

# A COMPARATIVE STUDY OF THE ADJUSTMENT AND VALUES OF B. ED. ARTS AND SCIENCE STUDENTS OF REWARI DISTRICT (HARYANA)

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## ABSTRACT

*The present study aims to find out the value patterns and adjustment level of B.Ed. students of Rewari district, Haryana.*

*There is a need to focus on role of teacher trainees in inculcation of values in students and also in development of harmonious personality of students so that they can adjust well in their life. For doing justification to this role teacher trainees must have their own positive set of value patterns and a way of making good adjustment in different life situations. To study their value patterns and adjustment level a total of 200 pupil teachers (100 pupil teachers with arts teaching subjects and 100 pupil teachers with science teaching subjects) were selected using random sampling technique.*

*The data was obtained through Adjustment Inventory for College Students by Sinha and Singh and Personal Value Questionnaire by Sherry and Verma. Results indicated that girls and boys don't differ significantly on any adjustment area except emotional where girls are more emotionally maladjusted than boys. In case of values, girls have high family prestige and religious values while boys have high knowledge and health values.*

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## INTRODUCTION

In ancient India, education was a nice blend of knowledge, and values which equipped the students with art to face challenges of life boldly and live in society harmoniously. They were taught that life without values is valueless while with values it becomes invaluable. This shows that if a person follows a value system in his life he'll be well adjusted in society otherwise he might face adjustment problems.

Values are those standards or a code for moral behavior conditioned by one's cultural tenets and guarded by conscience, according to which a human being conducts him and shapes his life patterns.

The concept of adjustment was originally a biological one and was a corner stone in Darwin's theory of evolution (1859). In biology, it was learned adaptation. We can understand a great deal of human behavior by conceiving human actions as adaptations to various kinds of physical demands. There are two types of demands to which a person needs adjustments. They are internal and external demands. Now there can be a conflict between

internal and external demands and here an individual faces adjustment problems. If he has strong value systems and knows his preferences well this problem of adjustment would not arise.

We need to focus on teacher's role and also role of teacher trainees in inculcation of values in students and also in development of harmonious personality of students so that they can adjust well in their life.

## ROLE OF TEACHERS

Delors Commission (1996)

"It is the teacher whose role can help immensely in the inculcation of values. And the teachers great strength lies in the example they set of curiosity, open mindedness, willingness to put their assumptions to test and to acknowledge mistakes, most of all, they must transmit a love of learning".

Dr. A.P.J. Abdul Kalam (2003) in his address to the nation on occasion of teacher's zday recalled most memorable encounters with his teacher, which later on proved vital turning

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points in his life. Teachers in primary schools should unimitating and untiringly try to solve students learning problems and encourage spirit of enquiry and inquisitiveness to remain alive.

In teacher training institutions an ambience should be treated which is conducive to the inculcation of these values among the prospective teachers.

Teacher should be an epitome of the values which the society wishes to inculcate in learner and he should also be a well adjusted person in society. Therefore, it is essential to compare the adjustment and value patterns of arts and science B.Ed. pupil teachers (boys and girls) so that they may be given adequate and proper guidance. Teachers are themselves required to live by these values and show a well adjusted character as he is a role model who is followed by the students.

#### **OBJECTIVES OF THE STUDY**

Objectives of the study are as follows:-

1. To find out the value patterns and adjustment level of B.Ed. students.
2. To find out the value patterns of arts and science boys of B.Ed. colleges.
3. To find out the value patterns of science and arts girls of B.Ed. colleges.
4. To find out adjustment of arts and science boys and girls of B.Ed. colleges.
5. To compare value patterns of arts and science students of B.Ed. colleges.
6. To compare the adjustment level of arts and science students of B.Ed. colleges.

#### **Hypotheses:**

Following hypotheses were tested:-

1. The B.Ed. students have a certain pattern of their values.
2. The B.Ed. students are properly adjusted in their lives.
3. No significant difference exists between the value patterns and adjustment level of boys (arts and science) of B.Ed. colleges.
4. No significant difference exists in value

patterns and adjustment level of science girls and science boys.

5. No significant difference exists in value patterns and adjustment levels of girls and boys of B.Ed. colleges.
6. No significant difference exists in values patterns and adjustment level of arts girls and science girls of B.Ed. colleges.
7. No significant difference exists in value pattern and adjustment level of arts girls and arts boys of B.Ed. colleges.

#### **METHOD:**

Descriptive survey method

#### **Sample**

The sample for the present study consists of pupil teachers of various colleges of education of Rewari district. A total of 200 pupil teachers were selected using random sampling technique. 100 pupil teachers (50 male + 50 female) of arts and 100 pupil teachers (50 male + 50 female) of science were selected.

