METHODOLOGY

3.1 Rationale of the Study:

A detailed review of related literature shows that the attitude of the teacher in turn is affected by type of the ‘organizational climate’ he has to work in. Schools have their own structures, hierarchical position, controls and channel of communication which directly influence the whole of the organization. Hierarchical positions include management, principal, teaching and other assistants. Thus, it is important to study the type of the ‘climate’ the teacher working in the organization and the type he/she would like to work in.

The “attitude” of the person towards the job and the way he/she perceives it also affects his level of job satisfaction at large. A teacher therefore, has not only to be competent in his subject, methods of teaching and in understanding his students but also should have interest in the profession and have a favourable attitude towards teaching profession. The term “attitude” refers to think and feel of the ways in which people intend to act. Since, it is important for the teacher to know how he/she thinks or feels about his/her profession, it becomes pertinent to study the teaching attitude because it not only affects his own behavior but also the behavior of all the students in the class who come in contact with him.

Since adjustment of an individual plays invariably significant role in his or her achievement in any of the professions including teaching, thus, in this study it has been given importance and taken as an independent variable.

Job satisfaction is one of the most researched area of organizational behavior and education. It is perceived as an attitudinal variable measuring the degree to which
employees like their jobs and the various aspects of their jobs (Spector, 1996; Stamps, 1997). This is an important area of research because job satisfaction is correlated to job performance, positive work values, high levels of employee motivation and lower rates of absenteeism, turnover and burnout (Begley and Czajka, 1993; Chiu, 2000; Tharenou 1993).

Job satisfaction has been found closely related to teachers attrition and some important demographic variables like age, education, gender, salaries, opportunities for promotion, credentials, supervision, recognition, student’s behavior, working conditions and sense of autonomy (Evans, 1998). Therefore, keeping these points in view the job satisfaction dimension especially has been taken as a dependent variable in the present research.

3.2 Objectives of the Study:

The main objectives of the present study are as follows:

1. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction among private school teachers.

2. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction among government school teachers.

3. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of male private school teachers.

4. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of female private school teachers.

5. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of male government school teachers.
6. To determine the influence of organizational climate dimensions, teaching attitude and adjustment on job satisfaction of female government school teachers.

7. To determine the difference between private and government school teachers on various dimensions of organizational climate.

8. To determine the difference between private and government school teachers on teaching attitude.

9. To determine the difference between private and government school teachers on adjustment.

10. To determine the difference between private and government school teachers on job satisfaction.

11. To determine the difference between male and female teachers of private schools on various dimensions of organizational climate.

12. To determine the difference between male and female teachers of private schools on teaching attitude.

13. To determine the difference between male and female teachers of private schools on adjustment.

14. To determine the difference between male and female teachers of private schools on job satisfaction.

15. To determine the difference between male and female teachers of government schools on various dimensions of organizational climate.

16. To determine the difference between male and female teachers of government schools on teaching attitude.
17. To determine the difference between male and female teachers of government schools on adjustment.

18. To determine the difference between male and female teachers of government schools teachers on job satisfaction.

3.3 Hypotheses of the Study:

In the light of available literature related to study the following hypotheses were formulated:

H-(1): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of private school teachers.

H-(2): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of government school teachers.

H-(3): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of male private school teachers.

H-(4): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of female private school teachers.

H-(5): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of male government school teachers.

H-(6): Organizational climate dimensions, teaching attitude and adjustment will influence job satisfaction of female government school teachers.

H-(7): Private and government school teachers will differ with each other on various dimensions of organizational climate.

H-(8): Private and government school teachers will differ with each other on teaching attitude.
H-(9): Private and government school teachers will differ with each other on adjustment.

H-(10): Private and government school teachers will differ with each other on job satisfaction.

H-(11): Male and female teachers of private school will differ with each other on various dimensions of organizational climate.

H-(12): Male and female teachers of private and government schools will differ with each other on teaching attitude.

H-(13): Male and female teachers of private and government schools will differ with each other on adjustment.

H-(14): Male and female teachers of private and government schools will differ with each other on job satisfaction.

H-(15): Male and female teachers of government schools will differ with each other on various dimensions of organizational climate.

H-(16): Male and female teachers of government schools will differ with each other on teaching attitude.

H-(17): Male and female teachers of government schools will differ with each other on adjustment.

H-(18): Male and female teachers of government schools will differ with each other on job satisfaction.

