CHAPTER III
METHODOLOGY
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METHODOLOGY

3.1 OVERVIEW

This chapter deals with the methodology of the study. It consists of five sections. The first one gives an overview of the entire chapter. The second one briefly outlines the problem, operational definition of key terms, objectives and hypothesis of the study. The third one deals with the method adopted for the present study Variables, Tools, Population and sample of the study. The fourth one describes the data Collection and the fifth one describes the statistical techniques employed in this study.

3.2. STATEMENT OF THE PROBLEM

According to John best (2006), it must be limited enough in scope to make a definite conclusion possible. The investigator has selected the present study with the aim to know the behaviour and morale of the teacher educators in an organization. Therefore the study has been entitled as “ORGANIZATIONAL CLIMATE AND MORALE OF TEACHER EDUCATORS OF COLLEGES OF EDUCATION AFFILIATED TO MANONMANIAM SUNDARANAR UNIVERSITY”.

53
OPERATIONAL DEFINITION OF KEY TERMS

i) Organizational climate

organizational climate is the resulting condition within the school of social interaction among the teachers and principal (Sharma 1979). Organizational Climate is meant as the perception score obtained by the Teacher educators of colleges of Education affiliated to Manonmaniam Sundaranar University in OCDQ administered by the investigator.

ii) Morale

The term ‘Morale’ used in this study, to indicate the conscious commitment of the teacher to his/her profession in order to promote effectiveness of teaching and thereby provide qualitative education in the society. In this study morale means the score attained by the teacher educators, in the Teacher educators Morale scale.

iii) College:

College is an educational institution offering higher or professional education leading to a degree of the university to which it is affiliated (Oxford Advanced learner’s Dictionary, 1989) In this study college means the colleges which offers teacher education at secondary level.
iv) Colleges of Education:

The established colleges preparing students for B.Ed degree

iv) Teacher educators

Teacher Educators are the faculty members in the colleges of education affiliated to Manonmaniam Sundaranar University, Tirunelveli.

OBJECTIVES

1. To study the level of morale of Teacher educators in dimensionwise and whole in the colleges of education affiliated to Manonmaniam Sundaranar University.

2. To find the significant difference if any in organizational climate of colleges of education perceived by the teacher educators affiliated to Manonmaniam Sundaranar University in terms of age, gender, Marital status, locality, subject of teaching, teaching experience, religion, Qualification, nature of the institution and professional growth programmes.

3. To find the significant difference if any in morale of teacher educators in colleges of education affiliated to Manonmanium Sundaranar University in terms of age, gender, marital status, locality, subject of teaching, teaching experience, religion, Qualification, nature of the institution and professional growth programmes.
4. To find the significant relationship between Organizational climate and morale of teacher educators in colleges of education affiliated to Manonmanium Sundaranar University in terms of age, gender, marital status, religion, Qualification, teaching experience, locality, nature of institution, subject of teaching and professional growth programmes.

5. To find the significant relationship between organizational climate and morale of teacher educators in dimension wise and whole in colleges of education affiliated to Manonmaniam Sundaranar University.

HYPOTHESIS

Section I

1. The level of morale of teacher educators in dimensionwise and whole in colleges of Education affiliated to Manonmaniam Sundaranar University is average.

Section II

I a. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their age.
b. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their gender.

c. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their marital Status.

d. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their locality.

e. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their subject of teaching.

f. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their teaching experience.

g. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their religion.

h. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their academic qualification.
i. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of the Institution.

j. There is no significant difference between the organizational climate of colleges of education perceived by the teacher educators in terms of their professional growth programmes.

2. a. There is no significant difference in the morale of the teacher educators in terms of their age.

b. There is no significant difference in the morale of the teacher educators in terms of their gender.

c. There is no significant difference in the morale of the teacher educators in terms of their marital status.

d. There is no significant difference in the morale of the teacher educators in terms of their locality.

e. There is no significant difference in the morale of the teacher educators in terms of their subject of teaching.

f. There is no significant difference in the morale of the teacher educators in terms of their teaching experience.

g. There is no significant difference in the morale of the teacher educators in terms of their religion.
h. There is no significant difference in the morale of the teacher educators in terms of their academic qualification.

i) There is no significant difference in the morale of the teacher educators in terms of their nature of institution.

j) There is no significant difference in the morale of the teacher educators in terms of their professional growth programmes.

