CHAPTER – III

PLAN AND PROCEDURE

Collection of data constitutes one of the significant pre-requisites in conducting a research study but for which it becomes difficult to complete the work. In this context Mouley (1964) remarked, "Scientific problems can be solved only one the basis of data and major responsibility of the scientists is to set up a research design capable of providing data necessary to the solution of the problem. While the unity of research makes it possible to say that one aspect is more crucial than another, the collection of data is of paramount importance in conducting research since obviously, on selection can be more adequate than the data on which it is based."

A well thought out plan of action in advance followed by a systematic execution brings out fruitful results. Keeping in view the importance of this field, procedure adopted to tackle the present problem was fixed in advance. Every researcher has to take help of some tools for research work just like an artisan or an artist. There are many research tools and methods but the researchers are
required to make a wise and judicious choice and should select only those, which are suitable to meet the requirement of the study.

For collection of data the investigator has to set up the design, design, describe the sampling method, the nature of population and sample, the tools used for the collection of data, their tabulation, organization and statistical techniques used.

While considering the nature of the present problem in hand, the following steps are initiated:

3.1 Research methodology
3.2 Assumptions of the study
3.3 Population and sample
3.4 Tools used
3.5 Collection of data
3.6 Administration of the tools
3.7 Statistical techniques for analyzing the data

3.1 RESEARCH METHODOLOGY

The decision about the methods depends upon the nature of the problem selected and the kind of data
necessary for its objectives. In practice, generally the following methods have been accepted in the field of educational research:

(i) The historical method;
(ii) The survey method;
(iii) The experimental method, and
(iv) The philosophical method

The final choice of methods rests on the purpose of the study because more significant differences also exist with respect to the purpose which the method is to serve, the nature of problems for which they are appropriate and the procedure employed in the conduct of each.

In the execution of the present study, descriptive survey method of research is employed. This method has been the most popular and the most widely used research method in social sciences.

According to Best and Kahn (1989) " descriptive research is concerned with all of the following: hypothesis formulation and testing, the analysis of the relationship between non-manipulated variables and the development of generalization- in descriptive research, variables that exist
or have already occurred are selected and observed."

Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and, whenever, possible, to draw valid general conclusions from the facts discovered. Such studies are restricted not only to fact finding but very often result in the formulation of important principles of knowledge and solution of significant problems concerning local, state, national and international issues. Descriptive studies are more than just a collection of data, they involve measurement, classification, analysis, comparison and interpretation of the phenomena. Hence, the following three type of information is collected and provided in this method:

- Of what exists with respect to variables or conditions in a situation.

- Of what we want by clarifying goals objectives possibly through studying the collections existing elsewhere or what experts consider to be desirable, and

- Of how to achieve goal by exploring possible way and means on the basis of the experience of other or opinions of the experts.
In the present study, organizational health of physical education teachers of Haryana was whereas a dependent variable whereas adjustment and some demographic variables pertaining to physical education teachers were studies as independent variables. The descriptive survey method was used to conduct this work in which correlation technique was employed to find out the relationship among various variables. In addition, t-values were also computed to explore the difference the differences between some variables.

3.2 POPULATION AND SAMPLE

All the physical education teachers teaching in various colleges of Haryana state constituted the population of the study. However, the sample for the present work was drawn on random basis while using the lottery method.

As many as 200 physical education teachers sportmen were randomly picked up from colleges and University of Delhi. simple random sampling technique was used to draw the sample. Due to representation was given to the rural vs urban configurations, male vs females sportmen, colleges vs University sportsmen while selecting the sample.
3.3 TOOLS USED

For data collection, a variety of devices may be used keeping in view the suitability of the study. Therefore, selection of appropriate tools of vital importance for collection of data which depends on various considerations such as objectives of the study, availability of suitable tests and scales, personal competence of the investigator to administer, score and interpret the results.

The study is focused upon studying conflict management of sportsmen of Haryana in relation to their adjustment, organizational health and some psycho-social variable. For the sake of accomplishing its objectives, the investigator selected the following tools:

1. Organizational Health Questionnaire (OHQ) by Miles Indian adaptation by D.R. Darji and P.K.Dongre (1988)

2. Bell Adjustment Inventory (by Bell 1962).

3. Background Information From (developed by the investigator himself).

3.4 (c) Organizational Health Questionnaires by Darji and Dongre

The organizational health questionnaire developed by
Mathew miles and adapted in Indian conditions by D. K. Sharma for educational organizations measures ten dimensions of organizations are “task centred” dimension which deals with organizational goals, the transmission of communications and the way in which decisions are made. These are three maintenance centered dimension of organizational health namely “resource utilization” “cohesiveness” and “morale”. This group of dimensions deals with the internal state of the system and the maintenance needs of its inhabitants. The remaining four dimension of organizational health with “growth and changefulness. They are innovativeness, autonomy, adaptation and problem solving adequacy. The dimensions are defined below:

1. **Goal focus:** In a healthy organization, the goals of the system are reasonably clear to the system members and reasonably well accepted by them.

