CHAPTER - 3
PLAN AND PROCEDURE

» RESEARCH METHOD

» POPULATION AND SAMPLE

» TOOL USED AND ITS DESCRIPTION.

» ADMINISTRATION OF THE QUESTIONNAIRE AND COLLECTION OF DATA

» SCORING, CATEGORIZATION AND ANALYSIS

» STATISTICAL DATA ANALYSIS
The research study needs a well-planned and systematic effort by the researcher. Only an efficient plan carries the researcher towards scientific and systematic result.

This chapter deals with methodology used in this study. This investigation has adopted a definite procedure under these subheads:-

➢ Research method.

➢ Population and sample.

➢ Tool used and its description.

➢ Administration of the questionnaire and collection of data.

➢ Scoring, categorization and analysis.

➢ Statistical data analysis.
DESIGN OF THE STUDY

RESEARCH METHOD

The present study is based on normative survey method. The survey researches are used to collect factual information, certain opinions and study relationships between different variables. According to Good (1973) normative survey method is synonymous with descriptive survey method. He defines it as an investigation designed and conducted to ascertain the facts concerning the present state of an institution, situation or phenomenon. Descriptive surveys or studies also serve as direct sources of valuable knowledge concerning human behaviour.

Descriptive survey or Normative Survey is concerned with the study of the conditions that prevail in a group of cases under study and is essentially a method of qualitative description of the general characteristics of the group. Descriptive survey is primarily concerned with identifying present conditions and point to present needs. It involves large sample. Thus it answers the questions such as 'what are the real facts with regards to the existing conditions?'

For this study a proper questionnaire has been used as a tool for collecting the data.
**POPULATION AND SAMPLE**

The researcher has selected higher secondary schools of Sagar district of M. P. as the population for this study. There are 53 government and 61 private higher secondary schools are spread over Sagar district of M.P. The number of schools is according to the schools’ list of Joint Director of Education, Sagar.

These government and private higher secondary schools were treated as strata for sampling to the present investigation. The sample of this investigation consists of 50 higher secondary schools (25 government and 25 private higher secondary schools) by stratified random sampling. A total of 629 teachers were selected to collect the data.

In order to draw an adequate and representative sample and to keep it free from bias, technique of stratified random sampling was applied. Out of 53 government and 61 private higher secondary schools 25 government 25 private management institutions were selected by lottery system. The researcher had obtained a list of all higher secondary schools from Joint Director of Education, Sagar Division, Sagar.

The names of all the Higher Secondary Schools were written on the pieces of papers, then all those papers were shaped in small balls and mixed up, then they were picked up one by one and their list was prepared.
CHARACTERISTICS OF THE SAMPLE

Institutions then were classified into following categories:

➤ Management wise

TABLE-3.1

Distribution of schools according to management

<table>
<thead>
<tr>
<th>Management</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>Private</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table indicates that as regards management 25 (50%) schools were government while rest 25 (50%) schools were private.

➤ Area wise

TABLE-3.2

Distribution of schools according to area

<table>
<thead>
<tr>
<th>Area</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>34</td>
<td>68%</td>
</tr>
<tr>
<td>Rural</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

This table indicates that out of 50 schools 34 (68%) were in urban area and the remaining 16 (32%) were in rural area.
Sex wise

**TABLE-3.3**

Distribution of schools according to sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>16</td>
<td>59.25%</td>
</tr>
<tr>
<td>Girls</td>
<td>11</td>
<td>40.75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This table indicates that out of 27 schools 16 (59.25%) were boys' school and the remaining 11 (40.75%) were girls' Higher Secondary Schools.

