CHAPTER - III

PLAN & PROCEDURE
CHAPTER-III

PLAN AND PROCEDURE

A research method describes the plan to adopt in solving the research problem. To carry out the present study, the descriptive survey method has been employed. A descriptive research is one which describes, records, analyses and interprets the condition that exist. The descriptive survey method of research has been employed in the present study to investigate the conflict resolution strategies adopted by principals in relation to their emotional intelligence and organizational climate. Descriptive research deals with the relationships between the variables, testing the hypotheses and the development of generalizations, principles or theories that have universal validity (Best and Kahn, 1998). The survey research may be defined as “a technique whereby the researcher studies the whole population with respect to certain sociological and psychological variables” (Singh, 2004). According to Best (1986) descriptive research involves description, recording, analysis and interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non-manipulated variables.

Smith and Glass (1987) stated that the fundamental purpose of descriptive survey research is to describe the characteristics and variables in population by directly examining variables. Descriptive research is a method of collecting and analyzing data, obtained from a large number of respondents representing a specific population, collected through highly structured and detailed questionnaires or interviews. (Sukhia et al, 1989)

Therefore, descriptive survey method helps to explain the phenomenon in term of relationships that exist, opinions that are held by the respondents, effects that are evident or trends that are developing. Emotional intelligence and organizational climate are independent variables where as conflict resolution strategy has been treated as dependent variable for statistical analysis. Since this study deals with the relationship between variables in a natural setting, it can be classified as non-experimental study.
3.1- DESIGN OF THE STUDY

The present study was conducted on principals of five districts of Punjab state. It was observed that most of the government schools had officiating principals or principals under transfer. To have a stable sample for research, private unaided senior secondary schools constituted the universe for selection of sample, as principal were to be mostly found in position in these schools. Secondly there would be diversity in educational backgrounds and personality of principals along with a wide difference in organizational climate in which they function. A sample of 250 school principals was drawn from the universe of 1150 senior secondary school principals from unaided private schools. The total sample for the study was selected by multistage randomization meaning thereby randomization was followed at the district, tehsil, block, village and school level from the five districts out of existing twenty districts of Punjab. The sample was equally balanced between male and female principals. Tools of conflict resolution strategies, emotional intelligence and organizational climate were selected. Data was collected from the sample by administering the standardized tools for conflict resolution strategies, emotional intelligence and organizational climate to the principals of the selected school.

3.2- SAMPLE OF THE STUDY

Sample is a smaller representation of a larger whole. The whole group from which sample is drawn is known as population.

According to Gochran, W.G. (1950) “In every branch of science, we lack the resources to study more than a fragment of the phenomena that might advance our knowledge.”

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from which it was elected. It helps to reduce expenditure, save time and energy, permit measurement of great scope or produce greater precision and accuracy. Sampling procedure provide generalizations on the basis of a relatively small proportion of the population.
In the present study of the conflict resolution strategies adopted by principals in relation to their emotional intelligence and organizational climate, the investigator has adopted multistage random sampling technique and selected a sample of 250 senior secondary school principals of five districts of Punjab. These were Moga, Ludhiana, Jalandhar, Patiala, and Ferozepur. A sampling process involving several stages, in which units at each subsequent stage are sub-sampled from previously selected larger units called multistage random sampling. Under the multistage random sampling first out of twenty districts of Punjab, five aforementioned districts were randomly selected. From each district a list of private unaided senior secondary schools was procured and randomly schools were selected as shown in table 3.1. Thus out of 1150 private unaided senior secondary schools 250 principals were selected for the study through multistage random sampling.

Table 3.1- Sample for the study

<table>
<thead>
<tr>
<th>S.No</th>
<th>Districts</th>
<th>No of schools</th>
<th>Male principals</th>
<th>Female principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Patiala</td>
<td>30</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Moga</td>
<td>30</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>Jalandhar</td>
<td>60</td>
<td>23</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>Ferozepur</td>
<td>50</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Ludhiana</td>
<td>80</td>
<td>38</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td>250</td>
<td>125</td>
<td>125</td>
</tr>
</tbody>
</table>

List of schools:

