CHAPTER - III

METHOD & PROCEDURE

The proceeding chapter reviewed the earlier research studies on organizational climate and job satisfaction behavior in the context of their objectives, hypothesis, research methods, techniques tools, employed and the finding drawn. The present chapter attempts to describe the method & procedure chosen by the investigator for achieving the objectives for her study in context of the method & procedure adopted by earlier research workers on the similar subject of research description of the research methodology and procedure has been made in the present chapter under the following heads:

I. Research Methods, Rationale of their choice.
II. Sample size, sample techniques Rationale of their choice.
III. Study of their variables, measuring tools their characteristics.
IV. Development of teacher job satisfaction scale.
V. Administration of the research tools
VI. Scoring of the Administered tools
VII. Processing the data based on the tools Measuring study variables.

I Research Methods, Rationale of their choice:

There were seven objectives with which the present study was undertaken. These were:
1. Ascertain the organizational climate of DIETs located in U.P., Western region, Delhi and Haryana states of India, 
2. Classifying these institutes into good, average & poor categories on the basis of their organizational climate, 
3. Identifying the magnitude of Job Satisfaction among teachers serving in DIETs characterized by organizational climate which is good, 
4. or average, 5. poor. 6. Comparing the Job Satisfaction behavior of teachers in DIETs differentiated into good, average & poor categories on the basis of their organizational climate and 
7. Ascertain the influence of organizational climate on Job Satisfaction behavior of teachers of DIETs located in earlier mentioned three states of India.

The investigator decided to use the normative survey method and causal-comparative method of research for achieving the above mentioned objectives of her study. It seems worth while to specify the reasons for using these research methods for achieving the objectives for the study. Normative survey method of research was choose in the present study to ascertain the trends of organizational climate of District Institute of Education and Training in the context of objective and trends of the teachers pretending to Job Satisfaction behavior of the teachers of the DIETs. Needless to say, as states elsewhere, trends in the respect of these two variables have been determined with the help of two research tools School organizational climate Description Questioner's Satisfaction scale, as well as by computing mean and standard deviation stores from data yields after the administration of these tools. This method, besides helping the investigator in achieving the above stated objectives of her study, also helped her to achieve the 6th objective of her study, of course partially. The investigator for achieving objective 2 has used casual-comparative method of
research. Classifying the DIETs on the basis of their organizational climate into good, average and poor 3. identifying teachers Job Satisfaction in good organizational climate DIETs, 4. teachers Job Satisfaction in average organizational climate DIETs, 5. teachers Job Satisfaction in poor organizational climate DIETs and 7. in ascertaining the influence of organizational climate on teachers Job Satisfaction for the choice of these two methods in the present study lies in the appropriateness of these methods in achieving the objectives of the study as well as testing the hypothesis.

II Sample size, Sample techniques, Rationale of their choice:

The present study is based on two variables, namely organizational climate of DIETs and job satisfaction of the teachers serving in DIETs constituting the main sample of the present study. An analysis of the preceding statement implies that the sample of the present study is based on two interrelated components: 1. DIETs and 2. Teacher serving these DIETs. Organisational climate is the phenomena, which differs from an educational institution to educational institution and also from organization to organization. The total organizational system of the country is based on institutions differing in their level-pre elementary, elementary, junior secondary, senior secondary and higher level of education as well as in respect of their nature and type. In the later aspect these are technical Institutions, scientific institutions and industrial institution or organizations. It has indeed been an enormously difficult job to study the organizational climate of all the above-mentioned institutions constituting the educational systems of the country. As such the selection of certain institutes was of paramount importance for a study an examination of the phenomena of an
organization climate. The investigator, being a teacher educator herself felt festinated to study the organizational climate of teacher education institution. Teacher education mainly imparted at the pre elementary, elementary, and secondary level of education. since has been serving in an elementary teacher education institute, therefore her interesting elementary teacher education is obvious.

