



Adjustment of Secondary School Teachers in Relation to Organizational Climate

KEYWORDS

Adjustment, Secondary School Teachers, Organizational Climate, Insignificant

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ABSTRACT

The present study aims at studying the levels of adjustment of secondary school teachers in relation to organizational climate. The secondary school teachers of Punjab constituted the universe of the present study. Teacher adjustment inventory by Ojha (1990) and Organizational climate inventory by Chattopadhyay and Aggarwal (1976) to collect the necessary data. Non-probability method of sampling was followed for selection of Ludhiana district, out of 20 districts of the state. Then, using the probability method of sampling, 10 secondary schools of Ludhiana district and further, the school teachers from these schools was selected on a random basis. In all, a sample of 200 secondary school teachers was drawn from the different schools of Ludhiana district of Panjab. From the results of the study, we can conclude that there is a negative and insignificant relationship between adjustment and organizational climate of secondary school teachers of Ludhiana District. There is no significance difference exist between the adjustment as well as organizational climate of secondary school teachers with respect to gender and areas.

Introduction

The teacher today faces new challenges in the education calling for greater effort from teachers. Problems of adjustment are common to all groups, but every vocation presents certain problems peculiar to itself. Perhaps the prime condition of satisfactory adjustment is that the teachers have confidence in their own competence and the environment in which the work. School organizational climate is the major determinant factor of the teacher effectiveness. The school organization not only has to pay utmost attention to the physical setting of the school, class and its structure but also the learning process, enabling the children to understand discipline, punctuality and the sense of service, etc. Teacher adjustment is also affected by the conduct of the school, which depends upon the availability of adequate facilities and suitable organizational climate. Teachers tend to function whole heartily and more effectively in schools with more open climate in which ideas and feelings are expressed more openly and vice versa schools organizational climate affects the role of participants in numerous ways such as their perceptions, motivation, morale, adjustment and learning. Mangal (1979) conducted a study on analysis of common factor in teacher adjustment and revealed that: Teacher adjustment consisted of five factor adjustment with academic and general environment of the institution, socio-psycho-physical adjustment and job satisfaction. The test re-test, reliability and split half reliability for each factor ranged between 0.97 and 0.99 and between 0.94 and 0.99 respectively; the criterion related validity against the bell's adjustment inventory and the rating of the teachers by the headmasters came out to be 0.967 and 0.986 respectively. Pandey (1981) in his study found a significant negative relationship between organizational climate and social adjustment of secondary school teachers. Teachers of government schools were better adjusted than teachers of private school in the areas of home, social and educational adjustment. Similar levels of adjustment were observed in emotional and health areas. Nadeem and Bhat (2014) found that there is no significant difference between the adjustment of male and female secondary school teachers. There is no significant

difference between the adjustment of Rural and Urban secondary school teachers. The findings of the study are likely to be of importance to educational thinkers, teachers, psychologists and other who are concerned with education. The present study is selected after the review of related literature. After reviewing the literature, it was found that the studies conducted by the different investigators can be concluded that only satisfied and well adjusted teacher can think the wellbeing to the pupils. A maladjusted teacher can influence negatively the student learning process, which affects their academic growth. Adjustment of an individual is determined by a large number of personal, professional and organizational factors. So there was an immediate need to conduct a study to assess the relationship between adjustment and organizational climate of teachers that are beneficial not only to the teachers, but also for the overall administration. This study was conducted with the following objectives.

Objectives of the Study

1. To study the adjustment and organizational climate of secondary school teachers.
2. To find out the relationship between adjustment and organizational climate of the secondary school teachers.
3. To find out and compare the adjustment among secondary school teachers.
4. To find out and compare the organizational climate among secondary school teachers.

Method

Sample

Sample for the present study is inclusive of 200 secondary school teachers of Ludhiana District. It consists of 100 male and 100 female teachers from urban and rural secondary school teachers of Ludhiana District. The sample was equally distributed between male and female teachers. The probability method of sampling was used to select 10 secondary schools of Ludhiana district and further, the school teachers from these schools were selected on a random basis.

Measure

In the present study, Teacher adjustment inventory by Ojha (1990) and Organizational climate inventory by Chatopadhyay and Aggarwal (1976) were employed by the investigator to collect the data.

Procedure

The study was designed to investigate the adjustment and organizational climate of secondary school teachers. Descriptive survey method of investigation was employed for the present study. Prior to the administration of adjustment inventory and organizational climate inventory for school teachers, the investigator sought the cooperation of the head of the secondary schools and teachers. First of all purpose of the test was clarified to the teachers and instruction given to them according to the manual and rapport established with them. The adjustment inventory was administered to the manual and after getting the response sheet, Organizational climate inventory for school teachers was also administered in the same way. Scoring was done with the help of scoring key.

