Cognitive Styles, Adjustment and Job Satisfaction among Secondary School Teachers
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Abstract: The aim of the study is to find out cognitive styles of secondary school teachers relation to their adjustment and job satisfaction. For this purpose the sample was selected from different schools in Nellore district of Andhra Pradesh. The sample considered 800 secondary school teachers has been selected by means of simple random sampling technique. The cognitive style inventory (Praveen Kumar Jha, 2001), the Mangal Teacher Adjustment Inventory (Mangal, 1971), and the job satisfaction scale for primary and secondary teachers (Meera Dixit, 1993) have been used in this study so as to collect the data from secondary school teachers. This study revealed teachers possess split cognitive average adjustment and low degree of job satisfaction.

Keywords: Cognitive style, adjustment, job satisfaction, secondary school teachers.

I. Introduction
Education is necessary for all for progress in the life and to achieve success. Education begins at home. Thereafter as the person grows and goes to school, college and higher educational institution for further learning. Education develops confidence and helps building personality of person. School education plays a great role in every one’s life. Primary education prepares the base which helps throughout the life. Secondary education prepares the path for further study; higher secondary education prepares the ultimate path for the future and whole life education. According an old Sanskrit proverb that while a king is respected in his kingdom, a scholar is honoured everywhere. Knowledge gained throughout the education period enables each and every individual confident about their life. It provides various opportunities of achieving better prospects in life and also promotes career growth and development of the country. Education brings positive changes in human life it enhances the knowledge skills and intelligence of a person and enables to lead to a successful life.

a) Cognitive style:
Cognitive style is a term that indicates to describe the way individual thinks, perceives, and remembers information. Cognition is closely related to abstracts such as mind, reasoning, perception, intelligence and many others that describe capabilities of mind. The exact meaning of the term cognitive styles and also as to whether t is a single or multiple dimensions of human personality and it remains a key concept in the areas of education. It a pupil has a cognitive style that is similar to that of his/her teacher that enhances that the pupil will have a more positive learning experience is improved. The team members with similar cognitive styles likely feel more positive about their participation with the team while matching cognitive styles may make participants feel more comfortable when working with one another. Allport (1937) define it as cognitive styles refer to an individual’s habitual or typical way of perceiving, remembering, thinking and problem solving. In particular the field focuses to word the study of specific mental process such as comprehension, inference, decision making, planning and learning. Recently, advance cognitive research has been especially focused on the capacities of abstraction, generalization, concretization, specialization and meta-reasoning. It involves such concepts as beliefs, knowledge, desires, preferences and intensions of intelligent individuals, objects, agents or system.

b) Adjustment:
The term adjustment is equally important when job stress and satisfaction are discussed. Adjustment implies a satisfactory adaptation to the demands of day today life and keeping a balance between need and capacity to realize needs. As long as the balance is maintained a person remains adjusted. The very moment, it is disturbed he drifts towards maladjustment. Thus, adjustment is a dynamic concept and is both influenced by and exerts an influence on the personality of an individual. The internal (personal) and external (environmental) aspects of an individual are in constant infection during the process of adjustment. However, as a personality, adjustment is an individual characteristic. Different individuals adapt / adjust differently in similar environmental situation.
Adjustment involves a reaction of the person to the demands imposed upon him or how an individual manages to cope with various demands and process of life. A healthy, well adjusted person can live smoothly even in stressful and difficult conditions through the process of adjustment. The teachers who start their carriers enthusiastically devote all their time to the profession are dedicated to their jobs, may be susceptible to job stress which further results in to “dissatisfaction and difficulty in adjustment. Shaffer (1961) define adjustment is the process by which living organism maintains a balance between its need the circumstances that influence the satisfaction of these needs. A well adjusted person possess the characteristics of awareness of his own strengths and limitations, respecting one’s self and others an adequate level of aspiration etc. such a person is, thus an asset to himself and his organization and a born to the society whereas a stressed, dissatisfied and maladjusted personality brings misfortune to one’s self and discomfort to others and process to be a liability.

