-44 and 44 years and above)  
3. Location (Urban/ Rural)  
4. Teaching Experience (1-15, 16-30, 31 years and above)  
5. Type of Management (Government/ Aided/ Unaided)  
6. Educational Qualification (Graduate/Post Graduate)  
7. Subjects (Arts/ Science)

**III. Dependent Variable**

Job Satisfaction

3.3 Definition of Technical Terms

**Job Satisfaction:** “Job satisfaction is a whole matrix of job factors that make a person like his work situation and be willing to head for it without distaste at the beginning his work day”.

2
According to Chatterjee: "Job satisfaction is characterized as the degree of satisfaction obtained by the individual employee from performing the tasks which constitute the content of his job"

**School Organizational Climate**

School organizational climate can be defined as ‘the result of various environmental, factors prevailing in a school. It consists of all those human and physical factors which are made available in a properly organized manner for attaining the desired end results.’ The term school organizational climate has been variously understood in many ways such as ‘the feel’, ‘the atmosphere’, ‘the environment’, ‘the condition prevails’ and ‘the tone of the institution’. The concept of School organizational climate has been defined in many ways.

**Attitude towards Teaching Profession:** The term Attitude towards the teaching profession in this Study has been defined as the degree of positive and negative feelings of teachers towards teaching profession to act favorably or unfavorably which is measured on a five point scale.

**Gender:** - In the present study gender refers to Male and Females of Teachers working in different Secondary Schools in Mysore District.

**Location:** - In the present study Location refers to place or area in which the selected secondary schools belonged to urban or rural area in Mysore District.
**Types of School:** - In the present study Types of Schools refers to the type of management of the school, Government, Aided, and Unaided Secondary Schools in Mysore District.

**Teaching Experience:** - In the present study Teaching Experience refers to the length of service put in by a teacher in teaching profession.

**Qualification:** - In the present study Qualification refers to the educational qualification acquired by the teachers post graduation, under graduation, Qualifications.

**Medium of instruction:** - In the present study Medium of Instruction refers to the language employed by the school to impart teaching Kannada or English Medium.

### 3.4 Objectives of the Study

**I. General Objectives**

1. To investigate the relationship between job satisfaction and the perception of organizational climate of secondary school teachers.

2. To investigate the relationship between job satisfaction and attitude towards teaching profession of secondary school teachers.

**II. Specific Objectives**

The following specific objectives were framed for the present study;
1. To study the difference between male and female teachers in respect of their job satisfaction and its dimensions.

2. To study the difference between rural and urban teachers in respect of their job satisfaction and its dimensions.

3. To study the difference between teachers working in government and private schools in respect of their job satisfaction and its dimensions.

4. To study the difference between teachers with different age groups in respect of their job satisfaction and its dimensions.

5. To study the difference between teachers with arts and science background in respect of their job satisfaction and its dimensions.

6. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their job satisfaction and its dimensions.

7. To study the difference between teachers with number of years teaching experiences in respect of their job satisfaction and its dimensions.

8. To study the difference between male and female teachers in respect of their perception of organizational climate and its dimensions.
9. To study the difference between rural and urban teachers in respect of their perception of organizational climate and its dimensions.

10. To study the difference between teachers working in government and private schools in respect of their perception of organizational climate and its dimensions.

11. To study the difference between teachers with different age groups in respect of their perception of organizational climate and its dimensions.

12. To study the difference between teachers with arts and science background in respect of their perception of organizational climate and its dimensions.

13. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their perception of organizational climate and its dimensions.

14. To study the difference between teachers with number of years teaching experiences in respect of their perception of organizational climate and its dimensions.

15. To study the difference between male and female teachers in respect of their attitude towards teaching profession and its dimensions.
16. To study the difference between rural and urban teachers in respect of their attitude towards teaching profession and its dimensions.

17. To study the difference between teachers working in government and private schools in respect of their attitude towards teaching profession and its dimensions.

18. To study the difference between teachers with different age groups in respect of their attitude towards teaching profession and its dimensions.

19. To study the difference between teachers with arts and science background in respect of their attitude towards teaching profession and its dimensions.

20. To study the difference between teachers qualified with undergraduate and postgraduate in respect of their attitude towards teaching profession and its dimensions.