Analysis and Interpretation of Results

**SECTION - I
COEFFICIENT OF CORRELATION AMONG VARIABLE**

**Table 4.1
Correlation Matrix of Adjustment and Organizational climate of secondary school teachers**

Variables	Adjustment	Organizational Climate
Adjustment	1	-.021
Organizational Climate	-.021	1

It is evident from table 4.1 that the coefficient of the correlation between adjustment and Organisational Climate of secondary school teachers of Ludhiana District is -.021 which is insignificant at both levels of significance. The results show that the adjustment and organizational climate are negatively related to each other. So from the above results we can conclude that there is a negative and insignificant relationship between adjustment and organizational climate of secondary school teachers. This indicates that the organizational climate of the school is not certainly helps the teachers to adjust themselves in the school. The study conducted by Pandey (1981) found a negative relationship between organizational climate and social adjustment of secondary school teachers is also supporting the results of the present study.

**SECTION - II
SIGNIFICANCE OF DIFFERENCE OF MEANS**

**Table 4.2
Significance of the Difference in Adjustment on the basis of gender and areas of secondary school teachers of Ludhiana District**

Variable	Gender	N	Mean	S.D.	Std. Error Difference	t-value
Adjustment	Male	100	22.71	5.88	0.83	1.005
	Female	100	21.88	5.79		
Adjustment	Rural	100	22.11	5.88	.827	.447
	Urban	100	22.48	6.10		

It is evident from the table 4.2 the mean scores of adjustment among male and female secondary school teach-

ers Ludhiana District as 22.71 and 21.88 respectively, and their standard deviation as 5.88 and 5.79 respectively. The t-value calculated as 1.005 which is insignificant at both levels of significance. Berwal (2013) found that the mean score on adjustment of male teachers (36.04) do not differ significantly from the mean score on adjustment of female teachers (34.08). It reveals that the adjustment has no relevance with the sex of the individual. Zahoor (2012) in his study also found that male and female teachers of government schools do not differ with each other on adjustment. These studies support the present study results that there is no significant difference exist between the adjustments of teachers with respect to gender. It is also evident from the table 4.2 the mean scores of adjustment among rural and urban secondary school teachers Ludhiana District as 21.11 and 22.48 respectively, and their standard deviation as 5.58 and 6.10 respectively. The t-value calculated as .447 which is insignificant at both levels of significance. Nadeem and Bhat (2014) found that there is no significant difference between the adjustment of Rural and Urban secondary school teachers. Kumar (2015) found that there is no significant difference between the adjustment of Rural and Urban as well as male and female secondary school teachers. These studies support the present study results that there is no significant difference exist between the adjustment of teachers with respect to areas and gender.

**Table 4.3
Significance of the difference between means of Organizational Climate on the basis of gender and areas of secondary school teachers of Ludhiana District**

Variable	Gender	N	Mean	S.D	Std. Error Difference	t-value
Organizational Climate	Male	100	223.67	19.64	2.65	0.479
	Female	100	224.97	17.83		
Organizational Climate	Rural	100	225.54	23.62	3.05	1.14
	Urban	100	222.07	19.32		

It is evident from the table 4.3 the mean scores of organizational climate among the male and female secondary school teachers of Ludhiana District as 223.67 and 224.94 respectively, and their standard deviation as 19.64 and 17.83 respectively. The t-value calculated as .479 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of organizational climate among male and female secondary school teachers of Ludhiana District. This result indicates that the female teachers are scored little high on organizational climate than the male teachers. It means that the school climate may have negative influence towards the teachers attitudes, maybe because of heavy workload, enough salary to manage the family with personal belongings, lack of social support, lack of family support, inferiority complex, negative thoughts about the workplace, lack of mutual understanding within the staff, mental tension. Milner and Khoza (2008) studied teachers stress and school climate across schools and found that there was no significant difference between male and female in organizational climate. Kumar (2013) studied organizational climate also found that there was no significant difference between male and female teachers, female teachers are little high on organizational climate than their counterparts and the result was insignificant. Maheshbabu, Changan and Balaji (2014) in his found that here is no significant difference in organizational climate between male and female teachers. These studies support the present study

results that there is no significant difference exist between the organizational climate of teachers with respect to areas and gender. It is also evident from the table 4.3 the mean scores of organizational climate among the rural and urban secondary school teachers of Ludhiana District as 225.54 and 222.07 respectively, and their standard deviation as 23.62 and 19.32 respectively. The t-value calculated as 1.14 which is insignificant at both levels of significance. This means that there is no significant difference exists between means of organizational climate among rural and urban secondary school teachers of Ludhiana District. Kumar (2013) studied organizational climate also found that there was no significant difference between rural and urban teachers, rural teachers are a little high on organizational climate than their counterparts and the result was insignificant. This study supports the present study results that there is no significant difference exist between the organizational climate of teachers with respect to areas and gender.

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