CHAPTER-III

METHODOLOGY

In this chapter, the terms and concepts used in the study have been operationally defined. The discussions of variables have also been included in order to establish the rationality for having chosen them. Hypotheses have been stated for empirical validation. The procedures followed in selecting the sample and the tools used for data collection have been presented. Finally the statistical techniques used for data analysis have been explained.

The purpose of this investigation was to study the Organizational Commitment of B.Ed. college teachers in relation to Organizational Support, Work Life Balance and Ethical Leadership Behaviour of their principals. It was also the intention of the investigator to find out whether differences in the independent variables namely, Organizational Support, Work Life Balance, Ethical Leadership Behaviour of B.Ed. college principals and background variables Gender, Type of Management, Marital Status, Nature of Appointment, Salary and Teaching Experience would account for significant differences in the Organizational Commitment of B.Ed. college teachers. The investigator further attempted to find out the main and interaction effect of the independent and
background variables on the dependent variable Organizational Commitment of B.Ed. college teachers.

3.1 OPERATIONAL DEFINITIONS:

In the present study, the following variables have been operationally defined, Organizational Commitment, Organizational Support, Work Life Balance and Ethical Leadership Behaviour of Principals.

3.1.1 Organizational Commitment

Organizational commitment is widely recognized as an important factor positively influencing behaviour that is beneficial for organizations, such as employee effort, performance, attendance and retention (Mathieu and Zajac, 1990; Randall, 1990; and Meyer and Allen, 1997).

While defining organizational commitment, Porter et al., (1974) defined it as “a strong belief in and acceptance of the organizational goals and values, willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership.”

According to Buchanan (1974); commitment is “a partisan or affective attachment to the aims and values of an organization, to one’s role in relation with these aims and values and to an organization for its own sake.”
Organizational commitment is defined by Mowday, Steers and Porter (1979) as the relative strength of an individual's identification with and involvement in a particular organization.

Jans (1989) has defined Organizational Commitment as the extent that an employee accepts, internalizes and perceives one’s role based on organizational values and goals. Employees become committed to their organization when (a) they own and have conviction regarding the mission and values of the their organizations (b) they are mutually ready to exert their dedicated efforts in the achievement of their organizational goals, and (c) they have intense desire to continue serving in their organizations.

Mathieu and Zajac (1990) see organizational commitment as the bond that links an individual to an organization. Meyer et al. (1990) identify two types of organizational commitment: affective commitment and continuance commitment. Affective commitment is characterized by a strong belief in and acceptance of organizational goals and values and a willingness to exert considerable effort on behalf of the organization; while continuance commitment refers to the perceived costs associated with leaving the organization, such as loss of benefits and seniority. The third component is normative commitment, which entails a sense of obligation to one’s organization (Allen and Meyer, 1990).
Allen and Meyer (1991) proposed a three component model of organizational commitment that integrated a variety of alternative conceptualization. They suggested that the definitions in the literature mostly reflected one of three general themes – affective attachment, perceived costs and obligation and termed attachment based on these three themes as affective, continuance and normative commitment, respectively. The affective commitment refers to attachment to the organization such that the strongly committed individual identifies with, is involved in and enjoys membership in the organization. The continuance commitment refers to a ‘tendency to engage in consistent line of activity’ Finally, the normative component refers to commitment based on a moral belief or obligation that “it is the right and moral thing” to remain with the organization.

In the present study the definition of Organizational Commitment given by Allen and Meyer, 1991 has been used by the investigator. Organizational Commitment comprises of three components namely:

- Affective commitment
- Continuance commitment
- Normative commitment
**Affective Commitment:** Affective commitment is defined as the teacher’s emotional attachment to, identification with and involvement in the organization. Teachers with a strong affective commitment continue employment with the organization because they want to do so.

**Continuance Commitment:** Continuance is defined as an awareness of the costs associated with the leaving the organization. Teachers whose primary link to the organization based on continuance commitment remain because they need to so.

**Normative Commitment:** Normative commitment is defined as a feeling of obligation to continue employment. Teachers with a high level of normative commitment feel that they ought to remain with the organization.

Allen and Meyer, (1991) believe that it is more appropriate to consider affective (emotional attachment), continuance (costs of living) and normative commitments (obligations to stay) as “distinguishable components, rather than types of attitudinal commitment …the ‘net sum’ of a person’s commitment to the organization therefore, reflects each of these separable psychological states.”
3.1.2 Organizational Support

Perceived organizational support (POS) has received a great deal of attention in the recent literature. Perceived organizational support describes employees’ beliefs that the organization values their contributions and well-being. There is a great deal of empirical evidence that suggests perceived organizational support is associated with many desirable outcomes, and turnover intention is the most widely reported outcome variable.

