ADJUSTMENT PATTERNS OF B.ED. TRAINEES IN RELATION TO THEIR ACADEMIC ACHIEVEMENT AND CERTAIN DEMOGRAPHIC VARIABLES

SYNOPSIS

“Life presents a continuous chain of struggle for existence and survivals” says Darwin (1859). The observation is very correct as we find in our day to day life. Everyone has to strive hard for the satisfaction of our needs. This special Feature of living being is termed as adjustment. The term adjustment is often used as synonymous for accommodation and adoption strictly speaking the term denotes the results of equilibrium, which may be affecting by either of these processes (Monroe 1990). It is used to emphasize the individuals struggle to along or to survive in his or her social and physical environment.

The dictionary meaning of the word ‘Adjustment’ is to fit, make suitable adapt, arrange, modify, harmonize or make correspondent. Thus, when we make or modify one or both of them to correspond to each other. According to Darwin’s (1859) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not die out According to L.S.Shaffler “Adjustment” is a process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs. According to Webster (1951), Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance adaptation or the like. According to James
Drever (1952) “Adjustment” means the modification to compensate for or meet special conditions. 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 only shows how Individuals or a group or groups of people cope under changing circumstances and what factors influence this adjustment. Classroom teacher can facilitate a more adequate adjustment of pupils to the problems of life. The process of adjustment starts right from the birth of the child and continues till his/her death. The concept of adjustment is as old as human race on earth. Man is a social animal. He has a unique sense of belongingness to a social environment. While living as a member of social group, he comes into contact with people and situation to which he has sometimes to subdue and on which he has sometimes full control. His smooth living depends upon how well he can attain degree of harmony in his interpersonal and intrapersonal relationship. Man, among the living beings, has the highest capacities to adapt to new situations. Not only adapts to physical demands but he also adjusts to social pressures in the society. Adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be external or internal to whom the individual has to react. 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. In adjustment, the two crucial factors are the individual and the
environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. The environment includes all the social factors. Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. Business, military, education, and other social activities need efficient and well-adjusted men for the progress of the nation. If we interpret adjustment as achievement, then we will have to set the criteria to judge the quality of adjustment. Four criteria have been evolved by psychologists to judge the adequacy of adjustment they are as follows. 1. Physical Health: The individual should be free from physical ailments like headache, ulcers, indigestion and impairment of appetite. 2. Psychological Comfort: One of the most important facts of adjustment is that individual has no psychological disease as obsession, compulsion, anxiety and depression etc. 3. Work Efficiency: The person who makes full use of his occupational or social capacities may be termed as well adjusted in his social setup. 4. Social Acceptance: Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him well adjusted but if he satisfies his needs by antisocial means then he is called maladjusted. It is universally agreed upon by all persons who are concerned with social welfare and progress of a country that the teacher plays a crucial role in building of a nation and truly he is called nation builder. He is charged with an important responsibility of modifying and shaping the personality of children in accordance with national objectives of life. The responsibility of the teacher becomes more important in
developing nations that are engaged in exploiting their physical and human resources for the all round development of the nation. Our country is a developing nation engaged in a huge task of planning, construction and developing and utilizing all possible resources for the progress of the country. Teachers have to play their unique role in the process of national development. The greatest contribution of the teachers will be to channelize the energy of youths to undertake the task of reconstruction in all walks of social life. The nation is faced with many social, economic, religious and political problems. Teaching has become increasingly challenging and complex under the present changing conditions. One of the various challenges hurled at teachers in recent past is of maintaining the physical and mental health of children and youth of the nation. It is the new responsibility. The teacher of today has to emphasize the harmonious development of children so that they can contribute to the maximum for national development and social welfare of the country. Teachers can play an important role in maintaining the mental health of the nation with their knowledge of human behavior, recent discoveries and theories regarding human problems and remedial measures. Classroom teacher can facilitate a more adequate adjustment of pupils to the problems of life.

