

A Study of Adjustment of B.Ed. Students in Relation to their Intelligence

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Abstract— Adjustment is a state in the condition of harmony arrived at by a person whom we call “well adjusted”. Adjustment means how efficiently an individual performs his duties in different circumstances. It is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. Adjustment is a continuous process to produce harmonious relationship between a man and his environment. It implies proper degree of social feelings and sense of social responsibility. It promotes happiness and efficiency in an environment. Adjustment is a process through which a man can change his environment according to his needs which leads to the modification of one’s behaviour and attitude. Descriptive survey method was used to conduct a pilot study to determine the level of adjustment of B.Ed. students of Teacher Education colleges located at district Faridabad of Haryana in relation to their intelligence. The population of the present study comprised of the 120 B.Ed. students of Teacher Education Colleges located at Faridabad district. The findings of the study show that there is significant difference between the male and the female B.Ed. students of teacher education colleges with respect to their adjustment and intelligence. A significant correlation was found between adjustment and intelligence of B.Ed. students studying in teacher education colleges.

Key words: Adjustment, Intelligence, Teacher Education Colleges

I. INTRODUCTION

Intelligence is a concept rather than a substance that cannot be measured in physical units like the length of cloth or temperature of the body. So the term assessment is used. It can only be observed only to the extent that it is manifested by him in one or more intelligence tests. One’s intelligence is determined in relation to the classified group to which one belongs. The process of adjustment starts right from the birth of the child and continues till death. Intelligence is a sort of cognitive abilities, available with an individual which enables him to handle his environment in terms of adaptation to face novel situations as effectively as possible. Adjustment of child depends upon the attitude of parents and the environment that is provided to the child in the home. Adjustment as a process is of major importance for students, teachers and parents in an educational system. Adjustment of an individual is decided by a number of factors, particularly internal needs and external demands. When a conflict occurs between internal needs and external demands, in such conditions, the individual may either inhibit or modify his internal needs or he can alter the environment, and can satisfy his demands or use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of his personality.

II. ADJUSTMENT

The concept of adjustment is not new it was first given by Darwin who used it as adaptation to survive in the physical world. Adjustment means reaction to the demands and pressures of social environment impose upon the individual. According to Maslow (1951) “Adjustment of a person may be defined as a characteristic way in which he perceives, reacts to solve the main problem of life.” According to C.V.Good (1959), “Adjustment is the process of finding adopting modes of behavior suitable to environment or to the changes in the environment”. In the use of the term adjustment, attention is often focused on the mode of interaction. Thus the term may be defined in terms of their extent to which the individual needs are satisfied, usually with the implication maximal or optimal need satisfaction depends on a satisfactory relationship with the environment since meeting needs usually entails interaction without physical or social surrounding. Maladjustment is used to refer to the absence or the reverse of any of the condition we just noted, thus, it implies friction with one’s surroundings.

Piaget (1952) studied the adjustment process from accommodation and assimilation to represent the alteration of oneself or environment as a means of adjustment. A well-adjusted person is one who experiences a relatively high degree of happiness, contentment, serenity, joy etc. Adjustment differs from person to person depending upon social culture conditions, but in recent years psychologists have evolved certain criteria to assess the adequacy of adjustment of an individual in his environment as given below;

- 1) **Psychological Comfort:** An individual has no psychological disease as obsession, compulsion, anxiety and depression etc. Psychological Comfort is essential for better adjustment.
- 2) **Physical Health:** The individual should be free from physical ailments like headache, ulcers indigestion and impairment of appetite etc..
- 3) **Work Efficiency:** Well-adjusted person possesses more work efficiency because of having full occupational and social capacities.
- 4) **Social Acceptance:** A person is well adjusted when he obeys social norms, beliefs and set of values. But different societies decide that which one is a accepted criterion of good behaviour.
- 5) **Flexibility in Behaviour:** A well-adjusted person shows flexibility in his behaviour. He adjusts himself in changing circumstances by making changes in his behaviour.
- 6) **Healthy Attitudes and Interests:** A well-adjusted person possesses healthy habits attitudes and interests.
- 7) **Healthy philosophy of life:** A well-adjusted person possesses healthy philosophy of life that governs his conduct and activities. He possesses enough coverage and power of tolerance for facing failures in his life.

III. INTELLIGENCE

Intelligence consists of an individual's those mental or cognitive abilities which help him in solving his actual life problems and learning a happy and well contented life. Intelligence is the capacity for relational, constructive and original thinking directed to the attainment of some end. It is the ability to learn, ability to solve problems and ability to make adjustment. Intelligence as a concept has been understood in different ways by different psychologists and has, therefore, a wide variety of definitions. According to Wechsler (1944), "Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment." According to Thorndike, Intelligence may be defined as "the power of good responses from the point of view of truth or fact." According to Wood worth and Marquis, "Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task."

