

Organizational Health of Secondary School Teachers in Relation to Their Adjustment

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Abstract

A well-adjusted teacher is very important for the institution and also for the students. It is the responsibility of the policy makers and authorities to provide a good organizational health and conducive environment for the teachers. Organizational health and adjustment are close and interdependent phenomenon. Where there is a good organizational health teachers adjust themselves easily and perform their responsibilities effectively. With the sample of 200 secondary school teachers, an attempt was made to explore the relationship between organizational health and adjustment. Findings revealed that there is a significant relationship between organizational health and adjustment of teachers. Findings also showed that some dimensions are significantly related to each other. Further, this investigation found a significant difference between high and low adjusted secondary school teachers in the organizational health's scores.

Keywords: organizational health, adjustment, secondary school teachers.

البيئة الصحية التنظيمية وعلاقتها بتكيف المعلمين في المرحلة الثانوية

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المخلص

يعتبر المعلم المتكيف من الأمور الهامة للمؤسسة التعليمية ولطلابها، وهي مسؤولية تقع على صانع القرار والسلطات التعليمية بهدف تهيئة البيئة الصحية التنظيمية الجيدة للمعلمين وذلك للقيام بمسؤوليتهم التدريسية. وهناك علاقة ارتباطية بين البيئة الصحية التنظيمية والتكيف، حيث يؤدي المعلمون مسؤولياتهم التدريسية بفعالية عندما تكون البيئة الصحية التنظيمية جيدة. حاولت هذه الدراسة الكشف عن العلاقة بين البيئة الصحية التنظيمية والتكيف وذلك من خلال تطبيق أداة الدراسة على عينة مكونة من (٢٠٠) معلم من معلمي المرحلة الثانوية، أظهرت النتائج وجود علاقة معنوية بين البيئة الصحية التنظيمية وتكيف المعلمين، كما بينت النتائج أن بعض أبعاد مقياس البيئة الصحية التنظيمية مترابطة معنويًا مع بعضها البعض، وكشفت نتائج الدراسة عن وجود فروق ذات دلالة معنوية بين درجات المعلمين ذوي التكيف العالي والمنخفض على مقياس البيئة الصحية التنظيمية.

الكلمات المفتاحية: الصحة التنظيمية، التكيف، معلمو المرحلة الثانوية.

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Introduction

The concept of "organizational health", which has been frequently used, has become a renowned approach both by theoreticians and practitioners. The concept of organizational health was used by Miles in 1969 in the organizational health analysis of schools. Miles suggested a model for the organizational health of schools and defined healthy organizations in the following terms: "A healthy organization is the one which is not static in its existing setting, but is ever developing itself and its skills to handle and carry on". Miles (1969) defined a healthy system as being a framework of an open social system with fairly durable system properties. The study of the health of an organization focuses on the factors that facilitate and impede the development of positive interpersonal relationships within the organization itself (Hoy & Forsyth, 1986; Miles, 1969). According to Hoy (1991), "The level at which a school carries out its mission by creating an environment where administrators and teachers work together as a team to meet the needs of the students while coping successfully with negative outside forces." The term "organizational health", which was first used to express the continuous aspect of organizational health, was defined by Parsons, Bales and Sils (1953), Hoy and Tarter (1997) and Hoy and Miskel (1991), as the ability to adapt the organization to its environment, create harmony among its members and achieve its goals (Korkmaz, 2004). Hence, it is clear that organizational health is that circumstances in which conducive and liberal environment provides to the teachers and other workers. Many researchers have quoted organizational health such as Hoy and Sabo (1998) who defined the study of organizational health/

school climate as producing a snapshot of behavior (organizational and individual) for the managing and changing of behaviors. A healthy school is described as one in which harmonious relationships exist between individuals at all levels. Not only do healthy schools appear to be high-achieving (Hoy, Tarter & Bliss, 1990) but, school health is identified as an important variable related to school effectiveness (Hoy & Feldman, 1987).

