CHAPTER V

ANALYSIS AND INTERPRETATION OF THE DATA

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5.1 INTRODUCTION

The present chapter aimed to test the null hypotheses. It included describtion of the levels of adjustment, the formation of the groups of the independent variables and discussion on each of the hypotheses given in caption 4.4 of the Chapter IV. The data collected were analysed and discussed seperately for the first year and the fourth year student teachers in relation to the results obtained in the present study. The most frequent problems of the first year and the fourth year student teachers were also discussed in this chapter.

5.2 LEVELS OF ADJUSTMENT

The adjustment inventory was used to study the problems of adjustment of the student teachers. The number of problems in each category of adjustment was not the same. It was felt essential to classify the scores of adjustment. Keeping in mind the value of the frequency distribution of the student teachers in each category of adjustment into three levels such as the level of good adjustment (the scores below Q_1), the level of moderate adjustment (the scores between Q_1 and Q_3), and the level of poor adjustment (the scores above Q_3).

5.3 FORMATION OF GROUPS

On the basis of the independent variables, the student teachers in the sample were classified into groups as follows :

1. The male and the female student teachers

2. The first year and the fourth year student teachers

3. The arts and the science student teachers. The arts student teachers were those who offered History, Geography, Thai Language, English Language, Sociology and Library Sciences; and the science student teachers were those who offered General Science, Chemistry, Physics, Biology, Mathematic, Health Education and Physical Education.

4. The urban and the rural student teachers. The urban student teachers were those whose houses were situated in Municipal areas and the rural student teachers were those whose houses were situated outside Municipal areas.

5. The hostel and the non-hostel student teachers. The hostel student teachers were those who stayed in college hostels and the non-hostel student teachers were those who stayed outside college hostels.

6. The student teachers with unfavourable attitude, neutral attitude and favourable attitude. The attitude towards teaching profession was classified on the basis of Q value of the score obtained by the student teachers on the attitude scale. It was divided into three categories i.e. unfavourable attitude (the scores below Q_1), neutral attitude (the scores between Q_1 and Q_3), and favourable attitude (the scores above Q_3).

7. The student teachers with custodial ideology, with neutral ideology and with humanistic ideology. The student control ideology was classified on the basis of Q value of the scores obtained by the student teachers on the student control ideology scale. It was divided into three categories such as custodial ideology (the scores below Q_1), neutral ideology (the scores between Q_1 and Q_3), and humanistic ideology (the scores above Q_3).

5.4 ADJUSTMENT AND SEX

The first null hypothesis was concerning the significant difference in the adjustment between the male and female student teachers. As to test this hypothesis, the Chi-square technique was employed.

As stated earlier, the data of the first year student teachers were analysed and discussed first, keeping in mind each of the ten categories of adjustment

(Table 1 to 10) and this was followed by the analysis and the discussion of the data of the fourth year student teachers (Table 11 to 20).

Table No.1 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 1 (Health and Physique)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	22(26.5)	43(51.8)	18(21.7)	83(100)
Female	31(18.6)	100(59.9)	36(21.5)	167(100)
Total	53	143	54	250

( ) = Figures in parentheses indicate percentages.
df = 2
X^2 = 2.282 not significant

Table 1 reveals that the percentage of the male student teachers is almost double at the level of moderate adjustment than at the level of good adjustment and the percentage of the male student teachers at the levels of the good adjustment and the poor adjustment is almost the same. Regarding the female student teachers it can be said that nearly 60 percent are moderately adjusted and remaining 40 percent are almost equally distributed at the levels of good adjustment and poor adjustment.

Reading the table down the columns one can say that

the percentage of the male student teachers is slightly higher than that of the female student teachers at the level of good adjustment whereas the reverse is true at the level of moderate adjustment. At the level of poor adjustment the percentage of the male and the female student teachers is almost equal.

The general observation of table 1 is varified and confirmed statistically from the value of chi-square which is 2.282. With 2 df to be significant at 0.05 level the chi-square value should be 5.991 and at 0.01 level it should be 9.210. The present chi-square value is, therefore, not significant. The first null hypothesis concerning the significant difference in the adjustment between the male and the female student teachers is therefore retained in relation to category 1 (Health and Physique). It means both the groups experience more or less the same degree of the adjustment problems of the health and physique.

Table No.2 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	25(30.1)	44(53.0)	14(16.9)	83(100)
Female	38(22.7)	98(58.7)	31(18.6)	167(100)
Total	63	142	45	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 1.596 not significant

Table 2 shows that 53 percent of the male student teachers are moderately adjusted and out of the remaining 47 percent slightly more than one-third are poorly adjusted and slightly less than two-third are well-adjusted. This shows that the percentage of the male student teachers is higher at the level of good adjustment than at the level of poor adjustment. In the case of the female student teachers it can be said that the majority (approximately 59 percent) of them are at the level of moderate adjustment, and the percentage of the student teachers at the levels of good adjustment and poor adjustment is approximately the same.

Comparing the distributions of the male and the female student teachers at all the three levels of adjustment we can say that the percentage of the male student teachers is slightly higher than that of the female student teachers at the level of good adjustment; whereas the reverse is true at the level of moderate adjustment. At the level of poor adjustment the percentage of the male and the female student teachers is almost the same.

The above discussion of the table is confirmed statistically from the chi-square value of 1.596 which is too small to be significant at 0.05 level and there is no evidence of a true sex difference in the adjustment.

Therefore the first null hypothesis stands in relation to category 2. It means that the male and the female student teachers do not differ with respect to their adjustment to category 2 i.e. Sensitivity and Confidence. It can be said that both the male and the female student teachers experience more or less the same degree of adjustment problems regarding Sensitivity and Confidence.

Table No.3 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	16(19.3)	32(38.5)	35(42.2)	83(100)
Female	54(32.3)	86(51.5)	27(16.2)	167(100)
Total	70	118	62	250

( ) = Figures in parenthesis indicate percentages
df = 2
X^2 = 20.458 Significant at 0.01 level

It is surprising to note in table 3 that only 38 percent of the male student teachers are moderately adjusted; whereas 42 percent are poorly adjusted. This shows that the poorly adjusted male student teachers are slightly more in number than the moderately adjusted male student teachers. Comparing the male student teachers at the level of good adjustment and moderate adjustment it can be said that the percentage of the male student

teachers at the level of moderate adjustment is double the percentage of the student teachers at the level of good adjustment. Looking to the distribution of the male student teachers at the two extreme levels of adjustment it can be said that the percentage of the poorly-adjusted male student teachers is considerably higher than that of the well-adjusted male student teachers. In the case of the female student teachers one can say that nearly 51 percent are moderately adjusted and out of the remaining, two-third are well-adjusted and one-third are poorly-adjusted.

From the close up observation of columns it can be said that the percentage of the female student teachers is higher than that of the male student teachers at the levels of good-adjustment and moderate-adjustment; whereas at the level of poor-adjustment the percentage of the male student teachers is considerably higher than that of the female student teachers.