1. Maharaja Ranjit Singh Public Sr. Sec. School, Langroi, Patiala.
2. Shree Usha Mata Public Sr. Sec. School, Nabha, Patiala.
3. Aaggarsain Girls Sr. Sec. School, Samana, Patiala.
5. Bhai Ram Kishan Gurmat Public Sr. Sec. School, Chaura, Patiala.
6. Prof Gurdas Singh Public School, Jansuyee, Rajpura, Patiala.
7. Tagore Public School, Moti Bagh, Patiala.
8. Green Well Academy, Ragho Majra, Patiala.
10. Shivalik Public School, Patiala.
12. B.P.S Public School, Patiala.
16. S.D.S Sr. Sec School, Patiala.
17. Modern Sr. Sec. School, Sirhind, Patiala.
18. Shri Guru Harkrishan Public School, Patiala.
19. Atma Ram Kumar Sabha Sr. Sec. School, Patiala.
20. Indian Public Girls Sr. Sec. School, Patran, Patiala.
24. S.N Public Sr. Sec. School, Samana, Patiala.
25. Mata Gujri Public Sr. Sec School, Guthmar Devi Gar, Patiala.
26. Tagore Public Sr. Sec. School, Patran, Patiala.
27. Gain Jot Public Sr. Sec. School, Rajpura, Patiala.
29. K.K. International Public Sr. Sec. School, Baran Sarhind Road, Patiala.
32. Punjab Co-Education Sr. Sec. School, Bagha Purana, Moga.
33. Shahid Baba Khushhal Singh Sr. Sec. School, Charik, Moga.
34. Guru Nanak Public. Sr. Sec. School, Dharamkot, Moga.
35. Sita Ram Memorial Sr. Sec. School, Fateghar Panjtoor, Moga.
36. Shri Guru Gobind Singh Public. Sr. Sec School, Jindra, Moga.
37. Shri Hemkunt Sr. Sec. School, Kot-Ise-Khan, Moga.
38. Shri Guru Hargobind Public. Sr. Sec School, Lopon, Moga
39. Sant Mehan Singh Rajapeer Sr. Sec. School, Rajeana, Moga.
40. Jagat Sewak Khalsa Sr. Sec. School, Mehina, Moga.
41. Dashmesh Public. Sr. Sec. School, Bilaspur, Moga.
42. A.D Sr. Sec. School, Dharamkot, Moga.
43. Sant Vishakha Singh Memo Public Sr. Sec. School, Kishanpur Kalan, Moga.
44. Summer Field Sr. Sec. School, Moga.
45. Khalsa Girls Sr. Sec. School, Moga.
46. Kamla Nehru Sr. Sec. School, Nihal Singh Wala, Moga.
47. Sant Baba Bhag Singh Memo. Public School, Sukhanand, Moga.
48. Shamlal Veneet Sr. Sec. School, Bagha Purana, Moga.
49. Sant Baba Bhag Singh Memo Girls Sr. Sec. School, Sukhanand, Moga.
50. Baba Lachhaman Sidh Sr. Sec. School, Mallian Wala, Moga.
51. Rajindra Memo Public Sr. Sec. School, Kotkapura Road, Moga.
52. H.M. Convent School, Main Bazar, Moga.
53. Mother Teresa International School, G.T. Road, Moga.
54. Oxford International School, G.T. Road, Moga.
55. Baba Farid Public School, Kot-Ise-Khan, Moga.
56. Baba Rodu Shah Public School, Malhian Wala, Moga.
57. Guru Nanak Public Sr. Sec. School, Bilaspur, Moga.
58. Gain Jot Sr. Sec. School, Darapur, Moga.
60. Guru Nanak Public Sr. Sec. School, Dosanjh Talwandi, Moga.
61. Doaba Khalsa Public School, Mohalla Gobindgarh, Jalandhar.
62. Manav Mangal Public School, Friends Colony, Jalandhar.
63. A.S. Sr. Sec. School, Alawalpur, Jalandhar.
64. Indo German Sr. Sec. School, Rasila Nagar, Jalandhar.
65. S.N. S Doaba Khalsa Public Sr. Sec. School, Dheena, Jalandhar.
66. Saint Xaiver Convent School, Basti Sheikh, Jalandhar.
67. Indo German Vidya Kendra, Basti Nau, Jalandhar.
68. Saint George Convent School, Model Town, Jalandhar.
69. Shivalik Hills Sr. Sec. Public School, Urban Estate, Jalandhar.
70. Saraswati Vidya Kendra, Ashok Nagar, Jalandhar.
71. Suman Day Bording Sr. Sec. Public School, Punjab Avenue, Jalandhar.
72. S.P. Prime Public Sr. Sec. School, Deol Nagar, Jalandhar.
73. Janta Sr. Sec. School, Jandu Singh, Jalandhar.
74. Saint Pious Convent Sr. Sec. School, Lamba Pind, Jalandhar.
75. A.S. Sr. Sec. School, Rurka Kalan, Jalandhar.
76. K.S.S.D Sr. Sec. School, Alawalpur, Jalandhar.
77. Apeejay Public School, Basti Sheikh Road, Jalandhar.
78. Guru Nanak Public Sr. Sec. School, Preet Nagar, Jalandhar.
80. New St. Soldier Public Sr. Sec. School, G.R.D Nagar, Jalandhar.
81. A.N. Gujral Memorial Sr. Sec. School, Nakodar Road, Jalandhar.