#### **Tools Used**

The following two tools were used for the research:-

#### **Adjustment Inventory for College Students.**

By Sinha & Singh

#### **Personal Value Questionnaire**

By Sherry and Verma

#### **STATISTICAL TECHNIQUES**

The following statistical techniques were used:-

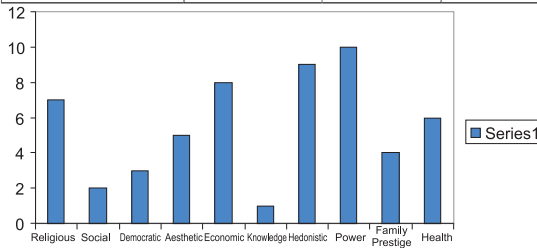
Mean, Standard Deviation, t-value and graph.

#### **The findings:-**

1. The study reveals a certain pattern of values which is according to the preferences given by the B.Ed. students of different values. The pattern of values revealed by the study is as follows:- Knowledge Value, Social Value, Democratic Value, Family Prestige Value, Aesthetic Value, Health Value, Religious Value, Economic Value, Hedonistic Value, Power Value.

**TABLE NO. 1**  
**VALUE PATTERN OF TOTAL SAMPLE**

| Values            | Mean  | S.D. | Rank |
|-------------------|-------|------|------|
| A Religious       | 9.60  | 3.52 | 7    |
| B Social          | 16.19 | 3.04 | 2    |
| C Democratic      | 15.08 | 2.68 | 3    |
| D Aesthetic       | 12.80 | 2.69 | 5    |
| E Economic        | 8.48  | 3.27 | 8    |
| F Knowledge       | 16.42 | 2.63 | 1    |
| G Hedonistic      | 8.26  | 3.16 | 9    |
| H Power           | 7.28  | 2.7  | 10   |
| I Family Prestige | 12.58 | 3.09 | 6    |

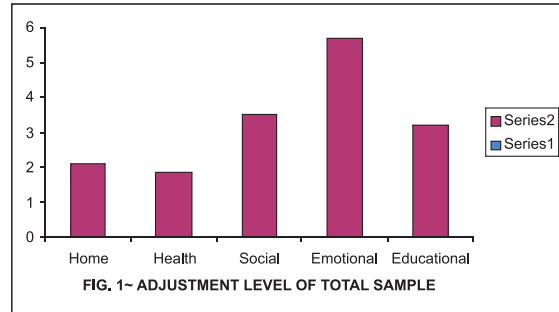


**FIG.1 VALUE PATTERN OF TOTAL SAMPLE**

- B.Ed. students are very well adjusted on all areas of adjustment namely Home, Health, Social, Emotional and Educational.

**TABLE NO. 2**  
**ADJUSTMENT LEVEL OF TOTAL SAMPLE**

| Adjustment Area | Mean | S.D. |
|-----------------|------|------|
| (a) Home        | 2.1  | 1.24 |
| (b) Health      | 1.82 | 1.67 |
| (c) Social      | 3.52 | 2.01 |
| (d) Emotional   | 5.7  | 3.23 |
| (e) Educational | 3.2  | 2.16 |



**FIG. 1- ADJUSTMENT LEVEL OF TOTAL SAMPLE**

- Boys (Science) and boys (arts) of B.Ed. colleges do not differ significantly on any of the values. In case of adjustment levels also they don't differ in any area except health. Boys (arts) are well adjusted in the area of health while boys (science) are not properly adjusted in the area of health.
- Boys (Science) and Girls (Science) of B.Ed. colleges differ significantly in the values Religious, Aesthetic, Knowledge, Power, Family Prestige and Health. They don't differ significantly in case of social, democratic, economic, hedonistic values. Girls (Science) are higher in religious, aesthetic, family prestige values than the boys and in case of health, power and knowledge values boys (science) surpass girls (science).  
In case of adjustment the Boys (Science) and Girls (Science) don't differ significantly in any area of adjustment.
- Girls (Arts) and Girls (Science) don't differ significantly on any values and even on any adjustment area.
- Girls (Arts) and Boys (Arts) don't differ significantly on any area of adjustment and even in case of values except in case of aesthetic value. Girls (Arts) aesthetic value is higher than that of boys (Arts).
- Girls & Boys in total don't differ on any adjustment area except emotional where it is found that girls are more emotionally maladjusted than boys. In case of values girls and boys differ on religious, knowledge, family prestige and health values. Girls have high family prestige and religious values while boys have high knowledge and health values.

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