CHAPTER - III
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METHOD AND PROCEDURE

In this chapter, details of methodology followed to complete the present study are being reported. Here by methodology, the researcher means, “Design of the study, the selection of representative sample of the whole population, collecting relevant data, research tools employed and statistical analysis techniques”.

Planning provides a framework within which the goals of research are to be achieved. It facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible, yielding maximal information with minimal expenditure of effort, time and money. The plan and procedure of any research study is bound up with its purpose. The purpose of the present study was to study, organizational climate of government and private elementary schools and its effect on job satisfaction of teachers. It may be recalled here that the present study was undertaken keeping in view the following objectives:

OBJECTIVES OF THE STUDY

The objectives of the present investigation were:

1. To study the Organizational Climate of different elementary schools.
2. To Study and compare the organizational climate and job satisfaction of teachers in Government and Private Elementary schools.
3. To study and compare the Gender differences in perception of organizational climate and job satisfaction.
4. To study and compare the perceptions of organizational climate and job satisfaction of teachers between graduate and post-graduate teachers.
5. To study and compare various dimensions of organizational climate and job satisfaction of teachers in Open Climate and Closed Climate schools.
6. To study and compare the perceptions of organizational climate and job satisfaction of teachers of various age groups.
7. To study and compare the perception of organizational climate and job satisfaction of teachers according to their experience.
8. To study the relationship between the organizational climate and Job satisfaction of elementary school teachers.
9. To study the relationship and organizational climate and job satisfaction of teachers in open climate schools.
10. To study the relationship and organizational climate and job satisfaction of teachers in closed climate schools.
11. To Study the relationship between organizational climate and job satisfaction of teachers in government elementary schools
12. To study the relationship between organizational climate and job satisfaction of teachers in private elementary schools
HYPOTHESES:

1. The organizational climate of different elementary schools will differ.

2. There will exist significant difference in organizational climate and job satisfaction of teachers between government and private elementary schools.

3. There will exist significant difference between male and female teachers in their perception of organizational climate and job satisfaction.

4. There will exist no significant difference in the perception of organizational climate and job satisfaction of teachers between graduate and post-graduate teachers.

5. There will exist significant difference in various dimensions of organizational climate and job satisfaction of teachers in open and closed climate schools.

6. There will exist no significant difference between the teachers of various age-groups in their perception of organizational climate and job satisfaction.

7. There will exist no significant difference between the teachers with different years of experience in their perception of organizational climate and job satisfaction.

8. There will exist significant positive relationship between the organizational climate and job satisfaction of elementary school teachers.
9. There will exist significant positive relationship between the organizational climate and job satisfaction of elementary school teachers in open climate schools.

10. There will exist significant relationship between the organizational climate and job satisfaction of elementary school teachers in closed climate schools.

11. There will exist significant relationship between the organizational climate and job satisfaction of elementary school teachers in government elementary schools.

12. There will exist significant relationship between the organizational climate and job satisfaction of elementary school teachers in private elementary schools.

DESIGN OF THE STUDY

To design is to plan, that is, designing is a process of deliberate anticipation directed towards bringing an expected situation under control. It is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.

All research involves the elements of observation, description, and the analysis of what happens under certain circumstances (Best, 1963).

The problem under investigation was “Organizational Climate of Government and Private Elementary schools and its effect on Job satisfaction of Teachers”
Descriptive survey has been widely used in educational research for many years to study the prevailing conditions. Although this method in itself does not provide theories, which explain why events occur, it might give data for which theories on behaviour may explain, control and predict behaviour. With a view to study the prevailing organizational climate and job satisfaction of elementary school teachers of Government and Private schools of Mumbai, the descriptive method of inquiry was used.

According to Best (1981), a descriptive study describes and interprets “what is”. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. In other words, descriptive research studies are designed to obtain precise information concerning the current status of phenomena and whenever possible to draw general conclusions from the facts discovered.

According to Upasini (1987), descriptive research is a structured attempt to obtain facts and opinion about the correct status of things. It seeks to ascertain the prevailing conditions at the time of the study. Describing the current status is a kind of assessment that seems to be the basic, preliminary step to the solution of many educational problems.
Best (1992) describes that survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that results when data are abstracted from a number of individual cases. It is essentially cross-sectional in nature. It involves a clearly defined problem and definite objectives. It requires expert and imaginative planning, careful analysis and interpretation of the data gathered and logical and skillful reporting of the findings. In other words, survey studies are conducted to collect detailed description of existing phenomena with the purpose of employing data to justify current conditions and practices or to make more intelligent plans for improving them.