Elementary teacher education, it is well known fact, is conducted in accordance with rules & regulations framed by ministry of education by different states of the country. studying the organizational climate of the elementary teacher education institutes of all the states of India would have not been an easy task. She, therefore, decided to confined her area of research on organizational climate to District Institution of education and Training (DIETs)

Institutions which, hence forward will be turned as DIETs as their abbreviated form. There are 439 DIETs spread over different states of the country. It will be agreed that no single investigator particularly the one who has to submit her research fore the award of Ph.D degree in education can study the organizational climate of such a big no. of DIETs and that too in the context of their location in all the states of the country. She therefore decided to confirm her study to those DIETs, which were located in Western region of Uttar Pradesh, Delhi and Haryana the three states of India. This decisions of the investigator resulted in the conduct of the present study to 30 of the 47 DIETs of the earlier mentioned three states of the country. All these three states Western region of Utter Pradesh, Delhi and Haryana are adjoining states as such study of the DIETs located in these three states was possible.

A study of the organizational climate of the 42 DIETs and also of approximately 1000 of the teacher serving in these institution was again not a very easy job. It was for this
reason that 30 of the 42 DIETs were selected with the help of random sampling techniques. The choice of 30 DIETs was governed by the statistical construct of the minimum sample size of 30 to led to valid and reliable findings. Out of approximately 1000 teacher educators of DIETs, 150 were chosen again with the help of random sampling technique. For this purpose the investigator made use of Tippet’s Random Number Series Table. The observation and the reason for their choice of present size of the sample of DIETs and the teachers indicate the rationale for their choice.

III Study of their variables, measuring tools their characteristics:

Organizational climate and job satisfaction are the two variables on which the present study is based and its objectives have been based developed. Organizational climate of the samples DIETs included in the present study has been measured with the help of Moti Lal Sharma’s adapted version of Halpin and Crofts’s Organizational Climate Description Questionnaire. The second variable of the study, namely, Teachers Job Satisfaction has been measured with the help of Teachers Job Satisfaction Scale. The investigator in collaboration has developed this scale with Prof. K.G. Sharma, her research guide. Below are the salient features of these two research tools used in the present study-

1. School Organizational climate Description Questionnaire

Main features of the questioner (SOCDQ) are as under

A Personal Data

Under this head the testee on which the SOCDQ is administered as to supply information about the name of the school /DIET he/she serves, place in which this
institution is located, his/her own name, his/her age, sex, duration of service, no. of teacher educator serving in the school/DIET and the approximate total no. of student studying school/DIET.

B. Instructions

This head contains the following information to be read by the testee

i. Purpose of SOCDQ - Main purpose of the SOCDQ is to ascertain the reactions of the testee about the conditions within the school/DIET.

ii. Direction - The testee is directed not to evaluate the items of the questionnaire in terms of either good or bad. The testee further directed to respond to the items in terms of the degree to which these describe the conditions within his/her institutions.

iii. Nature - Each item of the SOCDQ describes a condition within an institution and the testee is required to judge the item against a four-point rating scale frequency - rarely occurs, sometimes occurs, often occurs and very frequently occurs.

C. Main body of SOCDQ

The main body of the questionnaire has 64 items. Each item is to be judged against a four-point frequency rating scale. These rating points are in respect of frequency of occurrence of a condition which may be described as rarely, sometimes, often occurs and very frequent.