In the present study Organizational Support is operationally defined as “the degree to which teachers believe that their organizations values their contributions and cares about their well being.”

3.1.3 Work Life Balance:

A balanced life is one where an individual gets sufficient opportunity to distribute his/her energy and efforts for development and growth, which include emotional satisfaction, professional satisfaction, physical well-being and spiritual growth. This calls for the balance between various aspects of life such as career, family, friends and other interests and hobbies. The neglect of one or more aspects can therefore,
lead to a situation which can be very frustrating not just for the individual but also for the people concerned with his/her life.

In the present study **Work Life Balance** is operationally defined as “a state of equilibrium in which the demands of both a person's job and personal life are equal. It is a satisfactory level of involvement or ‘fit’ between the multiple roles in a person’s life as a result of using the available work life balance policies which provides a feeling of comfort among employees integrating work and personal lives.”

3.1.4 Ethical Leadership Behaviour

From time immemorial, human beings have been concerned with the ethics of our leaders. Our history books are replete with descriptions of good kings and bad kings, great emperors and evil emperors, and strong presidents and weak presidents. But despite a wealth of background accounts of great leaders and their morals, very little research has been published on the theoretical foundations of leadership ethics.

Ethical theory provides a system of rules or principles that guide us in making decision about what is right or wrong and good or bad in particular situations. It provides a basis for understanding what it means to be a morally decent human being. It is concerned with the nature of leader’s behaviour and his virtuousness.
Brown and colleagues (2005) define ethical leadership as a leadership style that entails “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement and decision-making”.

In the present study Ethical Leadership Behaviour is operationally defined as “a leader who is committed to a set of principles, honest, sincere and trustworthy. He takes into account the purposes of everyone involved in the group and is attentive to the interest of community and culture. He demonstrates an ethic of caring towards others and does not force others or ignore the intentions of others.”

3.1.5 Background Variables

The present study includes the following background variables,

- **Gender**: This variable refers to male/female teacher;
- **Type of management**: This variable refers to the type of agency administering the colleges.
- **Marital Status**: This variable refers to teachers who are married/unmarried
➢ **Nature of Appointment**: This variable refers to whether the teachers are employed on permanent or temporary basis.

➢ **Salary**: This variable refers to the monthly pay of the teacher.

➢ **Experience**: This variable refers to the years of experience in teaching

3.2 VARIABLES OF THE STUDY:

The following variables were selected for the study:

I. **Dependent Variable**
   
   Organizational Commitment
   
   Affective
   
   Continuance
   
   Normative

II. **Independent Variables**
   
   1. Organizational Support
   
   2. Work Life Balance
   
   3. Ethical Leadership Behaviour of Principals

III. **Background Variables**
   
   1. Gender
   
   2. Type of Management
   
   3. Marital Status
   
   4. Nature of appointment
   
   5. Salary
   
   6. Teaching experience
3.3 DISCUSSION OF VARIABLES:

3.3.1 Organizational Commitment

In the light of deteriorating educational standards there is a deep concern to bring about qualitative improvement in the field of education. In order to achieve quality education each and every individual involved in the process of education must be committed to the transformation process. This necessitates that educational administrators and teachers develop new attitude that focus on leadership, team work, co-operation, commitment and accountability. The need of the day is committed teachers, effective administrators and conducive working environment. Several studies have been conducted to identify factors involved in the development of organizational commitment. For example, research has shown that commitment has been positively related to personal characteristics such as age (Mathieu and Zajac, 1990), length of service in a particular organization (Luthans, McCaul, and Dodd, 1985), and marital status (John and Taylor, 1999) and negatively related to the employee’s level of education (Glisson and Durick, 1988). In addition, commitment has been found to be related to such job characteristics as task autonomy (Dunham, Grube, and Castaneda, 1994), feedback (Hutchison and Garstka, 1996) and job challenge (Meyer, Irving, and Allen, 1998) and certain work experiences such as job security (Yousef, 1998), promotion opportunities
(Gaertner and Nollen, 1989), training and mentoring opportunities (Scandura, 1997), and supportive and considerate leadership (DeCottis and Summers, 1987). Meta analyses indicated that commitment is negatively related to turnover (Cooper-Hakim and Viswesvaran, 2005), absenteeism (Farrell and Stamm, 1988), and counterproductive behaviour (Dalal, 2005) and positively related to job satisfaction (Cooper-Hakim and Viswesvaran, 2005), motivation (Mathieu and Zajac, 1990), and organizational citizenship behaviours (Riketta, 2002). Research studies have provided evidence of a positive correlation between organizational commitment and job performance (e.g., Meyer, Paunonen, Gellatly, Goffin, and Jackson, 1989).

