Method of Study
Chapter-III
METHOD OF THE STUDY

In the preceding chapters, the problem, its rationale, objectives and the development and description of the tools were discussed. The present chapter has been devoted to the method of the study. It will include, the sample, the design and the procedure of the study.

3.1 SAMPLE

In Hoshiarpur district, there were Eighty Five senior secondary schools (Sixty Three government and Twenty Two privately managed). Based on the Criteria of availability and access, Thirty Six schools, Eighteen belonging to rural set up and equal number from urban background were selected for the investigation. Schools upgraded in the year 95-96 were not included in the sample due to the shortage of staff and non-availability of +2 class result. Out of eighteen schools of rural background eight were government and five were privately managed boys schools. Among others, two were government and three were privately managed girls schools. From urban setting the two schools were from government and five schools were from the privately managed schools for boys. Others in urban setting were six schools from government and five from the privately managed schools for girls. This distribution has been given in the table 3.1:
TABLE 3.1
AREA WISE AND GENDERWISE DISTRIBUTION OF SAMPLE SCHOOLS.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Boys</th>
<th>Girls</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Private</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>11</td>
<td>13</td>
<td>5</td>
<td>36</td>
</tr>
</tbody>
</table>

It may be observed from the table that private schools are almost evenly distributed among urban and rural and boys and girls. But among government schools the concentration is more in urban areas for girls and in rural areas for boys.

From each school, eight teachers from various faculties, having varying education and experience including male and female teachers were included in the sample. Two teachers for each one of socio-emotional climate scale, academic climate schedule, organizational climate descriptive questionnaire and teacher job-satisfaction were selected. So two hundred eighty eight teachers were included in the sample. For student achievement variable, the students of sampled schools appeared in the X and +2 examinations held by Punjab School Education Board, Mohali in March 1997 were taken for the study. The names of such schools have been appended in the appendix IX.
3.2 TOOLS

The following tools have been used in the present piece of research.

1. Socio-emotional climate scale.
2. Academic climate enquiry schedule.
3. Democratic process enquiry schedule.
4. Organizational Climate Descriptive Questionnaire (OCDQ) by Halpin and Croft.
5. Teacher Job Satisfaction Scale (TJSS) by A.N.Gaba (1980).

3.3 DESIGN

To study the impact of democratic process on teacher job satisfaction and pupil achievement in relation to institutional climate of senior-secondary schools, the criterion group design of ex-post facto research was used. The data were analysed with the help of analysis of variance. The main dependent or criterion variables were,

1. Job-Satisfaction.
2. Pupil achievement.

The main independent variable was a combination of a type of schools and the dimensions of school climate. The two types of schools (a) Government and (b) Privately managed schools along with boys and girls were invited to participate in the study. Institutional Climate was studied on three dimensions:

a) Academic
b) Socio-emotional
c) Organizational

The effect of democratic process has been studied on management style of schools in relation to academic, socio-emotional and organizational
climate on job-satisfaction and student achievement. The lay out of the design has been presented as follows in Fig. 3.1.

3.4 PROCEDURE

It includes the following steps

3.4.1 Selection of the Sample

Out of Eighty Five Senior Secondary Schools comprising Sixty Three Government and Twenty Two Privately managed schools, the researcher selected Thirty Six schools on the basis of accessibility and availability. While selecting sample, due care was taken to represent rural and urban schools as well as government and privately managed schools in equal number, i.e. Eighteen each including boys and girls. From each sampled school, Eight teachers were selected who were teaching Senior Secondary Classes i.e. +1 and +2. Two teachers were given the two copies of same tool. So two teachers completed socio-emotional climate scale, other two completed academic climate schedule and others completed organizational climate questionnaire and teacher job satisfaction scale.
3.4.2 Collection of the Data

The researcher distributed the questionnaire to various teachers of selected schools. Proper instructions were given to teachers and if any doubts or questions were raised, they were convincingly answered. In order to ensure 100 percent return, the investigator visited the various schools personally. He interviewed various teachers and principals of these schools. During this process, he enquired with teachers and principals and recorded the information in the enquiry schedule. Some teachers cooperated wholeheartedly while others took it hesitatingly. The female teachers responded in negative at first instance but on repeated persuasion, they complied.

The teachers working in privately managed schools refused to cooperate due to the fear of management and principal. However, with the involvement of principal, such teachers extended cooperation. It took three months to collect the data. To study democratic process responses on enquiry schedule were recorded. For academic climate study, scores on academic climate schedule were collected. To study socio-emotional climate, socio-emotional climate scale was completed from seventy two teachers of selected schools. For organizational climate study, organizational climate descriptive questionnaire was got completed from seventy two teachers. For job satisfaction study, teacher job satisfaction scale was completed from seventy two teachers also. To study pupil achievement, the researcher collected the scores achieved by pupils in the Xth and +2 examination held by Punjab School Education Board, Mohali in March 1997 by procuring gazettes from Board’s office after the declaration of the results. The scores were calculated as mentioned in chapter - 2 for each tool and means were computed and analysis of variance technique was employed to analyse the data.