This general observation is confirmed statistically from the chi-square value of 20.458 which is significant far beyond the 0.01 level of significance. Therefore, the first null hypothesis is not accepted with respect to category 3 of Economic and Lack of Facilities. It means that the female student teachers differ significantly from the male student teachers with respect to their adjustment problems of Economic and Lack of Facilities. This shows

that as compared to the female student teachers, the male student teachers experience more Economic and Facilities problems. The reason might be that male student teachers are responsible for economic matter.

Table No.4 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 4 (Self-Schedule and Independence)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	21(25.3)	37(44.6)	25(30.1)	83(100)
Female	40(23.9)	79(47.3)	48(28.8)	167(100)
Total	61	116	73	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.166 not significant

It is observed in table 4 that nearly 45 percent of the male student teachers are moderately adjusted and nearly 25 and 30 percent are well-adjusted and poorly-adjusted respectively. In the next row it can be seen that almost 47 percent of the female student teachers are moderately adjusted and approximately 24 and 29 percent are well-adjusted and poorly-adjusted respectively. On the basis of these distributions of the male and the female student teachers it can be said that the percentage of the poorly-adjusted student teachers is slightly more than that of the well-adjusted student teachers.

Comparing the male and the female student teachers it can be said that the difference between the percentage of the male and the female student teachers is negligible at all the three levels of adjustment.

The Chi-square value of 0.166 fails to reach the 0.05 level of significance. It means there is no significant difference between the male and the female student teachers in their adjustment to category 4 i.e. Self Schedule and Independence. Hence the first null hypothesis is retained in relation to category 4. We can say that both the male and the female student teachers experience more or less the same degree of adjustment problems regarding self and self-schedule.

Table No.5 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	21(25.3)	39(47.0)	23(27.7)	83(100)
Female	34(20.3)	91(54.5)	42(25.2)	167(100)
Total	55	130	65	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 1.356 not significant

It is clear in table 5 that 47 percent of the male student teachers are at the level of moderate adjustment and the remaining student teachers are almost equally

distributed at the other two levels of adjustment. Considering the female student teachers one can say that nearly 54 percent are moderately-adjusted and the percentage of the poorly-adjusted student teachers is slightly higher than that of the well-adjusted student teachers.

Comparing the male and the female student teachers at each level of adjustment, we can say that the percentage of the female student teachers is slightly higher than that of the male student teachers at the level of good adjustment; whereas the reverse is true at the level of moderate adjustment. At the level of poor adjustment the percentage of the male and the female student teachers is almost the same.

The Chi-square value of 1.356 fails to reach the level of significance at 0.05 level. It indicates that no true sex difference exists in the adjustment to the problems of mild neurosis. Thus the first null hypothesis stands with respect to category 5 (Mild Neurosis). Hence we can say that the male and the female student teachers do not differ in their adjustment to the problems regarding nervousness, anxiety, phobias etc.

Table No.6 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 6 (Self and Self-Image)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	11(13.3)	48(57.8)	24(28.9)	83(100)
Female	39(23.4)	90(53.9)	38(22.7)	167(100)
Total	50	138	62	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 3.833 not significant

It is obvious in table 6 that the percentage of the male student teachers at the level of moderate adjustment is double the percentage of the male student teachers at the level of poor adjustment and the percentage of the same is approximately two times more at the level of poor adjustment than at the level of good adjustment. Reading the distribution of the female student teachers one can say that nearly 54 percent are moderately adjusted and the remaining are almost equally distributed at the other two extreme levels of adjustment.

Looking to the distribution of the male and the female student teachers at each level of adjustment, it can be said that the percentage of the female student teachers is higher than that of the male student teachers at the level of good adjustment, whereas at the other two levels of adjustment the percentage of the male

student teachers is slightly higher than that of the female student teachers.

Looking to the Chi-square value of 3.833 which is too small to be significant at 0.05 level it can be said that no real sex difference exists in the adjustment to category 6 (Self and Self-Image) of the student teachers. Therefore the first null hypothesis is retained with respect to category 6. We can say that both the male and the female student teachers face almost the same degree of adjustment problems regarding self and self-image.

Table No.7 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	19(22.9)	36(43.4)	28(33.7)	83(100)
Female	38(22.8)	96(57.5)	33(19.7)	167(100)
Total	57	132	61	250

( ) = Figures in parentheses indicate percentages
df = 2
χ^2 = 6.529 Significant at 0.05 level

It can be seen in table 7 that 22.9 percent of the male student teachers are well-adjusted, 43.4 percent are moderately-adjusted, and 33.7 percent are poorly-adjusted. This shows that the percentage of the male student teachers is higher at the level of poor adjustment than at the level of good adjustment. Regarding the female student teachers

we can say that nearly 57 percent are moderately-adjusted and the remaining are almost equally distributed at the levels of good adjustment and poor adjustment.

Reading down the columns one can say that the percentage of the male and the female student teachers is approximately the same at the level of good adjustment. At the level of moderate adjustment the percentage of the female student teachers is higher than that of the male student teachers; whereas the reverse is true at the level of poor adjustment.

From the same table it can be read that the Chi-square value of 6.529 is significant at 0.05 level. The first null hypothesis, therefore, is not accepted. It shows that the groups based on sex differ in their adjustment to sex and marriage.

Table No.8 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	25(30.0)	34(41.0)	24(29.0)	83(100)
Female	44(26.3)	87(52.1)	36(21.6)	167(100)
Total	69	121	60	250

( ) = Figures in parentheses indicate percentages

df = 2

x^2 = 2.957 not significant

Table 8 reveals the fact that 41 percent of the male student teachers are moderately adjusted and the remaining 59 percent of them are almost equally distributed at the levels of good adjustment and poor adjustment. In the next row it can be seen that approximately 52 percent of the female student teachers are moderately adjusted and the percentage of the female student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

It can further be seen in the same table that the percentage of the male and the female student teachers is almost the same at the level of good adjustment. The percentage of the female student teachers is higher than that of the male student teachers at the level of moderate adjustment; whereas at the level of poor adjustment the percentage of the male student teachers is slightly higher than that of the female student teachers.

The Chi-square value of 2.957 is not significant. Hence the first null hypothesis is retained with respect to category 8. This indicates that no true sex difference exists in the adjustment to category 8 (Social Aspects).

Table No.9 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 9 (Family)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	20(24.1)	38(45.8)	25(30.1)	83(100)
Female	51(30.5)	81(48.5)	35(21.0)	167(100)
Total	71	119	60	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.836 not significant

It is observed in table 9 that the percentage of the well-adjusted male student teachers is slightly lower than that of the poorly adjusted male student teachers; whereas the percentage of the well-adjusted female student teachers is higher than that of the poorly-adjusted female student teachers.

On the basis of the distribution of the male and the female student teachers at each level it can be said that the percentage of the female student teachers is slightly higher than that of the male student teachers at the level of good adjustment; whereas at the level of poor adjustment the percentage of the male student teachers is higher than that of the female student teachers. Both the male and the female student teachers are almost equal in terms of percentage at the level of moderate adjustment.

