



Study of Adjustment Problems of Pupil Teachers (Girls) at D.EL.ED. and B. ED. Level in Co-Educational Colleges

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Abstract

The core goals of this current are to examine the problems of adjustment that pupils' teachers (girls) at the D.EL.ED and B.ED levels face. It reveals an effort to identify and decide how colleges should assist and guide girls students in generating more satisfying changes in problems and establishing policies in the field of education. There are several types of adjustment, including social, emotional, educational, and home and health adjustments. The study used an adjustment inventory created by R. P. Singh and K. P. Sinha. For this study, a random sample size of 100 girls was as 50 D.EL.ED and 50 B.ED., the ages group of 18 to 20 D.El.Ed. and 20 to 22 B.Ed. at 4 different colleges in the Panipat district. The "t" test was applied to compare, examine the mean, and t-value. The results indicate that unhealthy aspects of college life are causing a higher degree of problems regarding adjustment in student teachers' (girls') life. The result showed that there is no discernible difference at educational, social, and home adjustments of D.El.Ed. and B.Ed. pupil teachers (girls). While D.El.Ed. pupil teachers (girls) are found to have fewer problems than B.Ed. pupil teachers (girls). A counsellor should be appointed to D.El.Ed. college in order to provide students with opportunities to gain poise and balance in their emotional, educational, social, and home adjustments & health.

Keywords: Adjustment (Emotional Adjustment, Educational Adjustment, Social Adjustment, Home Adjustment and Health Adjustment), Girls Students as pupil teachers at D.El.Ed. and B.Ed. level.

1. Introduction

Human beings use the behavioural process as an adjustment to keep their demands in balance between their demands and to determine how those needs are met. This is the process that keeps a person's virtue by or appropriate to the surroundings and conditions of their life. He must continually grow if he is to live a contented and happy life. Most students enroll in various colleges or educational institutions to get further study. In the process of developing a pupil's personality, the college is considered a fundamental element. Pupils there acquire or grow in their knowledge of social interactions within their homes as well as during the college classroom. Adjustment provides the capacity and energy to effect positive change. This transition from school to college and then from college to another college or institute can be hard for the student due to the shift in environments and situations. Responsibility, analytical attitude, and adjustment are strongly and favourably correlated. There are external as well as internal issues with adjustment. They need to adapt in their personalities, socioeconomic circumstances, and educational environments while in college.

1.1. Areas of Adjustment

i) Emotional Adjustment

This addresses someone's capacity to maintain mental equilibrium. A person is said to be in ideal psychological adjustment when he reflects the right emotions in the right situations. Those who are in good emotional health can function competently in society, but emotional insecurities and instability can lead to mental health issues and maladjustments. A lack of emotional adjustment in an unfamiliar environment may cause pupil teachers to suffer from sadness, communication issues, and difficulty controlling their emotions.

ii) Social Adjustment

A person who possesses good social maturity, he will act in line with social norms, customs, and rules, expressing their ideal social relationships. He or she does not engage in anything

undesirable to society. It causes changes to routine actions and manners which are expected for a person to operate satisfied work in society. Pupil teachers who struggle with social adjustment may have low self-worth, a lack of self-assurance, and social anxiety.

iii) Educational Adjustment

A good student understands every issue about the teaching-learning process. It reveals how to make the right adjustments to the curriculum, including the methods used for instruction and learning. He also understand what are the schedule of teaching, the subjects covered, both educators and pupils in the school or college, and also the extracurricular activities like labs and college grounds. Lack of educational adjustment can occasionally be the cause of behavioral issues, general stress, and sleep issues & including academic difficulties.

iv) Health Adjustment

The first step to adjustment and satisfaction lies in a good mental and physical state. When the pupil's physical development, growth, and skills match with her younger classmates, she is recognized as well-suited and having no problems. Anyone with a physical disability might encounter irritation and various types of complexes. Children who face parental insults are perceived as unwanted, weak, or disabled act abnormally. It causes a state of maladjustment.

v) Home Adjustment

If anyone gets harmony with other persons in a family, she or he is considered to have completed a satisfactory adjustment at home. A secure and satisfying home environment promotes home adjustment. An unpleasant home environment leads to adjustment issues with relationships, which are increased by parents' sadness or homesickness.

2. Review of Literature

M.V.R. Rajuu and T. KhajaRahamtulla (2007) researched the study on schoolchildren's adjustment issues. The researchers employed a sample of 461 students as 197 boys and 264

girls. They extrapolate from their investigations that age has little impact on adjustment. The gender factor has a big impact on adjustment. There is significant variation between boys and girls in case of the emotional adjustment features, with boys show stronger emotional adjustment than girl.