Low commitment has been associated with low levels of morale (DeCottis and Summers, 1987) and decreased measures of altruism and compliance (Schappe, 1998). Non-committed employees may describe the organization in negative terms to outsiders thereby inhibiting the organization’s ability to recruit high-quality employees (Mowday, Porter, and Steers, 1982). These findings have important implications for both organization theory and the practice of management.

Very little research on organizational commitment has been conducted within educational settings. The focus of the present study is to identify the factors affecting organizational commitment among B.Ed
college teachers. Fostering organizational commitment among the academic staff is important because, teachers who are highly committed stay longer. In view of the importance of teachers’ commitment in educational organizations the investigator felt an imperative need to study it.

3.3.2. Organizational Support

Eisenberger, Huntington, Hutchison, and Sowa (1986) demonstrated that individuals tend to “form global beliefs concerning the extent to which the organization values their contributions and cares about their well-being.” Specifically, individuals evaluate the behaviour of organizational agents towards them and infer the general motive underlying that treatment, with the categories that are considered important varying considerably between organizations and between persons. Some individuals might base their sense of perceived organizational support (POS) upon such factors as the organization members’ willingness to provide them with special assistance or special equipment in order to complete a project. Others might develop a strong sense of perceived organizational support based upon the organization members’ willingness to provide them with additional opportunities for training in an area that was of particular interest to them.
A considerable amount of evidence indicates that employees having a high level of perceived organization support experience their jobs more favourably (e.g., demonstrating increased job satisfaction, positive mood and reduced stress) and are more interested in their work organization (e.g., demonstrating increased affective organizational commitment and increased performance).

Perceived organizational support would obligate employees to increase their positive outputs, attendance and punctuality. Accordingly, perceived organizational support was found to be related to employees’ felt obligation to aid the organization, and this relationship was greater among employees who strongly endorsed the norm of reciprocity as applied to the employee-employer relationship (Eisenberger et al., 2001). The norm of reciprocity requires recipients of favourable treatment to help and to avoid harming those who have aided them (Gouldner, 1960). Thus, employees with high perceived organizational support should avoid high levels of voluntary withdrawal behaviours, such as unnecessary absenteeism, tardiness and engaging in non work related conversations, which meet a variety of personal needs while being harmful to the organization. Accordingly, Eisenberger and colleagues (1986; Eisenberger et al., 2001) found a negative relationship between perceived organizational support and absenteeism and supervisor rated withdrawal behaviours, including
employee lateness at the beginning of shifts and after breaks. Similarly, perceived organizational support was found to be negatively associated with turnover intention (Allen, Shore, and Griffeth, 2003; Cropanzano, Howes, Grandey and Toth, 1997; Randall, Cropanzano, Bormann, and Birjulin, 1999) and employee turnover (Allen et al., 2003; Eisenberger, Stinglhamber, Vandenberghhe, Sucharski and Rhoades, 2002; Rhoades et al., 2001).

Employees who experience a strong level of Perceived Organizational Support (POS) feel the need to reciprocate favourable organizational treatment with attitudes and behaviours that in turn benefit the organization (Eisenberger et al., 1986). In support of this social exchange perspective, research has revealed that perceived organizational support POS is positively related to job attendance and measures of job performance (Eisenberger et al., 1986; Eisenberger, Fasolo, and Davis-LaMastro, 1990), the tendency to help coworkers (Shore and Wayne, 1993), the tendency to offer constructive suggestions for organizational improvement and affective organizational commitment (Eisenberger et al., 1990). Overall, it appears that employees with higher levels of perceived organizational support POS are likely to be more committed and possibly more willing to engage in extra role or “organizational citizenship” behaviours (Organ, 1988) than are employees who feel that the
organization does not value them as highly. The importance of this variable is well established by research studies; hence it was included as an independent variable in the present study.

