

Chapter III

METHOD

This chapter presents the research design and the procedures used to achieve the objectives of the study. The steps employed were as follows :

1. Location and selection of the population
2. Selection of a measure of professional commitment
3. Modification, preparation and scrutiny of instruments
4. Pretesting of the instruments
5. Administering the instruments and collection of data
6. Measurement and analysis of data

Theoretical Framework of the Study

It was assumed that since commitment was manifested in behaviour and observable personal qualities, only behavioural evidence of committed persons would be an indicator of commitment and that it was possible to measure commitment through behaviours.

The theoretical framework adopted for the study is chiefly based on the theoretical assumption that there are two distinctly identifiable but related components of commitment : Value Commitment and Continuance Commitment,¹ and that Becker's pioneering conceptualization of commitment was concerned with Continuance Commitment.²

¹Stebbins, op.cit., p.526.

²Ibid., p.527.

Value Commitment is primarily based on Loftis¹ conceptualization of commitment described in terms of "dedication and devotion" of a person, and implies value for those tasks of teaching inherent in the teaching profession.

Continuance commitment based on Becker's² theory, is that which ensues from investment in extraneous interests (side-bets) so closely bound with the teaching job that there is a reward for staying on and penalty or costs for leaving.

Theoretically, if it is not sheer dedication alone that is inducing persons to take up and remain in the teaching profession it could be assumed that there are also involved other extraneous interests (side-bets) linked with the teaching profession which prompt individuals to be committed to teaching.

Commitment defined for the present study thus is not only dedication or devotion to the teaching profession but also consists of staking extraneous interests (side-bets) not necessarily related to teaching, on being in the occupation. It is these side-bets that the person finds difficult to lose and therefore for winning the side-bets decides to follow a "consistent line of action" by remaining committed to the teaching profession. By doing so the individual links the extraneous interests directly with the action he is engaged in--that is teaching. The more the side-bets at stake the greater will be the Continuance Commitment to the occupation.

¹Loftis, op.cit., p.24.

²Op.cit., p.35.

According to Becker's theory of commitment one of the major components of commitment is that the person has placed himself in a position (in which he finds himself now) through previous actions. Applying Becker's framework to the present study we find that commitment to teaching may be bolstered by variables like age, length of experience, which are instrumental in following a committed line of action, and in the accrual of side-bets or investments of an individual.

Variables in Relation to Commitment

Of the twelve variables under consideration in this study, six are substantiated by literature and are investigated in relation to Professional Commitment of teachers in general (age, marital status, length of experience, level of education, husband's occupation and anticipated length of stay in the profession).

For the remaining six variables there was no evidence of research done in relation to professional commitment of teachers, in the literature reviewed. (professional status, order of choice of teaching, administrative position, nature of present appointment, previous posts held, and publications).

However, in view of the theoretical basis accepted for the study it was considered important and essential to explore the relationship of Value and Continuance Commitment, with all the personal and professional characteristics hypothesised to be significant for the two kinds of commitment.

Although the basic process of commitment is psychological " commitment to occupations and organizations appear to have important structural concomitants which must be taken into account."¹ Thus the organizational climate is theorised to be important for commitment. Besides, the paucity of research done regarding the relationship of commitment to organizational climate, prompted the investigator to specifically include this situational factor as a variable for study.

Research Design

The research design involved identification of the 'kind' of commitment and measurement of 'level' in each kind of commitment. This involved two tasks: one, identifying the behaviours indicative of the kind of commitment, and developing an instrument on the basis of behaviours, to measure the level of commitment. The other task was validating the measures of each kind of commitment.

Due to the lack of any instrument to identify and measure specifically each kind of commitment, it was proposed to examine an already developed measure of professional commitment viz: Loftis' MOPC Form E, revised by Youngner, and if necessary develop one, or adapt the existing one to measure Value Commitment to teaching. To identify and measure Continuance Commitment, it was planned to construct an instrument

¹Alutto, et.al., op.cit., p.453.

specifically for the purpose in light of the two kinds of commitment postulated in later theories.

To gain information on the nature of commitment explored by the already developed MOPC Form E, it was also planned to examine the relationship between the two measures of commitment.

A social desirability scale was also included to correct bias in the responses to the two measures of commitment.

Analysis was also planned for describing the relative status in the categories of High, Moderate and Low, of both kinds of commitment in the population.