NEED FOR THE STUDY

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively
perform in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. Adjustment has been analyzed as an achievement as well as a process in psychology. Interpreting adjustment as an achievement would necessitate effective performance in doing what one was expected to and engaged in. However, psychologists have been interested to examine adjustment as a process. If the relationship between the individual and his/her environment is in accordance with the norms then the adjustment is achieved.

The term adjustment that originated from the biological concept of adaptation was the cornerstone in Darwin’s (1859) theory of evolution and emphasized the reality of the external world over and above that of the "man-adapting". Darwin maintained that only those species most fitted to adapt to the hazards of the physical world survived. Adjustment and adaptation represent a functional perspective for viewing and understanding human behaviour. Psychologists are more concerned with psychological survival or adjustment, rather than physiological survival or adaptation. Of the various concepts that suggest themselves in a description of the vital phenomenon of adjustment, some concepts such as adaptation, regulation, coordination’, are well established in most life sciences. Adjustment can be defined as both process and the outcome of the process in the form of some achievements.
When the poor student study in the corner of a playground because in home he has no proper place to study, he is said to be in the process of adjustment. As a result of this adjustment, his performance is up to the mark. Thus adjustment as an achievement means how effectively an individual performs in changed situations. Hence the present study.

**BACKGROUND OF THE PROBLEM**

Adjustment is a popular expression used by people in day to day life. An adjustment maintains peace and harmony in home, college, and society and in the country. So, Adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. The concept of adjustment was originally biological one and was concerned with adaptation to physical environment but man has to adjust to social pressures and demands of socialization that are inherent in living interdependently with other persons. There are also the demands from a person’s internal nature; his/her physiological needs along with his/her psychological needs, which influence the human system in many ways. Adjustment can be viewed from two angles. Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Secondly, adjustment may be looked upon as a process as to how a person adjusts or compromises to his conflicts. Adjustment is a learning process and an able teacher would bring about adjustment in a positive way, which strengthens the personality of a child. A well-adjusted child enjoys his/her college environment in a
positive manner and not by twisting his/her personality in an unhealthy way. But when we are unable to provide situations in the college, which can enable the students to satisfy their needs, both high and low achievers react differently and adjustment problems arise. Thus, the adjustment problems always result from the creation of needs and their non-fulfillment.

The investigator having gone through the present secondary education system and completed M.Sc. Micro biology, M.Sc. Applied Psychology, M.Ed., and M.Phil. in Education felt the need for developing adjustment patterns among our learners. Having enormous interest in the field of adjustment patterns among the teacher educators, he has attempted to measure and correlate academic achievement the level of adjustment patterns among B.Ed. students. Hence the title of the study is fixed as “ADJUSTMENT PATTERNS OF B.ED.TRAINEES IN RELATION TO THEIR ACADEMIC ACHIEVEMENT AND CERTAIN DEMOGRAPHIC VARIABLES”.

TERMS AND DEFINITIONS

Adjustment Patterns - refers to the principles of small change made in their behaviour in order to correct or improve it to follow in daily life activities.

Academic Achievement - refers to the rounded aggregate mark in percentage of all the subject papers under core, optional and electives in First year final examinations conducted by Tamil Nadu Teachers Education University, Chennai.
B.Ed. Trainees - refers to the learners studying in Government, aided and unaided B.Ed. colleges of Madurai, Pudukkottai, Ramanathapuram, Sivagangai, Thanjavur and Tiruchirapalli Districts in the State of Tamil Nadu.

Demographic Variables - refers to the factors relating to the personal characteristics.