3.3.3 Work Life Balance

Work-life balance is now a researched area of interest. Work-life balance has always been a concern of those interested in the quality of working life and its relation to broader quality of life (Guest, 2002). The articulation of work and life, cast as work-life balance, has become a key feature of much current government, practitioner and academic debate (Eikhof, Warhurst and Haunschild, 2007). It is believed that balancing a successful career with a personal or family life can be challenging and impact on a person’s satisfaction in work and personal life’s roles (Broers, 2005). Dundas (2008) argued that work-life balance is about effectively managing the juggling act between paid work and all other activities that are important to people such as family, community activities, voluntary work, personal development and leisure and recreation. The ability to balance between workplace’s needs and personal life’s needs is perceived as an important issue among workers globally and academics in higher education institutions are not excluded (Mohd Noor, Stanton and Young, 2009). More recently, dramatic shifts in the composition and nature of the
economy have renewed interest in the debate concerning who is responsible for work–life balance. For instance, current approaches to work have increased economic pressure on organizations, which has increased greater work pressures and work–life imbalance for individuals. While individual consequences of work–life imbalance are documented (e.g. Brough and O’Driscoll 2005), research delineating the societal consequences of work–life imbalance is now emerging. In view of the potent relationship between organizational commitment and work-life balance, it was included as an independent variable to be studied.

3.3.4. Ethical leadership Behaviour

Ethical leadership behaviour is attracting a growing amount of research attention. At first, most work focused on ethical components of leadership styles such as transformational leadership. Bass (1985) argued that transformational leadership takes ethical as well as unethical forms. He later distinguished between authentic transformational leaders, who are ethical, genuine, and use power to attain moral and social end-values, and pseudo transformational leaders, who are self-interested and lack morality (Bass and Steidlmeier, 1999). Recently, rather than focusing only on ethical aspects of other leadership styles, research has focused on ethical leadership as a set of behaviours or a behavioural style in itself. Indeed, researchers have shown that ethical leadership is empirically related, but
distinguishable from transformational and other leadership styles (Brown et al., 2005; Kalshoven et al., 2011; Walumbwa, Avolio, Gardner, Wernsing, and Peterson, 2008).

Ethical leader behaviours include acting fairly, demonstrating consistency and integrity, taking responsibility for one’s actions, promoting ethical conduct, being concerned for others, and rewarding ethical conduct (Brown et al., 2005; De Hooghand Den Hartog, 2008; Kalshoven et al., 2011; Treviño, Brown, and Hartman, 2003). Ethical leaders use different ways to influence ethics-related behaviours among followers, such as communication, rewards, and punishment (Brown et al., 2005). Ethical leaders send clear messages about what is expected and use reward systems to hold subordinates accountable (Treviño et al., 2003). In addition, ethical leaders act as role models and promote ethical behaviour among followers (Brown et al., 2005; Treviño et al., 2003). Leaders have the ethical responsibility to treat followers with dignity and respect – as human beings with unique identities. This “respect for people” demands that leaders be sensitive to followers’ own interests, needs and conscientious concerns (Beauchamp and Bowie, 1988). Although all of us have an ethical responsibility to treat other people as unique human beings, leaders have a special responsibility because the nature of their leadership puts them in a special position in which they have a greater opportunity to
influence others in significant ways. Owing to the importance of this variable it was included as an independent variable in the present study.

3.4 HYPOTHESES OF THE STUDY:

Hypotheses are classified as research hypotheses or statistical hypotheses; research hypotheses are stated in null form, statistical or null hypotheses are usually used because they suit statistical technique, which determine whether an observed relationship is probably a chance relationship or a true relationship.

The following null hypotheses have been formulated for empirical validation and are classified under four major sets:

Set-I: This set deals with the relationship between dependent and independent variables. This set has 3 hypotheses.

Set-II: This set deals with the independent variables for testing differences. It has a total of 18 hypotheses.

Set-III: This set deals with independent variables for testing main and interaction effect. This set has a total of 3 hypotheses.

Set-IV: This set deals with background and independent variables for testing main and interaction effect. This set has a total of 33 hypotheses.

In total the study tests 57 hypotheses.
SET-I: HYPOTHESES WITH VARIABLES FOR TESTING RELATIONSHIPS:

1. There is no significant relationship between Organizational Commitment viz., Affective, Continuance, Normative Commitment and Organizational Commitment (Total) of B.Ed. College teachers and Organizational Support.

2. There is no significant relationship between Organizational Commitment viz., Affective, Continuance, Normative Commitment and Organizational Commitment (Total) of B.Ed. College Teachers and their Work Life Balance.

3. There is no significant relationship between Organizational Commitment viz., Affective, Continuance, Normative Commitment and Organizational Commitment (Total) of B.Ed. College Teachers and Ethical Leadership Behaviour of Principals.