Smith and Glass (1987) state that the fundamental purpose of descriptive survey research is to describe the characteristics of variables in population by directly examining samples.

The method was chosen because of its distinctive advantages for the various aspects of organizational climate and job satisfaction. The main purpose of this research were to identify the organizational climate of schools and job satisfaction of teachers and to find out whether any significant relationship existed between school climate as measured by Organizational Climate Descriptive Questionnaire (OCDQ) and teacher’s job satisfaction as measured by Job satisfaction scale (JSS) by Meera Dixit, or not, in Government and Private Elementary schools of Mumbai. In addition to these two purposes, the relationship
between various biographical characteristics of teachers and perceptions of organizational climate and job satisfaction were also taken into consideration.

SAMPLE

The primary purpose of research is to discover principles that have universal application, but to study the whole population to arrive at generalizations would be impracticable, if not impossible. The process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation of variables within a relatively small proportion of the population. Sampling does not consist in collecting data casually from any conveniently located units. Rather, to obtain a representative sample, one systematically selects each unit in a specified way.

According to Best (1992), a sample is a small section or proportion of a population selected for observation and analysis that represents all the traits and characteristics of the population.

Almost, all the research studies in education may be termed as sample studies, because data are usually collected from parts of the whole population for which the problem is being investigated. Every research has to resort to sampling.

The adequacy of a sample depends on knowledge of the population as well as the method used in drawing the sample. From various techniques which have been devised for obtaining a
sample, the investigator adopted the ‘incidental sample’ technique, which is also called “accidental sampling” technique.

Upasini (1987) further stated that incidental sampling technique is one, whose units are selected because they happen to be in a particular place at a particular time and are easily or readily available.

Since the selection of units in these kinds of samples is based on judgement and not on equal or known probability, the same as a class are known as non-probability sampling methods (Aggarwal, 1988)

The sample studied, as presented in Table 3.1.1 consisted of teachers in 10 government and 10 private schools of Mumbai. Schools with code S1 to S10 are Government elementary schools and schools with code S11 to S20 are Private elementary schools.

The sample studied consisted of 300 teachers from 20 schools. Schools were female dominated, 101 male and 199 female. Sample data showed that twenty nine of the teachers belonged to the age group 21 to 25, sixty seven teachers belonged to the age group 26 to 30, eighty one teachers, to age group 31 to 35,seventy seven teachers, to age group 36 to 40, twenty nine teachers belonged to age group 41 to 45, and seventeen teachers were above forty five years. Ninety-nine teachers of the teachers had 0-5 years of teaching experience, 144 teachers had experience
between 6 to 10 yrs, 47 teachers had experience 11 years or above.

**TABLE 3.1**

<table>
<thead>
<tr>
<th>School Code</th>
<th>No. Of Teachers</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>S2</td>
<td>15</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>S3</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>S4</td>
<td>15</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>S5</td>
<td>15</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>S6</td>
<td>15</td>
<td>8</td>
<td>7</td>
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<tr>
<td>S7</td>
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<td>15</td>
<td>0</td>
</tr>
<tr>
<td>S8</td>
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<td>7</td>
<td>8</td>
</tr>
<tr>
<td>S9</td>
<td>15</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>S10</td>
<td>15</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>S11</td>
<td>15</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>S12</td>
<td>15</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>S13</td>
<td>15</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>S14</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>S15</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>S16</td>
<td>15</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>S17</td>
<td>15</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>S18</td>
<td>15</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>S19</td>
<td>15</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>S20</td>
<td>15</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 3.2

Distribution of Teachers according to Gender

<table>
<thead>
<tr>
<th>GENDER</th>
<th>NUMBER</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALE</td>
<td>101</td>
<td>33.67%</td>
</tr>
<tr>
<td>FEMALE</td>
<td>199</td>
<td>66.33%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 3.3 Distribution of teachers according to age group