The Chi-square value is 2.836 which fails to reach the 0.05 level of significance. Therefore the first null hypothesis is retained as far as the category 9 (Family) is concerned. This means that there is no real sex difference in the adjustment to the problems regarding family.

Table No.10 : First Year Male and Female Student Teachers at each Level of Adjustment in Category 10 (Education)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	21(25.3)	40(48.2)	22(26.5)	83(100)
Female	42(25.1)	88(52.7)	37(22.2)	167(100)
Total	63	128	59	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.665 not significant

It can be observed in table 10 that nearly 48 percent of the male student teachers are moderately adjusted and the rest are almost equally distributed at the other two levels of adjustment. Similarly approximately 53 percent of the female student teachers are moderately adjusted and the remaining are almost equally distributed at the levels of good adjustment and poor adjustment.

The difference between the percentage of the male and the female student teachers at the level of good adjustment

is almost zero, at the level of moderate adjustment it is 4.5 and at the level of poor adjustment it is 4.3. These differences are negligible.

The Chi-square value of 0.665 fails to reach the 0.05 level of significance. Therefore the first null hypothesis is retained with respect to category 10 (Education). It means that both the male and the female student teachers experience more or less the same degree of the adjustment problems regarding education.

Table No.11 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 1 (Health and Physique).

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	19(21.6)	51(58.0)	18(20.4)	88(100)
Female	43(26.6)	89(54.9)	30(18.5)	162(100)
Total	62	140	48	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.768 not significant

It can be noticed in table 11 that 58 percent of the male student teachers are at the level of moderate adjustment and the rest are almost equally distributed at the other two levels. In the case of the female student teachers it can be said that nearly 55 percent are at the level of moderate adjustment and almost 27 and 18 percents

are at the levels of good adjustment and poor adjustment respectively. This shows that the percentage of the well-adjusted female student teachers is slightly higher than that of the poorly-adjusted female student teachers.

The percentage of the male and the female student teachers is almost the same at the levels of moderate adjustment and poor adjustment; whereas the percentage of the female student teachers is slightly higher than that of the male student teachers at the level of good adjustment.

Looking to the Chi-square value of 0.768, we accept the first null hypothesis and we can say that there is no significant difference between the fourth year male and the female student teachers in their adjustment to health and physique.

Table No.12 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	16(18.2)	48(54.5)	24(27.3)	88(100)
Female	42(25.9)	85(52.5)	35(21.6)	162(100)
Total	58	133	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.296 not significant

Table 12 shows that the number of the male student teachers is three times more at the level of moderate adjustment than at the level of good adjustment and the number of male student teachers is two times more at the level of moderate adjustment than at the level of poor adjustment. The second row of the same table reveals that approximately 52 percent of the female student teachers are moderately adjusted, nearly 26 percent and 22 percent are well-adjusted and poorly adjusted respectively. This shows that the percentage of the female student teachers at the levels of good adjustment and poor adjustment is more or less equal.

Comparing the male and the female student teachers at each level of adjustment it can be said that the percentage of the female student teachers is slightly higher than that of the male student teachers at the level of good adjustment; whereas the reverse is true at the level of poor adjustment. At the level of moderate adjustment both the male and the female student teachers are almost equal in terms of percentage.

Considering the Chi-square value of 2.296 we accept the first null hypothesis and say that no real sex difference exists in the adjustment to the problems regarding sensitivity and confidence.

Table No.13 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	10(11.4)	53(60.2)	25(28.4)	88(100)
Female	33(20.4)	100(61.7)	29(17.9)	162(100)
Total	43	153	54	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 5.625 not significant

It is clear from table 13 that nearly 60 percent of the male student teachers are moderately adjusted. The number of the male student teachers is two and half times more at the level of poor adjustment than at the level of good adjustment. Similarly almost 62 percent of the female student teachers are at the level of moderate adjustment and others are almost equally distributed at the levels of good adjustment and poor adjustment.

The percentage of the female student teachers is higher than that of the male student teachers at the level of good adjustment; whereas the reverse is true at the level of poor adjustment. At the level of moderate adjustment the percentage of the male and the female student teachers is almost the same.

With 2 df to be significant the Chi-square requires the value of 5.991, whereas the Chi-square value of table 13 is 5.625 which is very close to the value of significance at 0.05 level but it escapes to be significant. The first null hypothesis, therefore, is retained as far as category 3 (Economic and Lack of Facilities) is concerned. It means there is no difference between the male and the female student teachers in their adjustment to the problems regarding economic and lack of facilities.

Table No.14 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	12(13.6)	63(71.6)	13(14.8)	88(100)
Female	23(14.2)	103(63.6)	36(22.2)	162(100)
Total	35	166	49	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 2.178 not significant

It can be noticed in table 14 that nearly 72 percent of the male student teachers are moderately adjusted and the remaining of them are almost equally distributed at the other two levels of adjustment. Approximately 64 percent of the female student teachers are moderately adjusted and nearly 14 and 22 percents are well-adjusted and poorly adjusted respectively. This means that the

percentage of the poorly adjusted female student teachers is slightly higher than that of the well-adjusted female student teachers.

Down the columns it can be read that the percentage of the male and the female student teachers at the level of good adjustment is almost the same. The percentage of the male student teachers is slightly higher than that of the female student teachers at the level of moderate adjustment; whereas the reverse is true at the level of poor adjustment.

The Chi-square value of 2.178 indicates no significant difference between the male and the female student teachers in their adjustment to the problems of self schedule and independence. Therefore the first null hypothesis is retained with respect to category 4.

Table No.15 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	21(23.9)	41(46.6)	26(29.5)	88(100)
Female	27(16.7)	92(56.8)	43(26.5)	162(100)
Total	48	133	69	250

( ) = Figures in parentheses indicate percentages

df = 2

χ^2 = 2.840 not significant

It is seen in table 15 that nearly 47 percent of the male student teachers are moderately adjusted. Out of the

remaining 53 percent of them almost 24 percent are well-adjusted and nearly 29 percent are poorly adjusted. It means that the poorly adjusted male student teachers are slightly more in number than the well-adjusted male student teachers. Similarly round about 57 percent of the female student teachers are moderately adjusted; whereas approximately 17 percent and 26 percent of the female student teachers are well-adjusted and poorly adjusted respectively. This indicates that the percentage of the female student teachers is higher at the level of poor adjustment than at the level of good adjustment.

Looking to the difference between the percentages of the male and the female student teachers at each level of adjustment it can be said that the difference is negligible at the level of poor adjustment; whereas at the level of good adjustment there is 7.2 percent difference in favour of the male student teachers and at the level of moderate adjustment there is 10.2 percent difference in favour of the female student teachers. These differences between the male and the female student teachers at the level of good adjustment and moderate adjustment are not very large.

