School Organizational Climate Description Questionnaire

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Abstract: This paper deals with the development and standardisation procedure of School Organizational Climate Description Questionnaire for secondary school teachers. The process of tool development includes the review of literature, initially pooling out items, planning, experts’ opinions, item analysis, administration of scale and computing the reliability and validity. The preliminary draft of the scale was administered on a sample of 150 secondary school teachers (75 male and 75 female) of Mandi and Bilaspur districts of Himachal Pradesh. After item analysis, the final draft of the questionnaire, finally constituted on a structure of 62 items. The Split-half method and Spearman Brown Prophecy formula were used to determine the reliability of the test which came out to be 0.93 and 0.96 respectively. The test was found highly reliable. The validity of the test was also determined with the help of face validity and the construct validity methods of determining the validity of a test. In the entire test was found highly reliable and valid in Indian condition.

Key Words: Organizational Climate, Questionnaire, Opinions, Planning, Reliability and Validity.

1. INTRODUCTION:

The Likert method was used to develop and standardize School Organizational Climate Description Questionnaire by the investigators as per procedures of development and standardize the research tool for conducting the research in a relevant field on a particular area by the various interested scholars desirous to work in this most important area of the educational area of the research. There is a dire need to prepare an appropriate course of action which includes the following steps to yield the desirable fruits:

2. PLANNING:

The first step is to plan/select properly, the contents/statements for studying the organizational climate of high and secondary school teachers. The investigators have gone through the variety of information regarding organizational climate consulting huge relevant related literature available in the forms of journals, books, internet, existing scales on organizational climate, Teacher’s Organizational Commitment Scale, Organizational Health Description Questionnaire, Organisational Climate Inventory, Organizational Trust Scale and Organizational climate scale etc. and discussed in detail with the experts from the different fields as per the requirements of multi-dimensional of the present scale to finalize the statements to be included in the aforesaid scale.

3. PRELIMINARY DRAFT:

A preliminary pool of 80 items was framed. Items were framed in Hindi language. Around five rounds of checking and reframing of statements were made to ensure the appropriateness and uniqueness of the statements. The statements were discussed with the teachers and the language experts to get their suggestions in a desired way. The tool was given to six experts in the field of Educational Administration for their valuable comments. They were requested to examine the content whether it measures what we intend to measure. After their suggestions some items were rejected whereas some items were improved and revised. Eight items were deleted or rejected on the basis of the recommendations of the experts. The preliminary draft of the scale was consisted of 72 items having positive and negative characteristics. It was of Likert type scale having 34 positive items/statements and remaining 38 of them were negative. The statements were categorized with the experts’ opinion under the two dimensions namely: Principal’s Behaviour (37) and Teachers’ Behaviour (35). Each statements was set against a three point scale of ‘Agree’, ‘To Some Extent’, and ‘Disagree’ and weights of 3, 2 and 1 were given in that order for the positive statements and the scoring was reversed for the negative statements.

4. TRY OUT:

The preliminary draft of the scale was then administered to a sample of 150 secondary school teachers (75 male and 75 female) of Bilaspur and Mandi districts of Himachal Pradesh. After the necessary instructions the teachers were requested to respond each and every statement as per their opinion regarding organizational climate. All the duly filled copies of the scale were collected individually and scored out by the investigators as per procedure adopted for scoring. The minimum and maximum possible scores on the scale were ‘72’ and ‘216’ respectively. After scoring, the copies of the scale were arranged in descending order on the basis of the scores of the respondents and then top 25% and bottom 25% scores were used for item analysis. The remaining 50% booklets were discarded.
5. ITEM ANALYSIS:

In the method of summated ratings, rejection or selection of statements is done on the basis of item analysis. For this purpose, the frequency distribution of the scores based upon the responses to all statements was considered. Than the ‘t-value’ of each item was found out by analysing the responses of the 25% of the subjects with the highest and also the 25% of the subjects with the lowest total scores. It was assumed that these two groups provide criterion groups in terms of which individual statements were evaluated (Edwards, 1975). The ‘t-values’ for evaluating the responses of the high and low groups to the individual statements were found out. Items with ‘t’ values less than 1.75 were rejected.

6. SELECTION OF THE STATEMENTS:

The ‘t-value’ for all 72 statements were computed and arranged in descending order. Thurstone (1969) suggests that a ‘t-value’ equal to or greater than 1.75 may be considered significant. Therefore, the statements having ‘t’ values equal to or greater than 1.75 were selected for the final draft and other having ‘t-values’ less than 1.75 were rejected.

7. FINAL DRAFT OF THE SCALE:

As many as 62 items having the ‘t’ value equal to or greater than 1.75 were chosen in order to form the final questionnaire. The scores in the final questionnaire of organizational climate ranged from 62-186 in the direction of increasing order of organizational climate. An individual’s score in this questionnaire is the sum total of the scores for all the statements by the subject (summated ratings). The final form of the questionnaire had 62 items to measure the organizational climate. The final placement of items for two dimensions in the questionnaire remains as under in the table 1 below.