For further description of the professional commitment of the population to teaching, it was planned to study the association of the two kinds of commitment with selected personal and professional characteristics of teachers, as well as the organizational climate of the departments and colleges the teachers were employed in. For identifying the organizational climate of the departments and colleges, an instrument already developed by Halpin was selected.

It was decided to collect data by mailing a questionnaire consisting of all the above instruments and a personal data form to the defined population.

Procedure

Location and Selection of the Population

From various scattered sources of information¹ an exhaustive list was prepared of those colleges, departments and other types of statutory units of universities in India which offered instruction in Home Science leading to degree or diploma or as an optional subject of study.

For identifying the population, all of the 342 institutions recorded in registers, handbooks, and publications of the Association of Indian universities were contacted. Of these, 147 were found to offer home science for a degree, diploma, or as a subject at the graduate level, and were identified as falling within the defined population. Out of these 66 institutions (about 45 percent) responded. From these institutions preliminary information² was collected by repeated requests and reminders over a period of two months.

All employed women teachers teaching Home Science subjects, whether or not they had a degree in Home Science in the selected colleges and university department, if available at the time of study, were included in the population.

Further the criteria for inclusion in the defined population were (a) that the Home Science teachers should be employed in Home Science colleges and officially recognised

¹Appendix A.

²Appendix B.

University Departments of Home Science in India, and (b) should belong to a department having a staff of three or more teachers.

Teachers, on long leave like maternity, medical, study leave or on deputation to foreign countries for over a period of two months were eliminated from the population studied. The population thus defined for the study comprised of a total of 612 Home Science teachers scattered over the whole country in 66 institutions.

Departments labelled and recognised as such, which formed the immediate work environment were considered the appropriate units of analysis for identifying the organizational climates. It was the immediate work environment in which a teacher was placed that became the arena of adequate interpersonal interactions which was necessary to generate an "organizational climate" that could be identified and quantified.

Measure of Professional Commitment
MOPC (Form E)

The measure of Professional commitment selected was the (MOPC) Form E developed by Loftis and revised by Youngner.¹

This instrument² was selected for the present study, as it

¹A.H.Youngner, "The Professional Commitment of Georgia Home Economics Teachers, and Its Relationship with Selected Activities", op.cit.

²Appendix C.

determined professional commitment through a comprehensive description of behaviours of persons who were devoted or dedicated to the teaching profession.

The development of Loftis' instrument began with the writing of items thought to be descriptive of persons who could be depicted as dedicated to the teaching profession. Thus due to this reason though the scale was not devised to identify and measure particularly value commitment, on scrutiny it appeared to describe value commitment to teaching. The estimated coefficient of reliability of the instrument, was .92.

Validation of the MOPC Form E

The Measure of Professional Commitment (MOPC Form E) scale was examined for cultural validity in India which is of a different cultural context from that of the United States of America in which the scale was developed. For such validation concurrent validity was sought with ratings of Indian principals of the most committed and the least committed teachers.

A purposive sample of seven principals from home science and non home science colleges having a large number of teachers on staff was picked from different regions of India. Such principals were expected to have had an opportunity of examining, and recruiting or assessing teachers on the basis of

their commitment. They were asked to rate at least three women teachers as "most committed" and three as "least committed" on the basis of given criteria of behaviours for most committed and least committed teachers.¹

Principals were asked to distribute the MOPC Form E scale to teachers rated as most committed and least committed, keeping their ratings confidential. The teachers in turn were instructed to mail the completed questionnaire in the envelopes provided without their names, to the investigator.

The response data of usable and completed questionnaire from 20 teachers rated as most committed and 21 rated as least committed were subjected to item analysis. A 't' test was computed in order to determine items which discriminated between the most committed and least committed at a level of significance of .05. Of the fifty two items of the MOPC Form E, 33 which were significantly discriminating were retained.²

The biserial r, computed for finding out the correlation between principal's ratings and the total scores on the MOPC scale was .44, significant at .01 level, with 39 df. Thus a positive correlation between the external criterion of Principal's ratings and the teachers' total score on the MOPC Form E scale provided additional evidence of cultural validity of the MOPC Form E.

¹Appendix D.

²Appendix C.