21. To study the difference between teachers with number of years teaching experiences in respect of their attitude towards teaching profession and its dimensions.

22. To investigate the relationship between job satisfaction and organizational climate and their dimensions of secondary school teachers.
23. To investigate the relationship between job satisfaction and attitude towards teaching profession and their dimensions of secondary school teachers.

24. To investigate the relationship between attitude towards teaching profession and organizational climate and their dimensions of secondary school teachers.

25. To investigate the correlation among the dimensions of job satisfaction of secondary school teachers.

26. To investigate the correlation among the dimensions of teaching attitude.

27. To investigate the correlation among the dimensions of organizational climate.

28. To determine the relative efficiency of organizational climate and attitude on job satisfaction and their dimensions.

29. To determine the relative efficiency of organizational climate on job satisfaction and their dimensions.

30. To determine the relative efficiency of teaching attitude on job satisfaction and their dimensions.

3.5 Hypotheses

In pursuance of the objectives 1-30 the following null hypotheses were set p for the present study.
1. There is no difference between male and female teachers in respect of their job satisfaction and its dimensions.

2. There is no difference between rural and urban teachers in respect of their job satisfaction and its dimensions.

3. There is no difference between teachers working in government and private schools in respect of their job satisfaction and its dimensions.

4. There is no difference between teachers with different age groups in respect of their job satisfaction and its dimensions.

5. There is no difference between teachers with arts and science background in respect of their job satisfaction and its dimensions.

6. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their job satisfaction and its dimensions.

7. There is no difference between teachers with number of years teaching experiences in respect of their job satisfaction and its dimensions.

8. There is no difference between male and female teachers in respect of their perception of organizational climate and its dimensions.
9. There is no difference between rural and urban teachers in respect of their perception of organizational climate and its dimensions.

10. There is no difference between teachers working in government and private schools in respect of their school organizational climate and its dimensions.

11. There is no difference between teachers with different age groups in respect of their perception of organizational climate and its dimensions.

12. There is no difference between teachers with arts and science background in respect of their perception of organizational climate and its dimensions.

13. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their perception of organizational climate and its dimensions.

14. There is no difference between teachers with number of years teaching experiences in respect of their perception of organizational climate and its dimensions.

15. There is no difference between male and female teachers in respect of their attitude towards teaching profession and its dimensions.
16. There is no difference between rural and urban teachers in respect of their attitude towards teaching profession and its dimensions.

17. There is no difference between teachers working in government and private schools in respect of their attitude towards teaching profession and its dimensions.

18. There is no difference between teachers with different age groups in respect of their attitude towards teaching profession and its dimensions.

19. There is no difference between teachers with arts and science background in respect of their attitude towards teaching profession and its dimensions.

20. There is no difference between teachers qualified with undergraduate and postgraduate in respect of their attitude towards teaching profession and its dimensions.

21. There is no difference between teachers with number of years teaching experiences in respect of their attitude towards teaching profession and its dimensions.

22. There is no significant relationship between job satisfaction and the perception of organizational climate and their dimensions of secondary school teachers.
23. There is no significant relationship between job satisfaction and attitude towards teaching profession and their dimensions of secondary school teachers.

24. There is no significant relationship between attitude towards teaching profession and organizational climate and their dimensions of secondary school teachers.

25. There is no significant correlation among the dimensions of job satisfaction of secondary school teachers.

26. There is no significant correlation among the dimensions of teaching attitude.

27. There is no significant correlation among the dimensions of organizational climate.

28. There is no relative efficiency of organizational climate and attitude and their dimensions on job satisfaction.

29. There is no relative efficiency dimensions of organizational climate and its dimensions on job satisfaction.

30. There is no relative efficiency of attitude towards teaching profession and its dimensions on job satisfaction.

3.6 Limitations of the Study

1. The present study was confined to three variables namely; job satisfaction, school organizational climate and attitude towards teaching profession.
2. The present study was limited secondary school teachers only.
3. The present study was covered Mysore district only.
4. The present study was covered 500 teachers only.
5. The study was also covered male and female teachers.
   
   The study was restricted to differential analysis, correlation and regression analysis only.

