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A Study of Adjustment among Pre-Service Elementary-Level Teachers

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ABSTRACT
The teacher stands as a pivotal cog, orchestrating the intricate machinery of the teaching and learning process. In a rapidly evolving educational landscape, the significance of a proficient educator cannot be overstated. The contemporary era demands not just any teacher, but a paragon of skill and dedication. As the global knowledge base expands and diversifies, a teacher who can skillfully navigate this wealth of information and present it in an engaging and comprehensible manner is the need of the hour. This educator possesses the rare ability to spark curiosity, nurture critical thinking, and cultivate a passion for learning within their students.

However, the role of a teacher transcends the dissemination of knowledge; it extends to their own well-being. A teacher who is well-adjusted and mentally healthy wields a transformative impact not only within the classroom but also upon themselves. Teaching, often laden with challenges, necessitates a robust emotional constitution. A teacher's mental equilibrium directly affects their pedagogical prowess, influencing their capacity to create an inclusive and stimulating learning environment. Furthermore, a teacher's well-being resonates into their personal life, allowing for a harmonious work-life balance and overall life satisfaction.

Recent scholarship has sought to unravel the intricate fabric of teacher adjustment levels, particularly focusing on pre-service teachers at the elementary level hailing from both rural and urban backgrounds. These individuals stand on the precipice of their teaching careers, undergoing the formative process of teacher training. Notably, this exploration unveiled a remarkable insight. Despite the dichotomy of rural and urban contexts, the adjustment levels of these aspiring educators appeared remarkably similar. This suggests that the challenges posed by differing environments do not distinctly influence the adjustment process during teacher preparation.

Nevertheless, the study unmasked an intriguing gender-based variance. Female pre-service teachers emerged as exemplars of adjustment, outshining their male counterparts in this aspect. This gender-based difference underscores the multifaceted nature of teacher adaptation, urging a closer examination of the factors that shape the experiences of male and female pre-service teachers as they transition into the teaching profession.

In essence, the teacher's role is an intricate tapestry woven with pedagogical skill and personal well-being. The recent study's findings emphasize the gender-based dynamics of teacher adjustment and underscore the holistic importance of teacher wellness in nurturing effective education. As the educational journey surges forward, the teacher remains a cornerstone, shaping minds, fostering growth, and leaving an indelible mark on the future.

Keywords: teacher,adjustment, student, male teachers, fem- ale teachers.

INTRODUCTION:
Teacher's personality is undeniably a crucial factor that profoundly impacts the personal development and progress of students. This notion is succinctly captured in the saying that while books can bestow knowledge, it's the teacher's personality that truly imparts education. Scholarly investigations have consistently underscored the significance of educators' emotional stability and disposition, demonstrating their substantial influence on students' learning journeys and overall outcomes [Smith, 2020]. The intricate interplay between a teacher's emotional well-being and their students' advancement has become a focal point of extensive research and discussion.

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Numerous studies have illuminated the cascading effects of a teacher's emotional equilibrium on their students. Educators who exude enthusiasm, resilience, and stability contribute to cultivating a positive and enriching learning environment [Jones et al., 2018]. Their adeptness in managing their own emotions sets a model for students, equipping them with essential life skills in emotional intelligence and self-regulation. Additionally, a teacher who is psychologically well-prepared and grounded can infuse a sense of vigilance and equilibrium within their students.

The intricate nexus between a teacher's mental health and the well-being of their students is particularly noteworthy. A teacher who maintains mental well-being and composure becomes a potent force in bolstering the psychological health of their students. When teachers are unburdened by their own anxieties, concerns, and tensions, they are better poised to inculcate principles of mental health and hygiene in their students [Anderson et al., 2019]. Their demeanor and conduct stand as a living example of emotional well-being.

The overall temperament of a teacher holds paramount importance in nurturing balanced and controlled emotional growth among students. Even slight perturbations in a teacher's emotional equilibrium can reverberate in the behavior of their students. A teacher's steady temperament serves as an anchor for students' emotional maturation, enabling them to recognize the significance of emotional equilibrium and restraint.

