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Adjustment among Students of D.Ed.: An Imperative Study

Dr. Manju Jain

Asst. Professor,

Vaish College of Education, Rohtak

Dr. Pooja Pasrija

Asst. Professor,

Vaish College of Education, Rohtak

&

Neha

Research Scholar

Abstract:

This paper communicates the scientific research on the levels of social, educational and emotional adjustment among male and female D.Ed. students attending different colleges of education. This empirical research was conducted on 100 students of D.Ed. attending different colleges of education of Faridabad in district Haryana. Survey method was used to elicit opinion of male and female D.Ed. students about their relationship with their peers (normal) and their adjustment level at Colleges of Education. The data collection was done using the Adjustment Inventory for School Students (AISS) by Sinha and Singh. The data was analyzed statistically by using mean, S.D. & t-test and the findings of the study revealed no significant difference between male and female D.Ed. students attending Colleges of Education. Also no significant difference was found in three dimensions of Adjustment viz. Emotional Adjustment, Social Adjustment and Educational Adjustment among male and female D.Ed. students of Colleges of Education.

Keywords: Adjustment, D.Ed.

Introduction

“Life is the continuous adjustment of internal relations to external relations” Herbert Spencer (1855). Man has the distinctive capacity, to be aware of him-self and to understand himself. Besides, he has the unique position of living in a formal society. Both these facts are responsible for man’s adjustment in attaining degree of inner harmony and competence in interpersonal relations. The concept of adjustment was originally biological one and was concerned with adaptation to physical environment but distinctly in the present scenario man has to adjust to social pressures and demands of socialization that are inherent in all living beings. There are also the demands from a person’s internal nature, constituting his physiological needs along with his psychological needs, which influence the human system in many ways. Education is enroute to Adjustment. Education channelizes the capacity and demands for adjustment in house, school and society. The education of today will produce the communications leaders of future. When students are in high school, colleges loom like an ominous cloud. Students are scared to go to college, but after all college is not that bad. First of all, adjustment is not tough, the staff and students are trained to make the adjustment as easy as possible. Secondly meeting people during a volley of social events make the students easy to recall, recognize and reiterate the pathways of

adjustment. A child confronts with many new challenges. Successful adjustment by a child exhibits a range of social skills, associated with cooperation, initiating interactions or assertion, and self-control; difficulties are likely to arise when children are: non-compliant; disorganized and distractible. Adjustment can be influenced by the personal, family and societal trends. Adjustment can be broadly viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension; or as a process to know how a person adjusts or compromises to his conflicts. Some children embrace change, eagerly weaving new people into their lives, but many children form attachments. So an able teacher would have to bring about adjustment in a positive way, which strengthens the personality of a child. A well - adjusted child enjoys his school environment in a positive manner and not by twisting his personality in an unhealthy way. But when we are unable to provide situations in the school, 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 creation of needs and their non-fulfillment.

Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. In general, the adjustment process involves four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or no fulfillment of this need, (3) varied activity, or exploratory behaviour accompanied by problem solving, and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Social and cultural adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Adjustment is the variation in the personality, performance, or each by someone regarding the realized requirement or longing for modification. Changes arrive when there is new and exciting operations occur or by exterior predicaments. It is the manner of fixing and developing the irregular and unforeseen circumstances. In the modern society, life is becoming very complex and conflicting day by day. Adjustment plays a pivotal role in the development of an individual. It is adjustment which is responsible for the organization of behavior to life situations in every sphere. The Non-Tribal male science students' behavioral adjustment catering to their personality development is better deployed than the Tribal female arts college students' (Suvera Pankaj S., 2013). If a person is well adjusted only then one can survive without psychological stress, anxiety and depression resulting from maladjustment. Hence adjustment is important in one's life. Adjustment during the period of adolescence will determine to a large extent what one will be as a person as an adult.