The term adjustment has been defined in so many ways. According to Drever (1952), "Adjustment means the modification to compensate for meet special conditions." Webster's dictionary defines adjustment as "the process of findings and adopting modes of behavior suitable to the environment or to the changes in the environment." A well-adjusted person uses his knowledge and skills to act rationally in his environment. Adjustment is the individual's ability to establish harmony in their own needs with those of the environment. A happy, satisfied and healthy individual is not only an asset for themselves for the whole community. The teachers, who do not live only for themselves but also for their students in their charge, have much more respect and satisfaction from the community. It is the duty of school administrators to provide a conducive and harmonious environment for the better adjustment of teachers. Keeping this fact in the mind, an attempt has been made by the researchers to investigate the relationship between organizational health and adjustment of secondary school teachers.

Literature reviewed

Mohammad and Kharuddin (2012) in their study found that there is a relationship between organizational health and efficacy as well as between structural unity and high schools' efficacy which was significant at the significance level of 99%. Mohammad and Kharuddin (2012) in their investigation revealed that there is a highly significant and positive correlation between leadership style and the perceived organizational health of schools. Partly, a healthy organization denotes good interaction among its members. A healthy interaction and social exchange between two or more people in an organization is considered helpful and rewarding by each individual. Findings of Masoumeh, Maryam, Khosrow, and

Mohammad (2011) show that there is a positive and significant relationship between organizational health and the performance of the principals. The results of the study also indicate that there is a relationship between organizational health with the principal performance in areas of education and teaching programs, students and staff affairs. Necati (2006) in his investigation revealed a relationship between the sub-dimensions of the organizational health and other variables. A relationship from the middle level to the upper was observed. The strongest relationship was observed between the sub-dimensions of initiating structure (IS) and consideration (C). There was a significant relationship between gender and Institutional Integrity (II), marital status and morale, age and Initiating Structure (IS) and Academic Emphasis (AB), branch and Resource Support (RS) and Academic Emphasis (AE). Tsui and Cheng (1999) found that the relationship between school organizational health and teacher commitment is contingent upon teacher characteristics. Akbaba (1999) found that there was no significant difference between the administrators and teachers in the area of organizational identity. It suggested that administrators can look at the organizational health profile of their schools to obtain clues on problems and matters requiring change. It was recommended that schools with low health scores develop improvement plans. Necati (2011) stated that there is a positive relationship between transformational leadership acts of principals and organizational health. Singh (1999) explored in his study that there is no significant difference between the organizational health of male and female teachers of senior secondary schools of Jodhpur division and that there is a low correlation among different aspects of organizational health and teachers' attitude towards the teaching profession. Khan and Sabiha (2003) found in their study that no significantly remarkable difference is seen in the organizational health except that government schools are not able to use their human resources well and to the maximum, where some are over work-loaded while others are underutilized. Non-government schools use their resources properly and intelligently, distributing the workload equally, are able to lead their staff members dynamically towards well-defined organizational goals, and deal intelligently with the maintenance needs of the organization and its

inhabitants. Goyat (2012) in her study found that there is no significance difference between adjustment of male and female primary school teachers. There is no significance difference between adjustment of rural and urban primary school teachers. Malhotra and Suman (2012) in their investigation revealed a positive significant relationship of adjustment with age and experience of secondary school teachers. Mohammad (2004) found that in the total population selected, one half of the teachers were definitely maladjusted, of which at least 1:8 needed psychiatric advice. Saini and Rita (2012) in their study explored that no significant difference between male and female teachers exist in relation to their home and social adjustment, ethical adjustment and total adjustment. However, there is a significant difference between male and female teachers in relation to their health adjustment, economic adjustment, and institutional adjustment. Hence and keeping the fact that there may be a relationship between organizational health and adjustment of secondary school teachers in mind, this attempt had been made.

Problem statement

The study aims to investigate the organizational health of secondary school teachers in relation to their adjustment.

Objectives of the study

- To find out the organizational health of secondary school teachers.
- To find out the adjustment tendency of secondary school teachers.
- To find out the relationship between organizational health and adjustment of secondary school teachers.
- To find out the difference between low and high adjusted teachers on organizational health.