Section III

I a) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their age.

b) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their Gender.

c) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their marital status.

d) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their locality.
e) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their Subject of teaching.

f) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their teaching experience.

g) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their religion.

h) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their academic Qualification.

i) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their nature of the Institution.

j) There is no significant relationship between the morale and the organizational climate perceived by the teacher educators with respect to their professional growth programmes.
2. There is no significant relationship between the dimensions of teacher morale and organizational climate perceived by the teacher educators of the colleges of education affiliated to Manonmaniam Sundaranar University.

a) There is no significant relationship between the teacher morale and its individual characteristics with organizational climate perceived by the teacher educators of the colleges of education affiliated to Manonmaniam Sundaranar University.

b) There is no significant relationship between the teacher morale and its behavioural characteristics with organizational climate perceived by the teacher educators of the colleges of education affiliated to Manonmaniam Sundaranar University.

c) There is no significant relationship between the teacher morale and its groups spirit with organizational climate perceived by the teacher educators of the colleges of education affiliated to Manonmaniam Sundaranar University.

d) There is no significant relationship between the teacher morale and its attitude towards job with organizational climate perceived by the teacher
educators of the colleges of education affiliated to Manonmanium Sundaranar University.

e) There is no significant relationship between the teacher morale and its community involvement with organizational climate perceived by the teacher educators of the colleges of education affiliated to Manonmanium Sundaranar University.

3.3 METHOD ADOPTED FOR THE PRESENT STUDY

Considering the nature of the problem, the kind of data required for its solution and the objectives of the study, it was decided to adopt "survey" as a method of collecting data. The purpose of the study is to find the organizational climate and morale of teacher educators in colleges of education in Manonmanium Sundaranar University. The data are available from various college of education from Tirunelveli, Kanyakumari and Tuticorin districts of Tamil Nadu.

Survey research is a method for collecting and analyzing data, obtained from large number of respondents representing a specific population collected through highly structured and detailed questionnaire. Survey method is useful to gather data from relatively large number of cases at a particular time. It is concerned with generalized statistics time. It is concerned with generalized statistics that result when data abstracted from a number of individuals. It is
essentially cross-sectional "The survey method gather data from a relatively larger number of cases at a particular time" (Best 1999)

**POPULATION FOR THE STUDY**

The population of this study consisted of all the teacher educators who were teachers in various colleges of education in Manonmaniam Sundaranar University, Tirunelveli. The population consists of 35 colleges (5 aided colleges, 30 unaided colleges). Where about 280 teacher educators are working. They form the population of the study.

**SAMPLE FOR THE STUDY**

A sample is a small proportion of a population selected for observation and analysis. By observing and analyzing the sample, a research worker makes certain inferences about the characteristics of the population from which it is drawn (Aggarwal, 2002). The sample should be sufficiently large to minimize sampling error. Garrett (1971) in this regard points out, "The larger the N the larger the SD of the sample and the more inclusive our sample become of the general population.

The sample for the present study has been selected using stratified random sampling techniques. Based on the nature and location of the college 12
colleges of education were randomly selected from Tuticorin, Tirunelveli and Kanyakumari districts.

The sample consisted of 120 teacher educators representing the population are selected as sample.

Fig: 3.1
Distribution of the sample in terms of Background variables.

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Background variables</th>
<th>Categories</th>
<th>No. of Teacher educators</th>
<th>% of Teacher educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Age</td>
<td>&lt; 40 years</td>
<td>72</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt; 40 years</td>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Gender</td>
<td>Male</td>
<td>46</td>
<td>38.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>74</td>
<td>61.7</td>
</tr>
<tr>
<td>3</td>
<td>Marital status</td>
<td>Married</td>
<td>101</td>
<td>84.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unmarried</td>
<td>19</td>
<td>15.8</td>
</tr>
<tr>
<td>4</td>
<td>Locality</td>
<td>Rural</td>
<td>56</td>
<td>46.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban</td>
<td>64</td>
<td>53.3</td>
</tr>
<tr>
<td>5</td>
<td>Subject teaching</td>
<td>General</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional</td>
<td>63</td>
<td>52.5</td>
</tr>
<tr>
<td>6</td>
<td>Teaching experience</td>
<td>&lt; 10 years</td>
<td>70</td>
<td>58.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&gt; 10 years</td>
<td>50</td>
<td>41.7</td>
</tr>
<tr>
<td>7</td>
<td>Religion</td>
<td>Christian</td>
<td>68</td>
<td>56.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hindu</td>
<td>52</td>
<td>43.3</td>
</tr>
<tr>
<td>8</td>
<td>Qualification</td>
<td>Post Graduate</td>
<td>80</td>
<td>66.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research</td>
<td>40</td>
<td>33.3</td>
</tr>
<tr>
<td>9</td>
<td>Nature of the Institution</td>
<td>Aided</td>
<td>65</td>
<td>54.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Un aided</td>
<td>55</td>
<td>45.8</td>
</tr>
<tr>
<td>10</td>
<td>Professional growth programmes</td>
<td>Participant</td>
<td>82</td>
<td>68.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non participant</td>
<td>38</td>
<td>31.7</td>
</tr>
</tbody>
</table>
## TABLE 3.1.
Classification of colleges of education in Manonmanium Sundaranar University