Fig.1: Keystrokes of Adjustment

There are four keystrokes of adjustment summoned up to show the impact on the adolescents, individuals or adults. These are interpersonal, organizational, community and society. One of the major keystroke encompassing socioeconomic stresses has long been found to place youth at risk, with low family income conferring disadvantages in adolescents' school achievement and success. They tell us the role of socioeconomic stress on academic adjustment, and pinpoints family obligation as a possible buffer of negative associations. Adolescents reporting more family obligation experienced less of the negative effects of financial stress on academic outcomes than those reporting lower obligation (Kiang, Lisa; Andrews, Kandace; Stein, Gabriela L.; Supple, Andrew J.; Gonzalez, Laura M., 2013). Physiologists describe adjustment as an interaction between the environment and organic factors. But in psychology it is used in a broad sense. Due to stress and pressure of society upon an individual he shows his own reactions to the environment. Those reactions may be physical or mental but keeps balance between individual and his surroundings. This is what is known as an adjustment in psychology. Children's social interactions with their peers influence their psychosocial adjustment; consequently, the relationship between class-wise peer liking, same-gender peer liking, and school adjustment yields evidence of reciprocal liking and individual differences in the ratings of liking awarded to, and elicited from peer groups. According to peer groups ratings and elicitation it is revealed that elements of liking predicted different aspects of school adjustment with some variation according to age and gender (Betts, Lucy R.; Rotenberg, Ken J.; Trueman, Mark; Stiller, James, 2012). Adjustment of a student is related to arriving at a balanced state between his needs and satisfaction. The needs of the individual are multidimensional. Students have good adjustment in all aspects of their life if there is balance between their educational, emotional, social and other needs and their satisfaction.

Adjustment can also be noticed among the special children falling under the category of disabled children. The mentally retarded subjects had greater adjustment problems than the normal control group and mentally retarded group showed highest score in social area and lowest score in health area in comparison to other areas of adjustment (Roy Bharati, 2012). Adjustment is also noticeable among the peer-group interactions; the first channel of social interaction apparent among the adolescents or the school going kids. It opens the broad scenario of growing, nourishing and flourishing in today's society. The perceptions of friends and classmates as

socialization agents accounted for unique variances in various measures of school adjustment, when observed for academic achievement, family's financial situation, years' of schooling, gender and course of study. Jain, pasrija and Kavita (2013) revealed that there was no significant difference in the adjustment between normal and disabled students attending inclusive schools, the reason being that disabled students attending integrated schools have accepted their disability and are equipped to be emotionally stable and equally competitive in the area of education. Adjustment has been observed incredibly in the areas of social, emotional and educational to take deep insights into the patterns of behavior. The emotions of the childhood and adulthood adjustment are the valuable and precious splices of the life.