2. **Communication adequacy:** Since organizational simultaneous face to face systems like small groups. The movement of information within them becomes crucial. This dimension of organization implies that there is
communication ‘vertically’, ‘horizontally’, and across the boundary of the system to and from the surrounding environment.

3. **Optimal power equalization:** In a healthy organization, the distribution of influence is relatively equitable and justifiable. Subordinates can influence upwards, inter-group struggles for power would not be bitter.

4. **Resource utilization:** At the organization level ‘health’ would imply that system’s inputs, particularly the personnel, are used effectively. The overall co-ordination is such that people are neither overloaded not idling.

5. **Cohesiveness:** Since organization is run by men, needs of men and the inter-relation between groups of men are important. People working in it should feel attached to it. The question is whether its members feel attracted to membership in the organization? Do they want to stay with it, be influenced by it, and exert their own influence in the collaborative style?

6. **Morale:** it is a summated set of individual sentiments, centering on feeling of wellbeing, satisfaction, and pleasure, as opposed to feeling of discomfort, unwished
for strain and dissatisfaction.

7. **Innovativeness**: a healthy system would tend to invent new procedures. Move towards new goals, produce new kinds of products, diversify it, and become more rather than less differentiated over time. In a sense, such a system could be said to grow, develop and change, rather than remaining routinized and standard.

8. **Autonomy**: a healthy organization would not respond passively to demands from the outside. It would not respond destructively or rebelliously to perceive demands either while it would have meaningful transaction with outside agencies, it would not treat their responses as determinative of organizational behaviour.

9. **Adaptation**: effective contact with the surrounding would enable on organization to restructure its process for continued coping of the organization which changes in the outside system.

10. **Problem Solving Adequacy**: an adequacy has well-developed structure ad procedures for sensing the existence of problems for inventing possible solutions for deciding on the solutions, for implementing them,
and for evaluating their effectiveness.

**Scoring:**

Scoring of various items of the organizational health questionnaire in each dimension was done as follows.

1. Completely agree = 5
2. Agreed to a great extent = 4
3. Agreed to some extent = 3
4. Agreed to little extent = 2
5. Disagree = 1

The score for each of the ten dimensions of organizational health were calculated by adding the rating of all the statements measuring that dimension. The minimum and maximum score possible on each dimension was as follows.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Goal focus</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>B. Communication adequacy</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>C. Optimal power equalization</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>D. Resource utilization</td>
<td>7</td>
<td>35</td>
</tr>
<tr>
<td>E. Cohesiveness</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>F. Morale</td>
<td>7</td>
<td>35</td>
</tr>
</tbody>
</table>
G. Innovativeness 6 30
H. Autonomy 7 25
I. Adaptation 4 20
J. Problem solving adequacy 6 30

3.4 (b) BELL ADJUSTMENT INVENTORY

The 1962 revision of the Bell adjustment inventory provides six measure of personal and social adjustment.

a. Home Adjustment: the individual scoring high tend feel that their home relationships have been unsatisfactory. Low indicates satisfaction with regard to home adjustment.

b. Health Adjustment: high scores indicate unsatisfactory health adjustment; low satisfactory adjustment.

c. Emotionality: individual with high scores tend to be unsuitable emotionally, with low scores to be emotionally secure.

d. Hostility: individuals with high scores tend to be hostile and critical in social relationships, with low scores to be friendly and accepting.
e. Masculinity-femininity: females who scores high tend to have strong masculine interests. Females who scores low tend to have strong feminine interests. Males who scores high tend to be strongly masculine in their interest. Males who scores low tend to have the interests of female.

**Reliability:**

The coefficient of reliability for each of the six section of inventory are reported in table 3.1

These were determined by correlating add- even items and applying the spearmen –brown prophecy formula. The subjects were college freshmen, sophomores, and juniors. all corrected coefficient are above .80.

**TABLE 3.1**

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Dimensions</th>
<th>r</th>
<th>P.E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Home adjustment</td>
<td>.89</td>
<td>.008</td>
</tr>
<tr>
<td>B</td>
<td>Health adjustment</td>
<td>.80</td>
<td>.015</td>
</tr>
<tr>
<td>C</td>
<td>Submissiveness</td>
<td>.89</td>
<td>.008</td>
</tr>
<tr>
<td>D</td>
<td>Emotionality</td>
<td>.85</td>
<td>.012</td>
</tr>
</tbody>
</table>
Validity:

Cross-validational studies were made of each for the six scale by having high school and colleges counselors nominate students why they considered would exemplify the opposite extreme of each variables.