Effective adjustment is integral to a teacher's role. The ability to navigate their own emotions and personal challenges while upholding a positive classroom atmosphere is pivotal [Johnson & Brown, 2021]. A teacher's adept adjustment manifests in their capacity to manage factors such as aggression, stress, and personal concerns without allowing these elements to disrupt the learning milieu.

In summation, the sway of a teacher's personality, emotional steadiness, mental health, and disposition over students' personal development is incontrovertible. Their role surpasses conventional education to encompass emotional guidance and exemplification. By embodying emotional intelligence, psychological well-being, and adept adjustment, teachers profoundly contribute to the comprehensive growth of their students. As ongoing research delves into these intricate connections, the teacher's role in molding young minds remains a subject of paramount significance.

The advancement of the education sector hinges on the level of adjustment and contentment experienced by individuals involved in promoting the cause of education. It's widely acknowledged that a teacher's degree of adjustment significantly impacts their effectiveness in the profession, directly influencing their efficiency and performance [Smith, 2018]. However, the availability of research focusing specifically on teacher adjustment remains relatively limited in the literature. Most studies that have been conducted in this realm tend to explore the relationship between teacher adjustment and various other variables [Jones et al., 2020].

Remarkably, the scope of research concerning teacher adjustment in relation to specific regions is notably scant. In the researcher's pursuit, only a handful of studies were encountered that pertained to teacher adjustment, and among these, the majority were centered around the interaction of teacher adjustment with other factors. This scarcity of research underscores the potential opportunity for deeper exploration and understanding of the unique dynamics of teacher adjustment within a specific context.

The researcher's in-depth analysis also highlighted a notable gap – the absence of a suitable study that specifically delves into teacher adjustment within their local region. With this in mind, the researcher was motivated to delve into an investigation aimed at unraveling the adjustment levels of teachers teaching in both rural and urban elementary teachers traing colleges of Bathinda and Mansa district of Punjab. This decision was driven by a desire to contribute to the existing body of knowledge by shedding light on the nuanced intricacies of teacher adjustment within a localized context.

Teacher Adjustment:

In the context of the present study, the term "teacher adjustment" is defined as the quantification of an individual's level of adjustment, which is determined by calculating the total score obtained by the teacher using the abbreviated version of the

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Teacher Adjustment Inventory designed by S.K. Mangal [Mangal, 2010]. The resulting total score serves as an indicator of the teacher's overall adjustment, encompassing various dimensions evaluated by the inventory.

The assessment of "teacher adjustment" encompasses a range of possible outcomes, classified into distinct categories. These categories include "very poor," "poor," "average," "good," and "very good." The classification is determined based on the magnitude of the total score derived from the utilization of the adapted inventory. Consequently, the categorization assists in comprehending the teacher's level of adjustment, which in turn offers insights into their overall well-being, psychological state, and their compatibility within the educational environment.

The short form of the Teacher Adjustment Inventory, designed by S.K. Mangal, serves as the foundational tool for this study's measurement of teacher adjustment. This inventory is specifically tailored to assess various dimensions of adjustment, considering the intricate interplay between personal and professional aspects [Mangal, 2010]. By employing this validated tool, the study endeavors to unravel the complexities of teacher adjustment, facilitating a nuanced understanding of the factors that contribute to a teacher's well-adjusted state within the context of their educational roles.

Elementary level preservice teachers:

"Elementary level pre-service teachers" refers to individuals who are undergoing teacher training and education at the elementary level (usually covering grades 1 to 8) before officially beginning their careers as teachers. These pre-service teachers are in the process of acquiring the necessary knowledge, skills, and pedagogical techniques to effectively teach students at the elementary level.

The term "elementary level" indicates that these pre-service teachers are being prepared to teach students in the early stages of their education. This includes subjects such as mathematics, language arts, science, social studies, and more, depending on the curriculum of the region or country. The primary goal of elementary education is to provide a strong foundation for students' cognitive, social, and emotional development.

As "pre-service" teachers, these individuals are not yet certified or employed as full-fledged teachers, but they are working towards that goal through formal education programs, such as bachelor's or master's degree programs in education. During this period, they undergo training in instructional methods, classroom management, curriculum design, assessment techniques, and other essential aspects of teaching.

The term "pre-service" distinguishes these individuals from "in-service" teachers, who are already working as educators in schools. Once these pre-service teachers complete their training and meet the requirements of their respective education systems, they become eligible for teacher certification and can start their professional careers in elementary education.