VARIABLES OF THE STUDY

DEPENDENT VARIABLES

1. Adjustment Patterns -
   (i). Personal
   (ii). Familial
   (iii). Social
   (iv). Institutional
   (v). In-toto (all the above mentioned adjustment patterns put together)

2. Academic Achievement

DEMOGRAPHIC VARIABLES

1. Gender : Male / Female
2. Nativity : Rural / Urban
3. Community : SC & ST / MBC / BC / FC
4. Religion : Hindu / Muslim / Christian
5. Marital Status : Married / Unmarried
6. Family Type : Joint / Nuclear
7. Educational Qualification : UG / PG / Others
8. Major Subject : Arts / Science
9. College Management : Government / Aided / Self-finance
11. Residence : Day scholar / Hostel  
12. Medium of Study : Tamil / English  
13. Participation in Extra-Curricular Activities : Yes / No

OBJECTIVES OF THE STUDY

The specific objectives of the present study are:

1. To measure the level of adjustment patterns among the B.Ed. trainees.

2. To find out whether there is a significant difference in each of the four dimensions viz. personal, familial, social and institutional as well as in-toto of the adjustment patterns among the B.Ed. trainees in terms of the selected demographic variables viz. Gender, Nativity, Community, Religion, Marital Status, Family Type, Educational Qualification, Major Subject, College Management, College Kind, Residence, Medium of Study and Participation in Extra-Curricular Activities.

3. To measure the level of academic achievement of the B.Ed. trainees.

4. To find out whether there is a significant difference in academic achievement among the B.Ed. trainees in terms of the selected demographic variables viz. Gender, Nativity, Community, Religion, Marital Status, Family Type, Educational Qualification, Major Subject, College Management, College Kind, Residence, Medium of Study and Participation in Extra-Curricular Activities.
5. To find out the relationship among the four dimensions viz. personal, familial, social and institutional as well as in-toto of the adjustment patterns among B.Ed. trainees.

6. To find out the relationship between adjustment patterns and academic achievement of the B.Ed. trainees.

7. To evolve prediction equation on academic achievement among B.Ed. trainees.

**HYPOTHESES OF THE STUDY**

The hypotheses formulated in this study are as follows:

1. The level of adjustment patterns of the B.Ed. trainees is above average.

2. Each of the demographic variables of this study exerts a significant influence in each of the four dimensions, viz. personal, familial, social and institutional as well as in-toto of the adjustment patterns among B.Ed. trainees.

3. The academic achievement of B.Ed. trainees is above average.

4. Each of the demographic variables of this study exerts a significant influence in academic achievement of B.Ed. trainees.

5. There are positive relationships among the four dimensions and in-toto of adjustment patterns of the B.Ed. trainees.

6. There are positive relationships between each of the four dimensions as well as in-toto of adjustment patterns and academic achievement of the B.Ed. trainees.
METHODOLOGY – IN – BRIEF

Design : Descriptive
Method : Normative
 Technique : Survey

Sample

A stratified representative sample of 1156 B.Ed. trainees in 23 colleges of education from Madurai, Pudukottai, Ramanathapuram, Sivagangai, Thanjavur and Tiruchirappalli districts of Tamil Nadu was constituted with due representation to the variables viz. Gender, Nativity, Community, Religion, Marital Status, Family Type, Educational Qualification, Major Subject, College Management, College Kind, Residence, Medium of Study and Participation in Extra-Curricular Activities.

Research Tools used

The tools used for data collection are as follows:

1. General Information sheet was structured by the Investigator.

2. Adjustment Patterns Inventory was constructed and standardized by the investigator and the supervisor.

3. In addition to this, academic achievement of first year B.Ed. trainees was considered in the form of rounded aggregate mark in percentage of all the subject papers for the study.
STATISTICAL TREATMENTS

1. ‘t’ test of significant difference between the mean scores of large independent samples.
2. Test of significance of Product Moment Correlation Coefficient (r).
3. Multiple Regression Analysis.

DELIMITATIONS AND SCOPE OF THE STUDY

The present study has involved only thirteen demographic variables. But there may be a large number of other variables which could be related to the adjustment of B.Ed. trainees and their academic achievement. Hence, the consideration of the thirteen demographic variables alone is a delimitation of the present study.

