



ORIGINAL RESEARCH PAPER

Education

ADJUSTMENT PATTERN OF THE B.ED. TEACHER TRAINEES IN RELATION TO HOME ENVIRONMENT

KEY WORDS: Educational Adjustment, B.Ed. teacher Trainees

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ABSTRACT

The study was conducted to find out the pattern of home adjustment of B.Ed. teacher trainees. The sample consisted of 350 first year B.Ed. teacher trainees of Kamrup district(Undivided) Assam. Sample was collected through the stratified random sampling method. A standardized tool named as Adjustment Inventory (A.I) (For college students) developed by Dr. D.N. Srivastava & Govina Tiwari was used for data collection. After calculating the mean adjustment score, the samples were grouped into three categories viz. unsatisfactory, average and excellent towards home adjustment. The findings of the study reveal that there is no significant difference of home adjustment on the basis of location (Urban/rural), caste category (General/Reserved) and gender.

Introduction:

Teacher is the builder of nation and the family is the first school of the child where she/he learns the basic things of life. Home Adjustment is the most important part for the formation of the personality of an individual. This helps maintaining peace and harmony in school, society and in the country. The term adjustment refers to the behavioral process through which human or animal beings maintain the equilibrium among their various needs and problems. Man, among the living beings has the highest capacity to adopt the new situations. He not only adapts to physical demands but he also adjusts to social pressures in the society. Home can be best characterized by the presence of affinitive bonds within individuals that link settled persons to a method of interconnected social structure. This study helps to know about the status of home adjustment of B.Ed. teacher trainees.

Review of related literature:

Kumar S.S, Mohana D. (2012) studied "An investigation into the Self-esteem and Adjustment of B.Ed. Teacher trainees." The purpose of this study is to find out the self-esteem and adjustment in B.Ed. teacher trainees. Normative survey method is used in this study. The result reveals that there is a significant relationship between the self-esteem and Adjustment. Patel M. Darshanaben, Dixit S.P. (2013) conducted a study on Adjustment Problems of Girl Trainees in B.Ed. Colleges of Ahmedabad City. The objective of the study is to find out the adjustment problems of Female B.Ed. Trainees in the context of own family environment and the surrounding. The findings of the study reveal that there is no difference of adjustment problems of the girl trainees of above 25 and below 25 years of age. But Reserve category girls face problems of adjustment unlike those of open category. Dixit M., Singh V. (2015) conducted a Study on emotional intelligence of B.Ed. students in relation to their adjustment. The objective of the study was to find out emotional intelligence and adjustment among B.Ed. students. The descriptive survey method is used for the collection of data. 200 B.Ed. students of Moga and Ludhiana districts between male and female B.Ed. students are taken as a sample for this study. The results of the study shows that the factors like locality and gender of the B.Ed. students influence emotional intelligence and adjustment. Sonowal Rini (2016) studied on "Adjustment of secondary school students in relation to their Academic Achievement." 480 students were selected as a sample for the study. The results of the study reveals that level of adjustment of secondary school students was average. Regarding adjustment significant differences were found between male and female secondary school students. There exists no significant difference between urban and rural secondary school students and co-educational and non-co-educational secondary school students. There is no significant difference in respect of their gender and locality.

Statement of the problem:

The present study has been titled as Adjustment pattern of the B.Ed. Teacher Trainees in relation to Home Environment.

Objectives of the study:

1. To assess the pattern of home adjustment of the B.Ed. teacher trainees
2. To make comparison of the patterns of home adjustment among the B.Ed. teacher trainees on the basis of place of location, gender and caste categories.

Hypothesis:

As objective no. 1 is related to fact finding issue, so there is no need to formulate any hypothesis. For the second objective, following hypotheses have been formulated.

- H₀₁: There exists no significant difference in the patterns of home adjustment among urban and rural B.Ed. teacher trainees.
- H₀₂: There exists no significant difference in the patterns of home adjustment among male and female B.Ed. teacher trainees.
- H₀₃: There exists no significant difference in the patterns of home adjustment among general and reserved castecategories B.Ed. teacher trainees.

Methodology:

Research methods are of utmost importance in the research process. They describe the various steps of the plan of work to be adopted in solving a research problem. Methodology indicates the overall approach to the enquiry and present the plan of the research. The present study aims to study the status of home adjustment of the B.Ed. teacher trainees. The descriptive survey method is used for this purpose.

Population:

All the B.Ed. 1st year teacher trainees of Kamrup District (Undivided), Assam, had been taken as the population of this study

Sample:

Total 350 B.Ed. 1st year teacher trainees of Kamrup district (Undivided) has been selected as using stratified random sampling method. 180 trainees were from urban B.Ed. Colleges and 170 from rural B.Ed. colleges. The sample distribution is given in table 1:

Table 1: Sample profile

Area	Male		Female		Total
	General	Reserved	General	Reserved	
Urban	25	20	70	65	180
Rural	45	20	60	45	170
total	70	40	130	110	350

Delimitations:

The present study has been delimited as follows:

- The study is limited to Gauhati University affiliated B.Ed. colleges only.
- The study is limited to all B.Ed. Colleges of Kamrup district (Undivided) only.
- Only B.Ed. 1st year teacher trainees enrolled in the session 2015-2016 had been included.