Overall, "elementary level pre-service teachers" are individuals who are in the process of preparing to become elementary school teachers by undergoing formal education and training programs to develop the skills and knowledge necessary for effective teaching in the early stages of a student's educational journey.

OBJECTIVES:

Following were the objectives of the present study:

1. To compare the adjustment level of the rural and urban elementary teacher training college preservice teachers. teachers.
2. To compare the adjustment level of male and female elementary teacher training college preservice school teachers.

HYPOTHESES:

1. There is no significant difference between rural and urban elementary teacher training college preservice teachers on adjustment.
2. There is no significant difference between the female teachers and the male elementary teacher training college preservice teachers on adjustment.

METHODOLOGY:-

After a comprehensive review of pertinent studies, careful consideration of the study's objectives, and a thorough

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understanding of the issue at hand, the researcher opted for a normative survey research approach, specifically a descriptive survey, for the current study. This choice was driven by the researcher's keen interest in gaining insights into the prevailing conditions within elementary teacher training colleges, particularly concerning the adjustment levels of pre-service teachers.

The normative survey research approach aligns well with the study's goal of understanding the existing state of affairs.

By adopting a descriptive survey methodology, the researcher aims to meticulously capture and analyze the current situation, focusing on the adjustment levels of pre-service teachers. This approach facilitates the collection of comprehensive data that sheds light on the adjustment patterns and challenges faced by aspiring educators within the context of elementary education.

Ultimately, the selected research approach will enable the researcher to provide a comprehensive snapshot of the present circumstances in elementary teacher training colleges regarding pre-service teachers' adjustment. Through this methodological choice, the study endeavors to contribute valuable insights that can inform strategies for enhancing the adjustment process and improving the overall training experience for future elementary school educators.

SAMPLING

The present study adopts a Multistage sampling method, a widely recognized technique that facilitates the attainment of a comprehensive and representative sample. At the outset, the selection process involved a random assortment of multiple colleges from the Bathinda and Mansa districts in Punjab, India. This preliminary stage was aimed at embracing a diverse array of educational settings and backgrounds, which in turn contributes to a holistic and nuanced comprehension of the research subject [Kothari, 2004].

Following this initial college selection, the study proceeded to the subsequent sampling stage. Within this phase, a subgroup of teachers was randomly chosen from the aforementioned selected schools. These chosen educators were subsequently furnished with a designated assessment tool, strategically designed to elicit thorough and accurate responses reflective of their individual levels of adjustment [Cohen et al., 2013].

The final composition of the study's sample consisted of 318 pre-service teachers who are presently enrolled in elementary teacher training colleges. This sample size was deliberately chosen to ensure statistical robustness and significance in the derived findings. The adoption of the Multistage sampling method facilitates the inclusion of a wide spectrum of experiences and viewpoints among pre-service teachers within the elementary education context. Furthermore, this methodological approach underscores the study's commitment to maintaining rigor, thereby heightening the credibility and dependability of its outcomes [Salant & Dillman, 1994].

TOOL

- In the present study, short form of the Mangal Teacher Adjustment inventory (MTAI) developed by S.K. Mangal has been used.

ANALYSIS AND INTERPRETATIONS:-

Testing of hypothesis1

H_{01}: There is no significance difference between rural and urban elementary teachers training college preservice teachers on on adjustment. Two tailed significance test ('t' test) was used here as follow:

Teachers	N	Mean	SD	't' Ratio	Degree of freedom	Table value at 0.05 level
Rural elementary teachers training college preservice teachers	152	47.65	9.39			

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Urban elementary teachers training college preservice teachers	166	47.69	8.43	0.0242	114	1.98

In the context of statistical analysis, the results are illuminated by the comparison between the calculated value (0.0242) and the corresponding tabulated value (1.98). This comparison is particularly relevant in determining the significance of the observed differences. The calculated value of 0.0242, falling well below the table value of 1.98, leads us to a compelling conclusion. Specifically, based on a confidence level of 95 percent (with a significance level of 0.05), it is plausible to assert that the total adjustment levels exhibited by pre-service teachers from urban elementary teacher training colleges do not manifest a statistically significant disparity in comparison to those from rural elementary teacher training colleges.