82. Rabindra Day Boarding Sr. Sec. School, Model Town, Jalandhar.
83. Phulwari Public Sr. Sec. School, Lohian Khas, Jalandhar.
84. Dijkot Khalsa Sr. Sec. School, Alawalpur, Jalandhar.
85. Arya Kanya Sr. Sec. School, Basti Nau, Jalandhar.
86. Saint Soldeir Sr. Sec. School, S.U.S Nagar, Jalandhar.
87. L.R. Doaba Sr. Sec. School, Jalandhar.
88. D.S.S.D Sr. Sec. School, Bastinau, Jalandhar.
89. Shining Stars Sr. Sec. School, Harbans Nagar, Jalandhar.
90. Phularwan Girls Sr. Sec. School, Preet Nagar, Jalandhar.
91. Doaba Khalsa Sr. Sec. School, Ladowal Road, Jalandhar.
92. Kanya Maha Vidhayalay Sr. Sec. School, Tanda Road, Jalandhar.
93. D.R. Jain National Sr. Sec. School, Jalandhar Cantt.
94. Montgomery Guru Nanak Khalsa Sr. Sec. School, Jalandhar Cantt.
95. N.D. Victor Sr. Sec. School, Jalandhar Cantt.
96. Guru Nanak Kanya Mahavidyala Sr. Sec. School, Jalandhar Cantt.
97. Devi Sahai Public Sr. Sec. School, Industrial Area, Jalandhar City.
98. Sialkot National Sr. Sec School, Gazi Mohalla, Jalandhar.
99. Sada Sukh Chopra Public Sr. Sec. School, Santokh Pur, Jalandhar.
100. D.S Public Sr. Sec. School, Jalandhar City.
101. Tagore Day Boarding Sr. Sec School, Model Town, Jalandhar City.
102. Smt Parwati Jain Co-Educational Sr. Sec. School, Vijay Nagar, Jalandhar City.
104. Khalsa Sr. Sec. School, Khaira Majja, Jalandhar.
105. A.S. Sr. Sec. School, Nakodar, Jalandhar.
106. United Christian Boys Sr. Sec. School, Suranussi, Jalandhar.
110. Saint Soldier Collegiate Sr. Sec. School, Basti Danish Mandan, Jalandhar.
111. Mata Sahib Kaur Khalsa Sr. Sec. School, Dhandowal Shahkot, Jalandhar.
112. Saint Mary Convent School, Gakhlan, Jalandhar.
113. Jyoti Public Sr. Sec. School, Aman Nagar, Jalandhar.
114. Shri Guru Arjun Dev Public Sr. Sec. School, Kartarpur, Jalandhar.
115. Gulotia Guru Hargobind Bate Khalsa Sr. Sec School, Jalandhar.
117. Surindra International Public School, Shankar, Jalandhar.
118. Guru Nanak Mission Public School, Dalla Bhogpur, Jalandhar.
119. A.P.S. Public Sr. Sec. School, Wadala Nakodar Road, Jalandhar City.
120. Shriman Sant Avtar Singh Yadgari Sr. Sec. School, Seechewal, Jalandhar.
121. D.C.M. Public Sr. Sec. School, Goluke, Ferozepur.
122. Navyug Sr. Sec. School, Abohar, Ferozepur.
123. B.D. Adarsh Sr. Sec. School, Nanak Nagri, Abohar, Ferozepur.
125. Holy Heart Public School, Abohar, Ferozepur.
126. Shri Guru Teg Bahadur Public Sr. Sec. School, Arniwala Sheikh Subhan, Ferozepur.
127. Holy Cross Sr. Sec. School, Danewala Satokosi, Ferozepur.
128. Guru Nanak Sikh Kanya Pathsala, Fazilka, Ferozepur.
129. Dayanand Chaman Lal Sr. Sec. School, Fazilka, Ferozepur.
130. K.R. Sr. Sec. School, Azaad Nagar, Ferozepur.
132. Babuta Sr. Sec. School, Jalalabad (West), Ferozepur.
133. K.G. Sr. Sec. School, Adarsh Nagar, Makhu, Ferozepur.
134. Shri Sadanand Shankar Adarsh School, Zira, Ferozepur.
135. G.D. Sr. Sec. School, Abohar, Ferozepur.
137. Divine Light Public Sr. Sec. School, Abohar, Ferozepur.
139. Manav Mandir Sr. Sec. School, Bast Nizam din, Ferozepur.
140. H.M. Sr. Sec. School, Ferozepur.
141. M.L.M. Sr. Sec. School, Ferozepur Cantt.
142. B.M. Jain Sr. Sec School, Ferozepur Cantt.
143. D.C.M. Jain Sr. Sec. School, Ferozepur Cantt.
144. Hindu Girls Sr. Sec. School, Ferozepur Cantt.
145. Sikh Kanya Maha Vidyalaya Sr. Sec. School, Ferozepur City.
146. Tagore Memo Sr. Sec. School, Mallanwala Khaas, Ferozepur.
147. Shri Guru Gobind Sahib Public Sr. Sec. School, Mehar Singh Wala, Ferozepur.
148. Baba Ishar Singh Nanaksar Public Sr. Sec. School, Muhar Mandir, Ferozepur.
149. Flower Valley Public School, Abohar, Ferozepur.
150. Shri B.L. Vikas Mandir Sr. Sec. School, New Abadi Abohar, Ferozepur.
151. Tender Heart Sr. Sec. School, Dharam Nagri Abohar, Ferozepur.
152. Swami Keshwanand Sr. Sec. School, Abohar, Ferozepur.
