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Adjustment Among Prospective Teachers With Respect To Gender And Level Of Self-Efficacy

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Abstract: This paper attempts to study the adjustment of prospective teachers as related to their self-efficacy and certain socio demographic variables in Himachal Pradesh. The sample included 700 prospective teachers of Himachal Pradesh by employing random sampling techniques. Data were collected from B.Ed Colleges by using standardized questionnaire. The tool used for ‘Teachers adjustment inventory scale’ was developed by Singh and Sinha 2018. The Findings reveals that there is significant difference in adjustment of prospective teachers with respect to their gender. Likewise, female prospective teachers have better adjustment as compared to Male prospective teachers. Further, suggestions are also made in this paper.

Keywords: Adjustment, Self- efficacy, Prospective teachers, Gender.

INTRODUCTION

Life at any time can become difficult: life at any time can become easy. It all depends upon how one adjusts oneself to life.

Morarji Desai

Education is a crucial element in the development of individuals and societies, equipping people with knowledge, skills, and values necessary for personal growth and societal progress (Freire, 1970). It empowers individuals to make informed decisions, participate in the democratic process, and contribute to economic development. As Paulo Freire notes, "Education does not change the world. Education changes people. People change the world" (Freire, 1970).

Vivekananda (1893),“ Education is the manifestation of perfection already reached in man”.

ADJUSTMENT

Adjustment is the process through which a person tries to strike balance between his requirements (need, desires, and urges) different life situations. No human being can live apart from his environment. There is action and reaction chain going on between the individual and his environment. Adjustment is a continuous process of action in the life of a human being or an organism with a definite purpose of meeting the needs of the self, the needs of the environment and the needs of the culture or society. Adjustment helps a person in maintaining a balance between its need and the circumstance and influence the satisfaction of their needs. (Shaffer,1961),(Pinki and Manashee 2016, p-1)

According to James Drever (1952) “Adjustment means the modification to compensate for or meet specific conditions”, while Webster (1951) defines adjustment as “The establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like”. Similarly, Good (1959) defines adjustment “The process of finding and adopting modes of behaviour suitable to the environment or to the changes in the environment.”

H.C Smith's (1961), "A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to minimum the frustrations, the tensions and anxieties which a person must endure."

1.1.1 CONCEPT OF ADJUSTMENT

The word "adjustment" is frequently used in everyday life. The word 'Adjustment' mean 'to fit', 'make suitable', 'adapt' etc. The concept of adjustment was biological and originally it was termed adaptation Darwin (1959) in 'The Origin of Species' maintained that only the organisms which are most fitted to adapt to the hazards of the physical world could survive, and this was called as 'Survival of the fittest'. The term adaptation has been replaced by 'adjustment' which emphasizes the individual's struggle to get along or survive in his or her social and physical environment (Lazarus, 1976).The process of adjustment is more complex than simple biological adaptation. Human personalities and environments are very complex and they cannot be explained only in terms of biological adaptation. Adjustment is not passive conformity to the demands of the environment. Torgerson and Adams (1945) have pointed out, to a psychologist, however, adjustment implies not mere conformity, but a harmonious relationship between the individual and his present environment.

Lazarus (1976) explains, "the psychologist is more concerned with what might be called psychological survival or adjustment rather than psychological concept of adaptation as adjustment to demand".

CHARACTERISTICS OF ADJUSTMENT

Some characteristics of adjustment are as:

- i) The adjustment is a process of interaction between individual self and his environment.
- ii) The self and the environment are both amenable and changeable.
- iii) Adjustment is a continuous process in life. It is not static. It is never complete but attempts to encounter new problems in every-changing life situations.
- iv) Adjustment enables the person to satisfy his needs, maintain harmony with the environment.
- v) Adjustment behaviour is determined by social and cultural values.
- vi) Adjustment pattern (response) is unique for individuals, depending upon their personality.
- vii) Adjustment gives strength and ability to bring desirable changes in the conditions of one's environment.(Walia, J.S (2012), pp-558-559)

SELF- EFFICACY

Self-efficacy refers to an individual's belief in their ability to successfully perform a specific task or achieve a particular goal. It's not about actual skills, but rather the confidence one has in their capacity to take the necessary actions and overcome obstacles to achieve a desired outcome. This belief influences motivation, effort, and persistence in the face of challenges. Self-efficacy beliefs can affect choices, effort, and persistence when faced with challenges. Individuals with high self-efficacy are more likely to choose challenging tasks, exert more effort, and persist longer when encountering setbacks. Bandura, A. (1997)