Table 1: Dimension wise positive and negative items of the scale.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Dimensions</th>
<th>Sub-Dimensions</th>
<th>Item No.</th>
<th>Total Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principal’s Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supportive Behavior</td>
<td>(+ items:1,2,4,6,7,9,10,11,12)</td>
<td>09</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(- items: 3,5,8)</td>
<td>03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Directive Behavior</td>
<td>(+ items: 16,19)</td>
<td>02</td>
<td>08</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(- items: 13,14,15,17,18,20)</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Restrictive Behavior</td>
<td>(+ items: 24,25, 26)</td>
<td>03</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(- items: 21,22,23,27)</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers’ Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collegial Behavior</td>
<td>(+ items: 28,29,30,32,33,38,39,40)</td>
<td>08</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(- items: 31,34,35,36,37,41)</td>
<td>06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intimate Behavior</td>
<td>(+ items: 42,44,45,46,48,51)</td>
<td>06</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(- items: 43,47,49,50)</td>
<td>04</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Disengaged Behavior</td>
<td>(+ items: 0)</td>
<td>00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(- items: 52,53,54,55,56,57,58,59,60,61,62)</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

8. ADMINISTRATION AND SCORING OF THE FINAL DRAFT:

The purpose of this scale was clearly explained to the subjects by establishing rapport. It is assured that their replies would be kept confidential. It has been emphasized that no item should be omitted and there is no time limit for the questionnaire. The questionnaire was administered on a sample of 150 secondary school teachers from Mandi and Bilaspur districts of Himachal Pradesh. Scores of all the 62 items/statements were assigned the score on each statement of the organizational climate for an individual teacher. All the 150 questionnaires got filled up by the concerned respondents were scored out as per procedure adopted to score the each items of the questionnaire.

9. RELIABILITY OF THE SCALE:

The Split-half method was used to determine the reliability of the present scale. The scale was first divided in to two equivalent halves (in first half all odd numbered items and in the second half all even numbered items) and then the correlation was computed to determine the reliability of the test. From the reliability of the split-half test, the self-correlation was then estimated by the Spearman-Brown Prophecy formula. The correlation values calculated with the help of the split half method and the Spearman-Brown Prophecy formula were found to be 0.93 and 0.96 respectively which were found highly significant at accepted level of significance. Hence, the test highly reliable.

10. VALIDITY OF THE SCALE:

The scale has the ‘Universe of contents’ as it includes statements from all the stages while selecting items. As the scale contains 80 statements which represents the universe of content and is having content validity. It has also
construct validity as items/statements were selected having the ‘t’ value equal to or more than 1.75 (Edwards, 1975). The test is valid for conducting the research in the relevant field.

It is clear from the above discussion that the test is fully reliable and completely valid to collect the desire information from the concerned respondents to conduct the research in the relevant field and analyse the result will give the appropriate picture of the institution concerned to be generalized.

The copy of the final draft ready in all respects of School Organizational Climate Description Questionnaire contains 62 items is as under.

**School Organizational Climate Description Questionnaire (Final Draft)**

This questionnaire consists of questions related to principal behaviour towards teachers and teachers’ behaviour towards their colleagues. Different behaviours have been presented in the question form. You are requested to put a tick mark only in one option which you want to prefer given in front of each question. Please read each item carefully and evaluate clearly. Your evaluation will be used only for research purpose. All information that is collected in this study will be treated confidentially.

