



# ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF PROSPECTIVE TEACHER EDUCATORS - A CORRELATION STUDY

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## ABSTRACT:

The term education has many different meanings. Each person who uses or reads or hears the word interprets it in terms of his past experiences, his needs, and his purposes and also according to his personal interest in and expectations of it. Learning is defined as the modification of behavior through experience. It is also defined as the acquisition of a desirable behavioral pattern. In other words, learning is the modification and coordination of the response of the organisms. This study focuses on important psychological variables like Adjustment and academic achievement. Normative survey method was used for the research. The sample includes Prospective Teacher Educators. A stratified sampling technique was used. The statistical technique used was correlation and 't' test. The hypotheses state that. 1) There will be a significant correlation between Adjustment and academic achievement of Prospective Teacher Educators. 2) There will not be a significant difference between male and female Prospective Teacher Educators in their Adjustment. 3) There will not be a significant difference between male and female Prospective Teacher Educators in their Academic achievement.

**Keywords:** Education, Adjustment, Academic achievement, Prospective Teacher Educators

## INTRODUCTION

The concept of instruction is still within the prepare of assessment and this prepare will never come to an conclusion. As time passes there will be continuously a request for amendment of prevailing educational thoughts. Instructors ought to get it a subject sufficient to communicate its substance to understudies. Whereas customarily this has included learning on the portion of the instructor. Unused organization strategies put the instructor more into the part of course creator, discourse, and coach, and understudies more within the part of dynamic learners, finding the subject of the course. In any case, the objective is to set up a sound information base and aptitude set on which understudies will be able to construct as they are uncovered to diverse life encounters. This consider centers on Adjustment and Academic Achievement in B.Ed Training Classes.

## NEED AND SIGNIFICANCE OF THE STUDY

It is assumed that understudies who have well flexible nature can effectively oversee the unpleasant circumstance that they experience in their day to day life. Scholarly accomplishment is considered as the key to judging one's possibilities and capabilities. This think about centers on imperative mental factors like Alteration and scholastic accomplishment. Hence Adjustment and Academic Achievement are the require for uncommon thought and the examiner felt that the consider is required and is critical within the modern instructive hone.

## OPERATIONAL DEFINITION

- **Adjustment** : A process of modifying, adapting, or altering individual or collective patterns of behavior so as to bring them into conformity with other such patterns, as with those provided by a cultural environment(Dictionary.com).
- **Academic achievement** : The term academic achievement refers to “ performance in school in a standardized series of educational test” (Good 1974)
- **Prospective Teacher Educators** : Prospective Teacher educators are educational professionals who actively facilitate the formal and informal learning of student teachers. The role can involve training and development as well as supervising and mentoring trainee teachers.

## SCOPE OF THE STUDY

The study was designed with a view to finding the relationship Adjustment and academic achievement. The study would help in knowing how far the Prospective Teacher Educators differ in Adjustment and academic achievement with respect to gender of the Trainees. It is expected that the findings of the study would help the authorities to plan curricular and activities for Prospective Teacher Educators.

## OBJECTIVES OF THE STUDY

- To find out whether there is any relation between Adjustment and academic achievement of Prospective Teacher Educators.
- To find out whether there was any difference between Male and Female Prospective Teacher Educators in their Adjustment.
- To find out whether there was any difference between Male and Female Prospective Teacher Educators in their academic achievement.

## HYPOTHESES OF THE STUDY

- There will be significant correlation between Adjustment and academic achievement of Prospective Teacher Educators.
- There will not be any significant difference between Male and Female Prospective Teacher Educators in their Adjustment.
- There will not be any significant difference between Male and Female Prospective Teacher Educators in their academic achievement.

## METHODOLOGY

Normative survey method was adopted in the study.

### POPULATION:

The population for the investigation consisted of three Post graduation in Education colleges of Bangalore University syllabus.