The testee required to judge such condition in terms of its frequency as mannerisms of the teachers, Principal working attitude, morally of teachers, Principal's tendency to accept constructive criticism, closest friends of the testee, decision making by the principal, preparedness of the principal in staff meetings, frequency of the teachers opposing the principal, routine duties interfering teaching, rational offered by the principle for his criticism of his teachers, teachers work derive, magnitude of
reception by teachers of other teachers at their homes, measures taken by the principle for the welfare of the staff, teachers work schedules, holding of staff meeting as per circulated agenda, principal’s attending the school in time, identification of teachers with their schools, leaving the school by the teachers before closing of the institution, innovations in institutions, on questioning of principal’s orders, teacher pressure on principal, harmonious relation between teacher and principal, autocratic style of principal, custodial service, principal’s familiarity about the background of his staff members, teachers dairy filling activity, secretarial service, checking of the answer books checked by the teachers, principals help to teacher in solving their personal problems, principal’s strict rule implementation, principal’s favoritism, teachers attitude to seek special favour, teachers attitude to accept their faults, teachers personal rapport with other teachers, offering of suggestions by principals to his teachers, teachers interruptions behavior during staff meetings, principals cooperative attitude, availability of teaching aids, contacting of the principal with his teachers on each working day, burdensomeness of administrative paperwork, supplying for supervisors elevation report to teachers, feeling of “let’s get things done” by the teachers, cooperativeness among teachers, staff meeting just serving the principal’s concern, extra duty for teachers, preparation of administrative reports, going out of way by the principal in helping his teachers, rambling by teachers in staff meeting, curriculum activities in group spirit, violently stay by teachers in school, invitation of suggestions by the principals, alienation of teachers to their institution, offering of attention by teachers even after the end of institutional time table, informality among teachers and principals, magnitude of socialization in the institution, staff meeting a
business conference, up-rising the teachers about the use of new teaching aids like computers reminding the teachers by the principal of their duties.

D Inference about organizational climate

On the basis of ratings of the items by the testee his reactions to conditions conducive for an effective organizational climate is measured by the total score yield on the 64 items of SOCDQ. The individual scores of the teachers on SOCDQ are summed up. The average score is then used for ascertaining the conduciveness of organizational climate of an institution with the help of norms contains in the manual of SOCDQ. Needless to say the SOCDQ’s revised version has a high reliability and a construct validity. The framer of the questionnaire has developed norms on teachers of secondary schools of Gujarat state of India. The investigator made some needed modifications in the main body of SOCDQ to suit the conditions in educational institutions particularly DIETs of northern states(Uttar Pradesh, Delhi and Haryana) of India.

The modified version developed by the investigator has also 64 likert type items and the testee is required to indicate the occurrence of a condition described in an item against the four point frequency rating Scale of rarely scale, sometimes, often and very frequent. 40 of the 64 items indicate the magnitude of positiveness of the condition and the remaining 24 items indicate the reverse condition. As such she assigned rating weights of 1, 2, 3 and 4 for the positive items and 4, 3, 2 and 1 to the negative items. The organizational climates score is a result of the residual score between the positive and negative score.

For determining the reliability of the revised SOCDQ, the investigator applied KR-20 Kunder-Richardson Formula and found it to have reliability coefficient of .82.
She determined the reliability of the revised version of SOCDQ developed by her through estimates supplied by 15 experts on organizational climate. All of whom after evaluating each item concluded that the measure the organizational climate of an educational institution/DIET. Beside seeking experts opened she correlated the scores obtained on the basis of Sharma’s revised version developed by the investigator. The validity coefficient on the basis of the correlation between these two sets of the scores was found to be .63 which it will be agreed, is reasonably high.

2 Teacher Job-Satisfaction Scale

Main feature of the teacher job-satisfaction scale developed under the joint collaboration of the investigator (Ms. Deepika and Dr. K.G Sharma) contains the following features.

A Personal Data:

Under this head the teacher testee who is to respond to the 25 items of the scale is required to supply information about his/her name, name of the institution in which he/she served, age in years, month as well as his/her date of birth, nature of job within the institution name of the organization served by his/her academic and professional qualifications and his/her salary grade.

B Directions to the Respondent:

Under this head the tester through the directions specified attempts to establish a rapport with the respondent. This objective is achieved by such statements as “we know you a teacher” as such “you are a teacher in some educational institution. While teaching, it is quite natural that some activities, which you do, may be satisfying while some other activities may be least satisfying to you. Read each item of the scale judge
how much you feel satisfied with your activity specified in the particular item and as well 24 items presented under the remaining 24 items.

B Item Response Procedure:

This head explains the procedure to be adopted by the tester for responding to the items of the scale. Each item is to be rated against a five point satisfaction rating scale: (1) Most satisfied, (2) More satisfied, (3) Satisfied, (4) Less satisfied and (5) Least satisfied. The testee is directed to read each item carefully. Judge the extend to which he/she feels satisfied. Match the degree of his satisfaction with one of the five categories representing the degree of his satisfaction and tick-mark the satisfaction category matching your perception of your magnitude of satisfaction. You may be confident that your reactions to the various items of the scale will be kept confidential and you will complete the process of responding to the items within approximately half an hour or so.

