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CHAPTER III

METHODOLOGY

3.1 INTRODUCTION:

In the previous chapter, the researcher has presented the review of related literature concerning the researches done in the area of job satisfaction in relation to number of independent variables. In this chapter, details of methodology of job satisfaction of teachers with respect to their personal effectiveness, their teachers' attitude and the Organizational culture.

3.2 RESTATEMENT OF THE PROBLEM:

The purpose of the study was to investigate "A Study of Job Satisfaction of Secondary School Teachers in Relation to Personal Effectiveness, Teachers’ Attitude and Organizational Culture".
3.3 VARIABLES CONSIDERED IN THE STUDY:

Dependent Variable:

 ›  **Job satisfaction**

The eight dimensions of Job satisfaction are:

1. Intrinsic aspect of the job
2. Salary promotional avenues and service condition
3. Physical facilities
4. Institutional plans and policies
5. Satisfaction with authorities
6. Satisfaction with social status and family welfare
7. Rapport with Students
8. Relationship with co-workers

 ›  **Personal effectiveness**

The three dimensions of Personal effectiveness are:

1. Self-disclosure
2. Openness to feedback
3. Perceptiveness

 ›  **Teachers’ attitude**

The six dimensions of Teachers’ attitude are towards:
Organizational culture

The eight dimensions of Organizational culture are:

1. Openness
2. Confrontation
3. Trust
4. Authenticity
5. Proaction
6. Autonomy
7. Collaboration
8. Experimentation

Moderator Variables

1. Gender (male and female),
2. Age of the teachers (25-34 years, 35-44 years, 45+ years)
3. Educational qualification (graduate, post graduate)
4. Teaching Experience (1-15yrs, 16-20 yrs, 21+ yrs)
5. Types of management (Government, aided, unaided,) and
6. Teaching subjects (arts, science)

3.2 SAMPLE

To make the study worthwhile a representative random sample of the total population has been taken. The details of the total population of the study taken are as below.

Table No. 3.1 Total Number of Male and Female Teachers of Different Type of Management of Schools

<table>
<thead>
<tr>
<th>Type of Management</th>
<th>Male Teachers</th>
<th>Female Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>159</td>
<td>51</td>
<td>210</td>
</tr>
<tr>
<td>Aided</td>
<td>98</td>
<td>25</td>
<td>123</td>
</tr>
<tr>
<td>Unaided</td>
<td>132</td>
<td>35</td>
<td>167</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>389</strong></td>
<td><strong>111</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

3.5 TOOLS USED:

Tools used for the study were:


**Job Satisfaction Scale:**

In the present study job satisfaction scale was used to collect the data, which was constructed and standardized by Dixit (1993). It is five-point scale inventory.

This scale consists of 52 items. The items of the scale were classified into 8 categories. These are as follows with serial number of the items.

**Table No. 3.2: Dimension wise Distribution of Items of Job Satisfaction Scale**

<table>
<thead>
<tr>
<th>Job factors</th>
<th>Items No(s)</th>
<th>Total Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Intrinsic aspect of the job</td>
<td>1, 11, 25, 30, 35, 46 and 52.</td>
<td>7</td>
</tr>
<tr>
<td>b) Salary, Promotional avenues, and service condition</td>
<td>3, 12, 19, 20, 31, 34, 45 and 50.</td>
<td>8</td>
</tr>
<tr>
<td>c) Physical facilities</td>
<td>2, 10, 24, 29, 36, 43, 48, 49 and 51.</td>
<td>9</td>
</tr>
<tr>
<td>d) Institutional plans and policies</td>
<td>4, 13, 26, 38, 40 and 47.</td>
<td>6</td>
</tr>
<tr>
<td>e) Satisfaction with authorities</td>
<td>5, 14, 21, 27, 32 and 41.</td>
<td>6</td>
</tr>
<tr>
<td>f) Satisfaction with social status and family welfare</td>
<td>8, 9, 17, 18 and 23.</td>
<td>5</td>
</tr>
<tr>
<td>g) Rapport with students</td>
<td>7, 15, 22, 28, 33 and 39.</td>
<td>6</td>
</tr>
<tr>
<td>h) Relationship with co-workers</td>
<td>6, 16, 37, 42 and 44.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>52</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Scoring**

This job satisfaction scale consisted 52 items. The maximum possible score on this scale is $52 \times 5 = 260$ and minimum score is $52 \times 1 = 52$. One specimen item is given below which explains the way of assessment.

