CHAPTER - III

METHOD AND PROCEDURE
In a research study a very important stage is to decide about the approach, the tools and the procedure to be followed. The methodology followed in conducting the study plays a prominent role in determining the dependability and usefulness of the findings. The methodology followed in the present study has been marked out in accordance with its objectives. As indicated in the previous chapter the present investigation endeavours to study organisational commitment in relation to occupational stress, job satisfaction, employee's morale and socio-emotional school climate, hence it requires suitable measuring tools and appropriate statistical procedures.

In this chapter a description of the sample size, research tools, administration and collection of data and statistical techniques used by the investigator for analysing data has been presented.

3.1 Sample

A sample is a small group or a fraction of a population representing to the entire population. Mohsin(1984) contended that "sample is a small part of the total existing events, objects or the information." Thus, sampling is a process for drawing a small portion of population representing to the entire population, selected for the observation. By making the observations on the appropriate sample, it is possible to draw reliable inferences of generalisation specially on the population as a whole from where the samples are drawn.

In the present investigation, sample was obtained from the five districts of eastern Uttar Pradesh namely, Azamgarh, Mau, Ballia, Ghazipur and Jaunpur. The total sample consist of N= 615 out of which 215 were females and 400 were males. First of all five government added...
secondary schools (out of which three were boys' schools and two girls' schools in each district), lying in the urban area were selected randomly, and then accordingly the teachers were selected. The break of the sample is given in Table 3.1

Table 3.1

<table>
<thead>
<tr>
<th>S.N.</th>
<th>District</th>
<th>No. of male teachers</th>
<th>No. of female teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Azamgarh</td>
<td>90</td>
<td>55</td>
</tr>
<tr>
<td>2.</td>
<td>Mau</td>
<td>79</td>
<td>41</td>
</tr>
<tr>
<td>3.</td>
<td>Ballia</td>
<td>77</td>
<td>37</td>
</tr>
<tr>
<td>4.</td>
<td>Ghazipur</td>
<td>83</td>
<td>49</td>
</tr>
<tr>
<td>5.</td>
<td>Jaunpur</td>
<td>71</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>400</td>
<td>215</td>
</tr>
</tbody>
</table>

The selection of the districts was made on the following criteria:

1. The selected districts were not very much distant away from the Azamgarh Distt., where the investigator lives. A good transportaion facility also exists between Azamgarh and the said districts. Moreover few friends and well wishers of the investigator also live in the said districts and it was supposed that they will help him in need.

2. All the selected districts contain a good no. of schools and teachers.

3. To ensure homogenity of the sample with regard to the socio-cultural background, it was thought essential to confine the investigation to the above districts.
3.2 Tools used

The relevance and reliability of any research work depends on appropriateness, reliability, and validity of the tools and measures employed in the study. Thus to obtain the meaningful results of any research work the tools applied should be valid and reliable as well as must suit to the corresponding age and ability levels of the sample involved in the research work.

There are different types of psychological tests/tools, e.g. projective, rating scale, interview, questionnaire etc. The questionnaire method has been considered as the most convenient and favourable instrument which have also been used in the present investigation. A questionnaire consist of number of statements/questions and the respondents are required to answer each statement/question according to the instruction given to them. The description of the questionnaire/scale used in this study follow:

Organisational Commitment Scale (OC Scale)

Organisational commitment scale was developed by the researcher. It is a five-point Likert-type scale, consisting 22 items, based on three dimensions of organisational commitment- affective commitment (AC) continuance commitment (CC) and normative commitment (NC) ( Appendix-I). Affective commitment dimension of the scale comprises 9 items, out of which 7 items were taken from Meyer and Allen's (1984) Affective Commitment Scale and two items from Organisational Commitment Questionnaire by Mowday et al. (1979). The continuance commitment and normative commitment dimensions contain 7 and 6 items respectively and the items were taken from Continuance and Normative Commitment Scales developed by Meyer and Allen (1988). All the items were translated in Hindi and few words were substituted according to the local needs and environment. Item analysis of the scale which was done on
the sample of N = 250 male and female teachers justifies the efficacy of all the statements incorporated in the scale as the items correlation with the composite score ranges from $r = .4462$ to $r = .7144$ are found significant beyond .01 level (Appendix-II). The details of the dimensions and items of the scale is given in fig. 3.1:

* are negatively phrased items.

fig 3.1 showing details of dimensions and items of OC Scale
The responses must be given in any one of the five categories—strongly agree, agree, undecided, disagree & strongly disagree. In case of positively phrased items 5 marks be given to strongly agree response, 4 to agree, 3 to undecided, 2 to disagree and 1 to strongly disagree response. In negatively phrased items the procedure will be reversed i.e. 1 mark to strongly agree and 5 to strongly disagree must be given. Higher score on the scale refers to very high degree of organisational commitment and low score refers to very low or moderate degree of organisational commitment. The scale is found highly reliable as obtained value of Cronbach alhpa .9089 is substantially very high (Appendix -III).

**Occupational Stress Scale (OS Scale)**

Occupational stress scale was developed by the researcher. It is a 30-item Likert type scale in Hindi based on 5 dimensions (Appendix-IV). The five dimensions were selected on the basis of work of Boyle et al. (1995). The detail of the dimensions and items of the scale is given in Fig 3.2:
Fig 3.2. showing the details of dimensions and item of OS scale.
The item analyses of the scale were made by obtaining correlation value of each individual item with the composite occupational stress score which ranged from $r = .3721$ to $r = .7054$ were found significantly very high beyond .01 level (Appendix-V). The reliability of the scale was ascertained by obtaining the value of Cronbach alpha .8922 which is highly significant even beyond .01 level that confirms the reliability of Occupational Stress Scale (appendix-VI).

All the items were negatively phrased and the respondents were required to put a tick mark against the most suitable answer in the form of 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree'. Score 5 will be allotted to the answers given in the category of 'strongly agree' 4 to the 'agree' 3 to the 'undecided' 2 to 'disagree' and 1 to 'strongly disagree'. High scores denote higher stress felt by the teachers and contrary to it low score refers to less stress felt by the teachers.

**Teacher Job - Satisfaction Questionnaire (TJSQ)**

To measure the job satisfaction of teachers TJSQ was used which was revised in 1996 and published by National Psychological Corporation, Agra. The said questionnaire was developed and standardised by Pramod Kumar and D.N. Mutha. It consists of 29 'Yes-No' type items comprising four dimensions of job satisfaction (Appendix VII). The details of these dimensions and items are given in fig 3.3:
* items are negatively worded.

Fig 3.2. showing the details of dimensions and items of TJS Questionnaire
The authors of TJSQ claim that the split-half reliability (correlating the odd-even items) of the test applying Spearman-Brown Formula is 0.95 (N=100) with an index of reliability of 0.97. The test-retest reliability of the test is 0.73 (N=60; time interval = 3 months) with an index of reliability 0.85. It shows that questionnaire is highly reliable both in terms of its internal consistency and stability of scores. Similarly the authors claim that the face validity and the content validity of the scale is very high.

So far as the scoring of the test is concerned all the items except item no. 6 and 29 are positively worded. All these items are given as score of '1' for positive responses and '0' for negative responses. In case of items 6 & 29, the reverse case is applicable. The sum of these values gives the job satisfaction score for the subject. The total score varies from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject.

**Employee's Morale Scale (EM-Scale)**

This 5-point Likert type scale in Hindi was also developed for using in the present study. The scale comprises of 4 dimensions incorporating 26-items in all (Appendix- VIII). The details of items of each dimension is given in Fig 3.4
Fig 3.4 showing the dimensions and items of EM Scale.
The item analyses of the scale were made by obtaining correlation value of each individual item with the composite EM score which ranged from \( r = .1945 \) to \( r = .6965 \) were found significantly very high beyond .01 level (Appendix - IX). The reliability of the scale was ascertained by obtaining the value of Cronbach alpha .8502 which is highly significant even beyond .01 level that confirms the reliability of EM scale (Appendix- X).

All the items were positively phrased and the respondents were required to put a tick mark against the most suitable answer in the form of 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' category. A score of 5 must be given to response in 'strongly agree' category, 4 to the response in 'agree' category, 3 to 'undecided', 2 to 'disagree' and 1 to 'strongly disagree' category. High score denotes higher employee's morale whereas low score denotes lower employee's morale.

