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“ADJUSTMENT PATTERN AMONG B.Ed., TRAINEES IN TIRUCHIRAPPALLI DISTRICT”

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ABSTRACT:

The main objective of this study is to find out the level of adjustment pattern among B.Ed., trainees with regard to the background variables namely gender, marital status, age, subject studying, and locality of the colleges. Adjustment Pattern inventory developed by A.K.P Sinha and R.P Singh (1995) are used to collect relevant data. The sample consists of 148 B.Ed., trainees from five Colleges of Education in Tiruchirappalli Districts. The data are analysed by 't' test and ANOVA. The result indicates that there is significant difference among B.Ed., trainees with regard to the background variables namely gender, marital status, subject studying, and there was no significant difference between age and locality of colleges.

KEYWORDS: level of adjustment pattern , Adjustment Pattern inventory developed , Darwin's theory of evolution .

1.INTRODUCTION:

The concept of adjustment was originally a biological one and was a cornerstone in Darwin's theory of evolution (1859). In biology the term usually employed was adaptation. Darwin maintained that only those organisms most fitted to adapt to the hazards of the physical world survive. Biologists have continued to be concerned with the problem of physical adaptation, and many human illnesses are thought to be based on the processes of adaptation to the stress of life. Such illnesses include diseases of the circulatory system that produce coronary attacks and cerebral hemorrhages as well as disturbances of the digestive tract such as ulcers and intestinal colitis. Man's behavior can be described as reactions to a variety of demands or pressures that are brought to bear upon him. The clothing he wears varies with the climate in which he lives and represents, at least partly, an adaptation to weather. Architectural forms also depend upon climatologically and topographical



factors and man has shown great ingenuity in adapting the raw materials of his environment to his need for shelter and warmth. This is dramatically illustrated by the remarkable feat of the Eskimos, who build houses out of ice and snow.

Just as a person adapts to physical demands, he also adjusts to social pressures, that is, demands that arise from living interdependently with other persons. When he is an infant, his parents make demands upon him to acquire the proper values and behavior patterns. When he is adult, they continue to have expectations of his marriage, his career, or where and how he lives. Wives have certain expectations about their husbands, husbands about their wives, employers about their employees, and children about their parents. These expectations function as powerful pressures upon the individual. The biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The psychologist is more concerned with what might be called "psychological survival" than physical survival. As in the case of the biological concept of adaptation, human behavior is interpreted as adjustments to demands or pressures. These demands are primarily social or interpersonal, and they influence the psychological structure and functioning of the person. It was said that adjustment involves a reaction of the person to demands imposed upon him. The psychological demands made upon the person can be classified into external and internal.

2. NEED AND SIGNIFICANCE OF THE STUDY

Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Human beings are able to adjust to the physical, social and psychological demands that arise from having interrelated dependability with other individual. Adjustment, as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. 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. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. It connotes conformity; it deals with the way an individual adapts to his environment and demand of life. This includes how he relates to other (interpersonal) and how he deals with his responsibilities and inner feelings. Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within.

This study aims at enumerating the present mindset of the B.Ed., trainees in terms of their adjustment pattern with various parameters and the effect of their adjustment on their performance in developing the social well-being. The study was undertaken with a title "A Study on Adjustment Pattern among B.Ed., Trainees in Tiruchirappalli Districts".

3. STATEMENT OF THE PROBLEM

The problem of present study is adjustment pattern among B.Ed., trainees in and around Tiruchirappalli districts.

4. TITLE OF THE STUDY

"A study on Adjustment Pattern among B.Ed., Trainees in Tiruchirappalli Districts".

5. OPERATIONAL DEFINITIONS

5.1. Adjustment Pattern

In the words of Coleman, James C., "Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment.

6. OBJECTIVES OF THE PRESENT STUDY

The following are the objectives of the present study:

1.To find out whether there is any significant difference among B.Ed., trainees in their adjustment pattern with regard to the background variables namely: (i) Gender (Men and Women), (ii) Marital Status (Married and Unmarried), (iii) Age Group (up to 25 Years, 25-30 Years and 31 and above), (iv) Subject (Arts and Science), and (v) Locality of College (Rural and Urban).

7.NULL HYPOTHESES

The following are the hypotheses formulated for the present study

1.There is no significant difference among B.Ed., trainees in their adjustment pattern with regard to the background variables namely: (i) Gender (Men and Women), (ii) Marital Status (Married and Unmarried), (iii) Age Group (up to 25 Years, 25-30 Years and 31 and above), (iv) Subject (Arts and Science), and (v) Locality of College (Rural and Urban).

8.METHOD USED FOR THE STUDY

For the present study, survey method is employed. By administrating a questionnaire, the data will be collected.

9. SAMPLE OF THE PRESENT STUDY

The B.Ed., trainees studying in the colleges of education in Tiruchirappalli districts will be the population of the present study. From this population 148 B.Ed., trainees will be selected by means of stratified random sampling technique. The sampling will be stratified on the basis of gender, marital status, subject studying, and locality of the colleges.

10.TOOLS USED IN THE PRESENT STUDY

1.Adjustment Pattern inventory developed by A.K.P Sinha and R.P Singh (1995).

11.STATISTICS USED IN THE PRESENT STUDY

For analyzing the data, the investigator will use mean, standard deviation, ‘t’- test and ANOVA.

