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ADJUSTMENT OF B.ED TEACHER-TRAINEES OF MYSURU

Dr. M. Sudarshan

Guest faculty, University of Mysore.

ABSTRACT :

The present study was undertaken to measure the adjustment of B.Ed teacher-trainees with regard to gender and locality. For the present study, the survey method was adopted. The samples of 101 B.Ed teacher-trainees were selected from 4 B.Ed colleges of Mysuru. A standardized Bell's Adjustment inventory was used to collect the data and t-test was used for data analysis. Result revealed that, there is significant difference in home adjustment of Male and Female, Social adjustment of Urban and Rural B.Ed student teachers. There is no significant difference in Health and Emotional adjustment of Male and Female, Urban and Rural B.Ed teacher trainees of Mysuru respectively.

KEYWORDS : B.Ed Teacher-Trainees, Social adjustment, Adjustment process.

INTRODUCTION

The term adjustment is often used as a synonym for accommodation and adaptation. Good (1959) states that 'Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment'. Kulshrestha (1979) explained that the 'Adjustment process is a way in which the individual attempts to

deal with stress, tensions, conflicts etc., and meet his or her needs'. In this process, the individual also makes efforts to maintain harmonious relationships with the environment. Shafer (1961) emphasized that 'Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs'. The process of adjustment has two main elements: the need of living organism, and the circumstances that influence those needs. These needs may be biogenic, socio genic, personal or communal, or arising from any other conceivable source. On the other hand, the circumstances influencing these needs also can either be inside the individual that influence these needs are his physical and mental states, capacity, attitudes, interests' etc. Adjustments should maximize the student's ability to achieve educational outcomes.

NEED AND IMPORTANCE OF THE STUDY

The implication of adjustment is the balance between an individual's needs and the circumstances that satisfy them. If the balance is good and desirable, then the individual can be said to be properly adjusted, but if the balance is disturbed then the person will be considered maladjusted. Evidently this adjustment will differ from person to person, since their needs and the conditions that satisfy them need not be common. Adjustment is the important component for a healthy environment of school. There are number of factors affected the healthy environment of the institution. Such as the personality of parents, parenting style of the teacher educators etc..

During the pre-service education program the student teachers will learn how to use their knowledge to formulate lesson plans to teach their class. Common topics include classroom management, lesson plans, and professional development. A major focus during pre-service teaching programs is the practicum where the teacher trainees are placed within a school setting. The teacher trainees will be given opportunities to develop skills through lesson plans, teaching lessons and classroom management. To perform such a heavy tasks they have to be physically, mentally, economically and socially balanced.

Investigators have argued that interpersonal relationships affect student's academic motivation (Newman, 2000). Connell and Wellborn (1991) contended that involvement, or the quality of a student's relationships with peers and teachers, is a powerful motivator. Ryan and Powelson (1991) noted that school learning can be promoted by learning contexts that enhance student involvement with others. Research shows that students loneliness and social dissatisfaction relate negatively to school achievement (Galanaki and Kalantzi-Azizi, 1999). Adjustment is one of the indicators of mental health according to WHO. Mental health of teacher trainees plays an important role in the teaching learning process. If the teacher trainee is tensed under pressure, that is if he is not mentally healthy then he may be not be able to discharge his duties properly, resulting in poor learning. Thus for better adjustment mental health of teacher trainees plays an important role in the process of learning. His maladjustment will not only adversely affect his personality but will produce maladjustment in his/her friends, teachers and school climate. Hence, the investigator made an effort to find the Adjustment of B.Ed teacher trainees.

OBJECTIVES OF THE STUDY

1. To compare the Adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural
2. To compare the Home Adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural
3. To compare the Health Adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural
4. To compare the Social Adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural
5. To compare the Emotional Adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural

HYPOTHESES

1. There is no significant difference between Adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural
2. There is no significant difference between Home adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural
3. There is no significant difference between Health adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural
4. There is no significant difference between Social adjustment of B.Ed teacher trainees of Mysuru in the following categories,
 - a) Male and Female
 - b) Urban and Rural
5. There is no significant difference between Emotional adjustment of B.Ed teacher trainees of Mysuru in the following categories,

- a) Male and Female
- b) Urban and Rural

METHODOLOGY

A descriptive survey method was used for the present study. A sample of 101 B.Ed teacher trainees (48 male and 53 female) of Mysuru were selected randomly. Data was collected with the help of Bell's Adjustment inventory.