Assessment of Scores of the Statement of Job Satisfaction Scale.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Decided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>You derive pleasure</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>in teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown above scoring is on five point scale from 1 to 5. for the response of “Strongly Agree” scoring is 5 and “agree” it is 4, for “undecided” 3 marks are allotted and for “disagree” scoring is 2 and for “strongly disagree” it is 1. Total score of the individual was considered to analysis.

**Reliability:** Test-retest reliability of the scale was 0.86, reliability by split half method was 0.92.

**Validity:** Validity of the scale was fairly adequate as other researcher have already used this scale in India and obtained
positive and significant relationship with the variables like sex, teaching experience.

**Personal Effectiveness Scale:**

This tool has been developed by Pareek (2002).

The Personal Effectiveness Scale gives personal effectiveness types in terms of self-disclosure, feedback and perceptiveness. It contains 15 statements, five for each of the three aspects. A respondent checks each statement, indicating the extent to which it is true of him or her (on a 5 point scale). This instrument is self-administered.

Building on Johari Window (known/not known to self, and known/ not known to others), a third dimension of effectiveness has also been added.

**Scoring**

The ratings are transferred to the score sheet the total scores on openness to feedback and perceptiveness are given, each ranging from 0-20. The score II can be used as the cut-of point for classifying the scores, on each of the three aspects, as low and high. The respondent marks the appropriate category (one out of
eight) given on part of the score sheet, which is his effectiveness type.

**Table No. 3.3: Dimension wise Distribution of Items of Personal Effectiveness Scale**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Dimensions</th>
<th>Item Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Effectiveness</td>
<td>Self disclosure</td>
<td>1, 4*, 7, 10*, 13</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Openness to feedback</td>
<td>2, 5*, 8, 11*, 14</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Perceptiveness</td>
<td>3*, 6*, 9, 12*, 15*</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

The asterisk (*) mark indicates the negative items

**Reliability**

The reliability of the scale was found by split half method and coefficient of reliability of the personal effectiveness scale was found to be 65.67

**Validity**

Validity of the scale has been established empirically by taking scores of teachers regarding personal effectiveness scale. Thus the coefficient of validity was found to be 0.9297. The indices
of reliability and validity show that the scale is reasonably reliable and valid tool to measure personal effectiveness.

ATTITUDE TOWARDS TEACHING:

This tool was developed by Ahluwalia (1978). The inventory is a 90-item Likert instrument consisting of six sub-scales. These sub-scales were developed by the Likert summated ratings procedure. Each scale has 15 statements that pertain to a particular aspect of prospective and practicing teachers' professional attitudes. The six aspects dealt within the inventory are attitude towards.

The inventory has been constructed and standardized by Ahluwalia. The form of the items is akin to the usual Likert format. The items were selected from a longer list by a scientific statistical procedure. The items in the final sub-scales were selected by item analysis.

Scoring

Each item alternative is assigned a weight ranging from 4 (Strongly Agree) to 0 (Strongly Disagree) for favourable items. In the case of unfavourable items range of weights is reversed that is,
from 0 (Strongly Agree) to 4 (Strongly Disagree). The attitude scores of a subject is the sum total of item scores of all the six sub-scales.