Tool for data collection:

Adjustment Inventory (A.I.) (For college students)
By Dr. D.N. Srivastava & Govind Tiwari

For gathering the relevant data, the investigators have adopted a standardized tool named as Adjustment Inventory. (A.I) (For college students). The AI has been constructed by taking 80 items on four dimensions of adjustment namely home, educational emotional and social dimensions. For the present study the investigators have taken only the home adjustment which contained 20 items. For the purpose of scoring, every positive item for positive responses get 2 scores and negative response get 1 score. Accordingly reverse order has been followed for the negative items.As, the dimension 'home' has 20 items,so the range of the score is 1- 20.

Analysis and interpretation of the data (Objective wise):

To fulfill the first objective, the investigators have calculated mean & SD-values of the home adjustment score.

Table 2: Mean and SD-values of the home adjustment score among the entire samples (n=350)

Statistical Measure	Value
Mean	30.53
SD	2.76

Table 2 has depicted the mean and SD values of the home adjustment score among the entire samples. The mean value was found to be 30.53 along with the SD-value 2.76.

On the basis of the mean adjustment score, the investigators would like to categorize the sample teacher trainees into three groups viz. excellent adjustment, average adjustment and unsatisfactory adjustment. The samples who scored more than the mean value i.e. > 30.53 were treated as having excellent adjustment quality, the samples who have scored as 30.53 were treated as having average adjustment quality and those who have scored below the mean value i.e. <30.53 were treated as having unsatisfactory adjustment quality. On the basis of this criterion, teacher trainees were categorized into three categories namely **excellent adjustment, Average adjustment and unsatisfactory adjustment**. The following table shows the number of teacher trainees of these three categories:

Table 3: Distribution of teacher trainees according to adjustment category

Adjustment Category	Number of teacher trainee	%
Unsatisfactory	152	43.43
Average	50	14.28
Excellent	148	42.29
Total	350	100.00

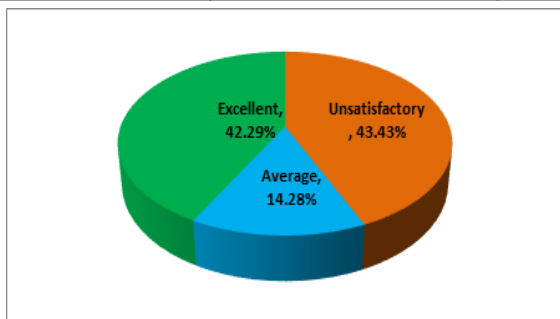


Figure 3.1: Pie diagram showing the % distribution of teacher trainees according to their adjustment category

Table 3 and figure 3.1 have shown that out of 350 teacher trainees, 152 (i.e.43.43%) had unsatisfactory adjustment as they had secured scores less than the mean value, 50 (i.e. 14.28 %) were average adjustment as they scored exactly as the mean value and the rest 148 (i.e.42.29 %) teacher trainees had excellent adjustment as they have scored more than the mean value.

Objective 2: To make comparison of the patterns of home adjustment among the B.Ed. teacher trainees on the basis of place of location, gender and caste categories

H₀₁: There exists no significant difference in the patterns of home adjustment among urban and rural B.Ed. teacher trainees

Table 4: Showing the 't' values among urban and rural B.Ed. teacher trainees regarding home adjustment

Locality	N	Mean	SD	d.f	t-value	Level of significance
Urban	180	30.75	2.79	348	1.507	Not significant at 0.05 level
Rural	170	30.30	2.71			

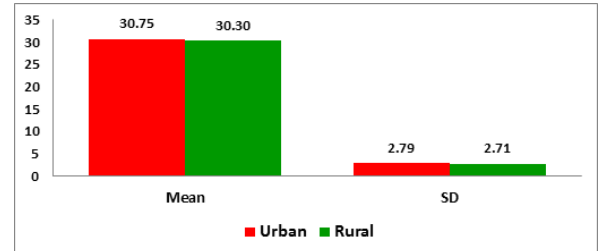


Figure 4.1: Graph showing the mean & SD values of adjustment scores among the entire teacher trainees w.r.t. the variable locality

Table no.4 and its corresponding figure 4.1 have shown the scores of home adjustment of urban and rural B.Ed. teacher trainees. The mean score for home adjustment for the urban area is 30.75 and S.D. is 2.79. For the rural area the mean for home adjustment is 30.30 and S.D. is 2.71. It is also found from the table that the calculated 't' value for home adjustment is 1.507 which is smaller than the table value 1.97 at 0.05 percent level of significance. So the hypothesis "There exists no significant difference in the patterns of home adjustment among urban and rural B.Ed. teacher trainees" has been accepted.

