

A Study of Adjustment Among B.ed. Teachers in Relation to Organizational Climate.



Education

KEYWORDS : Adjustment, Organizational Climate, B.Ed. Teachers, aided/self-financed institutions.

Sahukar

Research scholar, R. B. S. College, Agra, U.P. (India)

ABSTRACT

The purpose of this research was to study the adjustment of teacher educators, organizational climate of the institutions and find the relationship between adjustment and organizational climate. Random sample method was used to collect data from 200 teacher educators working in aided and self-financed B.Ed. institutions. Tools were used: Mangal's teacher adjustment inventory (MTAI) by S. K. Mangal (2009) and organizational climate inventory (OCI) by Chattopadhyay & Agrawal (2003). Findings indicated that (i) the teachers who are working in aided B.Ed. institutions have better adjustment in comparison to the teachers who are working in self-financed B.Ed. institutions. (ii) aided B.Ed. institutions have better organizational climate rather than self-financed B.Ed. institutions. (iii) organizational climate positively affect the adjustment level of its teachers. (iv) male and female B.Ed. teachers, working in the same conditions are almost equally adjusted. Hence there is no gender difference exist in adjustment of B.Ed. teachers.

INTRODUCTION:-

Education is an instrument for the all round development, specifically economic, social, political, scientific, technological, industrial development of nation has been continuously recognized by our national leaders and educationists since independence. Education in any society does not depend so much on any one else as on the teacher. Importance and key position of the teacher in an educational system is recognized by everyone. Swami Vivekananda has said, "The true teacher is who can immediately come down to the level of student and transfer his soul to the student's soul and understand through his mind such as teacher can really teach and none else."

According to Tagore, "If the teacher does not himself possess learning, how can he impart it to others? He is like a lamp, lighting other lamps. But a lamp cannot put light in to other lamps if it does not itself burn and shed light. The teacher who merely repeats bookish knowledge mechanically, can never teach anything and can never inspire, without proper inspiration independent creative facilities can never develop."

Teacher is the backbone of the society. He is a nation builder. According to Kothari commission (1964-66) "The destiny of India is now being shaped in her classrooms. In a world based on science and technology, it is education that determines the levels of property, welfare and security of the people. Our success depends on quality and number of persons coming out of our schools and colleges, in the great enterprise of national reconstruction whose principle objective is to raise the standard of living of our people."

It need to be stated again that as the teacher is the most important factor for improvement in school education, so is teacher educator for teacher education institutions. Someone has said rightly 'as is the school, so is the nation and as is the teacher, so is the school'. The author feels that it will be appropriate to extent this saying further by adding: 'as is the teacher educator, as is the teacher education'.

STATEMENT OF THE PROBLEM

A study of adjustment among B.Ed. teachers in relation to organizational climate.

OBJECTIVES OF THE STUDY

The present study was conducted on the basis of following objectives:

- To study the adjustment of B.Ed. teachers working in aided and self-financed institutions.
- To study the organizational climate of B.Ed. institutions/colleges.
- To find the relationship between the organization climate

and adjustment of B.Ed. teachers.

- To compare the adjustment of B.Ed. teachers, teaching in different organizational climate.
- To compare the adjustment of B.Ed. teachers in relation to gender difference.

HYPOTHESIS

1. There is no significant difference exist between adjustment of teachers working in aided and self-financing B.Ed. college/ institutions.
2. There is no significant difference exist in the organizational climate.
3. There is no significant relationship exist between the adjustment of the B.Ed. teachers with organizational climate.
4. There is no significant difference in the adjustment of B.Ed. teachers teaching in different organizational climate.
5. There is no significant difference in the adjustment of B.Ed. teachers due to gender difference.

VARIABLE OF THE STUDY

Organizational climate of B.Ed. colleges/ institutions, gender of B.Ed. teachers are taken as an independent variable.

Adjustment of B.Ed. teachers are taken as a dependent variable.

METHOD OF THE STUDY

In the present study the descriptive survey method of research is selected because the problem concerned with the present times.

In the present investigation all the steps and characteristics that are essential for the descriptive survey method of research have been followed.

SAMPLE OF THE STUDY

Random sample method was used to select 11 aided and 11 self-financed B.Ed. colleges/ institutions. All the units are taken as a sample from selected institutions. **TOOLS TO BE USED.**

The following tools were used to collect date to conduct study.

- Teacher adjustment inventory by Mangal (2007).
- Organizational climate inventory by Soam Nath Chattopadhyay & K.G. Agarwal (2003).

FINDINGS OF THE STUDY :

The B.Ed. teachers working in aided and self-financing institutions are found significantly different in their adjustment as the mean difference of adjustment scores are found statistically significant at 0.01 level of significance. Thus the hypothesis-1 : "There is no significant difference between adjustment of teachers working in aided and self-financing B.Ed. institutions" is rejected. Therefore with 99% confidence it can be said

that the teachers who are working in the aided institutions have better adjustment in comparison to their counterpart who are working in self-financed institutions.

The organizational climate of aided and self-financing institutions found significantly different as the mean difference of organizational climate scores found statistically significant at 0.01 level of significance. Thus the hypothesis-2 : ***“There is no significant difference between organizational climate of aided and self-financing B.Ed. institutions”*** is rejected. Thus with 99% confidence it can be said that aided B.Ed. institutions have better organizational climate in comparison to the self-financed B.Ed. institutions.