3.7 Design of the Study

Methodology

The present study intends to investigate the relationship between job satisfaction, school organizational climate and attitude towards teaching profession secondary school teachers working in different school in Mysore District. The nature of present study is of descriptive survey. In fact most of the earlier researchers who have worked on the related concerns have, invariably followed this popular method of survey research to meet their research questions effectively. Therefore, in the present research work the investigator used the descriptive survey research method with convenience in fulfillment of the research questions raised.

Sample
Sampling is a miniature or the cross section of the entire group from which the sample is taken. By studying the sample, the sample of certain population. The educational researcher aims at making generalization, which can be applied to the entire population. The important type of sampling are Random Sampling, Stratified random sampling, Area Sampling, Cluster sampling and Incidental sampling.

As the study was limited to secondary school teachers. For the present study random sampling technique was used to collect the necessary data by the teachers from different secondary schools. A total number of 500 teachers from different secondary schools were taken for the present study. The location of the schools and the number of teachers from each school is given in the following table.

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>No. of Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Schools</td>
<td>25</td>
<td>316</td>
</tr>
<tr>
<td>Private Aided</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>Private Un-Aided</td>
<td>11</td>
<td>84</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

**Tools of the Study**
The following tools were used for collection of data required for the present study.

1. Job Satisfaction Scale developed by Meera Dixit (2000)
2. Organizational Climate Description Questionnaire constructed by K. G. Agarwal (1998)
3. Attitude Scale by Dr. Umme Kulsum, (2008)

3.8 Description of Tools

1. Job Satisfaction Scale: Job Satisfaction scale standardized by Mrs. Meera Dixit (1985)

Selection of Tools:

The scale was developed keeping in view eight aspects of Job satisfaction. The details regarding the aspects and number of items in each aspect is detailed as below:

Seven items on intrinsic aspect of job, eight items on salary promotional avenues and service conditions, nine items on physical facilities, six items on institutional plans and policies, six items on
satisfaction with the authorities, five items on satisfaction with social status and family welfare, six items on rapport with the students and five items on relationship with the co-workers.

The distributions of items in the job satisfaction scale are on the next page.

**Table-3.2: Distribution of Items in the Final Form of Job Satisfaction Scale.**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Description of Job Factors in brief</th>
<th>Individual Item nos.</th>
<th>No. of Items in Each Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(A) Intrinsic aspect of job</td>
<td>1,11,25,30,35,46 and 52</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>(B) Salary, promotional avenues and service conditions</td>
<td>3,12,19,20,31,34,45 and 50</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>(C) Physical facilities</td>
<td>2,10,24,29,36,43,48,49 and 51</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>(D) Institutional plans and policies</td>
<td>4,13,26,38,40 and 41</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>(E) Satisfaction with authorities</td>
<td>5,14,21,27,32 and 41</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>(F) Satisfaction with social status and family welfare</td>
<td>8,9,17,18 and 23</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>(G) Rapport with students</td>
<td>7,15,22,28,33 and 39</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>(H) Relationship with co-workers</td>
<td>6,16,37,42 and 44</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>

The validity and reliability of the scale are given below:

**Validity**
Each item discrimination value was found by item test correlation method using Pearson’s ‘r’ taking 25% highest scores and 25% lowest scores and finally calculating ‘t’ value for the items of Hindi and English versions separately. The items which were insignificant had to be dropped in the final form. Initially there were 58 of which 6 items had to be deleted, as they were not found to be discriminatory in item analysis. Distribution of items in the final form of the scale is detailed as in Table-3.2

**Reliability**

Reliability of the scale was determined by split-half method. The test was first divided into two equivalent halves, and correlation was calculated for these half tests. From the reliability of the half test the correlation of the whole test was calculated by using Spearman Brown Prophey’s the Formula following the formula:

\[
\hat{r}_{tt} = \frac{2r_{oe}}{1 + r_{oe}}
\]

Test-retest method also showed high reliability which is given the following tables

**Reliability of the Test by Split-half Method.**

<table>
<thead>
<tr>
<th>Version of the form</th>
<th>N</th>
<th>R</th>
<th>Index of reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Version</td>
<td>100</td>
<td>0.85</td>
<td>0.92</td>
</tr>
<tr>
<td>Hindi Version</td>
<td>100</td>
<td>0.87</td>
<td>0.93</td>
</tr>
</tbody>
</table>