c) Job satisfaction:
A teacher who is happy with his job, plays a pivotal role in the uplift of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tension which can have negative influence on the students learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society. Personality of parents, their education and their behavior towards the children is the basis of development of attitudes. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Blum and Naylor (1968) defined that job satisfaction in the result of various attitudes the employee holds towards his/her job related factors and towards life in general. Job satisfaction is an integral component of the work climate. It is the result of establishing a healthy organizational environment in an organization. It includes a feeling of satisfaction of dissatisfaction with the various segments of one’s job. Job satisfaction is believed to be a good indicator of employees at his work. Job satisfaction may be defined as a general attitude of an individual of his job positive attitude to the job are equivalent to job satisfaction. Job satisfaction is one of the key factors in organization dynamics and in generally to be primary dependent variable, in terms of which the effectiveness of human resources of an organization is evaluated. Despite the fact the job satisfaction is an attitudinal variable. It has emerged as an important variable for several reasons.

II. Significance of the study
Secondary school teachers contribute to the nation development by preparing the future citizens of the country. In fact, they have the responsibility of shaping the country by means of developing good citizens who shall become assets to the nation, for example, teachers, doctors, engineers, lawyers, administrators and other kinds of work force. The job of the secondary school teachers is considered highly significant because he/she has to work for the total development of personality of school students who are in their formative stage of development. The students’ total personality as citizens of the country would be developed in terms of acquisition of skills in mathematics, science, societal living use of different languages namely, mother language and two more languages. In this backdrop the perceptions thought process, information processing, intellectual prowess, value system, interest, attitudes, aspirations, job satisfaction, and adjustment etc., of school teachers play vital role in their teaching life. These factors not only influence their own teaching but also influence their students. In major way, these factors have to be considered under three major variables of teachers personality, namely, cognitive styles, adjustment, and job satisfaction.

The sensitivity of the teacher in dealing with individual learner difference in cognitive styles in his/her class room may be a significant influence facilitating learning. Following the identification or relative individual difference in cognitive styles of students in a class room, the teacher can provide a multiplicity of strategies and techniques to determine which are seen to be most feasible, in terms of class time and effectiveness for children. The teacher can examine the efficacy of the various methods of discovery. The action research may yield additional information regarding strategies that are particularly effective with children of different cognitive styles. The teacher may need to put forth additional effort with the global learner for individual curriculum. Counseling and planning, tutoring and the intensified use of concrete materials are only a few of the components in instruction that may serve as valuable forms of compensatory education for the each and every child. Different cognitive styles give a great importance for teaching learning process. Cognitive styles should be inculcated in to the teaching, that teachers will get better teaching skills.

Cognitive styles, adjustment and job satisfaction are connected factors which are likely to have definite influence on school teachers. Also, these three variables can have concomitant effects on each other. In the sense, the perception, value system, attitudes etc. can have an influence on the adjustment process of an individual teacher and in turn which will have in influence on the job satisfaction.

Therefore it has been contemplated to undertake a study of cognitive styles, adjustment and job satisfaction among secondary school teachers.
III. Objectives
To find out the existing patterns of cognitive styles, adjustment and job satisfaction among secondary school teachers.

IV. Method
Descriptive survey method was used in the present investigation.

a) Sample:
For the present study, the sample was selected from the different secondary schools in Nellore district of Andhra Pradesh state. The sample consisted of 800 secondary school teachers by using simple random sampling technique.

b) Tools:
All the three standardized tools used for collection of data from secondary school teachers in present study, namely, the Cognitive Style Inventory (CSI) developed by Praveen Kumar Jha (2001), the Mangal Teacher Adjustment Inventory (MATI) developed by Mangal (1971), and the Job Satisfaction Scale for Primary and Secondary Teachers (DJSS) developed by Meera Dixit (1913)

V. Results and Discussion
The study reveals the existing types of cognitive styles and corresponding patterns of adjustment and degrees of job satisfaction among secondary school teachers. Data obtained has been analysed and presented in the following table.

