



ADJUSTMENT PATTERNS AMONG PUPIL TEACHERS: A DESCRIPTIVE STUDY

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Abstract

Teacher education requires pupil-teachers to manage academic demands while adapting to family, social, health, and emotional circumstances. This paper re-examines Pupil-Teachers' adjustment across four dimensions—home, health, social, and emotional. The paper follows an empirical framework. The study considered 100 respondents from a selected group of Pupil-Teachers and used Bell's Adjustment Inventory. The evaluated mean scores were 12 for home adjustment, 8 for health adjustment, 11.35 for social adjustment, and 10.95 for emotional adjustment. The category frequencies indicate that health adjustment was the most favorable area in the available group, while social and emotional adjustment contained comparatively more students in the average and below-adjustment categories. The findings underline the importance of a supportive institutional climate, student-centered pedagogy, opportunities for participation, and timely identification of adjustment difficulties. Because this paper investigates a new field, interpret the results as collected data.

Keywords: *Pupil-Teachers; Adjustment; Teacher Education.*

Introduction

Teacher education is not limited to acquiring subject knowledge and teaching techniques. Pupil-teachers must also adapt to academic expectations, professional responsibilities, peer relationships, family circumstances, and personal demands. The study emphasizes that adjustment is a continuing process through which an individual develops a workable relationship with changing environmental conditions. It also identifies home, health, social, and emotional domains as important dimensions of pupil-teachers' adjustment.

The teacher-education context is particularly significant because pupil-teachers simultaneously encounter coursework, practical activities, assignments, and school-based experiences. The

study connects these demands with the need for psychological preparation and adjustment. In this sense,

adjustment may be viewed not simply as the absence of difficulty, but as an ongoing capacity to respond constructively to changing situations.

This paper presents a new academic presentation. It retains the study's central construct and evidence, but reorganizes the discussion around a clearer research problem, analytical framework, findings, and educational implications.

Conceptual Framework

Adjustment refers to the process of modifying behaviour, expectations, or responses so that an individual can maintain a workable relationship with the environment. The study presents adjustment as a balance between personal needs and environmental circumstances and describes it as a continuous, multidimensional process. For the present study, four domains are retained:

Home adjustment: satisfaction with family life, expectations within the family, trust, affection and related aspects of home experience.

Health adjustment: illness, fatigue, stress, indigestion and related health experiences.

Social adjustment: comfort in social situations, participation in groups, shyness, submissiveness and introversion.

Emotional adjustment: disappointment, irritation, feelings of inferiority, sleeplessness and nervousness.

Statement of the Problem

The research problem addressed in the present study concerns Pupil-Teachers' adjustment across home, health, social, and emotional dimensions. The present paper therefore explores the following: What pattern of adjustment is observed among the studied Pupil-Teachers across these four dimensions, and what educational measures can be derived from the observed pattern?

Objectives of the Study

- To examine the home adjustment of Pupil-Teachers.
- To examine the health adjustment of Pupil-Teachers.
- To examine the social adjustment of Pupil-Teachers.
- To examine the emotional adjustment of Pupil-Teachers.
- To interpret the overall pattern of adjustment and identify educational implications for teacher-education institutions.

Research Methodology

Research design: The study uses a descriptive design. The analysis focuses on the adjustment status of pupil-teachers across four specified domains.

Population and sample: The study reports a population of 100 pupil-teachers from different teacher education institutions in Samastipur district during the 2023–2024 session. The study selected 100 students as a sample through cluster sampling.

Research tool: The present study used Bell's Adjustment Inventory. The inventory included statements related to home, health, social, and emotional adjustment.

Data analysis: The present study interprets domain-wise raw totals, means, and category frequencies. The present paper retains these values and reorganizes them into a comparative presentation.