"If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

Mahatma Gandhi (1958)

PROSPECTIVE TEACHERS

Prospective teachers, often referred to as future educators or student teachers, are individuals in training who are preparing to enter the teaching profession. They are typically enrolled in teacher education programs, gaining the necessary knowledge, skills, and pedagogical approaches to effectively guide and support students' learning. This preparation involves classroom instruction, practical experience through student teaching, and reflection on their own teaching practices

The successful adjustment of prospective teachers is crucial for their career satisfaction and the effectiveness of their teaching. This process involves adapting to the demands of the teaching profession, including classroom management, student interactions, and navigating the school environment. Strong self-efficacy, positive mental health, and supportive relationships are all important factors in a successful adjustment

It is universally agreed upon by all persons who are concerned with social welfare and progress of a country that the teacher plays a crucial role in building of a nation and truly he is called nation builder. He is charged with an important responsibility of modifying and shaping the personality of children in accordance with national objectives of life. The responsibility of the teacher becomes more in developing nations that are engaged in exploiting their physical and human resources for the all round development of the nation. Teachers have to play their own role in the process of national development. The greatest contribution of teachers will be channelizing the energy of the youth to undertake the task of reconstruction in all walks of social life. Hence, under such lines, it can be said that it is imperative for teachers of today and particularly in India, that they should be able to demonstrate a great amount of Teacher Adjustment levels. The teacher of today not only has to focus on academic matters but also has to at all times, focus on sound psychological development of students and at the same time keep himself updated with the new proceedings in the teaching profession. For a teacher, to be able to maintain all such duties in the teacher profession class for a lot and is surely an uphill task manageable only with the prowess of a strong mind endowed with great adjustable features.

GENDER

Gender refers to the socially and culturally constructed roles, behaviors, expressions, and identities of girls, women, boys, men, and gender-diverse people. Unlike biological sex, which refers to physical attributes, gender is a learned concept that influences how people perceive themselves and interact with others. It is a societal construct that can vary between cultures and change over time, defining expectations, opportunities, and relationships.

NATURE OF TEACHER ADJUSTMENT

Adjustment has been defined as ‘The process by which the individual attempts to maintain a level of physiological and psychological equilibrium’ (Mouly 1967). It can also be describes as an attempt on the part of a teacher to strike harmonious relationship between himself and his environment. It is, thus, a form of interaction between the teacher and the environment in which he lives. Promoting adjustment on the part of the teacher simply means developing a teacher’s capacity for adjusting to the various needs related to the teaching profession. This also includes a teacher’s learning capacities and abilities which can equip him to face in an adequate manner, the challenges of the teaching profession. Adjustment is directly connected with the concept of needs. In this field of teaching, it refers to the adequacy of behavior patterns which a teacher adopts for satisfying his needs within the framework of the rules, regulations and modes of social group in which he finds him. If he fails to do so, he involves himself in conflict with the social order and lands himself in the midst of many more problems of adjustment.

CHARACTERISTICS OF A WELL-ADJUSTED TEACHER

Some teachers may appear to be more well-adjusted than others in day-to-day interactions. Since perfect adjustment is only ideal, no instructor is perfectly adjusted in every way. Because adjustment and mal-adjustment are on a linear continuum, there is a subtle difference between the two. In the words of **Anderson (1991)**, “An effective teacher is the one who quite consistently achieves goals, which either directly or indirectly, focuses on the learning of their students”.

The **National Policy on Education (1986)** has also rightly stressed the significant role that teachers need play in the improvement of the educational system and in the development and growth of education. A teacher who is well-adjusted typically exhibits certain traits to a higher extent than one who is not well-adjusted. The following describes some of the key traits of a teacher who is well-adjusted:

- 1. Integration:** Integration is the harmonious operation of the different personality components. It gives behavior a unified direction and facilitates speedy resolution of mental issues. Because they are free from internal tensions, well-adjusted teachers are better able to focus their energies on achieving their objectives. He exhibits consistency in both his demeanor and actions.
- 2. Ego –Development:** It is said that the ego is in charge of memory, perception, learning, and intellectual thought. A teacher who is well-adjusted is one who has mastered the art of using his intellect to solve practical difficulties in real life. The best indicator of a good adjustment is getting along with others, especially in one's community. A well-adjusted teacher learns from his mistakes and steers clear of

similar mistakes in the future. He is able to make plans for his needs to be met and for his goals to be successful. His actions are reasonable and grounded in reality. He takes joy and satisfaction in his work and has a good amount of enthusiasm for it. A mentally sound individual has a consciously chosen, similar, and positive life philosophy. It would enable him to meet both the demands placed on him by society and his own particular set of requirements, as well as assist him in making decisions in instances where they conflict.