The Chi-square value of 2.840 fails to reach the 0.05 level of significance. Hence the first null hypothesis is retained in relation to category 5. It means that there

is no significant difference in the adjustment of the male and the female student teachers with regards to the problems of mild neurosis.

Table No.16 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 6 (Self and Self Image)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	27(30.7)	43(48.9)	18(20.4)	88(100)
Female	61(37.7)	61(37.7)	40(24.6)	162(100)
Total	88	104	58	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.951 not significant

Across the row in table 16 one can read that 30.7 percent of the male student teachers are well-adjusted, 48.9 percent are moderately adjusted and 20.4 percent are poorly adjusted. In the case of the female student teachers one can read that 37.7 percent are well-adjusted, the same percentage of the student teachers are moderately adjusted and 24.6 percent are poorly adjusted. These distributions show that the percentage of the student teachers is higher at the level of good adjustment than at the level of poor adjustment. This is true for both the male and the female student teachers.

Reading down the columns one can say that the percentage of the female student teachers is slightly

higher than that of the male student teachers at the level of good adjustment. The same is true at the level of poor adjustment; whereas at the level of moderate adjustment the percentage of the male student teachers is higher than that of the female student teachers.

From the same table it is observed that the Chi-square value is 2.951 which is not significant. Therefore the first null hypothesis is retained as far as category 6 is concerned. This indicates that there is no significant difference between the male and the female student teachers in their adjustment to the problems regarding self and self image.

Table No.17 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	17(19.3)	48(54.6)	23(26.1)	88(100)
Female	25(15.4)	110(67.9)	27(16.7)	162(100)
Total	42	158	50	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 4.679 not significant

Table 17 reveals that 54.6 percent of the male student teachers are moderately adjusted, 19.3 percent are well-adjusted and 26.1 percent are poorly adjusted. This

indicates that the percentage of the male student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. In the case of the female student teachers it can be said that 67.9 percent are moderately adjusted, 15.4 percent are well-adjusted and 16.7 percent are poorly adjusted. This shows that the percentage of the female student teachers at the levels of good adjustment and poor adjustment is almost the same.

Reading down the columns one can say that the percentage of the female student teachers is higher than that of the male student teachers at the level of moderate adjustment; whereas the percentage of the male student teachers is slightly higher than that of the female student teachers at the level of poor adjustment. At the level of good adjustment the percentage of the male and the female student teachers is almost the same.

It is observed that the Chi-square value is 4.679 which is not significant. Therefore the first null hypothesis is retained as far as category 7 is concerned. It indicates that there is no significant difference between the male and the female student teachers in their adjustment to the problems regarding sex and marriage.

Table No.18 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	26(29.5)	40(45.5)	22(25.0)	88(100)
Female	45(27.8)	87(53.7)	30(18.5)	162(100)
Total	71	127	52	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.978 not significant

It can be seen in table 18 that nearly 45 percent of the male student teachers are moderately adjusted and nearly 29 and 25 percents are well-adjusted and poorly adjusted respectively. This indicates that the percentage of the male student teachers is almost the same at the levels of good adjustment and poor adjustment. In the next row it can be seen that nearly 54 percent of the female student teachers are moderately adjusted and approximately 28 and 18 percents are well-adjusted and poorly adjusted respectively. This shows that the percentage of the female student teachers is higher at the level of good adjustment than at the level of poor adjustment.

Comparing the male and the female student teachers, it can be said that the percentage of the female student teachers is slightly higher than that of the male student

teachers at the level of moderate adjustment; whereas the reverse is true at the level of poor adjustment. At the level of good adjustment the percentage of the male and the female student teachers is almost equal.

The Chi-square value is 1.978 which is not significant. Thus the first null hypothesis is retained with respect to category 8. This indicates that there is no significant difference between the male and the female student teachers in their adjustment to the social problems.

Table No.19 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 9 (Family)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	25(28.4)	41(46.6)	22(25.0)	88(100)
Female	57(35.2)	68(42.0)	37(22.8)	162(100)
Total	82	109	59	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 1.190 not significant

Looking to table 19 one can read that nearly 47 percent of the male student teachers are moderately adjusted and the remaining male student teachers are almost equally distributed at the other two levels of adjustment. Considering the female student teachers one can say that 42 percent are moderately adjusted and the percentage of

the well-adjusted student teachers is higher than that of the poorly adjusted student teachers.

Comparing the male and the female student teachers at each level of adjustment one can say that the percentage of the female student teachers is slightly higher than that of the male student teachers at the level of good adjustment; whereas the reverse is true at the level of moderate adjustment. At the level of poor adjustment the percentage of the male and the female student teachers is almost the same.

The Chi-square value of 1.190 fails to reach the level of significance. Therefore the first null hypothesis is accepted in relation to category 9. It indicates that there is no significant difference between the male and the female student teachers in their adjustment to the problems regarding family.

Table No.20 : Fourth Year Male and Female Student Teachers at each Level of Adjustment in Category 10 (Education)

Sex	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Male	26(29.5)	41(46.6)	21(23.9)	88(100)
Female	39(24.0)	83(51.0)	40(25.0)	162(100)
Total	65	124	61	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.920 not significant

Table 20 shows that 46.6 percent of the male student teachers are moderately adjusted, 29.5 percent are well-adjusted and 23.9 percent are poorly adjusted. In the case of the female student teachers 51 percent are moderately adjusted, 24 percent are well-adjusted and 25 percent are poorly adjusted. These distributions show that the percentage of the male student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment, and the percentage of the female student teachers at the levels of good adjustment and poor adjustment is almost the same.

Reading down the columns one can say that the percentage of the female student teachers is slightly higher than that of the male student teachers at the level of moderate adjustment; whereas the reverse is true at the level of good adjustment. At the level of poor adjustment the percentage of the male and the female student teachers is almost the same.

Considering the Chi-square value 0.920 which is not significant, it can be said that there is no real sex difference in the adjustment to category 10 (Education). Hence the first null hypothesis is retained as far as the category 10 of education is concerned.

5.5 ADJUSTMENT AND LEVELS OF EDUCATION

The second null hypothesis was concerning the significant difference in the adjustment between the first and the fourth year student teachers. The Chi-square technique was used to test the significance of difference between the two groups in each category of adjustment (Tables 21 to 30).

Table No.21 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 1 (Health and Physique)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	53(21.2)	143(57.2)	54(21.6)	250(100)
Fourth Year	62(24.8)	140 (56.0)	48(19.2)	250(100)
Total	115	283	102	500

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 1.089 not significant

It can be seen in table 21 that nearly 57 percent of the first year student teachers are at the level of moderate adjustment and the rest of them are almost equally distributed at the other two levels of adjustment. Similarly looking to the distribution of the fourth year student teachers it can be said that 56 percent are at the level of moderate adjustment and the percentage of the fourth year student teachers is slightly higher at the

level of good adjustment than at the level of poor adjustment.

The difference between the percentage of the first year and the fourth year student teachers is negligible at all the three levels of adjustment.