154. Dashmesh Sr. Sec. School, Ferozepur City.
155. B.S.M. Sr. Sec. School, Ferozepur City.
156. Manwata Public. Sr. Sec. School, Ferozepur City.
157. Guru Teg Bahadur Sr. Sec School, Guru Harsahai, Ferozepur.
158. Shivalik Sr. Sec. School, Jalalabad, Ferozepur.
159. City Heart Sr. Sec. School, Ferozepur.
161. Green View Public School, Chanan Khera, Ferozepur.
162. Sardar Joginder Singh Dhaliwal Sr. Sec School, Jogindergarh, Ferozepur.
163. Shaheed Udham Singh Public Sr. Sec. School, Wasal Mohan Ke, Ferozepur.
164. Punjab Public School, Mulianwali, Ferozepur.
165. Indo British Public School, Sukhewala, Ferozepur.
166. Shri Sawan Mal Aggarwal Memorial Sr. Sec School, Ferozepur.
167. Rajdhani Public Sr. Sec. School, Jalalabad (West), Ferozepur.
169. New Sachin Public School, Mandi Ladhu Ka, Ferozepur.
170. Shaheed Bhagat Singh Public School, Khushak Singh Wala, Ferozepur.
174. Shakti Public Sr. Sec. School, Doraha, Ludhiana.
175. Shri Guru Harkrishan Public Sr. Sec. School, Doraha, Ludhiana.
176. Kalgidhar Academy, Dugri, Ludhiana.
177. Himalaya Public Sr. Sec. School, Nandi Colony Khanna, Ludhiana.
182. E Wing Christian Sr. Sec. School, Ludhiana.
183. A.V.M. Sr. Sec. School, Basant Vihar Noor Wala Road, Ludhiana.
185. Khalsa Sr. Sec. School, Mehman Singhwala, Ludhiana.
186. Dashmesh Public Sr. Sec. School, Mehdiaana Sahib, Ludhiana.
188. Tagore Modern Sr. Sec. School, Raikot, Ludhiana.
189. Shakti Public Sr. Sec. School, Sahnewal, Ludhiana.
190. Sikh Girls Sr. Sec. School, Sidhwan Khurd, Ludhiana.
192. Desh Bhagat Sr. Sec. School, Sohian, Maloud, Ludhiana.
193. Anand Isher Sr. Sec. Public School, Ahmedgarh Road, Chhapar, Ludhiana.
194. Baba Mukand Singh Sr. Sec. School, Ludhiana.
196. Adarsh Sr. Sec. School, Dehlon, Ludhiana.
197. Guru Teg Bahadur Sr. Sec. School, Doraha, Ludhiana.
198. S.G.G. Sr. Sec. School, Raikot, Gondwal, Ludhiana.
201. Sikh Girls Sr. Sec. School, Jagroan, Ludhiana.
203. Anuvarti Public Sr. Sec. School, Jagroan, Ludhiana.
204. Anglo Sanskriti Sr. Sec. School, Khanna, Ludhiana.
205. Acharya Atma Ram Jain Sr. Sec. School, Khanna, Ludhiana.
206. Spring Dales Public Sr. Sec. School, Khanna, Ludhiana.
211. R.S. Sr. Sec. School, Shastri Nagar, Ludhiana.
213. Dashmesh Sr. Sec. School, Dashmesh Nagar, Ludhiana.
215. Shri Guru Harkrishan Public Sr. Sec. School, Dugri Road, Model Town, Ludhiana.
218. Brahm Rishi Bawra Shiksha Niketan, Madhopuri Gaushala Road, Ludhiana.
220. Atam Public Sr. Sec. School, Atam Nagar Ludhiana.
221. Jain Public Sr. Sec. School, Banjaman Road, Ludhiana.
222. Holy Path Sr. Sec. School, New Madhopuri, Ludhiana.
223. Akal Sahai Convent Sr.Sec. School, New Janta Nagar, Ludhiana.
224. Guru Gobind Singh Sr. Sec. School, Indera Colony, Rahon Road, Ludhiana.
225. San Jain Sr. Sec. School, Circular Road, Ludhiana.
226. Mannohar Saini Public Sr. Sec School, Atam Nagar, Ludhiana.
227. Baba Isher Singh (Nanaksar) Public Sr. Sec. School, Bhai Randhir Singh Nagar, Ludhiana.
228. B.C.M Sr. Sec. School, Ludhiana.
229. Ranjit Sr. Sec. School, Haibowal Kalan, Ludhiana.
230. Shakti Public Sr. Sec. School, Ludhiana.
231. M.T.P. Sr. Sec. School, Malad, Ludhiana.
233. Bhagat Puran Singh Memo. Sr. Sec. School, Rajewal (Rahno), Ludhiana.
236. Sat Guru Pratap Singh Academy, Shri Bhaini Shaib, Ludhiana.
237. Indian Public Sr. Sec. School, Daba Lohara Road, Ludhiana.
238. Brahm Rishi Bawra Shiksha Nekatan Sr. Sec. School, Bayantpur, Ludhiana.
239. Sant Sunder Singh Public Sr. Sec. School, Buparai Kalan, Ludhiana.
241. New Jain Public School, Dugri, Ludhiana.
244. Mata Hardai National Sr. Sec. School, Maghhiwara, Ludhiana.
245. S.D.P. Kanya Collegiate Sr. Sec. School, Daresi Road, Ludhiana.
246. Nightangale Public Sr. Sec. School, Chimani Road, Ludhiana.
247. Mai Bhago Collegiate School, Ramgarh, Ludhiana.