12.ANALYSIS OF DATA

Null Hypothesis-1

There is no significant difference between men and women B.Ed., trainees in their adjustment pattern.

Table 1
Mean score difference between men and women B.Ed., trainees in their adjustment pattern.

Variable	Gender	Mean	SD	‘t’ Value	Remarks at 5% level of Significance
Adjustment Pattern	Men	105.33	9.18	2.498	S
	Women	100.59	8.73		

The above table shows that there is significant difference between men and women B.Ed., trainees in their adjustment pattern as the calculated ‘t’ value 2.498 is higher than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

Null Hypothesis-2

There is no significant difference between married and unmarried B.Ed., trainees in their adjustment pattern.

Table 2
Mean score difference between married and unmarried B.Ed., trainees in their adjustment pattern.

Variable	Marital Status	Mean	SD	‘t’ Value	Remarks at 5% level of Significance
Adjustment Pattern	Married	109.93	10.51	3.067	S
	Unmarried	96.35	8.18		

From the above table it is learnt that there is significant difference between married and unmarried B.Ed., Trainees in their adjustment pattern as the calculated ‘t’ value 3.067 is higher than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

Null Hypothesis-3

There is no significant difference among B.Ed., trainees of age group up to 25 years, 26-30 years and 31 years and above in their adjustment pattern.

Table 3
Mean score difference among B.Ed., trainees of age group up to 25 years, 26-30 years and 31 years and above in their adjustment pattern.

Source of variables	Sum of square	‘df’	Mean score	Calculated ‘F’ value	Remarks at 5% level of Significance
Between	38.53	47	.912	1.158	NS
Within	57.01	100	.829		
Total	85.55	97			

From the above table it is inferred that there is no significant difference among B.Ed., trainees in their adjustment pattern with regards up to 25 years, 26-30 years and 31 years and above of age as the calculated ‘F’ value 1.158 is lower than the table value at 5% level of significance. Hence the null hypothesis is accepted.

Null Hypothesis-4

There is no significant difference between B.Ed., trainees studying arts and science subjects in their adjustment pattern.

Table 4
Mean score difference between B.Ed., trainees studying arts and science subjects in their adjustment pattern.

Variable	Subjects	Mean	SD	‘t’ Value	Remarks at 5% level of Significance
Adjustment Pattern	Arts	104.94	7.20	2.067	S
	Science	101.94	9.77		

From the above table it is learnt that there is significant difference between B.Ed., trainees studying arts and science subjects in their adjustment pattern as the calculated ‘t’ value 2.067 is higher than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

Null Hypothesis-5

There is no significant difference between the B.Ed., trainees of rural and urban colleges in their adjustment pattern.

Table 5

Mean score difference between the B.Ed., trainees of rural and urban colleges in their adjustment pattern.

Variable	Locality of School	Mean	SD	't' Value	Remarks at 5% level of Significance
Adjustment Pattern	Rural	102.58	7.51	1.809	NS
	Urban	103.35	8.18		

From the above table it is learnt that there is no significant difference between the B.Ed., trainees of rural and urban colleges in their adjustment pattern as the calculated 't' value 1.809 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

13. MAJOR FINDINGS

1. There is significant difference between men and women B.Ed., trainees in their adjustment pattern.
2. There is significant difference between married and unmarried B.Ed., trainees in their adjustment pattern.
3. There is no significant difference among B.Ed., trainees of age group up to 25 Years, 26-30 Years and 31 Years and above in their adjustment pattern.
4. There is significant difference between B.Ed., trainees studying arts and science subjects in their adjustment pattern.
5. There is no significant difference between the B.Ed., trainees of rural and urban colleges in their adjustment pattern.

14. RECOMMENDATION

14.1. Factors effecting adjustment pattern at colleges

1. Proper training to Teacher Educators

Teacher's training in educational psychology may help students in their adjustment. Teachers' personality and democratic attitude are also important factors which can promote adjustment in students.

2. Adequate Curriculum

Curriculum should be planned, and transacted in such a way that it should fulfill psychological and social needs of students. Need fulfillment leads to better adjustment.

3. Adequate Recreational Facilities

Facilities, such as sports, library, debate and excursion may help students in their adjustment.

4. Classroom climate

If the classroom climate is affectionate and cooperative enough, it can facilitate better adjustment in students.

5. Proper relationships between administrations

Cordial relations between the Principal and teachers, and teachers and teachers, and teachers and office staff also play an important role in creating harmonious and congenial environment in the school.

6. Evaluation system of the college

Evaluation should be rigid cum flexible. Too much subjectivity and unreliability should be avoided. Numerical marking should be avoided and grades should be given to students. Due to low marks, students lose confidence in their life which then affects in their mental health. The word 'fail' should not be used by the teacher educators.

15. CONCLUSION

The findings of the present study indicate that there exist significant differences between the B.Ed., trainees on the basis of gender, marital status and subject studying but no difference was found age and locale where they study. Since these differences are found to be highly significant for gender in all the domains of adjustment i.e. family, peer and social adjustment, there seems to be an urgent need to improve the situation. This calls for priority based action on the part of academicians, policy makers, families and all the concerned

stakeholders to devise measures to facilitate better adjustment skills among the B.Ed., trainees.

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