Formulated hypotheses

- A significant relationship may exist between organizational health and adjustment of secondary school teachers.
 - A significant relationship may exist between different dimensions of organizational health and adjustment of secondary school teachers.
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- A significant relationship may exist between different dimensions of organizational health and home adjustment of secondary school teachers.
- A significant relationship may exist between different dimensions of organizational health and health adjustment of secondary school teachers.
- A significant relationship may exist between different dimensions of organizational health and emotional adjustment of secondary school adjustment.
- There may be no significant difference between high and low adjusted secondary school teachers on organizational health.
- There may be no significant difference between high and low adjusted secondary school teachers on different dimensions of organizational health.

Clarification of terms used:

• Organizational health

Organizational health is a situation in which conducive and healthy environment provides to its member to inculcate their abilities.

• Adjustment

Adjustment is the ability to tend our personality according to the environment. Adjustment means the process of finding and adopting modes of behavior suitable to the environment or to the changes in the environment.

• Secondary school teachers

It refers to the teachers teaching in different government and private school from Rampur and Moradabad districts.

Delimitations of the study

- This investigation is limited to secondary schools in Meerut and Modinagar City (Urban).
 - Only 200 teachers were selected for the present research study.
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- Only two variables were included in the present study: organizational health and adjustment.

Research method

In this study, normative surveying method was used.

Population and sample

The present investigation is restricted to secondary school teachers working in Meerut and Modinagar City (Urban) only. All teachers working in secondary schools in both cities are considered the population of the study. A stratified random sample was drawn and consisted of 200 secondary school teachers.

Instruments used

1. The Organizational Health Questionnaire (OHQ) developed by Mathew Miles and adapted for Indian conditions by Darji and Dongre (1998) was used in this investigation. This questionnaire consists of 10 dimensions: Goal focus, Communication adequacy, Optimal power equalization, Resources utilization, Cohesiveness, Morale, Innovativeness, Autonomy, Adaptation and Problem-solving adequacy.
2. For the measurement of adjustment of secondary school teachers, Bell Adjustment Inventory (1962) was used. This inventory has six sub areas: Home adjustment, Health adjustment, Submissiveness, Emotionally, Hostility, and Masculinity-femininity.

Analysis of data

Table (1)
Coefficient of correlation between organizational health and adjustment of secondary school teachers in general

Variable	N	df	r	Level of significance
Organizational Health And Adjustment	200	198	0.65	0.01*

*Significant

Table 1 shows that the degree of freedom (df) is for the total sample is 198 and r value is 0.65 and this is significant at the 0.01 level of significance. It means that there is a significant relationship between organizational health and the adjustment of secondary school teachers. Hence, the Hypothesis that states that “A significant relationship may exist between organizational health and adjustment of secondary school teachers” is accepted.

Table (2)
Coefficient of correlation among different dimensions of organizational health and adjustment of secondary school teachers

Dimensions of organizational health	r with adjustment	Level of significance
Goal focus	0.60*	0.01
Communication adequacy	0.58*	0.01
Optimal power equalization	0.06	Not significant
Resource utilization	0.64*	0.01
Cohesiveness	0.07	Not significant
Morale	0.59*	0.01
Innovativeness	0.06	Not significant
Autonomy	0.59*	0.01
Adaptation	0.02	Not significant
Problem solving adequacy	0.59*	0.01

Table 2 clearly shows that some dimensions of organizational health (i.e. goal focus, communication adequacy, resource utilization, morale, autonomy and problem-solving adequacy) are significantly correlated with adjustment of secondary school but some dimensions like optimal power equalization, cohesiveness, innovations and adaptation are not significantly correlated with the adjustment of secondary school teachers. Hence and with reference to dimensions like goal focus, communication adequacy, resource utilization, morale, autonomy and problem solving adequacy, the Hypothesis that states that “A significant relationship may exist between

different dimensions of organizational health and adjustment of secondary school teachers” is accepted while it is rejected on dimension like optimal power equalization, cohesiveness, innovations and adaptation.