Modification and Preparation of Instruments

In view of the fact that some of the items of Loftis' MOPC (Form E) scale were deleted and as a precautionary step for further maintaining the reliability of the scale in the Indian context, an additional set of items, developed with data collected from the field and literature, was added. This tested and modified Measure of Professional Commitment is referred to as "MOPC Form A" in this report.

Development of Additional items

Given below is the description of the steps in collection of data, establishing content and construct validities, and refinement followed for constructing a modified measure of professional commitment.

Collection of Experience Data

In order to get an adequate and comprehensive collection of behavioural descriptions of committed teachers, the first task in the construction of the additional items for the MOPC Form A was to survey the ideas of experienced educators, scholars, as to behaviours indicating commitment to teaching that prevailed in the Indian context in which commitment was examined.

A proforma along with a covering letter¹ was mailed to 342 principals and heads of colleges. These authorities were expected to have gained through their experience in evaluating teachers, some insights into the phenomenon of commitment in terms of behaviours of committed teachers. They were therefore thought to be the most appropriate persons to provide an authentic description, helpful in identifying the behavioural attributes of a committed member of the teaching profession.

The responses of 65 principals from all over India formed the basis from which descriptions of committed behaviours were formulated. Whilst classifying this field data, it was found that no more than 5 categories could be identified. Thus it was assumed that any additional contributions would not have lead to any distinctively different categories.

Data from Literature

Pertinent behavioural descriptions from relevant literature were identified and recorded.²

The comprehensive survey of descriptions of behaviours of committed teachers from experience data from the field and literature were classified, grouping together similar descriptions, eliminating overlap and integrating homogeneous statements within the same range of specificity.

¹Appendix E.

²Appendix F.

The areas of behaviour that emerged from grouped descriptions of specific behaviours could be identified as indicating : Loyalty to the organization, Social sensitivity. Concern for teaching tasks, Ambition, Rationality, Involvement in the profession and Self understanding. Those items (170) which were strongly supported and had a high frequency of mention as seen by the frequency of occurrence in the field and literature data, were selected for inclusion in the MOPC scale 'Form A'. Of these nine items were found to be identical to those in Loftis' MOPC scale revised by Youngner, and therefore redundant and were eliminated, leaving 161 items.

Evaluation of item Content

Evaluation of item content was solicited from twelve teachers and senior research scholars who served as judges. The 161 items selected for inclusion in the MOPC scale Form A were divided into 2 groups of about 80 items each. The evaluators were randomly given one of the sets of items. Each item was to be evaluated on the basis of three questions :

- a. Is the meaning of the item clear ?
- b. Does this item contain only one concept or idea ?
- c. If responding anonymously would you respond to the item honestly ?

The judges were also asked to restate or suggest modification in the items. In the case of negative or alternative statements formed, they were also requested to indicate the most appropriate statement.

One hundred and twenty-three items out of 161, which received five or more favourable responses to each of the three questions were retained.

Further scrutiny of the 123 items retained was done by two additional judges who were members of faculties in Universities for examining relevance, overlap and duplication, for integrating statements of similar ideas together. This step helped to reduce the total number of items to 76, which were combined with the 33 items of Loftis' MOPC Form E scale totalling to 109 items, and formed the combined measure of professional commitment used for pretesting.¹

This combined MOPC Form A consisted of a rating scale of successive categories ranging on the degree of truthfulness of the description, indicated by frequency of occurrence of the stated behaviour or quality. Hence the possible alternatives provided for response to the rating scale questionnaire were : "Always true of me", "Usually true of me", "Sometimes true of me", "Rarely true of me", and "Never true of me".

Those instances wherein the items were thought to describe commitment behaviour in a negative form, were assigned scores in a reversed order. The additional items formed for the MOPC Form A included nine such items. The range of possible scores on the pretest MOPC Form A was 109-545.

¹Appendix G.

Establishing Construct Validity
of the additional items for
MOPC Form A

Item - total score correlation : Construct validity of the items was established through the concurrent validity of the measure with Loftis' MOPC items. The coefficients of correlation computed between each of the additional items on the scale (76 items) and total score on Loftis' MOPC items refined by Youngner (33 items) ranged from .15 to .70. Out of 76 items, 38 items with an r of .40 and above, with the total score on Loftis' items were retained.