Selected for the study

**NAME OF THE INSTITUTIONS**

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>AIDED</th>
<th>1. Scad College of Education, Cheranmahadevi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>St. Xavier's College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of education, Palayamkottai</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>St. Ignatius College</td>
<td>Keins College of Education, Valliyoor</td>
</tr>
<tr>
<td></td>
<td>of Education, Palayamkottai</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>V.O.C. College of Education,</td>
<td>St. Joseph College of Education, Sathankulam</td>
</tr>
<tr>
<td></td>
<td>Tuticorin</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Annamalai College of</td>
<td>St. John Thomas College of Education, Meignapuram</td>
</tr>
<tr>
<td></td>
<td>Education, Tuticorin</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>N.V.K.S.D. college of</td>
<td>Ponjesly College of Education, Nagercoil</td>
</tr>
<tr>
<td></td>
<td>Education Attoor</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Christian College of education, Marthandam</td>
<td></td>
</tr>
</tbody>
</table>
3.3 DESCRIPTION OF THE TOOLS

Personal Data

The respondents were asked to fill up a personal data form in order to seek information about them viz, age, gender, marital status, Religion, community, teaching experience, qualification, subject teaching, locality, nature of institution, participation in seminars, participation in refresher course and the number of paper presented (Appendix -1).

Tools used in the present study

Two tools used by the investigator to collect data by standardized tools prepared by Dr. Dekatawala and Dr. Ivy ponmalar. The procedures of establishing reliability and validity of the tools by the authors were given below.

Organizational Climate

Preliminary study

Having completed the preliminary preparations for the construction of questionnaire, the Organizational climate questionnaire containing go which two were principal’s of college, two were experts in psychology and the rest was a college teachers. In view of the comments and suggestions, necessary modifications and corrections were made and the content validity of the questionnaire assessing the organizational climate was established.
A group of 5 college teachers selected at random from colleges in Kanyakumari District was tested with the questionnaire assessing the organizational climate on the basis of the difficulties by the respondents and the doubts questioned were restructured and the repeated questions were deleted to reduce the repetition of ideas.

**Pilot Study**

After designing the questionnaire, the investigator started the actual try out of the organizational climate scale along with the job satisfaction scale for Teachers for 110 colleges teachers drawn at stratified random sampling of colleges at Kanyakumari District.

**Procedure for data collection**

After getting the permission of the head of the institution, the investigator personally administered the tools to the study group. In addition to that the tools were administered to those included in the pilot study after an interval of 45 days to establish the validity and reliability. The responses were scored as per the scoring key and the data were analysis statistically.
Organizational climate was measured using the questionnaire covering the aspects of teacher, principals, library, teacher – student relationship, management and institution (Appendix -II).

Reliability of the scale was determined by test – retest given to the same respondents of the pilot study. The co-efficient of reliability thus obtained were 0.70 and 0.86 for organizational scale.

Regarding validity, only highly discriminating items were included in the questionnaire following item analysis. The face validity was high and content validity was ensured.

Description of the items in the organizational climate. Questionnaire.

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Statements</th>
<th>No.of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Principals</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Management</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Institution</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Library</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Teacher – student</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>relationship</td>
<td></td>
</tr>
</tbody>
</table>
Scoring

Three point scale was used against which the organizational climate of the teacher education.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Response</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Some what</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Morale Inventory

Miller (1981) noted that “teacher morale can have a positive effect on pupil attitude and learning” Ellenberg (1972) found the morale of teachers affect student achievement. “when morale was high schools showed an increase in student achievement.

Rationale of the Tool.

Bachr and Renek (1958) analysed the factors that affect in any kind of organizational and found that there is relationship between the attitude of administration as well as the employee and the morale. Morale in also influenced by the kind of relationship, existing in groups freedom, and opportunity in decision making and community involvement. So the morale inventory is multidimensional. The tool used in the present study in the
inventory structured by Dr. Dekatawala. It contains 100 statements in which the respondent has to make his degree of agreement on a five point scale ranging from fully agree” to “fully disagree.