This study has categorized adjustment patterns into four dimensions viz. personal, familial, social and institutional aspects. There are other classifications and categories on adjustment patterns and they are not considered in this study. Hence, this is another delimitation of the study.

This study has covered the Madurai, Pudukottai, Ramanathapuram, Sivagangai, Thanjavur and Tiruchirappalli Districts of Tamil Nadu only. Other Districts in Tamil Nadu are not covered for the study. Hence this is the another delimitations of the present study.

It is hoped that the present study would elaborate the various aspects of adjustment patterns among B.Ed. trainees level separately as well as in-toto. Besides, it reveals the relationship among each of the demographic variables and
academic achievement among B.Ed. trainees. This will be highly useful for the institutions conducting B.Ed. courses and the policy makers for organizing programmes / courses on adjustment improvement among B.Ed. trainees. The B.Ed. trainees who are undergoing the course may aware of their status on adjustment and thereby attempt to improve their adjustment in order to become an effective teacher. The researchers in education especially in teacher education may use this investigation for further enlightenment in their field of study.

**HYPOTHESES VERIFICATION**

**Hypothesis I:** The level of adjustment patterns of the B.Ed. trainees is above average.

The adjustment patterns of the B.Ed. trainees is (198) is well above the theoretical average 162.

Hence the hypothesis I is accepted.

**Hypothesis II:** Each of the demographic variables of this study exerts a significant influence in each of the four dimensions, viz. personal, familial, social and institutional as well as in-toto of the adjustment patterns among B.Ed. trainees.

In respect of personal dimension, out of 13 demographic variables involved in the study, five variables are found influencing among the B.Ed. trainees viz. gender, marital status, family type, educational qualification and major subject.
In respect of **familial dimension**, out of 13 demographic variables involved in the study, six variables are found influencing among the B.Ed. trainees viz. gender, nativity, marital status, family type, major subject and college management.

In respect of **social dimension**, out of 13 demographic variables involved in the study, six variables are found influencing among the B.Ed. trainees viz. gender, nativity, marital status, family type, educational qualification and major subject.

In respect of **institutional dimension**, out of 13 demographic variables involved in the study, five variables are found influencing among the B.Ed. trainees viz. nativity, family type, educational qualification, major subject and residence.

In respect of **in-toto of adjustment patterns**, out of 13 demographic variables involved in the study, five variables are found influencing among the B.Ed. trainees viz. nativity, marital status, family type, major subject and college management.

Hence the hypothesis **II is partially accepted**.

**Hypothesis III**: The academic achievement of B.Ed. trainees is above average.

The academic achievement of B.Ed. trainees is 79.60, which is well above the theoretical average 50.

Hence the hypothesis **III is accepted**.

**Hypothesis IV**: Each of the demographic variables of this study exerts a significant influence in academic achievement of B.Ed. trainees.
Out of 13 demographic variables involved in the study, only ten variables are found influencing among the B.Ed. trainees’ academic achievement viz., gender, nativity, family type, educational qualification, major subject, college management, college kind, residence, medium of study and participation in extra-curricular activities.

Hence the hypothesis IV is substantially accepted.

**Hypothesis V**: There are positive relationships among the four dimensions and in-toto of adjustment patterns of the B.Ed. trainees.

It is revealed that all the relationships among four dimensions and in-toto of the adjustment patterns of the B.Ed. trainees are significant and positive. But the magnitudes of the correlations among the variables are different in nature. They are -

1. Personal and Familial \((r=0.182)\)
2. Personal and Social \((r=0.419)\)
3. Personal and Institutional \((r=0.454)\)
4. Familial and Social \((r=0.354)\)
5. Familial and Institutional \((r=0.245)\)
6. Familial and Social \((r=0.354)\)
7. Social and Institutional \((r=0.507)\)

Hence the hypothesis V is accepted.
**Hypothesis VI:** There are positive relationships between each of the four dimensions as well as in-toto of adjustment patterns and academic achievement of the B.Ed. trainees.

