CHAPTER V

DESIGN AND RESEARCH METHODOLOGY
Design and Research Methodology

The aim of the present study is to make an attempt to explore the relationship between Locus of Control, academic climate, participation, role stress and job satisfaction, involvement and Need Achievement of Secondary and College teachers.

The Job Satisfaction, Involvement and Need Achievement have been treated as dependent variables while the rest of the variables are treated as independent variables.

For the purpose of comparing J.S., J.I., N.Ach. of teachers differing on various independent variables three groups, namely, high scoring group (HSG), low scoring group (LSG) and medium scoring group (MSG) have been created. Thus for each independent variable we have three subgroups (HSG, LSG and MSG). The mean scores obtained by each group on various dimensions of J.S., J.I., N.Ach. have been compared and tested for their significance of difference. Using two levels of each independent and dependent variables (dimensions of J.S., J.I., N.Ach.) a $2 \times 2$ contingency table for chi square have been also used for analysis of the results. Regression analysis has also been performed to
find the relative contribution of each variable in explaining the variance for J.S., J.I., N.Ach. dimensions.

Measure

A brief description of various measures used to assess Locus of Control, academic - motivational climate, psychological participation, role stress, job satisfaction, involvement and N. Ach.

Locus of Control:

Social Reaction Inventory developed by Rotter (1966) was used to assess the internality - externality dimensions of personality. The scale consists of 23 forced-choice items along with six filler items designed to make the test purposeless obvious. Each item consists of a pair of alternatives lettered a or b. The respondent is instructed to select statement out of each pair which he more strongly believe to be the case as far as he is concerned.

The higher score on the scale is indicative of externality - while low score refers to internal control. The scale has been in extensive use throughout the world (Lefcourt, 1976). Its standardization and validation has been reported in detail by Rotter (1966) and many others. The Inventory has also been adopted in India by Hasan (1974).
Psychological Participation

The extent of psychological participation was assessed with the help of Psychological Participation Index developed and standardized by Singh and Pestonjee (1978). The Index comprises of fifteen positively/negatively worded statements in English language. Each statement has five response alternatives, namely, definitely true, mostly true, sometimes true/sometime false, mostly false, and definitely false. This index covers four areas, decision-making, autonomy, opinion seeking and involvement. A brief description of these areas is given below:

Decision-Making

Participation in Decision-Making permits the colleagues or subordinates to influence the decisions which have future effect on them. When teachers (workers) are provided more opportunities to participate in decision making process, they meet as individual and or group, share problems with them, and try to arrive at joint or consensual solutions to individual and group problems. Thus, in this process the flow or communication is from subordinate to supervisors.

Autonomy

It refers to the extent to which teachers feel to free to do their work.
Opinion-Seeking

In opinion-seeking some problems are put before the teachers by their heads and then teachers are encouraged to evaluate the problem and to suggest a solution to that. They are also encouraged to point out those problems which were overlooked in the past by management and which may effect the quality of working life and efficiency of teachers and the management as a whole.

In this case, as in the case of decision-making, the flow of communication again upward, but contrary to the case of decision-making where teachers are more active, it is the head who become more active in opinion seeking process.

Involvement

It indicates that the teachers are inclined to participate in the required activities of teaching and learning. A person who is involved in his job is one who takes it seriously for whom important values are at stake in the job, whose needs and feelings are significantly affected by his job experiences and who is mentally preoccupied with his job.

The reliability and validity of the Index had already been established by the authors of the test. The reliability was determined by computing Cronbach's\(^4\) (1951) alpha coefficient and was found to be +.83. The index of homo-
genity and internal validity of the items were determined by computing point-biserial coefficients of correlation. For the purpose of validation the scores on sense of participation (Pestonjee, 1973) was used as one criterion of validation. The coefficient of correlation between the scores of these two tests was found to be +.48 and a representative sample of 200 blue-collar industrial workers.

**Role Stress**

The extent of role stress was measured with the help of 'Your Feelings About Your Role Scale' developed by Pareek (1977). This questionnaire assesses the extent of role stresses on eight different role dimensions, namely, self-role distance, inter-role distance, role stagnation, role ambiguity, role overload, role isolation, role erosion, and role inadequacy. There are 40 items in the total questionnaire, five for each type of role stress dimension. The respondent is asked to rate zero if he scarcely feels the way statement describes and four if he very frequently or always feels the way described in the statement. Total scores for each dimension are obtained simply by adding the scores for each item of a particular area. Total role stress scores can also be obtained simply by adding the scores of various dimensions. All the items are scored in positive except item 9 and 25.
where a score of 4 is equated to zero and score of zero to 4. The reliability and validity of the test has been established by Sen (1981) recently.

A brief description of what is meant by these various role stresses is presented below:

**Self-role distance**:

It is indicative of conflict between the self-concept and the expectations from the role as perceived by role occupant. If a role is in conflict with the role occupant's self-concept, he may feel stressed.