Table (3)
Coefficient of correlation between different dimensions of organizational health and adjustment’s dimension Home adjustment of secondary school teachers

Dimensions of organizational health	r with adjustment	Level of significance
Goal focus	0.29*	0.01
Communication adequacy	0.23*	0.01
Optimal power equalization	0.21*	0.01
Resource utilization	0.05	Not significant
Cohesiveness	0.09	Not significant
Morale	0.32*	0.01
Innovativeness	0.21*	0.01
Autonomy	0.24*	0.01
Adaptation	0.20*	0.01
Problem solving adequacy	0.04	Not significant

Table 3 shows the relationship between different dimensions of organizational health and home adjustment of secondary school teachers. Home adjustment dimension is significantly correlated with goal focus, communication adequacy, optimal power equalization, morale, innovativeness, autonomy and adaptation. On the other hand, resource utilization, cohesiveness and problem-solving is not significantly correlated with home adjustment of secondary school teachers. So on some dimensions hypothesis that “A significant relationship may exist between different dimensions of organizational health and home adjustment of secondary school teachers” is accepted but on dimensions it is rejected.

Table (4)

Coefficient of correlation between different dimensions of organizational health and adjustment's dimension Health adjustment of secondary school teachers

Dimensions of organizational health	r with adjustment	Level of significance
Goal focus	0.23*	0.01
Communication adequacy	0.05*	0.01
Optimal power equalization	0.22*	0.01
Resource utilization	0.18*	0.01
Cohesiveness	0.05	Not significant
Morale	0.06	Not significant
Innovativeness	0.26*	0.01
Autonomy	0.20*	0.01
Adaptation	0.28*	0.01
Problem solving adequacy	0.32*	0.01

Table 4 shows the relationship between different dimensions of organizational health and health adjustment of secondary school teachers. Dimensions like goal focus, communication adequacy, optimal power equalization, resource utilization, innovations, autonomy, adaptation and problem-solving adequacy are significantly correlated with health adjustment. It can be inferred that health is very important for teachers. Teachers who have better health adjustment can effectively do their work and perform their duties. They can use resources and communication for the betterment of themselves and their school. However, the table also shows that dimensions like cohesiveness and morale did not correlate significantly with health adjustment. It can be said that health does not have any role in developing morale and cohesiveness. It is clear that on the dimensions of goal focus, communication adequacy, optimal power equalization, resource utilization, innovations, autonomy, adaptation and problem-solving adequacy, the formulated hypothesis that "A significant relationship may exist between different dimensions of organizational health and health adjustment of secondary school teachers" is accepted while it is rejected on the dimensions of cohesiveness and morale.

Table (5)
Coefficient of correlation among different dimensions of organizational health and adjustment's dimension Emotional adjustment of secondary school teachers

Dimensions of organizational health	r with adjustment	Level of significance
Goal focus	0.25*	0.01
Communication adequacy	0.05	Not significant
Optimal power equalization	0.23*	0.01
Resource utilization	0.23*	0.01
Cohesiveness	0.18*	0.01
Morale	0.03	Not significant
Innovativeness	0.28*	0.01
Autonomy	0.19*	0.01
Adaptation	0.05	Not significant
Problem solving adequacy	0.36*	0.01

Table 5 reveals the relationship between different dimensions of organizational health and the emotional adjustment of secondary school teachers. Emotional adjustment is significantly correlated with goal focus, optimal power equalization, resource utilization, cohesiveness, innovations, autonomy and problem-solving adequacy. It can be said that an emotionally adjusted teacher can handle any critical condition. Being emotionally healthy is very good for organizational health so that teacher can do their best. However, emotional adjustment is not related to communication adequacy, morale and adaptation. Thus, it is clear that the formulated hypothesis that “A significant relationship may exist between different dimensions of organizational health and emotional adjustment of secondary school adjustment” is accepted with reference to goal focus, optimal power equalization, resource utilization, cohesiveness, innovations, autonomy and problem-solving adequacy dimensions of organizational health while it is rejected on the dimensions of communication adequacy, morale and adaptation.