3.4 Sample of the Study:

In the present investigation the sample was randomly selected from various private and government schools of Aligarh. The sample consisted of a total 300 school teachers, 150 each from private and government schools. In each group there were 75
male and 75 female school teachers. It is to be noted that those schools are called private which are not run by government but by some private agency of governing body and government schools are those which are governed and run by the government. A diagrammatic description presentation of the sample is given below:

![Diagram of sample distribution]

Total sample
(N=300)

Private School Teacher
(N=150)

Government School Teacher
(N=150)

Males
(N=75)

Females
(N=75)

Males
(N=75)

Females
(N=75)

3.5 Variables and Measures:

The present research investigation incorporates four variables namely, Organizational Climate, Teaching attitude, Adjustment and Job Satisfaction. A brief description of the measures used in this study is presented in the following manner.

School Organization Climate Description Questionnaire (by Sharma, 1978):

This questionnaire was developed by Sharma (1978). It is comprised of 64 likert type items. It is a tool which can be used for diagnosing the school environment and furthermore with little modifications it can help in studying environment of other organizations like hospital, industry, military organizations etc. This questionnaire is an Indian adaption of Organizational Climate Description Questionnaire of Halpin and Crofts (1963). It has four dimensions such as (1) Disengagement, (2) Esprit, (3) Intimacy
and (4) Production Emphasis. These dimensions were found similar in structure and content in both the studies. The four new dimensions yielded by Sharma’s (1973) study are (1) Psychophysical Hindrance, (2) Alienation, (3) Controls and (4) Humanized Thrust. In case of the common dimension, definitions given by Halpin and Crofts (1963) were accepted and the remaining four dimensions had been defined by Sharma (1973). These dimensions were further grouped under two categories ‘Group behavior Characteristics’ and ‘Leader Behaviour Characteristics’. Their descriptions are given below:

A. **Group Behaviour Characteristics :**

1. **Disengagement** : 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 at hand. It corresponds to the more general concept of anomies as first described by Durkhein. In short, this sub-test focuses upon the teachers’ behavior in a task-oriented situation, (Halpin, 1969).

2. **Alienation** : It refers to the behavior patterns among the group (faculty) including the leader (principal) which are characterized as highly formal and impersonal. It reveals the degree to which the principal ‘goes by the book’ and adheres to policies rather than dealing with the teacher in an informal and face to face situation. It also indicates the emotional distance between the group and the leader and at the same time among the group members (Sharma, 1973).

3. **Espirit** : 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 (Halpin, 1969).
4. **Intimacy**: It refers to the teachers’ enjoyment of friendly social relations with each other. This dimension describes a social need satisfaction which is not necessarily associated with task-accomplishment (Halpin, 1969).

B. **Leader Behaviour Characteristics**:

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 requirements which they consider as unnecessary. At the same time they perceive the principal as highly dictatorial in his behavior. He is not adjusted to feedback from the staff, his style of communication tends to be unidimensional, (Sharma, 1973).

6. **Controls**: It refers to the degree to which the principals’ behavior can be characterized as bureaucratic and impersonal in nature, although task oriented behavior, the extent to which he tries to raise the degree of effectiveness and efficiency by helping the group work towards the common goal by providing adequate operational guidance and secretarial services (Sharma, 1973).

7. **Production Emphasis**: It refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a ‘straw boss’. His communication tends to go only one direction and he is not sensitive to feedback from staff (Halpin, 1969).

8. **Humanized Thrust**: It refers to behavior of principal which is marked by his attempts to motivate the teachers through personal example. He does not ask the teachers to give themselves any more than they willingly give of themselves. The behavior of the principal, though unmistakably task-oriented, is at the same time
characterized by an inclination to treat the teachers humanly and tender-heartedly. He attempts to do something extra for them in humanistic terms and consequently his behavior is viewed favourably by the teachers’ (Sharma, 1973).

**Types of Climate** : Sharma (1973) using both the R-0 Technique and the Q- technique identified six types of climates such as: (1) Open Climate, (2) Autonomous Climate, (3) Familiar Climate, (4) Controlled Climate, (5) Paternal Climate and (6) Closed Climate. This is to be mentioned that Sharma (1973) has reported “Familiar climate” as belonging to open type climate, group and “controlled climate” as belonging to closed type climate group. Whereas, Halpin & Crofts reported just the other way round.