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Dimensions</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Home adjustment</td>
<td>.80</td>
</tr>
<tr>
<td>b</td>
<td>Health adjustment</td>
<td>.93</td>
</tr>
<tr>
<td>c</td>
<td>Submissiveness</td>
<td>.72</td>
</tr>
<tr>
<td>d</td>
<td>Emotionality</td>
<td>.93</td>
</tr>
<tr>
<td>e</td>
<td>Hostility</td>
<td>.83</td>
</tr>
<tr>
<td>f</td>
<td>Masculinity-femininity</td>
<td>.38</td>
</tr>
</tbody>
</table>

Scoring:

The inventory may be scored on the IBM 805 test scoring machine or by the hand using the same stencils.
used for machine scoring, where the later method is used, the scores rarely counts the number of instances. Where the scale in the stencils falls immediately over a mark answer for each of the category and then writes this total in the appropriate blank on the answer sheets. if one wishes to check on the number of question marks employed by the students a separate IBM scoring stencil for the question marks can be made and used either on the machine.

3.4 (c) BACKGROUND INFORMATION FORM (BIF)

The Background information form was originally developed by the investigator himself with the aim to obtain personal information's from the sportsmen or Haryana state. This form consisted of the items like name of the sportsmen, name of the institution, age, sex, no. of family members, family's monthly income, profession of parents and residing in rural or urban areas or sportsmen. These information were essentially required to incorporate the psycho-social variables included in the background information form.

**Scoring**

1. **Age** Scores according to number of years in age are assigned e.g. a sportsman in 23 years gets 23 scores
on this variables.

2. **Sex** Score of 1 is assigned to male and 2 to female.

3. **No. of Family Members**: Scores according to number of members in their family are assigned e.g. a sportsman writes 11 members gets 11 scores on this variables.

4. **Monthly Income:**

    Score 1 shows Rs. 15,000 and above

    Score 2 shows Rs. 10,001 to 15,000.

    Score 3 shows Rs. 5001 to 10,000

    Score 4 shows upto 5,000

5. **Place of Living:**

    Score of 1 is assigned to rural and 2 to urban areas.

6. **Class/ Course**

    Score of 1 is assigned to undergraduate and 2 to postgraduate.

**3.5 PROCEDURE OF DATA COLLECTION**

After selecting the sample and deciding the tools and techniques for data collection, arrangements were then made to carry out the administration of tests in the
institutions. The investigator visited all the schools personally for the administration of tools and collection of data. The principals and physical education teachers were contacted for this purpose in advance. The whole plan of the administration of test was settled with them. After meeting the principals/directors personally, the investigator settled with them the specific time and date for the administration of the tests. The time for the work was sought during the working hours.

Three days before the beginning the task of data collection, the investigator again contacted all the principals/ directors/ teachers and requested them that this being a research works, all possible facilities are provided for successful completion. The principals and the concern teachers helped the investigator in every respect and made suitable arrangements for the conduct of the study.

The investigator reached the institution a little before the schedule time and met the teachers through principals/ director. The investigator explained the whole of the programme and purpose of the study to the teachers as well.
Seating arrangement was made. The investigator then took charge of the whole class. The confidence and cooperation of the subjects was secured developing a good rapport with the subjects, and then the tests were administered.

The data was collected in different phases. In the first phase Background Information Form were administered. Organizational health tests were given in the second phase. In third phase adjustment scales were administered. Thus the tests were administered under proper testing conditions. Then the investigator got the all the tests filled from the respondent. The investigator established rapport with the students and told frankly that it was not an ability test or academic test so the teachers should feel themselves free and open minded while giving their responses. The teachers were given test instructions in detail.

During the test, the researcher explained the meaning of difficult words to the students from time to time. The researcher was very cautious about omitting questions. Therefore, helped the teachers and requested them to answer the questions patiently and carefully. The investigator discouraged the tendency to change answers.
In this way, the investigator collected the all the tests together and thanked the teachers and their principals for their kind cooperation. The same procedure was followed in all the institutions.

3.6 STATISTICAL TECHNIQUES USED

Following statistical techniques were used for analyzing the data.


(ii) 't' test used to find out the significance of difference of means scores between male female (sex), rural and urban (place of living), and academic qualification (in terms of undergraduate vs. Post-graduate) of the physical education teachers of Haryana.

(iii) Product moment co-efficient of correlation was employed to find out the correlation of organizational health with adjustment and demographic variables such as age, sex, no, of family members, monthly income, place of living and class/course.