D Main body of the Teacher Job-Satisfaction Scale:

The main body of the scale consists of 25 items. Each item specifies a condition/situation/practice/activity of an educational institution. As stated earlier each item is to be rated in terms of the degree of the testee's satisfaction towards the institutional conditions/situations/practice/activity against a five point rating scale, namely (1) Most satisfied, (2) More satisfied, (3) Satisfied, (4) Less satisfied and (5) Least satisfied.

The 25 situations/conditions/practices/activities are: teaching of the students in class-rooms, motivating the students, enhancing teacher-pupil participation in teaching-learning process, using proper teaching aids, giving learning assignments, evaluating students leanings, planning innovations seeking parental co-operations, holding parent
teacher association meetings, planning academic calendar, uncritical acceptance of principal's orders, organizing excursions, co-operation in the organization of cultural activities, participation in seminars, workshops etc. attending to students problems, preparing cumulative records, identifying learner’s characteristics, analyzing students achievements in examinations, diagnosing students weaknesses in their study subjects, designing remedial teaching, offering guidance and counseling, developing desirable values among students, developing curriculum based on students needs and conducting action research.

E Teacher Job-Satisfaction Dimension wise distribution of items:

The table below gives the total number of the items and the Serial number of the item against each of the seven dimensions, namely: (1) Teacher based, (2) professional growth, (3) Teacher-pupil co-operation, (4) Educational management, (5) Learner based and (6) Reinforcing teaching.

<table>
<thead>
<tr>
<th>S. no.</th>
<th>Dimension</th>
<th>Item no.</th>
<th>Total items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher Based</td>
<td>1,2,3,4,5,6</td>
<td>06</td>
</tr>
<tr>
<td>2.</td>
<td>Professional Growth</td>
<td>7,10,12,14,15</td>
<td>05</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher Pupil Co-operation</td>
<td>8,9</td>
<td>02</td>
</tr>
<tr>
<td>4.</td>
<td>Educational Management</td>
<td>11,13,16</td>
<td>03</td>
</tr>
<tr>
<td>5.</td>
<td>Learner Based</td>
<td>17,18,19,20,21,22</td>
<td>06</td>
</tr>
<tr>
<td>6.</td>
<td>Reinforcing Teaching</td>
<td>23,24,25</td>
<td>03</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>
Scoring of Teacher Job-Satisfaction Scale:

The scoring of each item is based on the proportion of intensity of satisfaction of the teacher towards his/her institution/situation/condition/practice/activities. The more is the intensity of satisfaction, the higher is the amount of weight to be assigned to the item. In this regard the five categories of satisfaction quantified in most, more, satisfied, less and least satisfied has been assigned successive weights of 5, 4, 3, 2 and 1. The various values of 5, 4, 3, 2 and 1 were summed up to get the final score.

Standardization of Teacher Job-Satisfaction Scale:

The standardization of the scale was made with the help of T-score formula \( T = 50 + \frac{(X-\mu)}{\sigma} \times 10 \). As it is well known in this formula \( T \) stands for T-score (standard score), \( X \) stands for raw scores, \( \mu \) for mean of the raw scores and \( \sigma \) for SD of the raw scores. The figure of 50 is a constant one to be used for addition or subtraction as is the case and the figure of 10 is the constant integral used for multiplication. The T-scores thus, developed have been reported in the thesis report.

Reliability:

The reliability of the job-satisfaction scale was determined with the help of test-retest method applied on a sample of 50 teacher educators of DIETs who responded to the same items of the test twice within an interval of 20 days. The job-satisfaction scores yielded on the 50 teacher educators was subjected to Pearson product moment coefficient of correlation. Consequent to the application of this formula the scale was found to have a reliability coefficient of .81 which, indeed, quite high.
in their school/DIET as per the timetable in forced. In framing items the following precautions were observed-

(1) Comprehension ability of the language of the items.
(2) Brevity.
(3) Relatedness with the school/condition/situation.
(4) One item containing only one situation/condition/practice/activity
(5) Simplicity.