Table No. 3.4: Dimension wise Distribution of Items of Teachers’ Attitude Inventory

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Item Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Profession</td>
<td>1, 8, 13*, 20, 33, 34*, 41, 46*, 48*, 60*, 66, 72*, 79*, 85, 86*</td>
<td>15</td>
</tr>
<tr>
<td>Class-room Teaching</td>
<td>2, 9, 14, 17, 35*, 38*, 42, 47, 53, 59*, 61*, 65*, 67, 73*, 84*</td>
<td>15</td>
</tr>
<tr>
<td>Child-centred Practices</td>
<td>3, 11, 16, 21, 25*, 27, 39, 49, 54*, 62, 64, 75*, 80, 83*, 90*</td>
<td>15</td>
</tr>
<tr>
<td>Educational Process</td>
<td>4*, 7*, 10*, 15, 28, 32*, 36, 43, 50, 55, 63*, 71, 74*, 76*, 87</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>90</strong></td>
</tr>
</tbody>
</table>

The asterisk mark indicates the negative items
Reliability

Reliability was estimated by the split-half (odd-even) method and found to be 79.65 for a sample of 510 prospective teachers.

Validity

Determination of validity of on attitude inventory is a hard task. The inventory appears to have content validity, and the method selecting items supports this supposition. Validity of the scale has been established empirically by taking scores of teachers regarding teachers attitude inventory. Thus, the coefficient of validity was found to be 0.8925. The indices of reliability and validity show that the scale is reasonably reliable and valid tool to measure personal effectiveness.

Organizational Culture Scale:

The tool has been developed by Pareek (2002). This tool consists of 40-item instrument that gives the profile of organization's culture in eight values. These values are openness, confrontation, trust, authenticity, pro-action, autonomy, collaboration and experimentation. The instrument contains two parts. In part-I, values are stated in items 1 to 24 (three statements...
of each of the eight values), and the respondent is required to check (on a 4 point scale) how much each item is valued in his organization. Part 2 contains sixteen statements on beliefs, two each for eight values, and the respondent checks (on a 4 point scale) how widely each of them is shared in the organization.

In addition to checking the items on the extent of their importance or sharing in the organization, the respondent can also check how much they should be values, or how much the beliefs are useful. Thus both present as well as desired or ideal profiles can be obtained.

**Scoring**

To make scoring easier, an answer sheet is provided. From the key the items marked with an asterisk are first reversed so that 4 becomes 1, 3 becomes 2, 2 becomes 3 and 1 becomes 4. This makes all items undirectional. The rows are then added. The eight rows represent the eight aspects (OCTOPACE) in the same order. The scores on each aspect range from 5 to 20. In a group participants can themselves score their completed answer sheet.
### Table no. 3.5: Dimensionwise Distribution of Items of Organizational Culture Scale

<table>
<thead>
<tr>
<th>Tool</th>
<th>Dimensions</th>
<th>Item Numbers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Culture Scale</td>
<td>Openness</td>
<td>1,9,17,25*,33,</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Confrontation</td>
<td>2,10,18,26*,34</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Trust</td>
<td>3,11,19,27,35*</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Authenticity</td>
<td>4,12*,20,28*,36</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Pro-action</td>
<td>5,13,21,29,37</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Autonomy</td>
<td>6,14*,22*,30*,38</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
<td>7,15,23*,31*,39</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Experimentation</td>
<td>8,16,24,32,40*</td>
<td>5</td>
</tr>
</tbody>
</table>

| Total                       | 40          |

The asterisk mark indicates the negative items.

**Reliability**

The reliability of the scale was found by split half method and coefficient of reliability of the organizational culture was found to be 86.43

**Validity**

Validity of the scale has been established empirically by taking scores of students regarding organizational culture. Thus the coefficient of validity was found to be 0.9297. The indices of reliability and validity show that the scale is a reasonably reliable
and valid tool to measure organizational culture. Thus this tool is found to be reliable and valid.