It is revealed that all the relationships among each of the four dimensions and in-toto of the adjustment patterns and academic achievement of B.Ed. trainees are significant and positive. But the magnitudes of the correlations among the variables are different in nature. They are –

1. Personal and Academic Achievement ($r=0.732$)
2. Familial and Academic Achievement ($r=0.828$)
3. Social and Academic Achievement ($r=0.539$)
4. Institutional and Academic Achievement ($r=0.879$)
5. In-toto of Adjustment patterns and Academic Achievement ($r=0.657$).

Hence the hypothesis VI is accepted.

**FINDINGS**

The specific findings emerged out of the present investigations are as follows:

1. **Personal** dimension of adjustment patterns among B.Ed. trainees is found more among the following groups:
   - Who are male than female.
   - Who are married than unmarried
   - Who belong to joint families than nuclear families
• Who studied UG than PG
• Who belong to science subjects than arts

II. **Familial** dimension of adjustment patterns among B.Ed. trainees is found more among the following groups:
  • Who are female than male.
  • Who belong to rural than urban
  • Who are married than unmarried
  • Who belong to joint families than nuclear families
  • Who belong to science subjects than arts
  • Who studied self financed colleges than aided colleges

III. **Social** dimension of adjustment patterns among B.Ed. trainees is found more among the following groups:
  • Who are male than female.
  • Who belong to rural than urban
  • Who are married than unmarried
  • Who belong to joint families than nuclear families
  • Who studied PG than others
  • Who belong to science subjects than arts

IV. **Institutional** dimension of adjustment patterns among B.Ed. trainees is found more among the following groups:
  • Who belong to rural than urban
• Who belong to joint families than nuclear families
• Who studied UG than PG followed by others
• Who belong to science subjects than arts
• Who belong to hosteller than day scholar

V. **In-toto** of adjustment patterns among B.Ed. trainees is found more among the following groups:
• Who belong to rural than urban
• Who are married than unmarried
• Who belong to joint families than nuclear families
• Who belong to science subjects than arts
• Who studied self financed colleges than aided colleges
• Who belong to hosteller than day scholar

VI. **Academic Achievement** among B.Ed. trainees is found more among the following groups:
• Who are female than male
• Who belong to urban than rural
• Who belong to nuclear families than joint families
• Who studied UG than PG
• Who studied UG than Others
• Who belong to science subjects than arts
• Who studied aided colleges than government colleges
• Who studied self financed colleges than government colleges
• Who belong to co-education colleges than girls colleges
• Who belong to day scholar than hosteller
• Who studied English medium than tamil medium
• Who participated in extra-curricular activities than non-participated in extra-curricular activities.

VII. **PREDICTION EQUATION FOR ACADEMIC ACHIEVEMENT**

\[
\text{Academic Achievement} = 0.855 \, \text{(Male)} + 0.118 \, \text{(Urban)} + 0.912 \, \text{(Married)} + 0.752 \, \text{(Science subject)} + 0.327 \, \text{(Co-education)} + 0.542 \, \text{(personal adjustment)} + 0.672 \, \text{(Familial adjustment)} + 22.93 \, \text{(Constant)}
\]

**CONCLUSIONS**

1. Adjustment Patterns of its four dimensions viz; (i) Personal (ii) Familial (iii) Social (iv) Institutional as well as in toto of adjustment patterns is above the average among the B.Ed.trainees.

2. Personal adjustment is influenced by gender, marital status, family type, educational qualification and major subject.

3. Familial adjustment is influenced by gender, nativity, marital status, family type and college management.

4. Social adjustment is influenced by gender, nativity, marital status, family type, educational qualification and major subject.

5. Institutional adjustment is influenced by nativity, family type, educational qualification, major subject and residence.
6. In-toto of adjustment pattern is influenced by nativity, marital status, family type, major subject and college management.