3. **Self-Knowledge:** Being self-aware means accepting accountability for one's thoughts, feelings, and behaviors. When necessary, a well-adjusted teacher can make individual decisions and use self-control. He considers the world and himself in a positive light. A teacher who is in good adjustment acknowledges and values every part of their personalities. Both his positive and negative traits are included. He considers his abilities and constraints when he formulates his objectives. His goals for success won't be too high or too low if he acknowledges the truths about who he is. A teacher in good mental health is able to match his skills and motivations to specific assignments. To escape the inevitable fate of failure, he does not establish goals that are out of his reach. He gains acceptance for inevitable setbacks.
4. **Emotional Balance:** A teacher who is well-adjusted possesses the ability to regulate their emotions and express them appropriately based on the circumstances. He takes delight in life's pursuits and appreciates his freedom. He doesn't have excessive concern, phobias, anxiety, or despair. Relationships between well-adjusted teachers are marked by spontaneity and ease and emotional warmth. He conveys his feelings clearly and concisely rather than using violence or irrationality.
5. **Social Relationships:** A well-adjusted teacher appreciates social interactions and lives in harmony with others. He has the ability to connect with others, and they seem to like him too. They have no intention of avoiding him. He is considerate of other people's sentiments rather than being self-centered. He doesn't harbor resentment and jealousy against others. He has a good ability to show and receive the love and affection of other people. A mentally ill instructor frequently receives affection from others in a one-way fashion despite being unable to feel or return the favor. Society and the person are complementary to one another and aid in each other's growth. Individual development occurs via social interactions rather than in a vacuum.
6. **Adequate Emancipation of the Group Culture:** A teacher who is well-adjusted has a distinct, independent personality. He is not forgotten or buried in the populist culture. He might suffer for his unconventional ways of thinking and faith in his pursuit of truth, just like Galileo, Christ, or Socrates did. He makes a positive contribution to society. However, he might not be creative just because he disagrees with the traditions that are in place. In addition to preserving individuality, a typical teacher would also exhibit some tolerance and a sense of appropriate cultural respect.
7. **Flexibility in Behaviour:** A teacher who is in balanced doesn't behave in an inflexible manner. He can change with the times and still be himself. Because of his understanding, he is able to appropriately assess how things are evolving and adjusts his behavior accordingly. He rejects the notion of a breaking tendency. He is adaptable to changing circumstances. Although he may exhibit adaptable behavior, it won't come at the expense of his professional dignity.
8. **Ability to be Productive:** In general, a teacher who is in good adjustment is pleased and productive in his work. He is capable of applying his skills, whether they be mental or physical, to worthwhile endeavors. With a particular mission, zeal, and enthusiasm, he goes into the business of living and works hard to make a living and feel content. He doesn't run from his work. The two most typical signs of an emotional or neurotic abnormal person—fatigue and anxiety—skyrocket when they are around a well-adjusted teacher.
9. **Realistic Perception of the World:** A teacher who is well-adjusted views both individuals and objects in his environment objectively. He doesn't only see things the way he wants them to be. He doesn't have peculiar fantasies or imaginations. Teachers who suffer from mental illness view the world subjectively, expecting it to conform to their forms, desires, and values. It's important to make an effort to live in the present. An educator who has reached equilibrium views the world with an open mind.

10. **Faith in Spiritual Essence:** A person's personality has multiple dimensions. It shows how the spiritualistic essence, the psychic abilities, and the materialistic forces are all integrated. Beyond his intellectual adventure, man is much more. Additionally, he is married to faith, which in its purest form is the ability to perceive truth in accordance with its possibilities. The ability to perceive the truth is correlated with intellectual capacity, and the shaping of a man is correlated with truth perception. Faith conforms enlightenment and contentment. "As is the faith, so is the man". Thus says the Bhagvad Gita (17-3), "A well-adjusted teacher verily manifests as well as perceives the divine spirit in every form of creation, with man being the acme of all creation."

