

A study on adjustment problems among B.Ed college students

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ABSTRACT

Teaching is perhaps the most commonly known profession. It is believed to be the noblest of all professions in our country as well as in many other countries in the world. The profession enjoys some special importance in our country because of our ancient cultural heritage. The profession now-a-days is not able to attract intelligent and talented men and women. Many people are taking to teaching not because of their liking for the profession but because of their inability to secure any other job. Mukherji, S. N. (1957) therefore rightly remarked, "Most of our teachers are teachers not because it is their chosen field, but because they could not secure employment elsewhere." Due to technological advances there has been tremendous changes are taking place in overall shape of teacher's personality. Beyond these professional outlook and professional development the teachers are overloaded. There has been an enormous rise in the workload of the teachers as the government feels it convenient to entrust several odd functions like revision of census, preparation of electoral rolls, collection of statistics etc. safely to the teacher. Security of service is threatened day by day in case of many teachers working under private management. Adjustment can be defined as a person's interaction with his environment. Each person constantly strives to meet his needs and reach his goals. At the same time, he is under pressure from the environment to behave in certain ways. Adjustment involves the reconciliation of personal and environmental demands. Interaction means mutual bearings or influence. Every person is influenced by his environment. And each has some effect on the particular environmental settings of which he is a part. The relative amount of influence varies from setting to setting and from time to time within a particular setting. Some time an individual, and sometimes it is the other way around.

Key Words : Adjustment, Awareness, Social problems

INTRODUCTION

The term adjustment, so widely used in the fields of personality, mental hygiene, and social psychology, is implicitly normative. It assumes an individual psychological factor and an environmental factor, operating in a specific frame of reference. It can be used either descriptively in contrast to non-adjustment or ethically in contrast to maladjustment. In social psychological usage, it implies a minimum amount of conflict between an individual's behavior and the existing social institutions. In general psychology, it means integration, a term which implies "harmonious cooperation of the

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various levels of the personality.” The concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions, which are beyond his power to change. Sometimes it is achieved when the environment yields to the person’s constructive activities. In most cases, adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise.

The process adjustment is characteristic of life and development of each individual. This has been stated by Leaner, George and Ellakubo (1957). It may occur by problems we may become aware of alternative ways of dealing with the problems and we aware problems and we may become fully aware of ourselves as a person in the environment. There is a dynamic relationship between the person and his world. Neither the individual nor his worlds are static. Both are subject to change. Both are being acted upon and shaped continually. Every person experiences some frustrations and conflicts, but is able to solve the most of them normally with his own resources. In the words of George W.Kisher (1972) the problem of making a living in our culture is an important source of stress during the adult years. We live in a highly competitive society in which there is a premium on economic achievement and financial security. In the late life of adult, the individual faces the various threats of chronic illness, surgery, financial insecurity, dependency upon relatives, cross of family member’s and friend and the prospect of death itself. Any of these problems at any age level may lead to a personality disturbance in an individual who is not equipped physically and psychologically to deal with it.

Adjustment :

The process through which we compare ourselves to other in order to determine, whether our view of social reality is or is not correct. Adjustment is a dynamic process that occurs as the individual lives in his home, takes his education, does some job and interacts with people. The various areas of adjustment are home, health, social, emotional and occupational. Home is not just a place where we live, but a place where we are understood. Some families are nurturing places where people learn about their abilities giving and receiving love, and to dream what they might become. India has a stable home life and structure. The spirit of home solidarity has remained a sustaining power, which has provided meaning to the daily lives of our Indian people.

Need of the study :

This age is where one can learn a lot about adjustment to achieve discipline and control their behaviors, so that better inter-personal relationship can be developed. They have to sit in a classroom for certain duration attend assembly in an orderly manner, play in playground, do some home work, respect elders, play with the teammates, etc. which may require adjustment.

