

## 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 very close and interdependent phenomenon. Where there is a good organizational health teachers adjusted their self very easily and perform their responsibilities very effectively. With the sample of 200 secondary school teacher an attempt made to explore the relationship between organizational health and adjustment. Findings show that there is a significant relationship between organizational health and adjustment of teachers. Dimension wise findings show that some dimensions are significantly related to each other. Further this investigation found a significant difference between high and low adjusted secondary school teachers on the organizational health's scores.*

### **Indexed terms**

*Organizational health, Adjustment, Secondary school teachers*

### **Introduction**

The concept of "organizational health", which has been frequently used recently, has become a widely approved approach both by the theoreticians and practitioners. The concept of organizational health was used by Miles in 1969 in organizational health analysis of schools. Miles suggested a model for the organizational health of the schools and defined healthy organization 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; Akbaba-Altun, 2001). 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 Holy (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 organization to its environment, create harmony among its members and achieve its goals (Korkmaz, 2004). So it is clear that organizational health is that circumstances in which conducive and liberal environment provide to the teachers and other workers. Many researchers quoted organizational health in their words such as, Hoy and Sabo (1998) 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 of 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 James Drever, "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 used his knowledge and skill to act rationally to his environment. Adjustment is the individual's ability to establish harmony in his or her own needs with those of the environment. A satisfied, happy and healthy individual is not an

asset for himself but he or she is also a precious for the whole community. The teacher, who does not live only for himself but also for their students in his charge, has much more respect and satisfaction from community. It is the duty of school administrator to provide conducive and harmonious environment for the better adjustment of teachers. Keeping this fact in the mind and attempt has made by researchers to investigate the relationship between organizational health and adjustment of secondary school teachers.

### **Literature reviewed**

Mahmood et al. (2012) in his 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 his investigation revealed that there is a significant, high 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 are considered helpful and rewarding by each person. Findings of Masoumeh et al. (2011) show that there is 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, student and staff affairs. Necati (2006) in his investigation revealed relationship between the sub-dimensions of the organizational health and other variables. A relationship from the middle level to the upper is observed. The strongest relationship is 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 K.T.; Cheng Y.C. (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 on organizational identity. It suggests that administrators can look at the organizational health profile of their schools to obtain clues on problems and matters requiring change. It is 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, N (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 found that there is low correlation among different aspects of organizational health and teachers' attitude towards teaching profession. Khan, Sabiha (2003) found in her 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 under utilized. Non-government schools use their resources properly and intelligently, distributing the workload equally, being 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. Goyal, Anju (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) investigate that in the total population selected, one half of the teachers were definitely maladjusted of which at least one: eight needed psychiatric advice. Saini, Rita (2012) in her study explored that there exist no significant difference between male and female teachers in relation to their home and social adjustment, ethical adjustment and total adjustment. But there is significant difference between male and female teachers in relation to their health adjustment, economic adjustment, and institutional adjustment. So keeping this fact in

mind that there may be a relationship between organizational health and adjustment of secondary school teachers, this attempt had made.

### **Problem statement**

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 teacher.
- 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 be there between organizational health and adjustment of secondary school teachers.
- A significant relationship may be there between different dimensions of organizational health and adjustment of secondary school teachers.
- A significant relationship may be there between different dimensions of organizational health and home adjustment of secondary school teachers.
- A significant relationship may be there between different dimensions of organizational health and health adjustment of secondary school teachers.
- A significant relationship may be there 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 an ability to tend our personality according to 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 study**

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

### **Research method**

In this study Normative Survey 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 considered as population. A stratified random sample was drawn, which consisted of 200 secondary school teachers.

**Instruments used**

1. The organizational health questionnaire (OHQ) developed by Mathew Miles and adapted for Indian conditions by D.R. Darji and P.K. Dongre (1998) was used in this investigation. This questionnaire consists of 10 dimensions i.e. 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) used. This inventory has six sub areas i.e. 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	.65	.01*

**\*Significant**

Table 1 shows that df is for the total sample is 198 and r value is .65 and this is significant at .01 level of significance. It means there is a significant relationship between organizational health and adjustment of secondary school teachers. So hypothesis that "A significant relationship may be there between organizational health and adjustment of secondary school teachers" stand 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
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Goal focus	.60*	.01
Communication adequacy	.58*	.01
Optimal power equalization	.06	Not significant
Resource utilization	.64*	.01
Cohesiveness	.07	Not significant
Morale	.59*	.01
Innovativeness	.06	Not significant
Autonomy	.59*	.01
Adaptation	.02	Not significant
Problem solving adequacy	.59*	.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 is not significantly correlated with adjustment of secondary school teachers. So on dimensions like goal focus, communication adequacy, resource utilization, morale, autonomy and problem solving adequacy hypothesis that “A significant relationship may be there between different dimensions of organizational health and adjustment of secondary school teachers” stands accepted but on dimension like optimal power equalization, cohesiveness, innovations and adaptation it is rejected.

