

Social Adjustment of Prospective Teachers

Dr. G.Rajadhurai
Asst. Professor in History,
V.O.C.College of Education,
Thoothukudi, Tamilnadu.

I.INTRODUCTION

Social adjustment the behavioural process by which human beings and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of social adjustment begins when a need is felt and ends when it is satisfied. Social adjustment is 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. Ongoing difficulties in social and cultural adjustment may be accompanied by anxiety or depression.

II. CHARACTERISTICS OF SOCIAL ADJUSTMENT

Aggressive and hostile behaviour is usually symptomatic of failure to adjust to an environment that has been demanding, particularly if an individual is unable to meet these demands. When aggressively hostile behaviour in a child or youth becomes a matter of concern because it is habitual and destructive or threatening, one seeks clues in the feelings and experience of the child. Any one of a variety of circumstances may be evident

1. rejected by a parent, giving rise to a feeling that “nobody cares”
2. conflict or unpredictability and change in the family relationships, supplying a basis for feelings of insecurity
3. failure to achieve in school, with a resultant lowering of self-esteem, which activates a need to achieve in another area
4. lack of opportunity for wholesome satisfaction of the need for adventure and excitement

5. economic difficulties that cannot be evaluated in absolute terms but which must be examined in the context of family status and community pressures
6. vicious and immoral home conditions, a deteriorated neighborhood, or lack of appropriate standards of behaviour
7. a succession of personal crises that have induced a state of continuous and heightened anxiety
8. the opportunity to identify with a gang having questionable standards but considerable peer prestige
9. a neurotic or psychopathic personality with certain characteristic patterns of behaviour.

III. PROCESSES IN SOCIAL ADJUSTMENT

There are certain other processes which one can use for social adjustment as under:

i. Stress and Adaptation

Environmental factors which make it hard for an individual to live are called stress. The stress is experienced as irritation as discomfort. At a slightly more advanced level stress is explained as the anticipation of harm. In human beings certain kind of stresses produces anxiety. Anxiety sometimes produces defensive response. Defenses are generally regarded as poor methods of adjustment.

ii. Social Influence

The process of social influence contains two critical elements. These are as under

- (a) Someone's intervention
- (b) Inducing change in other person

The phenomena of influence, which also includes imitation conformity and obedience, always contain an agent which has caused a change in the focal person. Influence situation can be differentiated by noticing the different characteristics of agent and of the behaviour that makes up the intervention.

The following five concepts help us understand the process of social influence, better.

iii. Social Facilitation

In a group situation the presence of others would always influence performance and thus the efforts to bring changes in performance of an individual are called social facilitation. The presence of others increases an individual's arousal level which in turn, enhances performance of well learned responses.

iv. Imitation

Imitation involves change in focal person's behaviour that matches as copies others' behaviour. Student imitates the behaviour of social personalities for getting the recognition.

v. Compliance to others

Human being as a social being has to adjust himself in the social environment in daily life one commands others and works according to one or other's rules and regulations. In a family every member is dependent 'on each other. Sometimes even parents obey the rules of their children. This type of situation influences the children to adjust in social environment.

vi. Conformity to Norms

Conformity is the situation where an individual change their behaviour so that they may become more similar to those of the other members of the group.

vii. Obedience

Obedience is the situation wherein the agent has legitimate light to influence the focal person and the focal person has the obligation to obey.

IV. RATIONALE OF THE STUDY

Educators and psychologists have long been concerned with the concept of adjustment. The problem of adjustment is inseparably bound up with the nature of human personality. Social Adjustment is a condition of fitting in to one's community or social setting and satisfying its conditions and requirements. Social Adjustment is a signal of harmonious relationship between a man and his environment. As for the studies reviewed by the researcher are concerned, the areas related to prospective teachers, their Social Adjustment are hardly touched. The present study "Social Adjustment of prospective teachers" therefore, is undertaken.

V. STATEMENT OF THE PROBLEM

The study is stated as "Social Adjustment of the Prospective teachers".

VI. OPERATIONAL DEFINITIONS OF KEY TERMS**i Social Adjustment**

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to accept.

ii Prospective Teachers

‘Prospective’ generally means ‘future’. ‘Prospective teacher’ refers to the person undergoing pre service teacher training course. Prospective teacher, in this study, refers to the student teacher undergoing D.T.Ed. Course to become the teachers at Primary level. Their entry qualification to join this course is Higher Secondary.

VII. OBJECTIVES OF THE STUDY

1. To find out the significant difference, if any, between male and female prospective teachers in their Social Adjustment with respect to gender.
2. To find out the significant difference, if any, between Arts and Science prospective teachers in their Social Adjustment with respect to subject.
3. To find out the significant difference, if any, between the prospective teachers from rural and urban institution in their Social Adjustment with respect to locality of the institution.
4. To find out the significant difference, if any, between the prospective teachers from government and self financed institution in their Social Adjustment with respect to type of management.
5. To find out the significant difference, if any, between married and unmarried prospective teachers in their Social Adjustment with respect to marital status.
6. To find out the significant difference, if any, between the prospective teachers from nuclear and joint family in their Social Adjustment with respect to type of family.
7. To find out the significant difference, if any, among the prospective teachers in their Social Adjustment with respect to age.