- (i) Adjustment enables individuals to lead normal contended and happier life.
- (ii) Adjustment enables the individual to rise to occasions to meet the various requirements and needs.
- (iii) Adjustment enables the human beings to introduce the necessary changes in the environment.

Life is based on inter personal relationships with one another. The intor-personal relationships applicable to children, adolescents, adults and older people. Every one’s life is fill of challenges, problems and conflicts, therefore one has to adjust with others to lead a happy and successful life. Sometimes the individuals or elders meet with failures. They are also frustrated on many occasions

since limited means are available to meet out their innumerable needs. The above factors also necessitate the individual and group adjustment.

The students are more interested in subject to achieve academic success in order to achieve in their life. The adjustment problems may affect their goals. Therefore the study of adjustment problems for effective guidance purpose is essential. In the present study, the investigator felt the need to study the adjustment problems among the B.Ed. college students. The present study aims at studying the adjustment problems of B.Ed. college students studying in Thiruvannamalai District only. The present day globalized world means both boys and girls equally in all aspects of human endeavor. The girls should have a well-adjusted personality to compete boys in education, profession and in life in general. In order to develop a healthy competitive must be developed. Therefore, there is a strong need to study the adjustment problems of students and to report the findings based on the study for effective follow up actions. Job satisfaction may improve an individual's performance and effectiveness whatever might be the nature of work one is engaged in. It is believed that competent people in all professions enjoy job satisfaction. There may be a positive correlation between job satisfaction and professional efficiency. A number of investigations carried out in this direction support that the teachers' satisfaction is an important factor because effective teaching requires a feeling of satisfaction and positive identification with school.

Significance of the present study :

There are many studies carried out on job satisfaction of teachers. But less number of studies conducted with job satisfaction and Psychological and Sociological Variables. At the same time very few researches compared Job satisfaction of teacher's socio-economic status Family environment, personality and teacher adjustment. There was no research with family environment. So this research will bring lot of scope to the reaching field. This study will assess the teachers in relation with job satisfaction, personality, socio-economic status, family environment and adjustment. There is a scope in this field research which will bring the teachers one step forward.

Statement of the problem :

Keeping in mind the issues already discussed the author choose the problem for her study is that is stated as the family environment possesses a certain consistency so that the impact of the some basic values, individuals, material objects etc. is felt over and over. Parental influence may not be felt in a specific situation, but the attitudes and ideas expressed day after day inevitably leave their mark. So the based on the need of the study, the authors state the problem as, "A study on adjustment problems among B.Ed college students"

Objectives of the study :

The following are the objectives of this study.

1. To study the level of adjustment in B.Ed Students.
2. To assess the Family Environment of B.Ed students.
3. To assess the Socio-economic status of B.Ed students.
4. To study the significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their gender.
5. To study the significant difference on family environment such as cohesion, expressiveness, conflict, acceptance, independence and active recreational, organization and control among B.Ed students with respect to their gender.

Hypotheses of the study :

Null Hypotheses were framed for the above objectives and are given below.

1. There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their gender.
2. There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their locality.
3. There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their basic qualification.
4. There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their age.
5. There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their order of birth.

METHODOLOGY

The creditability of the results in research depends very much upon the methods used. For the present study, the investigator wanted to collect the data which give the basic information reflecting adjustment of the B.Ed Students. At this juncture, it is more appropriate to elicit the response of the teachers on various items of the tools. For this research, survey was found to be more appropriate.

Sample of the study :

For the purpose of assessment of Adjustment, of B.Ed students, the author has adopted the following sampling procedure.

Approximately 3200 B.Ed students are studying in Thiruvannamalai District. Since there is no Government B.Ed college in this district the investigator selected only private colleges for the study. Out of 3200 only 475 B.Ed students studying in private colleges have been selected based on the stratified random techniques from the randomly selected 10 B.Ed colleges located in the Polur, and Thiruvannamalai taluk for the assessment of adjustment, The respective sample 475 students were selected from both rural and urban area.