Reliability is the degree of consistency that the instrument or procedure demonstrates. Whatever it is measuring, it does so consistency. Reliability is a necessary but not sufficient condition for validity. That is a test must be reliability and still not be valid.(Best, 1989). After an interval of a week, the same tools were administered to the same set of sample. The test – retest methods are adopted to find reliability co efficient

<table>
<thead>
<tr>
<th>Name of the tool</th>
<th>Reliability co – efficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher morale inventory</td>
<td>0.830</td>
</tr>
</tbody>
</table>
DESCRIPTION OF THE ITEM IN TEACHER MORALE INVENTORY

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Dimensions</th>
<th>Items</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Individual Characteristics</td>
<td>1,3,5,9,12,15,19,25,33,37,55,59,67,75,79,83,87,92</td>
<td>18</td>
</tr>
<tr>
<td>2.</td>
<td>Behavioural characteristics</td>
<td>6,10,16,20,24,29,38,44,47,50,5</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Group spirit</td>
<td>8,11,17,21,23,27,30,34,36,39,43,46,49,53,57,60,63,68,70,74,76,77,80,82,84,88,90,97</td>
<td>28</td>
</tr>
<tr>
<td>5.</td>
<td>Community Involvement</td>
<td>4,13,26,32,45,71,89,65</td>
<td>8</td>
</tr>
</tbody>
</table>

Scoring

A five point scale was used to find the teacher morale ranging from fully agree – FA; partially agree – PA; Undecided – U; Partially disagree - PD; fully disagree – FD

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Response</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fully agree</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Partially agree</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Undecided</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Partially disagree</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Fully disagree</td>
<td>1</td>
</tr>
</tbody>
</table>
3.4 ADMINISTRATION OF TOOLS AND COLLECTION OF DATA

In order to administrate the tools to the teacher educator of various colleges of education in Manonmanium Sundaranar University The investigator contacted the head of the institution and got permission to meet the teacher educators the data were collected from 12 colleges of education. After collecting the completed filled research tools, the responses were carefully scored and tabulated for statistical analysis.

3.5 STATISTICAL TECHNIQUES EMPLOYED

On the objects of the study the teacher education were classified into 3 groups. Low, average, and high groups. The statistical techniques used in this study are given below.

1. Percentage Analysis

To find the percentage of the scores.

2. Mean

The investigator has used the following formula for calculating Arithmetic Mean.

\[
\bar{X} = \frac{\sum x}{N}
\]
Where

\[ \bar{X} \Rightarrow \text{Arithmetic mean} \]
\[ \sum x \Rightarrow \text{Scores is a distribution} \]
\[ N \Rightarrow \text{Number of scores.} \]

3. Standard Deviation

Standard deviation is calculated using the formula.

\[ \sigma = \frac{1}{\sqrt{N}} \sqrt{\frac{\sum X^2 - (\sum X)^2}{N}} \]

Where

\[ \sigma \Rightarrow \text{Standard Deviation} \]
\[ N \Rightarrow \text{Number of Individuals} \]
\[ \sum x \Rightarrow \text{Sum of the scores} \]
\[ \sum x^2 \Rightarrow \text{Sum of the score squared.} \]

4. Levels

- **High level** \(\Rightarrow\) Score above mean + 1 Standard deviation
- **Moderate level** \(\Rightarrow\) Scores between mean ± 1 Standard deviation
- **Low level** \(\Rightarrow\) Scores below mean -1 Standard deviation
5. 't' test

't' test is employed to find out the significant difference between the mean of two variables.

\[ t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}} \]

where,

- \( M_1 \)  \( \Rightarrow \) Mean of the first group
- \( M_2 \)  \( \Rightarrow \) Mean of the second group
- \( S_1 \)  \( \Rightarrow \) Standard deviation of the first group
- \( S_2 \)  \( \Rightarrow \) Standard deviation of the second group
- \( N_1 \)  \( \Rightarrow \) Size of the first group
- \( N_2 \)  \( \Rightarrow \) Size of the second group
6. Pearson's Product moment correlation

Product moment correlation was used to determine the relationship between the variable.

\[ r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}} \]

\( \sum x \Rightarrow \) Sum of the x scores
\( \sum y \Rightarrow \) Sum of the y scores
\( \sum xy \Rightarrow \) Sum of the product of x,y, scores.

DELIMITATIONS OF THE STUDY

1. This study is limited to only twelve college of education at Tuticorin, Tirunelveli, and Kanyakumari Districts.

2. This study involved only 120 respondents.