**Types of Items** : In all there are 64 Likert type items distributed over eight dimensions (Sub-test). The respondents are asked to indicate the extent to which each statement characterizes his/her school. The scale against which the respondents indicate the extent to which each statement characterizes their schools are defined by four categories (1) Rarely occurs, (2) Sometime occurs, (3) Often occurs and (4) Frequently occurs.

**Scoring of the SOCDQ** : Items in the scale are assigned four successive integers viz. 1, 2, 3 and 4 respectively. Each respondent’s eight sub-test scores are calculated by simple summation of each respondents item scores, sub-test by sub-test and dividing each of the eight sums by the number of items in the corresponding sub-test. Details of the items in each sub-test were given in the manual.

**Reliability and Validity of SOCDQ** :

(1) KR-20 (Kunder-Richardson formula) was used for calculating the coefficients of reliability (internal consistency) for each of the subtests. The commonalities of each sub-test were also calculated. High commonalities can be regarded as evidence of equivalence
or adequacy of item sampling and consequently the commonality itself may be viewed as coefficient of equivalence (Halpin and Crofts, 1963). A diagrammatic description is given in the following:

**Table 3.1: Estimates of internal Consistency and of Equivalence for the Eight SOCDQ sub-tests:**

<table>
<thead>
<tr>
<th>Sub tests</th>
<th>Coefficients of internal Consistency based on KR-20 estimates for individual scores (N=1915)</th>
<th>Commonality estimates for school scores (N=95)</th>
<th>Commonalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengagement</td>
<td>0.67</td>
<td>0.18</td>
<td>0.51</td>
</tr>
<tr>
<td>Alienation</td>
<td>0.61</td>
<td>0.24</td>
<td>0.52</td>
</tr>
<tr>
<td>Esprit</td>
<td>0.73</td>
<td>0.43</td>
<td>0.69</td>
</tr>
<tr>
<td>Intimacy</td>
<td>0.34</td>
<td>0.28</td>
<td>0.10</td>
</tr>
<tr>
<td>Psycho-physical hindrance</td>
<td>0.68</td>
<td>0.61</td>
<td>0.60</td>
</tr>
<tr>
<td>Controls</td>
<td>0.59</td>
<td>0.37</td>
<td>0.50</td>
</tr>
<tr>
<td>Production emphasis</td>
<td>0.81</td>
<td>0.54</td>
<td>0.70</td>
</tr>
<tr>
<td>Humanized thrust</td>
<td>0.72</td>
<td>0.51</td>
<td>0.65</td>
</tr>
</tbody>
</table>

(2) The test indicated high face validity when given to 15 experts in the field of educational administration. It was also validated against the district inspector’s rating as an external criterion on a rating scale, it gave the co-efficient of correlation as .63 which was significant at .01 level.

**Teacher Attitude Scale (by Goyal, 1984):**

The purpose of this scale is to measure the attitude of the practicing and prospective teachers towards teaching profession. It has been specifically developed for
secondary school teachers but it can be used very well for elementary and pre-primary level teachers also.

**Types of Items** : This scale consists of 22 items. It has been developed on Thurstone technique of attitude scale construction. It measures attitude of teachers towards teaching profession.

**Scoring** : In the present questionnaire each statement has been assigned a scale value. The attitude score of a subject is the sum total of the scale values of the statements ticked by the subject divided by the number of statements marked by him/her. It may be represented by the following formula

\[
\text{Score} = \frac{1+2+3+\ldots+\text{n}}{\text{N}}
\]

Where, 1,2,3,\ldots,\text{n} are the scale values of statements marked and \text{N} is the number of statements ticked. Thus, the mean attitude score of a subject is the average scale value of the statements endorsed by him/her. It is important to mention that a lower mean score indicates a favourable attitude and the higher score indicate unfavourable attitude of a subject.

**Reliability** : Reliability of this scale was determined by the split-half method. It was found to be 0.90 by the Pearson Product Moment Correlation Method. When corrected by Spearman Brown Formula, its co-efficient of correlation was found to be 0.95.

**Validity** : The validity of the scale was determined through self-rating method by subjects on a graphic continuum of the scale. It was found to be 0.78.
Teachers Adjustment Inventory: (TAI : by Rashmi Ojha, 1990)

This adjustment inventory has been designed to use for the school, college and University level of Teachers in India. This device provides an assessment, the adjustment or mal-adjustment of the teachers of both sexes.

