Chapter III

PROCEDURE

In this chapter the procedure adopted for the selection of subjects, selection of variables, criterion measures and their description, procedure for administration of tests and collection of data and finally, the statistical technique employed for analyzing the data have been described.

Selection of Subjects

For the purpose of present study, physical education teachers, working in Kendriya Vidyalayas of Uttar Pradesh, Government Senior Secondary schools and Senior Secondary Public schools of Uttar Pradesh were selected as the subjects. Appropriate sample size (100 in each group) i.e. 100 subjects from Kendriya Vidyalayas of Uttar Pradesh, 100 from Government Senior Secondary school and 100 from Senior Secondary Public schools of Uttar Pradesh were chosen. The subjects were selected randomly from all over the Uttar Pradesh.

Selection of Variables

The research scholar gleaned through the literature and also consulted experts in the area of physical education and psychology to meet the specific purpose of the study and its parametric needs. On the basis of related research studies the following Psychological Variables were selected:

(A) Organizational Climate

(B) Job Satisfaction
**Criterion Measures and their Description**

In this section, the tests selected, the description of the tests, response mode and scoring system used to collect the data on the selected variables have been discussed.

**Organizational Climate**

The Organizational Climate of the subjects was assessed and measured by School Organizational Climate Description Questionnaire (SOCDQ) developed by Dr. Motilal Sharma and data were collected.¹

**Description of the school organizational climate description questionnaire**

The questionnaire is meant for measuring the organizational climate of respective schools. It is prepared and standardized by Dr Motilal Sharma (1978). The organizational climate questionnaire consists of 64 likert type items and provides measure for 8 separate dimensions of organizational climate, of which four refers to the characteristics of the teachers as a group, and other four refers to the characteristics of the principal as a leader of the school. The four dimensions referring to teachers’ characteristics are; Disengagement, Alienation, Esprit, and Intimacy. And other four dimensions referring to leader behavior characteristics are; Psycho-Physical Hindrance, Controls, Production Emphasis and Humanized Thrust.

The dimensions of school organizational climate have been described below:

**Disengagement**

It refers to the behavior characterized by teachers’ psychological and physical distance from each other and from the school as a whole.

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¹ Dr. Sharma Moti lal, Technical Handbook for School Organizational Climate Description Questionnaire, (Agra : National Psychological Corporation)
Alienation

It describes the behaviour patterns among the faculty, including the principal, which are characterized as highly impersonal and formal and shows emotional distance between the teachers and the principal. It reveals the adherence of the principal towards policies rather than dealing with the teachers in an informal, face to face situation.

Esprit

It describes the feeling of common welfare and loyalty among the teachers. Teachers feel that their social needs are being satisfied, and at the same time they are, enthusiastic and enjoying a sense of accomplishment in their job.

Intimacy

It describes the social and personal bonding among teachers. It refers to the teachers’ enjoyment of friendly social relation with each other. Teachers with intimacy socialize together and establish close friendship, which is not necessarily associated with task-accomplishment.

Psycho-Physical Hindrance

It describes the feeling that the principal burdens abundance of responsibilities, management demands unrelated to duties and teaching. At the same time they perceive the principal as highly formal and dictatorial in their behaviour.

Controls

It reflects principal’s behaviour as impersonal and bureaucratic in nature. Although task oriented, and provide adequate operational guidance to raise the degree of effectiveness and efficiency by helping teachers towards the common goal.

Production-Emphasis

It describes the leadership behavior of the principal that characterized by assertiveness in the supervisory role, scheduling teachers’ work, correcting teachers
mistake. He/she is highly directive and tends to go in only one direction, and not sensitive to feedback from staff.

**Humanized Thrust**

It describes the involvement of active, energetic, role-modeling aspect of principals’ behavior. Personal drive and vigor, arriving early and staying late, setting a good example of working hard. Along with task orientation the principal is at the same time characterized by an inclination to treat the teachers humanly and tender-heartedly.