The Chi-square value of table 21 is 1.089 which is not significant. Hence the second null hypothesis regarding the difference in the adjustment between the first year and the fourth year student teachers is retained with respect to category 1 of the health and physique. It indicates that both the first year and the fourth year student teachers experience more or less the same degree of health problems.

Table No.22 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	16(06.4)	151(60.4)	83(33.2)	250(100)
Fourth Year	58(23.2)	158(63.2)	34(13.6)	250(100)
Total	74	309	117	500

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 44.518 Significant at .01 level

It is obvious from table 22 that nearly 60 percent of the first year student teachers are moderately adjusted. The percentage of the first year student teachers is considerably higher at the level of poor adjustment than at the level of good adjustment; whereas the percentage of the fourth year student teachers is higher at the level of good adjustment than at the level of poor adjustment.

Considering the percentages of the first year and the fourth year student teachers at each level of adjustment it can be said that the difference between the percentage of the first year and the fourth year student teachers is negligible at the level of moderate adjustment; whereas there is nearly 17 percent difference at the level of good adjustment. This difference is in favour of the fourth year student teachers. At the level of poor adjustment we find nearly 20 percent difference which is in favour of the first year student teachers. These differences between the first year and the fourth year student teachers at the levels of good adjustment and poor adjustment are remarkable.

The Chi-square value of table 22 is 44.518 which is found to be significant far beyond 0.01 level of confidence. Hence the second null hypothesis is not accepted as far as category 2 of sensitivity and confidence is concerned. We can say that there is a significant difference between the

adjustment of the first year and the fourth year student teachers with regard to the problems of sensitivity and confidence. This means that the fourth year student teachers are less sensitive and more confident as compared to the first year student teachers.

Table No.23 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	52(20.8)	113(45.2)	85(34.0)	250(100)
Fourth Year	81(32.4)	115(46.0)	54(21.6)	250(100)
Total	133	228	139	500

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 13.255 Significant at .01 level

In table 23 it can be seen that the percentage of the first year student teachers is higher at the level of poor adjustment than at the level of good adjustment; whereas the reverse is true in the case of the fourth year student teachers.

Comparing the first year and the fourth year student teachers at each level we can say that the percentage of the fourth year student teachers is higher than that of the first year student teachers at the level of good

adjustment; while at the level of poor adjustment the reverse is true. At the level of moderate adjustment the percentage of the first year and the fourth year student teachers is almost the same.

We do not accept the second null hypothesis as the Chi-square value of 13.255 is significant beyond .01 level of confidence. This indicates that as compared to the first year student teachers, the fourth year student teachers find it less difficult to adjust themselves to the economic and lack of facilities problems.

Table No.24 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 4 (Self-Schedule and Independence)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	61(24.4)	116(46.4)	73(29.2)	250(100)
Fourth Year	89(35.6)	112(48.8)	49(19.6)	250(100)
Total	150	228	122	500

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 10.018 Significant at .01 level

It can be observed in table 24 that nearly 46 percent of the first year student teachers are moderately adjusted and the percentage of the first year student teachers is slightly higher at the level of poor adjustment than at the

level of good adjustment. In the case of the fourth year student teachers we can say that nearly 49 percent are at the level of moderate adjustment and the percentage of the fourth year student teachers is considerably higher at the level of good adjustment than at the level of poor adjustment.

The difference between the percentage of the first year and the fourth year student teachers is very less i.e. negligible at the level of moderate adjustment; and at the level of good adjustment the difference is nearly 11 percent in favour of the fourth year student teachers; whereas the difference is nearly 10 percent in favour of the first year student teachers at the level of poor adjustment. These differences at the levels of good and poor adjustment are notable.

Looking to the Chi-square value of 10.018 which is significant beyond 0.01 level of confidence, we do not accept the second null hypothesis and say that the first year student teachers find it more difficult to adjust to the problems of self schedule and independence than the fourth year student teachers.

Table No.25 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	55(22.0)	130(52.0)	65(26.0)	250(100)
Fourth Year	80(32.0)	136(54.4)	34(13.6)	250(100)
Total	135	266	99	500

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 14.472 Significant at .01 level

Table 25 reveals that 52 percent of the first year student teachers are moderately adjusted and the percentage of the first year well-adjusted and the first year poorly adjusted student teachers is almost the same. Considering the fourth year student teachers it can be said that the majority of the student teachers are moderately adjusted and the percentage of the well-adjusted student teachers is considerably higher than that of the poorly adjusted student teachers.

The difference between the percentage of the first year and the fourth year student teachers is 10.0 at the level of good adjustment, is very less i.e. negligible at the level of moderate adjustment and is 12.4 at the level of poor adjustment. The difference is in favour of the fourth year student teachers at the level of good adjustment;

whereas it is in favour of first year student teachers at the level of poor adjustment. The differences at both the levels are note-worthy.

Considering the Chi-square value of 14.472 we can not accept the second null hypothesis in relation to category 5 of mild neurosis and say that the first year student teachers find it more difficult to adjust to the problems regarding mild neurosis than the fourth year student teachers.

Table No.26 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 6 (Self and Self Image)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	50(20.0)	138(55.2)	62(24.8)	250(100)
Fourth Year	88(35.2)	104(41.6)	58(23.2)	250(100)
Total	138	242	120	500

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 15.374 Significant at .01 level

In table 26 regarding the first year student teachers it can be said that nearly 55 percent are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. Regarding the fourth year student teachers it can be said that nearly 42 percent are moderately adjusted and the percentage of the well-

adjusted student teachers is higher than that of the poorly adjusted student teachers.

The difference between the first year and the fourth year student teachers in terms of percentage is 15.2 at the level of good adjustment, is 13.6 at the level of moderate adjustment and is almost nil at the level of poor adjustment. The difference is in favour of the fourth year student teachers at the level of good adjustment; whereas it is in favour of the first year student teachers at the level of moderate adjustment. These differences are note-worthy.

The value of Chi-square is 15.374 which is significant beyond 0.01 level of confidence. Therefore the second null hypothesis is not accepted with respect to the category 6 of self and self image. We can say that there is a real difference between the first year and the fourth year student teachers in their adjustment regarding the problems of self and self image.

Table No.27 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	57(22.8)	103(41.2)	90(36.0)	250(100)
Fourth Year	101(40.4)	99(39.6)	50(20.0)	250(100)
Total	158	202	140	500

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 23.761 significant at .01 level

It can be seen in table 27 that the percentage of the first year student teachers is higher at the level of poor adjustment than at the level of good adjustment; whereas the percentage of the fourth year student teachers is remarkably higher at the level of good adjustment than at the level of poor adjustment.

It can further be noticed in the same table that the difference between the percentage of the first year and the fourth year student teachers is remarkable i.e. nearly 18 at the level of good adjustment. This difference is in favour of the fourth year student teachers. We also find the remarkable difference in terms of percentage between the first year and the fourth year student teachers at the level of poor adjustment. This difference is in favour of the first year student teachers. At the level of moderate

adjustment the difference in terms of percentage between them is negligible.