Table (3)

Coefficient of correlation among different dimensions of organizational health and adjustment's dimension Home adjustment of secondary school teachers

<b>Dimensions of organizational health</b>	<b>r with home adjustment</b>	<b>Level of significance</b>
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Goal focus	.29*	.01
Communication adequacy	.23*	.01
Optimal power equalization	.21*	.01
Resource utilization	.05	Not significant
Cohesiveness	.09	Not significant
Morale	.32*	.01
Innovativeness	.21*	.01
Autonomy	.24*	.01
Adaptation	.20*	.01
Problem solving adequacy	.04	Not significant

Glimpse of 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. But on 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 be there between different dimensions of organizational health and home adjustment of secondary school teachers” stands accepted but on dimensions it is rejected.

Table (4)

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

<b>Dimensions of organizational health</b>	<b>r with health adjustment</b>	<b>Level of significance</b>
Goal focus	.23*	.01
Communication adequacy	.05*	.01
Optimal power equalization	.22*	.01
Resource utilization	.18*	.01
Cohesiveness	.05	Not significant
Morale	.06	Not significant
Innovativeness	.26*	.01
Autonomy	.20*	.01
Adaptation	.28*	.01
Problem solving adequacy	.32*	.01

Table 4 shows the relationship among 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 is significantly correlated with health adjustment. It can be inferred that health is very important for teachers. Teachers who have better health adjustment can do their work and perform their duties effectively. They can use resources and communication for the betterment of their self and school. But table also shows that dimensions like cohesiveness and morale did not correlated 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 dimensions like goal focus, communication adequacy, optimal power equalization, resource utilization, innovations, autonomy, adaptation and problem solving adequacy formulated hypothesis that “A significant relationship may be there between different dimensions of organizational health and health adjustment of secondary school teachers” stands accepted but on cohesiveness and morale it stands rejected.

Table (5)

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

<b>Dimensions of organizational health</b>	<b>r with emotional adjustment</b>	<b>Level of significance</b>
Goal focus	.25*	.01
Communication adequacy	.05	Not significant
Optimal power equalization	.23*	.01
Resource utilization	.23*	.01
Cohesiveness	.18*	.01
Morale	.03	Not significant
Innovativeness	.28*	.01
Autonomy	.19*	.01
Adaptation	.05	Not significant
Problem solving adequacy	.36*	.01

Table 5 reveals the relationship among different dimensions organizational health and 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. It can be said that an emotionally adjusted teacher can handle any critical conditions. Become emotionally healthy is very good for organizational health so that teacher can do their best. But emotional adjustment has nothing with communication adequacy, morale and adaptation. So it is clear that formulated hypothesis that “A significant relationship may be there between different dimensions of organizational health and emotional adjustment of secondary school adjustment” stands accepted on goal focus, optimal power equalization, resource utilization, cohesiveness, innovations, autonomy and problem solving dimensions of organizational health but on communication adequacy, morale and adaptation it stands rejected.

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 <sub>D</sub>	t	Level of significance
Organizational Health	High adjusted	70	225.09	8.98	1.98	10.78	.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. Standard deviations are 8.98 and 9.34 respectively for the both group. The calculated t value is 10.78 which is significant at .01 level of significance. It means hypothesis that “There is no significant difference between high adjusted and low adjusted secondary school teachers on organizational health” stands 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*	.01
Communication adequacy	22.56	4.87	17.56	3.67	5.78*	.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*	.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*	.01
Problem solving adequacy	22.87	4.89	22.34	4.67	4.83	Not significant



Table 7 widely shows the differences among different dimensions of organizational health of high and low adjusted secondary school teachers. According to table there is a significant difference between high and low secondary school teachers on the goal focus, communication adequacy, morale, and adaptation dimensions. On these dimensions high adjusted teachers have high mean value rather than low adjusted teachers so it can be said that high adjusted teachers has much more positive towards organizational health. They can easily cope with circumstances. But on other dimensions there is no significant difference between high and low adjusted secondary school teachers. So from the calculation's findings the formulated hypothesis that "There is no significant difference between high and low adjusted secondary school teachers on different dimensions of organizational health" stands rejected on goal focus, communication adequacy, morale, and adaptation dimensions. But on Optimal power equalization, Resource utilization, Cohesiveness, Innovativeness, Autonomy and Problem solving dimensions it stands accepted.

### MAJOR FINDINGS

A significant positive relationship found in this research between organizational health and adjustment of secondary school teachers. Dimension wise details showed that a number of dimensions of adjustment was significantly and positively related with organizational health of secondary school teachers but some dimensions of were not related significantly with each other. Further, high and low adjusted groups of secondary school schools were significantly differ on the organizational health. Both groups were significant on some dimensions i.e. goal focus, communication adequacy, morale and adaptability. But they were not significant on organizational health's dimensions i.e. optimal power equalization, resource utilization, cohesiveness, innovativeness, autonomy and problem solving adequacy.

### Conclusions

This study found that if good environment in terms of organization health is there in school than teachers adapt and adjust their self very easily. But every adjustment is not due to good organizational health it could be due to some other reasons i.e. personality and mentality of teacher and availability and non-availability of other option. 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 teacher.

### Implications

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

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