



Adjustment Ability of Teachers and Students in India: A Critical Review

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Abstract: Adjustment is becoming a crucial problem day by day, which is a result of the demand and pressures of the environment an individual is residing in. Every person is helpless in the course of the initial stage and is not having realization towards the need for adjustment. Gradually with help of formal and informal agencies, the child develops the ability and sense of responsibility to solve the problems and get adjusted successfully. Education is the medium of focus with a complete, comprehensive and complex process that offers a constant learning experience. And the teachers, who play an important role to nourish these young minds, need to have good adjustments besides intellectual aspects. The main objective of this paper is to examine the adjustment ability status of teachers/teacher trainees and students surveyed through a number of studies.

Key Words: Adjustment, Adjustment Ability, Education, Teacher.

1. INTRODUCTION:

Human beings grow emotionally, psychologically, socially, spiritually, morally, and also culturally for their well-being, which is equipped by our educational system. And as human beings become conscious about these things in their environment, with the increase in their needs, the problem of adjustment also takes place in them. Adjustment is an essential factor and the life of humans, which is a lifelong process continued till the end of the life. Adjustment can be said as a reaction experienced by an individual due to the demand and pressures of the social environment, which is becoming a crucial problem in the present modern world. Every individual is helpless during the initial stage and is not aware of the knowledge of adjusting. Gradually with help of formal and informal agency, he develops feelings and a sense of responsibility to solve the problems and get adjusted successfully every living being gets adjusted to achieve the required things in the surroundings. As reported by Pajares^[1] (2008) “the skills to symbolize, plan alternative strategies, acquire through vicarious experience, self-alter and self-reflect, offer humans with the cognitive means by which they may be influential in figuring out their own destiny” is adjustment ability. And as defined by Bai and Srivastava^[2] (2022) it is “an ability or intelligence of a person in handling or getting along with the conflicts in a positive manner and strengthen the self, fulfilling the educational, emotional, psychological, social, and moral needs to lead a constructive and creative life in the new situation of the healthy environment”. As mentioned in National Education Policy^[3] (2020), “for the purpose of developing holistic individuals, it is essential that an identified set of skills and values have to be incorporated at each stage of learning, from pre-school to higher education”. Hence it is necessary to realize that the emerging society can achieve all-round balanced development with the help of the teachers who play an important role in transmitting, moulding, and developing required skills in the students. And the teacher trainee, who is distinct from a teacher, must get trained to adapt the ability to adjust and discharge her/his duties effectively. Considering these aspects, this paper is drafted to examine the status of adjustment ability of teacher/teacher trainee and students revealed through different studies and research work.

2. REVIEW ON RELATED LITERATURE:

A study by Sharma and Kumar^[4] (2022), highlighted the importance of educational adjustment in a young student's school career, and expressed that those who do not have the ability to control their own lives must fight for social adjustment. Bai and Srivastava^[5] (2022) found a significant difference in the levels of Adjustment Ability associated with ICT of Prospective Teachers, and suggested to enhance the Adjustment Ability for teaching-learning situations for the betterment of society as a whole. Study of Kaur and Gupta^[6] (2021) revealed that highly adjusted students were able to perform very well in the school subjects, and Prakash and Kulkarni^[7] (2021) found a favorable and substantial connection between social and emotional adjustment, and academic success is positively associated with socio-emotional adjustment. A significant positive impact on student's academic achievement was indicated through



Fateel^[8] (2019) study. Halder and Roy^[9] (2018) found positive co-relation between teacher adjustment and teacher effectiveness, and Anand and Annadurai^[10] (2018) found that B.Ed., trainees had a significant relationship in their Social Adjustment and Emotional Maturity. Sekar and Lawrence^[11] (2016) identified that higher secondary school students were having a significant relationship between educational, social, and emotional adjustment in relation to academic achievement. Dillon (2016) examined that the majority of the students had an average or below-average degree of adjustment and the findings clearly demonstrated a significant relationship in the level of intelligence and adjustment. Peerzada^[12] (2013) comparative study showed that the science teachers have better adjustment than social science teachers. Higher level of social adjustment was found among the higher secondary school students by Velmurugan and Balakrishnan^[13] (2011), and study by Brinda^[14] (2011) found college students from intact families to have better adjustment ability than college students from single-parent families, and female college students have less adjustment ability in general than the male college students from an intact family. Lama^[15] (2010) found male students to be better adjusted in overall adjustment on the campus as compared to female students, and Kurvilla^[16] (2006) interpreted that urban students have been well adjusted than their counterparts in all dimensions of adjustment. Raju and Rahamtulla^[17] (2007) adjustment ability was found to be strongly correlated with different variables. Sharma^[18] (2017) study found negative and significant relationship of adjustment with spiritual intelligence, emotional intelligence, and life satisfaction, and Devi, Rajesh, and Devi^[19] (2016) results disclosed a significant positive relationship between spiritual intelligence and adjustment among adolescents.

Pandey & Sharma^[20] (2021), Vyas^[21] (2021), Arunkumar and Devi^[22] (2021), Janardhanam and Murthy^[23] (2020), Bimla^[24] (2019), Barik and Dhara^[25] (2019), Babasaheb^[26] (2019), Alam^[27] (2018), Wadhawan^[28] (2018), Anand and Annadurai^[29] (2017), Srivastava and Singha^[30] (2017), Sarkar and Banik^[31] (2017), Moshahid^[32] (2017), Singh and Mehta^[33] (2016), Singh^[34] (2014), Chauhan^[35] (2013), Basu^[36] (2012), and Velmurugan and Balakrishnan (2011) studies found that gender differs significantly in few or all factors of adjustment. Whereas Thakur^[37] (2022), Kaur and Gupta (2021), Singh and Mathew^[38] (2018), Kavita and Singh^[39] (2018), Okorodudu and Oorodudu^[40] (2013), Vishnu^[41] (2012), Gupta and Sadh^[42] (2012), and Goyat^[43] (2012) found that gender did not differ significantly in adjustment. And many of these studies found that girl students or female teachers/teacher trainees possess better adjustment ability when compared to their counterparts.

Jakhar^[44] (2020) study indicated that government and private teacher trainees differ significantly in their social adjustment, and no significant difference was found in their emotional and educational adjustment. Halder and Roy (2018) study revealed female teachers, urban teachers, married teachers, and the teachers with 5+ - 10 years of experience having a significant relation between their teacher adjustment and teacher effectiveness. Anand and Annadurai (2018) found that stream of B.Ed., trainees did not differ significantly in their Social Adjustment and Emotional Maturity. Government secondary school teachers were possessing better adjustment than their counterparts, as revealed by Moshahid (2017). Singh (2014) found teachers working in Secondary Schools had a significant difference in adjustment in relation to their working place, and Goyat (2012) found no significant difference in the adjustment level of rural and urban primary school teachers.

3. CONCLUSION:

Search from different studies found that, many investigators were focusing on the impact of adjustment ability on academic success and well-being, which is required most for the development of both individual and the society. And it was also concluded that a person with better adjustment ability is able to form and develop positive relationships, and achieve success in any area. Depending on the adjustment ability of a person, one is able to get adjusted in different areas like social, emotional, psychological, etc, which in turn is affecting their emotional intelligence, spiritual intelligence, teaching efficiency, maturity, and so on. Many of the studies were suggesting for enhancement of ability to adjust, for better well-being. After going through those studies, it may be concluded that during this emerging society, there is a need to observe the mindsets of teachers/teacher trainees. And as per the requirement, workshops or training programs must be organized to adapt and enhance the ability of adjustment, not only to discharge their duties effectively, but also to inculcate and develop this skill among the students.

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