3.3- DATA COLLECTION

Data collection was undertaken from a sample of 250 principals of private unaided senior secondary schools. First the school principals were contacted telephonically and timings of meeting were fixed with the principals of private senior secondary schools. All the tools namely Conflict management behavior scale, Emotional intelligence scale and Organizational climate scale were administered personally by the investigator to 250 school principals. As the tests were lengthy, therefore these were administered one after the other with some break in between.

First of all each principal was made familiar with the nature and purpose of each tests. All possible efforts were made to make the principals feel at ease and respond to the various tests with full concentration. The researcher answered their queries in order to motivate them to answer the questionnaire carefully. All efforts were made to get maximum cooperation of the principals. They were assured about the confidentiality of their responses. It was with a lot of perseverance that the researcher was able to get time and attention of principals for data collection. Several
visits, rejection and disappointment were experienced in the course of this tedious data collection.

3.4 - TOOLS OF THE STUDY

Keeping the objectives of the study in mind following tools were used in the present study:

1- Emotional Intelligence Scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002)
2- Organizational Climate Scale by Sanjyot Pethe, Sushma Chaudhari and Upinder Dhar (2001)
3- Conflict Management Behavior Questionnaire by Thomas and Kilmann (2007)

3.4. (1)-EMOTIONAL INTELLIGENCE SCALE

The emotional intelligence scale by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2001) was administered on senior secondary school principals to know their levels of emotional intelligence. The scale can be used for research and survey purposes. It can also be used for individual assessment. It is self-administering and does not require the services of highly trained tester. It is suitable for group as well as individual testing. The tool was administered individually. There are as many as 34 items in English in this scale and each item has five choices.

The 34 items of the scale are categorized into ten areas i.e.

- Self awareness (EIa)
- Empathy (EIb)
- Self motivation (EIc)
- Emotional stability (EId)
- Managing relations (EII)
- Integrity (EII)
- Self development (EIc)
- Value orientation (EIII)
- Commitment (EIh)
- Altruistic (EIi)

The authors of the scale provide following explanation for these categories
1) **Self awareness** - is being aware of one-self and is measured by items 6, 12, 18 and 29. These items are “I can continue to do what I believe in even under severe criticism,” “I have my priorities clear,” “I believe in myself and “I have built rapport and made and maintained personal friendships with work associates.