SET-II HYPOTHESES WITH VARIABLES FOR TESTING SIGNIFICANT DIFFERENCES:

Organizational Commitment with Organizational Support.

1. There is no significant difference in Affective Commitment of B.Ed. college teachers having high and low; high and moderate and moderate and low level of organizational support.

2. There is no significant difference in Continuance Commitment of B.Ed. college teachers having high and low; high and moderate and moderate and low level of organizational support.

3. There is no significant difference in Normative Commitment of B.Ed. college teachers having high and low; high and moderate and moderate and low level of organizational support.
4. There is no significant difference in Organizational Commitment of B.Ed. college teachers having high and low; high and moderate and moderate and low level of organizational support.

**Organizational Commitment with Work Life Balance**

5. There is no significant difference in Affective Commitment of B.Ed. college teachers having high and low; high and moderate and moderate and low level of work life balance.

6. There is no significant difference in Continuance Commitment of B.Ed. college teachers having high and low; high and moderate and moderate and low level of work life balance.

7. There is no significant difference in Normative Commitment of B.Ed. college teachers having high and low; high and moderate and moderate and low level of work life balance.

8. There is no significant difference in Organizational Commitment of B.Ed. college teachers having high and low; high and moderate and moderate and low level of work life balance.

**Organizational Commitment with Ethical Leadership Behaviour**

9. There is no significant difference in Affective Commitment of B.Ed. college teachers working with principals having high and low; high and moderate and moderate and low level of ethical leadership behaviour.

10. There is no significant difference in Continuance Commitment of B.Ed. college teachers working with principals having high and low; high and moderate and moderate and low level of ethical leadership behaviour.
11. There is no significant difference in Normative Commitment of B.Ed. college teachers working with principals having high and low; high and moderate and moderate and low level of ethical leadership behaviour.

12. There is no significant difference in Organizational Commitment of B.Ed. college teachers working with principals having high and low; high and moderate and moderate and low level of ethical leadership behaviour.

**Organizational Commitment with background Variables:**

13. There is no significant difference in the Organizational Commitment of male and female B.Ed. College Teachers.

14. There is no significant difference in Organizational Commitment of B.Ed. College teachers working in private aided and private unaided colleges.

15. There is no significant difference in the Organizational Commitment of married and unmarried B.Ed. College Teachers.

16. There is no significant difference in Organizational Commitment of permanent and temporary B.Ed. College teachers.

17. There is no significant difference in Organizational Commitment of B.Ed. College teachers who were drawing less and more salary.

18. There is no significant difference in Organizational Commitment of B.Ed. College teachers having less and more teaching experience.
SET-III. HYPOTHESES WITH INDEPENDENT VARIABLES FOR TESTING MAIN AND INTERACTION EFFECT:

Main Variables for Testing Main and Interaction Effect.

1. There is no significant main and interaction effect of organizational support and work life balance on Organizational Commitment of B.Ed. College Teachers.

2. There is no significant main effect of organizational support and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College Teachers.

3. There was no significant main and interaction effect of work life balance and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College Teachers.

SET-IV. HYPOTHESES WITH INDEPENDENT AND BACKGROUND VARIABLES FOR TESTING MAIN AND INTERACTION EFFECT:

Background Variables for Testing Interaction Effect.

1. There is no significant main and interaction effect of gender and type of management on Organizational Commitment of B.Ed. College teachers.

2. There is no significant main and interaction effect of gender and marital status on Organizational Commitment of B.Ed. College teachers.
3. There is no significant main and interaction effect of gender and nature of appointment on Organizational Commitment of B.Ed. College teachers.

4. There is no significant main and interaction effect of gender and salary on Organizational Commitment of B.Ed. College teachers.

5. There is no significant main and interaction effect of gender and teaching experience on Organizational Commitment of B.Ed. College teachers.

6. There is no significant main and interaction effect of gender and organizational support on Organizational Commitment of B.Ed. College teachers.

7. There is no significant main and interaction effect of gender and work life balance on Organizational Commitment of B.Ed. College teachers.

8. There is no significant main and interaction effect of gender and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

9. There is no significant main and interaction effect of type of management and marital status on Organizational Commitment of B.Ed. College teachers.

10. There is no significant main and interaction effect of type of management and nature of appointment on Organizational Commitment of B.Ed. College teachers.
11. There is no significant main and interaction effect of type of management and salary on Organizational Commitment of B.Ed. College teachers.