**TOOL USED AND ITS DESCRIPTION: -**

S. O. C. D. Q. (School Organizational Climate Description Questionnaire) was used for the measurement of organizational climate of different higher secondary schools. Dr. Motilal Sharma developed this tool in 1978, which was based on school organizational climate, constructed by Halpin and Croft. This tool is composed of 64 likert type items of they were assigned to eight subtest of which four refer to the characteristics of teachers as a group and the other four refer to that of the principal as leader. The eight subtests are: -
GROUP'S BEHAVIOR CHARACTERISTICS: -

(A) DISENGAGEMENT (10 items)  (B) ALIENATION (4 items)

(C) ESPIRIT (9 items)  (D) INTIMACY (8 items)

LEADER'S BEHAVIOR CHARACTERISTICS: -

(E) PSYCHO-PHYSICAL HINDRANCE (6 items)  (F) CONTROLS (6 items)

(G) PRODUCTION EMPHASIS (7 items)  (G) HUMANIZED THRUST (14 items)

Teacher's behaviour subtests are intended to measure (i) Disengagement, (ii) Alienation (iii) Esprit (iv) Intimacy.

Disengagement – It refers to the teacher's tendency to be not with it. This dimension describes a group, which is “going through the motions”, a group that is not in gear with respect to the task at hand. In short this subtest focuses upon the teacher's behaviour in a task-oriented situation (Halpin 1969, P.150). This is a negative behaviour it indicates that teachers are not working together; they pull in different directions with respect to their task. It is true that the school work goes on teachers go to their classes, impart instruction, examine students' assignment and even do all routine works but one gets a feeling that their heart is not with any one of the things they do. More specifically, it refers to teachers' behaviour, which is characterized by dissension, personal conflicts,

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jealousy and hostile feelings among the group members. It is a measure of the teachers’ inability to function as a unit.

This subtest consists of the following ten items –

(i) The mannerisms of teachers at this school are annoying.

(ii) There is a minority group of teachers who always oppose the majority.

(iii) Teachers exert group pressure on non confirming staff members

(iv) Teachers seek special favor from the head master.

(v) Teachers interrupt other staff meetings.

(vi) Teachers ask non-sensual questions in staff meetings.

(vii) Teachers ramble when they talk in staff meetings.

(viii) Teachers talk about leaving this school.

(ix) Teachers at this school stay by themselves.

(x) Teachers socialize together in small selected groups.

An examination of these items reveals that Acores on disengagement show that the members of that faculty in a non-directed and distracting manner are destructive of each other either as individuals or in small groups. There is a cliquish tendency. At the same time there is probably a great deal of friction and jealousy amongst groups and teachers. All these happenings lead or indicate a very unhappy situation prevailing in the faculty. Since the structure of this
factor in the present study was the same as it was in the original study by Halpin and Croft (1963).

**Alienation** – The second subtest measuring group characteristics is alienation. It refers to the behaviour prevailing in the group and between the group and the leader, which can be characterized, as ‘formal’ and ‘impersonal’ it reveals the degree to which the principal ‘goes by the group’ and adheres to policies rather than dealing with the teachers in an informal face-to-face situation. It also indicates the emotional distance between the group and the leader, and at the same time among the group members. It is a negative dimension (Sharma 1973, p.199)

The list of the items is given below-

(i) Teachers leave the ground during the school days.

(ii) Headmaster evaluates teachers’ behaviour strictly according to rules.

(iii) The headmaster contacts teachers each day.

(iv) The headmaster goes out of his way to help teachers.

**Esprit** – Esprit refers to ‘morale’. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying the sense of accomplishment in their job. Teachers work as a team and take the strengths and weaknesses of their colleagues in a normal way. (Halpin 1969 p.151)

This subtest consists of the following 9 items-
(i) The morale of the teachers is high.
(ii) The teachers accomplish the work with grant, vim, vigour and pleasure.
(iii) Teachers at this school show much school spirit.
(iv) Custodial service is available when needed.
(v) Most teachers here accept the fault of their colleagues.
(vi) School supplies are readily available for use in class work.
(vii) In staff meeting, there is a feeling of “let’s get things done”.
(viii) Teachers organize co-curricular activities in a group spirit.
(ix) Teachers spend time after school with students who have individual problems.

**Intimacy** – Intimacy refers to their being at friendly social cords with each other. It is a social need satisfaction, which has no effect on task accomplishment. This subtest consists of following 8 items: -

(i) There is a considerable laughter when teachers gather informally.
(ii) Teachers’ closest friends are other staff members of this school.
(iii) Teachers invite other faculty members to visit them at home.
(iv) Teachers know the family background of the other faculty members.
(v) Teachers talk about their personal life to other staff members.
(vi) Teachers have fun socializing together during school time.
(vii) Teachers’ work together preparing administrative reports.
(viii) Teachers enjoy lunch hour together.