7. Community, religion, college kind, medium of study and participation in extra-curricular activities are not influenced by any adjustment dimensions.

8. Academic achievement among B.Ed. trainee is above the average.

9. Academic achievement is influenced by gender, nativity, family type, educational qualification, major subject, college management, college kind, residence, medium of study and participation in extra-curricular activities.

10. Community, religion and marital status are not influenced by academic achievement.

11. **PREDICTION EQUATION FOR ACADEMIC ACHIEVEMENT**

   \[
   \text{Academic Achievement} = 0.855 \text{ (Male)} + 0.118 \text{ (Urban)} + 0.912 \text{ (Married)} \\
   + 0.752 \text{ (Science subject)} + 0.327 \text{ (Co-education)} + 0.542 \text{ (personal adjustment)} \\
   + 0.672 \text{ (Familial adjustment)} + 22.93 \text{ (Constant)}.
   \]

**EDUCATIONAL IMPLICATIONS:**

1. The standardized research tool ‘Adjustment Patterns Inventory” developed for the study is highly useful in the field of teacher education with special reference to the researchers. It is a major contribution to the field of teacher education and education in – toto.

2. Though the adjustment patterns among the B.Ed. trainees is well above the average in each dimensions viz; personal, familial, social and institutional as well as in-toto, it is only around 75%. Hence appropriate steps should be
taken in the form of programmes, trainings, seminars and workshops on adjustments to the B.Ed. trainees is essential to make them to attain the maximum level is adjustment patterns.

3. Out of 13 independent variables in this study is respect of dependent variable adjustment and four dimensions- gender, marital status, family type, educational qualification and major subject have influenced in personal adjustment dimension; gender, nativity, marital status, family type and college management have influenced in familial dimension; gender, nativity, marital status, family type, educational qualification and major subject have influenced in social dimension; nativity, family type, educational qualification, major subject and residence have influenced in institutional adjustment dimension; nativity, marital status, family type, major subject and college management have influenced in in-toto of adjustment patterns. The authorities should show due importance to the independent variables which are having significant differences with more dimensions of adjustment. These finding imply that all steps should be taken by authorities to enhance adjustment aspects of B.Ed. trainees.

4. Though the academic achievement of B.Ed. trainees is found to be well above the average, the expectations of the administrators in the B.Ed. colleges and policy makers of teacher education are not met adequately. Hence, more training should be organized for the B.Ed. teacher trainees to make them reach full achievement. Integration of both academic aspects and adjustment
factors should be taken care of in all the ensuing programmes like seminars, conferences, workshops, trainings etc.,

5. Ten variables out of thirteen viz; gender, nativity, family type, educational qualification, major subjects, college management, college kind, residence, medium of study and participation in extra-curricular activities are found influencing the academic achievement of B.Ed. teacher trainees. These variables which are influencing academic achievement are more crucial and important among the B.Ed. teacher trainees. The other variables also should be considered for suitable training programmes in order to enhance the academic achievement among B.Ed. trainees.

6. There is a high relationship between academic achievement and adjustment patterns of the B.Ed. trainees. So the study fruitfully confirm the other studies already carried out among varied teachers in general, that adjustment plays an effective role in academic achievement. The curriculum developers, educational trainers and others to concentrate a development of adjustment of the B.Ed. teacher trainees.

SUGGESTIONS FOR FURTHER RESEARCH

Following are a few areas of research related to the present investigations which deserve further explorations:

2. Adjustment patterns among the learners at various stages of educational courses at school educational level like pre-primary, primary, upper primary, secondary and higher secondary.

3. Adjustment patterns among the students at various stages of educational programmes at higher education levels viz., graduation, post graduation etc.

4. Adjustment patterns among the teachers at various levels pre-primary, primary, upper primary secondary, Higher secondary, Arts and science colleges, Industrial training Institutes, Polytechnic Colleges, Engineering colleges, Medical colleges, Universities etc.