Table 1: Showing the types of cognitive styles and corresponding patterns of adjustment and degrees of job satisfaction among secondary school teachers.

<table>
<thead>
<tr>
<th>Types of cognitive styles</th>
<th>Patterns of adjustment</th>
<th>Degrees of job satisfaction</th>
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<tbody>
<tr>
<td></td>
<td>Systematic style</td>
<td>Intuitive style</td>
</tr>
<tr>
<td>Very good adjustment</td>
<td>5 (0.6%)</td>
<td>4 (0.5%)</td>
</tr>
<tr>
<td>Higher degree of job satisfaction</td>
<td>4 (0.5%)</td>
<td>3 (0.4%)</td>
</tr>
<tr>
<td>Good adjustment</td>
<td>13 (1.6%)</td>
<td>11 (1.4%)</td>
</tr>
<tr>
<td>Good degree of job satisfaction</td>
<td>3 (0.4%)</td>
<td>11 (1.4%)</td>
</tr>
<tr>
<td>Average adjustment</td>
<td>22 (2.8%)</td>
<td>20 (2.5%)</td>
</tr>
<tr>
<td>Average degree of job satisfaction</td>
<td>11 (1.4%)</td>
<td>4 (0.5%)</td>
</tr>
<tr>
<td>Poor adjustment</td>
<td>11 (1.4%)</td>
<td>6 (0.8%)</td>
</tr>
<tr>
<td>Low degree of job satisfaction</td>
<td>5 (10.6%)</td>
<td>2 (10.3%)</td>
</tr>
<tr>
<td>Very poor adjustment</td>
<td>7 (0.9%)</td>
<td>1 (1.10%)</td>
</tr>
<tr>
<td>Very low degree of job satisfaction</td>
<td>35 (4.4%)</td>
<td>22 (2.8%)</td>
</tr>
</tbody>
</table>