Item analysis : Selection of the additional items was by item analysis. The construct validity of the additional items was further established by discriminant validation. An item analysis for the items developed by the investigator was computed on the data from the pretest results in order to eliminate nondiscriminating items, that is those which did not separate the high scorers or the most committed from the low scorers, or the least committed.

Thus, of the total of thirty eight items, 12 were further eliminated, retaining 26 items which were found to be discriminating. These items along with Loftis' items (33 items) formed the modified instrument to measure professional commitment hereafter referred to as MOPC Form A (59 items). Appendix G gives a summary of the original 76 items of the MOPC, indicating whether the item was retained or deleted, and if deleted the basis for the same.

Content Validity of the
additional items ~~for~~
MOPC Form A

Content validity was ensured by making as exhaustive a collection as possible of accurate descriptions of committed behaviours both from the field and literature. Considerable evidence of content validity could be found in the report of the initial steps of developing the additional items for modifying the MOPC. The sources of items, the procedures used in writing and editing the items, may each be considered as evidence of content validity.

Finally the combined MOPC Form A, comprised of 59 items of which 26 were those developed by the present investigator.

Reduction of Response set

An attempt was made to reduce any possible 'response-set' by the inclusion of 14 negatively scored items in the scale, of which only one survived the evaluation.

To prevent any 'response-set' on the MOPC Form A, it was also thought necessary to randomise the items. The statements in the respective areas of commitment were arranged in sequential order and numbered serially. One item from each area was randomly but systematically chosen till all were included.

Scrutiny of the MOPC Form A

In view of the proposition that commitment was of two kinds : Value and Continuance commitment, further scrutiny of the MOPC Form A was made to gather more information on the kind of commitment the measure identified predominantly. On superficial scanning the items appeared to be descriptions of Value Commitment. Besides, the initial development of the items of the MOPC developed by Loftis was based on descriptions of persons "dedicated" or "devoted" to the profession, which implied value for teaching per se. Hence, commitment operationalised in terms of "dedication" and "devotion" was seen or perceived to be Value Commitment to teaching, and the MOPC Form A appeared to be a measure predominantly of Value Commitment, in the light of the theoretical basis adopted for this study.

Further testing of the nature of items was therefore undertaken with the pretest data. The item-total correlation between each item on the MOPC Form A and total scores on the Continuance Commitment scale that was specially constructed, was seen. The total number of 59 items on the MOPC Form A fell into three categories: twenty nine items (43.3 percent) had a low positive correlation of .1, two items had a correlation of .3 and .4 respectively, twenty one items (35.6 percent) had a low negative correlation, and seven items (11.9 percent) were neutral.

Further, data analysis for a stratified random sample of 100 cases drawn from the defined population showed that there was a low positive correlation of .21 between the total scores on the MOPC Form A and that on the Continuance Commitment scale.

The presence of some correlation was in conformity with Stebbin's proposition that,

"Concealed in this idea (commitment) are two distinct albeit related, dimensions, which are with very few exceptions, unintentionally fused when one or the other is treated alone. These two dimensions although known by other names, may be called value commitment and forced or continuance commitment".¹

Hence it was accepted that commitment could be of two kinds: Value Commitment and Continuance Commitment and since the MOPC Form A had a low correlation with the measure of Continuance Commitment, it could be concluded that the MOPC Form A scale was more of a measure of Value Commitment, than a measure of both kinds of commitment.

A committed teacher as described by Fox "is more than a purveyor of facts, recognises and accepts the worth of each individual and fulfills his professional responsibility",² appears to reflect Value Commitment defined for the present study.

¹Stebbins, Op.cit., p.526.

²Fox, Op.cit., p.19.

Reliability of the MOPC Form A

The reliability of the MOPC Form E was .92. The reliability of the set of 26 additional items developed was calculated by randomly selecting items from each area of commitment presented on the MOPC (Form A) so that the set was composed of two equivalent halves of the scale. The reliability on the pretest data was found to be .91 by the split half method and was considered satisfactory.

Development of the Continuance Commitment Scale

Whilst constructing the Continuance Commitment scale, an attempt was made to arrive at an comprehensive list of extraneous interests or conditions that were linked with the teaching profession. It was expected that such interests had a possibility for forming side-bets for teachers, which would prevent them from leaving teaching.

For descriptions of these interests, responses to a questionnaire were sought from 100 women college teachers, besides perusing relevant literature on education, and research literature.¹ The college teachers were asked to list at least five conditions to be found in the profession that were of interest and formed reasons, other than "interest in teaching", for which they would rather stay on in the teaching profession.²

¹Appendix F.