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Females</th>
<th>Males</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 to 25</td>
<td>17</td>
<td>12</td>
<td>29</td>
<td>9.67%</td>
</tr>
<tr>
<td>26 to 30</td>
<td>33</td>
<td>34</td>
<td>67</td>
<td>22.33%</td>
</tr>
<tr>
<td>31 to 35</td>
<td>50</td>
<td>31</td>
<td>81</td>
<td>27%</td>
</tr>
<tr>
<td>36 to 40</td>
<td>55</td>
<td>22</td>
<td>77</td>
<td>25.66%</td>
</tr>
<tr>
<td>41 to 45</td>
<td>27</td>
<td>2</td>
<td>29</td>
<td>9.67%</td>
</tr>
<tr>
<td>46 onwards</td>
<td>17</td>
<td></td>
<td>17</td>
<td>5.66%</td>
</tr>
<tr>
<td>Grand total</td>
<td>199</td>
<td>101</td>
<td>300</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Table 3.4 Distribution of teachers according to Experience in teaching

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>68</td>
<td>31</td>
<td>99</td>
</tr>
<tr>
<td>6-10 years</td>
<td>97</td>
<td>47</td>
<td>144</td>
</tr>
<tr>
<td>11 onwards</td>
<td>34</td>
<td>23</td>
<td>57</td>
</tr>
<tr>
<td>Grand Total</td>
<td>199</td>
<td>101</td>
<td>300</td>
</tr>
</tbody>
</table>

**DELIMITATION OF THE STUDY**

In the field of research delimitation occupies a prominent position. Without it the investigator neither can be clear nor can attack the problem directly. Delimitation is the boundary beyond which study is not concerned, and helps in research and draws the attention of the investigator towards the specific points of the problem under consideration. Keeping the delimitation of the study in mind, the conclusions drawn from this study are necessarily limited by the nature of the sample, the timing of the survey, the tools used and the statistical techniques supplied.

In the present study, the unit of study and analysis was the Government and Private elementary school teachers.

The study was confined to Mumbai city.
The study was limited to 300 teachers (including male and female).

**Difficulties encountered by researcher in collection of Data**

The researcher faced lots of difficulties in collection of the data. The respondents were not prompt in responding, and in some of the schools even the Head of the schools did not show much interest and were not so co-operative. Since the study was related to climate of the organization in relation to job satisfaction of school teachers, they did not show much interest and said that teachers are already overloaded with work, and because of the contract system in schools for employment many teachers were also not willing to fill up the questionnaires and provide necessary information for the study as honestly as it was expected. They refused to provide information, saying that they do not have time to fill up the questionnaires. In some of the schools the time taken to fill up the questionnaires were more than a full term. Even then the researcher did not lose hope and kept visiting the schools regularly and managed to collect data of 300 teachers from 20 schools. Initially it was decided to collect data from 500 teachers from 30 schools but due to various problems the sample was reduced to 300.
RESEARCH TOOLS EMPLOYED

In every field and every type of study, factual material and untapped data is essential. The researcher can obtain these from various sources directly. For the collection of the data, it is necessary to adopt a systematic procedure. For every type of research there is a need of certain instruments to explore new fields. The instruments employed for the collection of data are called tools. For a successful research, selection of proper tool is very important. In this study, the Organizational Climate Description Questionnaire developed by Halpin and Croft (1963) was used for measuring and evaluating the organizational climate of the schools, and Job Satisfaction Scale (JSS) developed by Meera Dixit (1993) was used for the assessment of job satisfaction of teachers with their profession.

DESCRIPTION OF THE TOOLS

ORGANIZATIONAL CLIMATE DESCRIPTION QUESTIONNAIRE

The most popularly and widely used technique for the assessment of the organizational climate of the schools has been the organizational climate description Questionnaire (OCDQ). Partly because of the clarity with which Halpin (1963) described his concept of organizational climate and partly because of its relatively simplicity with which the OCDQ assessment technique can be used in the practical school situation. Various researchers
who studied the organizational climate of schools have employed this tool.

The rationale underlying the OCDQ assumes two things: First, that something actually exists which can be called organizational climate and secondly, it is assumed that organizational climate is closely related to the perceived behaviours of teachers and principals.

