

# CHAPTER -3

## METHODOLOGY

## **METHODOLOGY**

Methodology has a very important place in any type of research. The effectiveness of the entire study depends highly on the method adopted and its appropriateness. The present study attempted to investigate the leadership quality of school teachers. Considering the nature of the problem under study and the nature of the data involved, normative survey method was adopted as the method of data collection. Due to the practical difficulties involved in collecting data from each unit of the entire population under study, the survey was conducted on a representative sample of the population. The present chapter contains the following subsections.

3.1 Variables selected for the study

3.2 Tool used for data collection

3.3 Description of the tool

3.4 Sample for the study

3.5 Data collection procedure

3.6 Scoring and Consolidation of data

3.7 Statistical techniques used

### **3.1 VARIABLES OF THE STUDY**

The following variables were adopted for the present study.

- Leadership behavior of school teachers
- Gender of school teachers.

### **3.2 TOOL USED FOR DATA COLLECTION**

The investigator reviewed several studies related to leadership behavior and identified a standardised tool namely Leadership behavior Scale (LBS). The scale was developed by Dr. Asha Hinger (Jaipur).

### **3.3 DESCRIPTION OF THE LEADERSHIP BEHAVIOR SCALE (LBS)**

An effort has been made to measure various dimensions of Leader's behavior effectiveness focusing on positive and constructive dimensions. Subsequently a 6 (six) dimensional scale comprising 30 (thirty) items is developed. These are as given below:

- (1) Emotional Stabilizer- ES
- (2) Team Builder- TB
- (3) Performance Orientor-PO
- (4) Potential Extractor -PE
- (5) Socially Intelligent-SI
- (6) Value Inculcator-VI

These are operationlized in term of the following criteria:

#### **1.EMOTIONAL STABLIZER (ES)**

Emotional Stabilizer means capable of providing emotional stability for ones employees. Motivating, inspiring and energizing them to overcome major social-economic hurdles. Apart from the organizational requirement, ones' needs must be kept under control, as depicted by balanced behaviour, empathy, absence of prejudice, substantial patience and managing the

emotions of self and others.

## **2. TEAM BUILDER (TB)**

Team builder means able to have proper alliance, with clear communication with members of the team so as to motivate them to work for vision with dedication, must also entertain multiple perspectives by appreciating conversing and diverging viewpoints for better achievement. The leader must encourage team work and prefer collaborative decision making, resolve problems of members, maintain team cohesion, possess team spirit and avoid unhealthy competition among members.

## **3. PERFORMANCE ORIENTOR (PO)**

Performance orientor shows concern for the accomplishment of tasks in stipulated time by instituting strategies that are adaptable to change for enhancing overall organizational performance. The leader should emphasize prioritization of work, achievement motivation, adherence to high standards of performance, regular rejuvenation and impregnable.

## **4. POTENTIAL EXTRACTOR (PE)**

Potential extractor focuses on development and utilization of skills and abilities of individuals. The capacities of a leader would lie in exploring and channel zings the latent potentialities in a proper manner so that their fuller utilization is ensured. This requires identification of potentials, providing proper opportunities to employees, proper canalizations of individual's potentials, delegating adequate authority and building confidence for overall

development.

## **5. SOCIALLY INTELLIGENT (SI)**

Socially intelligent people develop relationship based on empathy, support, challenge and respect, with successive personal transformations according to opportunities and situations. The leader should abilities of proper use of body language, good listener and analyzer, clarifying limitations and constraints, resolving conflicts tactfully and keeping track of overall latest developments.

## **6. VALUE INCULCATOR (VI)**

The inculcation of values promotes axiological potentials in the organization. This would require commitment to work, organizational loyalty, time management, trust based relationship and acceptance for mistakes and failure.

### **▪ DEVELOPMENT OF THE SCALE**

This scale helps in identifying various dimensions of leader behaviour of different professional groups. The scale consists of 30 items, in which 24 items are positive and 6 items are negative. It can be administered to higher and middle level male and female executives of private and public sector undertakings. The Hindi version of the scale was also developed by getting the translated items evaluated by eleven judges who were well versed with both languages, Hindi as well as English. The steps taken in the development of scale are well elaborated in the headings of validity and reliability.