A positive significant relationship was found between the adjustment of the B.Ed. teachers with organizational climate as the coefficient of correlation between organizational climate and adjustment of B.Ed. teachers is 0.192 that is significant beyond .01 level of significance. Thus the hypothesis- 3.3: ***“There is no significant relationship between the adjustment of the B.Ed. teachers with organizational climate”*** has been rejected at the 0.01 level of confidence at 198 df.

A significant difference exist between the adjustment of B.Ed. teachers due to teaching in good and poor organizational climate at 0.05 level of significance. From their adjustment mean scores for good and poor organizational climate group it is very clear that B.Ed. teachers working in good organizational climate has high mean value in comparison to mean scores of B.Ed. teachers who are working in poor organizational climate. Hence it is clearly revealed that in 95% cases B.Ed. teachers who are working under good organizational climate have better adjustment in comparison to B.Ed. teachers, who are working under poor organizational climate.

It is also revealed that the adjustment of B.Ed. teachers who are working under average and poor organizational climate is insignificantly different at 0.05 level of significance for 137 df. Difference between mean values is due to chance of error.

The teachers working under good organizational climate and average organizational climate are found significantly different in their adjustment as the mean difference of adjustment scores are found statistically significant at .05 level of significance. From above result it is clearly revealed that in 95% cases B.Ed. teachers who are working under good organizational climate have better adjustment in comparison to B.Ed. teachers, who are working under average organizational climate.

Thus the null Hypothesis 4: ***“There is no significant difference in the adjustment of B.Ed. teachers working in different organizational climate”*** has been rejected in two cases and accepted in one case at the 0.05 level of significance.

5. The male and female B.Ed. teachers working in aided, self-financed and total B.Ed. institutions are found insignificantly different in their adjustment as the mean difference of adjustment scores are found statistically insignifi-

cant at 0.05 level of significance. The difference between the mean values of male and female B.Ed. teachers of different groups are due to chance of error. Thus the null hypothesis: 5 ***“There is no significant difference in the adjustment of B.Ed. teachers due to gender difference”*** has been accepted at all level of significance. Hence, it can be interpreted that both male and female B.Ed. teachers are almost equally adjusted. In other words we can say that adjustment level of B.Ed. teachers was independent of their gender differences in the present study.

CONCLUSION :

Keeping in the view the findings presented in foregoing pages it can be concluded that B.Ed. teachers of self-financed institutions have poor adjustment in comparison to the teachers of aided institutions. High job demand and low job decision latitude, strenuous working conditions, powerlessness, impoverishment, role overload, ambiguity & role conflict, poor peer relations, attitude of boss, support system, low social status and nature of job are the major factors for above said results.

Aided B.Ed. Institutions have good organizational climate in comparison to self-financed B. Ed. Institutions. Organizational climate play the positive role to make batter adjustment of B.Ed. teachers.

On the basis of finding it is also clearly revealed that gender difference does not play any significant role in adjustment of aided and self-financed B.Ed. teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY :

- The important findings of the present investigation was that B.Ed. teachers of aided colleges/ institutions experienced better adjustment in comparison to the teachers who are working in self-financed B.Ed. institution. So, in this respect first of all principals, teacher educators, policy makers and administrators should try to create a healthy, co-oprative and democratic environment in self-financed B.Ed. college and should bring awareness to the adjustment.
- The organizational climate was positively affect the adjustment level of its teachers. So all teacher educators and administrators, policy makers should try to create a healthy and rich organizational climate of B.Ed. college/ institutions. Because If organizational climate of B.Ed. institutions is poor, adjustment of B.Ed. teachers will also poor.
- The result of study may provide the ways of solving the problems related to job stress, job satisfaction and teacher adjustment.
- The findings of the study will open the door for various type of co relational studies adhering to the organizational climate and its adjoining factors.
- The findings of the study may be helpful for policy makers in teacher's training at secondary level as well as other levels to implement appropriate improvement in organizational climate of teacher' training institutions.
- The findings of the study may be helpful to policy makers to decide better and new job parameters, norms and standards for teacher educators.

REFERENCE

1. Agarwal, S. (1988). A study of adjustment problems and their related factors of more effective and less effective teachers (with reference to primary level female teachers). Ph.D. Edu. Rohilkhand University, Bareilly. | 2. Arani, A.M. and Abbasi, P. (2004). Influence of gender and type of school on organizational climate in Iran and India. Indian educational abstracts, Vol. 4(1). | 3. Baruah, Saswoti (2004). Organizational climate of government and privately managed high school of Kamrup district: a comparative study. Ph.D. Edu. Gauhati University, Gauhati. Vth M.B. Buch Survey. | 4. Brandy Kinlaw Duff (2013). studies the differences in assessments of organizational school climate between teachers and administrators. Ph.D. Dissertation Liberty University, Journal of Career and Technical Education, Vol. 33(5). | 5. Carter, V. (1975) "Dictionary of Education" New York, Mc Graw Hill Company. | 6. Guilford, J.P. and B. Fruchter (1981). Fundamental Statistics in Psychology and Education. Auckland : McGraw Hill. | 7. Mangal, S.K. (2007). Mangal Teacher Adjustment Inventory (MTAI) Short Form, Agra : National Psychological Corporation. | 8. Mangal, S.K. (2008). Advanced Educational Psychology. Prentice-Hall of India private Ltd. New Delhi. | 9. Mohan, N. & Ashok, J. (2011). Organizational climate and attitude of teachers a Co-relational study. European Journal of Social Sciences, Vol. 22(4). | 10. Singh, Arun Kumar (2010). A study of academic record, adjustment and attitude as correlates of job satisfaction among the central school teachers of eastern U.P. Indian Educational Review Vol 47(2). |