

A Study on the Adjustment Behavior of Pre-service Teachers in Dindigul District

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Abstract

The behaviour form of adjustment has certainly shaped the development of pre-service teachers influencing their academic success, feelings, and efficiency as a teacher in the future. This study examines the adjustment behavior of pre-service teachers in the Dindigul district, concentrating on the influences of gender, locality (rural vs. urban), and medium of instruction (Tamil vs. English). A total of 150 pre-service teachers participated, completing a 5-point Likert scale questionnaire crafted to evaluate various adjustment factors. The results revealed significant differences in adjustment patterns based on gender ($t=3.548$, $p<0.05$), locality ($t=4.173$, $p<0.05$), and medium of instruction ($t=3.628$, $p<0.05$). Female pre-service teachers exhibited better adjustment behaviors ($M=140.98$, $SD=20.530$) compared to males ($M=126.73$, $SD=27.965$). Rural pre-service teachers faced greater difficulties ($M=142.88$, $SD=22.424$) than their urban counterparts ($M=127.06$, $SD=23.678$). Additionally, Tamil-medium pre-service teachers demonstrated superior adjustment ($M=144.02$, $SD=22.889$) over English-medium peers ($M=130.11$, $SD=23.551$). The study reveals that pre-service teachers require specialized training programs which should adapt to their specific needs to help their successful start in teacher training programs and their future teaching career.

Keywords: Adjustment Behaviour, Pre-services Teacher, Dindigul District

Introduction

Pre-service teachers require adjustment behaviors for their emotional development alongside their social development as well as their professional development. Students engaged in teacher training must tackle different difficulties which include managing classroom interactions and preparing tests and adapting to professional expectations. It is essential to research pre-service teacher adaptation to their professional environment while determining the factors which help them succeed. The focus of this study lies on Dindigul district because students entering teacher training face different academic and emotional hurdles during their preparation. Understandable behavior patterns among students require study as a basis for developing effective educational policies and programs.

Definition of Adjustment Behaviour

The definition of adjustment behavior involves processes through which people reshaped their reactions to environmental shifts to maintain their mental wellness.

Adjustment behavior consists of methods people use to change how they respond to environmental changes while managing sources of stress which aims to preserve their psychological state. Adjustment behavior concentrates on adapting emotional and social and professional elements for successful life change success. For pre-service teachers, this process involves adapting to

academic expectations, navigating peer relationships, engaging in teacher-student interactions, and meeting the professional standards encountered throughout their training.

Adjustment Behavior in the Context of Preservice Teachers

Pre-service teacher adjustment behavior consists of their approaches to handle educational obstacles in training and handle both emotional strain and peer interactions. Successful adaptation enables novice teachers to face teaching preparation challenges with power and confidence which results in better academic results and greater educational success.

Objectives of the Study

This study is designed to

- Investigate the adaptation patterns of preservice educators in the Dindigul district.
- Examine whether there exists a notable disparity in adjustment behavior influenced by gender.
- Explore whether locality (rural vs. urban) influences adjustment behavior.
- Determine if the medium of instruction (Tamil vs. English) plays a role in the adjustment behavior of preservice teachers.

Methodology

Research Design

The research design depends on normative survey research to evaluate pre-service teachers' adjustment behaviors. Research data about sample participants' adjustment behaviors came through surveys used as the research technique.

Sample and Sampling Technique

A total of 150 pre-service teachers distributing among various teacher education institutions located in Dindigul district participated in the research. A set of randomly selected participants achieved equal selection opportunity through the pre-service teacher sampling process.

Research Tool

The researcher-made 5-point Likert scale questionnaire serves as the research tool of this study. Different adjustment behavior aspects

are measured through the Likert scale covering emotional adjustment and both social adjustment and academic adjustment. Prior to data collection, the tool was evaluated for reliability and validity.

Validity

During this investigation the main researcher confirmed face validity for the adjustment behavior questionnaire. The initial tool draft received expert assessment from teachers plus principals and professors who worked as both college principals and professors as well as educational psychology and education specialists. According to the received feedback the tool underwent essential adaptations involving item rewriting and phrase restatement to achieve clarity while maintaining relevance. Three adjustment behavior dimensions were assessed through a 5-point Likert scale across emotional adjustment and social adjustment and academic adjustment.

Reliability

Assessors performed the test-retest method to determine the reliability of the adjustment behavior questionnaire. A total of 30 pre-service teachers received the tool at first which was readministered to them again after 15 days. A Pearson's product-moment correlation procedure showed high consistency between the two score sets while indicating a reliability coefficient of 0.86. The tool demonstrated high reliability based on two assessment methods as it produced an internal consistency value of 0.89 and Cronbach's alpha result of 0.89.

Data Analysis

The research data received analytical treatment through descriptive together with inferential statistics. Descriptive statistics employed mean and standard deviation to aggregate pre-service teacher adjustment behavior results while inferential statistics especially t-tests conducted null hypothesis tests to evaluate gender-specific and locality and medium of instruction impacts.

Results and Discussion

Null Hypothesis 1

There is no significant difference between male and female pre-service teachers in their adjustment behaviour.

Table 1 Difference Between Male and Female Pre-Service Teachers in their Adjustment Behaviour

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% Level
Male	51	126.73	27.965	3.548	S
Female	99	140.98	20.530		

(At 5% level of significance, for df 148, the table value of 't' is 1.96)

It can be also inferred from above table that the calculated t' value (3.548) exceeds the critical value (1.96) for 148 degrees of freedom at the 5% significance level. Therefore, the null hypothesis is rejected, indicating a significant difference between the adjustment behavior of male and female pre-service teachers.