2) **Empathy** - is feeling and understanding the other person and is measured by items 9, 10, 15, 20 and 25. These are “I pay attention to the worries and concerns of others”, “I can listen to someone without the urge to say something,” “I try to see the other person’s point of view,” “I can stay focused under pressure” and “I am able to handle multiple demands”.

3) **Self motivation** is being motivated internally and is measured by 2, 4, 7, 8, 31 and 34. These items are “people tell me that I am an inspiration for them”, “I am able to make intelligent decisions using a healthy balance of emotions and reason”, “I am able to assess the situation and then behave”, “I can concentrate on the task at hand in spite of disturbances”, “I think feelings should be managed” and “I believe that happiness is an attitude”.

4) **Emotional stability** - is measured by items 14, 19, 26 and 28. These are “I do not mix unnecessary emotions with issues at hand”, “I am able to stay composed in both good and bad situations”, “I am comfortable and open to novel ideas and new information” and “I am persistent in pursuing goals despite obstacles and setbacks”.

5) **Managing relations** - is measured by 1, 5, 11 and 17. The statements that measure this factor are “I can encourage others to work even when things are not favorable”, “I do not depend on others encouragement to do my work well”, “I am perceived as friendly and outgoing” and “I can see the brighter side of any situation”.

6) **Integrity** - is measured by items 16, 27 and 32. “I can stand up for my beliefs”, “I pursue goals beyond what is required of me” and “I am aware of my weaknesses” are the statements that measure this factor.

7) **Self development** - is measured by items 30 and 33 which are “I am able to identify and separate my emotions” and “I feel that I must develop myself even when my job does not demand it”.

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8) **Value orientation** - is measured by items 21 and 22. The statements are “I am able to maintain the standards of honesty and integrity” and “I am able to confront unethical actions in others”.

9) **Commitment** - is measured by items 23 and 24. “I am able to meet commitments and keep promises” and “I am organized and careful in my work”.

10) **Altruistic behavior** - is measured by the items 3 and 13. The items are “I am able to encourage people to take initiative” and “I can handle conflicts around me”.

**INSTRUCTIONS FOR ADMINISTRATION OF THE EMOTIONAL INTELLIGENCE SCALE**

The manual of emotional intelligence scale provides following instructions:-

1. The instructions printed on the response sheet are sufficient to take care of the questions that are asked.
2. No time limit should be given for completing the scale. However most respondents should complete it in about 10 minutes.
3. Before administering the scale it is advisable to emphasize orally that responses should be checked as quickly as possible and sincere cooperation is sought for the same. The responses should be kept confidential.
4. It should also be emphasized that there is no right or wrong answer to the statements. The statements are designed to understand the differences in individual reactions to various situations. The scale is meant to know the difference between individuals and not meant to rank them as good or bad.
5. It should be duly emphasized that all statements have to be responded to and no statement should be left unanswered.
6. It is not desirable to tell the subjects the exact purpose for which the scale is being used.
7. Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the subjects.
8. Manual scoring is done conveniently, hence no scoring key is provided.
9. Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.
RELIABILITY:
The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 subjects. The split-half reliability coefficient was found to be 0.88.

VALIDITY:
Besides face validity the scale has high content validity. The assessment of judges/experts about items of the scale indicates that they are directly related to the concept of emotional intelligence. In order to find out the validity from the coefficient of reliability (Garrett 1981), the reliability index was calculated which indicated high validity on account of being 0.93.

NORMS OF THE SCALE
Norms of the scale are available on a sample of 250 subjects. These norms can be regarded as reference points for interpreting the emotional intelligence scores. The users of this scale are advised to develop their own norms based on their own sample. Individuals with high score can be considered to have high level of emotional intelligence and are likely to be high performers.

Table 3.2: Norms for interpretation of raw scores of emotional intelligence scale (EIS)

<table>
<thead>
<tr>
<th>Normal range</th>
<th>52-84</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>51 and below</td>
<td>Low</td>
</tr>
<tr>
<td>High</td>
<td>85 and above</td>
<td>High</td>
</tr>
</tbody>
</table>

SCORING OF THE TEST
The responses were to be given on the booklet itself. There were five cells against every item of the inventory. Each cell indicates the frequency of occurrence of a particular behavior. The five cells belonged to five responses namely strongly agree, agree, neutral, disagree, strongly disagree. 5 marks were assigned to strongly agree, 4 for agree, 3 for neutral, 2 for disagree, 1 for strongly disagree.