Deepshikha and SumanBhanot (2009) proposed conducting a study to discover how the family environment affects adolescent girls' social adjustment in rural Uttar Pradesh. Through a statistical analysis method, they showed that girls' social adjustment was significantly impressed by own parental background. Adolescents' social adjustment was both certainly and significantly influenced by independence and control.

Viswanathan and Indira Ramani (2012) evaluated the home adjustment and social skills of tribal students of secondary school in the Khammam area of Andhra Pradesh. A "t" test was applied. A stratified random sampling of 200 students was employed. For a comparable education and learning process in home and at school, they concluded in their study that there were no differences between students in the seventh and ninth classes in terms of home adjustment or educational environment.

BanoShabahat (2015) examined her study on good parental avoidance, acceptance, and concentration over adjustment. As adolescent students, she examined health, home, and emotional adjustment. 300 pupils, 150 males and 150 girls, in the 14–20 range of age were taken in by her. They were chosen utilizing a random sample technique with “t” test. The Family Relation Inventory by Brunken and Crite (1964) and the Bell Adjustment by Hussain (1969) had been used as research equipment. Home Adjustment showed a weak and significant correlation with parent acceptance ratings. Parents are very important in the

development and growth of their kids. There is a significant and negative correlation between the home score and the acceptance. This suggests that students who performed well on parental acceptance are good on the emotional, physical, and social adjustment.

DekaSayanika (2017) performed a study on adjustment issues among adolescent female students of sec. schools in Morigaon District, Assam. The primary motive of study was to check-up adjustment problems among adolescent girl students. Eighty female students, (forty from urban and forty from rural areas) were included in the sample. They were chosen randomly. K.P. Singh and R.P. Singh's (1971) adjustment inventory and descriptive survey approach were used for data gathering. The data were analyzed using statistical procedures such as the mean, standard deviation, and t-test. According to his findings, there is no discernible difference in the challenges with educational adjustment between girls (students) of rural area and urban area. Adolescent girls of rural area and urban area differ significantly in the case of social and emotional problems

Narang Kumar Vipul (2019) suggested doing a study to assess the adjustment problems among adolescents in the secondary schools of Sri Muktsar Sahib's Sec. in Abohar District and adjustment problems. Using a random selection technique, he selected 100 students from a private school and 100 students from a government school. Bell's adjustment inventory, invented by R.K. Ojha in 1968, was employed to collect the data. "T" was also utilized for the discussion and outcome. The primary conclusion shows that there is no discernible difference between the adolescents' adjustment issues in government and private schools. This study also examined the lack of a discernible distinction between male and female students' adjustment issues in government and private schools.

Kumari Preamsheela, Dr. Nath Shubhra's (2023) investigated a study into adjustment issues in sec. schools in Dhanbad District, Jharkhand. They stated about adjustment that it is affected by both personal and environmental factors. The key objective of the research was to compare secondary adjustment between students attending government and private schools. They used a lottery approach to select 50 boys and 50 girls students as randomly. Data was obtained using an investigator-made inventory. The statistical procedure and a 4-point Likert-style scale were utilized and the "t" test. They concluded that secondary private school students encountered less adjustment issues than secondary government school students.

3. Justification of the Problem

Learners today are living in an information-rich world. It will soon unavoidably acquire traits such as a well-oiled machine, keen concentration, and quick reaction. Due to proactively emotionally and socially well-adjusted, his personality development process will remain unaltered by the typical variation in social interactions. Now the influence of materialism on society and personality is a major factor. Everyone desires to grow in strength over time. While students are currently occupied their self with social media platforms like Facebook, Instagram, Reel, and via Whatsapp. They are also facing problem for keeping their self static on the concern topic more than 5 minutes. An anxious or disturbed mind cannot adjust to social situations or schooling in an optimal manner. The pupil teachers are our country future. If these interruptions, anxieties, and picketing conditions remain, public life and the professional growth of the individual will be impacted. Success in life and education primarily depends on individuals' ability to adapt on a personal, social, and other level. Student achievement in the classroom and extracurricular activities is negatively impacted, when they experience problems with their personal, social, economic, or educational adjustment. A small percentage of students in educational institutions have difficulty to adjust. They need special

attention of the parents and concerned authorities but also of professional psychologists. Therefore, everyone should be aware of these issues. So, the investigator has focused on the issue of student adjustment, particularly in coeducational colleges. Research projects at the D.El.Ed. and B.Ed. levels are extremely rare for pupil teachers (girls). The majority of pupil teachers (girls) encounter a variety of problems related to adjustment. At the UG and PG traditional degree course or level, we find very little research. Their outcome also leaves an opportunity for confusion. For better outcomes, it is essential to compare how well the girls at coeducational colleges have adjusted. The researcher's primary goal is to investigate the issue of adjustment and identify strategies for assistance them.