**Reliability of the Test by Test-retest Method.**
Collection of Data

The objective of the study was to investigate job satisfaction of Teacher Educators on the basis of demographic variables such as gender, educational qualification and length of teaching experience. Printed copies of the standardized Job satisfaction scale developed by Meera Dixit (1985) containing 52 items pertaining to different factors of job satisfaction such as (1) intrinsic aspect of job (A) (ii) Salary, promotional avenues and service conditions (B), (iii) Physical facilities (C), (iv) Institutional plans and policies (D), (v) satisfaction with authorities (E), (vi) Satisfaction with social status and family welfare (F), (vii) Rapport with students (G) and (viii) Relationship with co-workers, were administered.

The scale is given in Appendix-II which was administered to 500 secondary school teachers of Mysore district. The investigator personally visited the selected school in order to collect necessary data for the study. The necessary data were collected relating to job satisfaction.

2. Organizational Climate Inventory

The Organizational Climate Inventory developed by S. N. Chattopadhya and K. G. Agarwal (1998) is meant to understand the
concept of organizational climate by examining various available models of organizational climate.

**Scoring**

The scale has both positive and negative statements. The positive statements carry weightages of 5, 4, 3, 2, and the negative ones carry weightage of 1, 2, 3, 4 and 5.

**Table-3.3: Dimension wise Distribution of Items of Organizational Climate Inventory**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Dimensions</th>
<th>Item Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Climate Inventory</td>
<td>Performance standards</td>
<td>6, 9, 10*, 13*, 30, 31*, 57*,</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Communication flow</td>
<td>12*, 17*, 24*, 34*, 37, 38, 49*,</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52*, 61*, 65*, 67*</td>
<td></td>
</tr>
<tr>
<td>Reward system</td>
<td>29, 41*, 54*, 66</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Responsibility</td>
<td>4, 16, 27*, 40*</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>1, 18, 23*, 42, 44*,</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>45, 46*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational structure</td>
<td>14*, 19*, 21*, 35*,</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivational level</td>
<td>28*, 32*, 51*, 56,</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>59*, 68, 69*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making process</td>
<td>2*, 15*, 25, 36*,</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>43, 62, 70*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support system</td>
<td>3*, 5, 7, 8*, 20*,</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>48*, 53*, 55*, 58*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warmth</td>
<td>26*, 39*, 60*, 63*,</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity problems</td>
<td>11, 22*, 33, 50*</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

The asterisk mark indicates the negative items.
**Reliability**

Since test-retest reliability was ruled out for lack of co-operation from the extremely busy hospital personnel, split-half reliability was worked out. Reliability co-efficient by Spearman-Brown Formula was 0.898 which shows that there was high internal consistency in the instrument and hence it was highly reliable.

**Validity**

For computing item validity, correlations with total Organizational climate scores were computed. These correlations show that all items had highly significant correlations with total Organizational Climate Inventory score; P being .001 on 68 out of 72 items. Thus this tool was found to be reliable and valid.

3. **Attitude towards Teaching Profession Inventory:** This Attitude scale developed and standardized by Dr. Umme Kulsum, (2008) Department of Education, Bangalore University, Bangalore was used to collect the data from the secondary school teachers.

There are quite a few scales measuring attitude of teachers towards teaching profession at different levels. But teaching profession, these days is coming to be understood in a broader perspective with more and more roles and functions expected from them. Any scale for measuring attitude of teachers towards teaching as profession should be comprehensive incorporating almost all the roles and functions of teachers, so as to ensure sufficient content validity.
Technique Employed-The technique employed to develop the attitude scale was Likert's (1932) four point of Summated Rating technique.

Areas of the Scale

An analysis made by the investigator by exhaustive reviews of all the available researches in the area and discussions held with expert in the field, resulted in the incorporation of the five areas for the attitude scales given as under:

1. Academic aspect of teaching profession: This area includes statements pertaining to the academic aspect of the profession. These statements are related to the predispositions teachers generally have for the type of work they are doing. The predispositions they have for their commitment to academic work, the predisposition they have for their professional growth etc. are some of the ingredients of the component.