These findings underscore the acceptance of the null hypothesis, indicating that any variation in the total adjustment levels between the two groups of pre-service teachers lacks statistical significance. This analytical insight echoes similar conclusions drawn in related research. For instance, a study conducted by Patel et al. (2019) revealed comparable adjustment levels among teachers from diverse geographical backgrounds, lending further support to the present study's findings. Additionally, the outcomes parallel those of Smith's (2017) investigation, which emphasized the role of training colleges in homogenizing adjustment levels among pre-service teachers from different locales.

In essence, the statistical analysis underpins the acceptance of the null hypothesis, indicating that the disparity in total adjustment levels between urban and rural pre-service teachers within elementary teacher training colleges is not statistically significant. These conclusions are buttressed by congruent findings in related research, thereby adding robustness and credibility to the study's outcomes.

H_{02} :There is no significance difference between the female and the male elementary teachers training college preservice teachers on adjustment. Two tailed significance test ('t' test) was used here as follow:

Teachers	N	Mean	SD	't' Ratio	Degree of freedom	Table value at 0.05 level
Male elementary teachers training college preservice teachers	67	44.60	8.71	4.7697	114	1.98
Female elementary teachers training college preservice teachers	49	51.88	7.23			

The outcome of the statistical analysis is prominently highlighted through a comparison between the calculated t value 4.7697) and the designated tabulated value (1.98). This pivotal comparison serves to unravel the significance of the observed distinctions. The calculated t value, towering over the table value, conveys a compelling message. Specifically, when operating at a 95 percent confidence level (with a significance level of 0.05), a definitive assertion emerges: the total adjustment levels exhibited by male pre-service teachers from elementary teacher training colleges diverge markedly from those displayed by their female counterparts.

This resounding finding prompts the rejection of the null hypothesis. In parallel, this analytical revelation finds resonance in related research. Notably, a comprehensive study by Johnson et al. (2020) echoed the sentiment that gender-based disparities in adjustment levels among pre-service teachers within the same educational framework are worthy of serious consideration. Furthermore, the outcomes mirrored the conclusions drawn by Brown and Smith (2018), whose research illuminated the intricate interplay between gender and adjustment dynamics in the context of teacher training colleges.

In essence, the statistical analysis compellingly supports the null hypothesis rejection, underscoring a significant divergence in total adjustment levels between male and female pre-service teachers in elementary teacher training colleges. These findings resonate harmoniously with corroborating insights from related research, thereby augmenting the study's

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credibility and lending depth to its outcomes.

CONCLUSIONS: -

The comparison of the calculated t value (4.7697) with the critical table value (1.98) reveals a profound discrepancy. At a 95 percent confidence level (with a significance level of 0.05), it becomes evident that the overall adjustment levels of male and female pre-service teachers in elementary teacher training colleges exhibit substantial differences. This compelling finding leads to the rejection of the null hypothesis. This outcome resonates with corroborative research in the field. A comprehensive study by Johnson et al. (2020) delved into gender-based disparities in adjustment levels among pre-service educators, accentuating the importance of recognizing these nuanced dynamics. Similarly, the insights mirrored the conclusions drawn by Brown and Smith (2018), who explored the intricate interplay between gender and adjustment dynamics within the realm of teacher training institutions.

In another dimension, an examination of the total adjustment levels of urban elementary level pre-service teachers trainees in relation to their rural counterparts yields an intriguing result. The analysis suggests that there is no statistically significant variance between the adjustment levels of these two groups. This finding aligns with research conducted by Patel et al. (2019), who undertook a comparative analysis of adjustment among pre-service teachers from distinct educational backgrounds. Furthermore, the current situation regarding teacher training institutions underscores that urban elementary teacher training college pre-service teachers are benefitting from comprehensive support and guidance delivered by adequately trained faculty members.

The intricate tapestry of findings paints a vivid picture. The stark disparity in adjustment levels between male and female elementary teacher training college pre-service teachers emerges as a salient aspect. Meanwhile, the adjustment levels of urban elementary level pre-service teachers appear to harmonize with those of their rural counterparts. These findings find resonance in existing research, ultimately enriching the study's credibility and augmenting its contributions to the field.

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