

CHAPTER – III

METHODOLOGY

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METHOD OF STUDY

This chapter describes the methodology employed to achieve the objectives of the study and methodological steps such as design, selection of the sample, description of tools, administration of the tools, etc. In this study the survey method was used to analyze the present status of school organizational climate of KVS and Missionary schools of Bhopal and role efficiency of the teachers working in them.

Design of the study

In the present study survey design was used. Generally survey design is used to study the present phenomenon. It describes and interprets what exists and present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs, etc. and is a distinctive research methodology that owes much of its recent development to the field of Sociology, Psychology and Education. Hence, is chosen for the present study.

Sample

The sample of the present study comprised of 162 elementary teachers from Kendriya Vidyalayas and Missionary schools of Bhopal. The teacher's were selected from all the four Kendriya Vidyalayas and four selected Missionary schools of Bhopal city. In the study purposive sampling was used i.e all the teachers who were teaching elementary classes were considered as subjects. Out of 162 teachers, 89 were from Kendriya Vidyalayas and 73 were from Missionary schools. The details of the sample are given in Table-1.

TABLE-1
Details of sample

S.No.	Name of the School	No. of Teachers	Total
	Kendriya Vidyalaya		
1.	Kendriya Vidyalaya-1, Maida Mill.	29	89
2.	Kendriya Vidyalaya-2, Shivaji Nagar.	17	
3.	Kendriya Vidyalaya-3, Danish Nagar.	23	
4.	Kendriya Vidyalaya-4, Bairagarh.	20	
	Missionary schools		
5.	Campion School, Arera Colony.	14	73
6.	Carmel Convent School, Govindpura.	22	
7.	St. Paul School, Anand Nagar.	17	
8.	St. Theresa School, Piplani.	20	
	Total		162

Tools

In the present study standardized tools were used to study the school organizational climate of Kendriya Vidyalayas and Missionary schools and the role efficiency of its teachers. The following tools were used to collect data.

- 1. School Organizational Climate Inventory (SOCI) by S.P. Anand.**
(Appendix-A)

2. Role Efficiency Scale (RES) by Udai Pareek. (Appendix-B)

School Organizational Climate Inventory

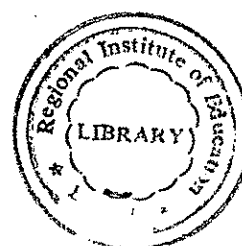
School Organizational Climate Inventory developed by S.P. Anand was a likert type inventory. It contained 100 items. There were equal number of positive and negative statements, 50 each. For school organizational climate inventory factors of school -climate had been identified as:

1. Principal, 2. Teachers, 3. Students, 4. Administration, 5. Infrastructure.

20 statements had represented each one of the five factors of school organizational climate. Out of 20 statements 10 were positive and 10 were negative statements as shown in Table-2. The items related to these factors were mixed together and spread evenly throughout the questionnaire.

TABLE-2
Distribution of items under each factor of school organizational climate

S.No.	Factor		Distribution of positive & negative items	No.of items
1.	Principal	+	19 28 33 43 49 53 54 66 81 98	10
		-	7 11 32 36 44 46 75 76 82 85	10
2.	Teachers	+	17 34 45 67 70 80 87 89 90 94	10
		-	5 12 21 26 31 38 42 56 79 99	10
3.	Students	+	1 3 9 18 25 52 62 64 77 97	10
		-	16 20 35 48 50 59 61 69 86 92	10
4.	Administration	+	23 37 55 60 68 71 73 74 91 96	10
		-	4 6 14 22 39 57 72 84 88 93	10
5.	Infrastructure	+	8 13 15 29 40 41 58 83 95 100	10
		-	2 10 24 27 30 47 51 63 65 78	10
			Total	100



Instructions

The instructions for the school organizational climate inventory was as follows:

There are a list's of 100 statements. You have been given five choices. They are SA, A, UD, D & SD. One by one kindly give your responses to all the statements. You should do like this:

Encircle SA, if you strongly agree with the statement

Or

Encircle A, if you simply agree to it.

However,

Encircle UD, if you remain undecided or uncertain.

and

Encircle D, if you disagree with the statement.

Or

Encircle SD, if you strongly disagree to the statement.

Please feel free. You should have no hesitation or reservation. You need not consult your friends. The inventory expects your spontaneous responses. No response is right or wrong. There is no question of any of your response being wrong. Now you record your responses rapidly as you can. You may take 15/20 minutes to work over this climate inventory.

Scoring procedure

School organizational climate inventory was a five- point scale Inventory. These were SA, A, UD, D & SD, written against each statement on the inventory. The respondent's has to record their responses by encircling any one of them. For positive statements scoring scheme was 4,3,2,1,0, and this order was reversed for scoring the responses of negative statements. The range of score for each dimension is 0-80 and on the whole inventory, 0-400.

Reliability: Reliability is one of the attributes of a good test. The test-retest reliability of the inventory was calculated on the responses of 60 teachers and 188 students. The coefficients of test-retest correlation for teachers and students were 0.76 and 0.79 and found to be significant. The split-half reliability of the inventory was calculated on 60 teachers and 410 students. The value of coefficients of correlation of odd and even statements for teachers and students were 0.95 & 0.96. They are highly significant.

Validity: The inventory had been tested for its face and content and construct validity. Face and content validity of the inventory was established, as the final list reviewed by panel of experts who were teacher educators. The construct validity is the inter-relatedness of the factors that make the test. This was tested on 60 teachers and 188 students. The value of coefficients of correlation of construct validity of the inventory for teachers and students were 0.81 and 0.87.

Role Efficiency Scale

Role-efficiency-scale was constructed by Udai Pareek (1993) has been used to measure the extent of role efficacy of the sample. It is a structured questionnaire consisting of 20 triads of statements measuring 10 dimensions, viz., centrality, integration, pro-activity, inter role linkage helping, relationship, super-ordination, influence, growth and confrontation. There were two statements of for each dimension of role efficiency. A respondent had to make one statement each triad, which describes his role accurately. These three alternatives were pre-weighted. The test retest reliability coefficient of role efficiency scale is 0.68 and the scale has a convergent validity of 0.80. A high role efficacy indicates

perception of a great deal of opportunity to be effective in the role of the respondent. The dimensions were shown in Table-3.

Table-3

No. of items under each dimension of Role efficiency

S.No.	Dimensions	Item number	No. of items
1.	Centrality	1,11	2
2.	Integration	2,12	2
3.	Pro-activity	3,13	2
4.	Creativity	4,14	2
5.	Inter role linkage helping	5,15	2
6.	Relationship	6,16	2
7.	Super ordination	7,17	2
8.	Influence	8,18	2
9.	Growth	9,19	2
10.	Confrontation	10,20	2
	Total		20

Scoring procedure: The scoring pattern followed for Role efficiency scale was each alternative can be given one of three scores (+2, +1, -1). The regular scale was to be computed by a role occupant that is a faculty for his own role scoring of Role efficiency scale is simple and given in Appendix-C.

Data collection

The data was collected by administering School Organizational Climate Inventory and Role efficiency scale to 162 elementary teachers from four KVS & four Missionary schools of Bhopal. The test was given personally to the individual teacher by giving them appropriate instructions. Each teacher took 20-30 minutes to record his/her response. After collection of data the scoring was done for both the tools by following the required scoring procedure