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A STUDY OF ADJUSTMENT AMONG STUDENT-TEACHERS

Dr. M. Senthilkumaran[1] and R. Dhamotharan[2]
[1]Assistant Professor, Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.
[2]Ph.D. Research Scholar, Department of Educational Technology, Tamil Nadu Teachers Education University, Chennai, Tamil Nadu.

ABSTRACT :
     Every human being in the world will face the problems in their day to day life. This is mainly because they will not adjust to others. The problem can be solved only through adjustment. In the same way, the teacher has come across so many problems in the school. The student-teacher who enters the classroom might face the issue with the student. Thus, the present study mainly focuses on the adjustment of the student-teachers at the time of practice teaching.

KEYWORDS : *Adjustment, Student-Teachers.*

INTRODUCTION:
     In psychology, adjustment alludes to the behavioral process of balancing conflicting needs or needs to be challenged by obstacles in the environment. Humans and animals normally adjust in accordance with their environment. A sequence of adjustment begins when a need is felt and ends when it is fulfilled. Successful adjustment is vital to having a high quality of life. The individuals who can't adjust well are more likely to have clinical anxiety or depression, as well as experience feelings of hopelessness, difficulty concentrating, sleeping problems, and reckless behavior. Nowadays, all the human being is facing such type of problems in their day to day life. The person who adjusts well in society will shine high. The teachers in the classroom are facing such adjustment problems with their colleagues, management and also with the student. So, the student teachers who are in the teaching practice face the same type of problems.

OBJECTIVES OF THE STUDY
- To find out the difference in the adjustment of student-teachers with respect to gender, qualification, locality, type of management, father's educational qualification, mother's educational qualification, optional subject 1, and optional subject 2.

METHODOLOGY
     The investigator has adopted survey research for this study. A sample of 262 student-teachers was chosen through simple random sampling technique. The collected data were analyzed using t-test and F-test.

DATA ANALYSIS
Hypothesis 1: There would be no significant difference in the adjustment among the student-teachers with respect to gender.

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Table 1: Adjustment among Student-Teachers based on Gender

Gender	N	Mean	SD	't' value
Male	112	50.99	13.16	0.064
Female	150	50.89	10.69	

Table-1 depicts that the calculated t-value 0.064 is less than that of the table value (1.96) at t 0.05 level of significance. Thus there is no significant difference in the adjustment among student-teachers with respect to gender. Therefore the hypothesis-1 is accepted.

Hypothesis 2: There would be no significant difference in the adjustment among student-teachers with respect to qualification.

Table 2: Adjustment among Student-Teachers based on Qualification

Qualification	N	Mean	SD	't' value
UG	193	51.49	11.76	1.29
PG	69	49.36	11.81	

Table-2 shows that the calculated t-value 1.29 is less than that of the table value (1.96) at 0.05 level of significance. Thus there is no significant difference in the adjustment among student-teachers with respect to qualification. Therefore the hypothesis-2 is accepted.

Hypothesis 3: There would be no significant difference in the adjustment among student-teachers with respect to locality.

Table 3: Adjustment among Student-Teachers based on Locality

Locality	N	Mean	SD	't' value
Rural	150	51.10	11.02	0.256
Urban	112	50.71	12.78	

Table-3 indicates that the calculated t-value 0.256 is less than that of the table value (1.96) at 0.05 level of significance. Thus there is no significant difference in the adjustment among student-teachers with respect to locality. Therefore the hypothesis-3 is accepted.

Hypothesis 4: There would be no significant difference in the adjustment among student-teachers with respect to type of management.

Table 4: Adjustment among Student-Teachers based on Type of Management

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	430.680	2	215.340	1.693	0.186
Within Groups	32690.182	257	127.199		
Total	33120.862	259			

Table-4 reveals that the calculated F-value 1.693 is not significant at 0.05 level. Thus there is no significant difference in the adjustment among student-teachers with respect to type of management. Therefore the hypothesis-4 is accepted.

Hypothesis 5: There would be no significant difference in the adjustment among student-teachers with respect to father's educational qualification.

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Table 5: Adjustment among Student-Teachers based on Father's Educational Qualification

Father's Educational Qualification	N	Mean	SD	't' value
Literate	193	50.69	11.76	0.55
Illiterate	69	51.61	11.81	

Table-5 shows that the calculated t-value 0.55 is less than that of the table value (1.96) at 0.05 level of significance. Thus there is no significant difference in the adjustment among student-teachers with respect to father's educational qualification. Therefore the hypothesis-5 is accepted.

Hypothesis 6: There would be no significant difference in the adjustment among student-teachers with respect to mother's educational qualification.

Table 6: Adjustment among Student-Teachers based on Mother's Educational Qualification

Mother's Educational Qualification	N	Mean	SD	't' value
Literate	156	51.49	11.76	1.29
Illiterate	106	49.36	11.81	

Table-6 depicts that the calculated t-value 1.29 is less than that of the table value (1.96) at 0.05 level of significance. Thus there is no significant difference in the adjustment among student-teachers with respect to mother's educational qualification. Therefore the hypothesis-6 is accepted.

Hypothesis 7: There would be no significant difference in the adjustment among student-teachers with respect to optional subject 1.

Table 7: Adjustment among Student-Teachers based on Optional Subject 1

Optional Subject 1	N	Mean	SD	't' value
Arts	98	50.83	12.65	0.112
Science	164	51.00	11.28	

Table-7 indicates that the calculated t-value 0.112 is less than that of the table value (1.96) at 0.05 level of significance. Thus there is no significant difference in the adjustment among student-teachers with respect to optional subject 1. Therefore the hypothesis-7 is accepted.

Hypothesis 8: There would be no significant difference in the adjustment among student-teachers with respect to optional subject 2.

Table 8: Adjustment among Student-Teachers based on Optional Subject 1

Optional Subject 2	N	Mean	SD	't' value
Tamil	96	51.58	8.48	0.758
English	166	50.56	13.34	

Table-8 reveals that the calculated t-value 0.758 is less than that of the table value (1.96) at 0.05 level of significance. Thus there is no significant difference in the adjustment among student-teachers with respect to optional subject 2. Therefore the hypothesis-8 is accepted.

CONCLUSION

Adjustment behavior among student-teachers plays a vital role. The student teachers who adjust in the classroom will easily adjust with the society, in turn, their character will be good. In this study, the findings state that there are no significant differences in the case of gender, locality of the school and that of

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educational qualifications of the student teachers. This study reveals that the adjustment character of the student is inborn and it can be controlled at a necessary time.

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