3.6 HYPOTHESES:

1. There is no significant difference between male and female teachers of secondary schools with respect to job satisfaction and its dimensions that is
   - Intrinsic aspect of job,
   - Salary, promotional avenues and service conditions
   - Physical facilities
   - Institutional plans and policies
   - Satisfaction with authorities
   - Satisfaction with social status
   - Rapport with students
   - Relationship with co-workers

2. There is no significant difference between male and female teachers of secondary schools with respect to personal effectiveness and its dimensions that is
   - Self-disclosure
   - Openness to feedback
   - Perceptiveness
3. There is no significant difference between male and female teachers of secondary schools with respect to teachers' attitude and its dimensions that is

- Teaching profession
- Classroom teaching
- Child centered practices
- Educational process
- Pupils
- Teachers

4. There is no significant difference between male and female teachers of secondary schools with respect to their perception of organizational culture and its dimensions that is

- Openness
- Confrontation
- Trust
- Authenticity
- Proaction
- Autonomy
- Collaboration
- Experimentation
5. There is no significant difference between age groups of teachers (25-34 years, 35-44years, 45+ years) of secondary schools with respect to their job satisfaction and its dimensions that is

- Intrinsic aspect of job,
- Salary, promotional avenues and service conditions
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status
- Rapport with students
- Relationship with co-workers

6. There is no significant difference between age groups of teachers (25-34 years, 35-44years, and 45+ years) of secondary schools with respect to personal effectiveness and its dimensions that is

- Self-disclosure
- Openness to feedback
- Perceptiveness

7. There is no significant difference between age groups (25-34 years, 35-44years, 45+ years) of teachers of secondary
schools with respect to teachers' attitude and its dimensions that is

- Teaching profession
- Classroom teaching
- Child centered practices
- Educational process
- Pupils
- Teachers

8. There is no significant difference between age groups (25-34 years, 35-44 years, and 45+ years) of teachers of secondary schools with respect to their perception of organizational culture and its dimensions that is

- Openness
- Confrontation
- Trust
- Authenticity
- Proaction
- Autonomy
- Collaboration
- Experimentation
9. There is no significant difference between teaching experience (1-15yrs, 16-20, and 21+ yrs) of teachers of secondary schools with respect to their job satisfaction and its dimensions that is

- Intrinsic aspect of job
- Salary, promotional avenues and service conditions
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status
- Rapport with students
- Relationship with co-workers

10. There is no significant difference between teaching experience (1-15yrs, 16-20, and 21+ yrs) of teachers of secondary schools with respect to personal effectiveness and its dimensions that is

- Self-disclosure
- Openness to feedback
- Perceptiveness
11. There is no significant difference teaching experience (1-15yrs, 16-20, and 21+ yrs) of teachers of secondary schools with respect to teachers' attitude and its dimensions that is

- Teaching profession
- Classroom teaching
- Child centered practices
- Educational process
- Pupils
- Teachers

12. There is no significant difference between teaching experience (1-15yrs, 16-20, and 21+ yrs) of teachers of secondary schools with respect to their perception of organizational culture and its dimensions that is

- Openness
- Confrontation
- Trust
- Authenticity
- Proaction
- Autonomy
- Collaboration
- Experimentation
13. There is no significant difference between educational qualification (graduate and postgraduate) of teachers of secondary schools with respect to their job satisfaction and its dimensions that is

- Intrinsic aspect of job
- Salary, promotional avenues and service conditions
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status
- Rapport with students
- Relationship with co-workers

14. There is no significant difference between educational qualification (graduate and postgraduate) of teachers of secondary schools with respect to personal effectiveness and its dimensions that is

- Self-disclosure
- Openness to feedback
- Perceptiveness

15. There is no significant difference between educational qualification (graduate and postgraduate) of teachers of
secondary schools with respect to teachers’ attitude and its dimensions that is

- Teaching profession
- Classroom teaching
- Child centered practices
- Educational process
- Pupils
- Teachers

16. There is no significant difference between educational qualification (graduate and postgraduate) of teachers of secondary schools with respect to their perception of organizational culture and its dimensions that is

- Openness
- Confrontation
- Trust
- Authenticity
- Proaction
- Autonomy
- Collaboration
- Experimentation

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17. There is no significant difference between types of management (Government, aided and unaided) with respect to job satisfaction and its dimensions that is