REVIEW OF LITERATURE

Srivastava and Bai (2023) conducted a study on gender, stream, and levels differences in adjustment ability of prospective teachers, with objectives to study the adjustment ability of prospective teachers on the basis of their gender, academic stream, and different levels (high and low), on a sample of 510 B. Ed teacher trainees of Tripura state. Data were analyzed by using a t-test based on gender with 196 male and 314 female prospective teachers belonging to Science (227) and Arts (283) streams. The Adjustment Ability Scale by Bai and Srivastava (2022) is used to collect the data. The study has examined a significant difference between high and low levels prospective teachers in relation to their adjustment ability at a 0.01 level of significance. Whereas, no significant difference was found with respect to gender (male and female) and academic streams (science and arts) among prospective teachers in relation to their adjustment ability. However, the study concludes that the adjustment ability of prospective teachers must be enhanced during their training period for the betterment of society as a whole.

Daisy and Muthupandi Selvi (2023) examined Academic Self-Efficacy Among Prospective teachers In Relation to Gender And Streams of Study. Objectives of the study that the Academic self-efficacy among prospective teachers in relation to gender and streams of study. The total sample size was 103 and 2 educational colleges from Chennai district of Tamilnadu were selected for the study belonging to different types of management. The researcher concluded that, the level of academic Self-efficacy of prospective-teacher is moderate in nature and there is no significant difference between men and women prospective teachers in their academic self-efficacy. There is no significant difference between UG and PG degree holder of prospective teachers in their self-efficacy.

Subramanian and Raja (2023) conducted a study on 'Self-Efficacy of The Prospective Teachers'. Objectives of the study were to find out whether there is any significant difference between male and female prospective teachers in their self-efficacy. This study was conducted on 1747 prospective teachers enrolled in the colleges of education during the 2011-2012 academic year in the four districts. The results showed that there was no difference in self-efficacy among male and female prospective teachers.

METHODOLOGY

'Survey Technique' under 'Descriptive Method of Research' is used for this study.

SAMPLE

The 700 prospective teachers studying in B.Ed course in Himachal Pradesh were taken as sample by adopting stratified random sampling technique.

TOOL USED

- Teacher adjustment inventory by Singh and Sinha (2018).
- Teacher's Self-Efficacy scale by Sood and Sen (2017).

STATISTICAL TECHNIQUES USED

In order to achieve the objectives of the present study, different types of statistical techniques will be employed. First of all, for checking the normality of the data certain descriptive statistics like mean, median, mode, standard deviation, quartile deviation, Skewness and Kurtosis were calculated on adjustment scores and self-efficacy scores. In order to study the impact of gender, academic-stream and social category on adjustment and self-efficacy of prospective teachers, the statistical technique of "Analysis of Variance" (Two-Way) was applied. In order to study the correlation between adjustment and self-efficacy, product moment correlation by Karl Pearson was used.

‘Overall Adjustment’ among Prospective teachers with respect to Gender and Level of Self-Efficacy

In order to study the main and interaction effects of gender and level of self-efficacy on ‘overall adjustment’ among prospective teachers, ‘Analysis of Variance’ (2x3 factor design comprising two types of gender i.e. male and female and three levels of self-efficacy i.e. high, moderate and low) is applied on the mean scores of ‘overall adjustment’ among prospective teachers. The means and standard deviations of ‘overall adjustment’ scores are given in table 4.2 as follows

Table- 1

Mean of ‘Overall Adjustment’ Scores of Male and Female Prospective Teachers having Different Level of Self-Efficacy

Level of Self-Efficacy (B)		Mean of ‘Overall Adjustment’ Scores			
		High (B1) N=114	Moderate (B2) N=480	Low (B3) N=106	Total N=700
Male(A1) (N=160)	Mean	34.313	39.99	42.462	38.922
	SD	12.338	10.973	12.057	11.789
	N	32	102	26	160
Female(A2) (N=540)	Mean	28.878	31.042	32.263	30.728
	SD	7.005	5.541	4.589	5.712
	N	82	378	80	540
Total (N=700)	Mean	31.595	35.516	37.362	34.825
	SD	9.6715	8.257	8.323	8.751
	N	114	480	106	700