The Chi-square value of 23.761 is significant beyond .01 level of confidence. Therefore we do not accept the second null hypothesis and state that the fourth year student teachers exceed the first year student teachers in their adjustment to the problems of sex and marriage.

Table No.28 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	39(15.6)	151(60.4)	60(24.0)	250(100)
Fourth Year	52(20.8)	146(58.4)	52(20.8)	250(100)
Total	91	297	112	500

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 2.513 not significant

It can be said from table 28 that the percentage of the first year student teachers is nearly four times more at the level of moderate adjustment than at the level of good adjustment. The percentage of the first year student teachers is nearly two and half times less at the level of poor adjustment than at the level of moderate adjustment. Regarding the fourth year student teachers it can be said that nearly 58 percent are moderately adjusted and the

rest are equally distributed at the other two levels of adjustment.

The difference between the percentage of the first year and the fourth year student teachers is not noteworthy at all the three levels of adjustment.

The Chi-square value of 2.513 fails to reach the level of significance, hence we accept the second null hypothesis and say that there is no significant difference between the first year and the fourth year student teachers in their social adjustment. It means both the groups experience more or less the same degree of social adjustment problems.

Table 29 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 9 (Family)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	39(15.6)	122(48.8)	89(35.6)	250(100)
Fourth Year	82(32.8)	109(43.6)	59(23.6)	250(100)
Total	121	231	148	500

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 22.094 Significant at .01 level

It is observed in table 29 that nearly 49 percent of the first year student teachers are at the level of

moderate adjustment and the percentage of the first year student teachers is considerably higher at the level of poor adjustment than at the level of good adjustment. Similarly almost 44 percent of the fourth year student teachers are moderately adjusted and the percentage of the well-adjusted fourth year student teachers is higher than that of the poorly adjusted fourth year student teachers.

The difference between the percentage of the fourth year and the first year student teachers is remarkable at the levels of good adjustment and poor adjustment; whereas it is very less at the level of moderate adjustment. The difference is in favour of the fourth year student teachers at the level of good adjustment; whereas it is in favour of the first year student teachers at the level of poor adjustment.

The Chi-square value is 22.094 which is significant far beyond 0.01 level of confidence. Hence we do not accept the second null hypothesis in relation to category 9 and we can say that the first year student teachers find it more difficult to adjust themselves to the problems regarding family than the fourth year student teachers.

Table No.30 : First Year and Fourth Year Student Teachers at each Level of Adjustment in Category 10 (Education)

Levels of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
First Year	63(25.2)	119(47.6)	68(27.2)	250(100)
Fourth Year	65(26.0)	135(54.0)	50(20.0)	250(100)
Total	128	254	118	500

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 3.785 not significant

It is obvious in table 30 that nearly 48 percent of the first year student teachers are moderately adjusted and the remaining of them are almost equally distributed at the levels of good adjustment and poor adjustment. In the case of the fourth year student teachers it can be said that 54 percent are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

The percentage of the first year and the fourth year student teachers is almost the same at the level of good adjustment. The percentage of the fourth year student teachers is slightly higher than that of the first year student teachers at the level of moderate adjustment; whereas the reverse is true at the level of poor adjustment.

The Chi-square value is 3.785 which fails to reach the level of significance. The second null hypothesis, therefore, is retained as far as the category 10 (Education) is concerned. This means that both the first year and the fourth year student teachers experience more or less the same degree of the adjustment problems regarding education.

5.6 ADJUSTMENT AND STREAM OF EDUCATION

The third null hypothesis was about the significant difference in the adjustment between the science and the arts student teachers. The Chi-square technique was employed to test the significant difference between the two groups in each area of adjustment.

The data of the first year student teachers will be analysed and discussed first (Tables 31 to 40) and then the data of the fourth year student teachers will be analysed and discussed (Tables 41 to 50).

Table No.31 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 1 (Health and Physique)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	28(19.2)	81(55.5)	37(25.3)	146(100)
Arts	25(24.1)	62(59.6)	17(16.4)	104(100)
Total	53	143	54	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 3.134 not significant

Table 31 reveals that nearly 55 percent of the science student teachers and approximately 60 percent of the arts student teachers are at the level of moderate adjustment. The percentage of the science student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment; whereas the reverse is true in case of the arts student teachers.

Reading down the columns we can say that the difference between the percentage of the science and the arts student teachers is not notable at all the three levels of adjustment.

Considering the Chi-square value of 3.134 which is not significant, it can be said that arts and science student teachers do not differ significantly in their adjustment in category 1. Thus the third null hypothesis is retained in relation to category 1 i.e. health and physique.

Table No.32 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	33(22.6)	79(54.1)	34(23.3)	146(100)
Arts	30(28.8)	63(60.6)	11(10.6)	104(100)
Total	63	142	45	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 6.838 Significant at 0.05 level

It can be observed in table 32 that nearly 54 percent of science student teachers are at the level of moderate adjustment and the remaining of them are almost equal at the levels of good adjustment and poor adjustment. In the case of the arts student teachers we can say that nearly 61 percent are at the level of moderate adjustment and the percentage of the student teachers is considerably higher at the level of good adjustment than at the level of poor adjustment.

The difference between the percentage of the arts and the science student teachers is less in favour of science student teachers at the levels of good adjustment and moderate adjustment; whereas at the level of poor adjustment the difference is notable less in favour of the arts student teachers.

The Chi-square value of table 32 is 6.838 which is statistically significant at 0.05 level of confidence. The third null hypothesis is, therefore, not retained in relation to category 2 (sensitivity and confidence). It indicates that the science student teachers find it more difficult to adjust to the problems regarding sensitivity and confidence than the arts student teachers.

Table No.33 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	29(19.8)	73(50.0)	44(30.2)	146(100)
Arts	41(39.4)	45(43.3)	18(17.3)	104(100)
Total	70	118	62	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 12.913 Significant at 0.01 level

Table 33 reveals that 50 percent of the science student teachers and nearly 43 percent of the arts student teachers are moderately adjusted. The percentage of the poorly adjusted science student teachers is higher than well-adjusted science student teachers. The reverse is true in the case of arts student teachers.

Comparing the arts and the science student teachers in terms of percentage at each level of adjustment we can

say that the percentage of the arts student teachers is higher than that of the science student teachers at the level of good adjustment; whereas the reverse is the case at the level of poor adjustment. The percentage of the science student teachers is slightly higher than that of the arts student teachers at the level of moderate adjustment.

The Chi-square value is 12.913 which is significant at 0.01 level of confidence. Hence the third null hypothesis is not accepted with respect to category 3 (Economic and Lack of Facilities). It indicates that the arts and science student teachers differ in their adjustment to category 3. It can be said that as compared to the arts student teachers, the science student teachers find it more difficult to adjust to the problems regarding economic and lack of facilities.