Similarly, there have been many more efforts to define intelligence. However, the psychologists have not been able to arrive at a comprehensive and agreed on definition of intelligence. The following definition is a composite from various authors that Intelligence is a combination of the ability to:

- 1) Learn: This includes all kinds of informal and formal learning via any combination of experience, education and training.
- 2) Pose Problems: This includes recognizing problem situations and transforming them into more clearly defined problems.
- 3) Solve problems: This includes solving problems, accomplishing tasks, fashioning products, and doing complex projects.

IV. NEED & SIGNIFICANCE OF THE STUDY

Adjustment is the process that takes us to lead a happy and well-contented life. The quality of performance depends on students' intelligence and their adjustment. The working force behind the success and attainments of world's greatest laureate, scientists, psychologists and politicians etc. has been one and only, and that is intelligence. Intelligence not only enables an individual to attain great heights of success in life but also develops in him the ability by which he is well adjusted in his environment and saves himself from becoming its victim. Life is full of challenges and surprises and it is intelligence and self-confidence which prepares us for facing these challenges and accepting these surprises as successfully as possible. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on adjustment and will use his intelligence to be utmost on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment.

There are many factors which affect the adjustment of the students. The investigator based on his observation found that a vast majority of students particularly teacher education colleges suffer by their adjustment. A comparative analysis of the varying level of different kinds of adjustment between male female students was to be studied. Further a comparison was also to be found out on

intelligence of the B.Ed. students studying in teacher education colleges. Most importantly a detailed analysis of the relationship between intelligence and adjustment of B.Ed. students was to be numerically calculated. In view of this it was very useful to undertake a study to find out the relationship between adjustment and intelligence with reference to B.Ed. students which throw some light to the researchers and people involved in educational process.

V. STATEMENT OF THE PROBLEM

The title of the research is given as: 'A Study of Adjustment of B.Ed. Students in relation to their Intelligence'.

VI. OBJECTIVES

- 1) To study the adjustment of B.Ed. students.
- 2) To study the intelligence of B.Ed. students.
- 3) To explore the relationship between adjustment and intelligence of B.Ed. students.

VII. HYPOTHESES

- 1) There is no significant difference between adjustment of male and female B.Ed. students of teacher education institutions/ colleges.
- 2) There is no significant difference between intelligence of male and female B.Ed. students of teacher education institutions/ colleges.
- 3) There is no significant correlation between adjustment and intelligence of B.Ed. students.

VIII. METHODOLOGY

The present research work was a descriptive study which was correlational in nature. It is concerned with functional relationship between two or more variables. The variables involved in the study were adjustment and intelligence. The investigator found out correlation between these variables. The investigator visited the teacher education colleges personally for the administration of the tool. Prior permission of the principals of those teacher education colleges, from which the sample subjects were selected, was obtained and schedule of administering the test was fixed with them. The data of B. Ed. students' adjustment and intelligence were obtained by administering the tools on B.Ed. students.

- 1) Population: The population for the present study consisted of B.Ed. students from Teacher education colleges situated in district Faridabad.
- 2) Sample: Random sampling technique was used for the present study. The researcher visited selected Teacher education colleges in District Faridabad to get a sample of 120 B.Ed. students.

IX. TOOLS USED

The following tools were used to collect the data for the present study.

- 1) Advance Ravens Progressive Matrices was used to measure the intelligence of students.
- 2) Adjustment inventory for school students by A.K.P.Sinha and R.P.Singh.

X. PROCEDURE OF DATA COLLECTION

The investigator collected the required data with the help of tools mentioned above by visiting selected teacher education colleges personally for the administration of the tools. Prior permission of the principals of the selected teacher education colleges was obtained and schedule of administering the test was fixed with them. To make rapport with the respondents, the purpose of the test was discussed in brief and there after the questionnaires were administered to the respondents. They were also told that the test had nothing to do with their examination and their answers would be used only for research purpose. The investigator then, read out the instruction loudly. They were given sufficient time to give response, having finished their writing work the test booklets were collected and marks were awarded as per given marking scheme given in the tools. The scores obtained by administration of adjustment and intelligence scale were tabulated in a table. The investigator calculated correlation between adjustment and intelligence of B.Ed. students.

XI. DELIMITATIONS OF THE STUDY

The study was delimited to

- 1) Two variables namely adjustment and intelligence.
- 2) The study was limited to 120 students studying in teacher education colleges located in Faridabad district of Haryana.

XII. ANALYSIS OF DATA

Mean, standard deviation, 't-ratio' and Coefficients of correlations were also calculated for analysis and interpretation of data.