VIII. HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female prospective teachers in their Social Adjustment with respect to gender.
2. There is no significant difference between Arts and Science prospective teachers in their Social Adjustment with respect to subject.
3. There is no significant difference between the prospective teachers from rural and urban institution in their Social Adjustment with respect to locality of the institution.

4. There is no significant difference between the prospective teachers from government and self financed institution in their Social Adjustment with respect to type of the management.
5. There is no significant difference between married and unmarried prospective teachers in their Social Adjustment with respect to marital status.
6. There is no significant difference between the prospective teachers from nuclear and joint family in their Social Adjustment with respect to type of family.
7. There is no significant difference among the prospective teachers in their Social Adjustment with respect to age.

IX.METHODOLOGY

The investigator adopted the survey method to find out the social adjustment of the prospective teachers. The present study aims at finding out the present condition of teacher training institutions.

X.SAMPLE

The population for the present study was identified as the prospective teachers of teacher training institutions. Among the population, 300 prospective teachers were selected. Simple random sampling technique was adopted by the investigator.

XI. TOOL SELECTED FOR THE STUDY

In the present study, the investigator used standardized tool namely Social Adjustment scale was developed by V.Thamodaran (2013). This tool consists of 22 statements. The theoretical range of scores from 22 to 110.

XII. VARIABLES

The investigator has taken seven background variables for the present study. They are as follows

- i. Gender (Male and Female)
- ii. Subject (Arts and Science)
- iii. Age (Below 25, 26-30 and Above 30)
- iv. Locality of the institution (Rural and Urban)
- v. Type of management (Government and Self financed)
- vi. Marital Status (Married and Unmarried)
- vii. Type of family (Nuclear family and Joint family)

XIII. STATISTICAL TECHNIQUES WERE APPLIED

The following statistical techniques were used for the analysis of the data to draw meaningful generalization.

- i. t-test
- ii. F-test

XIV. DELIMITATION OF THE STUDY

Only the limited variables are taken for this study

XV. FINDINGS

Null Hypothesis No. 1

There is no significant difference between male and female prospective teachers in their Social Adjustment with respect to gender.

t-test showing the difference between male and female prospective teachers in their Social Adjustment with respect to gender

Variable	Gender	Mean	SD	't' value	'p' value	Remark
Social Adjustment	Male	87.03	11.214	2.063	0.047	Significant
	Female	91.45	10.309			

It is inferred from the above table p value is less than 0.05 the null hypothesis is rejected at 5 percent level of significance. Hence concluded that there is significant difference between male prospective teachers and female prospective teachers with respect to gender. The mean scores show that female prospective teachers are better than male prospective teachers in their Social Adjustment of with respect to gender.

Null Hypothesis No. 2

There is no significant difference between Arts and Science prospective teachers in their Social Adjustment with respect to subject.

t-test showing the difference between Arts and Science prospective teachers in their Social Adjustment with respect to subject

Variable	Subject	Mean	SD	't' value	'p' value	Remark
Social Adjustment	Arts	91.28	10.596	0.585	0.559	Not Significant
	Science	90.56	10.309			

It is inferred from the above table p value is greater than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence concluded that there is no significant difference between arts prospective teachers and Science prospective teachers in their Social Adjustment with respect to subject.

Null Hypothesis No.3

There is no significant difference between prospective teachers from rural and urban institution in their Social Adjustment with respect to locality of the institution.

t-test showing the difference between the prospective teachers from rural and urban institution in their Social Adjustment with respect to locality of the institution

Variable	Locality of the Institution	Mean	SD	't' value	'p' value	Remark
Social Adjustment	Rural	93.90	8.288	3.789	0.000	Significant
	Urban	89.53	11.157			

It is inferred from the above table p value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is significant difference between the prospective teachers from rural and urban institution with respect to locality of the institution. The mean scores show that prospective teachers from rural institution are better than prospective teachers from urban institution in their Social Adjustment with respect to locality of the institution.

Null Hypothesis No. 4

There is no significant difference between prospective teachers from government and self financed institution in their Social Adjustment with respect to type of management.

t-test showing the difference between the prospective teachers from government and self financed institution in their Social Adjustment with respect to type of management

Variable	Type of Management	Mean	SD	't' value	'p' value	Remark
Social Adjustment	Government	94.10	8.319	3.981	0.000	Significant
	Self financed	89.57	11.082			

It is inferred from the above table p value is less than 0.01, the null hypothesis is rejected at 1 percent level of significance. Hence concluded that there is significant difference between the prospective teachers from government and self financed institution with respect to type of management. The mean scores show that prospective teachers from government institution are better than prospective teachers from self financed institution in their Social Adjustment with respect to type of management.