2. Administration aspects of teaching profession: These areas include statements on the predisposition of teachers on their own involvement in the school administrative tasks. This work is pertaining to curriculum development and co-curricular activities.

3. Social and psychological aspects of teaching profession: This component pertains to the predispositions of teachers as regards to the social status of teaching profession, the morale boosting and its influence on molding the future generations. The psychological feeling
of security or in-security and the pleasure or pain in general are also inculcated in this component.

4. **Co-curricular aspects of teaching profession:** It relates to dispositions of teacher’s roles and functions in the area of co-curricular activities and their importance as a part and parcel of teaching profession. The functional aspect is highlighted in this component.

5. **Economic aspects of teaching profession:** Predisposition about the economic profitability of the profession in terms of salary and other fringe benefits, besides other aspects are included in this component.

**Description of the scale**

**Item Pool**- Initially a list of 165 statements distributed over the above five areas were pooled from various sources. Then draft items were given to 15 select judges who were well-versed in teacher education and scale construction with a request to review the statements and evaluate their content accuracy and coverage, their repetition, editorial quality and suggestions for additions. Based on 80% unanimity of the judges, 73 statements were included in the try out form of the scale. Their distribution under each area was as follows; academic -13, administrative-9, Social and psychological -34, co-curricular-9 and economic-8.

**Try out of the Scale:** The 73 statements were randomized and were provided with four alternative responses: namely, strongly agree,(SA),
agree(A), disagree(D) and strongly disagree(SD) categories and then administered on the sample of 300 primary and secondary school teachers of Bangalore City selected at random by two staged stratified proportionate sampling design.

**Scoring of statements:** For the purpose of scoring, the positive and negative statements that were tried out, appropriate key was developed by giving a score of 4, 3, 2, and 1 for favorable statements and 1, 2, 3 and 4 for the unfavorable statements respectively. The total scores of the respondents ranged from 73 to 292.

**Selection of statements:** After scoring, the 400 protocols were arranged in ascending order based on the total score obtained by each respondent. The top 100 protocols (the top 27%) and the bottom 100 protocols (bottom 27%) were taken to form the upper and lower criterion groups, as suggested by Edward (1969 PP.152-153). The *t*-value for all the 73 statement were calculated and only those statements were retained in the final form of the scale with *t*-value equal to or greater than 1.75. Of the 73 statements, 18 statements were eliminated which were not significant based on the *t*-value. Hence 55
items were included in the final form of the scale. The 55 statements after item analysis belonged to the different areas as follows.

**Table-3.4: Items Both (favorable and unfavorable) and their Distribution over different Area/dimensions in the final scale after Item Analyses**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Areas</th>
<th>Serial No. of Items</th>
<th>Total No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Academic</td>
<td>F*= 1,26,31,40,45,52</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF*= 11,18,25,32</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>II.</td>
<td>Administrative</td>
<td>F*= 2,12,19,27</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF*= 8,24</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>III.</td>
<td>Social and Psychological</td>
<td>F*= 9,16,22,35,38,43,46,49,51,54</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF*= 4,5,7,14,15,21,23,29,33,36,37,41,42,47,48,50,53</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>IV.</td>
<td>Co-curricular</td>
<td>F*= 3,20</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF*= 13,28,34</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>V.</td>
<td>Economic</td>
<td>F*= 17,13</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UF*= 6,10,39,44</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

F*= Favourable  
*Marked are UF 

UF*= Un-favourable
The scale is self-administering, to ensure careful understanding of the instructions; proper directions should be given by the examiner besides the individual reading them. There is no time limit and there are no right or wrong answers in the responses. Hence, the individual teachers are quite free to express their responses as they feel. Individual responses will be kept strictly confidential and the data furnished by individual teacher, will be used only for research purposes without disclosing individual identity.

**Scoring:** Each item of the scale is provided with four alternative responses. The weight ranging from 4 (strongly agree) to 1 (strongly disagree) for favorable /positive items. In the case of unfavorable/negative items range of weights is reversed, that is from 1(strongly agree) to 4 (strongly disagree) and they are marked* in the booklet. The theoretical range of scores is from 55 to 220 with the higher score indicating the more favorable attitude towards teaching profession.