Thanking You

(b) **Principal’s Behaviour**

<table>
<thead>
<tr>
<th>Principal’s Behaviour</th>
<th>Agree/工程施工</th>
<th>To Some Extent/工程施工</th>
<th>Disagree/工程施工</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 平時 a school principal behaviour towards teachers are as follows:</td>
<td>Freedom to take decisions are given</td>
<td>Freedom is given to share their opinion.</td>
<td>Freedom is given to share their opinion.</td>
</tr>
<tr>
<td>2. <strong>Principal’s Behaviour</strong></td>
<td>Good deeds by teachers are being applauded.</td>
<td>keep the formal relation with teachers.</td>
<td>Along with pointing out their mistakes, important suggestions are also given.</td>
</tr>
<tr>
<td>3. <strong>Principal’s Behaviour</strong></td>
<td>Don’t keep affection towards teachers.</td>
<td>keep the formal relation with teachers.</td>
<td>To start different works in school teachers are asked to give their suggestions which are respected too.</td>
</tr>
<tr>
<td>4. <strong>Principal’s Behaviour</strong></td>
<td>Freedom to take decisions are given</td>
<td>Freedom is given to share their opinion.</td>
<td>Efforts to solve the personal issues are also made.</td>
</tr>
<tr>
<td>5. <strong>Principal’s Behaviour</strong></td>
<td>Good deeds by teachers are being applauded.</td>
<td>keep the formal relation with teachers.</td>
<td>Even good deeds are not encouraged.</td>
</tr>
<tr>
<td>6. <strong>Principal’s Behaviour</strong></td>
<td>Don’t keep affection towards teachers.</td>
<td>keep the formal relation with teachers.</td>
<td>Always eager to solve the commercial issues.</td>
</tr>
<tr>
<td>7. <strong>Principal’s Behaviour</strong></td>
<td>Freedom to take decisions are given</td>
<td>Freedom is given to share their opinion.</td>
<td>Even good deeds are not encouraged.</td>
</tr>
<tr>
<td>8. <strong>Principal’s Behaviour</strong></td>
<td>Good deeds by teachers are being applauded.</td>
<td>keep the formal relation with teachers.</td>
<td>Always eager to solve the commercial issues.</td>
</tr>
<tr>
<td>9. <strong>Principal’s Behaviour</strong></td>
<td>Don’t keep affection towards teachers.</td>
<td>keep the formal relation with teachers.</td>
<td>Even good deeds are not encouraged.</td>
</tr>
<tr>
<td>10. <strong>Principal’s Behaviour</strong></td>
<td>Freedom to take decisions are given</td>
<td>Freedom is given to share their opinion.</td>
<td>Always eager to solve the commercial issues.</td>
</tr>
<tr>
<td>11. <strong>Principal’s Behaviour</strong></td>
<td>Good deeds by teachers are being applauded.</td>
<td>keep the formal relation with teachers.</td>
<td>Even good deeds are not encouraged.</td>
</tr>
<tr>
<td>12. <strong>Principal’s Behaviour</strong></td>
<td>Don’t keep affection towards teachers.</td>
<td>keep the formal relation with teachers.</td>
<td>Always eager to solve the commercial issues.</td>
</tr>
<tr>
<td>13. <strong>Principal’s Behaviour</strong></td>
<td>Freedom to take decisions are given</td>
<td>Freedom is given to share their opinion.</td>
<td>Even good deeds are not encouraged.</td>
</tr>
<tr>
<td>14. <strong>Principal’s Behaviour</strong></td>
<td>Good deeds by teachers are being applauded.</td>
<td>keep the formal relation with teachers.</td>
<td>Always eager to solve the commercial issues.</td>
</tr>
<tr>
<td>15. <strong>Principal’s Behaviour</strong></td>
<td>Don’t keep affection towards teachers.</td>
<td>keep the formal relation with teachers.</td>
<td>Even good deeds are not encouraged.</td>
</tr>
<tr>
<td>16. <strong>Principal’s Behaviour</strong></td>
<td>Freedom to take decisions are given</td>
<td>Freedom is given to share their opinion.</td>
<td>Always eager to solve the commercial issues.</td>
</tr>
<tr>
<td>17. <strong>Principal’s Behaviour</strong></td>
<td>Good deeds by teachers are being applauded.</td>
<td>keep the formal relation with teachers.</td>
<td>Even good deeds are not encouraged.</td>
</tr>
<tr>
<td>18. <strong>Principal’s Behaviour</strong></td>
<td>Don’t keep affection towards teachers.</td>
<td>keep the formal relation with teachers.</td>
<td>Always eager to solve the commercial issues.</td>
</tr>
</tbody>
</table>

Available online on – www.IJIRMF.COM
11. Efforts are always made to maintain the coordination among teachers.

12. Distribution of works among teachers is made on the basis of their capabilities and caliber.

13. All the works are expected to be done according to their own will.

14. Their behaviour always remains strict.

15. Always keep distance with teachers.

16. Teachers’ advice to solve school issues is not considered as important.

17. Order the teachers to prepare/maintain school record on fix time.

18. At their own level, no efforts are made to solve the complaints made by the guardians.

19. Except teaching, teachers are kept busy in doing other works as well.

20. There is a lack of communication between teachers and them.

21. They are trustworthy.

22. They trust teachers.

23. Their procedure is satisfactory.

24. Mostly, try to force their orders.

B Teachers’ Behaviour

25. Respect each other.

26. Give a respectful welcome to new teachers.

27. For having a good environment in school, teachers feel proud about their school.

28. For many matters there remain disagreements among teachers.

29. Insult each other.

30. A feel of competition remains there among teachers.

31. Don’t admire the good behaviour of colleagues.

32. A feel of competition remains there among teachers.

33. Respect the suggestions given by colleagues.

34. Spend time with their colleagues even outside the school also.

35. Senior teachers encourage the junior teachers for good work.
Senior teacher doesn’t admire the work of junior teacher.

42. Don’t value each other emotions.

43. Keep the information about each other.

44. Mostly visit the colleagues’ house.

45. To solve the commercial and personal issues take the advice from colleagues.

46. Don’t bother about the needs of colleagues.

47. Teachers always don’t have friendly relations.

48. All keep belief for each other.

49. Some teachers always remain sulk.

50. Some teachers always talk about leaving school.

51. Some teachers always object the decision taken by the majority.

52. Few teachers not concerned for the staff meeting.

53. Some teachers consider the other works of the school as a burden.

REFERENCES:


