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ADJUSTMENT LEVEL OF PUPIL TEACHERS

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Adjustment Level of Pupil Teachers

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Abstract – Adjustment is important for several other reasons also, failure to adjust leads to ineffective teaching and loss of educational opportunities. Adjustment means regulating, adapting or settling in a variety of contexts. It is the behavioural process of balancing conflicting needs, or needs against obstacles in the environment. Present study focuses on the study of adjustment of pupil teachers and the influence of demographic factors gender and residing area, stream of education and age on adjustment of pupil teachers. Researcher collected data from the pupil teachers studying in secondary level teacher training institutions of Haryana. Sample consists of 300 pupil teachers. The tools used for data collection is Adjustment Inventory for College Students (AICS) by Sinha, A.K.P. and Singh, R.P. (1993). Findings of the study revealed that there is no influence of gender, residing area, stream of education and age on adjustment of pupil teachers.

Key words: Adjustment level, Pupil Teachers

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INTRODUCTION

Adjustment is an important trait for a happy living in any society. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. It is the process of establishing a satisfactory psychological relationship as well as constant interaction between the individual and his environment. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. It is an individual's characteristics, understanding of reaction to and manner of solving problematic situation, which he experiences. Degree of adjustment varies from exceptionally adequate behaviour to maladjustment. According to popular usage, however, an adjusted person is one who conforms to culturally accepted corals, customs and general ways of life. A person is considered to be maladjusted if he is unable or unwilling to adopt one or more aspects of his behaviour to conform to the so-called normal behaviour. According to Dunkar, Adjustment is the process whereby an individual enters into harmonious or healthy relationship with his environment, physical and social.

Adjustment is important for several other reasons also, failure to adjust leads to ineffective teaching and loss of educational opportunities (Black and Gregerson, 1991; Naumann, 1992). The maladjustment could lower the self-esteem, self-confidence and loss of efficiency. From an individual's perspective, it

becomes essential to understand, why some individuals are more effective than others in dealing with situations that are culturally diverse (Anget *al.*, 2006). This can probably be explained by the fact that the extent to which an individual is able to accomplish his tasks is to some extent explained by his/her own competencies (Ayman, 1997).

ADJUSTMENT OF PUPIL TEACHERS

Adjustment is a dynamic and ever-changing process, and not a static one. It involves the ability to solve one's problems in a socially acceptable and constructive way. The problem of adjustment has become a crucial one in today's world. It is of great significance as the quality of life depends on adjustment. Adjustment enables greater satisfaction in living.

Adjustment is the process of finding and adopting modes of behaviour suitable to environment or change in the environment. The favourable, neutral and unfavourable adaptation of an organ to external and internal stimulation and the process by which individual or group accept, compromise the social forces and one another (Good, 1959).

Adjustment is an important trait for a happy living in a society. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. It is the process of establishing a satisfactory psychological relationship

as well as constant interaction between the individual and his environment. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life.

Adjustment is important for several other reasons also, failure to adjust leads to ineffective teaching and loss of educational opportunities (Black and Gregerson, 1991; Naumann, 1992). The maladjustment could lower the self-esteem, self-confidence and loss of efficiency. From an individual's perspective it becomes essential to understand, why some individuals are more effective than others in dealing with situations that are culturally diverse (Ang et al., 2006). This can probably be explained by the fact that the extent to which an individual is able to accomplish his tasks is to some extent explained by his/her own competencies (Ayca, 1997). As per Alon and Higgins, (2005) Cultural Intelligence is an essential intercultural capacity for expatriates within contemporary organizations sourcing work overseas. CQ is defined as the individual's capability to effectively deal with people from different cultural backgrounds (Ang, Van Dyne, Koh and Ng, 2004).

OBJECTIVES OF THE STUDY

The objectives of the paper were to study the adjustment level of pupil teachers and to know the influence of gender, age, residing area and stream of education on their level of adjustment.

METHODOLOGY

Data has been collected from the pupil teachers studying in secondary level teacher training institutions (B.Ed. Colleges) of Kurukshetra, Kaithal, Yamuna Nagar, Jind districts of Haryana. Sample consists of 300 pupil teachers. The tools used for data collection is Adjustment Inventory for College Students (AICS) by Sinha, A.K.P. and Singh, R.P. (1993). To study the influence of age, pupil teachers were classified into two groups. Pupil teachers having age of 28 years or less are grouped in age group1 and those having more than 28 years are grouped in age group2. Scoring was done as per the directions given in the manual. Mean and Standard Deviation (S.D.), percentage and t-test were used to know the significance of differences between mean scores. The pupil teachers were categorized in five categories on the basis of their level of adjustment (table-1).

Table-1: Categorization of Pupil Teachers

Categories	Description	Range of scores	
		Males	Females
A	Excellent	12 and below	12 and below
B	Good	13-28	13-27
C	Average	29-45	28-42
D	Unsatisfactory	46-61	42-57
E	Very Unsatisfactory	62 and above	58 and above

RESULT AND DISCUSSION

Analysis and interpretation based on the data pertaining to find out the significance of difference between mean adjustment scores of pupil teachers. It is also carried out to study the influence of demographic factors gender, locality, stream of education and age on adjustment of pupil teachers. For this purpose, the data were collected were analyzed through t-test. The details of the same have been presented in table 2:

Table-2: Adjustment level of Pupil Teachers

Statistics	Male	Female	Urban	Rural	Arts	Science	Age1	Age2
Mean	33.47	33.16	32.38	34.02	32.59	35.38	33.50	31.41
S.D.	13.61	12.49	12.48	13.38	12.47	12.41	12.64	14.99
S.Ed.	1.54		1.49		2.15		2.15	
t-value	0.20**		1.09**		0.67**		0.67**	
Level of Significance	p<0.05		p<0.05		p<0.05		p<0.05	

****Not Significant at df/298 at 0.01 level of significance=2.58, at 0.05 level of significance=1.97**

Table 2 depicts that the mean adjustment scores of male and female of pupil teachers studying in Colleges of Education are 33.47 and 33.16 with S.D.'s 13.61 and 12.49 respectively. The calculated t-value comes out to be 0.20, which is not significant at 0.05 level of significance. It means that the male and female teachers did not differ on their adjustment.

Further table 2 shows that the mean adjustment scores of urban and rural of pupil teachers studying in Colleges of Education are 32.38 and 34.02 with S.D.'s 12.48 and 13.38 respectively. The calculated t-value comes out to be 1.09, which is not significant at 0.05 level of significance. It means that the urban and rural teachers did not differ on their adjustment.

It emerges from table 2 that the mean adjustment scores of arts and science pupil teachers studying in Colleges of Education are 32.59 and 35.38 with S.D.'s

12.47 and 12.41 respectively. The calculated t-value comes out to be 0.67, which is not significant at 0.05 level of significance. It means that the pupil teachers belonging to arts and science pupil teachers did not differ on their adjustment.

It is evident from table 2 that the mean adjustment scores of pupil teachers having age of 28 years or less are and those having more than 28 years studying in Colleges of Education are 33.50 and 31.41 with S.D.'s 12.64 and 14.49 respectively. The calculated t-value comes out to be 0.67, which is not significant at 0.05 level of significance. It means that the pupil teachers belonging to having age of 28 years or less are and those having more than 28 years did not differ on their adjustment.

Difference between mean and S.D. scores of male and female, urban and rural, arts and science and pupil teachers having age of 28 years or less are and those having more than 28 years studying in Colleges of Education on their adjustment are shown in figure-1:

Figure-1: Showing comparison of mean and S.D. values of male and female, urban rural, arts science and age group1 and age group2 pupil teachers on their adjustment

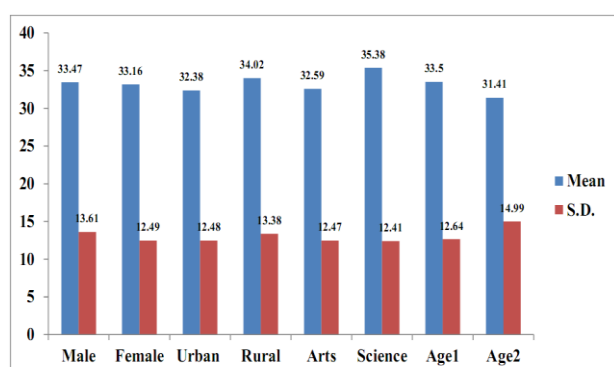


Table-3: Influence of gender on the adjustment

	A	B	C	D	E	Total
No. of Male PTs	1	43	49	12	7	112
%	1	38	44	11	6	100
No. of Female PTs	2	59	85	36	6	188
%	2	33	49	11	5	100

Table 3 shows the influence of gender on adjustment of pupil teachers in Colleges of Education. It emerges from above analysis that 1 percent of male pupil teachers were found to have excellent adjustment, 38 percent as having good adjustment, 44 percent as having average adjustment, 11 percent as unsatisfactory level of adjustment and 6 percent as having very unsatisfactory adjustment. On the other

hand it can be depicted from above table that 2 percent of female pupil teachers were found to have excellent adjustment, 33 percent as having good adjustment, 49 percent as having average adjustment, 11 percent as unsatisfactory level of adjustment and 5 percent as having very unsatisfactory adjustment. The influence of gender on adjustment is shown below in figure 2:

Figure-2: Showing influence of gender on the adjustment

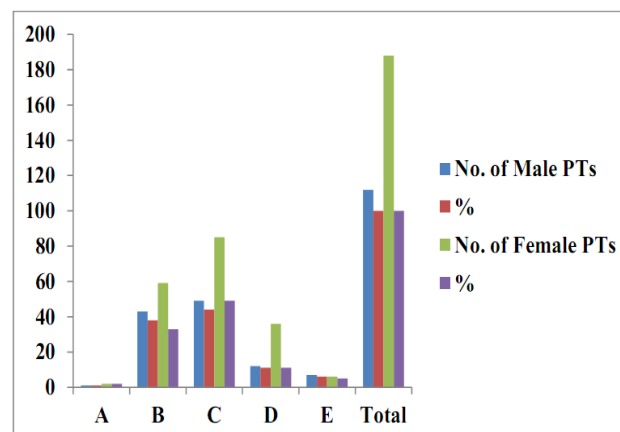
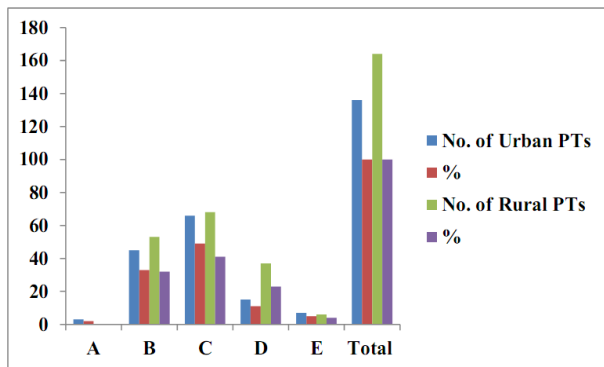


Table-4: Influence of residing area on the adjustment

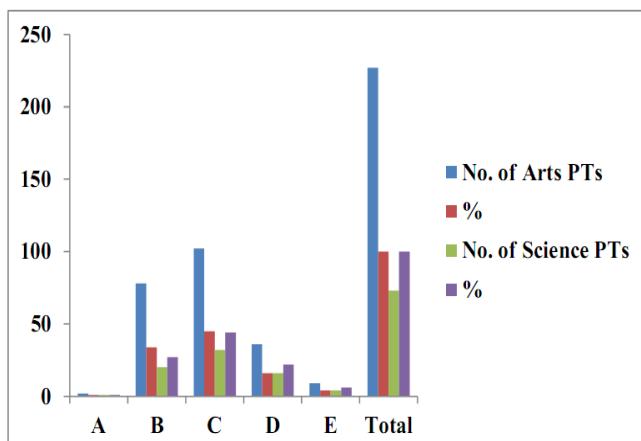
	A	B	C	D	E	Total
No. of Urban PTs	3	45	66	15	7	136
%	2	33	49	11	5	100
No. of Rural PTs	00	53	68	37	6	164
%	0	32	41	23	4	100