From among the total sample of 800 secondary school teachers, 58 secondary school teachers (7.3%) have been found to possess systematic style. Out of 58 teachers (systematic style teachers) 5 teachers (0.6%) have been found to possess very good adjustment, 13 teachers (1.6%) have been found to possess good adjustment, 22 teachers (2.8%) have been found to possess average adjustment, 11 teachers (1.4%) have been found to possess poor adjustment and 7 teachers (0.9%) have been found to possess very poor adjustment. 4 teachers (0.5%) have been found to possess highest degree of job satisfaction, 3 teachers (0.4%) have been found to possess good degree of job satisfaction, 11 teachers (1.4%) have been found to possess average degree of job satisfaction, 5 teachers (0.6%) have been found to possess low degree of job satisfaction and 35 teachers (44%) have been found to possess very low degree of job satisfaction. Total sample of 800 secondary school teachers, 42 secondary school teachers (5.3%) have been found to possess intuitive style. Out of 42 teachers (systematic style teachers) 4 teachers (0.5%) have been found to possess very good adjustment, 11 teachers (1.4%) have been found to possess good adjustment, 20 teachers (2.5%) have been found to possess average adjustment, 06 teachers (0.8%) have been found to possess poor adjustment and 1 teacher (0.1%) have been found to possess very poor adjustment. 3 teachers (0.4%) have been found to possess highest degree of job satisfaction, 11 teachers (1.4%) have been found to possess good degree of job satisfaction, 4 teachers (1.5%) have been found to possess average degree of job satisfaction, 11 teachers (1.4%) have been found to possess a very good adjustment, 22 teachers (2.8%) have been found to possess an average adjustment, and 35 teachers (44%) have been found to possess a very poor adjustment.
satisfaction, 2 teachers (0.3%) have been found to possess low degree of job satisfaction and 22 teachers (2.8%) have been found to possess very low degree of job satisfaction. Total sample of 800 secondary school teachers, 116 secondary school teachers (14.5%) have been found to possess integrated style. Out of 116 teachers (systematic style teachers) 9 teachers (1.1%) have been found to possess very good adjustment, 9 teachers (1.1%) have been found to possess good adjustment, 48 teachers (6.0%) have been found to possess average adjustment, 46 teachers (5.8%) have been found to possess poor adjustment and 4 teachers (0.5%) have been found to possess very poor adjustment. 6 teachers (0.8%) have been found to possess highest degree of job satisfaction, 16 teachers (2.0%) have been found to possess good degree of job satisfaction, 16 teachers (2.0%) have been found to possess average degree of job satisfaction, 4 teachers (0.5%) have been found to possess low degree of job satisfaction and 74 teachers (9.3%) have been found to possess very low degree of job satisfaction. Total sample of 800 secondary school teachers, 84 secondary school teachers (10.5%) have been found to possess undifferentiated style. Out of 84 teachers (systematic style teachers) 42 teachers (5.3%) have been found to possess very good adjustment, 30 teachers (3.8%) have been found to possess good adjustment, 7 teachers (0.9%) have been found to possess average adjustment, 5 teachers (0.6%) have been found to possess poor adjustment and 0 teachers (0.0%) have been found to possess very poor adjustment. 8 teachers (1.0%) have been found to possess highest degree of job satisfaction, 20 teachers (2.5%) have been found to possess good degree of job satisfaction, 11 teachers (1.4%) have been found to possess average degree of job satisfaction, 5 teachers (0.6%) have been found to possess low degree of job satisfaction and 40 teachers (5.0%) have been found to possess very low degree of job satisfaction. Total sample of 800 secondary school teachers, 500 secondary school teachers (62.5%) have been found to possess split style. Out of 500 teachers (systematic style teachers) 78 teachers (9.8%) have been found to possess very good adjustment, 80 teachers (10.0%) have been found to possess good adjustment, 221 teachers (27.6%) have been found to possess average adjustment, 111 teachers (13.9%) have been found to possess poor adjustment and 10 teachers (1.3%) have been found to possess very poor adjustment. 30 teachers (3.8%) have been found to possess highest degree of job satisfaction, 94 teachers (11.8%) have been found to possess good degree of job satisfaction, 78 teachers (9.8%) have been found to possess average degree of job satisfaction, 27 teachers (3.4%) have been found to possess low degree of job satisfaction and 271 teachers (33.9%) have been found to possess very low degree of job satisfaction.

VI. Conclusion

The survey has been conducted 800 secondary school teachers from Nellore district of Andhra Pradesh state. The results indicate that out of 800 teachers 500 teachers possess split cognitive style, 116 teachers possess integrated style, 84 teachers possess undifferentiated style, 58 teachers possess systematic style and 42 teachers possess intuitive style out of 800 teachers 318 teachers possess average adjustment, 178 teachers possess poor adjustment, 143 teachers possess good adjustment, 138 teachers possess very good adjustment and 22 teachers possess very good good adjustment. Out of 800 teachers 442 teachers possess very low degree of job satisfaction, 144 teachers possess good degree of job satisfaction, 120 teachers possess average degree of job satisfaction, 51 teachers possess highest degree of job satisfaction and 43 teachers possess low degree of job satisfaction.

It is interesting to note that 442 (55.3%) out of total 800 teachers have very low degree of job satisfaction, and among these 442 teachers, 271 (33.9%) teachers fall under the split-cognitive style and the remaining under the other four categories of cognitive styles. Probably such teachers are working under privately-managed schools and could be under-paid. The feature of very low degree of job satisfaction in the light of various types of cognitive styles needs to be probed further to support to present results. It is also interesting to note 281 out of 800 teachers possess good to very good adjustment levels versus cognitive styles and this aspect also requires further support by conducting more studies in this area.

References