Table No.34 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	32(21.9)	67(45.9)	47(32.1)	146(100)
Arts	29(27.9)	49(47.1)	26(25.0)	104(100)
Total	61	116	73	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.982 not significant

In table 34 we can see that nearly 46 percent of the science student teachers fall at the level of moderate adjustment and the percentage of the same falling at the level of poor adjustment is higher than that of the science student teachers falling at the level of good adjustment. Regarding arts student teachers we can say that nearly 47 percent of them are at the level of moderate adjustment and the percentage of the student teachers at other two levels is more or less equal.

The difference between the percentage of the science and arts student teachers is negligible at the level of moderate adjustment and is less at the levels of good adjustment and poor adjustment.

The Chi-square value is 1.982 which is not significant. Thus the third null hypothesis is retained as far as category 4 (self schedule and independence) is concerned. It indicates that there is no significant difference in adjustment between the science and the arts student teachers with regard to the problems of self schedule and independence.

Table No.35 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	26(17.8)	78(53.4)	42(28.8)	146(100)
Arts	29(27.9)	52(50.0)	23(22.1)	104(100)
Total	55	130	65	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 3.974 not significant

We find in table 35 that approximately 53 percent of the science student teachers are at the level of moderate adjustment and the percentage of the same is higher at the level of poor adjustment than at the level of good adjustment. Similarly 50 percent of the arts student teachers fall at the level of moderate adjustment and the percentage of the same falling at the level of good adjustment is slightly higher than that of the arts student teachers falling at the level of poor adjustment.

The difference between the percentage of the arts and the science student teachers is note-worthy at the level of good adjustment, is negligible at the level of moderate adjustment and is less at the level of poor adjustment.

The Chi-square value is 3.974 which is not significant. Hence the third null hypothesis is retained as far as category 5 (mild neurosis) is concerned. It indicates that the first year science and arts student teachers do not differ significantly in their adjustment to the problems regarding nervousness, anxiety, phobias etc. They experience almost the same degree of adjustment problems regarding nervousness, anxiety, phobias etc.

Table No.36 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 6 (Self and Self Image)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	21(14.4)	88(60.3)	37(25.3)	146(100)
Arts	29(27.9)	50(48.1)	25(24.0)	104(100)
Total	50	138	62	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 7.214 Significant at 0.05 level

Table 36 reveals that majority of the science student teachers are at the level of moderate adjustment and the percentage of the science student teachers is higher at the level of poor adjustment than at the level of good adjustment. In the case of the arts student teachers we can say that nearly 48 percent are at the level of moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment.

The difference between the percentage of the arts and the science student teachers is almost zero at the level of poor adjustment and is quite high at the levels of good adjustment and moderate adjustment. The difference is in favour of the arts student teachers at the level of good adjustment; whereas it is in favour of the science student teachers at the level of moderate adjustment.

The Chi-square value is 7.214 which is statistically significant at 0.05 level of confidence. Therefore the third null hypothesis is rejected in relation to category 6 (Self and Self Image). It indicates that the first year science and arts student teachers differ significantly in their adjustment regarding self and self image.

Table No.37 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Stream of Education	Levels of Education			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	31(21.2)	74(50.7)	41(28.1)	146(100)
Arts	26(25.0)	58(55.8)	20(19.2)	104(100)
Total	57	132	61	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.626 not significant

Table 37 reveals that approximately 51 percent of the science student teachers and nearly 56 percent of the

arts student teachers are at the level of moderate adjustment. The percentage of the science student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment; whereas the reverse is true in case of the arts student teachers.

We do not find notable difference between the percentage of the arts and the science student teachers at any of the three levels of adjustment.

The general observation of the table is confirmed statistically with the Chi-square value of 2.626 which is not significant. Therefore the third null hypothesis is retained in relation to category 7 (Sex and Marriage). It indicates that there is no significant difference in the adjustment between the science and the arts student teachers. It means that the first year science and arts student teachers face almost the same degree of the adjustment problems of sex and marriage.

Table No.38 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	35(23.9)	73(50.0)	38(26.1)	146(100)
Arts	34(32.7)	48(46.1)	22(21.2)	104(100)
Total	69	121	60	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.460 not significant

Table 38 shows that 50 percent of the science student teachers are at the level of moderate adjustment and the rest of them are almost equally distributed at the other two extreme levels of adjustment. Considering the distribution in the second row we can say that nearly 46 percent of the arts student teachers are at the level of moderate adjustment and the percentage of the same is higher at the level of good adjustment than at the level of poor adjustment.

The difference between the percentage of the arts and the science student teachers is not high at all the three levels of adjustment.

The Chi-square value is 2.460 which is not significant. Thus the third null hypothesis is retained in relation to category 8 (Social Aspects). It indicates that no real difference exists in adjustment between the science and the arts student teachers in relation to the problems of social adjustment. Both the groups experience more or less the same degree of the social adjustment problems.

Table No.39 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 9 (Family)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	40(27.4)	67(45.9)	39(26.7)	146(100)
Arts	31(29.8)	52(50.0)	21(20.2)	104(100)
Total	71	119	60	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.416 not significant

It can be noticed in table 39 that nearly 46 percent of the science student teachers fall at the level of moderate adjustment and the percentage of the science student teachers falling at the other two levels is almost the same. Regarding arts student teachers it can be said that 50 percent fall at the level of moderate adjustment and the percentage of the arts student teachers falling at the level of good adjustment is higher than that of the arts student teachers falling at the level of poor adjustment.

The difference between the percentage of the arts and the science student teachers is not high at all the three levels of adjustment.

The Chi-square value is 1.416 which is not significant. Thus the third null hypothesis is retained in relation to category 9. It indicates that the first year

science and arts student teachers do not differ significantly in their family adjustment. Both the groups experience more or less the same degree of the family adjustment problems.

Table No.40 : First Year Science and Arts Student Teachers at each Level of Adjustment in Category 10 (Education)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	29(19.9)	73(50.0)	44(30.1)	146(100)
Arts	34(32.7)	55(52.9)	15(14.4)	104(100)
Total	63	128	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 10.420 Significant at 0.01 level

It is clear from table 40 that 50 percent of the science student teachers and nearly 53 percent of the arts student teachers fall at the level of moderate adjustment. The percentage of the science student teachers falling at the level of poor adjustment is higher than that of the science student teachers falling at the level of good adjustment; whereas the reverse is true in case of the arts student teachers.

The percentage of the arts student teachers is higher than that of the science student teachers at the level of good adjustment; whereas the percentage of the science

student teachers is considerably higher than that of the arts student teachers at the level of poor adjustment. The percentage of the arts and the science student teachers is almost the same at the level of moderate adjustment.

The Chi-square value is 10.420 which is statistically significant at 0.01 level of confidence. The third null hypothesis is, therefore, rejected with respect to category 10. It indicates that the first year science student teachers find it more difficult to adjust themselves to the problems of education than the first year arts student teachers.

