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Study the relationship between rural and urban Navodaya Vidyalaya School teachers with respect to teaching adjustment and organizational climate

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Abstract

The purpose of the study is to Study the Relationship between Rural and Urban Navodaya Vidyalaya School Teachers with respect to Teaching Adjustment and Organizational Climate. The sample of the study is limited to the Navodaya Vidyalaya teachers working in Karnataka State only. 22 Navodaya Vidyalayas were involved in this study. 300 teachers were selected by using random sampling method and it is concluded that i) the rural and urban Navodaya Vidyalaya School teachers are similar on teaching adjustment. ii) The urban navodaya school teachers have higher organizational climate as compared to teachers of rural navodaya schools.

Keywords: Teacher attitude, professional adjustment

Introductions

The concept of adjustment is as old as human race. Systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term "adaptation". The adaptability to environmental hazards goes on increasing as one proceeds on the phylogenetic scale from lower extreme to the higher extreme of life.

Man, among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical pressures but he also adjusts to social demands.

Psychologists use the term 'adjustment' for varying conditions of social or interpersonal relations in the society. Thus one sees that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to which the individual has to react. When the life of a child is observed, he is asked to do this and not that, he has to follow certain beliefs and set of values which the family follows and thus his personality develops in the continuous process of interaction with his family environment. There are other demands which may be termed as internal as hunger, water, oxygen and sleep etc. If the individual does not fulfil these internal demands, he feels uncomfortable. These physiological demands go on increasing and become more and more complex. These two types of demands sometimes come into conflict with each other and resultantly make the adjustment a complicated proves for the individual Adjustment as a process is of major importance for psychologists, teachers and parents. The child at the time of his birth is absolutely dependent on others for satisfaction of his needs but gradually with age, he learns to control his needs and fulfil them independently. His adjustment largely depends upon his interaction with the external environment in which he lives. When the child is born, the world around him is a big, blooming and confusion. He comes to learn to articulate the details of his environment through the process of sensation, Perception and conception.

Shaffer L.F. has identified an adjusted behavior with integrative behavior. He has discussed adjustment in terms of an individual's motives, drives etc. He defined normal behavior as integrative one, in his own words, "When your adjustments are integrative, you satisfy all of your motives as they function in an inter-related system, without the over emphasis of one drive or the slighting of another. Furthermore good adjustments are integrated with respect to time. Representations of the past and the future are brought into the present, by appropriate symbolic processes speech and thinking, so that behavior is determined by goal, other than the most immediate ones."

On the other hand maladjustment refers to the disharmony between the person and his environment. A well-adjusted person is one who is efficient and happy in a reasonably

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satisfactory environment. Not only he is in an environment which enables him to satisfy his basic needs satisfactorily and be able to manage his life so that the satisfaction of the need does not make the satisfaction of another impossible but he must satisfy his needs in such a way as to avoid interfering with the fulfilment of the legitimate needs of others. His needs and satisfactions in life are integrated with a sense of social feeling and an acceptance of social responsibility.

Shaffer has defined maladjusted behaviour in terms of non-integrative behaviour, to quote him.

“Maladjusted or inadequate behaviour can be defined more precisely as non-integrative, unable to resolve his present conflict, the than finds other tension

According to Good’s dictionary “Adjustment” is the process of finding and adopting modes of behaviour suitable to the environment.

All times the adjustment made to the situation is thought to be related to the satisfaction of needs and particularly to the ego and social needs of individual.

In one of his famous discussions with Bowell, Dr. Johnson (Samuel Johnson) discussed about the nature of pessimist and an optimist. He explained with reference to a glass half full of water. An optimist will say that it is half empty. To the same situation attitudes of persons differ according to their nature and trait, which is also molded to a particular form partly by the individual’s environment and social surroundings.

Life is mixture of joy and sorrow but it depends on our own outlook how we take it. Different attitudes may be termed as adjustment in life.