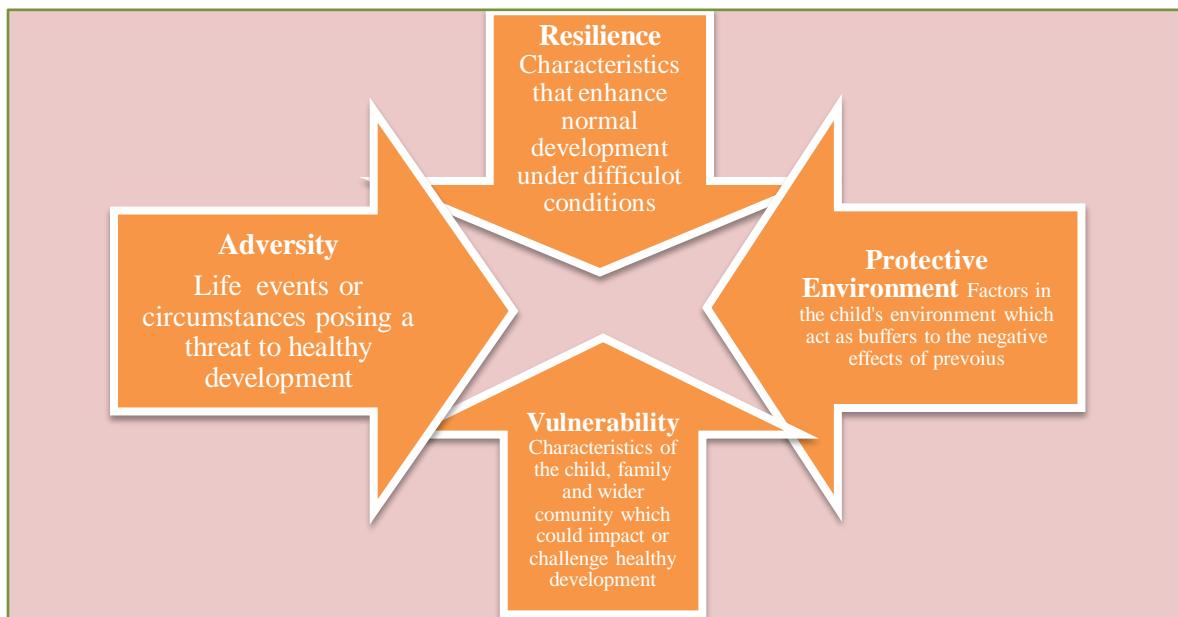


Fig.2: Four Factors for Ramifications in the Emotions of the Individuals

The fig.2 visualizes the essence of adjustment via the different factors for ramifications in the emotions of the individuals. The four factors signifying the real essence are adversity, resilience, vulnerability and protective environment. There is a positive correlation between students who engage in physical activity and healthy eating behaviors and level of students' academic, personal-emotional, and social adjustment. In addition, students who reported meeting national recommendations for physical activity and healthy diet consumption exhibited significantly greater academic, personal-emotional, and social adjustment (Hall, Lisa Anne, 2010). An ideal teacher is idolized as a best idol of adjustment. The teacher can influence a child more by symbolizing the features of adjustment in his/her personality. The teacher-child relationships are also associated with early school adjustment; however, the strength of this association varies depending on the perspective (i.e., teacher vs. student) and by the characteristics of the student (Murray, Christopher; Waas, Gregory A.; Murray, Kelly M., 2008).

Need of the Study

There have been several studies administered in the areas of adjustment of students of schools, colleges and other educational institutes. Scholars, researchers have shown tremendous and terrific efforts in delivering the best results of their experimental, discretionary predictions through their qualitative or quantitative studies. It is noticed that there are several types of adjustment

among the students. The lifetime experiences of the already existing studies have been acclaimed worldwide though some asks for more competent and advanced research. On the basis of aforesaid reviews or references from literature, investigators found that this study will contribute towards human development in our society of students of Education. An axiom “Young students are the stalwarts of future” will be proved its worth. This study will sharpen aspects of already available studies by reflecting many possible outcomes by the efforts of the investigators. It is also emphasized that the past experiential learning gives an adequate base for new learning. All aspects of growth and development –physical, intellectual, emotional, social, moral etc. are closely intensified and intertwined. The growth and development of these aspects affects the growth and development of the others. Certainly it influences the development in other directions. Every individual from the time he or she steps out of the family and goes to school make a long series of adjustments between the whole unique personality and the environment. At every step in a fast and growing world, he reflects some renowned professional with easy flexible blood of adjustment gushing through his veins with the armour of potentialities. This study will prove an incredible boon to the large masses of students affected by adjustment patterns in present circumstances and are willing to procure the adjustive behaviour while taking classes through the findings of this study. The ardent desire of each boy and girl to become an emotionally, socially, educationally and personally sound person possessing a healthy physique, a growing intellectual ability, a greater degree of emotional poise and an increasingly active participation in social groups; such characteristics enhance one’s personality. Children learn proficiencies in various abilities like readiness and willpower to achieve an aspiration; social communications, handling emotions and the management of day-day interactions at home, school, college and profession. In reality the growing child is dependent on the immediate environment i.e. the House and School to meet his growth needs. The concern therefore extends to how the facilities can be improved. It's the moral duty of teachers that they understand the problems of the student and give them orientation accordingly. Likewise the teachers should hone their adjustment skills to better represent an example. It is rightly remarked by Shri Ravindernath Tagore, “A teacher can never truly teach unless he is still learning himself. As a lamp can't light another lamp unless it is burning its own flame.” Therefore the investigators decided to study the emotional, social and educational adjustments of D.Ed. students who are the students going to be the teachers in the future. The study may add to the knowledge of teachers in improving the student's faith, confidence and emotions. We have heard that hero rules the roost so will rule the teacher by winning hearts through adjustment capacity.

Objectives of the Study

To study and compare the Adjustment of D.Ed. Students on various dimensions (Emotional Adjustment, Social Adjustment, Educational Adjustment) in relation to gender.

