DESIGN OF THE STUDY

3.1 Selection of appropriate method and research tools

3.2 Development of role expectations of teacher

3.3 Group Intelligence Test

3.4 School Organisational Descriptive Questionnaire (SOCDQ)

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3.6 Tools used for the Study

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3.8 Collection of Data

3.9 Statistical Techniques Used
CHAPTER-III

DESIGN OF THE STUDY

The first chapter dealt with the need of the study and the objectives kept for the study. The second chapter dealt with review of the related literature which led for the formulation of the problem for the present study.

The present chapter contains the design of study where in the following aspects are considered.

1. Selection of an appropriate method of research.
2. Tools used for the study.
3. Sample used for the study.
4. The collection of data.
5. Statistical techniques used for the study.

The procedures followed in respect of the above five steps are described in this chapter.

3.1 Selection of an appropriate method of research.

The present study is connected with Role Expectations of teachers and job satisfaction of teachers in relation to organizational climate of secondary schools. Hence, the study requires Analytical survey method of research.
Selection of the appropriate tools for the study.

Since the study under investigation is role expectations and job satisfaction of teachers in relation to organizational climate of secondary schools. Hence, investigator consulted her guide and other experts to choose appropriate tools for the present study.

Following tools are felt necessary for the study.

1. Role expectations of teacher rating scale (RETRS)
2. Job satisfaction of teachers rating scale (JSTRS)
3. School Organizational climate descriptive questionnaire (SOCDQ)
4. Group test of intelligence for students (GTI)
5. General data sheet of the school (GDSS)

3.2 Development of Role Expectation of Teachers - Rating Scale.

Teacher in the new millennium should act as a friend, philosopher, guide, and facilitator. Teacher has to play number of roles besides teaching because our students, parents, community or society expects different roles by the teacher. These expectations by different persons may think of him to prepare for the future challenges. The major assumption underlying the development scale was that students, parents, headmasters, have to express their expectations freely and frankly.
One of the major variables in the present study is role expectations of a teacher. As already mentioned every teacher should play a role model in which multidimensional personality and optimistic behavior.

The investigator prepared this tool to know the expected roles of the teacher by headmasters, students and the parents. Hence all the item scales in this regard and for this purpose consulted the following persons were preferred.

1. Experienced teachers of the high schools.
2. Experienced headmasters of the high schools.
3. Professor and Readers of P.G. Department of Education
4. Professors and Principals of B.Ed., Colleges were also noted.

**Following are the resource materials**

a) UNESCO Regional office for educators
b) TEDURACKS Educational Journal September 2002.
c) Teacher and the education in emerging society by B.N. Das.

The tool consist of the following aspects

The role of a teacher in:

i. Philosophical and sociological aspects.
ii. Creative and scientific attitude aspects.
iii. Personality and relationship aspects.
iv. Vocational and educational interests aspects.
v. Attitude and adjustment aspects.
vi. Job involvement and doubtfulness aspects.
Following are the sample items

1. Accounted for the study of the atmosphere.

2. Accounted for the study of the atmosphere.

3. Accounted for the study of the atmosphere.

4. Accounted for the study of the atmosphere.

The investigator constructed similarly about 200 items in the above mentioned six dimensions and showed them to the Guide and the following persons.

1. Retired headmasters / Principals of Schools.

2. Social workers.


4. Teachers of the schools.

5. Parents of the students.

After thorough scrutiny, some concrete form of the text was evolved with following things.
### Sl. No. Areas / Dimensions

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Areas / Dimensions</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General relationship</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Personality characteristics</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Vocational related behaviors</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Evaluation process</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Philosophical and Sociological aspects</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>As a Friend and guide</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>140</strong></td>
</tr>
</tbody>
</table>

### Item Analysis

The Role expectation of teacher rating scale was further subjected to item analysis by the Ebel method. For this purpose following sample was randomly selected.

1. Retired Headmasters 10
2. Retired Teachers 10
3. Students of X Classes 20
4. Students of IX Standard 20
5. Students of VIII Standard 20
6. B.Ed., College Teachers 10
7. Teachers of the High Schools 10

---

100
The Role Expectations of teacher was given to above people involved in sample with definite instructions. The score sheet was arranged in descending order. Upper 27% and the lower 27% sheets were taken out for the calculation of Discrimination value and Difficulty Index.