12. There is no significant main and interaction effect of type of management and teaching experience on Organizational Commitment of B.Ed. College teachers.

13. There is no significant main and interaction effect of type of management and organizational support on Organizational Commitment of B.Ed. College teachers.

14. There is no significant main and interaction effect of type of management and work life balance on Organizational Commitment of B.Ed. College teachers.

15. There is no significant main and interaction effect of type of management and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

16. There is no significant main and interaction effect of marital status and nature of appointment on Organizational Commitment of B.Ed. College teachers.

17. There is no significant main and interaction effect of marital status and salary on Organizational Commitment of B.Ed. College teachers.
18. There is no significant main and interaction effect of marital status and teaching experience on Organizational Commitment of B.Ed. College teachers.

19. There is no significant main and interaction effect of marital status and organizational support on Organizational Commitment of B.Ed. College teachers.

20. There is no significant main and interaction effect of marital status and work life balance on Organizational Commitment of B.Ed. College teachers.

21. There is no significant main and interaction effect of marital status and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

22. There is no significant main and interaction effect of nature of appointment and salary on Organizational Commitment of B.Ed. College teachers.

23. There is no significant main and interaction effect of nature of appointment and teaching experience on Organizational Commitment of B.Ed. College teachers.

24. There is no significant main and interaction effect of nature of appointment and organizational support on Organizational Commitment of B.Ed. College teachers.

25. There is no significant main and interaction effect of nature of appointment and work life balance on Organizational Commitment of B.Ed. College teachers.
26. There is no significant main and interaction effect of nature of appointment and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

27. There is no significant main and interaction effect of salary and teaching experience on Organizational Commitment of B.Ed. College teachers.

28. There is no significant main and interaction effect of salary and organizational support on Organizational Commitment of B.Ed. College teachers.

29. There is no significant main and interaction effect of salary and work life balance on Organizational Commitment of B.Ed. College teachers.

30. There is no significant main and interaction effect of salary and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.

31. There is no significant main and interaction effect of teaching experience and organizational support on Organizational Commitment of B.Ed. College teachers.

32. There is no significant main and interaction effect of teaching experience and work life balance on Organizational Commitment of B.Ed. College teachers.

33. There is no significant main and interaction effect of teaching experience and ethical leadership behaviour of principals on Organizational Commitment of B.Ed. College teachers.
3.5 SAMPLING DESIGN:

3.5.1 Population of the Study

The population of the study comprised of B.Ed. College Teachers working in private aided and private unaided teacher training institutions of Bangalore city. A sample of 300 B.Ed. College Teachers was selected by stratified random sampling technique.

3.5.2 Sample of the Study

The sample was drawn by employing a stratified random sampling technique. The sample comprised 300 B.Ed college teachers drawn from aided and unaided B.Ed colleges. Equal number of male (150) and female (150) teachers were included in the sample. Table 3.1 gives the details of the sample.

Table-3.1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Private Aided</th>
<th>Private Unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td>20.00</td>
<td>90</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>13.30</td>
<td>110</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>33.30</td>
<td>200</td>
</tr>
</tbody>
</table>

The above table shows the number of male and female teachers from private aided and private unaided colleges.
3.6 TOOLS OF THE STUDY:

For the present study the following tools were used for collecting the data.

Table-3.2

Table showing Variables, Tools and Authors

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Variables</th>
<th>Tools</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organizational Commitment</td>
<td>Organizational Commitment Scale</td>
<td>Developed by Allen and Meyers, adopted and standardized by Dr. Thomas C. Mathew</td>
</tr>
<tr>
<td>2.</td>
<td>Organizational Support</td>
<td>Organizational Support Questionnaire</td>
<td>Developed by Eisenberger et al., adapted and standardized by Dr. Tara Sabapathy</td>
</tr>
<tr>
<td>3.</td>
<td>Work Life Balance</td>
<td>Work Life Balance Questionnaire</td>
<td>Developed by The State of Queensland (Department of Industrial Relations), adopted and standardized by Investigator.</td>
</tr>
<tr>
<td>4.</td>
<td>Ethical Leadership Behaviour</td>
<td>Ethical Leadership Behaviour Questionnaire</td>
<td>Developed by Victor and Cullen, adapted and standardized by Dr. Tara Sabapathy</td>
</tr>
<tr>
<td>5.</td>
<td>Background variables</td>
<td>Background Variables</td>
<td>Self-developed Performa was used to collect information on the Background variables</td>
</tr>
</tbody>
</table>
3.7 DESCRIPTION OF THE TOOLS:

3.7.1 Organizational Commitment Questionnaire

The Organizational Commitment Questionnaire by Allen and Meyer adapted and standardized by Dr. Thomas C. Mathew (2003) was used in the present study. This questionnaire has been widely used in the measurement of organizational commitment of secondary school and college teachers. The scale measures the three types of organizational commitment namely affective, continuance and normative. The questionnaire is made up of 24 items distributed over the three components namely affective, continuance and normative commitment. The each component consists of eight items each totaling to 24 items. Both positive and negative items were included in this scale.