3.4-(2)-ORGANISATIONAL CLIMATE SCALE (OCS)
The organizational climate scale by Sanjyot Pethe, Sushma Chaudhari and Upinder Dhar (2001) was administered on senior secondary school principals to assess their perception of organizational climate of their institutions. The scale can be
used for research and survey purposes. It can also be used for individual assessment. It is self administering and does not require the services of a highly trained tester. It is eminently suitable for group as well as individual testing.

There are 22 items in this scale and each item has two opposite objectives on a 7 point semantic differential scale. The 22 items of the scale are characterized into four factors i.e.

1. Results, Rewards and Interpersonal Relations,
2. Organizational Processes,
3. Clarity of Roles and Sharing of Information, and

Factor 1: Results, Rewards and Interpersonal Relations. Factor 1 is measured by items 2, 3, 4, 5, 10, 11, 12, 14, and 15. This factor is contributed by nine variables or items with a total factor load of 5.68346. This factor has covered 48.1 percent of the total variance.

Factor 2: Organizational Processes. Factor 2 is measured by items 13, 16, 17, 18, 19, 20, 21 and 22. This factor is contributed by eight items with a total factor load of 5.151 52, it has covered 8.0 percent of the total variance.

Factor 3: Clarity of Roles and Sharing of Information. Factor 3 is measured by items 6, 7, 8 and 9. The factor is contributed by four variables or items with a total factor load of 2.8775. The total variance percent covered by this factor is 6.0.

Factor 4: Altruistic Behavior. Factor 4 is measured by item 1. The factor is contributed by one item with a total factor load of 0.751 24 and it has covered 4.7 percent of variance.

**RELIABILITY**

The reliability of the scale was determined by calculating reliability coefficient on a sample of 205 subjects comprised of executives and supervisors. The split half reliability coefficient was 0.87.

**VALIDITY**

Besides face validity, the scale has high content validity. The assessment of judges /experts about items of the scale indicates that they are directly related to the concept of organizational climate. In order to find out the validity from the coefficient
of reliability (Garret, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

**NORMS OF THE SCALE**

Norms of the scale are available on a sample of working population. These norms can be regarded as reference points for interpreting the organizational climate scores. The users of this scale are advised to develop their own norms based on their own sample. Individuals with scores within normal range can be considered to perceive the level of organizational climate as favorable, those with high and low score can be considered to perceive the level of organizational climate as highly favorable and unfavorable respectively.

Table 3.3 -Showing Norms for interpretation of Raw Scores obtained on organizational climate scale

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results, rewards &amp; interpersonal relations</td>
<td>43.01</td>
<td>37.7</td>
<td>18.5</td>
<td>5</td>
<td>104</td>
</tr>
<tr>
<td>Organizational processes</td>
<td>9.37</td>
<td>7.4</td>
<td>4.4</td>
<td>1.18</td>
<td>20</td>
</tr>
<tr>
<td>Clarity of roles &amp; information</td>
<td>Normal Range (Favorable O.C)</td>
<td>33-53</td>
<td>30-45</td>
<td>14-23</td>
<td>4-6</td>
</tr>
<tr>
<td>Altruistic behavior</td>
<td>Highscore (High Favorable O.C)</td>
<td>54 &amp; above</td>
<td>46 &amp; above</td>
<td>24 &amp; above</td>
<td>7 &amp; above</td>
</tr>
<tr>
<td>Lowscores (Un Favorable O.C)</td>
<td>32 &amp; below</td>
<td>29 &amp; below</td>
<td>13 &amp; below</td>
<td>3 &amp; below</td>
<td>83 &amp; below</td>
</tr>
<tr>
<td>Items Nos.</td>
<td>2, 3, 4, 5, 10, 11, 12, 14, 15</td>
<td>13, 16, 17, 18, 19, 20, 21, 22</td>
<td>6, 7, 8, 9</td>
<td>1</td>
<td>All</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS FOR ADMINISTRATION AND SCORING FOR ORGANIZATIONAL CLIMATE SCALE**

1. The instructions printed on the response sheet are sufficient to take care of the questions that are asked.

2. No time limit should be given for completing the scale. However, most respondents should complete it in about 10 minutes.
3. Before administering the scale, it is advisable to emphasize orally that responses should be checked as quickly as possible and sincere cooperation is sought for the same. The responses should be kept confidential.