Table 4 shows the influence of residing area on adjustment of pupil teachers in Colleges of Education. It emerges from above analysis that 2 percent of urban pupil teachers were found to have excellent adjustment, 33 percent as having good adjustment, 49 percent as having average adjustment, 11 percent as unsatisfactory level of adjustment and 5 percent as having very unsatisfactory adjustment. On the other hand it can be depicted from above table that no rural pupil teacher found to have excellent adjustment, 32 percent as having good adjustment, 41 percent as having average adjustment, 23 percent as unsatisfactory level of adjustment and 4 percent as having very unsatisfactory adjustment. The influence of residing area on adjustment is shown below in figure 3:

Figure-3: Showing influence of residing area on the adjustment**Table-5: Influence of stream of education on the adjustment**

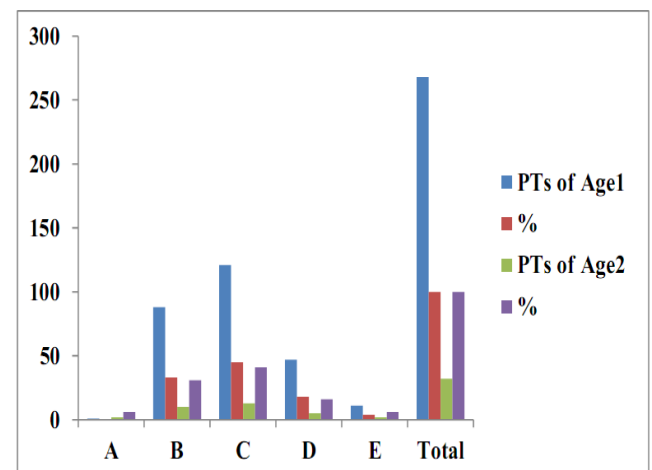
	A	B	C	D	E	Total
No. of Arts PTs	2	78	102	36	9	227
%	1	34	45	16	4	100
No. of Science PTs	1	20	32	16	4	73
%	1	27	44	22	6	100

Table 5 shows the influence of stream of education on the adjustment of pupil teachers in Colleges of Education. It emerges from above analysis that 1 percent of arts group pupil teachers were found to have excellent adjustment, 34 percent as having good adjustment, 45 percent as having average adjustment, 16 percent as unsatisfactory level of adjustment and 4 percent as having very unsatisfactory adjustment. On the other hand it can be depicted from above table that 1 percent of science pupil teachers were found to have excellent adjustment, 27 percent as having good adjustment, 44 percent as having average adjustment, 22 percent as unsatisfactory level of adjustment and 6 percent as having very unsatisfactory adjustment. The influence of residing area on adjustment is shown below in figure 4:

Figure-4: Showing influence of stream of education on the adjustment**Table-6: Influence of age on the adjustment**

	A	B	C	D	E	Total
PTs of Age1	1	88	121	47	11	268
%	0	33	45	18	4	100
PTs of Age2	2	10	13	5	2	32
%	6	31	41	16	6	100

It can be seen from table 6 that the influence of age on the adjustment of pupil teachers in Colleges of Education. It emerges from above analysis that no pupil teacher belonging to age group 28 or below were found to have excellent adjustment, 33 percent as having good adjustment, 45 percent as having average adjustment, 18 percent as unsatisfactory level of adjustment and 4 percent as having very unsatisfactory adjustment. On the other hand it can be depicted from above table that 6 percent of age group above 28 pupil teachers were found to have excellent adjustment, 31 percent as having good adjustment, 41 percent as having average adjustment, 16 percent as unsatisfactory level of adjustment and 6 percent as having very unsatisfactory adjustment. The influence of residing area on adjustment is shown below in figure 5:

Figure-5: Showing influence of age on the adjustment

CONCLUSION

It can be concluded from above results and discussion that there is no influence of demographic factors gender, locality, stream of education and age on adjustment of pupil teachers. Adjustment has two meaning in one sense it is continuous process of life that affects an individual, changes his behaviour and prepares him to keep proper relationship with his environment. In second sense, adjustment is that conducive situation in which individual keep himself happy and free from mental ailment.

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