Reliability of the Questionnaire

A test score is said to be reliable when the scores are stable and trustworthy. Stability and trustworthiness depend upon the degree to which the score is an index of the true ability or is free of chance error. Test retest reliability was established.
Test-Retest Reliability

Co-efficient computed by this method is frequently called co-efficient of stability. The test was given and repeated on a group of 100 college teachers and the correlation was computed between the first and second sets of scores by using Pearson Product Moment Correlation. The obtained ‘r’ was found to be 0.82 with a time gap of one month between the two administrations.

Validity of the Scale

The validity of a test depends upon the fidelity with which it measures what it purports to measure. A test is valid when the performance which it measures corresponds to the same performance as otherwise independently defined. Validity is a relative term and a test can be valid for a particular purpose or in a particular situation and not in all situations. To establish the validity of the tool constructed, different types of validity measures were adopted. They are:

1. **Content Validity:** The choice of an item depends in the first instance upon the judgment of component persons as to its suitability for the purpose of the test. This establishes the content validity. Content validity is a non – statistical type of validity, its strength depends on the
rigorous theoretical exercise employed in its application. Therefore the tool was content validated by experts in the specialized field.

2. **Cross Validity:** The scale is said to possess cross validity since the sample selected for try-out of the statement was not included in the establishment of reliability and validity of the scale. This avoids the chance error of increasing the reliability co-efficient.

3. **Item Validity:** This was established by selecting the items, which had significant ‘r’ values on item total correlation. All the 24 items were significant at 0.01 levels.

**Scoring Procedure:**

Organizational Commitment Questionnaire consists of 24 items, distributed over 3 components of organizational commitment namely affective (8 items), continuance (8 items) and normative (8 items). The positive items were scored on a seven point scale, ranging from (1) strongly disagree, (2) moderately disagree, (3) slightly disagree, (4) neither disagree nor agree, (5) slightly agree, (6) moderately agree and (7) strongly agree while the negative items were scored in reverse direction.
3.7.2 Organizational Support Questionnaire

Organizational Support Questionnaire developed by Eisenberger et al., was adapted and standardized by Dr Tara Sabapathy, to measure the extent to which teachers perceived that the organization valued their contribution and cared about their wellbeing. Organizational support questionnaire has been designed for the assessment of the organizational support to the individuals at work. The questionnaire contains 18 items; each item has 5 alternative answers.

Reliability

The reliability of the scale has been established by the test – retest method, which was found to the 0.87 and was satisfactory.

Validity of the Scale

The validity of a test depends upon the fidelity, with which it measures, what it purports to measure. A test is valid when the performance, which it measures, corresponds to the same performance as otherwise independently defined. Validity is a relative term and a test can be valid for a particular purpose or in a particular situation and not in all situations. To establish the validity of the tool constructed, different types of validity measures were adopted. They are:
1. **Content Validity:** The choice of an item depends in the first instance upon the judgment of component persons as to its suitability for the purpose of the test. This establishes the content validity. Content validity is a non–statistical type of validity, its strength depends on the rigorous theoretical exercise employed in its application. Therefore the tool was content validated by experts in the specialized field.

2. **Cross Validity:** The scale is said to possess the cross validity since the sample selected for try-out of the statement was not included in the establishment of reliability and validity of the scale. This avoids the chance error of increasing the reliability co-efficient.

3. **Item Validity:** This was established by selecting the items, which had significant ‘r’ values on item total correlation. All the 18 items were significant at 0.01 levels.

**Scoring Procedure:**

The questionnaire consists of 18 items which includes both positive and negative items. The positive items were scored on a four point scale namely strongly disagree, disagree, agree, and strongly agree while the negative items were scored in the reverse direction.
3.7.3 Work Life Balance Questionnaire

Work Life Balance Questionnaire developed by the state of Queensland (department of Industrial relations) was adapted and standardized by the investigator to measure the extent to which teachers perceived the policies provided by their organizations which promoted a better work and life balance. Work life Balance questionnaire has been designed for the assessment of the organizational policies provided to the individuals at work. The questionnaire contains 22 items, each item has responses namely Does your organization have this policy? Yes available on formal basis, Yes available on informal basis, No not available.