From the mean scores of ‘overall adjustment’ among prospective teachers with respect to gender and level of self-efficacy, ‘F’ values are calculated. The results are given in table-4.1(a):

Table-1(a)

Summary of the Results of Analysis of Variance for ‘Overall Adjustment’ among Prospective Teachers with respect to Gender and Self-Efficacy

Source of Variance	Sum of Squares	Df	Mean Square	F- Ratio
A: Gender	4487.600	1	4487.600	87.336**
B: Self-Efficacy	1374.778	2	687.389	13.378**
Interaction (AxB)	381.572	2	190.786	3.713*
Error(within treatment)	34734.830	694		
Total	801304.000	700		
Corrected Total	47953.577	699		

**Significant at 0.01 level

*Significant at 0.05 level

MAIN EFFECTS**Gender (A)**

Table 4.2 (a) shows that the obtained value of ‘F’ ratio for the main effect of gender on ‘overall adjustment’ scores of prospective teachers has come out to be 87.336, which is much higher than the table value 6.66 at 0.01 level of significance. Hence, the hypothesis “**Ho1: There will be no significant gender-wise difference in ‘overall adjustment’ among prospective teachers**” is rejected. It indicates that the ‘overall adjustment’ among prospective teachers differ significantly with respect to their gender. Further, mean score of ‘overall adjustment’ among male prospective teachers shown in table 4.2 came out 38.922 which is higher than the mean score of female prospective teachers which is 30.728. It is clear from the manual of ‘Adjustment inventory for college students’ by Prof. AKP Sinha and Prof. R.P Singh (2018, p.6) that higher score on ‘adjustment and its sub components’ indicates unsatisfactory ‘adjustment’ while low scores reflects good

adjustment among students. Thus, it may be interpreted that female prospective teachers have good 'overall adjustment' than that of male prospective teachers.

Figure 4.1 (a) shows a significant difference in 'overall adjustment' among male and female prospective teachers.

Figure 4.1 (a)

Bar Diagram Showing the Difference in 'Overall Adjustment' Among Male and Female Prospective Teachers

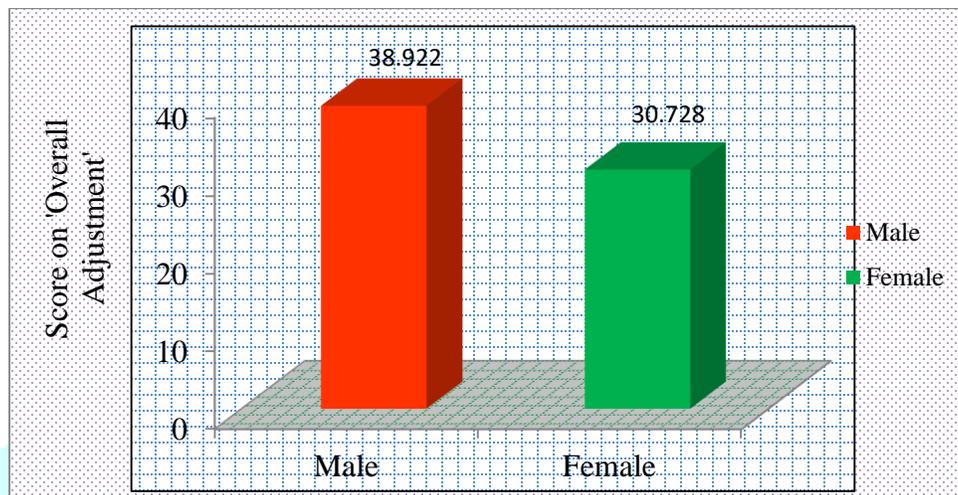


Figure 4.1 (a) clearly shows that male and female prospective teachers differs significantly in their 'overall adjustment' where female prospective teachers shows a good 'overall adjustment' as compare to the male prospective teachers.

Self-Efficacy (B)

Table 4.1 (a), further reflects that the obtained value of 'F' for the main effect of self-efficacy on 'overall adjustment' of prospective teachers come out to be 13.378, which is greater than the table value 4.63 at 0.01 level of significance for df 2/694. Hence the hypothesis "**Ho2: There will be no significant differences in 'overall adjustment' among prospective teachers with respect to their level of self-efficacy**" is rejected. Thus, it may be inferred that prospective teachers having high, moderate and low level of self-efficacy differ significantly in their 'overall adjustment'. Since, the omnibus 'F' value for the above said interaction is significant. Therefore, post hoc procedure is applied to explore that which pairs of cell means are significantly different. Here, t-test as a post hoc procedure is used and the detail is given in table 4.1 (b).

