A STUDY OF ADJUSTMENT OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE

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ABSTRACT

Arts in education are an instrumental piece of the learning process. By having arts and education in schools students are more well-rounded, it’s a good stress reliever, independent thinking, problem solving, communication skills, creative expression, relate better to the outside world, and gives them a hobby that makes them feel filled with self-worth. If children were provided with arts in education then test scores would be higher, while money is tight in the country right now we need to start thinking about investing in arts in education because the benefits out way the costs when we compare ourselves to other countries who have students who are much more intelligent than the students here. In order for us to remain competitive we have to start with the next generation of decision makers and make sure that they have the capacity and ability to make decisions to ensure our stature in the world. In recent years, school curricula in the United States have shifted heavily toward common core subjects, but what about the arts? Although some may regard art education as a luxury, simple creative activities are some of the building blocks of child development. Learning to create and appreciate visual aesthetics may be more important than ever to the development of the next generation of children as they grow up. In the paper discourse to study of art and art education, Classification of art, Impact of art on child Developmental and Arts Can Help Struggling Learners.

Keywords: Adjustment, Secondary School, Teachers, Organizational Climate

INTRODUCTION

In an educational set up the teacher has a pivotal role. In this context the words of Education Commission (1964-66) are worth quoting. “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective.” There may be other factors quite essential for the improvement of the quality of education but teacher is the most important. In fact, the quality of nation, directly or indirectly depends upon the quality of the teachers.

It is common experience that adjustment leads to success. As per individual adjustment if one is well adjusted, he will be able to work well and produce more. The same is true in the field of education too.
It is assumed that if the teacher is adjusted with his job conditions, he will be able to teach effectively and become a successful teacher.

It is true that there are some people who are dissatisfied and unadjusted not with their profession but with the environmental conditions in which they are working. There are number of factors which constitute the environment of an institution. Some of the factors are: place of work, facilities in the institution, behaviour of the principal, co-teachers and the students, administrative set-up, the intervention of the management, etc. In fact, the climate of an institution plays an important role in the adjustment of a teacher and the effectiveness of the process of education is rightly seen in the effectiveness of its teachers. It is, therefore, essential to build a good institutional climate if we wish to have a teacher with utter effectiveness. School climate can be construed as the organizational ‘personality’ of a school, and is the result of interaction between the group and the leader, and within the group itself.

According to Halpin and Crofts (1963) “personality is to the individual what climate is to the organization”. Thus, they defined climate as the personality of an organization. School climate as the personality of a school has been described in terms of the social interaction between the teachers and the principals and among members of the teaching staff. The climate of an institution means the interpersonal relationship within the group and between the groups and its leaders.

Taniugare (1987) has defined institutional climate or environment as a relatively enduring quality of the internal environment of an institution in the shape of facilities that are experienced by its members, and that influence their behaviour and achievement. It can be described in terms of the values or a particular set of characteristics of the institution.

Dressel (1976) uses school climate interchangeably with ‘school environment’. School climate is seen as all the physical, social and psychological factors, conditions, circumstances, and influences which interact to give the school a unique and peculiar visible or perceived image. Such factors include facilities, ground, and architecture, types of school traditions, previous achievement, value orientations, socio-economic standard of the school, standard or level of discipline, standard of performance, and sense of duty of members of the school community. Also included are organizational structure, characteristics of the principal, staff and students’ quality of material and activities available.

Taylor (1989) reported that climate was generally defined as the prevailing conditions affecting life and activities. For effective schools, a humane, healthy school climate affecting the life and activities of students and staff was a necessity. Because school climate influences the affective domain, it is difficult to isolate climate from the skills, knowledge and attitude that students gain through their academic studies.

Thus school climate is a combination of all the organizational factors and of all the personality characteristics of the members of the organization. Differences in climate can have serious effects on students’ intellectual and creative level attitude, personality make up, values, student achievement and accomplishment of school’s objectives.

Teachers are in the most strategic position to facilitate a balanced personality development and more adequate adjustment of the learner. The effectiveness of teachers in the personality development and adjustment of students essentially depends on teachers’ own personality. Teacher’s own adjustment not only contributes to better adjustment of pupils but is essential for his own efficiency and happiness. A maladjusted teacher not only destroys his own professional life but also ruins his or her student’s life. There are many factors which contribute for the maladjustment of teachers. Teachers who are competent and emotionally mature make the total school atmosphere full of learning experience for the students. On the other hand, incompetent and maladjusted teachers spoil the school atmosphere. Unsatisfied and frustrated teachers cannot make students happy and well adjusted in the school. Teacher should be mentally alert and stable to develop alertness and stability in students. Teacher’s behaviour will reflect the student’s behaviour. Every educational organization has a climate that
distinguishes it from other schools and influences behaviour and feelings of teachers and students for that school. A satisfactory adjustment is essential in the job of a teacher. The teacher must know how to be free from maladjustment like aggression, pressures and their personal problems.

