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Social Adjustment among B.Ed Teacher Trainees

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Abstract:

Social interaction is considered as a process of contact of one individual to another. Social adjustment is important to all individuals to lead a happy and successful life. Unlike animals which exhibit adaptive behaviour to its physical environment only, man has to adjust his behaviour to physical, social and psychological environment. Social Adjustment is the process by which a person tries to strike a balance between his requirements and varying life situations. A well adjusted person will be able to have a good relationship with everyone. He is able to help others and also get assistance whenever needed and hence able to overcome problems in all situations. The present study attempts to find out to what extent the B.Ed teacher trainees who are going to be the future teachers possess this quality.

Result: Female students, First born students, Rural students, Married students and Post graduate students show better level of social adjustment than their counterparts.

Conclusion: Better Life skills programme may be implemented in Teacher Training institutions so that the future teacher can handle students better.

Keywords: Social adjustment, important life skill, Psychological diseases

1. Introduction

The term Social adjustment may be used to imply the process by which a person changes his behaviour to achieve a harmonious relation between him and his environment and his state of adjustment in which the individual is constantly adjusting himself to the demands of external environment as well as to the needs of his physiological and mental constitution. Social adjustment thus involves the ability to solve one's personal problems in a socially acceptable and constructive way. A well social adjusted person will have sound physical health, free from psychological diseases, conflict, anxiety, worries, depression and tension; efficient in his occupation or profession as he is able to get along with others and he is socially accepted.

2. Objectives

The present study aims to investigate the differences in social adjustment if any due to a) Gender, b) Medium of Instruction, c) Educational Qualifications, d) Marital Status, e) Region, f) Birth Order, g) College Management Type and h) Socio-economic Status.

3. Hypotheses

There is no significant difference between Social Adjustment and Gender, Medium of Instruction, Educational Qualifications, Marital Status, Region, Birth Order, College Management Type, Socio-economic Status

4. Method

Descriptive survey design is used in the present study.

5. Sample

The sample consisted of 551 B.Ed. Teachers Students drawn from Aided, Government, and Unaided B.Ed. Colleges from Chennai.

6. Tools

For the present study the following tool was employed to collect the data.

- Social Adjustment Questionnaire by Bhattacharya.
- Personal data sheet

The reliability of the social adjustment rating scale is 0.876.

7. Statistical Analysis

Critical ratio and Analysis of variance were used to verify the hypotheses.

Variables	Group	N	Mean	Standard Deviation	Degrees of Freedom	Critical Ratio	Level of Significance
Gender	Male	237	144.85	23.28	549	7.64	P=0.0120 S
	Female	314	149.91	22.72			
Medium of Instruction	Tamil	299	147.33	23.36	549	0.58	P=0.61 P>0.05 NS
	English	252	148.55	22.51			
Educational Qualification	UG	441	147.96	22.65	549	5.78	P=0.0130 P<0.01 S
	PG	110	146.83	24.79			
Marital Status	Married	154	148.60	23.67	549	7.22	P=0.053 P<0.05 S
	Unmarried	397	147.40	22.25			
Region	Urban	368	149.30	22.50	549	7.58	P=0.00 P<0.01 S
	Rural	183	147.09	24.21			

Table 1: Table showing the critical ratios of the Differences in the Social Adjustment for Gender, Medium Instructions, Educational Qualification, Marital Status, Region

- **Gender-** The 't' value 7.64 is significant at 0.012 level is lesser than the considered 0.05 level and the null hypothesis is not accepted. Thus there is significant difference between male and female students in their social adjustment.
- **Medium of Instruction-** The 't' value 0.58, is significant at 0.61 level is greater than the considered 0.05 level and therefore the null hypothesis is accepted. Thus there is no significant difference in social adjustment with respect to medium of instruction.
- **Educational Qualification-**The 't' value 5.78 is significant at 0.013 level is lesser than the considered 0.01 level and the null hypothesis is not accepted. Thus there is significant difference between UG and PG students in their social adjustment.
- **Marital Status-**The 't' value 7.22, significant at 0.05 level is lesser than the considered 0.05 level and the null hypothesis is not accepted. Thus there is a significant difference between marital status and social adjustment.
- **Region-**The 't' value 7.58, significant at 0.00 level is lesser than the considered 0.01 level and the null hypothesis is not accepted. Thus there is significant difference between Rural and urban students in their social adjustment.

Variables	Group	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio	Level of Significance
Birth Order	Between Group	2	1324.433	662.216	8.45	P=0.024 P<0.05 S
	Within Group	548	291629.349	532.170		
	Total	550	292953.782			
College Management	Between Group	2	161.857	80.928	0.15	P=0.85 P>0.05 NS
	Within Group	548	292791.926	534.292		
	Total	550	292953.782			
Socio-Economic Status	Between Group	2	244.846	122.423	0.22	p=0.79 p>0.5 NS

Table 2: One Way ANOVA showing the Differences in the Social Adjustment Belonging to Birth Order, College Management Type, Socio-Economic Status

- **Birth order-** The 'F' value 8.45 is significant at 0.024 level is lesser than the considered 0.05 level and therefore the null hypothesis is not accepted. Thus there is significant difference in social adjustment among students belonging to different birth orders.
- **College Management Type-**The 'f' value 0.15 is significant at 0.85 level is greater than the considered 0.05 level and the null hypothesis is accepted. Thus there is no significant difference in social adjustment among students belonging to different college management type.
- **Socio-Economic Status-** The 'f' value 0.22 significant at 0.79 level is greater than the considered 0.05 level and the null hypothesis is accepted. Thus there is no significant difference in social adjustment among students belonging to different social economic status.

8. Discussion

Education plays a key role in the development of nation and also in the development and fulfillment of human needs and resources. It has been realized globally that no country can progress without qualitative development of the human capital. Social adjustment plays a vital role in the life of an individual. Social adjustment helps in smooth interaction between a person and his society. How one adjusts in particular situation depends upon one's personal characteristics and also the circumstances of the situation. In other words, both personal and environmental factors influence social adjustment. An individual is adjusted if he is adjusted to himself and his society. It is important that teachers have a great deal of this quality to be successful in their profession.

The present study observed that female students possess better level of social adjustment than males perhaps due to intrinsic adjustment qualities among girls which is expected by the society. The present study revealed that the First born students possess better adjustment than middle and last born. This difference may be due to the parental approaches to the child and family conditions.

The study also revealed that the rural students possess high social adjustment than the urban students. This difference could be due to differences in family and school conditions of the rural and urban region. Married students and Post graduate students show more social maturity due to their experience, maturity and exposure to multiple life situations.

9. Implications of the Study

- The teacher training institutes should train the Teacher Trainees in life skills to enable them to handle their students better.
- The curriculum should be need based and life oriented so that they learn to adjust to varying conditions.
- Teacher trainees must be trained to introspect themselves and develop new strategies to mould themselves to the changing conditions in schools.

10. Conclusion

The study is useful to identify to what extent the B.Ed teacher trainees possess the quality of social adjustment and effective steps may be taken to enhance where social adjustment is low. The study may also be useful in analyzing the reasons why it is low among males, urban students and undergraduate students. It is therefore important to develop not only the cognitive aspect but also the overall development of the individual.

11. References

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