The Construction of TAI: The preliminary form of the teacher adjustment inventory were 18 dimension of teacher’s adjustment and 98 items were pooled under these dimensions. These items were prepared both in Hindi and English language and were checked carefully for its relatedness, appropriateness, similarity of idea and language. Items thus were re-written in simple statements (Both in Hindi and English) indicating various shades of favourable or unfavourable feelings towards the adjustment pattern.

The first list of 98 items was administered to subject drawn from the teachers population of different faculties. From this administration, item analysis was made with the method of successive item-analysis proposed by Wherry, Campbell and Perloff. On the basis of item analysis only 59 items stabilies and a final selection of 40 items was made on the criteria such as:

(1) The value of the coefficient of correlation of the item,

(2) The item reveals a particular aspect of adjustment,

(3) The nature of the item positive or negative indicating by the item.

Types of item: This scale consists of 40 ‘Yes/No’ type items indicating various shades of favourable or unfavourable feelings towards the adjustmental pattern.

Scoring: Each statement has been assigned a value if he/she responds ‘Yes’ or ‘No’ on a particular item as per the item values given in the manual. Total marks were calculated by simple summation to get the whole marks on this inventory.
Reliability: The reliability of the inventory has been estimated through test-retest and split half methods which was found to be .98 and .87 respectively.

Validity: As far as the question of validity of this inventory is concerned, it is found to be .79. Thus, this is a well-standardized and best suited teachers’ adjustment inventory which could be applied to teachers in general.

Job Satisfaction Questionnaire: (JSQ by Kumar and Mutha, 1985)

This questionnaire was developed by Kumar and Mutha (1985). It consists of 29 highly discriminative ‘Yes-No’ type items. This job satisfaction Questionnaire was developed with a special view to provide a handy instrument to assess the job satisfaction of secondary school and college teachers, for fundamental and applied research. Job satisfaction in the scale refers to one’s job, his general adjustment and social relationship in and outside his job (Sinha and Sharma, 1962). The satisfaction or dissatisfaction with one’s job depends upon the positive or negative evaluation of one’s own success or failure in the realization of personal goals and the perceived contribution of the job.

Scoring: All the items except 6 and 29 are positively worded. All these items were given a score of ‘1’ for positive responses except for items 6 and 29 in which case reverse was applicable. The sum of these values gives the job satisfaction scores for the subject. The total score varied from 0 to 29, showing lowest job satisfaction to highest job satisfaction for the subject.

Reliability: The split-half reliability of this questionnaire was found to be .95 with the help of Spearman-Brown formula is .95 (N=100) with an index reliability of .97. The r-values .95 and .73 respectively have been found to be significant at .01 level, showing
that the questionnaire is highly reliable both in terms of its internal consistency and stability of scores.

**Validity:** The face validity of this questionnaire side by side was found to be high and quite satisfactory. The content validity is ensured as the item for which there has been 100% agreement amongst judges regarding their relevance to teacher job satisfaction are included in the questionnaire.

### 3.6 Procedure of Data Collection:

The data were collected individually from each respondents of the sample. Before administering the tools, the investigator personally met with the subject and good rapport was established. Then, the investigator asked the subject to give his/her responses against each items of the scales without leaving any item un-responded. After collection of the data scoring was done according to the scoring key of each scale.

### 3.7 Statistical Analyses:

Once the data collected from the respondents, it requires certain kind of statistical treatment to reduce long wide-spread scores into intelligible and interpretable form, so that results can be easily and conveniently understood.

Different types of statistical techniques are available which can be used for statistical treatment, keeping in view the nature and objectives of the research problem. In the present endeavor the research is aimed to see the “Influence of Organizational Climate, Teaching Attitude and Adjustment on Job satisfaction of Teachers”. Therefore, Stepwise Multiple Regression Analysis was found best suited for analyzing the data and obtaining the appropriate results. Multiple Regression method is quite flexible to assess two or more predictors (independent variables) at a time to see their influence on criterion
variable (dependent variable). This method not only tells us about the relationship between independent and dependent variables but also the nature of the relationship i.e. the contribution of predictors to criterion variables.

In the present investigation t-test was also computed to analyze the significance of difference between two groups of sample. t-test is the test of significance which simply determines the level of significance of difference between two groups of sample on certain measured variables. Therefore, in the present investigation t-test was applied to see the significance of difference between teachers of private and government schools on all the measured variables and their dimensions separately. Both the statistical tests were applied using Software Package for Social Sciences (SPSS).