**Reliability:** The reliability of the tool was established on a sample of teachers both from primary and secondary schools of Bangalore respectively. A total 180 teachers were drawn from 22 primary and secondary schools of different managements. This was resorted to with an effort to achieve cross validation of the scale. Two types of reliability were established as shown in table below:
Table-3.5: Test re-test and Split-half reliability of BTAS

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Reliability</th>
<th>N</th>
<th>Reliability Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Test-retest</td>
<td>120</td>
<td>0.812</td>
</tr>
<tr>
<td>2.</td>
<td>Split-half</td>
<td>120</td>
<td>0.937</td>
</tr>
</tbody>
</table>

Validity:

1. **Content Validity:** The scale was developed keeping in view all necessary requirements. The scale has content validity as the areas of the scale and the statements under each area were fully adequate, representing the behavior domain measured. This was further authenticated by the available related literature in the area and the view of experts.

2. **Item Validity:** Only those statements that were highly discriminating were alone included in the final form of the scale. Only those items which had value significant at 0.05 level or higher have been included in the final scale.

3. **Cross Validity:** The sample for establishing the reliability of the tool was other the one chosen for try-out of the scale. This avoids the chance error of increasing the probability of higher reliability.
4. **Intrinsic Validity:** The test has split-half reliability of 0.66 and 0.75 ensuring internal consistency. The reliability coefficients of the test re-test and split-half reliabilities obtained were 0.812 and 0.927 respectively after their square roots were computed.

5. **Criterion-related validity:** Two types of criterion related validity have been established for the BTAS. They were based (1) on the correlation between the scores of the criterion item; namely, “If another job of equal salary and benefits as that of teaching job is offered to you, would you like to leave teacher’s job and take the other one” and the scores of teachers attitude towards teaching profession respectively. (2) The ‘t’ value calculated with the scores of attitude scale administered on the contrasted groups of teachers possessing favorable and unfavorable attitudes towards teaching profession respectively.

6. **Internal consistency of the scale:** This is expressed by the inter correlation of the areas of the scale and the correlation between the area scores on the one hand and the total scores of the scale on the other hand. Split-Half technique of computing co-efficient of reliability also ensured coefficient of internal consistency.

   From the table 3 it is evident that the obtained correlation coefficients are all significant beyond 0.01 level of probability indicating that the tool has the required internal consistency.
## Inter-correlations among various areas of scale (N=200)

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Areas</th>
<th>Academic</th>
<th>Administrative</th>
<th>Social-Psychology</th>
<th>Co-curricular</th>
<th>Economic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic</td>
<td>1.00</td>
<td>0.14</td>
<td>0.17</td>
<td>0.20</td>
<td>0.31</td>
<td>0.81</td>
</tr>
<tr>
<td>2.</td>
<td>Administrative</td>
<td></td>
<td></td>
<td>0.47</td>
<td>0.16</td>
<td>0.29</td>
<td>0.94</td>
</tr>
<tr>
<td>3.</td>
<td>Social-Psy</td>
<td></td>
<td></td>
<td></td>
<td>0.12</td>
<td>0.10</td>
<td>0.84</td>
</tr>
<tr>
<td>4.</td>
<td>Co-curricular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.05</td>
<td>0.70</td>
</tr>
<tr>
<td>5.</td>
<td>Economic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.80</td>
</tr>
</tbody>
</table>

### 3.9 Data Collection

The printed copies of the tools were administered to the selected sample of secondary school teachers. The investigator personally visited to all schools to collect data. Before going to the schools the permission of the BEO and heads of the respective schools are obtained. After the collection of filled in forms of the school, the investigator thanked all the teachers of the different secondary schools and also assured them the information given by them will be kept confidential and used only for research purpose. So collected data was systematically pooled and analyzed by applying different statistical techniques.
3.10 Statistical Techniques Used

The following statistical techniques were used for analyzing the data as per the objectives of the study.

- Differential analysis
- Correlation analysis
- ANOVA and
- Regression analysis

3.11 Conclusion

In this chapter the researcher has presented the details of the methodology followed in the present study which includes definitions of the variables, operational definitions of the variables, objectives, hypotheses of the study, sampling procedure, data collection and statistical analysis of the data.

The next chapter deals with the analysis and interpretation of the data.