▪ **PROCEDURE**

The scale comprises of 30 (thirty) items having five alternative answers viz... 'always', 'usually', 'sometimes', 'rarely' and 'never'. The subject is asked to choose an alternative for each item which best characterizes his or her behaviour. Detailed instructions given at the beginning of the scale are as follows:

▪ **INSTRUCTIONS**

Read each item carefully and answer them by selecting one alternative always (5), usually (4), sometimes (3), rarely (2), never (1). Please choose the alternative that applies to you the most from the above categories. Please read each item carefully and indicate your behaviour by marking tick (✓) in the cell of only one alternative that is most appropriate for you. **SCORING** The answers of the respondents given in terms of five categories viz., always, usually, sometimes, rarely and never are assigned scores 5, 4, 3, 2 and 1 respectively, and the items (6, 11,16, 21, 25 and 26) are to be scored in reverse order i.e. (1 for 5, 2 for 4, 3 for 3, 4 for 2 and 5 for 1).

**Table-Different Dimensions with Items**

<b>SR. NO.</b>	<b>DIMENSION OF LBS</b>	<b>ITEM SPECIFY</b>	<b>ITEM NO.</b>
1	Emotional Stabilizer	1,7,13,19,25	5
2	Team Builder	2,8,14,20,26	5
3	Performance Orientor	3,9,15,21,27	5
4	Potential Extractor	4,10,16,22,28	5
5	Socially Intelligent	5,11,17,23,29	5
6	Value Inculcator	6,12,18,24,30	5
		Total Item	30

The total score ranges from 30 to 150. Each leadership dimension score shall range from 5 to 30. The scores on each dimension will be summed up to find out total Leader Behavior Score. All the scores on six dimensions are to be summed up and then classified as highly effective, effective and ineffective.

▪ **CONSTRUCT VALIDITY**

It is determined by the extent or degree to which the items making up a test both individually and collectively are true measures of the construct or process being tested. It was found to be 0.49.

▪ **RELIABILITY**

In the beginning items were selected and they were given to the experts in the area of management, human resources, administration, banking, non-

government organizations and others. Besides, working leaders in the public and private sectors were also selected as experts. After having the responses of the judges, inter-judges reliability was calculated and selection of items were made on the basis of the agreement Split-half reliability using Spearman-Brown formulae is 0.69.

### **3.4 SAMPLE FOR THE STUDY**

The study was conducted on 4 C.B.S.E affiliated board school and 4 M.P. state board schools of Harda districts of Madhya Pradesh. In this study researcher used the random sampling method. In random sampling method, each unit of the population is given an equal chance of being selected.

To make the study viable the sample size for the present investigation is confined to 40 secondary school teachers of C.B.S.E affiliated and 40 secondary school teachers of M.P. state Board schools. Sampling procedure provides generalizations on the basis of relatively small portion of population called a sample.