After the item analysis it was found that, some items required modifications and some other were rejected. Followings were positions of area wise.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Areas / Dimensions</th>
<th>Total Items</th>
<th>Items retained after Item Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General relationship</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>Personality characteristics</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>3.</td>
<td>Vocational related behaviors</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation process</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>5.</td>
<td>Philosophical and Sociological aspects</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>6.</td>
<td>As a Friend and guide</td>
<td>10</td>
<td>09</td>
</tr>
</tbody>
</table>

Total = 140 120

The above Role expectations of teacher were further subjected to tryouts, for this purpose following samples were selected.

**Tryout-I**

1. 60 Students of VIII, IX and X Standard of K.E.Board, High school Dharwad.
2. 10 High School Headmasters of Dharwad city.
3. 10 Parents of Dharwad city schools.
The Role expectations of teachers tool was administered to the sample selected for the Try out-I. The answer papers were scored out and Mean and SD were calculated which were found to be Mean = 85.5 and SD = 3.85.

**Tryout – II**

The same Role expectation of teacher tool was administered to second set of sample consists of

1. 30 students each studying in Standard 8th, 9th and 10th of Amminbhavi High school (Rural)
2. 30 students each studying in 8th, 9th, 10th of Karnataka High school Dharwad.
3. 10 Headmaster High School of rural and urban schools of Dharwad district.
4. 10 Parents of rural high schools.

The Role - expectations of teacher was administered to the above sample and Mean and SD was calculated. It was found that Mean = 83.8, SD = 3.15.

The “t” test was performed to know the significance difference between two means. The “t” value found to be 0.815 is not significant at 0.05 levels. Hence, the two tryout-Means are does not differ significantly. Hence they are found to be similar

**Validity of the tool.**

The validity of role expectations of teachers was estimated by the investigator. The tool has content validity. This tool prepared to know the role expectations of teachers of high schools in various aspects
mentioned in the main body of constructing tools. Hence the tool has content validity the same was cross examined and confirmed by judgment method.

Then the test of validity was determined by means of judgments. Three teacher educators and two administrators of high schools acted as judges in establishing content validity of the scale. The judges examined the scale items and administration procedure for relevance and justification of the content. All of them were satisfied with the relevance of scale items and administration procedure and role expectations of teachers scale thus found to be valid and comprehensive which speaks the content validity of the scale.

**Reliability of the tool.**

The reliability of the rating scale was determined by test and retest method. The investigator calculated the mean and SD duly the first tryout and she also calculated the Mean and SD of the second tryout. Both the scores were subjected to coefficient of correlation by the KR$_{21}$ formulae method which was found to be 0.798. This means the rating scale has internal consistency.

**3.3 Group Intelligence Test**

Intelligence of the students is one of the important variables for academic achievement of the students. Hence it is very important to know the intelligence level of the students involved in the study for this
purpose the investigator went through following group tests of intelligence.

1) Bhatia's Battary test of intelligence.
2) Group test of intelligence (Madras)
3) General Group test of intelligence
4) Group test of intelligence (Mysore)
5) Group test of intelligence (Allahabad)
6) Channamma Satyanand Group test of intelligence
   (Kannad aversion).
7) R.T. Jantli and Shashikala Deshpande group intelligence test
8) D.A.T.
9) Non-verbal Intelligence test.
10) Ahuja Group test of intelligence.

After going through above mentioned Group Intelligence Tests investigator found that the group intelligence test constructed and standardized by R.T.Jantli and Shashikala Deshpande was found to be most appropriate tool for the present study, because of the following counts.

1) The Group Intelligent Test is in Kannada version.
2) It is in both verbal and non-verbal forms.
3) It is meant for high school students
4) The items are simple and appropriate to the situations.

5) The scoring and interpretation is easy and convenient to calculate the IQ of the students.

The Group Intelligent Test is consisted of the following items.

i) Analogies test

ii) Classification test

iii) Arithmetic ability test

iv) Vocabulary test

v) Number series test

vi) Best answer test

vii) Non verbal tests.