Out of 475 B.Ed students 162 are males and 313 are females. At the same time 136 students were selected from urban colleges and 339 students were selected from rural colleges.

Tools used :

One tool is used in this study. The author developed a tool for assessing adjustment under the guidance of research supervisor.

Delimitations of the study :

Delimitations are the boundaries of the study. The following are the delimitations of the study:

1. This study was limited to B.Ed students studying in existing B.Ed colleges of Thiruvannamalai District which is Private.
2. The adjustment inventory to assess the adjustment of B.Ed students is made one subject to its reliability and validity.
3. The Adjustment was studied only in the contest of sociological variables like Family environment and socio-economic status.
4. The demographic variables like sex, age, locality, education level, Parental occupation,

Parental qualification, discipline studied, length of experience, order of birth, and family type, only were considered.

RESULTS AND DISCUSSION

Hypotheses 1 :

There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their gender.

From the Table 2, it is evident that the t-values are not significant in the adjustment dimensions of health adjustment, emotional adjustment, educational adjustment and total adjustment. At the same time t-values of home adjustment and social adjustment are significant at 0.01 level. This shows that the mean adjustment scores of health adjustment, emotional adjustment, educational adjustment and total adjustment are not differing significantly with respect to their gender, where as the mean adjustment scores of home adjustment and social adjustment are differing significantly. In this context the null hypothesis, “There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their gender” is rejected in the area of home, social adjustment and it is accepted in the other areas of adjustment and over all adjustment. Further, the mean home adjustment score of male is significantly higher than the female home adjustment score; at the same time female social adjustment score is significantly higher than the male social adjustment score. Here highest score indicates lack of adjustment.

Table 1 : Gender wise N, M, SD, t-value of Adjustment							
Variable	Gender	N	M	SD	df	t-value	Level of significance
Home	Male	162	6.76	2.57	473	4.593	Significant at 0.01 level
	Female	313	5.68	2.37			
Health	Male	162	3.67	1.92	473	0.653	Not Significant
	Female	313	3.55	1.89			
Social	Male	162	4.82	1.55	473	3.80	Significant at 0.01 level
	Female	313	5.42	1.68			
Emotional	Male	162	7.70	2.19	473	1.112	Not Significant
	Female	313	7.40	3.11			
Educational	Male	162	6.99	1.96	473	0.136	Not significant
	Female	313	7.01	1.90			
Total Adjustment	Male	162	29.96	6.27	473	1.508	Not Significant
	Female	313	29.05	6.17			

It may therefore be said that the male and female B.Ed students are not differing significantly in their health adjustment, emotional adjustment, educational adjustment and total adjustment. At the same time, female B.Ed students possess better home adjustment, but male B.Ed students possess better social adjustment.

Hypotheses 2 :

There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their locality.

From the Table 2, it is evident that the t-values are not significant in the adjustment dimensions of health adjustment, social adjustment, emotional adjustment, educational adjustment and total adjustment. At the same time, t-value is significant at significant at 0.01 is level. This shows that the mean adjustment scores of health adjustment, social adjustment, emotional adjustment, educational adjustment and total adjustment are not differing significantly, at the same time the mean adjustment scores of home adjustment is differing significantly. In this context the null hypothesis, "There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their locality" is rejected only in the area of home adjustment and accepted in the other areas of adjustment. Further, the mean home adjustment score of rural B.Ed students is significantly higher than the urban B.Ed students home adjustment score; at the same time, urban and rural B.Ed students are not differing other areas of adjustment and overall adjustment.

