

METHODOLOGY

CHAPTER-III

METHOD OF STUDY

The method of study involves the methodological steps such as design, selection of the sample, description and administration of tools and data collection. The survey method is used for this study, which is scientific in nature. In this study, an attempt was made to analyze and describe the present events and conditions.

DESIGN

As survey method is used in this study, therefore, survey design is followed.

SAMPLE

The sample is collected from elementary schools of Bhopal city. A total of 150 elementary school teachers were chosen from 30 elementary schools for the study. During data collection Bhopal city is divided into five zones that is east, west, north, south and central. Government and Private elementary schools were randomly selected from each zone;

The details of sample selected are given in table-1 and 2.

Table-1**Area wise Distribution of Teachers**

Sl.No.	Zones	Type of schools	No. of schools in each type	No. of teachers	Total No. of teachers
1.	East	Govt. Pvt.	3 3	15 15	30
2.	West	Govt. Pvt.	3 3	15 15	30
3.	North	Govt. Pvt.	3 3	15 15	30
4.	South	Govt. Pvt.	3 3	15 15	30
5.	Central	Govt. Pvt.	2 4	10 20	30
	Total	Govt. Pvt.	14 16	70 80	150

Table-2**Details of Sample**

Sl.No.	Zones	Name of the school	No. of th Teachers
1.	EAST	Govt. Girls Middle School, Barkhera	5
2.		Govt. Boys Middle School, Barkhera	5
3.		Govt. Higher Secondary School, Piplani	5
4.		Takshila Middle School, Rachana Nagar	5
5.		Dr. Rajendra Prasad H.S.School, H'Ganj	5
6.		Disha Preparatory School, Shakti Nagar	5
		Total	30
7.	WEST	Khalsa H.S.School, Shahjanabad	5
8.		Golden Chance H.S.School, Shahjanabad	5
9.		Sheel Sikhanjali School, Shahjanabad	5
10.		Bal Vidhya Mandir M.School, Shahjanabad	5
11.		Govt. Nirmal Meera Girls M.School, Malipura	5
12.		Govt. Middle School, Fatehgarh	5
		Total	30

Table-2**Details of Sample**

Sl.No.	Zones	Name of the school	No. of the H.Ms.
13.	NORTH	Sir Mathew Arnold H.School,	5
14.		Douglas H.S.School,	5
15.		Suman Saurabh H.S.School, Firdous Nagar, Berasia Road, Bhopal	5
16.		Govt. Middle School ,Cholla	5
17.		Govt. Middle School, Green Park	5
18.		Govt. Middle School, Malikhedi	5
		Total	30
19.	SOUTH	Govt. Deep Shikha M.School, T.T.Nagar	5
20.		Govt. Chandrashekhar Ajad, Middle School, North T.T. Nagar	5
21.		Govt. Sardar Patel School, S.T.T. Nagar	5
22.		Saraswati Shishu Mandir, S.T.T., Nagar	5
23.		Ankur H.Secendory School, S.T.T.Nagar	5
24.		Green Field Middle School, S.T.T.Nagar	5
		Total	30

Table-2**Details of Sample**

Sl.No.	Zones	Name of the school	No. of the H.Ms.
25.	CENTRAL	Shri Digamber Jain H.S.School, Chowk	5
26.		Lal Bhadur Shastri H.S.School, Chowk	5
27.		Arya Samaj Middle School, Jumerati	5
28.		Caniyan H.S.School, Jumerati	5
29.		Govt. Middle School, Fhoolmahal-2	5
30.		Govt. Victoria Girls Middle School, Marwari Road	5
		Total	30
		GRAND TOTAL	150

TOOLS

The following tools were used for the present study

1. Leadership Style Questionnaire of Dr. Jayalakshmi Indiresan.
2. School Organizational Climate Description Questionnaire (SOCDQ) of Dr. Motilal Sharma.

1. Perception of Leadership Style Questionnaire.

The LBDQ (appendix -I) devised by the bureau of Business, Research Ohio State University (1957) was used in this investigation. The two fundamental dimensions of leader behavior measured by this instrument are (1) Initiating structure (IS) and (2) Consideration (C), LBDQ is composed of thirty descriptive statements of ways in which leaders may behave. The members of a leaders group indicate the frequency with which he engages in each form of behavior by checking one of five adverbs : always, often, occasionally, seldom and never. The responses are scored from 4 to 0. Since, there are fifteen items in each dimensions, the theoretical range of scores for each dimensions is from 0 to 60. Higher scores indicates favorable perception of leader behaviour.

In this test the items are related to two styles of leadership, namely initiating structure and consideration and the satisfaction reported on various need areas namely physical, social, esteem, autonomy and self actualization.

Table-3

The distribution of items under each dimension in perception of leadership style.

Sl.No.	NEED AREAS	TOTAL NO. OF ITEMS
1	Physical needs	6
2	Social needs	6
3	Esteem needs	6
4	Autonomy needs	6
5	Self-actualization needs	6
		30

Reliability

The reliability reported by Halpin (1966) are 0.93 for dimension initiating structure and 0.86 for consideration.

Scoring

During scoring the positive items were given 4 for 'always', 3 for 'often', 2 for 'occasionally', 1 for 'seldom' and 0 for 'agree', and the negative items were given 0 for 'always', 1 for 'often', 2 for 'occasionally', 3 for 'seldom' and 4 for 'agree'.

2. Organizational Climate Questionnaire.

The organizational climate questionnaire (Appendix-B) consists of 64 liker type items distributed over 8 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 school are defined four categories (1) rarely occurs (2) sometimes occurs (3) often occurs, and (4) very frequently occurs. There was no time limit for the questionnaire.

Table-4

The distribution of items under each dimensions in perception of organizational climate

SNo.	DIMENSION	TOTAL NO OF ITEMS
1	Disengagement ✓	10
2	Alienation	4
3	Esprit	9
4	Intimacy	8
5	Psychophysical Hindrance	6
6	Control	6
7	Production Emphasis	7
8	Humanized Thrust	14
		64

Reliability

Reliability was established by KR 20. for all the 8 sub items, the coefficient of correlation for different factors varied from 0.34 to 0.81.

Validity

The validity of the tool was established by given 15 experts in the field of educational administration and by District inspectors of schools.

Scoring

The four categories of responses are assigned four successive integers viz. 1,2,3, and 4 respectively. Then each respondent's 8 sub test scores are calculated by simple summation of each respondents items score, sub-test by sub-test, and dividing each of the eight sums by the numbers of items in the corresponding sub-test.

Data Collection

The data was collected personally by administering Leadership behavior description questionnaire and School organizational climate description questionnaire. General information's related to post held, sex, age, educational qualification, training status and experience was collected from 150 teachers by visiting all the 30 schools. After collection of data the scoring was done for both the questionnaires by the following the required scoring procedure.