Reliability

The reliability of the scale has been established by the test – retest method. To test the reliability of the questionnaire the list of 22 items was administered twice on 100 college teachers with a time gap of one month between the two administrations. The reliability coefficient of correlation was 0.86 which was satisfactory.

Validity of the Scale

The validity of a test depends upon the fidelity, with which it measures, what it purports to measure. A test is valid when the performance, which it measures, corresponds to the same performance as otherwise independently defined. Validity is a relative term and a test can be valid for a particular purpose or in a particular situation and not in all
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3. **Item Validity:** This was established by selecting the items, which had significant ‘r’ values on item total correlation. All the 22 items were significant at 0.01 levels.

**Scoring Procedure**

The scoring of the Work Life Balance Questionnaire is done on a 3 point scale. The total score range is between 0 to 44. The questionnaire contains 22 items, each item has alternative responses namely Does your organization have this policy? Yes available on formal basis, yes available on informal basis, No not available. The scoring was done as 2, 1, 0 respectively.
3.7.4 Ethical Leadership Behaviour Questionnaire

The Ethical Leadership Behaviour Questionnaire by Cullen and Victor was adopted and standardized by Dr. Tara Sabapathy. The questionnaire consists of 18 items, all of which are negatively oriented.

Reliability of the Questionnaire

To test the reliability of the questionnaire the list of 18 items was administered twice on 100 college teachers with a time gap of one month between the two administrations. The reliability of the questionnaire was found to be 0.88.

Validity of the Scale

The validity of a test depends upon the fidelity, with which it measures, what it purports to measure. A test is valid when the performance, which it measures, corresponds to the same performance as otherwise independently defined. Validity is a relative term and a test can be valid for a particular purpose or in a particular situation and not in all situations. To establish the validity of the tool constructed, different types of validity measures are adopted. They are:
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2. **Cross Validity:** The scale is said to possess the cross validity since the sample selected for try-out of the statement was not included in the establishment of reliability and validity of the scale. This avoids the chance error of increasing the reliability co-efficient.

3. **Item Validity:** This was established by selecting the items, which had significant ‘r’ values on item total correlation. All the 18 items were significant at 0.01 levels.

**Scoring procedure:**

The questionnaire consists of 18 items. The items were scored on a four point scale namely not at all, somewhat, very much and exactly. The scoring for the questionnaire were as follows 4, 3, 2, 1 respectively.
3.8 ADMINISTRATION OF THE TOOLS OF RESEARCH:

The Organizational Commitment Questionnaire by Allen and Meyers, adapted and standardized by Dr. Thomas C. Mathew, Organizational Support Questionnaire by Eisenberger et al., adapted and standardized by Dr. Tara Sabapathy, Work Life Balance Questionnaire by The State of Queensland (Department of Industrial Relations), adapted and standardized by Investigator and Ethical Leadership Behaviour Questionnaire by Victor and Cullen, adapted and standardized by Dr. Tara Sabapathy and the proforma were administered to the sample of 300 B.Ed college teachers from two types of management namely private aided and private unaided by the investigator herself. Directions were clearly given to the teachers as to how they should respond to each of the above tools with a request for truthful answers. The questionnaires were collected after many visits to the colleges. The investigator was able to collect all the questionnaires from the 300 B.Ed college teachers selected for the study.

3.9 STATISTICAL ANALYSIS:

The following statistical techniques were employed for analyzing the data. Table showing statistical techniques and the purpose for which they were used.
Table 3.3

Table showing details of Statistical Techniques used and their purpose

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Statistical Technique(s) used</th>
<th>Purpose for which they were used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pearson’s Co-efficient of Correlation</td>
<td>To find out the significant relationship between the independent variables (Organizational Support, Work Life Balance and Ethical Leadership Behaviour of Principals) and the dependent variable Organizational Commitment of B.Ed College Teachers.</td>
</tr>
<tr>
<td>2</td>
<td>t-test</td>
<td>To examine whether differences in the independent variable and background variables would account for significant differences in Organizational Commitment of B.Ed College Teachers.</td>
</tr>
<tr>
<td>3</td>
<td>Two-way ANOVA</td>
<td>To test the main and interaction effect of independent and background variables on Organizational Commitment of B.Ed. College Teachers.</td>
</tr>
</tbody>
</table>