**Validity of the Tool**

1) The tool has content validity since the tool is constructed to know the IQ of the high school students. The tool has construct validity.

**Reliability of the tool**

The reliability of the tool is determined by test and retest method using KR 21 formula. It was found that the test is found to be reliable.

The further standardized profiles were also determined for the group test of intelligence. Hence the tool was found to be more appropriate for the present study. The same is given in Appendix-II.
3.4 School Organizational Climate Description Questionnaire (SOCDQ).

The School Organisational Climate Description Questionnaire (SOCDQ), prepared by Sharma (1978) was used to measure the educational climate and principal's behavior and also teachers' behavior of school. The tool is in addition of Organizational Climate Description Questionnaire prepared by Halpin and Croft (1963). The tool prepared by Sharma was translated as it is and used.

Details of the tool.

The tool consists of 64 likert type items distributed in 8 dimensions which refer to the characteristics of teachers as a group and the other four represent principal(Head) of the institution as a leader. The eight such tests are presented below.

Characteristics of the group (Teacher's behavior).

1. Disengagement
2. Alienation
3. Esprit
4. Intimacy

Behavior of the leader (Head)

5. Psycho-physical hindrance
6. Controls
7. Production – Emphasis
8. Humanized thrust.
Details of the eight dimensions described by Sharma are given below.

1. **Disengagement**: It indicates that the teachers do not work well together. It refers to a group that is "not in gear" with respect to the task at hand. Teachers pull in different directions with respect to the task, they gripe and bicker among themselves.

2. **Alienation**: It refers to the behavior pattern among the group, including the leader which are characterized as highly formal and impersonal. It also indicates the emotional distance between the group and the leader and at the same time among the group members.

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

4. **Intimacy**: It refers to the teacher's enjoyment of friendly social relations with each other. This dimension describes a social need satisfaction which is not necessarily associated with task accomplishment.

5. **Psycho-Physical hindrance**: It refers to the feeling among the group members that the principal burdens them with routine duties, management demands and other administrative requirement which they consider as unnecessary. At the same time they perceive the headmaster as highly dictatorial in his
behavior and his style of communication tends to be undimensional.

6. **Controls**: It refers to the degree to which the headmaster's behavior can be characterized as bureaucratic and impersonal in nature, although task oriented in behavior, the extent to which to raise group work towards the common goal by providing adequate operational guidance and secretarial service.

7. **Production emphasis**: It refers to behavior by the principal which is characterized by close supervision of the staff. He is highly task oriented. His communication tends to go in only one direction and he is not sensitive to feedback from the staff.

8. **Humanized thrust**: It refers to the behavior of the principal which is marked by his attempts to motivate the staff through personal examples. He does not ask the teachers to give themselves any more than they willingly give up themselves. The behavior of the principal, though unmistakably task oriented, is characterized by inclination to treat the teachers humanly and tender heartily. From these eight dimensions, Sharma defined 6 organizational climates.

**Definitions of Climate.**

Operational definition proposed by Sharma for organizational climate is that it is the resulting condition, within the school of social
interaction among the teacher and between the teachers and the principal."

1. Open climate: It refers to an environment in which teachers get social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They consider the principal as highly considerate and democratic in behavior and hence the group members as well as principal enjoy high degree of interaction and authenticity of behavior.

2. Autonomous climate: It refers to an even in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent with moderate a degree of job accomplishment. Absence of active leadership mixed average control on the part of the principal is perceived as an element of Psycho-physical hindrance.

3. Familiar climate: It is characterized by the conspicuously friendly behavior of both the principal and teachers. Teachers have developed personal friendship among themselves; every one is the part of a large happy family. Even though the principal is ob oriented and exercises the leadership in an indirect manner but he does not hinder the social needs satisfaction of the teachers.

4. Controlled climate: It is characterized by an environment which is highly task oriented at the cost of social needs satisfaction.
of the teachers. Leadership acts stem from one side and in a
dictatorial manner. No group involvement since the
communication is one sided human aspect of the individual are
neglected teachers got little job satisfaction.