**Reliability of the Test**

As per the manual of school organizational climate descriptive questionnaire developed by Dr. Motilal Sharma² the Co-efficient of reliability has been calculated for each of the dimensions via KR-20 (Kuder-Richardson formula) is presented in Table 1

**TABLE 1**

**Reliability coefficient of various dimensions of school organizational climate descriptive questionnaire**

<table>
<thead>
<tr>
<th>Sub-tests</th>
<th>Coefficient of reliability based on KR -20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengagement</td>
<td>0.67</td>
</tr>
<tr>
<td>Alienation</td>
<td>0.61</td>
</tr>
<tr>
<td>Esprit</td>
<td>0.73</td>
</tr>
<tr>
<td>Intimacy</td>
<td>0.34</td>
</tr>
<tr>
<td>Psycho-Physical Hindrance</td>
<td>0.68</td>
</tr>
<tr>
<td>Controls</td>
<td>0.59</td>
</tr>
<tr>
<td>Production Emphasis</td>
<td>0.81</td>
</tr>
<tr>
<td>Humanized Thrust</td>
<td>0.72</td>
</tr>
</tbody>
</table>

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² Ibid., p.3
Validity of the Test

Validity of the questionnaire is 0.63 (as showed in the manual).

Response mode and Scoring

There were 64 Likert type items distributed over eight dimensions. Each item had to be answered on a scale of four alternatives i.e. rarely occurs, sometimes occurs, often occurs, and very frequently occurs. The respondents were asked to indicate the extent to which each statement characterizes his/her school. To score the items on the scale measures of 4, 3, 2, and 1 were awarded in the case of positive statements, and 1, 2, 3, and 4 scoring in case of negative statements. The total score for the entire scale varies from 64 to 256. The scale could be administered individually or in a group. Respondents had been emphasized to repeat the first reaction which comes in his/her mind after reading each question. Respondent must be cautioned not to discuss with other members while answering the questions and all the questions must be answered in one sitting. Each respondent’s eight sub test scores were calculated by simple summation of each respondent’s item scores sub test by sub test. Organizational climate gave a total organizational climate score, which had been used in this chapter for the purpose of present study.

Job Satisfaction

The Job Satisfaction of the subjects was measured by Job Satisfaction Scale developed by Dr. (Mrs.) Meera Dixit and data were collected.3

Description of Job Satisfaction Questionnaire

The questionnaire was meant for measuring the job satisfaction of respective teachers. Teachers job satisfaction scale (DJSS) was developed and standardized by Dr.  

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(Mrs) Meera Dixit. To measure satisfaction with different aspects of job it contain 52 Likeret type items which were divided over eight dimensions of job satisfaction viz (i) Intrinsic Aspects of Job (ii) Salary, Promotional Avenues and Service Conditions (iii) Physical Facilities (iv) Institutional Plans and Policies (v) Satisfaction with Authorities (vi) Satisfaction with Social Status and Family Welfare (vii) Rapport with Students (viii) Relationship with Co-Workers. Each item was to be answered on a scale of five alternatives i.e. from strongly agree to strongly disagree. It could be administered individually and in a group. It is advisable that reply should be frank and sincere.

**Reliability of the test**

The reliability of the scale has been established by Dr. (Mrs) Meera Dixit\(^4\) by both, split half as well as test re-test methods. The reliability coefficients are presented in the table no. 2.

**Table -2**

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>r-value</th>
<th>Index of Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spilt half</td>
<td>100</td>
<td>0.87</td>
<td>0.93</td>
</tr>
<tr>
<td>Re-Test</td>
<td>100</td>
<td>0.76</td>
<td>0.87</td>
</tr>
</tbody>
</table>

**Validity of the Test**

The validity of the test was established by establishing discrimination using item validity (discrimination value) by the person developed the test for each test item test by correlation method using Pearson’s correlation. The items which were insignificant had

\(^4\) Ibid. p.4
dropped in final form. Initially there were 58 items of which 6 items had been deleted as they were not found to be discriminatory in item analysis. Distribution of items in the final form is presented in table- 3.

Table- 3
Distribution of items in the final form of job satisfaction scale

<table>
<thead>
<tr>
<th>Job Factor</th>
<th>Items No. (s)</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic Aspect of the Job</td>
<td>1, 11, 25, 30, 35, 46 and 52</td>
<td>7</td>
</tr>
<tr>
<td>Salary, Promotional Avenues and Service Condition</td>
<td>3, 12, 19, 20, 31, 34, 45, 50</td>
<td>8</td>
</tr>
<tr>
<td>Physical Facilities</td>
<td>2, 10, 24, 29, 36, 43, 48, 49, 51</td>
<td>9</td>
</tr>
<tr>
<td>Institutional Plan and Policies</td>
<td>4, 13, 26, 38, 40, 47</td>
<td>6</td>
</tr>
<tr>
<td>Satisfaction with Authorities</td>
<td>5, 14, 21, 27, 32, 41</td>
<td>6</td>
</tr>
<tr>
<td>Satisfaction with Social Status and Family Welfare</td>
<td>8, 9, 17, 18, 23</td>
<td>5</td>
</tr>
<tr>
<td>Rapport with Students</td>
<td>7, 15, 22, 28, 33, 39</td>
<td>6</td>
</tr>
<tr>
<td>Relationship with Co-Workers</td>
<td>6, 16, 37, 42, 44</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>52</td>
</tr>
</tbody>
</table>

Response mode and Scoring

There are 52 Likert type items distributed over eight dimensions. Each item is to be answered on five point rating scale. For the response of “strongly disagree” score is 1 and for “disagree” it is 2, “undecided” 3 marks are allotted and for “agree” scoring is 4 and for “strongly disagree” it is 5. Scores of all the items are added to get a total score of
the subject on job satisfaction scale. In the test battery 7 questions are for measuring Intrinsic Aspect of Job, 8 questions are for measuring Salary, Promotional Avenue and Service Conditions, 9 questions for measuring Physical Facility, 6 questions were for measuring Institutional Plans and Policies, Satisfaction with Authorities and Rapport with Students And 5 questions are for assessing Satisfaction with Social Status and Family Welfare and Relationship with Co-Workers.

**Administration of tests and collection of data**

The data was collected by administering the test for the chosen variables in form of scores on the questionnaires. The research scholar visited in person to all the institutions to collect the data. The detailed procedure for collection of data has been discussed below:

**Administration of the tests**

The Physical education teachers of different organizations were consulted personally and their co-operation was solicited. Respondents were given a questionnaire with necessary instructions. The research scholar motivated the respondents by promising to send a separate abstract of the conclusions of his study to each of the subjects. The confidentiality of respondents was guaranteed so that the subject would not camouflage their real feelings. A uniform procedure was adopted by the research scholar to ensure the uniformity of response. The data for the study were collected in form of scores on the selected measures. The details of procedure for collection of data have been discussed below:

- Introduction with subjects.
- Explaining the purpose of the study.
Explaining the importance of the study.

Administration of test (as recommended in the manual of various criterion measures).

Sufficient time of rest was given in between the tests to relax the subjects.

After respondents responses the inventories and questionnaires were taken back by the scholar.

**Statistical Technique Employed for Analysis of Data**

The data had been analyzed by using SPSS (Version 20) and AMOSS software. The statistical techniques employed for the analysis of data collected on all the variables were following:

1. **Descriptive Analysis:** Means and standard deviations were calculated and represented in tabular and graphical form.

2. **One Way Analysis of Variance:** To find the differences among means, the One Way Analysis of Variance was employed.

3. **Post-Hoc Analysis:** To find the exact location of difference of means, the Post-Hoc Analysis was carried out by using Least Significant Difference Test.

4. **Exploratory Factor Analysis:** To discover the factor structure of a measure and to examine its internal reliability, exploratory factor analysis (EFA) was employed.

5. **Path Analysis:** To establish relationship between selected variables Path analysis was employed.

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