Principal's behaviour subtests on the other hand are intended to measure the behaviour, image and relationship terms of the principal with the staff, his zeal of running the institution on a sound track, and what the others think of him. These tests as discussed below are: –

Psycho-physical Hindrance – It refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other requirements which they consider as irrelevant. At the same time they perceive the principal as highly dictatorial. He is not adjusted to feed back from the staff. His style of communication tends to be uni-directional. It is a negative behaviour. (Sharma 1973 p.205) and contains following 6 items: -

(i) Routine duties interfere with the job of teaching.

(ii) Headmaster exerts pressure that every work must be done according to his will.

(iii) Teachers’ diary requires too much work.

(iv) Administrative paperwork is burdensome at this school.

(v) Staff meetings are mainly headmasters report meetings.

(vi) The headmaster runs the staff meeting like a business conference.

Controls – ‘Controls’ refer to the degree to which principal’s behavior can be categorized as beaurocratic and impersonal in nature, at the same time, thought
task oriented in behavior, how far does he try to raise the degree of effectiveness and efficiency by helping the group to work towards the common goal by providing adequate operational and secretarial services. This subtest consists of following 6 items:

(i) Sufficient time is given to prepare administrative reports.

(ii) Instructions for the operation of teaching aids are available.

(iii) Staff meetings are organized according to a tight agenda.

(iv) The rules set by the headmaster are never questioned.

(v) School secretarial service is available for teachers’ use.

(vi) Teachers are informed of the results of a supervisor’s visit.

**Production Emphasis** – It refers to that behaviour by the principal, which is characterized by the close supervision of the staff. He is highly directive and plays the role of a ‘straw boss’. His communication tends to go in one direction and he is not sensitive to feedback from the staff. He emphasizes on production in a excessive measure. He seems to be both task oriented and result oriented. He expects the teacher to spend all possible time in school and work hard so that the school’s output becomes outstanding. He believes that human mind works best under tension and pressure. He is least concerned with their psychological and social needs satisfaction. He would be happy if the teachers did extra coaching in the school’s final classes. He rewards those teachers who
work hard in any way and distributes his patronage to such hard working and obedient teachers. It is a negative behaviour. (Halpin 1969 p.151) This subtest contains the following 7 items-

(i) The headmaster makes all class scheduling decisions.
(ii) The headmaster schedules the work for the teachers.
(iii) The headmaster checks the subject matter ability of teachers.
(iv) The headmaster gives suggestions to correct teacher’s mistake.
(v) The headmaster inspires that teachers work to their full capacity.
(vi) Extra duty for teachers is posted conspicuously.
(vii) The headmaster reminds the teachers of their duties very often.

Humanized Thrust – It refers to the behaviour of the principal, which is marked by his attempts to motivate the teacher through personal example. He does not ask the teacher to put an extra effort. The behaviour of the teacher though unmistakably task oriented, is at the same time characterized by an inclination to treat the teachers in a humane and tender manner and he heartily attempts to do something extra for them in humanistic terms. Consequently, the teachers view him favorably. The principal is patient, understanding, sympathetic, helpful and accommodating in his relations with the teachers irrespective of rank and status. He stands with them in the hours of crisis. He comforts them, gives solace to them, and has words of encouragement to them.
in their trying hours. His treatment to his teachers is friendly, cheerful and he takes a positive view of what they do and what they are not able to do. He comes forward to become their friend, philosopher and guide. He hardly scolds a defaulter. He first tries to examine the conditions and the problems of the defaulter and if the circumstances are found beyond control of the person than he offers him his assistance rather. This subtest consists of following 14 items:

(i) The headmaster uses constructive criticism.

(ii) The headmaster sets an example by working hard himself.

(iii) The headmaster is well prepared when he speaks at school functions.

(iv) The headmaster explains his reasons for criticism to teacher.