THE RESEARCH PROBLEM

The purpose of this study was to examine the relationship of teachers’ adjustment with organizational climate of secondary schools. On going through the literature it was found that a great deal of research has been carried out in this field in India and abroad, but the present problem has not been deeply explored. So this study was attempted to concentrate on the untouche: dimensions of the related field. Taking an overview of the literature it was concluded that teachers’ adjustment has its bearing upon the organizational climate of schools. This state of affairs raised the problem which can be stated in the question, Does teacher adjustment have any relationship with organizational climate of government and private secondary schools? The present study was planned to find out the answer of this question.

OBJECTIVES OF THE STUDY

The study was conducted keeping in view the following objectives:

1. To examine the relationship of teachers’ adjustment with organizational climate of Government secondary schools.
2. To examine the relationship of teachers’ adjustment with organizational climate of private aided and unaided secondary schools.

HYPOTHESES OF THE STUDY

The present study was forwarded on the basis of the following hypotheses:

1. There would be significant relationship between adjustment of Government secondary school teachers and school organizational climate and its different dimensions.
2. There would be significant relationship between adjustment of private aided secondary school teachers and school organizational climate and its different dimensions.
3. There would be significant relationship between adjustment of private unaided secondary school teachers and school organizational climate and its different dimensions.

Delimitations of the Study

Keeping in view the compulsions of time and resources, the investigator delimited the present study as follows:

1. The area of the study was confined to Faizabad district only.
2. It was limited to only 30 secondary schools.
3. The sample of the teachers was confined to 300 teachers only.
4. Data were collected only by means of School Organizational Climate Description Questionnaire and Teacher Adjustment Inventory.

METHOD OF THE STUDY

The present study was conducted by using survey method. The researcher made a survey of secondary schools of Faizabad district of U.P. one by one and collected required information from the teachers with the help of the tools selected for the purpose.

Population

The population of the present study was teachers working in different types of secondary schools running in Faizabad district of U.P. There are different types of secondary schools in the district
managed and run by different organizations (Government & private) and in these schools different categories of teachers are working. The population of teachers of the secondary schools of the district was the basis for the selection of the sample for the study.

**Sample and Sampling Technique**

In the present study a sample of 30 secondary schools comprising government schools, aided schools and unaided schools affiliated to UP Board and C.B.S.E. of Hindi as well as English medium was selected by using purposive sampling technique and also a sample of 300 teachers from chosen schools was selected by using incidental sampling technique.

**Variables of the Study**

In the present study there were two main variables: (1) Teacher Adjustment, and (2) Organizational Climate. Teacher adjustment has been treated as dependent variable and organizational climate of secondary schools has been treated as independent variable, since the aim of the present study was to examine the relationship of teacher adjustment as the dependent variable with organizational climate of secondary schools as independent variable.

**Tools of Data Collection**

The data pertaining to the variables were collected by the researcher himself by using the following tools:

1. School Organizational Climate Description Questionnaire developed by Sharma (1973).

**Statistical Treatment to Data**

The data relating to teacher adjustment and school organizational climate obtained from the teachers of different types of secondary schools were analyzed by using product moment method of correlation with the aim to examine the relationship of teachers’ adjustment with different dimensions of school organizational climate and over all school organizational climate.

**Analysis and Interpretation**

The present study keeps in view the analysis of the scores obtained from the participating teachers on overall organizational climate and its eight dimensions and scores obtained on teacher adjustment for examining the relationship of teachers’ adjustment with different dimensions of school organizational climate and over all school organizational climate in government, private aided and unaided secondary schools. The values of correlation are presented in the following table:

<table>
<thead>
<tr>
<th>Organizational Climate</th>
<th>Teachers of different types of Schools</th>
<th>Govt. Schools N=55</th>
<th>Private Aided N=139</th>
<th>Private Unaided N=106</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengagement</td>
<td></td>
<td>-.015</td>
<td>-.450**</td>
<td>-.486**</td>
</tr>
<tr>
<td>Alienation</td>
<td></td>
<td>-.004</td>
<td>-.127</td>
<td>-.054</td>
</tr>
<tr>
<td>Esprit</td>
<td></td>
<td>-.076</td>
<td>.235**</td>
<td>.339**</td>
</tr>
<tr>
<td>Intimacy</td>
<td></td>
<td>-.081</td>
<td>.141</td>
<td>-.016</td>
</tr>
<tr>
<td>Psycho-Physical Hindrance</td>
<td></td>
<td>.044</td>
<td>.137</td>
<td>-.240*</td>
</tr>
<tr>
<td>Controls</td>
<td></td>
<td>.069</td>
<td>.171*</td>
<td>.134</td>
</tr>
<tr>
<td>Production Emphasis</td>
<td></td>
<td>-.028</td>
<td>.206*</td>
<td>.314**</td>
</tr>
<tr>
<td>Humanized Thrust</td>
<td></td>
<td>-.046</td>
<td>.154</td>
<td>.187</td>
</tr>
<tr>
<td>Over all OC</td>
<td></td>
<td>-.044</td>
<td>.030</td>
<td>.061</td>
</tr>
</tbody>
</table>

*significant at .05 level ** significant at .01 level
In the above table the relationship of adjustment of teachers working in Government, private aided and private unaided secondary schools with different dimensions of school organizational climate and overall organizational climate is presented. On the observation of the values of r in respect of different dimensions of school organizational climate and overall organizational climate with regard to the teachers of Government secondary schools it is seen that there is insignificant positive correlation between teacher adjustment and Disengagement, Psycho-Physical Hindrance, and Controls dimensions, while there is insignificant negative correlation between teacher adjustment and Alienation, Esprit, Intimacy, Production Emphasis, Humanized Thrust, and overall organizational climate, because the r values are not significant at .05 level in all these cases.

Thus from the observation of the values of r with regard to the relationship between adjustment and eight dimensions of organizational climate as well as overall organizational climate in respect of teachers of Government schools it becomes clear that adjustment is not related to organizational climate and its different dimensions.

The table also shows that there is positive significant correlation between adjustment and Esprit, Controls, and Production Emphasis dimensions while negative significant correlation between adjustment and Disengagement dimension of school organizational climate in respect of private aided secondary school teachers, because the obtained r values are significant in the case of Esprit and Disengagement dimensions at .01 level and in the case of Controls and Production Emphasis dimensions, the obtained r values are significant at .05 level. But there is insignificant positive correlation between adjustment and Intimacy, Psycho-Physical Hindrance, Humanized Thrust dimensions of school organizational climate as well as overall organizational climate, while insignificant negative correlation between adjustment and Alienation dimension of organizational climate, because the r values are not significant at .05 level in these cases.

Thus from the observation of the values of r as shown in the table it becomes clear that adjustment in the case of private aided school teachers is positively and significantly related to Esprit, Controls, and Production Emphasis dimensions while negatively and significantly related to Disengagement dimension of organizational climate. But teacher adjustment is not significantly related to Alienation, Intimacy, Psycho-Physical Hindrance, Humanized Thrust dimensions as well as overall organizational climate.

The table also shows that there is positive significant correlation between adjustment of teachers of private unaided secondary schools and Esprit, and Production Emphasis dimensions, while significant negative correlation between adjustment and Disengagement, and Psycho-Physical Hindrance dimensions of organizational climate, because the obtained r values are significant at .01 level in the case of Esprit, Production Emphasis, and Disengagement dimensions and it is significant at .05 level in the case of Psycho-Physical Hindrance. But there is insignificant positive correlation between adjustment and Controls, and Humanized Thrust as well as overall school organizational climate, while there is insignificant negative correlation between adjustment and Alienation, and Intimacy dimensions of organizational climate.

Thus from the observation of r values as shown in the table it becomes clear that adjustment of private unaided school teachers is positively and significantly related to Esprit, and Production Emphasis dimensions, while it is negatively and significantly related to Disengagement, and Psycho-Physical dimensions of school organizational climate. But teacher adjustment is not significantly related to Alienation, Intimacy, Controls, and Humanized Thrust as well as overall organizational climate.

RESULTS OF THE STUDY

The study revealed the following results:

1. There was no significant relationship between teacher adjustment and over all school organizational climate and its different dimensions in Government secondary schools.
2. Adjustment in the case of private aided school teachers was positively and significantly related to Esprit, Controls, and Production Emphasis dimensions, while negatively and significantly related to Disengagement dimension of organizational climate.

3. Teacher adjustment in private unaided schools was positively and significantly related to Esprit, and Production Emphasis dimensions, while it was negatively and significantly related to Disengagement, and Psycho-Physical Hindrance dimensions of school organizational climate.

CONCLUSION

Keeping in view the results of the study it was concluded that adjustment of secondary school teachers was not significantly related to overall organizational climate of government, aided and unaided private secondary schools.

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