Sample of the Study

A sample of 100 D.Ed. students was selected randomly from the Colleges of Education in Faridabad district.

Research Method

The survey method was used in the present study.

Tool Used

“Adjustment Inventory” by Dr. A.K.P. Sinha and Dr. R.P.Singh was used to study the emotional, social and educational adjustment of D.Ed. students. Coefficient of reliability was determined by (i) Split-half method (0.95), (ii) Test-retest method (0.93), and (iii) K-R formula-20(0.94). The validity coefficient was found by product moment coefficient of correlation which is found to be 0.51.

Statistical Technique Used

Quantitative data analysis was used in the light of objectives of study. Mean, S.D. and t-test were used as statistical technique for the analysis of the aforesaid data.

Data Analysis and Interpretation

The present study was designed to study the adjustment among students of D.Ed. in relation to their gender. Data from various sources is gathered, reviewed, and then analyzed to form some sort of finding or conclusion. Means and S.D. of Adjustment scores of students of D.Ed. have been tabulated below in table-1.

Table-1: Means and S.D. of Adjustment scores of students of D.Ed.

Students	Dimensions of Adjustment						Total Adjustment	
	Emotional		Social		Educational			
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Male	N=50	1.92	2.84	5.16	5.6	3.62	4.14	12.98
Female	N=50	3.02	1.49	5.56	6.125	4.4	5.37	10.7
								15.36
								11.49

Table: 1 depicts mean scores and S.D. of D.Ed. students on various dimensions of adjustment in relation to their gender. To find any significant differences in means, ‘t’-values are calculated for different dimensions of adjustment and represented in following tables.

Table-2: Emotional Adjustment of Male and Female D.Ed. Students

Groups	N	Mean	S.D.	t-value
Male D.Ed. Students	50	1.92	2.84	1.49(NS)
Female D.Ed. Students	50	3.02	1.49	

NS- Not Significant

The mean value of emotional adjustment belonging to students of male students is 1.92 and the mean value of emotional adjustment of female students is 3.02(vide table-2). The t- value (1.49) is not significant which leads to conclusion that there is no significant difference between emotional adjustment of male and female D.Ed. students. Goodfellow, Stephanie; Nowicki, Stephen, Jr. (2009) aimed to examine the possible association between (a) accurately reading emotion in facial expressions and (b) social and academic competence among elementary school-aged children. Findings suggest that nonverbal receptive skill plays a significant role in children's social and academic adjustment. Mercer, Sterett H.; DeRosier, Melissa E. (2008) assessed the importance of teacher preference of individual students, relative to peer rejection and student aggression, as an independent predictor of children's emotional adjustment and grades.

Table-3: Social Adjustment of male and female D.Ed. Students

Groups	N	Mean	S.D.	t-value
Male D.Ed. Students	50	5.16	5.6	0.34(NS)
Female D.Ed. Students	50	5.56	6.125	

NS- Not Significant

The table-2 represents the mean and standard deviation and significance of difference between mean scores of respondents of social adjustment of male and female D.Ed. students. The t- value (0.34) is not significant leads to conclusion that there is no significant difference between social adjustment of male and female D.Ed. students. Enochs, Wendy , Roland and Catherine (2006) found the relationship between living environment, gender and both overall adjustment to college and social adjustment in freshmen students. Males were found to have a significantly higher overall adjustment levels than females regardless of living environment. Deb Sibnath & Walsh Kerryann (2012) found that the social adjustment scores of school children who experienced violence, regardless of the nature of the violence, was significantly lower when compared with scores of those who had not experienced violence while social adjustment was poorer for girls than boys.

Table-3: Educational Adjustment of male and female D.Ed. Students

Groups	N	Mean	S.D.	t-value
Male D.Ed. Students	50	3.62	4.14	0.82 (NS)
Female D.Ed. Students	50	4.4	5.37	

NS- Not Significant

The table-3 represents the mean and standard deviation and significance of difference between mean scores of respondents of educational adjustment of male and female D.Ed. students. The mean value of educational adjustment belonging to students of male students is 3.62 and the standard deviation value is 4.14. Similarly, the mean value of educational adjustment of female students is 4.4 and the standard deviation value is 5.37 respectively. The t- value is 0.82 which is not significant, guides us in concluding that there is no significant difference between Educational Adjustment of male and female D.Ed. students. Shah K. Jyotsana & Sharma Bhawna (2012) reported significant difference existed between the school adjustments of the three groups i.e. low, high and average levels of academic achievement of girls.