In the context of the precautions mentioned above 52 items were framed to measure the satisfaction behaviour of the teachers teaching in secondary institutions or District Institute of Education and Training.

D Editing the test items:

Notwithstanding the observance in framing items of the satisfaction scale the investigator got all the 52 items assessed on the basis of their validity by experts on test construction and authorities on satisfaction behaviour. They were requested to select the best 25 items in the context of their validity as well as in respect of the characteristics of a good test item. Consequent to these requests the experts and the authorities on test construction and satisfaction behaviour 25 items were selected for the teacher satisfaction scale. All these items were retained and constitute the main body of the scale.

E Validity and Reliability:

As already stated the satisfaction scale has a high face and construct validity and Reliability (.81) determined with the help of test-retest method of reliability.
Development of T-score norms:

As stated elsewhere in this chapter the investigator developed T-score norms by applying the usual T determination formula \( T = 50 + \frac{X}{\sigma} \times 10 \) the T-score norms developed through this formula have been presented in the appendix.

Administration of the research tools:

The Organizational Climate Description Questionnaire Scale adapted by Sharma and further modified by the investigator as well as the Teacher Job-Satisfaction Scale developed by the investigator and her research guide Prof. K.G. Sharma were administered on the subjects of the sample of the teachers serving in 30 DIETs located in western region of Uttar Pradesh, Delhi and Haryana states exactly in accordance with the directions contained in their manuals.

Scoring of the administration tools:

Each one of the two tools- Organizational Climate Description Questionnaire and Teacher Job- Satisfaction Scale administered on the sample of teacher educators of DIETs constituting the sample of the present study was scored exactly in accordance with the scoring procedure mentioned in the manual of these two tools and also described elsewhere in this chapter.

Processing the data based on tools measuring study variables:

The data obtained on the basis of administration of the Organizational Climate Description Questionnaire and Teacher Job- Satisfaction Scale were
analyzed, organized and processed through analysis of variance and T-test of significance. To be precise the following steps were taken in this regard:

To Classify the DIETs into good, average and poor on the basis of their organizational climate, the investigator determined the Mean and Standard deviation score for the T-score of the organizational climate of the 30 DIETs constituting the sample of the study. DIETs whose Mean score was between $\pm \sigma$ of the Mean scores of organizational climate were designated as DIETs with average organizational climate. However, the DIETs who were found to have an organizational climate above $\sigma$ over the Mean organizational climate were designated as DIETs with good organizational climate. As against this the DIETs whose organizational climate score was found to be below $\sigma$ to the Mean organizational climate were judged to be with poor organizational climate.

It is evident from the above statistical treatment of the data through mean and standard deviation scores on organizational climate of DIETs, the investigator succeeded in achieving first objective of the study, namely, to ascertain the organizational climate prevailing in District Institute of Education and Training (DIETs) located in Uttar Pradesh, Delhi and Haryana state regions.

Besides achieving the first objective the above statistical treatment helped the investigator in classifying the DIETs on the basis of their organizational climate into good, average and poor categories, which is the second objective of the present study.

In addition to the classification of the DIETs into good, average and poor organizational climate the investigator compared the job-satisfaction of the
elementary teacher educators serving in DIETs having good organizational climate, there by, achieving the third, fourth and fifth objective of her study.

Where as in the context of third, fourth and fifth objective the job-satisfaction behavior of the teachers of DIETs serving in DIETs which were identified to be exclusively good, average and poor, a comparison of the job-satisfaction of the teachers serving in DIETs characterized by good, average and poor organizational climate were compared with the help of two types of test of significance, namely, F-test and t-test.

The influence of organizational climate on teacher educators' job-satisfaction has been determined with the help of simple correlation statistical technique.

The results of the processing of the data have been presented under relevant tables in the succeeding chapter: Analysis and organization of the data.