DEVELOPING TOOLS OF MEASUREMENT

The measurement was made with respect to the following independent and dependent variables:

Independent Variables:

1) Job Manageability,
2) Opportunity to exert,
3) Autonomy,
4) Awareness,
5) Interaction within & without the system,
6) Reward,
7) Theory-X administrative structure variables viz.:
   i) Flow of authority down a hierarchical chain in which each subordinate has but one supervisor,
   ii) Recognition of strictly formal relations and disrecognition of informal relationships,
   iii) Careful specification of work & fitting the worker to the job,
   iv) Subjecting the workers to compulsion for attaining organisational objectives,
   v) Increase of control with the increase of deviant behaviour,
   vi) Existance of logical incentive system organised strictly on a formal basis,
   vii) Divide and rule policy,
viii) Maintaining distance with the subordinates,
ix) Considering human beings as mechanical units of the enterprise mechanically carrying out the instructions,
x) Derecognising the human side of the enterprise,
xi) Considering workers like children who need & like to be told what to do, and who must be watched carefully,
xii) Widening the conflict between the individual goals and the organisational goals,
xiii) Policing the workers,
xiv) Considering a worker as simply a set of bones, muscles and a set of brain neurons capable of efficiently handling machines and processes under the influence of rewards and punishments.

8) Theory -Y administrative structure variables viz.:
i) Flow of authority and communication in both formal and informal systems,
ii) Varied and enriched work,
iii) Considering human workers as dignified people capable of creative involvement,
iv) Grouping tasks into different meaningful jobs to accommodate individual talents & capacities,
v) Grant of autonomy to the worker,
vi) Making the worker aware of his performance so that he may initiate corrective action instead of being directed to take it,
vii) Introducing challenging assignments so that the worker may learn and grow,
viii) Fitting the job to the worker,
ix) Making organisational objectives compatible with the individual objectives. This involves that developing the organisational goals are attained through achieving the individual's goals,
x) Giving due attention to the human side of the enterprise.

No rigorous method of measurement was made. The measurement was done on two point scale viz. 0 and 1. 0 indicated absence of the independent variable and 1 indicated the presence of the independent variables.

Dependent Variables:

For the purpose of this project following dependent variable were considered:

1) Job effectiveness,
ii) Job commitment.

Job effectiveness of teachers was measured through teacher achievement score as measured through student achievement score. The children were subjected to tests periodically and were scored for their performance. The overall mean percentage was calculated as is done in teacher made achievement tests. This mean percentage was allotted to the teacher so far as the academic growth of children was concerned.
Care was taken that the children did not receive coaching at home. The scores of such children were excluded for the purpose of teacher achievement score. The scores of teachers working in a school system were calculated and their mean was found. A system was represented by the mean score of teachers working in that system.

Job commitment referred to:

i) The capability and earnestness in a worker to self-generate, self-coordinate, self-regulate and self-control his/her activity.

ii) The capability and earnestness in a worker to self-evolve his/her activity.

These capabilities and related earnestness have been fully discussed in the chapter on "Definition and Delimitations" and were qualitatively judged in terms of the extent of responsibility assumed and the general readiness a teacher/student to get involved. The teachers were rated with respect to their commitment by their Heads of the institutions and from the parents reports about the teacher involvement as reflected from their children's involvements. No rigorous methods of measurement was done. Data with respect to the extent of responsibility assumed, and general readiness to get involved was collected in the form of observation reports and is given in the Chapter "Collection of Data".