5. **Paternal climate**: In this environment there is very little scope
to satisfy the social needs of teachers. All the faculty members
have to work in accordance with the needs at the same time he
is a paternal guardian, does not ignore the individual interest.
So his behavior is highly considerate.

6. **Closed climate**: Here exists a high degree of apathy on the part
of all members of the organization. Climate lacks authenticity of
behavior. The principal constrains the emergence of leadership
acts from the group. Group members do not get either job
satisfaction or social need satisfaction.

**Distribution of item Number under Different Sub tests of SOCDQ.**

<table>
<thead>
<tr>
<th>Teachers Behavior</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Disengagement</td>
<td>1, 8, 21, 32, 36, 44, 52, 55, 57</td>
</tr>
<tr>
<td>2. Alienation</td>
<td>18, 30, 39, 50</td>
</tr>
<tr>
<td>3. Esprit</td>
<td>3, 11, 17, 24, 33, 38, 45, 53, 58</td>
</tr>
<tr>
<td>4. Intimacy</td>
<td>5, 12, 25, 34, 40, 46, 54, 60</td>
</tr>
</tbody>
</table>
Principal’s Behavior | Item Number
---|---
5. Psycho-Physical hindrance | 9, 23, 26, 41, 47, 62
6. Controls | 15, 20, 27, 42, 49, 63
7. Production emphasis | 2, 4, 7, 10, 13, 16, 19, 22, 29, 31, 37, 51, 56, 59
8. Humanized thrust | 29, 31, 37, 51, 56, 57

The SOCDQ and score sheet are presented as Appendices VIII and IX respectively.

**Administration and Scoring**

SOCDQ was distributed to 90 schools teachers of the selected schools. Principal’s presence was avoided to make the teachers feel free.

The respondents were asked to indicate the extent to which the statements characterize their schools. The four categories of each question are assigned values 1, 2, 3, 4 respectively. To get each respondent eight subtests scores, the item scores in each subtests are to be summated and this total scores is to be divided by the number of items in the corresponding test. These scores are used for designating climate type.

**Validity**

As reported by the author (1978) the tool has high face validity. No significant difference was found between the proportionate climate distributions in the two samples of that of Halpin and Croft’s study (1963) and Sharma’s study (1973) having different organizational
structure and located in two different clusters. This ascertained the validity of SOCDQ. Again coefficient of correlation between the ratings of the district inspectors on a rating scale developed by Sharma and results of SOCDQ was found to be 0.6 (Significant at 0.01 levels).

**Reliability**

Coefficient of internal consistency for each of the subtests was calculated using KR .20 formula. Coefficients of communality estimates and internal consistency of the test. The tool is given in Appendix-II.

**Scoring**

All the structured items are to be tabulated after finding the frequency number for each. For the last item, which is an unstructured one, the responses are to be pooled and categorized.

3.5 **Job Satisfaction Scale**

Another important variable in the present study is that job satisfaction of teachers each and every teacher should adhere to his job and work for the cause of the education with full satisfaction. Hence, the investigator wanted to know the job satisfaction of teachers involved in the sample. Accordingly the investigator looked into the several literatures in this regard. The investigator considered the job satisfaction scale constructed by Amarsingh and Sharma T.R. of Punjabi University of Patiala.
Construction of the Job Satisfaction Scale

The present scale draws motivation from the works of Hoppcock(1935) Morse (1953), Khan(1951), Herzberg(1959), Kelliberg(1977) , Rajbir(1976) Sokhey (1975) Pestongee(1973) and Muthaya(1984). While framing the scale almost all known factors of job satisfaction given above including Ginsberg, triple factors and Kelliberg's work values and job rewards were kept in view. The level of job satisfaction was measured in to two types of areas—job intrinsic (factors lying in the job itself) and job-extrinsic (factors laying out side the job). Job -intrinsic area was further conceptualized as job concrete (say: excursions, working conditions) and job abstract (Say: Co-operation, democratic functioning etc.,) and job-extrinsic area as consisting of three components, viz., psycho-social aspects, financial aspects and community or nation growth aspects.