4. It should also be emphasized that there is no right or wrong answer to the statements. The statements are designed to have differences in terms of individual reactions to various situations. The scale is meant to know the difference in the perception of individuals and not meant to rank them as good or bad.

5. It should be duly emphasized that all statements have to be responded and no statement should be left unanswered.

6. It is not desirable to tell the subjects the exact purpose for which the test is used.

7. Though the scale is self-administering, it has been found useful to read out the instructions printed on the response sheet to the subjects.

8. Manual scoring is done conveniently, hence no scoring key is provided.

9. Each item or statement has two opposite adjectives on a 7 point semantic differential scale. The respective scores can be summed up to obtain final score which is then interpreted according to Table 3.3.

3.4.(3)-CONFLICT MANAGEMENT BEHAVIOUR QUESTIONNAIRE (CMBQ)

The Conflict Management Behavior Questionnaire by Thomas and Kilmann (2007) was administered on senior secondary school principals to obtain information on how they use different conflict management approaches for resolving conflict in their institutions in various situations. There are 30 items in this questionnaire. Each item has two probable answers. The respondents were instructed to tick mark either of these two choices i.e. ‘A’ or ‘B. There are five approaches of conflict management behavior questionnaire. These approaches along with brief description are given below:

COMPETITION (WIN-LOSE)-Thomas and Kilmann (1974) contented that this approach is power oriented, the person uses skills, knowledge, abilities,
rank, etc being well connected to win. It is high on assertiveness and low on cooperativeness.

COLLABORATION (WIN-WIN) - This involves an attempt to work with the other person to find solutions that would be satisfying to both parties by exploring the concerns in depth, examining the disagreements in detail and arriving at solutions by combining the insights of both the parties. Thus it is high in both assertiveness and cooperativeness.

COMPROMISE (LOSE-LOSE) - It is an intermediate position on both the assertive and cooperative dimensions. The parties try to find some expedient mutually acceptable solutions which partially satisfy both, although neither is fully satisfied. A compromising stance addresses the issue without avoiding it, but does not explore the alternatives in a way that it would be completely satisfying to both parties as in collaboration.

AVOIDANCE (WITHDRAWAL) - It is used when the individual is both unassertive and uncooperative i.e. the person has a very low concern for his own and his opponent’s needs. This approach includes behaviors like withdrawal, indifferences, apathy, reliance upon fate and isolation while diplomatically side stepping a conflictful issue, believing that conflict avoidance is more mature and reasonable than childish arguments.

ACCOMODATION (SMOOTHING) - It is low on assertiveness and high on cooperativeness taking the form of selfless generosity; obeying others orders unwillingly by giving into another person’s point of view and neglected his/her own concern. There is an element of self-sacrifice in this mode.

SCORING

The conflict management behavior questionnaire contains two possible responses to each question i.e. ‘A’ and ‘B’. The respondents were instructed to tick-mark anyone of the two choices for each question. Then a scoring key was used in order to analyze the information disclosed in conflict management behavior questionnaire, about the type of conflict management approaches used by them in different situations. The scoring key is given in table 3.4.
Table 3.4 Scoring key of conflict management behavior questionnaire

<table>
<thead>
<tr>
<th>S.No</th>
<th>Competition</th>
<th>Collaboration</th>
<th>Compromise</th>
<th>Avoidance</th>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td></td>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>B</td>
<td>A</td>
<td></td>
<td></td>
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<td>3</td>
<td></td>
<td></td>
<td>B</td>
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<td>4</td>
<td>B</td>
<td></td>
<td>A</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>A</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td></td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>28</td>
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<td>B</td>
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<td>29</td>
<td>B</td>
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<td>B</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>A</td>
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<td>B</td>
<td></td>
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</tr>
</tbody>
</table>

RELIABILITY AND VALIDITY

The reliability co-efficient of this questionnaire as given by the author is 0.79. The questionnaire has established content validity and face validity.

3.5 STATISTICAL TECHNIQUES

1. Mean, median, standard deviation and skewness of the scores of conflict resolution strategies, emotional intelligence and organizational climate was calculated. Pie charts and bar digrams were used to depict the results.
2. 't'- ratios were calculated to know whether there were significant differences between means in the scores of conflict resolution strategies, emotional intelligence and organizational climate.

3. r- was calculated to find out the relationship between the dimensions of emotional intelligence and conflict resolution strategies: dimensions of organizational climate and conflict resolution strategies of male and female school principals.

4. Step-up-regression equation was set up for ascertaining the predictability of dimensions of emotional intelligence and dimensions of organizational climate for conflict resolution strategies of school principals.