The very term perceived behaviour is ‘important’. Supposing that teachers are asked questions which are designed to elicit information about school’s principal such as “How considerate he is?” “How energetic and how effective is he?” “How approachable and how genuine is he in his manner?” one may object that the principal may actually evidence behaviour quite different than the behaviour which the teacher perceives. For instance principal may be attempting to emphasize considerate in his role behavior because he associates consideration with leader behavior and he also wishes to be a leader. However, if a teacher does not ‘see’ this behaviour as evidencing consideration, then, to him, it is not consideration. Let’s consider the school principal who thinks of himself as gentle, easy going, and thoughtful, whereas teachers in private refer to him as old iron pants. In dealing with interpersonal relationships, which are bound up in organizational behaviour, we are confronted with the truism that much of behaviour is, like beauty lies in the eye of the beholder.

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Halpin and Croft (1963) worked with the proposition that the organizational climate of a school can be construed as the organizational personality of the school. Being a pioneer study, Halpin and Croft felt that it is desirable to carve out an area of research from virtually uncharted territory and leave the rest of it to others to follow later. Due to this first, they concentrated on the impact of the behavior of teachers and the principals on the organizational climate of the schools, leaving a host of other possible factors, like environment, for others to examine. Secondly, they tried to develop an instrument, which could be easily used for identification and description of the organizational climate of elementary schools. Therefore, they constructed a test instrument called the Organizational Climate Description Questionnaire (OCDQ) which Halpin and Croft found useful for depicting the organizational climate of elementary schools.

The OCDQ developed by Halpin and Croft is a Likert-type questionnaire consisting of 64 simple statements. The OCDQ is of intrinsic interest to the school and the findings from it can be used for the purpose of school self-evaluation. It can be administered easily, the respondents are asked to indicate their responses to each of the 64 items on a four-point scale as follows:

- Rarely occurs
- Sometimes occurs
- Often occurs
- Very frequently occurs
The four categories of responses can be scored by simply assigning them to the respective category and successive integers. When originally scored by Halpin and Croft, for reason of convenience the categories were assigned the integers 6,7,8,9. In the present study, the responses are scored as 1,2,3,4 respectively. The eight dimensions of organizational climate identified by factor analysis in the Halpin's study were 'disengagement’, ‘Hindrance’, ‘Esprit’, ‘Intimacy’, ‘Aloofness’, ‘Production Emphasis’, ‘Thrust’, and ‘Considerations’.

Table 3.5 eight dimensions of the O.C.D.Q and the serial number of the items covering the dimensions

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Name of the Dimension</th>
<th>Sr. No. of items covering the dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Disengagement</td>
<td>1 to 10</td>
</tr>
<tr>
<td>2.</td>
<td>Hindrance</td>
<td>11 to 16</td>
</tr>
<tr>
<td>3.</td>
<td>Esprit</td>
<td>17 to 26</td>
</tr>
<tr>
<td>4.</td>
<td>Intimacy</td>
<td>27 to 33</td>
</tr>
<tr>
<td>5.</td>
<td>Aloofness</td>
<td>34 to 42</td>
</tr>
<tr>
<td>6.</td>
<td>Production emphasis</td>
<td>43 to 49</td>
</tr>
<tr>
<td>7.</td>
<td>Thrust</td>
<td>50 to 58</td>
</tr>
<tr>
<td>8.</td>
<td>Consideration</td>
<td>59 to 64</td>
</tr>
</tbody>
</table>
Disengagement

This subtest consists of 10 likert type items. 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 in hand. This subtest focuses upon the teacher’s behavior in a task - oriented situation.

Hindrance

It refers to the teacher’s feeling that the principal burdens them with routine duties, committee demands, and other requirements which teachers construe as unnecessary ”busywork”. The teachers perceive that the principal is hindering rather than facilitating their work.

Esprit

It refers to morale. The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

Intimacy

It refers to the teacher’s enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction, which is not necessarily associated with task-accomplishment.
Aloofness

It refers to behavior by the principal, which is characterized as formal and impersonal. He “goes by the book” and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself at least, “emotionally” at a distance from his staff.

Production emphasis

It refers to behavior by the principal, which is characterized by close supervision by the staff. He is highly directive and plays the role of a “straw boss”. His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

Thrust

It refers to behavior by the principal, which is characterized by this evident effort in trying to “move the organization”. Thrust behavior is marked not by close supervision, but by the principal’s attempt to motivate the teachers through the example, which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he unwillingly give of himself, his behavior through starting task-oriented, is nonetheless viewed favorably by the teachers.
Consideration

It refers to behavior by the principal, which is characterized by an inclination to treat the teachers “humanly”, to try to do a little something extra for them in human terms.