Preliminarily the tool consisted of statements. These 80 statements were got rated for suitability by 30 judges belonging to the field of psychology , sociology, business, administration, law and trade union. Depending upon the unanimity among the judges only 40 items were retained for the pilot study made on nearly 50 professionals. This tries out resulted in deletion, modification and also inclusion of a few items. For the final scale only 30 statements were retained. Each statement has five alternatives from which a respondent has to choose any one which candidly expresses his responses. The following chart shows the connection of different items with different areas constituting the scale.
1. Job-intrinsic statements (factors inherent in the job).
   a) Job concrete statements such as excursions place of posting, working conditions: 6, 11, 13, 19, 23, and 25.
   b) Job abstract statements such as co-operation, democratic function etc., 8, 15, 16, 17, 21, and 27

2. Job-extrinsic statements (factors residing outside the job)
   a) Psycho-Social such as intelligence, social circle:
      1, 3, 4, 7, 10, 12, 26, and 30
   b) Economic such as salary, allowance:
      2, 5, 9, 18
   c) Community / National growth such as quality of life, National economy:
      14, 22, 24, 28, and 29.

**Standardization of Sample**

The scale was personally administered to each of the 320 professionals consisting of an equal number of engineers, doctors, advocates and college teachers selected as per stratified random technique from all over the state of Punjab. The rural and urban areas were given due representation. The scale in its totally or in parts depending upon the requirements can be administered to any category of professionals. It is comprehensive and omnibus in nature.
Scoring

The scale has both positive and negative statements. Items at Sl.No. 4, 13, 20, 21, 27 and 28 are negative, others are all positive. The positive statements carry a weightage of 4, 3, 2, 1 and 0 and the negative ones a weightage of 0, 1, 2, 3, and 4. The total score gives quick measures of satisfaction/dissatisfaction of a worker towards his job. As indicated earlier by adding the score on particular statements, satisfaction/dissatisfaction can also be found in particular areas say financial or job inherent and so on.

Reliability and Validity: The test – retest reliability works out to be 0.978 with N=52 and a gap of 25 days.

The scale compares favorably with Muthayy's job satisfaction questionnaire giving a validity coefficient of 0.743. Moreover the satisfaction measures obtained from this scale have a close resemblance to the ratings given to the employees on a 3-point scale: fully satisfied, average satisfied, dissatisfied by the employers. The co-efficient of correlation was 0.812 (N=52).

Owing to the above facts the investigator after thorough consultation with her guide and experienced persons decided to adopt Amarsing and T.R. Sharma job satisfaction scale constructed and standardized in Punjabi University of Pathiala. Since job satisfaction scale is common tool for all types of teachers working in different schools at different levels.
The job satisfaction scale was translated in Kannada language as it is. So the job satisfaction scale was subjected item analysis by Ebel method for this purpose the following sample of urban schools was randomly selected.

i) Retired teachers -- 10
ii) Experience teachers -- 10
iii) Retired Headmasters -- 10
iv) B.Ed., College teachers -- 10
v) High school teachers -- 10

The job satisfaction scale was given to above people involved in the sample with definite instructions. The score sheet were arranged in descending order upper 27% and lower 27% scores sheets were taken for calculation for discrimination value and difficulty level.

After the item analysis the following was the status of job satisfaction

The above job satisfaction further subjected to

Tryout-I After apply the scale to above sample the Mean and SD were calculated.

Mean = 84.8 SD=3.72.

Try out –II: The same job satisfaction tool was administered to second set of sample for rural school teaching faculty as above the mean and SD were calculated Mean=8.62 and SD = 3.81. The t test was
performed to know the significance of means the 't' values -0.825 is not significant at 0.05 level. Hence two tryout consisted results.

Validity: It has constructed content validity

Reliability: Test and Re-test = 0.81

3.6 Tools used for the study.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Name of the Tool</th>
<th>Time Limit</th>
<th>Reliability</th>
<th>Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General Group Intelligence test</td>
<td>30Min</td>
<td>0.71</td>
<td>Concurrent Validity</td>
</tr>
<tr>
<td>2</td>
<td>Role expectations of teachers</td>
<td>Limited</td>
<td>0.97</td>
<td>0.98 Content and concurrent validity</td>
</tr>
<tr>
<td>3</td>
<td>Job satisfaction of teachers</td>
<td>Do</td>
<td>0.97</td>
<td>0.81 Cross validity</td>
</tr>
<tr>
<td>4</td>
<td>Organisational climate of school</td>
<td>Do</td>
<td>0.85</td>
<td>0.63 Concurrent validity</td>
</tr>
</tbody>
</table>

3.7 Sample and Sampling Procedure

The present study is connected with role expectation and job satisfaction of teachers in relation organizational climate of schools. Hence, the following persons and institutions are involved in the sampling procedure.