Table 2 : Locality wise N, M, SD, t-value of Adjustment							
Variable	Locality	N	M	SD	df	t-value	Level of significance
Home	Urban	136	5.65	2.21	473	2.245	Significant at 0.01 level
	Rural	339	6.21	2.58			
Health	Urban	136	3.62	1.71	473	0.174	Not Significant
	Rural	339	3.58	1.97			
Social	Urban	136	5.09	1.62	473	1.01	Not significant
	Rural	339	5.26	1.67			
Emotional	Urban	136	7.11	2.34	473	1.923	Not Significant
	Rural	339	7.66	2.99			
Educational	Urban	136	7.15	2.06	473	0.983	Not significant
	Rural	339	6.95	1.86			
Total Adjustment	Urban	136	28.62	5.93	473	1.653	Not Significant
	Rural	339	29.66	6.30			

It may therefore, be said that the urban and rural B.Ed students are not differing significantly in their health adjustment, emotional adjustment, educational adjustment and total adjustment. However, rural B.Ed students possess better home adjustment than urban B.Ed students.

Hypotheses 3 :

There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their basic qualification.

From the Table 3, it is evident that the t-values are not significant in the adjustment dimensions of home adjustment, social adjustment, emotional adjustment and educational adjustment. At the same time it t-value of health adjustment and total adjustment are significant at 0.01 is level and 0.05 level, respectively with the $df = 473$. This shows that the mean adjustment scores of home adjustment, social adjustment, emotional adjustment and educational adjustment are not differing significantly, at the same time the mean adjustment scores of health adjustment and total adjustment is differing significantly. In this context the null hypothesis, "There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their basic qualification" is rejected in the area of health and total adjustment and accepted in other adjustments. Further the mean health adjustment score and total adjustment

Table 3 : Qualification wise N, M, SD, t-value of Adjustment							
Variable	Qualification	N	M	SD	df	t-value	Level of significance
Home	UG	430	6.08	2.52	473	0.771	Not Significant
	PG	45	5.78	2.21			
Health	UG	430	3.68	1.87	473	3.227	Significant at 0.01 level
	PG	45	2.73	1.99			
Social	UG	430	5.22	1.66	473	0.023	Not significant
	PG	45	5.22	1.59			
Emotional	UG	430	7.54	2.89	473	1.033	Not Significant
	PG	45	7.09	2.09			
Educational	UG	430	7.04	1.93	473	1.183	Not significant
	PG	45	6.69	1.78			
Total Adjustment	UG	430	29.55	6.23	473	2.106	Significant at 0.05 level
	PG	45	27.51	5.71			

score of UG studied B.Ed students is significantly higher than the PG studied B.Ed students; at the same time UG studied and PG studied B.Ed students are not differing other areas of adjustment.

It may therefore be said that the UG studied and PG studied B.Ed students are not differing significantly in their home adjustment, emotional adjustment and educational adjustment. At the same time UG studied B.Ed students possess better health adjustment and total adjustment than PG studied B.Ed students

Hypotheses 4 :

There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their age.

From the Table 4, it is evident that the t-values are not significant in the adjustment dimensions of home adjustment, health adjustment, social adjustment, emotional adjustment and total adjustment. However, the t-value of educational adjustment is significant at 0.01 is level with the df = 473. This shows that the mean adjustment scores of home adjustment, health adjustment, social adjustment,

Table 4 : Age wise N, M, SD, t-value of Adjustment							
Variable	Age	N	M	SD	Df	t-value	Level of significance
Home	Up to 23	346	6.06	2.63	473	0.145	Not Significant
	Above 23	129	6.02	2.06			
Health	Up to 23	346	3.52	1.91	473	1.238	Not Significant
	Above 23	129	3.77	1.82			
Social	Up to 23	346	5.27	1.72	473	1.295	Not significant
	Above 23	129	5.05	1.41			
Emotional	Up to 23	346	7.40	2.32	473	0.543	Not Significant
	Above 23	129	7.53	2.34			
Educational	Up to 23	346	7.17	1.91	473	3.059	Significant at 0.01 level
	Above 23	129	6.57	1.87			
Total Adjustment	Up to 23	346	29.51	6.36	473	0.871	Not Significant
	Above 23	129	28.95	5.79			

emotional adjustment and total adjustment are not differing significantly, whereas the mean adjustment scores of educational adjustment is differing significantly. In this context the null hypothesis, “There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their age” is accepted except the educational adjustment. Further, the mean educational adjustment score of B.Ed students with age up to 23 is significantly higher than the B.Ed students with age above 23; at the same time B.Ed students are not differing other areas of adjustment with respect to age.