### SAMPLE:

Sample of the present study consisted of 100 Prospective Teacher Educators.

### VARIABLES:

The variables of the present study include Adjustment.

### TOOLS:

- Bell Adjustment Inventory (Bell, Hugh M.-1934)
- Academic achievement will be measured on the basis of the marks scored for the fourth semester University examination.
- Personal information schedule.

### PROCEDURE FOR DATA COLLECTION

The investigator visited three Post graduation in Education colleges from where the permission was taken in advance Investigator personally administer Bell Adjustment Inventory. The data collected from the Prospective Teacher Educators were analyzed statistically using appropriate statistical.

### STATISTICAL TECHNIQUES ADOPTED

- Karl Pearson's product-moment method of correlation
- Test of significance of difference between means of large independent sample (t test)

### ANALYSIS AND DISCUSSION

#### Measures of Relationship between the Variables

**Table 1:**

Correlation coefficient (r) between Emotional Intelligence and Academic Achievement

Variables Correlated	r	Level of Significance	Correlational Interpretation
Adjustment and Academic Achievement	0.63	0.01	Marked or substantial Correlation

Table 1 shows that correlation between Adjustment and Academic achievement of Prospective Teacher Educators was 0.63 which was significant 0.01 level. This indicated that there existed a significant marked correlation between two variables. Therefore, the relationship between Adjustment and Academic

Achievement is substantial.

### TEST OF TENABILITY OF HYPOTHESIS 1

The hypothesis 1 entitled “There will be significant correlation between Adjustment and academic achievement of Prospective Teacher Educators was accepted.

### TEST OF SIGNIFICANCE OF DIFFERENCE BETWEEN MEANS (T TEST)

Adjustment and academic achievement of Prospective Teacher Educators - analysis based on sex.

### COMPARISON OF MALE AND FEMALE IN THEIR ADJUSTMENT

The comparison of male and female Prospective Teacher Educators under study was done by selecting 50 male and 50 female for the variable Adjustment.

**Table 2**

Data and results of significance of difference between means of scores of boys and girls of secondary school students in their emotional intelligence

Category	N	Mean	SD	t-Value	Sig
Male	50	62.59	22.45	1.52	NS
Female	50	71.14	20.74		

The data and results given in Table 2 represent that there is no significant difference between male and female Prospective Teacher Educators with regard to Adjustment. The ‘t’ obtained by ‘t’ test is 1.52 is found to be not significant. This shows that there is no significant difference between male and female in their Adjustment.

### TEST OF TENABILITY OF HYPOTHESIS 2

The hypothesis 2 entitled “There will not be any significant difference between boys and girls of secondary school students in their emotional intelligence” was accepted

### COMPARISON OF BOYS AND GIRLS IN THEIR ACADEMIC ACHIEVEMENT

The comparison of male and female Prospective Teacher Educators under study was done by selecting 125 Male and 125 Female for the variable Academic achievement.

**Table 3**

Data and results of significance of difference between means of scores of boys and girls in their Academic Achievement

Category	N	Mean	SD	t-Value	Sig
Male	50	71.73	11.31	2.98	NS
Female	50	76.87	13.57		

The data and results given in Table 3 represent that there is no significant difference between boys and girls with regard to academic achievement. The t obtained by t test is 2.98 is found to be not significant. This shows that there is no significant difference between boys and girls in their academic achievement.

### TEST OF TENABILITY OF HYPOTHESIS 3

The hypothesis 3 entitled “There will not be any significant difference between Male and Female Prospective Teacher Educators in their academic achievement” was accepted.

## CONCLUSION

Each and each person obtains a few sort of instruction, indeed on the off chance that he has never went through a day in a school, since all his procured characteristics are the items of encounters and exercises which are instructive in nature. Instruction, hence, incorporates all impacts in life. Passionate insights and scholastic accomplishment plays a noteworthy part for cognitive full of feeling and psycho engine improvement of children.

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