4. Problem Statement

Study of adjustment problems of pupil teachers (girls) at D.El.Ed and B. ED. Level in co- educational colleges .

5. Objectives

- i) To study the difference of the emotional adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- ii) To study the difference of the educational adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- iii) To study the difference of the social adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- iv) To study the difference of the health adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- v) To study the difference of the home adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.

6. Hypotheses

- i) There is no significant difference between the emotional adjustment of pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- ii) There is no significant difference between the educational adjustment of pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- iii) There is no significant difference between the social adjustment of female pupil teachers at D.El.Ed. and B.Ed. level.
- iv) There is no significant difference between the health adjustment of pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- v) There is no significant difference between the home adjustment pupil teachers (girls) at D.El.Ed. and B.Ed. level.

7. Procedure of the Study

Tool:- Adjustment Inventory for College Students (AICS) by A.K.P. Sinha (Patna) & R.P. Singh (Patna) was used, which has taken five areas of adjustment namely educational adjustment, emotional adjustment, health adjustment, social adjustment and health adjustment & home adjustment. This research tool has 102 items, which is available in both language as English and Hindi

8. Used Methodology and Statistical Technique

The researcher used the Descriptive Survey Method, which is also used to educational plan.

Population: All Panipat district pupils teachers (girls) were considered as the population of this study.

Sampling Technique and Sample: Purposive Sample of 100 pupil teachers (girls) is selected as randomly technique among D.El.Ed. pupil (girls) teachers, 50 and B.Ed. pupils (girls), 50

from Panipat, Haryana in four Educational colleges. The reliability of the result depends upon the choice of method to solve the problem.

Statistical Analysis: After the collection of data by using the inventory, the first step will calculate Mean, SD, Standard-Error, t-test of adjustment problems of pupil teachers (girls).

9. Delimitations of the Study

- i) The study is delimited to students studying at D.El.Ed. course pupil teachers (girls) and B.Ed. course pupil teachers (girls) in colleges located at Panipat district in Haryana only.
- ii) The study is delimited to variable Adjustment and D.El.Ed. & B.Ed. level pupil teachers with taking sample of 100 pupil teachers (girls) only (D.El.Ed. 50 and B.Ed. 50).
- iii) The research can also extend to other classes, levels, large samples. The present study can be replicated in combination with more psychological variable like anxiety, self-esteem, intelligence, self-concept, etc.

10. Results

Table- 1
Means, SD's. & 't' value for D.El.Ed. and B.Ed. Pupil Teachers (girls) on Adjustment:

Sr. No. and Adjustment	Course	N	Mean Score	S.D.'s	't' Value	Level of Significance
1.Emotional Adjustment	D.El.Ed.	50	13.92	4.48	3.72	Significant **.
	B.Ed.	50	10.93	3.41		
2. Educational Adjustment	D.El.Ed.	50	5.59	2.18	2.06	Not Significant
	B.Ed.	50	4.79	1.79		
3. Social Adjustment	D.El.Ed.	50	7.30	2.50	0.28	Not Significant
	B.Ed.	50	7.16	1.65		
4. Health Adjustment	D.El.Ed.	50	4.10	1.50	3.14	Significant **
	B.Ed.	50	3.10	1.73		
5. Home Adjustment	D.El.Ed.	50	3.65	1.40	1.64	Not Significant
	B.Ed.	50	3.03	2.16		

N. S.: Not Significant Degree of freedom: $50+50-2=98$ Critical value of “t” at 0.01 and 0.05

i) According to **Table-1**, Sr. No.-1 the calculated "t" value of emotional adjustment for D.El.Ed. and B.Ed. pupil teachers (girls) is 3.72, which is significant at the 0.01 and 0.05 levels, Consequently, our first hypothesis— that there is no significant difference between the emotional adjustment problems at D.El.Ed. and B.Ed. (girls) level is not accepted. Thus, it can be said that there are notable differences in the adjustment between the D.El.Ed. and B.Ed. (girls) student teachers.