### **3.5 DATA COLLECTION PROCEDURE**

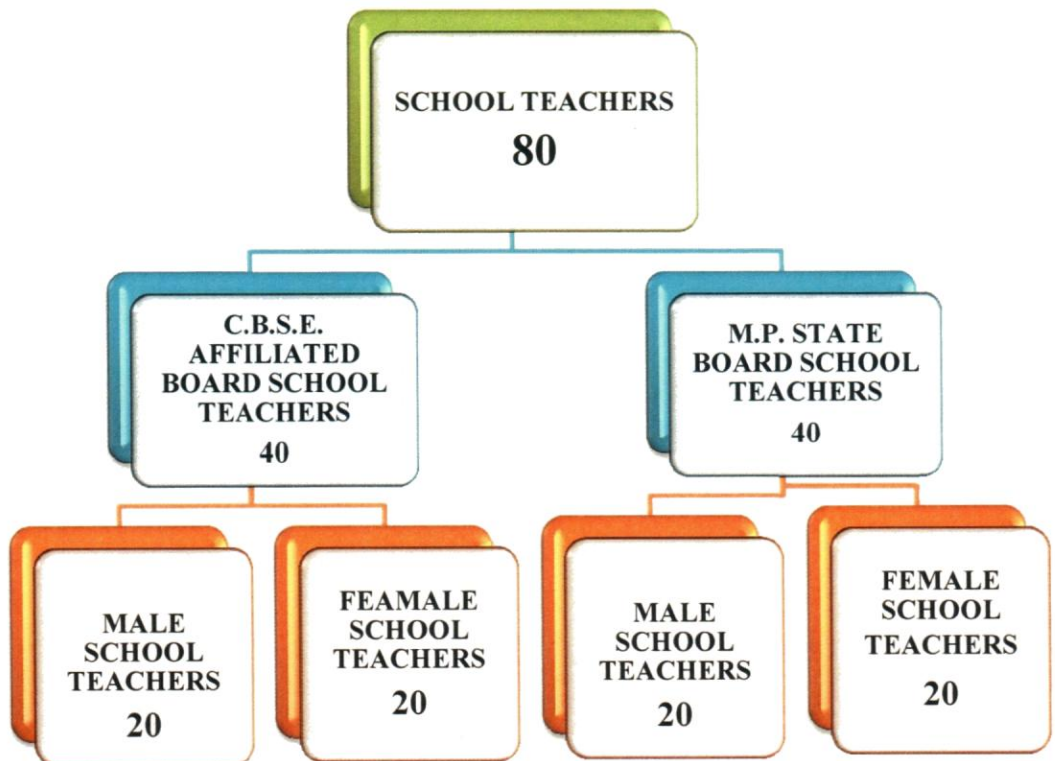
Adequate copies of the tool were printed. Before administering them, clear and precise information was given to the teachers about the tool and their doubts were clarified. The investigator gave a short explanation of the purpose of the study and sought the sincere cooperation of the teachers. The way of answering the items was explained and the sheets were collected after the stipulated time. A uniform procedure of administration of the tool



was adopted in all the schools.

### 3.6 SCORING AND CONSOLIDATION OF DATA

Scoring was done as per the scoring scheme for the tool. Incomplete answer sheets were rejected to obtain a final sample of 80 teachers. After scoring, the data was tabulated for variables with respect to the gender of the teachers. This consolidated data was used for statistical analysis. The breakup of the final sample is given in the following Table. The Study Was Conducted On **4 C.B.S.E** Affiliated Board School And **4 M.P.** State Board Schools Of **Harda Districts Of Madhya Pradesh**. In This Study Researcher Used **The Random Sampling Method**.



### 3.7 STATISTICAL TECHNIQUES USED

- One way Analysis of Variance (ANOVA)

One way analysis of variance is an effective way to determine whether the means of more than two samples are significantly different or not.

The procedure of calculating one way ANOVA is as follows:

This figure summarizes what needs to be calculated to perform a one-way ANOVA.

#### Analysis of Variance(ANOVA)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares (MS)	F
Within	$SS_w = \sum_{j=1}^k \sum_{i=1}^l (X - \bar{X}_j)^2$	$df_w = k - 1$	$MS_w = \frac{SS_w}{df_w}$	$F = \frac{MS_b}{MS_w}$
Between	$SS_b = \sum_{j=1}^k (\bar{X}_j - \bar{X})^2$	$df_b = n - k$	$MS_b = \frac{SS_b}{df_b}$	
Total	$SS_t = \sum_{j=1}^n (\bar{X}_j - \bar{X})^2$	$df_t = n - 1$		

- **CONCLUSION**

The investigator used the tool – ‘Leadership Behavior Scale’ to measure the variable ‘Leadership Behavior’ involved in the study. Following the methodology discussed in this chapter, the investigator could arrive at the results which are discussed in the later chapters.