Gates and others also define adjustment as it has two meanings. In one sense it is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. The direction of his effect may be towards changing the environment or both. Others may contribute towards this adjustment process either by helping to change the environment or by helping to choose the person’s outlook on his environment. In other sense adjustment is a state, which is the condition of harmony arrived at by a person whom we call ‘well adjusted.’ Descriptively, this person is relatively efficient and happy in an environment, which we judge to be reasonably satisfactory.

Some people maintain reasonable peace of mind while others develop illness, and still others become delinquents. All times the adjustment made to the situation is thought to be related to the satisfaction of needs, particularly to the ego and social needs of the individual.

Brown stated in his book that “all life and growth are process of adjustment of the biological organism to the physical and social environment.”

In analysis of “adjustment process” Shaffer describes a series of steps which begins when a need is felt and ends when need is satisfied. They are as follows:

1. Motivated action
2. Readjustment
3. Barrier
4. Various responses
5. Solution or attainment of the goal

Professional adjustment means being adjusted to his profession. The person must have in- depth liking, awareness of pros and cons of his profession. Liking not only by its exterior appearance but also by work culture,

duty hours, hardship and nature of working is vital. For example, a person is very much interested in teaching profession observing the prestige and comfortable life of teachers. No sooner does he join, than he starts feeling uncomfortable because his presentation is not good enough, and he is unable to teach especially academically weak students. Though he has sound knowledge in his subject area, he is devoted to his profession yet he may dislike it. For example a person is very much interested in army viewing the dress and discipline. No sooner does he join the army than he is terminated from services because he is unable to cope up the hardship of army.

Studies by NCERT (1971) ^[9] and Donga (1987) ^[4] found the factor of teachers’ marital status unrelated to their professional attitude and adjustment. But Srivastava (1979) ^[10] found that unmarried teachers had a greater awareness of professional responsibility than their married colleagues.

Objectives of the study

- 1) To study the significant difference between rural and urban Navodaya Vidyalaya school teachers with respect to teaching adjustment.
- 2) To study the significant difference between urban and rural Navodaya school teachers with respect to Organizational Climate and its dimensions

Hypotheses

- 1) There is no significant difference between rural and urban Navodaya Vidyalaya school teachers with respect to teaching adjustment.
- 2) There is no significant difference between urban and rural navodaya school teachers with respect to organizational climate and its dimensions.

Methodology

The study adopts Descriptive survey method for investigation.

Population of the sample

The sample of the study is limited to the Navodaya Vidyalaya teachers working in Karnataka State only. 22 Navodaya Vidyalaya were involved in this study. 300 teachers were selected by using random sampling method.

Tools

Teacher Attitude Inventory by - S.P. Ahluwalia (1978) ^[11]
Organizational Climate Inventory – Mangal

Statistical techniques

Differential analysis

Analysis and Interpretation

Hypothesis: There is no significant difference between rural and urban Navodaya Vidyalaya school teachers with respect to teaching adjustment.

To test this hypothesis, the unpaired t-test was applied and the results are presented in the following table.

Table 1: Results of t-test between Rural and Urban Navodaya Vidyalaya School Teachers with Respect to Teaching Adjustment

Location	Mean	SD	t-value	p-value	Signi
Rural	55.4286	7.5262	-0.2215	>0.05	NS
Urban	55.6271	7.6692			

From the results of the above table it may concluded that, the rural and urban Navodaya Vidyalaya school teachers do not differ significantly with respect to teaching adjustment ($t=0.2215, p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the rural and urban Navodaya Vidyalaya school teachers are similar on teaching adjustment.

Hypothesis

There is no significant difference between urban and rural navodaya school teachers with respect to organizational climate and its dimensions i.e.