Table (6)

Means, standard deviations and t-ratio showing the difference between high and low adjusted secondary school teachers on organizational health

Variables	Groups	N	M	S.D.	SE _D	t	Level of significance
Organizational Health	High adjusted	70	225.09	8.98	1.98	10.78	0.01
	Low adjusted	47	205.97	9.34			

Table 6 shows that the mean values are 225.09 and 205.97 respectively for high adjusted and low adjusted secondary school teachers. The standard deviations are 8.98 and 9.34 respectively for the both group. The calculated t value is 10.78 which is significant at 0.01 level of significance. It means that the hypothesis that “There is no significant difference between high adjusted and low adjusted secondary school teachers on organizational health” is rejected.

Table (7)

Means, standard deviations and t-ratio showing the difference between high and low adjusted secondary school teachers on organizational health dimensions wise

Dimensions of organizational health	High adjusted (70) Mean	S.D.	Low adjusted (47) Mean	S.D.	t ratio	Level of Significance
Goal focus	21.12	5.38	20.89	5.98	2.67*	0.01
Communication adequacy	22.56	4.87	17.56	3.67	5.78*	0.01
Optimal power equalization	23.21	4.67	21.87	4.77	1.45	Not significant
Resource utilization	24.94	4.11	23.78	3.89	1.12	Not significant
Cohesiveness	19.32	4.54	22.84	3.32	1.59	Not significant
Morale	22.45	3.57	18.39	4.69	5.43*	0.01
Innovativeness	18.38	4.59	19.34	4.56	1.51	Not significant
Autonomy	19.47	3.76	18.56	4.95	1.21	Not significant
Adaptation	23.98	4.87	20.54	4.45	4.76*	0.01
Problem solving adequacy	22.87	4.89	22.34	4.67	4.83	Not significant

Table 7 clearly shows the differences between different dimensions of organizational health of high and low adjusted secondary school teachers. According to the table, there is a significant difference between high and low secondary school teachers on the dimensions of goal focus, communication adequacy, morale, and adaptation. On these dimensions, high adjusted teachers have higher mean value than low adjusted teachers. Thus, it can be said that high adjusted teachers are more positive towards organizational health. They can easily cope with circumstances. However, there is no significant difference between high and low adjusted secondary school teachers in the other dimensions. Hence and based on the calculated findings, the formulated hypothesis that “There is no significant difference between high and low adjusted secondary school teachers on different dimensions of organizational health” is rejected on the dimensions of goal focus, communication adequacy, morale, and adaptation, while it is accepted in the dimensions of optimal power equalization, resource utilization, cohesiveness, innovativeness, autonomy and problem-solving adequacy.

MAJOR FINDINGS

A significant positive relationship was found in this research study between organizational health and adjustment of secondary school teachers. Dimension-wise details showed that a number of dimensions of adjustment were significantly and positively related to the organizational health of secondary school teachers while some dimensions were not significantly related to each other. Further, high and low adjusted groups of secondary school teachers were significantly different on the organizational health. Both groups were significantly different in some dimensions such as goal focus, communication adequacy, morale and adaptability, while they were not significant on other organizational health’s dimensions such as optimal power equalization, resource utilization, cohesiveness, innovativeness, autonomy and problem-solving adequacy.

Conclusions

This study found that if schools have a good environment in terms of organization health, then teachers adapt and adjust themselves very easily. However, every adjustment is not due to good organizational health but could be due to some other reasons such as the personality and mentality of teachers and the availability and non-availability of other options. Highly adjusted teachers were doing very well on almost every dimension of organizational health. It means organizational health of any institution has a large impact on the adjustment of teachers.

Implications

This study could be useful for the organizational heads for the outcome enhancement of the teachers. Results of this study could be also beneficial for policy makers and stakeholders in making further policies for the educational system.

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