1. Secondary high schools
2. Secondary school headmasters
3. Secondary school teachers
4. Secondary school students
5. Parents of the secondary school students
There are four educational divisions in Karnataka State namely Belgaum, Gulbaraga, Bangalore and Mysore. Out of the above, Belgaum division was chosen. Since it is the biggest division consisting of 8 districts and the investigator is also working in the DIET of Dharwad.

In Belgaum division consisted of 8 districts. Where in three types of secondary schools are working namely Government, Aided, and Un-aided schools.

Following table gives the details of the Government and private schools in Belgaum division.

**Details of High Schools of Belgaum Division are given below.**

**No. of Govt. / Private high schools in Belgaum Division.**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the District</th>
<th>No. of Govt. Schools</th>
<th>No. of Aided Schools</th>
<th>No. of Un-aided Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Belgaum</td>
<td>56</td>
<td>100</td>
<td>144</td>
<td>300</td>
</tr>
<tr>
<td>2</td>
<td>Chikkodi</td>
<td>70</td>
<td>96</td>
<td>108</td>
<td>274</td>
</tr>
<tr>
<td>3</td>
<td>Bagalkot</td>
<td>64</td>
<td>60</td>
<td>78</td>
<td>202</td>
</tr>
<tr>
<td>4</td>
<td>Bijapur</td>
<td>60</td>
<td>80</td>
<td>131</td>
<td>271</td>
</tr>
<tr>
<td>5</td>
<td>Dharwad</td>
<td>35</td>
<td>93</td>
<td>100</td>
<td>228</td>
</tr>
<tr>
<td>6</td>
<td>Gadag</td>
<td>47</td>
<td>60</td>
<td>64</td>
<td>171</td>
</tr>
<tr>
<td>7</td>
<td>Haveri</td>
<td>70</td>
<td>70</td>
<td>100</td>
<td>240</td>
</tr>
<tr>
<td>8</td>
<td>Karwar</td>
<td>63</td>
<td>73</td>
<td>100</td>
<td>236</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>465</td>
<td>632</td>
<td>825</td>
<td>1922</td>
</tr>
</tbody>
</table>
Out of the above 465 government schools investigator randomly selected 30 government high schools and out of 632 aided schools, the investigator selected 30 high schools and out of 825 un-aided schools the investigator has selected 30 schools. In total 90 schools were selected for the study.

The investigator also selected 360 high school teachers (4 from each school) and 460 students (both male and female) and 5 students in each school. The investigator as also selected 90 headmasters and 360 parents of the sample students respectively.

3.8 Collection of Data

The investigator personally visited to each selected high school in order to collect necessary data "Group Intelligence test" was administered to know the IQ of 450 students. Then after half an hour organizational climate scale was given to the 450 students. Then on the same day role expectation scale was administered to the same group of students in the afternoon session.

On second day Role expectation scale was given to 90 Headmasters and 360 parents and on the same day organizational climate scale was administered to 90 Headmasters, 360 teachers.

On the third day job satisfaction scale was administered for 360 teachers. Then academic achievements scores were collected of students from annual examination results.
3.9 Statistical Techniques used

As already indicated, the present study was undertaken with the main purpose of investigating the relationship between Role expectations of teacher organizational climate of job satisfactions of teachers and how these three influence on academic achievements of students, and to investigate effect of predicting variables on above three main variables.

In pursuance of above objectives descriptive and inferential statistics were used. Then to know the relationship of three main variables correlation technique was used.

To find the relative contribution of independent factors to the main variable was calculated by Regression analysis.

Path analysis was used in order to calculate direct and indirect independent effect of variables on dependent variables.

The investigator analyzed the collected primary data by using the above mentioned statistical tools and the same is presented in the detail in next chapter.