In his study, Halpin (1966) came to the conclusion that subtests Esprit (E), Thrust (T) and Disengagement (D) were the main three determinants of the level of Openness or Closedness of school Climate. The formula \((E+T) - D\) was used for this: the level “Esprit” that the teacher had was added to the level of the Principal’s: Thrust” and then the score on “Disengagement” was subtracted from this sum.

1. For each school, each teacher’s score on the dimension “Esprit” was added to the score on the dimension “thrust” and then the score on the dimension “Disengagement” was subtracted from this sum \((E+T-D)\)

2. For each school, the scores obtained in (i) above for the 15 teachers in the school were totaled up.

3. The mean score for the school was then obtained

4. The mean score for the schools were used to determine whether the school fell in the category of a more Open climate or a more Closed climate school. This was done using the median such that the schools which fell above the median were categorized as more Open Climate schools and those whose mean
fell below the median were categorized as more Closed Climate Schools.

**JOB SATISFACTION SCALE (JSS)**

The Job Satisfaction scale developed by Meera Dixit (1993) was used to study the job satisfaction of teachers in Government and Private Elementary schools of Mumbai.

The JSS is a likert type questionnaire and comprises of 52 items covering all the major factors of job satisfaction of teachers in Indian schools, i.e. Intrinsic aspect, Salary, service conditions and promotion, Physical facilities, Institutional plans and policies, Satisfaction with authorities, Social status and family welfare, Rapport with students, Relations with co-workers.

**VALIDITY:**

Item validity was found out by item test correlation method using Pearson’s r taking 25% highest scores and 25% lowest scores and finally calculating ‘t’ value for the items. The items, which were insignificant had to be dropped in the final form. Initially there were 58 items of which 6 items had to be deleted, as they were not found to be discriminatory in item analysis.

**RELIABILITY:**

Reliability of the scale was determined by split- half method. The test was first divided into two equivalent halves, and the correlation calculated for these half tests. From the reliability
of the test, self-correlation of the whole test was calculated by using Spearman Brown Prophecy formula. Test-retest method also showed high reliability which is .92 by split half method and .86 by Test – retest method.

Scoring is on a five-point scale from one to five (1to5). For the response of “strongly agree” scoring is 1 and for “disagree” it is 2, for “undecided” 3 marks are allotted and for “agree” scoring is 4 and for “strongly disagree” it is 5.

ADMINISTRATION OF TESTS AND DATA COLLECTION

For administering the tests and collecting data, the teachers were approached by seeking the permission of the concerned head of the institution. The teachers were explained the purpose of collecting such information. They were assured that the information collected from them would be used only for research purpose. They were properly motivated to provide realistic and appropriate information. All possible efforts were made to make them feel at ease before giving them Questionnaires. The instructions were given and explained as per the manual of each test.

STATISTICAL ANALYSIS TECHNIQUES

To arrive at certain conclusions regarding the hypotheses advanced in the present investigation the following statistical analysis of data were employed.
1. **Descriptive statistics** like mean and standard deviation were employed to the sample and the variable of Organizational climate. The difference of mean values between various groups of teachers on organizational climate and teacher job satisfaction was tested using the Analysis of Variance (ANOVA) technique.

2. **Differential Analysis:**

   The t-test were employed to
   - Compare organizational climate and job satisfaction of government and private elementary school teachers.
   - Compare gender differences in perception of organizational climate and job satisfaction
   - Compare the perceptions of organizational climate and job satisfaction of teachers between graduate and post-graduate teachers
   - Compare various dimensions of organizational climate and job satisfaction of teachers in Open Climate and Closed Climate schools.
   - Compare the perceptions of organizational climate and job satisfaction of teachers of various age groups
   - Compare the perception of organizational climate and job satisfaction of teachers according to their experience
Bivariate Analysis:

The product moment coefficients were worked out to obtain the nature and extent of relationship between organizational climate and job satisfaction of elementary school teachers, open and closed climate schools, Government and private schools.

One major assumption underlying the present study was that teachers who gave their opinions did so honestly, furthermore, it should be noted that although all efforts were made to record and process the data accurately, the limitations of human error as well as sources of error inherent in any statistical technique employed are inescapable. The interpretation and discussion of the results were therefore subject to these limitations.