DATA COLLECTION PROCEDURE

The researcher personally visited 4 private unaided B.Ed colleges located in Mysuru with the research tool. The questionnaire was distributed to 101 B.Ed teacher- trainees and they were asked to complete all the items in the space given. The researcher clarified the doubts of the student teachers while filling the questionnaire. The filled questionnaires collected and the data for each question has been quantified and tabulated in order to test the hypotheses formulated for the study.

STATISTICAL TECHNIQUES

Descriptive statistical measures (Mean and Standard deviation) used to describe the characteristics of the sample and test of significance of difference between means (t-test) was used to study whether there is a significant difference with regard to Gender and Locality.

Analysis and Interpretation of the data

In order to present the result systematically the hypothesis wise interpretation has been given in table.

Objective (1): To compare the Adjustment of B.Ed teacher trainees of Mysuru in the following categories,

- a) Male and Female
- b) Urban and Rural

Hypothesis (1)(a) There is no significant difference in Adjustment of Male and Female B.Ed teacher trainees of Mysuru

Table-1: Mean, SD, t- value of Male and Female B.Ed teacher trainees with regard to Adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Male	48	44.95	15.96	1.68	99	NS*
2	Female	53	40.33	11.03			

Table (1) reveals that, obtained t-value 1.68 is less than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (1) (a) is accepted. Therefore, it may be concluded that there is no significant difference in adjustment of Male and Female B.Ed teacher trainees of Mysuru.

Hypothesis (1)(b) There is no significant difference in Adjustment of Urban and Rural B.Ed teacher trainees of Mysuru

Table-2: Mean, SD, t- value of Urban and Rural B.Ed teacher trainees with regard to Adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Urban	51	39.82	13.28	2.03	99	Sig**
2	Rural	50	45.22	13.42			

Table (1) reveals that, obtained t-value 2.03 is greater than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (1)(b) is rejected. Hence the alternative hypothesis stating that there is a significant difference in adjustment of Urban and Rural B.Ed teacher trainees of Mysuru is accepted. The mean value of Rural B.Ed teacher trainees is greater than Urban B.Ed teacher trainees. It is concluded that, adjustment of Rural B.Ed teacher trainees are better than Urban B.Ed teacher trainees.

Objective (2) :To compare the Home Adjustment of B.Ed teacher trainees of Mysuru in the following categories,
a) Male and Female
b) Urban and Rural

Hypothesis (2)(a) There is no significant difference in Home adjustment of Male and Female B.Ed teacher trainees of Mysuru

Table-3: Mean, SD, t- value of Male and Female B.Ed teacher trainees with regard to Home adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Male	48	11.81	4.41	2.78	99	Sig**
2	Female	53	9.39	4.36			

Table (3) reveals that, obtained t-value 2.78 is greater than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (2)(a) is rejected. Hence the alternative hypothesis stating that there is a significant difference in Home adjustment of Male and Female B.Ed teacher trainees of Mysuru is accepted. The mean value of Male B.Ed teacher trainees is greater than Female B.Ed teacher trainees. It is concluded that, Home adjustment of Male B.Ed teacher trainees are better than Female B.Ed teacher trainees.

Hypothesis (2)(b) There is no significant difference in Home adjustment of Urban and Rural B.Ed teacher trainees of Mysuru

Table-4: Mean, SD, t- value of Urban and Rural B.Ed teacher trainees with regard to Home adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Urban	51	10.37	4.16	0.08	99	NS*
2	Rural	50	10.72	4.00			

Table (4) reveals that, obtained t-value 0.08 is less than critical value 1.98 at 0.05level. Hence, the formulated null hypothesis number (2)(b) is accepted. Therefore, it may be concluded that there is no significant difference in Home adjustment of Urban and Rural B.Ed teacher trainees of Mysuru.

Objective -3: To compare the Health Adjustment of B.Ed teacher trainees of Mysuru in the following categories,
a) Male and Female
b) Urban and Rural

Hypothesis (3)(a) There is no significant difference in Health adjustment of Male and Female B.Ed teacher trainees of Mysuru

Table-5: Mean, SD, t- value of Male and Female B.Ed teacher trainees with regard to Health adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Male	48	4.66	5.35	0.47	99	NS*
2	Female	53	5.07	2.95			

Table (5) reveals that, obtained t-value 0.47 is less than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (3)(a) is accepted. Therefore, it may be concluded that there is no significant difference in Health adjustment of Male and Female B.Ed teacher trainees of Mysuru.