(v) The headmaster looks out for the personal welfare of teachers.

(vi) The headmaster is in the building before the teachers arrive.

(vii) The headmaster tells the teachers of new ideas he has run across.

(viii) The headmaster is easy to understand.

(ix) The headmaster helps teachers to solve personal problems.

(x) The headmaster does personal favor for teacher.

(xi) The headmaster helps teachers finish their work.

(xii) The headmaster helps staff members settle their minor differences.

(xiii) The headmaster invites suggestions from teachers in scheduling school activities.
(xiv) The headmaster tries to get better salaries for teachers.

**ADMINISTRATION OF QUESTIONNAIRE & COLLECTION OF DATA:**

The questionnaire was administered on teachers of Higher Secondary Schools of Sagar District. The researcher obtained a list of Higher Secondary Schools of Sagar District. After obtaining and scanning the list of schools, the names of schools were written on pieces of papers, then mixed them and on random basis, selected school for administering the tool. While selecting teachers it was ensured that each teacher has at least three years or more stay in the same school. Schools were classified into two categories (1) Urban area schools (2) Rural area schools. The researcher had started administering the tool for Sagar urban area by contacting school principal to seek their permission to administer the tool on teachers. After getting the permission, the researcher contacted teachers for their cooperation in filling up the questionnaire by themselves. The researcher had explained the instructions to teachers before filling up the questionnaire, so they may not feel inconvenience. Also the researcher had tried to convince them to maintain the secrecy of their responses strictly. The respondents were also instructed not to consult on any question with their colleagues while filling up the questionnaire. The researcher herself was present with teachers while they were doing the work as to help and guide in case they require. Although no time was fixed up to fill up the questionnaire but general
observation was that, teachers have covered 30-45 minutes in filling up the questionnaire. When they have filled up the questionnaire, the researcher had collected the questionnaire from the respondents and expressed her thanks to them for their cooperation. Before leaving the school, the researcher had checked up the filled up questionnaires immediately to avoid double labor and waste of time.

After finishing the data collection from Sagar urban area, the researcher started her work in rural areas, where she had to go to by bus service. Schools of one village could be completed in one day only because distances were much more and the researcher had to depend fully on bus service. So much time was devoted to administer the questionnaire in rural areas. In some villages teachers hesitated to fill up the questionnaire as they had fear that their opinion will be tested. So researcher had tried to remove their doubts and made them ready to fill up the questionnaire.

Thus the researcher collected the data from 11 blocks of Sagar district e.g. Sagar, Rahatgarh, Jaisinagar, Kesli, Rehli, Banda, Shahgarh, Malthon, Khurai, Bina and Deori.
SCORING, CATEGORIZATION AND ANALYSIS:

After collecting the data all the questionnaires were scored along with their opinion. Teachers were asked to indicate the extent to which each statement characterized his school, which are defined by four categories. They are as following:

1. Rarely occurs
2. Sometimes occurs
3. Often occurs
4. Very frequently occurs

For scoring these four categories of responses were assigned four successive integers viz. 1, 2, 3 & 4 respectively. Each respondent eight subtests score are calculated by simple summation of each teacher, item scores subtests by subtests and dividing each of the eight sums by the number of items in the corresponding subtests.

To prepare climate profile for each school these raw scores were converted into doubly standardized scores. First by normative standardization and then by Ipsative standardization. For both standardization procedure a mean of 50 and a standard deviation 10 was used. The eight standard scores represent the school profiles.
**RELIABILITY:**
K-R20 (Kuder Richardson formula) was used for calculating the coefficient of reliability for each of the subtest.

**VALIDITY:**
0.63, which was significant at 0.01 level of significance. This indicated the validity of the tool S. O. C. D. Q.

**STATISTICAL DATA ANALYSIS:**
The data collected through the tool was analyzed as follows:

1. An identification and classification of the school climate, was done with the help of prototypic profiles developed by Sharma (1973).

2. Basically this investigation is comparative in nature. Therefore, ‘t’ test technique has been adopted alongwith graphical representation to calculate the relationship between the climates variable wise.