Because the mean of D.El.Ed. pupil teachers (girls-13.92 mean) is higher than that of B.Ed. pupil teachers (girls-10.93 mean), D.El.Ed. pupil teachers (girls) have more adjustment issues than B.Ed. pupil teachers (girls). D.El.Ed. (girls) pupil teachers require more attention, support, and direction than B.Ed. pupil teachers (girls) do.

ii) According to **Table 1, Sr.No.-2**, the calculated ‘t’ value of educational adjustment of D.El.Ed. and B.Ed. (girls) pupil teachers is 2.06, which is not significant at 0.01 level and 0.05 level. So our second hypothesis that there is no difference between the educational adjustment problems of D.El.Ed. and B.Ed. pupil teachers (girls) is accepted. So, it can be deduced that D.El.Ed. and B.Ed. pupil teachers (girls) have no significant difference on the educational adjustment. Therefore, based on mean score, we should give priority to provide education facilities to D.El.Ed. college pupil teachers (girls) than B.Ed. pupil teachers (girls).

iii) According Table- 1, Sr.No.-3 reveals, the calculated ‘t’ value of social adjustment problems of D.El.Ed. and B.Ed. (girls) pupil teachers is 0.28, which is not significant at 0.01 level and 0.05 level. Our third hypothesis that there is no difference between the social adjustment problems of D.El.Ed. and B.Ed. (girls) pupil teachers is accepted. So, it can be deduced that D.El.Ed. and B.Ed. (girls) pupil teachers have no significant difference on the

adjustment. Hence, we need to give more attention for giving social care and facility to D.El.Ed. college pupil teachers (girls) than B.Ed. college pupil teachers (girls).

iv) According Table- 1, Sr.No.-4 reveals, the calculated 't' value of health adjustment problems of D.El.Ed. and B.Ed. pupil teachers (girls) is 3.14, which is significant at 0.01 level and 0.05 level. So our hypothesis (4) that there is no difference between the health adjustment problems of D.El.Ed. and B.Ed. (girls) pupil teachers is not accepted. So, it can be concluded that D.El.Ed. and B.Ed. (girls) pupil teachers have significant difference on the adjustment. Therefore, we need to give more attention for giving health related guidance & facility to D.El.Ed. college pupil teachers (girls) than B.Ed. college pupil teachers (girls).

v) According Table- 1, Sr.No.-5 reveals, the calculated 't' value of home adjustment problems of D.El.Ed. and B.Ed. (girls) pupil teachers is 1.64, which is not significant at 0.01 level and 0.05 level. So our hypothesis (4) that there is no difference between the health adjustment problems of D.El.Ed. and B.Ed. pupil teachers (girls) is accepted. So, it can be concluded that D.El.Ed. and B.Ed. (girls) pupil teachers have no significant difference on the adjustment. Hence, we need to give more attention for giving guidance and counseling both college pupil teachers (girls) and parents' related home environment and relationship to D.El.Ed. college college pupil teachers than B.Ed. students on the basis of mean score.

11. Findings and Conclusions

A few conclusions that emerged from the above analysis of study are reported in the following paragraphs: -

- i) There is significant difference between the emotional adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- ii) There is no significant difference between the educational adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.

- iii) There is no significant difference of the social adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- iv) There is no significant difference of the health adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.
- v) There is no significant difference of the home adjustment between pupil teachers (girls) at D.El.Ed. and B.Ed. level.

12. Educational Implications and Conclusion of the Study

1. The problem of adjustment is vital. It has a direct effect on a person's entire personality. This research demonstrates that D.El.Ed. pupil teachers (girls) experienced more social adjustment issues than B.Ed. pupil teachers (girls). It, therefore, becomes important that counsellors and teachers assist in solving this particular problem. We ought to motivate pupil teachers (girls) to participate in extracurricular and social activities.

2. This study indicates that people are emotionally fragile or unstable on a lower and higher scale, because both create problems. It should be appropriate. Here lies the job of the educator, the family, and the system of education in teaching girls how to regulate and adapt their emotions of D.El.Ed colleges. Here, providing emotional support and direction to D.El.Ed. Pupil Teachers (girls) are required more care than B.Ed. college pupil teachers (girls).

3. Colleges ought to appoint guides and counsellors who can help students with issues related to career and educational activities at both levels in co-educational colleges. The educator's first responsibility should be to encourage. He ought to motivate the pupils to participate in extracurricular and societal activities.

4. The health condition of learners guides parents, educators, and school administrators. Sports, games, and other physical extracurricular activities should be offered by colleges.

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