**Socio-Emotional School Climate Scale (SESC Scale)**

SESC scale was developed by the researcher for using in the present study. The scale comprises 3 dimensions incorporating 30- items in all (Appendix-XI). All the items are in Hindi and have only two responses- 'Yes' or 'No'. The details of items of each dimension is given in fig 3.5:
Fig 3.5 showing dimensions and items of SESC scale
The item analyses of the scale were made by obtaining correlation value of each individual item with the composite SESC score which ranged from $r = .3692$ to $r = .7012$ were found significantly very high beyond .01 level (Appendix - XII). The reliability of the scale was ascertained by obtaining the value of Cronbach alpha .8831 which is highly significant even beyond .01 level that confirms the reliability of the SESC scale (Appendix -XIII).

All the items of the scale were positively phrased and the respondents were required to put a tick mark against the most suitable response (i.e. either 'Yes' or 'No'). A score of 1 must be given for the 'yes' response and 0 for 'no' response. The sum of these values gives the SESC score for the respondent. High score denotes higher SESC value whereas low SESC score denotes lower SESC value.

3.3 Administration of the Tests and Collection of Data

Data collection is essentially an important part of the research process so that the inference, hypotheses or generalisations tentatively held may be identified as valid, verified as correct or rejected as untenable.

After the selection of the sample and the required tools the task before the investigator was to collect the data. The investigator personally went to the selected schools of the said five districts of eastern Uttar Pradesh for the administration of the tests. The actual administration was proceeded by a brief talk with the principals, with a view to explain the purpose of the study and to get his/her help and cooperation and permission for the same. After the prior permission of the principals, the teachers were contacted and requested to complete the questionnaires.

Test administration is one of the most important step in the research process because in the absence of correct administration of the tests one cannot get valid and reliable results. In order to draw out the right
response and for willing cooperation of the subjects the purpose of the study should be explained to them.

Thus in order to take the right responses from the subjects a brief talk was given to them to arouse their interest and to motivate them. The subjects were asked to do these tests to get a great deal of self insight and were convinced that it would be enjoyable for them to do these tests. Some respondents apologised for the lack of time or extra burden of work, but they were convinced by the investigator. The tests were handed over to them and they were asked to complete them within the specified time prescribed in scales. Some respondents were very much anxious and have suspicion about the motive of the investigator in knowing the details of their job life, but anyway they were convinced at last. Some respondents requested the investigator to wait as they were not available till 2 or 3 hours. The investigator anyhow managed to wait for them to seek their cooperation in completing the questionnaires.

The instructions given in each tests were explained in a specified manner and each subject was requested to feel comfortable and free for asking questions from the investigator in case he/she felt any difficulty in understanding the items of the tests. They were also given full assurance by the investigator that the information collected from them would be kept a total secret. The investigator made his best efforts to see that each subject had clearly understood what he was to do before starting the test.

The responses of each respondents were scored as per the guidelines of the scale and a comprehensive sheet was prepared for the purpose of the statistical treatment of the data.

3.4 STATISTICAL ANALYSIS

Multiple regression analysis which is considered as a powerful statistical technique that allows to assess the relationship of several independent variables (IVs) simultaneously with one dependent
variable (DV), was used to give statistical treatment to data. Multiple regression technique has three methods namely, multiple, hierarchial and stepwise. The difference between these methods involve the way variables enter the equation. The terms regression and correlation are used more or less interchangeably. The regression is generally used when the intent of analysis is for prediction, whereas, correlation is used when the intent is to measure degree of association.

The multiple regression analysis is used to establish a relationship, expressed via an equation, for predicting typical values of one criterion variable given the values of a set of predictor variables.

In this study stepwise method for isolating the predictors, was used. Using this method through computer SPSS package the first predictor variable entered in the equation on the basis of having highest partial correlation with the criterion variable. If the predictor variable passes the criterion, the second variable is selected on the basis of highest partial correlation. The process continues until no more useful information can be gleaned from further addition of variables. The main variable predicting dependent variable are confirmed by significant 't' value.

The proficiency of stepwise multiple regression analysis is found to be very high as it successfully isolated predictor variables that fulfilled the very objective of the present endeavour and ascertained to significance of the proposed null hypotheses.