Table-4.1 (b)

't' Value Showing Significance of Difference in Mean Scores of 'Overall Adjustment' among Prospective Teachers with respect to High, Moderate and Low Level of Self-Efficacy

Sr. No.	Group	N	Mean	S.D.	Comparison Groups	t-value	Df
1.	High Self-efficacy	114	30.404	9.107	Gp1 vs Gp2	2.983**	592
2.	Moderate Self-efficacy	480	32.944	7.936	Gp1 vs Gp3	3.691**	218
3.	Low Self-efficacy	106	34.764	8.360	Gp2 vs Gp3	2.117*	584

** Significant at 0.01 level

** Significant at 0.05 level

Table 4.1 (b) clearly highlights the significant difference in mean values of 'overall adjustment' score of prospective teachers belonging to high, moderate, and low self-efficacy group which is 30.404, 32.944 and 34.764 respectively. This indicates a significant difference among the three groups. Table-4.2 (b) reveals that the 't' value for group 1 (high self-efficacy group) and group 2 (moderate self-efficacy group) is obtained as 2.983, which is greater than the table value 2.58 at 0.01 level of significance. This presents that there is a significant difference in 'overall adjustment' of prospective teachers having high and moderate level of self-efficacy. Further if we see the mean value of both these groups it is greater for prospective teachers having

moderate level of self-efficacy i.e. 32.944 as compare to the prospective teachers having high level of self-efficacy i.e. 30.404. As it is clear from the manual of 'Adjustment inventory for college students' by Prof. AKP Sinha and Prof. R.P Singh (2018, p.6) that higher score on 'adjustment and its sub components' indicates unsatisfactory 'adjustment' while low scores reflects good adjustment among students. Thus, it is clear from the table-4.1 (b) that prospective teachers belonging to high self-efficacy group have good 'overall adjustment' as compared to those who belongs to moderate self-efficacy group.

Table 4.1 (b) further shows a significant t-value i.e. 3.691 which is bigger than the table value 2.59 at 0.01 level of significance. It means there occurs a noticeable difference in 'overall adjustment' among prospective teachers belonging to high and low self-efficacy groups. The mean (34.764) of 'overall adjustment' score for prospective teachers belonging to low self-efficacy group is greater than the mean 30.404 which is scored by prospective teachers belonging to high self-efficacy group on 'overall adjustment'. This can be interpreted that prospective teachers belonging to high self-efficacy group have good 'overall adjustment' as comparison to prospective teachers belonging to low self-efficacy group.

The third t-value (2.117) shown in table 4.1 (b), sr.no.3 is greater than table value 1.96 at 0.05 level of significance. It indicates that prospective teachers belonging to moderate and low self-efficacy group differ in 'overall adjustment'. The mean values on 'overall adjustment' scored by prospective teachers having moderate level of self-efficacy is 32.944 which is less than the mean value 34.764 scored by prospective teachers having low level of self-efficacy. It shows that the pupil teachers having moderate level of self-efficacy shows good 'overall adjustment' than that of prospective teachers having low level of self-efficacy. Figure 4.2 (b) shows the significant difference in 'overall adjustment' among prospective teachers having high, moderate and low level of self-efficacy.

Figure-4.1 (b)

Bar Diagram showing Difference in 'Overall Adjustment' among Prospective Teachers with respect to High, Moderate and Low Level of Self-Efficacy