It may therefore be said that the B.Ed students with up to 23 and above 23 age are not differing significantly in their home adjustment, health adjustment, social adjustment, emotional adjustment and total adjustment. Moreover, B.Ed students with age up to 23 are possessing better educational adjustment than B.Ed students with above 23 age.

Hypotheses 5 :

There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their order of birth.

From the Table 5, it is evident that the F-values are not significant in the adjustment dimensions of home adjustment, health adjustment, social adjustment and total adjustment. At the same time the F-value of emotional adjustment and educational adjustment are significant at 0.05 level with the $df = 5/469$. This shows that the mean scores home adjustment, health adjustment, social adjustment and total adjustment of B.Ed students belonging to various birth order are not differing significantly, whereas the mean adjustment scores of emotional adjustment and educational adjustment of B.Ed students belonging to various birth order are differing significantly. In this context the null hypothesis,

Table 5 : Analysis of variance of Adjustment among B.Ed students with respect to their birth order

Variables	Source of Variance	SS	df	MSS	F-Value	Level of Significance
Home	Between Group	45.956	5	9.191	1.488	Not Significant
	Within Group	2896.83	469	6.177		
	Total	2942.78	474			
Health	Between Group	17.938	5	3.588	1.003	Not Significant
	Within Group	1676.82	469	3.575		
	Total	1694.76	474			
Social	Between Group	2.555	5	0.511	0.186	Not Significant
	Within Group	1287.54	469	2.745		
	Total	1290.09	474			
Emotional	Between Group	63.905	5	12.781	2.400	Significant at 0.05 level
	Within Group	2497.135	469	5.324		
	Total	2561.04	474			
Educational	Between Group	45.222	5	9.044	2.499	Significant at 0.05 level
	Within Group	1697.726	469	3.620		
	Total	1742.947	474			
Total Adjustment	Between Group	3.99.872	5	79.974	2.096	Not Significant
	Within Group	17893.56	469	38.153		
	Total	18293.44	474			

“There is no significant difference on adjustment such as home, health, social, emotional and educational adjustment among B.Ed students with respect to their order of birth” is rejected in terms of emotional and educational adjustment but accepted in terms of home, health, social and total adjustment.

It may therefore, be said that the B.Ed students belonging to various birth order are not differing significantly in their home adjustment, health adjustment, social adjustment and total adjustment. At the same time B.Ed students belonging to various births order differing significantly in emotional and educational adjustment.

Major findings of the study :

1. The male and female B.Ed students are not differing significantly in their health adjustment, emotional adjustment, educational adjustment and total adjustment. At the same time female B.Ed students possess better home adjustment, but male B.Ed students possess better social adjustment.

2. The urban and rural B.Ed students are not differing significantly in their health adjustment, emotional adjustment, educational adjustment and total adjustment. At the same time rural B.Ed students possess better home adjustment than urban B.Ed students.

3. The UG studied and PG studied B.Ed students are not differing significantly in their home adjustment, emotional adjustment and educational adjustment. At the same time UG studied B.Ed students possess better health adjustment and total adjustment than PG studied B.Ed students.

4. The B.Ed students with up to 23 and above 23 age are not differing significantly in their home adjustment, health adjustment, social adjustment, emotional adjustment and total adjustment. At the same time B.Ed students with age up to 23 are possess better educational adjustment than B.Ed students with above 23 age.

5. The B.Ed students belonging to various birth order are not differing significantly in their home adjustment, health adjustment, social adjustment and total adjustment. At the same time B.Ed students belonging to various births order differing significantly in emotional and educational adjustment.

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