Hypothesis (3)(b) There is no significant difference in Health adjustment of Urban and Rural B.Ed teacher trainees of Mysuru

Table-6: Mean, SD, t- value of Urban and Rural B.Ed teacher trainees with regard to Health adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Urban	51	5.09	4.29	0.49	99	NS*
2	Rural	50	4.66	4.46			

Table (6) reveals that, obtained t-value 0.49 is less than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (3)(b) is accepted. Therefore, it may be concluded that there is no significant difference in Health adjustment of Urban and Rural B.Ed teacher trainees of Mysuru.

Objective-4: To compare the Social Adjustment of B.Ed teacher trainees of Mysuru in the following categories,

- a) Male and Female
- b) Urban and Rural

Hypothesis (4)(a): There is no significant difference in Social adjustment of Male and Female B.Ed teacher trainees of Mysuru

Table-7: Mean, SD, t- value of Male and Female B.Ed teacher trainees with regard to Social adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Male	48	13.89	4.20	0.59	99	NS*
2	Female	53	14.33	3.58			

Table (7) reveals that, obtained t-value 0.59 is less than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (4)(a) is accepted. Therefore, it may be concluded that there is no significant difference in Social adjustment of Male and Female B.Ed teacher trainees of Mysuru.

Hypothesis (4)(b) : There is no significant difference in Social adjustment of Urban and Rural B.Ed teacher trainees of Mysuru

Table-8: Mean, SD, t- value of Urban and Rural B.Ed teacher trainees with regard to Social adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Urban	51	12.58	3.87	4.05	99	Sig**
2	Rural	50	15.70	3.92			

Table (8) reveals that, obtained t-value 4.05 is greater than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (4)(b) is rejected. Hence the alternative hypothesis stating that there is a significant difference in Social adjustment of Urban and Rural B.Ed teacher trainees of Mysuru is accepted. The mean value of Rural B.Ed teacher trainees is greater than Urban B.Ed teacher trainees. It is concluded that, Social adjustment of Rural B.Ed teacher trainees are better than Urban B.Ed teacher trainees.

Objective-5: To compare the Emotional Adjustment of B.Ed teacher trainees of Mysuru in the following categories,

- a) Male and Female
- b) Urban and Rural

Hypothesis (5)(a): There is no significant difference in Emotional adjustment of Male and Female B.Ed teacher trainees of Mysuru

Table-9: Mean, SD, t- value of Male and Female B.Ed teacher trainees with regard to Emotional adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Male	48	10.54	5.76	0.62	99	NS*
2	Female	53	11.25	5.47			

Table (9) reveals that, obtained t-value 0.62 is less than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (5)(a) is accepted. Therefore, it may be concluded that there is no significant difference in Emotional adjustment of Male and Female B.Ed teacher trainees of Mysuru.

Hypothesis (5)(b) : There is no significant difference in Emotional adjustment of Urban and Rural B.Ed teacher trainees of Mysuru

Table-10: Mean, SD, t- value of Urban and Rural B.Ed teacher trainees with regard to Emotional adjustment

S.N	Variable	N	Mean	SD	t-value	df	Level of Significance
1	Urban	51	10.27	5.39	1.18	99	NS*
2	Rural	50	11.56	5.67			

Table (10) reveals that, obtained t-value 1.18 is less than critical value 1.98 at 0.05 level. Hence, the formulated null hypothesis number (5)(b) is accepted. Therefore, it may be concluded that there is no significant difference in Emotional adjustment of Urban and Rural B.Ed teacher trainees of Mysuru.

FINDINGS:

- a) There is no significant difference in adjustment of Male and Female B.Ed teacher trainees of Mysuru.
- b) There is a significant difference in adjustment of Urban and Rural B.Ed teacher trainees of Mysuru
- c) There is a significant difference in Home adjustment of Male and Female B.Ed teacher trainees of Mysuru

- d) There is no significant difference in Home adjustment of Urban and Rural B.Ed teacher trainees of Mysuru.
- e) There is no significant difference in Health adjustment of Male and Female B.Ed teacher trainees of Mysuru.
- f) There is no significant difference in Health adjustment of Urban and Rural B.Ed teacher trainees of Mysuru.
- g) There is no significant difference in Social adjustment of Male and Female B.Ed teacher trainees of Mysuru.
- h) There is a significant difference in Social adjustment of Urban and Rural B.Ed teacher trainees of Mysuru.
- i) There is no significant difference in Emotional adjustment of Male and Female B.Ed teacher trainees of Mysuru.
- j) There is no significant difference in Emotional adjustment of Urban and Rural B.Ed teacher trainees of Mysuru.

LIMITATIONS OF THE STUDY

The major limitations are listed below,

- a) The study is restricted only to B.Ed teacher trainees of Mysuru.
- b) The statistical samples of 48 individuals are male and 53 individuals are female B.Ed teacher trainees of Mysuru.

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