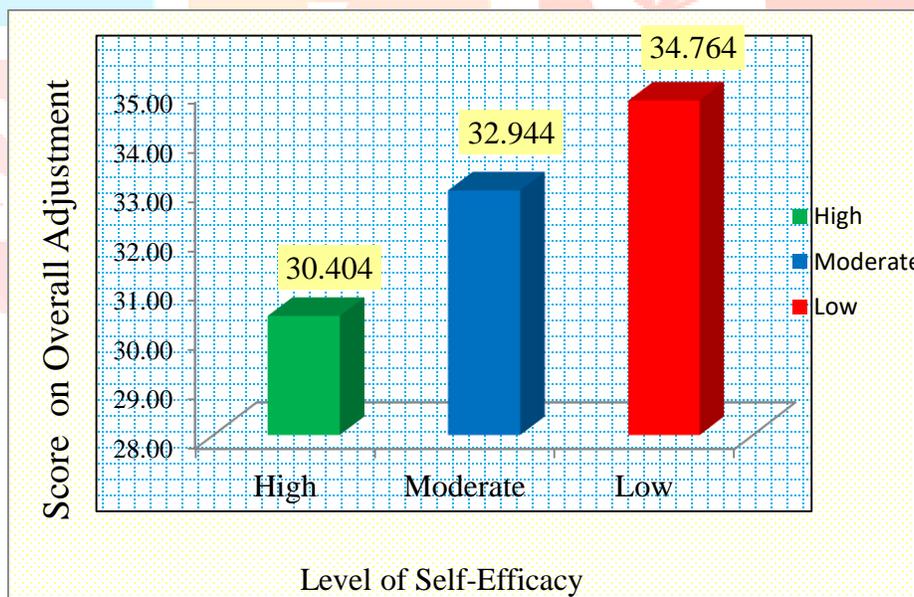


Figure 4.1 (b) clearly shows that prospective teachers having high level of self-efficacy have good 'overall adjustment' amongst the three groups while prospective teachers having low level of self-efficacy show the least 'overall adjustment'.

INTERACTION EFFECTS

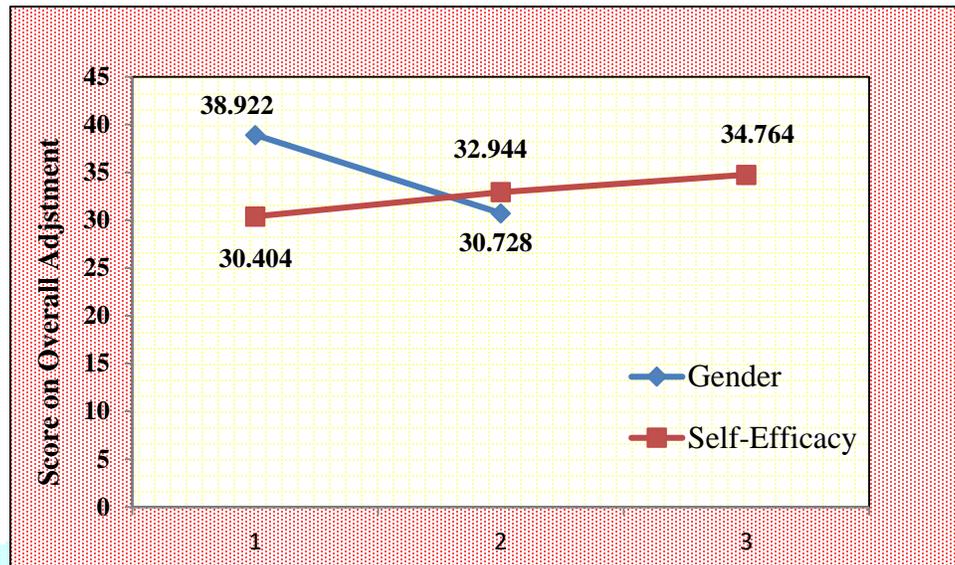
Gender and Self-Efficacy (AxB)

Table 4.1(a) depicts that third F-value in case of interaction of gender and self-efficacy (AxB) came out to be significant ($F= 3.713$, which is greater than the table value 3.00 at 0.05 level of significance for $df(2/694)$). Hence, the hypothesis "**Ho3: There will be no significant interaction between gender and level of self-efficacy with respect to 'overall adjustment' among prospective teachers**" is rejected. This indicates that gender (A) and self-efficacy level (B) of prospective teachers has a significant joint effect on 'overall

adjustment'. The significant interaction effect of gender and self-efficacy of prospective teachers is shown in figure 4.2 (c) as follows:

Figure 4.2 (c)

Interaction Effect of Gender and Self-Efficacy on 'overall adjustment' among prospective teachers



CONCLUSION

The research highlighted notable variations in overall adjustment among prospective teachers, influenced by gender and self-efficacy. Female participants demonstrated superior adjustment compared to their male counterparts. Moreover, adjustment levels varied significantly across high, moderate, and low self-efficacy groups. A significant interaction effect between gender and self-efficacy on overall adjustment was also observed, corroborating findings from Singh (2019) and Arundhathi Bai and Prem Shankar Shrivastva (2023).

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