1. Performance standards
2. Communication flow
3. Reward system
4. Responsibility
5. Conflict resolution
6. Organizational structure
7. Motivational level
8. Decision making process
9. Support system
10. Warmth
11. Identity problems

Table 2: Results of t-test between urban and rural navodaya school teachers with respect to organizational climate and its dimensions

Variable	Location	Mean	SD	t-value	p-value	Signi.
Organizational climate	Urban	247.1849	48.9279	3.0153	<0.05	S
	Rural	236.7762	35.5345			
Performance standards	Urban	25.0252	5.4167	2.6750	<0.05	S
	Rural	23.8923	4.8378			
Communication flow	Urban	38.0546	10.1125	3.3186	<0.05	S
	Rural	35.5746	8.1057			
Reward system	Urban	14.9790	2.7596	0.7007	>0.05	NS
	Rural	14.8398	2.0952			
Responsibility	Urban	15.1639	2.5955	1.1099	>0.05	NS
	Rural	14.9503	2.0941			
Conflict resolution	Urban	24.8445	5.2616	3.2294	<0.05	S
	Rural	23.5801	4.2765			
Organizational structure	Urban	17.6008	3.9741	0.8765	>0.05	NS
	Rural	17.3315	3.4778			
Motivational level	Urban	24.1176	6.0080	2.7419	<0.05	S
	Rural	22.9006	4.8135			
Decision making process	Urban	25.3025	5.0484	3.6770	<0.05	S
	Rural	23.9144	4.1437			
Support system	Urban	30.6597	7.8438	2.3519	<0.05	S
	Rural	29.3287	5.9819			
Warmth	Urban	17.0210	3.8114	2.2418	<0.05	S
	Rural	16.4006	2.9469			
Identity problems	Urban	14.4160	2.7265	1.7703	>0.05	NS
	Rural	14.0635	2.1324			

From the above table, we clearly noted that,

- The urban and rural navodaya school teachers differ statistically significant with respect to organizational climate ($t=3.0153, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban navodaya school teachers have higher organizational climate as compared to teachers of rural navodaya schools.
- The urban and rural navodaya school teachers differ statistically significant with respect to dimension of organizational climate i.e. performance standards ($t=2.6750, p<0.05$), communication flow ($t=3.3186, p<0.05$), conflict resolution ($t=3.2294, p<0.05$), motivational level ($t=2.7419, p<0.05$), decision making process ($t=3.6770, p<0.05$), support system ($t=2.3519, p<0.05$) and warmth ($t=2.2418, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the urban teachers of navodaya schools have higher performance standards, communication flow, conflict resolution, reward system, responsibility, motivational level, decision making process, support system and warmth scores as compared to rural teachers of navodaya schools.

- The urban and rural navodaya school teachers do not differ statistically significant with respect to dimensions of organizational climate i.e. reward system ($t=0.7007, p>0.05$), responsibility ($t=1.1099, p>0.05$), organizational structure ($t=0.8765, p>0.05$), and identity problems ($t=1.7703, p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the urban and rural navodaya school teachers have similar reward system, responsibility, and organizational structure and identity problems scores.

Discussion and Conclusion

- The rural and urban Navodaya Vidyalaya school teachers are similar on teaching adjustment.
- The urban and rural navodaya school teachers have similar reward system, responsibility, and organizational structure and identity problems scores.
- The urban navodaya school teachers have higher organizational climate as compared to teachers of rural navodaya schools.
- The urban teachers of navodaya schools have higher performance standards, communication flow, conflict resolution, reward system, responsibility, motivational level, decision making process, support system and

warmth scores as compared to rural teachers of navodaya schools.

Educational implications

1. Most of the teachers perceive that students are comfortable enough with peers and friends rather than teachers. Teachers should create a friendly environment so that the students feel convenient to share their problems with teachers.
2. The attitude of teachers is very important for the teachers' performance and their students. The analysis of the data revealed that the majority of the teachers does not possess positive attitude towards the profession. It is very alarming situation for our education system. It provides the middle level workforce for the economy and on the other; it acts as a feeder for the higher level of education. The steps should be taken by the concerned authorities to develop positive attitude of teachers towards teaching profession.

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