Null Hypothesis No. 5

There is no significant difference between married and unmarried prospective teachers with respect to Social Adjustment.

t-test showing the difference between married and unmarried prospective teachers in their Social Adjustment with respect to marital status

Variable	Marital status	Mean	SD	't' value	'p' value	Remark
Social Adjustment	Married	92.00	10.603	0.371	0.716	Not Significant
	Unmarried	90.96	10.487			

It is inferred from the above table p value is greater than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence concluded that there is no significant difference between married and unmarried prospective teachers in their Social Adjustment with respect to marital status.

Null Hypothesis No. 6

There is no significant difference between prospective teachers from nuclear family and joint family in their Social Adjustment with respect to type of family.

t-test showing the difference between the prospective teachers from nuclear family and joint family in their Social Adjustment with respect to type of family

Variable	Type of family	Mean	SD	't' value	'p' value	Remark
Social Adjustment	Nuclear	91.26	10.412	0.706	0.481	Not Significant
	Joint	90.27	10.699			

It is inferred from the above table p value is greater than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence concluded that there is no significant difference between prospective teachers from nuclear family and joint family in their Social Adjustment, with respect to type of family.

Null Hypothesis No. 7

There is no significant difference among prospective teachers in their Social Adjustment with respect to age.

F-test showing the difference among the prospective teachers in their Social Adjustment with respect to age

Variable	Sources of Variation	Sum of squares	df	Mean square value	'F' value	'p' value	Remarks
Social Adjustment	Between Groups	266.177	2	133.089	1.214	0.298	Not Significant
	Within Groups	32556.793	297	109.619			

It is inferred from the above table p value is greater than 0.05, the null hypothesis is accepted at 5 percent level of significance. Hence concluded that there is no significant difference between prospective teachers in their Social Adjustment with respect to age.

XVI. Discussion on findings

The following specific conclusions may be drawn from the analysis of data.

Regarding Gender, t-test result reveals that female prospective teachers are better than male prospective teachers in their social adjustment. This may be due to female prospective teachers having the quality of adjustment in their family, pragmatic and expressive.

Regarding Locality of the institution, t-test result reveals that prospective teachers from rural institutions are better than prospective teachers from urban institution in their social adjustment this may be due to the students from rural institution offers training programme in managerial skills.

Regarding Type of institution, t-test result reveals that prospective teachers from government institution are better than prospective teachers from self financed institution in their social adjustment this may be due to the students from government institution are selected on the basis of meritorious.

XVII. Educational Implications

1. The teacher training institution are considered more conducive place for the cultivation of desirable social skills among future teachers.
2. Teachers are parents have to adopt the skills of social development to make their children socially concerned and aware along with inculcating in them social behaviour.
3. There is a dire need to bring stringent changes in the curriculum by introducing content and curricular activities that directly or indirectly enhances the social aspects of the individual.
4. Teacher educators should motivate and give positive strokes to the students so that they can develop their social adjustment.
5. Educational camps, seminars, conferences, workshops and training programme on various aspects can be organised for the social adjustment development of the prospective teachers.
6. Awareness programme on social adjustment and its characteristics can be organised.

XVIII. SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study may be undertaken for primary and middle school teachers.
2. The sample is taken from Thoothukudi district, it can be extended to other districts.
3. A study on Social Adjustment of school students can be measured.

4. The present study may be undertaken at different levels with reference to special education teacher trainees.

XIX. CONCLUSION

Social Adjustment is an aspect that makes an individual adjusted to the society at large. It is related to the development the personality of a student. Students studying in TTI and DIET are forced to adhere to institution regulations as well as social activities. We find that the students with social relationship system and obeying its regulations they may possess a higher social adjustment. Therefore for teacher trainees social adjustment is essential for their daily life to adopt the classroom situation.

REFERENCE

Aggarwal.,J.C.(1996),Theories and Principles of Education, NewDelhi:Vikas Publishing House Pvt.Ltd.

Best John, W. and Khan James,V.(2006),Research in Education, New Delhi: PHI Private Limited.

Mishra,B,K.(2009),Fundamental Educational Research, Meurt: R.Lall book depot

Armin Mahmoudi (2012), Emotional Maturity and Adjustment of college students, Social Development, Social D evelopment, Vol.22, No.4, P.No.641-662.

Golden, S. A. R., & Regi, S. B. Mobile Learning: A Transformative Tool for Learning and Education.

Bharathi Sharma(2012),Adjustment and Emotional Maturity among first year and final year students, Packistan Journal of Social and Clinical Psychology, Vol9(3), P.No.32-37.

<http://www.britannica.com>

<http://www.library.adoption.com>