H₀₂: There exists no significant difference in the patterns of home adjustment among male and female B.Ed. teacher trainees.

Table 5: Showing the 't' values among male and female B.Ed. teacher trainees regarding home adjustment

Gender	N	Mean	SD	d.f	t-value	Level of significance
Male	110	30.39	3.008	348	0.6571	Not significant at 0.05 level
Female	240	30.60	2.645			

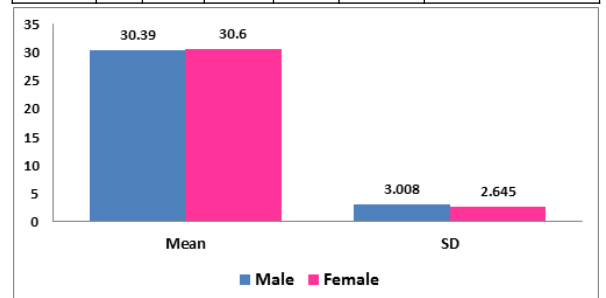


Figure 5.1: Graph showing the mean & SD values of adjustment scores among the entire teacher trainees w.r.t. the variable gender Table no.5 and its corresponding figure 5.1 we have depicted the scores of home adjustment of male and female B.Ed. teacher trainees. The mean score for home adjustment for the male trainees is 30.39 and S.D. is 3.008. For the female trainees the mean for home adjustment is 30.60 and S.D. is 2.645. It is also found from the table that the calculated 't' value for home adjustment is 0.6575 which is smaller than the table value 1.97 at 0.05 percent and 2.58 at 0.01 percent level of significance. So the hypothesis "There exists no significant difference in the patterns of home adjustment among male and female B.Ed. teacher trainees" is accepted. This indicates that both the male and female B.Ed. teacher trainees are adjustable equally towards home adjustment.

H₀₃: There exists no significant difference in the patterns of home adjustment among general and reserved categories B.Ed. teacher trainees.

Table 6: Showing the 't' values among general and reserved caste categories B.Ed. teacher trainees regarding home adjustment.

Caste Category	N	Mean	SD	d.f	t-value	Level of significance
General	200	30.56	2.78	348	0.1618	Not significant at 0.05 level
Reserved	150	30.51	2.75			

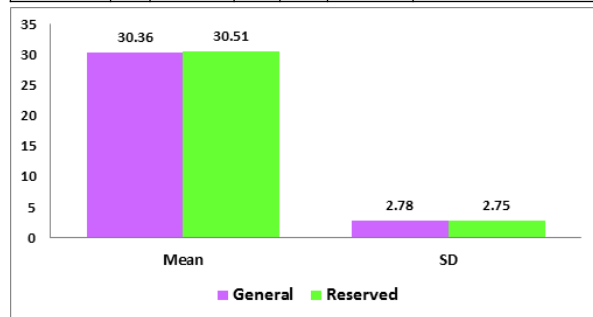


Figure 6.1: Graph showing the mean & SD values of adjustment scores among the entire teacher trainees w.r.t. the variable caste category

Table no.6 and figure 6.1 had shown the scores of home adjustment of general and reserved caste categories of B.Ed. teacher trainees. The mean score for home adjustment for the general caste categories is 30.56 and S.D. is 2.78. For the reserved caste categories the mean for home adjustment is 30.51 and S.D. is 2.75. It is also found from the table that the calculated 't' value for home adjustment is 0.1618 which is smaller than the table value 1.97 at 0.05 level of significance. So the hypothesis "There exists no significant difference in the patterns of home adjustment among general and reserved caste categories B.Ed. teacher trainees" had been accepted.

Findings of the study:

On the basis of results obtained during the course of present investigation, the following findings had been drawn:

1. Out of 350 sample of B.Ed. teacher trainees, 43.43% had an unsatisfactory level of adjustment, 42.29% had excellent adjustment while only 14.28% teacher trainees had average adjustment.
2. The patterns of home adjustment of urban and rural B.Ed. teacher trainees were found to be more or less same as the differences of the Mean score of the two groups are not found significant.
3. The patterns of home adjustment of male and female B.Ed. teacher trainees are also found to be more or less same as the differences of the Mean score of the two groups were not found significant.
4. The patterns of home adjustment of the general and reserved caste categories teacher trainees are also found to be more or less same as the differences of the Mean score of the two groups were not found significant.

Conclusion:

The findings of the study indicate that there exists no significant difference between the B.Ed. teacher trainees on the basis of gender, area of location and caste categories. Home adjustment is a necessary part of the emotional stability and the achievement of an individual. The adjustment of an individual with his home environment plays a vital role in the development of a good personality.

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