- Intrinsic aspect of job
- Salary, promotional avenues and service conditions
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Satisfaction with social status
- Rapport with students
- Relationship with co-workers

18. There is no significant difference between types of management (Government, aided and unaided) with respect to teachers personal effectiveness and its dimensions that is

- Self-disclosure
- Openness to feedback
- Perceptiveness

19. There is no significant between types of management (Government, aided and unaided) with respect to teachers' attitude and its dimensions that is

- Teaching profession
• Classroom teaching
• Child centered practices
• Educational process
• Pupils
• Teachers

20. There is no significant difference between type of management (Government, aided and unaided) with respect to their perception of organizational culture and its dimensions of secondary schools that is
• Openness
• Confrontation
• Trust
• Authenticity
• Proaction
• Autonomy
• Collaboration
• Experimentation

21. There is no significant difference between arts and science secondary schools teachers with respect to their job satisfaction and its dimensions that is
   a. Intrinsic aspect of job
• Salary, promotional avenues and service conditions
• Physical facilities
• Institutional plans and policies
• Satisfaction with authorities
• Satisfaction with social status
• Rapport with students
• Relationship with co-workers

22. There is no significant difference between arts and science secondary schools teachers with respect to personal effectiveness and its dimensions that is
• Self-disclosure
• Openness to feedback
• Perceptiveness

23. There is no significant difference between educational qualification of teachers (graduate and postgraduate) with respect to Teachers' attitude and its dimensions that is
• Teaching profession
• Classroom teaching
• Child centered practices
• Educational process
• Pupils
• Teachers

24. There is no significant difference between teaching subjects of teachers (arts and science) with respect to their perception of organizational culture and its dimensions that is

• Openness
• Confrontation
• Trust
• Authenticity
• Proaction
• Autonomy
• Collaboration
• Experimentation

25. There is no significant relationship between job satisfaction and their dimensions with personal effectiveness and its dimensions of secondary school teachers.

26. There is no significant relationship between job satisfaction and their dimensions with teachers' attitude and its dimensions of secondary school teachers.

27. There is no significant relationship between job satisfaction and their dimensions with organizational culture and its dimensions of secondary school teachers.
28. Age, gender, teaching experience, educational qualification, types of managements and teaching subjects would not be a significant predictor of job satisfaction of teachers.

29. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of job satisfaction of teachers of secondary schools.

30. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of dimension of job satisfaction of teachers that is intrinsic aspect of job

31. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of dimension of job satisfaction of teachers that is salary, promotional avenues and service conditions

32. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of third dimension of job satisfaction of teachers that is physical facilities

33. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of fourth dimension of job satisfaction of teachers that is institutional plans and policies
34. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of fifth dimension of job satisfaction of teachers that is satisfaction with authorities.

35. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of sixth dimension of job satisfaction of teachers that is satisfaction with social status.

36. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of seventh dimension of job satisfaction of teachers that is rapport with students.

37. Personal effectiveness, teachers' attitude and organizational culture would not be a significant predictor of eighth dimension of job satisfaction of teachers that is relationship with co-workers.

3.7 PROCEDURE OF DATA COLLECTION:

For the purpose of collecting data all the tools were personally administered by the researchers to the respondents. Job Satisfaction scale, which was constructed and standardized by
Dixit, Personal Effectiveness tool developed by Pareek, Attitude Towards Teaching by Ahluwalia and Organizational Culture developed by Pareek. First the investigator got multiple copies of the all the above-mentioned tools and circulated to the 500 secondary school teachers who have been working in Koppal District. Ultimately the investigator was able to get responses from the teachers. The responses received were subjected to further analysis.

3.8 STATISTICAL ANALYSES

The data collected was subjected to the following analysis,

1. Descriptive Analysis
2. Differential Statistics
3. Correlation Analysis
4. Multiple Regression Analysis

In the next chapter, analysis of the data is presented in the tabular form with graphical representation and interpretations of the results will be specified.