Null Hypothesis 2

There is no significant difference between rural and urban pre-service teachers in their adjustment behaviour.

Table 2 Difference Between Rural and Urban Pre-Service Teachers in Their Adjustment Behaviour

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	86	142.88	22.424	4.173	S
Urban	64	127.06	23.678		

(At 5% level of significance, for df148, the table value of 't' is 1.96)

It can be also inferred above table that, the calculated t-value (4.173) exceeds the table value (1.96) for a degree of freedom of 148 at the 5% level of significance. Therefore, the null hypothesis is rejected, indicating a significant difference between the adjustment behavior of rural and urban pre-service teachers.

Null Hypothesis 3

There is no significant difference between Tamil and English medium pre-service teachers in their adjustment behaviour.

Table 3 Difference Between Tamil and English Medium Pre-Service Teachers in their Adjustment Behaviour

Medium	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Tamil	65	144.02	22.889	3.628	S
English	85	130.11	23.551		

(At 5% level of significance, for df 148, the table value of 't' is 1.96)

It can be also inferred above table that, the calculated 't' value (3.628) exceeds the table value (1.96) for df148 at a 5% significance level. Therefore, the null hypothesis is rejected, indicating a significant difference in the adjustment behavior between Tamil and English medium pre-service teachers.

Educational Implications

The findings of this study hold considerable importance for teacher education programs. Pre service teachers from rural backgrounds will need extra support coupled with resources to achieve a successful transition. Educational institutions have sufficient capabilities to create customized training that enables their personnel to adapt to fundamental changes successfully. The support system for pre service teachers who are non native speakers must be prioritized since it helps overcome their language barriers.

Recommendations of this Study

1. Educational programs should adopt awareness-based training about gender matters to address different requirements between male and female pre-service teaching candidates.
2. Specialised staff should provide rural pre service educators with help to overcome resource constraints and adapt their strategies to local educational scenarios.
3. A program should be launched to develop pre service teachers' language abilities through English medium courses which will lead to

improved language skills.

4. Pre service teachers need structured mentorship programs along with peer networks that serve to build their confidence levels while increasing their courage and adaptability.
5. Conduct educational programs about stress management as well as emotional health because they ensure better mental health for pre service teachers.
6. Realistic school experiences should be promoted as they help pre service teachers prepare for classroom challenges after graduation.
7. The project should plan community activities to foster interaction between new educators from different backgrounds so they can build supportive relationships before entering the profession.

Implications, Limitations, and Future Research Directions

Results of this research study create specific implications for teacher education curricula and teaching policy creation initiatives. The demonstrated differences between adjustment behavior demand educators to create targeted interventions that address particular requirements. Workshops with gender sensitivity can reduce the difference in adjustment behavior between incoming male and female teachers while rural care initiatives that use mentoring services and resource centers provide assistance to teachers in isolated locations. Student trainees from English medium programs should consider language bridging courses because these programs help them lower their adaptation-related stress and achieve better adjustment outcomes. The need exists for policymakers to fight for fair resource distribution alongside enhanced mental health services because these are especially lacking at rural teacher education institutions. The findings must be considered under the restrictions present in this research approach. The study data collection area focused on Dindigul district only so the obtained results might not translate to broader regions because of social and cultural variations. By using Likert scales in self reports participants might provide information based on perceptions instead of actual adjustment behaviors. Longitudinal research

methods would allow researchers to identify how adjustment patterns shift across time whereas the use of a cross sectional study blocks this type of inquiry.

There search should advance by following multiple promising investigative paths. Conducting analysis through an intersectional approach between caste along with socio economic status and gender would provide rich knowledge about adjustment processes. The study could benefit from in-depth interviews as these qualitative methods help researchers explore the actual experiences of statistical trends they observed. Research interventions are necessary for testing the effectiveness of proposed supporting measures that combine language assistance and rural mentorship programs. The study benefits from analyzing adjustment patterns by including various states throughout India. Research scholars and educational practitioners should target these limitations while exploring these research approaches to create training frameworks that promote the development of resilient and equitable educators. The approach supports worldwide initiatives to advance inclusive teaching practices along with delivering psychological advantages to training programs which results in long-term educational success.

Conclusion

The research examined pre-service teacher adaptation patterns throughout Dindigul district and studied the impact that gender as well as urban and rural areas with Tamil and English language instruction had on their adjustment behavior. Different factors displayed major changes in the research findings. Research matches the study's findings which show female pre-service teachers adjusted better ($M=140.98$, $SD=20.530$) than their male colleagues ($M=126.73$, $SD=27.965$). This observed difference needs further investigation since societal traditions about gender norms could influence the way people adjust to educational environments. The research data showed specific patterns according to the location of the participants. The restricted availability of professional support systems coupled with limited resources available in rural institutions explains why pre-service teachers in rural areas ($M=142.88$, $SD=22.424$) experience higher adjustment difficulties compared to their

urban area counterparts ($M=127.06$, $SD=23.678$). The study indicates rural teachers employ resilient coping strategies based on their community networks although this finding calls for further research to understand its meaning. The instructional language proved to be a major influence on this issue. The stress from language barriers in education caused Tamil-speaking pre-service teachers to show better adaptation skills ($M=144.02$, $SD=22.889$) than their peers who used English as their medium of study ($M=130.11$, $SD=23.551$). Even though the short-term challenges of learning in English may cause stress the exposure to international teaching materials and methods through English-based education could bring future benefits. The research outcomes show that various demographic and institutional elements create intricate systems which shape pre-service teachers' adjustment experiences.

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