²Appendix H.

The data so obtained from the field and literature were analysed, grouping together similar ideas, integrating statements of conditions and eliminating overlap. Items showing a strong support in both sources of data were retained. Also descriptions of conditions identified as 'side-bets' through research literature were added. The conditions were then classified according to the value orientation they reflected: Self development, Security, Working with people, Convenience, Altruism, Egoistic Satisfactions, Social Recognition, Intellectual Growth, Educational Preparation, Nature of task and Interest in the Subject.

An inventory was thus developed with the above conditions available in the teaching profession, which formed a list of possible 'side-bets' that could prevent a teacher from leaving the teaching profession, thereby compelling a person to stay on in teaching. The inventory comprised of 100 items of conditions that could become side-bets reflecting Continuance Commitment to teaching.

To determine which conditions were side-bets, subjects were asked to rate conditions which would "definitely prevent" them from leaving teaching. Further, such a rating in response was expected to involve (a) an investment connected to that condition -- a valuable, at stake, (b) as well as awareness of that valuable and (c) of the linking of the valuable to the present line of action - teaching. The response therefore was expected to signify a side-bet commitment.

Evaluation of Item Content

The Continuance Commitment measure was subjected to evaluation by five judges selected from experienced researchers in the fields of psychology, sociology, human development and linguistics. They were sought for judging -

1. Whether the meaning of the statement was clear.
2. Whether each of the statements clearly reflected a value.
3. Whether the appropriate classification was made of each item under the respective value orientation, and
4. Whether the response system of the scale was appropriate.

Items which received three or more favourable responses to each of the questions were retained. Seventy items survived the evaluation.¹ Minor changes were made in the construction of some statements, response system of the scale, and some of the items were reclassified and regrouped. Nine items that were similar and were seen by the judges as duplications were retained as pairs of alternate statements.

Thus the pretest form of the Continuance Commitment scale comprised of 70 descriptions of conditions to be responded on a 3 point scale of certainty. The degree of certainty

¹Appendix I.

measured the strength of extraneous interest. The categories were "will definitely prevent", "Most likely to prevent", somewhat likely to prevent", and "definitely will not prevent" them from leaving teaching. Conditions presented were assumed to be available to the teachers only if they continued to be in the teaching profession.

Construct Validity of the Continuance Commitment Scale

Stebbins¹ method used for eliciting response on the continuance commitment instrument, validated the data of descriptions of side-bets of the respondents. Such a response in relation to a condition was expected to indicate (a) a valuable at stake, (b) awareness of the valuable and (c) linking of the valuable to the present line of action -- teaching.² Together with the rating on the scale of certainty of the conditions preventing teachers from leaving teaching, the response was expected to fulfil the three conditions that characterised a side-bet commitment, and thus was accepted as giving construct validity to the instrument.

Content Validity of the Continuance Commitment Scale

Initially content validity was incorporated in the instrument by the procedure followed to form the list of possible side-bets in the Continuance Commitment scale. Items drawn

¹Supra, p.14.

²Becker, op.cit., p.36.

from relevant literature and research together with the sources of the field data explored, were expected to ensure content validity.

Further, of the 70 items on the scale, those which did not serve as side-bets for the majority were identified by estimating the critical ratio for significance of differences between proportions ¹ under the category "will definitely prevent" and under other categories on the Continuance Commitment rating scale. The critical ratio was 2.03 at .05 level of significance. The items with significant difference at .05 level were retained as side-bet items. Thus 37 items were retained, of which all except 3 were significant also at .01 level.²

In order to prevent any 'response set' the items on the Continuance Commitment measure were randomised. The items classified in the respective areas of commitment were arranged in sequential order and numbered serially. One item from each respective area of continuance commitment, was randomly but systematically chosen till all were included.

Reliability of the Continuance Commitment Scale

Correlation coefficients of the pairs of alternate items in the Continuance Commitment scale were computed and

¹H.E.Garrett, Statistics in Psychology and Education, (Bombay: Vakils, 1966), p.238.

²Appendix I.

those with an r of .5 and above were retained as reliability checks in the scale (four pairs). The reliability for the alternate pairs of items for the pretest data was estimated to be .87.