Table-4: Total Adjustment of male and female D.Ed. Students

Groups	N	Mean	S.D.	t-value
Male D.Ed. Students	50	12.98	15.36	0.84 (NS)
Female D.Ed. Students	50	10.7	11.49	

NS- Not Significant

The table-4 represents the mean and standard deviation and significance of difference between mean scores of respondents of total adjustment of male and female D.Ed. students. The mean value of total adjustment belonging to students of male students is 12.98 and the Standard Deviation value is 15.36. Similarly, the mean value of total adjustment of female students is 10.7 and the standard deviation value is 11.49 respectively. The t- value (0.84) is not significant depicts that there is no significant difference between total adjustment of male and female D.Ed.

students. On the contrary Mohanraj Rani & Latha (2005) found significant difference in the perception of the home adjustment and family environment of boys and girls.

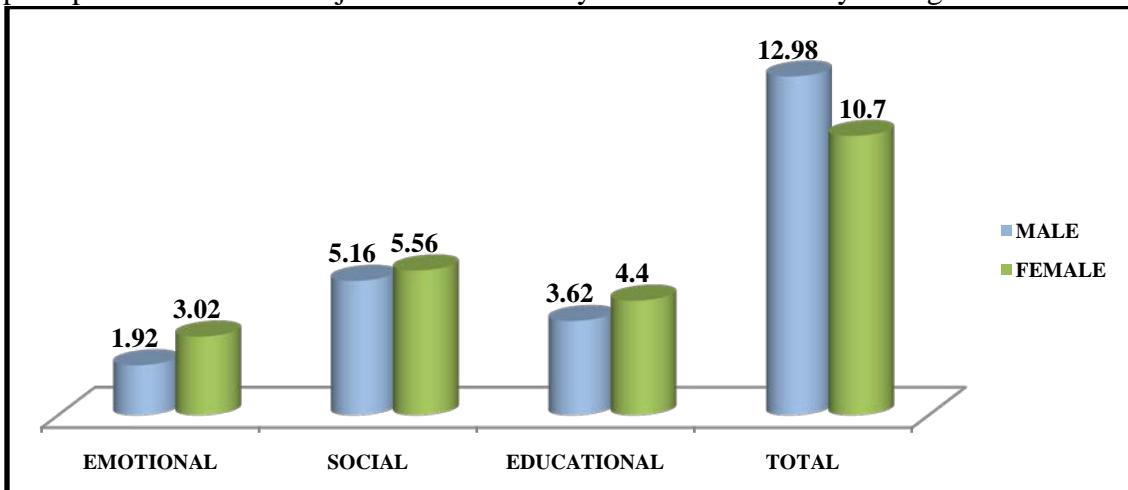


Fig.1: Emotional, Social, Educational and total Adjustment of male and female D.Ed. Students

Findings of the Study

No significant difference was found between the emotional adjustment, social adjustment and educational adjustment of male and female D.Ed. students belonging to different Colleges of Education. In overall adjustment among male and female D.Ed. students belonging to different Colleges of Education, investigators found no significant difference. In the support of this, Singh (2014) reported that whether the pupil teachers are male or female, are also not significantly different on adjustment level.

Educational Implications

This descriptive study has much educational connotation and promotes further research for the teachers, educationists, counsellors, professors, principals, policy makers, research scholars.

The present study helps in developing appropriate actions and remedies to overcome the difficulties faced by the students during their adjustments at home, college and employment areas. Every student is stressed to bring to know and follow the adjustment patterns of the social, emotional, educational and overall adjustment.

Teachers and parents are also guided by the study to modify the kinds of behavior through rigorous training and practices. The study indicates the necessary skills and strategies to hone the personality of the upcoming pupil teachers.

It guides the pathway to survive in family and society and also impacting the academic achievement. The successful trends are being elaborated in looking after the problematic areas and then finding suitable solutions to the concerned areas.

Last but not the least; this study envisions the mind and intellect to look deeper into building of self through psychologically, physically, emotionally and socially.

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