**Inter-role distance**

Indicates that a person's various roles which he occupies as a member of the organization, society, family, etc., have made conflicting demands on him to be fulfilled. This leads to the feeling of stress.

**Role stagnation**

As individuals grow physically, they also grow in the roles they occupy in an organization. Along with the development in his role expectations change, and he develops a need for the new role. This becomes a problem especially when an individual is occupying a role for a long time, since
a disparity is developed between the occupied role and needed role. This is a potential source for causing stress to the individual concerned.

**Role ambiguity**

When an individual is not clear about the various expectations people have from his/her role, he faces the conflict which is termed as role ambiguity stress.

**Role overload**

When the role occupant feels that the demands and expectations from the other roles in the role set are more than enough to meet effectively, the experiences stress usually called as role overload stress.

**Role isolation**

In a role set the role occupant may feel that certain roles are psychologically nearer to his, while some other roles are at a distance. This feeling of inter-role distance may create a feeling of role isolation. The main criteria of it is the frequency and ease of interaction; when linkages among various roles are strong, the role distance is likely to be low. In the absence of strong linkages the felt distance may be high leading to a feeling of isolation and finally stress.
Role Erosion

A role occupant may feel that certain functions which should have been part of his role are being performed by other roles. This feeling of something being taken away which genuinely should have belonged to him may create tension and stress.

Role Inadequacy

It refers to the felt incompatibility between the two expectations from one's own role expectations from significant others and his own expectations from the role, he is likely to feel his role as inadequate.

Organization climate (academic)

The assessment of Organizational climate was made by Motivational Analysis of Organizations (climate for academic) questionnaire developed by Pareek$^8$ (1975). It is also known as MAO(C) and is patterned after Litwin and Stringer's$^9$ (1968) climate questionnaire. However, it differs from Litwin and Stringer's questionnaire in the sense that (i) is comparatively more exhaustive and (ii) it uses ranking method rather than the rating method used in Litwin and Stringer's questionnaire. Ranking method is advantageous in the sense that the respondent is forced to make definite choices and thus the danger of allotting same rank to all the dimensions is minimized.
In the present questionnaire, climate is assessed in terms of achievement, extension, expert influence control, affiliation and dependency in the 12 areas, namely, orientation, interpersonal relationships, supervision, managing problems, managing mistakes, managing conflicts, communication, decision-making, trust, managing rewards, risk-taking and innovation and change. There are 72 statements in total, six statements for each area. Out of six statements in each area, only one statement measures a particular type of motivational climate. Thus for each type of climate there are 12 items in the questionnaire.

The subject is instructed to rank one to the statement which most closely describes and climate or norms on his part of the organization and six to the statement which least resembles. Other ranks are given to the descriptions in between. The questionnaire's reliability and validity have also been calculated and are reported by Sen (1981). The test-re-test reliability for each climate dimension ranges from .17 to .44 and is fairly acceptable by its statistical norms.

Achievement

Dominance indicates concern for work excellence, and competition with other institutions, excellence is rewarded; information is available for those who need it for decision-making; those who achieve are trusted, people prefer to solve problems by themselves, take moderate risks and are concerned about achieving tasks.
Extension

Dominence is indicative of high concern to develop people and groups. Work and people are treated as human beings with genuine concern for their welfare rather than being simply treated for their roles. In such a place, people help each other, supervisors try to help their subordinates to grow and develop, people try to handle problems and resolve conflicts.

Affiliation

Dominence is characterised by people's striving for friendliness, warmth and affectionate relationships, where tasks and methods of achieving tasks are based on relationships such as high concern for social relations and closeness with each other, and where maintaining good relationship is given more importance than the other things.

Dependency

Dominence is referred by where people do not do things on their own, but look for orders and suggestions from their supervisors and refer matters to them rather than attempting themselves for solutions.

Such an organization is characterized by observing rules and regulations, strictly following orders, and excessive dependence on authority, and a clear line of communication.

Expert Power

Dominence refers to a climate where people with skill and
expertise are encouraged. They are influential in decision-making, resolving conflicts and problems and command high regard in the organization.

**Control**

Dominance indicates that people enjoy status, power and authority for its own sake. Managers like to control their subordinates, communications is selective only to some people and is used as a mechanism of control. Decisions are made by a few and only those few powerful dominate most of the decisions.

**Sample**

The study was conducted for the teachers of Ahmedabad colleges and secondary schools mostly covering Ellis Bridge area. There are about 100 teachers. The potential respondents were contacted in person after the permission of respective teachers. After explaining the purpose of the study the respondents were given the booklet containing S.D. employee's inventory, Your Feelings About Your Role, Social Reactions Inventory, Psychological Participation Index and Motivational Analysis of Organizations were requested to return it back after they fill in these questionnaires. They were assured of anonymity and were not required to write the of the booklet. Only 100 out of about 150 potential respondents returned the questionnaires after filling them and the remaining others showed their inability to comply with the request.


9. Pareek, U (MAO), Scales, Ahmedabad, IIM (1979) (Mimeographed)