Social Desirability Scale (SD)

Since the final questionnaire to be administered was a report on oneself it was deemed essential to explore the possibility of irrelevant or contaminating influences of social desirability which by definition¹ is thought to be an influential factor in self description. The procedure outlined by Smith² was followed for forming a Social Desirability (SD) Scale and for correction of social desirability set in the research data. Thus 15 items from Marlowe's³ Social Desirability Scale endorsed by over 60 percent of the respondents were selected and formed the SD scale for the study. This was incorporated in the personal data form, under the heading "All about Yourself".⁴

¹A.L. Edwards, The Social Desirability Variable in Personality Assessment and Research, (New York : Dryden Press, 1957), p.7.

²D.H. Smith, Correcting for Social Desirability Response sets in Opinion - Attitude survey Research. Public Opinion Quarterly, Vol. 31, No.1 (Spring, 1967), p.89.

³Marlowe and Crowne, "Social Desirability Scale" in P. Robinson, and P.R. Shaver, Measures of Social Psychological Attitudes (Institute for Social Research: Michigan, 1973), pp.727-732

⁴Appendix, K.

The responses in the columns "True" and "False" of the SD scale which tallied with that of the predetermined key was given a score of 1. Those responses which did not tally were scored zero. Thus a total social desirability score was obtained for each respondent.

The correlational analysis between the SD set scores and each of the items on the two commitment scales, sought to determine whether the items included in the MOPC - Form A and Continuance Commitment scale might be contaminated by the social desirability factor.

The correlation in general was low except in 3 statements on the MOPC Form A.(item numbers 4, 13 and 32). For these items, correction for SD set was made for individuals whose SD scores were in the top quartile of the SD scale and were identified as needing correction.

For each selected item that was susceptible to the SD effect, appropriate correction for those with high SD set was accomplished by shifting the score of each selected individual one point away from the more desirable end of the response scale.¹

The SD scale did not have significant correlation with the Continuance Commitment scale items, indicating that no corrections were necessary here.

¹Smith, op.cit., p.90.

Organizational Climate Description
Questionnaire (OCDQ)

Halpin's¹ Organizational Climate Description Questionnaire was used to identify the climates of the home science colleges and university departments of home science under study.

The instrument was scrutinised by ten administrators in colleges in India with more than 10 years of experience in the field to judge the applicability of the items contained in the questionnaire, in the Indian context.² Since items receiving unfavourable responses formed a negligible percent, no modifications were made. However meaning of certain words and phrases was simplified to enhance clarity. The additions appear in parentheses in the questionnaire.³

The Organizational Climate Description Questionnaire (OCDQ) identified six organizational climates that could be arranged along a continuum defined at one end by an 'Open' climate and at the other by a 'Closed' climate. Eight dimensions of behaviour within the domain tapped by the questionnaire were identified.

The six organizational climates⁴ were described by the terms : "Open", "Autonomous" "Controlled" "Familiar" "Paternal" and "Closed". The description was based on the 'Behaviour' tapped by the items of the subtests which constituted the six prototypic profiles.

¹Halpin, Theory and Research in Administration, (Fourth ed., London: Macmillan Company, 1971), pp.174-181.

²Appendix J.

³Appendix K. Section III.

⁴Halpin, op.cit.

The OCDQ comprised of 64 statements that described eight dimensions of organizational climate. The statements reflected typical behaviours and conditions that characterise an educational organization. The frequency with which they would occur approximately were categorised as "Very frequently occurs", "Often occurs", "Sometimes occurs", and "Rarely occurs". They were assigned scores of 4, 3, 2 and 1 respectively.

Following a given procedure for identification of climates recommended by Halpin¹ the institution mean sub-test scores were computed for each of the eight subtests and an institutional profile was obtained.

These raw scores were converted into standard scores for each institution twice: first normatively and second ipsatively. Thus each subtest was standardised according to the mean and standard deviation of the total sample for that subtest. For both standardization procedures, a standard score system based on a mean of 50 and a standard deviation of 10 was applied. Classification of the home science colleges and departments with respect to climate was done by the "profile similarity method"² derived by Halpin, using factor analytic techniques.

¹Ibid., p.167.

²Halpin, op.cit., pp.186-192.

Personal Data Form

The personal data form was designed to elicit information regarding personal and professional characteristics, of the respondents.