Comparison of Adjustment between Male and Female B.Ed. Students: To compare the adjustment of male and female B.Ed. students studying in teacher education colleges of Faridabad, the table given below shows the mean, standard deviation and t-ratios of the marks of adjustment of the male and female B.Ed. Students of teacher education colleges.

Particulars	N	Mean	S.D	t-ratio	Remarks
Male Students	60	67.21	12.34	1.08	Insignificant
Female Students	60	69.57	11.67		

Table 1: Comparison of Scores Adjustment between Male and Female Students of Teacher Education Colleges

The calculated t-ratio between the male and female B.Ed. students of teacher education colleges was found to be 1.08 which is not significant at 0.05 and 0.01 levels of significance. Thus the hypothesis that there is no significant difference between the adjustment of male and female B.Ed. students studying in teacher education colleges of Faridabad is accepted. By analyzing the data of adjustment of the male and female students it is interpreted that the female students were slightly better adjusted than their counterpart the male Students studying in teacher education colleges.

Comparison of Intelligence between Male and Female B.Ed. Students: The table -2, gives a complete description of intelligence of B.Ed. students of teacher

education colleges of Faridabad in term of mean, and standard deviation and critical ratio.

Gender	N	Mean	Std. Deviation	t-ratio	Remarks
Male Students	60	55.42	6.32	0.37	Insignificant
Female Students	60	55.86	6.57		

Table 2: Comparison of Scores of Intelligence between Male and Female Students of Teacher Education Colleges

The mean score of the marks of intelligence of male students of teacher education colleges was found to be 55.42 with standard deviation 6.32 whereas mean marks of intelligence of the female students of teacher education colleges was calculated to be 55.86 with standard deviation 6.57 which is slightly higher than the mean score of marks of intelligence of male students of teacher education colleges. The combined t-ratios between the male and female students with respect to their intelligence was calculated to be 0.37 which is not significant at both 0.01 and 0.05 levels of significance. Hence, it is clear from the findings that the intelligence of the male and female students of teacher education colleges was almost same.

XIII. CORRELATION BETWEEN ADJUSTMENT & INTELLIGENCE

The following table presents the coefficient of correlation between scores of adjustment and intelligence of B.Ed. students of teacher education colleges of Faridabad.

Test	N	Mean	Std. Deviation	Correlation coefficient	Remarks
Intelligence	120	55.64	6.45	0.67	Insignificant
Adjustment	120	68.39	12.01		

Table 3: Correlation between Adjustment and Intelligence

It is clear from table 3, that there is perfect and significant correlation between scores of adjustment and intelligence of B.Ed. students which was calculated to be 0.67. It means intelligence is the one of the prominent factor which affects the adjustment of B.Ed. students. So there is highly significant correlation between adjustment and intelligence of the B.Ed. students of teacher education colleges.

XIV. MAIN FINDINGS OF THE STUDY

The important findings that have emerged out for the analysis and interpretation of data collected for the present study are given below:

- By analyzing the data of adjustment of the male and female students it is interpreted that the female students were slightly better adjusted than their counterpart the male Students studying in teacher education colleges.
- Hence, it is clear from the findings that the intelligence of the male and female students of teacher education colleges was almost same.
- There is perfect and significant correlation between scores of adjustment and intelligence of B.Ed. students which was calculated to be 0.67. It means intelligence is

the one of the prominent factor which affects the adjustment of B.Ed. students.

- There is highly significant correlation between adjustment and intelligence of the B.Ed. students of teacher education colleges. The adjustment of the students increases with the increase of intelligence.

XV. CONCLUSION

Intelligence relates significantly with adjustment of the students of teacher education colleges as well as male and female students taken separately. As far as gender differences concerned it was found that for adjustment and intelligence gender difference does not exist. The findings of the investigation may provide help to the school personnel, teachers, counselors and guidance workers to develop suitable methods of teaching and instruction so as to develop self-confidence among the B.Ed. students which a contributing factor for developing adjustment in them. The findings support that the students of teacher education colleges must try to make adjustment in order to be a perfect teacher.

XVI. SUGGESTIONS FOR FURTHER STUDIES

- 1) The present study was confined to the study of responses of the students only. This can be extended to study the responses of teachers, principal, parents etc. to have more comprehensive conclusions.
- 2) A study can be exclusively done on the various aspects of adjustment and suggest various measures to bring improvement in adjustment.
- 3) A study can also be done inclusively to inquire the various factors and elements in the adjustment that contribute rising academic success of B.Ed. students.
- 4) A study can also be done to reveal the importance and significance of better adjustment on the coming life of students.
- 5) The present study highlights many shortcomings on various dimensions of Intelligence. A study can be exclusively done on the various aspects of Intelligence and suggest various measures to bring improvement in Intelligence.
- 6) Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances.

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