Volume : 2 | Issue : 9 | Sept 2013 • ISSN No 2277 - 8160

Research Paper Education

Impact of Parents Education on Students Adjustment and Anxiety of Affiliated B.ed., Colleges In Pondicherry University

U. Pandian Assistant Professor, Vinayaka Missions College of Education, Puducherry –02

ABSTRACT

In the present study has undoubtedly indicated that an impact of parent education on B.Ed., students' adjustment and anxiety has differed significantly. Here, normative survey method has utilized by the researcher. The study was conducted on 320 B.Ed., student teachers of affiliated colleges of Pondicherry University in Pondicherry Region. The investigator has utilized simple random sampling technique in the present study.

Introduction

Adjustment means the reaction to the demands and pressures of social environment imposed upon the individual. The demand to which the individual has to react may be external or internal. Psychologists have viewed 'adjustment' from two important perspectives, for one, adjustment as an achievement and for another, adjustment as a process. The first point of view emphasizes the quality or efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts to his external environment.

Objectives of the study

- To find out the differences if any among the students of parents with different levels of education in respect of their adjustment.
- To find out the differences if any among the students of parents with different levels of education in respect of their anxiety.

Hypotheses

- There is no significant difference between pupils of illiterate parents and pupils of school education parents in respect of their adjustment.
- There is no significant difference between pupils of illiterate parents and pupils of college level parents in respect of their adjustment.
- There is no significant difference between pupils of school education parents and pupils of college level parents in respect of their adjustment.
- There is no significant difference between pupils of illiterate parents and pupils of school education parents in respect of their anxiety.
- There is no significant difference between pupils of illiterate parents and pupils of college level parents in respect of their anxiety.
- There is no significant difference between pupils of school education parents and pupils of college level parents in respect of their anxiety.

Method

The investigation was undertaken by using normative survey method.

Sample

The study was conducted on 320 B.Ed., student teachers of affiliated colleges of Pondicherry University in Pondicherry Region. The investigator has utilized simple random sampling technique in the present study.

Tools Used

The investigator used the following tools.

- **Adjustment inventory** standardized by **Srivastava** and **Govind Tiwari** (1972).
- **Anxiety scale** standardized by **Taylor** (1964).

Description of the Tools

The adjustment inventory comprises eighty statements which cover four areas of adjustment, namely home adjustment, social adjustment, emotional adjustment, and educational adjustment. The first statement in the inventory pertains to the home adjustment and the second, third and the fourth statements pertain to the social adjustment, the emotional adjustment, and the educational adjustment respectively. All the eighty statements are arranged exactly in the same order. The tool includes twenty statements under each area of adjustment. All the eighty statements are followed by "YES or NO". The subject should give acceptance to certain statements with "YES" and others with "NO". One mark is given for each right response and zero for each wrong response.

The Anxiety scale comprises fifty items, each constructed in the form of true or false test. Items are written in such a way that the subject has to accept them. Thirteen statements are false, and thirty seven statements are true. The scale gives directions for taking the test as well as scoring key for scoring the responses. One mark is given for the false responses in the false statement, and zero mark for the true response in the false statement. In a similar way one mark is given for the true response in the true statement, and zero mark for the false response in the true statement.

Statistical Techniques Used

Mean, Standard Deviation and 't' test have used for the present study investigation.

Data Interpretation and Analysis

Significant difference between the mean scores of the pupils of parents with different educational status in adjustment among B.Ed., students

One among the important objectives of the present study is to find out the significant difference among the pupils of parents with different educational status in respect of their adjustment. For this, the investigator applied the test of significance, and formulated the null hypothesis and it is sated below. The computed 't' value is given in the table -1.

Null Hypothesis-1

There is no significant difference between pupils of illiterate parents and pupils of school education parents in respect of their adjustment.

Table – 1

Analysis of adjustment by 't' test-For Educational status of parents

S. No.	Sample	Sub Samples	N	Mean	S.D	't' values	Level of sig.
1.	Educational status of parents	Illiterate	89	43.52	8.43	4.21	S
		School level	177	38.97	8.03		
2.		Illiterate	89	43.52	8.43	2.15	S
		College level	54	40.35	8.54		
3.		School level	177	38.97	8.03	1.05	NS
		College level	54	40.35	8.54		

It is evident from the table – 1(1) that the computed 't' value is 4.21. This 't' value is significant at 0.01 level. Hence, the null hypothesis No.1 is rejected. It indicates that there is significant difference in adjustment between students of parents with educational status of illiterate and school levels.

Null Hypothesis - 2

There is no significant difference between pupils of illiterate parents and pupils of college level parents in respect of their adjustment.

It is evident from the table – 1(2) that the computed 't' value is 2.15. This 't' value is significant at 0.05 level. Hence, the null hypothesis No.2 is rejected. It indicates that there is significant difference in adjustment between students of parents with educational status of parents illiter-

ate and college levels.

Null Hypothesis - 3
There is no significant difference between pupils of school education parents and pupils of college level parents in respect of their adjustment.

It is evident from the table – 1(3) that the computed 't' value is 1.05. This 't' value is not significant. Hence, the null hypothesis No.3 is accepted. It indicates that there is no significant difference in adjustment between students of parents with educational status of school level and college levels.

ANXIETY
Significant difference between the mean scores of the pupils of parents with different educational status in anxiety among B.Ed., students

One among the important objectives of the present study is to find out the significant difference between illiterate, school level and college level in respect of their anxiety. For this, the investigator applied the test of significance, and formulated the null hypothesis and it is sated below.

Null Hypothesis - 4
There is no significant difference between pupils of illiterate parents and pupils of school education parents in respect of their anxiety.

Table- 2
Analysis of anxiety by 't' test-For Educational status of parents

S. No.	Sample	Sub Samples	N	Mean	S.D	't' values	Level of sig.
1.	Educational status of parents	Illiterate	89	25.58	7.99	3.02	S
		School level	177	22.29	7.71		
2.		Illiterate	89	43.52	8.43	2.26	S
		College level	54	22.48	7.92		
3.		School level	177	22.29	7.71	0.15	NS
		College level	54	22.48	7.92		

It is evident from the table – 2(1) that the computed 't' value is 3.02. This 't' value is significant at 0.01 level. Hence, the null hypothesis No.4 is rejected. It indicates that there is significant difference in anxiety between students of parents with educational status of illiterate and school levels.

Major Findings of the Study
- There is significant difference in adjustment between students of parents with educational status of illiterate and school levels.
- There is significant difference in adjustment between students of parents with educational status of illiterate and college levels.
- There is significant difference in anxiety between students of parents with educational status of illiterate and school levels.
- There is significant difference in anxiety between students of parents with educational status of illiterate and college levels.

Recommendations
Teachers and parents should join hands and create confidence in the adolescent. Punishment, nagging and lecturing will not help. Some healthy outlets in the form of competitions in curricular and co-curricular activities should be provided for release of surplus energy and profitable occupation.

The teacher to understand their students background locality, educational background of the parents, income of parents, and etc., Guidance and counseling must help the person to solve his own problems and make proper choice and adjustment.

The result has indicated B.Ed student anxiety. In our Govt. and NGO's has initiated and implemented guidance and counseling programme for school levels. It is very useful for students to acquire abilities which promote self direction and self realization "Guidance is a process of helping young person's learn to adjust to self, to others and to circumstances" – Skinner.

REFERENCES

Arun Kumar (2004). Abnormal Psychology, Anmol Publications Pvt. Ltd. New Delhi. | Brar, J. S. "The adjustment problem faced by the higher-School students" Journal of Educational Research and Extension, (1973) 9: 4, p. 202-208. | Gupta, S.P. (1985) Statistical Methods, New Delhi: Sultan Chand and Publishers,. | Hallworth, H. J. "Anxiety in secondary school children" British Journal of Educational Psychology, (1961), p. 31. | Horney, K. (1937). The neurotic personality of our time. New York: Norton. | Joseph Alexander, E And et. al., "A Study of Adjustment Problems among the University Students" Indian Journal of Community Guidance Service, (1974) p. 1- 5. | Morgan, C.T., King, R.A., Weisz, J.R., Schopler, J (1993). Introduction to Psychology, 7th ed., Tata McGraw-Hill Edition, New Delhi. p. 588, 655. | Regier, D.A., Myers, J.K., Kramer, M., Robins, L.N., Blazer, D.G., Hough, R.L., Eaton, W.W., & Locke, B.Z.(1984). The NIMH epidemiologic catchment area program. Archives of General psychiatry, 41, p. 934-941. | Robert A. Baron (2002). Psychology, 3rd Ed. Prentice-Hall of India Private Ltd. New Delhi. |