The data form included information about the respondent's age, marital status, husband's occupation, educational qualifications, professional status, Nature of present appointment, length of experience in the teaching profession, anticipated length of stay in the teaching profession, order of choice of teaching as a career, previous posts held, membership in professional organizations and publications authored or co-authored in the field.

Pretesting of the Instruments

Pretesting of the instruments was done separately for clarity of directions, format of the statements, ease in responding to the items, as well as observing the time taken for responding to the instruments. The pretest also offered an opportunity to try out Halpins Organisational Climate Description Questionnaire and the Social Desirability Scale.

Pretesting of the instruments was done with 35 women college teachers teaching in the different departments of the university the investigator was employed in.

The results of the pretest were closely inspected. Minor changes relating to sentence construction and clarifications of ambiguous terms were necessary in all the sections of the questionnaire. Thus, on the basis of the pretest response the instruments were refined, as reported in the earlier pages of this chapter, and the final questionnaire was prepared.

Administering the Instruments

The instruments were compiled into a questionnaire which comprised of four sections containing a personal data form and three rating scales.¹

Section I comprised of the Continuance Commitment scale of 37 items developed for the study, in which each respondent rated herself on a three point scale of certainty as to whether a condition, available only in the teaching profession, prevented her from leaving teaching.

Section II comprised of the MOPC Form A, a self report of 59 items indicating committed behaviours. Each respondent rated how true the behaviours were of themselves.

Section III comprised of the Organizational Climate Description Questionnaire (OCDQ) consisting of 64 items, characterising college conditions.

¹Appendix K.

The personal data form was designed to elicit information about personal professional characteristics of the respondents.

The final Rating Scale questionnaire compiled with all the instruments was also pretested on a random sample of thirty, Home Science college teachers. The time taken to respond to the questionnaire was not more than 35-45 minutes. No further changes were necessary in the questionnaire in any respect.

The questionnaire rating scale was then mailed to the population of 612 teachers scattered all over the whole country. Each of the teachers participating in the study received :

1. A letter of introduction and explanation of the nature of research;
2. A questionnaire rating scale with three sections and a personal data form; and
3. A stamped self-addressed envelop for return of the instrument and data form.

The study as revealed to the respondents was described as "Professional Preferences of Home Science College Teachers." The respondents were requested not to record their names on the questionnaire. For it was felt that the response to the items may be affected if the subjects had to identify themselves, and if they were made self-conscious as to the traits measured

by the instruments. Strict confidence was observed and the respondents were assured of the same.

A goal of 60 percent of completed responses was set as the minimum acceptable level of return. Two reminders¹ were sent after an interval of fifteen days to nonrespondents, that increased the returns to 66.6 percent (N=408). Out of this thirty six were eliminated because they were incomplete and the remaining 372 were the basis for analysis.

Scoring and Analysis of Data

Scoring of Data

Responses on the MOPC Form A were scored on a five point scale of successive categories: "Always", "Usually", "Sometimes", "Often" and "Never". These categories were assigned scores of 5,4,3,2 and 1 respectively, treating the data as interval data.

Responses on the Continuance Commitment scale were scored on a four point ordinal scale of successive categories: "will definitely prevent", "Most likely prevent", "Somewhat likely prevent" and "Will definitely not prevent" from leaving teaching. These four categories were assigned the scores of 3,2,1 and 0 respectively.

The total scores of a person on each scale represented the strength of Value or Continuance Commitment.

¹Appendix L.

Scoring on the Social Desirability scale and Halpin's OCDQ for identifying organizational climates of institutions, were carried out as per instructions given with the instrument, as reported earlier in this chapter.

Analysis of Data

The following analyses of data were done to gather information about the distribution of the population on the two measures of commitment and to test the hypotheses of the study.

1. Total scores and score percentages were calculated, and their frequency distributions were examined. The parameters of the sample distribution of their scores on the two kinds of commitment scales were compared.
2. Level of the two kinds of commitment of the respondents were determined by referring to the categories of the range of scores in the respective quarters of the scales.
3. Statistical tests of significance of differences between standard deviations of the distribution and quartiles were carried out.
4. Chi square tests of association between level of commitment in the two kinds of commitment and the selected personal and professional characteristics and organizational climate were computed.
5. Principal component analysis was carried out to explore further into the nature of the two kinds of commitment studied.