Results

Mean Score of Data

Adjustment Dimension	Raw Score	Mean
Home	1198	12
Health	789	8
Social	1135	11.35
Emotional	1095	10.95

INTERPRETATION OF SCORES	
*V.H.A. :- Very Highly Adjusted	0 – 8: Very Highly Adjusted
*G.A. :- Good Adjusted	9 – 16: Good Adjusted
*A.A. :- Average Adjusted	17 – 24: Average Adjusted
*B.A. :- Below Adjusted	25 – 33: Below Adjusted

Data Interpretation

Dimension	Very Adjusted	Highly Adjusted	Good Adjusted	Average Adjusted	Below Adjusted
Home	35		52	8	5
Health	46		42	9	3
Social	31		51	12	6
Emotional	38		45	12	5

Interpretation and Discussion

Home adjustment: The mean of 12 falls within the ‘Good Adjusted’ range. The frequencies indicate that most respondents were in the very-high or good categories. The study interprets this pattern as reflecting family support and comparatively limited controversy in the home environment. At the same time, the presence of average and below-adjustment cases suggests that family context should not be assumed to be uniform across pupil-teachers.

Health adjustment: The mean of 8 falls within the ‘Very Highly Adjusted’ range in the present. 46 respondents were in the very-high category, 42 in the good category, 9 in the average category, and 3 in the below category. Within the limits of the present data, health adjustment appears to be the most favourable of the four domains.

Social adjustment: The mean of 11.35 falls within the ‘Good Adjusted’ range. However, the distribution includes 31 very-high, 51 good, 12 average, and 6 below-adjustment respondents. The present discussion specifically notes difficulty with unprepared public speaking and limited

leadership experience among some pupil-teachers. This suggests that general social adjustment and confidence in specific social-performance situations may differ.

Emotional adjustment: The mean of 10.95 also falls within the ‘Good Adjusted’ range, but the distribution includes 12 average and 5 below-adjustment respondents. The present identifies mood fluctuations, unwanted thoughts, sleeplessness, and feelings of inferiority as issues observed in emotional adjustment. This domain therefore merits attention even though the overall mean lies in the good-adjustment category.

Cross-domain interpretation: The four means suggest that adjustment was not equally distributed across domains. The present evidence points to relatively stronger health and home adjustment and comparatively greater variation in social and emotional adjustment. Such a pattern supports the idea that teacher-education institutions should not treat adjustment as a single, undifferentiated construct.

Educational Implications

- Create a classroom climate in which pupil-teachers can express difficulties without fear of ridicule or bias.
- Use structured opportunities for public speaking, group discussion, peer teaching and leadership so that social confidence can develop through practice.
- Integrate student-centered and activity-based methods into teacher education rather than relying exclusively on lecture-based instruction.
- Provide regular opportunities for individual guidance and mentoring, particularly for students showing persistent academic, social or emotional difficulty.
- Encourage co-curricular and extracurricular activities that allow students to participate, collaborate, and demonstrate their abilities.
- Maintain a fair and inclusive institutional environment in which students are treated equally.
- Identify persistent adjustment difficulties early and, where appropriate, refer students to qualified professional support.
- Promote awareness of healthy routines, stress management and balanced academic workloads without treating adjustment difficulties as personal failure.

Limitations

- The present study is delimited to Pupil-teachers of Samastipur District, Bihar, during the 2023–2024 session.
- The final data were obtained from 100 students only.

Conclusion

Adjustment is a multidimensional aspect of teacher education because pupil-teachers must respond to academic, interpersonal, family, health and emotional demands simultaneously. The evidence in the present study shows a generally favourable pattern, particularly in health and home adjustment, while social and emotional domains display greater variation. The findings suggest that teacher-education institutions can strengthen student development through supportive relationships, participation-oriented learning, mentoring, inclusive practices and timely identification of adjustment concerns.

A central implication of the present analysis is that ‘good adjustment’ at the group level does not mean that every student experiences the same level of comfort. Institutional support should

therefore combine universal preventive practices with targeted assistance for students who experience persistent difficulties.

Recommendations for Future Research

- Replicate the study with larger and more diverse samples from multiple teacher-education institutions.
- Compare adjustment across gender, rural/urban background, teaching-method specialization, and other relevant educational variables where ethically and methodologically appropriate.
- Examine the relationship between adjustment and academic achievement, teaching-practicum performance, or professional self-efficacy using individual-level data.
- Use mixed methods by combining standardized inventories with interviews or focus groups to understand why students experience particular adjustment difficulties.
- Conduct longitudinal studies to examine whether adjustment changes across different stages of B.Ed. coursework and school internship.

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