Table No.41 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 1 (Health and Physique)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	34(27.6)	67(54.5)	22(17.9)	123(100)
Arts	28(22.0)	73(57.5)	26(20.5)	127(100)
Total	62	140	48	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 1.107 not significant

It is observed in table 41 that nearly 54 percent of the science student teachers are moderately adjusted and the percentage of the same is higher at the level of good adjustment than at the level of poor adjustment. In the case of the arts student teachers it can be said that

nearly 57 percent are moderately adjusted and the percentage of the well-adjusted and the poorly adjusted student teachers is almost the same.

The difference between the percentage of the arts and the science student teachers is not more than 5.6 at any of the levels of adjustment.

The Chi-square value is 1.107 which is not significant. Hence the third null hypothesis is retained with respect to category 1. It indicates that the fourth year science and arts student teachers do not differ significantly in their adjustment with respect to the problems of health and physique. Both the groups experience more or less the same degree of health problems.

Table No.42 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	15(12.2)	74(60.2)	34(27.6)	123(100)
Arts	43(33.9)	59(46.5)	25(19.6)	127(100)
Total	58	133	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 15.704 Significant at 0.01 level

Table 42 shows that nearly 60 percent of the science student teachers and 46 percent of the arts student

teachers are moderately adjusted. The percentage of the science student teachers is considerably higher at the level of poor adjustment than at the level of good adjustment; whereas the reverse is true in the case of arts student teachers.

Looking to the level-wise distribution of arts and science student teachers it can be said that the percentage of the arts student teachers is remarkably higher than that of the science student teachers at the level of good adjustment; whereas the reverse is the case at the level of moderate adjustment. The percentage of the science student teachers is slightly higher than that of the arts student teachers at the level of poor adjustment.

The Chi-square value is 15.704 which is statistically significant at 0.01 level of confidence. The third null hypothesis is, therefore, not accepted with respect to category 2. It indicates that the fourth year science student teachers find it more difficult to adjust themselves to the problems regarding sensitivity and confidence than the fourth year arts student teachers. It means that the fourth year science student teachers have more adjustment problems of sensitivity and confidence than the fourth year arts student teachers.

Table No.43 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	21(17.1)	66(53.7)	36(29.2)	123(100)
Arts	22(17.3)	87(68.5)	18(14.2)	127(100)
Total	43	153	54	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 8.844 Significant at 0.05 level

Table 43 reveals that nearly 54 percent of the science student teachers are at the level of moderate adjustment and the percentage of the science student teachers is higher at the level of poor adjustment than at the level of good adjustment. Considering the arts student teachers it can be said that nearly 68 percent of them are at the level of moderate adjustment and the percentage of the arts student teachers is almost equally distributed at the other two levels of adjustment.

The difference between the percentage of the science and the arts student teachers is considerably higher at the levels of moderate adjustment and poor adjustment. This difference is in favour of the science student teachers at the level of poor adjustment and it is in favour of the arts student teachers at the level of moderate adjustment.

At the level of good adjustment the difference is negligible.

The Chi-square value is 8.844 which is statistically significant at 0.05 level of confidence. Thus the third null hypothesis is not accepted in relation to category 3.

Table No.44 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	17(13.8)	87(70.7)	19(15.5)	123(100)
Arts	18(14.2)	79(62.2)	30(23.6)	127(100)
Total	35	166	49	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.820 not significant

It can be observed in table 44 that nearly 71 percent of the science student teachers and 62 percent of the arts student teachers are at the level of moderate adjustment. The percentage of the science student teachers is almost equally distributed at the other two levels of adjustment. In the case of the arts student teachers it can be said that the percentage of the arts student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment.

The percentage of the science and the arts student teachers is almost the same at the level of good adjustment. The percentage of the science student teachers is slightly higher than that of the arts student teachers at the level of moderate adjustment; whereas the reverse is true at the level of poor adjustment.

The Chi-square value is 2.820 which is not significant. Hence the third null hypothesis is retained with respect to category 4. It indicates that the fourth year science and arts student teachers do not differ significantly in their adjustment with regard to the problems of self schedule and independence. Both the groups experience more or less the same degree of the adjustment problems regarding self schedule and independence.

Table No.45 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	27(22.0)	61(49.6)	35(28.4)	123(100)
Arts	21(16.5)	72(56.7)	34(26.8)	127(100)
Total	48	133	69	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.611 not significant

We find in table 45 that approximately 50 percent of the science student teachers are at the level of moderate adjustment and the percentage of the science student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. In the case of the arts student teachers we can say that approximately 57 percent of them are at the level of moderate adjustment and the percentage of the student teachers is higher at the level of poor adjustment than at the level of good adjustment.

The difference between the percentage of the science and the arts student teachers is less at the levels of good adjustment and moderate adjustment and is negligible at the level of poor adjustment.

The Chi-square value is 1.611 which is not significant. The third null hypothesis is, therefore, retained with regard to category 5. It indicates that the fourth year science and arts student teachers do not differ significantly in their adjustment with regard to the problems of nervousness, anxiety and phobias etc. Both the groups experience more or less the same degree of the adjustment problems regarding mild neurosis.

Table No.46 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 6 (Self and Self Image)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	45(36.6)	52(42.3)	26(21.1)	123(100)
Arts	43(33.9)	52(40.9)	32(25.2)	127(100)
Total	88	104	58	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.602 not significant

Table 46 reveals that nearly 42 percent of the science student teachers are moderately adjusted and the percentage of the well-adjusted science student teachers is remarkably higher than that of the poorly adjusted science student teachers. Considering the arts student teachers it can be said that nearly 41 percent of them are moderately adjusted and the percentage of the well-adjusted arts student teachers is slightly higher than that of the poorly adjusted arts student teachers.

We do not find notable difference between the percentage of the science and the arts student teachers at any of the three levels of adjustment.

The Chi-square value is 0.602 which is not significant. Hence the third null hypothesis is retained in relation to category 6. It indicates that the fourth year

science and arts student teachers do not differ significantly in their adjustment with regard to the problems of self and self image. Both the groups experience more or less the same degree of the adjustment problems of self and self image.

Table No.47 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	22(17.9)	78(63.4)	23(18.7)	123(100)
Arts	20(15.7)	80(63.0)	27(21.3)	127(100)
Total	42	158	50	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.377 not significant

Table 47 reveals that nearly 63 percent of the science student teachers are at the level of moderate adjustment and the remaining of them are almost equaly distributed at the other two levels of adjustment. In the case of the arts student teachers it can be said that nearly 63 percent of them are moderately adjusted and the percentage of the poorly adjusted student teachers is slightly higher than that of the well-adjusted student teachers.

We do not find notable difference between the percentage of the science and the arts student teachers at any of the three levels of adjustment.

The Chi-square value is 0.377 which is not significant. Thus the third null hypothesis is retained with respect to category 7. It indicates that the fourth year science and arts student teachers do not differ significantly in their adjustment with respect to the problems of sex and marriage. