CHAPTER V

THE METHODOLOGICAL DESIGN AND INSTRUMENTATION

OF THE STUDY

In this chapter the design and the methodology of the study are being delineated.

The chapter comprises of the following topics:

a) The Design of the Study
b) Selection of the method
c) Development of the scale
d) Finalization of questionnaire
e) Execution of scale
f) Limitations of the study

a) The Design of the Study:

Five concepts, mentioned below, are identified as being relevant to this study. Out of these concepts a series of specific variables are generated and treated as independent variables. Job satisfaction is considered a dependent variable. As an introduction to these concepts one should point out:

1. Background characteristics: These are those differences and similarities among the population sample with respect to personal and social characteristics which may affect an individual's degree of satisfaction with her job.

2. Opportunities for self-fulfilment: These are opportunities available to the individual with respect to personal growth, recognition and academic achievement.

3. Job characteristics: These include factors associated with doing the work (responsibility, authority, decision making) and factors that have to do with the work that a person does (work load, job correspondence with educational majors, and salary and other compensations - namely the "reward structure").

4. Organizational climate: It refers to the characteristics of the working
environment of an organization, as experienced by teachers. Dimensions of this concept include the rules, regulations and operating procedures under which one works and the resources/facilities available.

5. **Job satisfaction:** This here refers to the way the teachers feel about their jobs.

b) **Selection of the method:**

Of the various methods that are prevalent for scale construction, the method of summated ratings has been selected, as it is a popular and widely used method in the field of industrial and educational psychology. The method is adopted on account of the fact that it is easy to construct and to be interpreted. The method has a distinct advantage over other methods owing to its coefficient of reliability at high level.

**Summated Ratings Method:**

A large number of statements with unknown scale values are obtained and classified into two major groups; positive and negative i.e. (favourable and unfavourable). An equal number of statements are preferred in each group. A group of subjects is asked to respond to each one in terms of the individual's agreement and disagreement with the statement.

Every statement is further classified as 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree'. The responses are obtained for each of the five categories from the available proportion of subjects. The weightage of these categories of response is decided in such a way that the response made by
individuals with the most favourable attitudes will always have the highest positive weightage.

The Design of the Study

**Background Characteristics**
1. Marital Status
2. Level of Education
3. Years of Experience
4. Type of Job
5. Sex

**Independent variable**

**Self fulfilment Opportunities**
1. Opportunities for personal growth.
2. Recognition
3. Academic achievement.

**Independent variable**

**Degree of Job Satisfaction**

**Dependent variable**

**Job Characteristics**
A) Factors Associated with doing the work:
1. Clarity of responsibilities
2. Overlapping of responsibilities
3. Authority
4. Decision making
B) Factors associated with the work itself:
1. Work load
2. Job correspondence with educational qualifications
3. Salary and other compensations

**Independent variable**

**Organizational Climate**
Factors:
A) Rules of work
1. Rules and regulations
2. Clarity in leave rules
3. Conformity of employees to official work schedule "punctuality"
B) Resources/Facilities
1. Textbooks
2. Audio-visual aids
3. Laboratories
4. Stationery supplies
5. Library facility
6. Airy rooms
7. Maintenance

Figure: 1
For the first group of statements i.e. positive (favourable) statement

weightage/points or marks are awarded to the responses in the following manner:

1. Strongly agree 4 points
2. Agree 3 points
3. Undecided 2 points
4. Disagree 1 point
5. Strongly disagree 0 point

For the second category i.e. negative (unfavourable) statements the scoring system is reversed i.e. for strongly agree response 0 is awarded and for strongly disagree response 4 is awarded.

As each response to a statement is rated (assigned a value between 0 and 4) and all such values of statements are summated (added together), this method was called the Likert method of scale construction or the method of summated ratings. Likert (1932)** had first used this method in his psychological research. Since then it is used with the same name.

c) Development of Scale:

Having decided to measure the degree of satisfaction in the form of an attitude scale, and having selected the summated rating method to be used for all the 200 statements, both the favourable and the unfavourable, and keeping in mind all dependent variables (described earlier in this chapter) these statements were framed. Great care was taken in framing these statements in such a way that each of them elicited a degree of job satisfaction from zero to four from the respondents.

Based on the opinion of the Heads of Embassy of India Schools in the Kingdom of

** Likert, R. "A technique for the measurement of attitudes". Archives of Psychology. 1932 140, 55 pp.
Saudi Arabia (these statements were sent to the Heads for their opinion), an empirical tryout and statistical analysis of these statements was made and the final number was brought down to 88. The implementation of each of the steps, mentioned above, has been elaborately discussed in the following paragraphs.

1. Collecting Statements:

Based on independent variables, several statements were constructed which included the attitude of individuals towards a psychological object i.e. job satisfaction/dissatisfaction. Many statements were collected after getting free responses from selected teachers, supervisors and Heads of Embassy of India Schools.

2. Framing the statements:

Statements collected, as mentioned in the preceeding paragraphs, were carefully studied in respect to situations which were satisfying or non-satisfying. The statements collected were scrutinized to avoid duplication and then were refined and reframed keeping in view the following informal criteria as designed by Edwards.**

1. Avoid statements that refer to the past rather than to the present.
2. Avoid statements that are factual or capable of being interpreted as factual.
3. Avoid statements that may be interpreted in more than one way.
4. Avoid statements that are irrelevant to the psychological object under consideration.
5. Avoid statements that are likely to be endorsed by almost everyone or by almost no one.

6. Select statements that are believed to cover the entire range of the effective scale of interest.

7. Keep the language of the statements simple, clear and direct.

8. Statements should be short, rarely exceeding 20 words.

9. Each statement should contain only one complete thought.

10. Statements containing universals such as all, always, none and never often introduce ambiguity and should be avoided.

11. Words such as only, just, merely and others of a similar nature should be used with care and moderation in writing statements.

12. Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex sentences.

13. Avoid the use of words that may not be understood by those who are to be given the completed scale.

14. Avoid the use of double negatives.

The statements, so framed, were sent for review to language experts. After incorporating their suggestions and recommendations, wherever necessary, the statements were used in the pilot study.

3. Empirical Tryout:

The success of the research solely depends on the scale framed for the investigation. Therefore it becomes necessary to select a proper sample for developing an unambiguous, effective and timely scale. To do so, an empirical tryout was done on 60 teachers from the Embassy of India school Riyadh. Their scores were arranged in a descending order. Based on their higher and lower scores, two groups comprising of 25% of higher and 25% of lower scores were formed. A mean difference of their responses to each statement was calculated. Those statements which had a mean
difference value of 0.5 and above were considered for selection and the other statements were rejected. To balance the number of equal positive and negative (favourable and unfavourable) statements a few statements with 0.5 to 0.8 mean difference were omitted. Eighty-eight statements were selected for part B of the questionnaire.

4. Categorizing Statements:

These statements were categorized into the following eight categories based on independent variables, (determinants) mentioned earlier in this chapter.

1. H.M/Supervisor            2. Society            
5. Colleagues                 6. Facilities          

The following table gives details of the number of statements selected which are based on the above mentioned categories and their further classification into positive and negative statements.

Table .. 6

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Categories</th>
<th>No. of favourable statements</th>
<th>No. of unfavourable statements</th>
<th>Total number of statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>H.M./Supervisor</td>
<td>07</td>
<td>07</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>Society</td>
<td>05</td>
<td>03</td>
<td>08</td>
</tr>
<tr>
<td>3.</td>
<td>Salary</td>
<td>02</td>
<td>02</td>
<td>04</td>
</tr>
<tr>
<td>4.</td>
<td>Students</td>
<td>10</td>
<td>08</td>
<td>18</td>
</tr>
<tr>
<td>5.</td>
<td>Colleagues</td>
<td>03</td>
<td>01</td>
<td>04</td>
</tr>
<tr>
<td>6.</td>
<td>Facilities</td>
<td>05</td>
<td>01</td>
<td>06</td>
</tr>
<tr>
<td>7.</td>
<td>Rules and Regulations</td>
<td>00</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>8.</td>
<td>Miscellaneous</td>
<td>12</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>44</td>
<td>44</td>
<td>88</td>
</tr>
</tbody>
</table>
d) Finalization of questionnaire:

Once it was decided to use the above mentioned statements to construct a scale, the questionnaire was given final shape. The questionnaire was divided into four parts viz;

1. An address to the subjects requesting them to respond freely as the information provided in the questionnaire would be kept confidential.

2. Instructions giving details of how to respond to all the statements.

3. Part One elicits "General Information" from the subject. Independent variables which were not included in the statements of the questionnaire like qualifications, experience, sex, age, marital status and emoluments were included in this part of the questionnaire.

One more important item that was added to this part of the questionnaire was to provide reasons for being satisfied/dissatisfied with the job by the subjects. It helped in knowing under which independent variables the subjects are satisfied or dissatisfied. A list of various reasons given by the subjects for being satisfied is included in the chapter VI called "Results". Similarly a separate list of various reasons suggested by the subjects for their remaining dissatisfied is also included in the chapter.

4. Part Two - consists of eighty-eight statements each followed by parentheses, for giving responses. The psychological experiments carried out by Likert, Bird and Edwards had statements ranging from 20 to 25 (Edwards p. 155). Brayfield and Rothe (1951) have used 18 statements in their index of job satisfaction.
Garrett** had stated that:

"Increasing the length of a test or averaging the scores obtained from several applications of the test or from parallel forms will also increase reliability."

The number of statements selected for preparing the scale for this research was quadrupled to increase the reliability of the test. Few more statements could have been added to the list but the empirical study of the initial questionnaire revealed that subjects were getting tired and the whole process was becoming dull and boring. Hence eighty-eight statements were selected.

e) **Execution of scale:**

Booklets containing a covering letter and the three parts of the questionnaire were prepared (See appendix A) and sent to Embassy of India Schools in Dammam, Jeddah and Jubail. The principals of these schools were kind enough to make the required number of copies to be distributed to all teachers of these schools. Few exploratory trips to Dammam, Jeddah and Jubail were taken by the research scholar during January to October, 1993. The purpose of these trips was to collect information and to become sensitized to the working environment of these institutions and to help the Heads to execute the scale. Sufficient copies of this booklet were made and personally distributed to the teachers of Embassy of India school, Riyadh. Sixty-six point five (66.5) percent teachers responded. Details are provided in the previous chapter under "statistics of the sample collected".

f) **Limitations of the study:**

As in any other study that requires a combination of primary and secondary data, there are inherent problems with efforts to quantify a large number of variables. Furthermore, statistical information in the Kingdom of Saudi Arabia from Indian teachers sometimes tends to be too spotty and is occasionally conflicting, if not contradictory. The material collected, especially the data from the structured questionnaire presented a series of problems. The main among them were:

1. The collection of data by the researcher required extensive effort both in time and energy.

2. Having to set up a different time and date for respondents to answer the questionnaire in the presence of the researcher was not found to be easy. Therefore sufficient time was allowed to respond to the questionnaire.

3. In addition to the above, the quality and extent of background information, particularly of the respondents of Riyadh school was also under question. As the researcher himself is the head of the institution, there was a possibility that in order to please the Head, a few respondent must have overstated things.

4. Another limitation of this study was that it was restricted to only the Indian teachers working in the Kingdom of Saudi Arabia while there are other Asian schools in the Kingdom who have similar working conditions. Inclusion of teachers of those schools might have widened the scope of this research.

5. Findings of this research, though generally useful, will not be fully applicable to Indian schools situated in India as the working conditions and emoluments there differ considerably from the Indian Schools of the Kingdom in Saudi Arabia.
Appendix A

Afsar Khan
Principal, Embassy of India School,
P.O.Box 89788, Riyadh 11692
Kingdom of Saudi Arabia

Dear ........................................

"A comparative study of job satisfaction among different categories of teachers working in Indian Schools of Saudi Arabia" is the topic of my research work which I have undertaken for the award of Ph.D. degree from the Marathwada University, Aurangabad under the guidance of Dr. Ahmed Hussain, Principal, Marathwada College of Education, Aurangabad. As this research work gears around the teacher community here in the Kingdom, your cooperation is invaluable for me. There are certain factors which cause job satisfaction whereas other cause dissatisfaction. Both types of factors are included in my present study.

Enclosed here with is a questionnaire which you are requested to fill in on the basis of your present job and experience. You have been given a range and you are requested to indicate the extent to which you agree with the given statement. By giving a response to each and every statement you would be helping a lot in an important research pertaining to the job satisfaction of teachers.

Let me assure you that all the information regarding this study will be kept strictly confidential, therefore, do not hesitate to respond freely.

Thanking you in anticipation,

(Afsar Khan)
QUESTIONNAIRE

INSTRUCTIONS:

1. Part one of this questionnaire contains statements pertaining to general information.
   Kindly fill in each blank space in this part.

2. Part two of this questionnaire contains several statements and each statement is provided with a bracket for one of the following responses.
   
a) Strongly agree.
b) Fairly agree.
c) Neutral.
d) Fairly disagree.
e) Strongly disagree.

3. You are requested to write against each statement in the bracket:
   
   'A' if you strongly agree,
   'B' if you fairly agree,
   'C' if you feel that your response is neutral,
   'D' if you fairly disagree,
   'E' if you strongly disagree with the statement.

4. Make sure to write either 'A', 'B', 'C', 'D' or 'E' against each statement.

5. Please respond to all the statements.
PART ONE

GENERAL INFORMATION

1. Name in Full:____________________________________________________________

2. Date of birth:__________________________________________________________

3. Age as on 4th August 1993 :_________  4. Sex:___________________________

5. Marital Status:________________________________________________________

6. Name of the School where presently employed: ___________________________

7. Qualifications (Educational and Professional):
   a) ____________________________,  b) ____________________________
   c) ____________________________,  d) ____________________________
   e) ____________________________,  e) ____________________________

8. Salary Scale:___________________________________________________________

9. Monthly Salary in S.R.:________________________________________________

10. Teaching Experience:
    a) Kindergarten School:___________ years  b) Primary School __________ years
    c) Secondary School: _____________ years  d) Secondary School __________ years.
    d) Total Teaching Experience:_______________ years.

11. What section and classes do you teach in the school at present?
    (Please mention K.G., Primary, Secondary or Senior Secondary in the blank marked
    'section' and classes which you teach in the blank marked 'classes'.)
    ______________________________________ section and ______________________ classes

12. Previous work experience apart from teaching (if any)
    a) ____________________________ years as _________________________________
    b) ____________________________ years as _________________________________
    c) ____________________________ years as _________________________________

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13. Visa Status  
   (House wife, Independent work visa[free visa], School's job visa, visit visa)

14. Are you paid extra allowance apart from your salary?  
   (If yes, then give amount and details like supervisory allowance, etc.)

15. Do you stay in the Kingdom with your family?

16. Are you satisfied with your job? (Answer in Yes or No)  
   Give reasons in support of your response.

Signature: ____________________________  Date: ____________________________
PART TWO

Note: Please write A, B, C, D or E in each of the brackets provided against the following statements as per the instructions provided in para (3) of the questionnaire.

1. Parents of the students compliment teachers for their good work. (    )
2. Teachers are regarded as persons of high moral fibre & character. (    )
3. The students misbehave with their teachers. (    )
4. Students' cooperation is obvious. (    )
5. Service rules are ambiguous and unrealistic for the teachers. (    )
6. There is good opportunity for promotion in this profession. (    )
7. One has to make extra ordinary preparation owing to the increasing complexity of the profession. (    )
8. One is rewarded by students' cheerful faces after effective teaching. (    )
9. Teachers have to forgo their free periods in engaging students during proxy periods. (    )
10. The immediate family members look down upon the teaching profession. (    )
11. Teaching in the desired classes is not made available. (    )
12. The teacher alone is considered responsible for students' misbehaviour. (    )
13. The teacher experiences pride on account of extra ordinary achievement of a student. (    )
14. One can participate in the cultural activities, sports etc. which are integral parts of the profession. (    )
15. Social welfare is also possible through this profession. (    )
16. Contradictory suggestions are received on various occasions about the school supervision. (    )
17. There is an opportunity to help children with behavioural problems. (    )
18. The H.M./Supervisor does not appreciate the teacher's work.

19. Household responsibilities can be attended to along with the profession.

20. General negligence in study prevails among the present day students.

21. One has to speak too much in the teaching profession.

22. The number of periods allotted per week is high.

23. It is convenient to stay in the Kingdom with one's family.

24. The teacher's efforts are not obvious on account of over-crowded classes.

25. The authorities consider the teacher's opinion in policy making.

26. The teaching profession is only meant for ladies.

27. The H.M.'s/Supervisor's attitude towards the teachers is strict.

28. Many students continue to respect the teachers even after their schooling.

29. The profession is found to be convenient because work load is light.

30. One who has no opportunity in any other occupation accepts a teaching job.

31. One can exhibit creative talents in the profession.

32. The teacher is not allowed to take active part in politics.

33. Anti-social mischief prevails among the students.

34. The authorities sanction leave whenever necessary.

35. There is a pleasure in working with active and energetic children.

36. Professional training does not help much in teaching.

37. Teachers who flatter authorities are benefitted.

38. Knowledge is enriched through varied experiences with the students.
39. School duties have to be carried out outside school hours also.

40. The teacher's energy and time is wasted on account of students' indiscipline.

41. The authorities provide appropriate opportunities for progress according to efficiency.

42. Money through tuition can be earned as additional income.

43. Moral values can be well maintained in this profession.

44. The teachers in this profession are mentally exhausted towards the end of the day.

45. The teacher contributes to character building of the students.

46. It is possible to educate one's children free of charge in one's institution.

47. The authorities command respect from the staff.

48. The authorities try to establish amicable relations among staff.

49. Pay scales are insufficient in proportion to the work.

50. In education, frequent changes occur in the syllabi, methods etc.

51. The teacher's abilities are not properly utilized while working with the lower grade students.

52. A person in this profession gets an opportunity to develop his/her personality.

53. The authorities, assign to the teachers, an appropriate position in the light of qualifications and experience.

54. One has to work without remuneration in free time.

55. Additional emolument is available for examination and supervision work.

56. Most of the social, religious and national bondings are strengthened
57. There is good arrangement for drinking water in the school.

58. Teaching aids in the school are inadequate.

59. The school authorities are sympathetic about monetary problems of the teachers.

60. With a lapse of time, one experiences a lack of novelty in the teaching profession.

61. The authorities have positive approach to correct errors of the teachers.

62. Toilet facilities in the school are adequate and proper.

63. There are no facilities for retired teachers like contributory provident fund, pension etc.

64. The school building is hygienic.

65. There is a benefit of vacations during the year.

66. Peons do not do the work assigned to them.

67. The failure of H.M./Supervisor to get cooperation from the teacher community creates tension.

68. Experienced teachers get an opportunity to help new teachers.

69. The job of checking the students work is tedious.

70. The authorities unreasonably insist on getting things done by the teachers according to their own whims.

71. Trained teachers consider untrained teachers to be inferior.

72. The authorities keep the teachers informed of the circulars regarding the Board's policy.

73. Congenial atmosphere is available in the school because of teachers having similar attitudes.

74. Rigidity in observing time schedule destroys enthusiasm for work.

75. Society's expectations from the teachers are unduly high.

76. Inappropriate and undesirable individuals enter into the teaching field.
77. The H.M./Supervisor is always inclined to find fault with the teachers. ( )
78. There is an opportunity to be in the forefront in society on account of the development of one's eloquence. ( )
79. A healthy exchange of views is possible as the teacher community is large. ( )
80. The teacher is exploited in this profession. ( )
81. Parents of the students request a particular section of the class for their ward. ( )
82. The entry of politics in education seems to be improper. ( )
83. Influence works unduly in this profession. ( )
84. It is possible to get expected results as one has to teach a single class all the time. ( )
85. Display of educational charts in and around the classes shows aesthetic and educational value of the school. ( )
86. Examination work increases professional competence of the teachers. ( )
87. Preparation of educational charts for the school is a tedious job. ( )
88. Competitions in the school motivate students and teachers. ( )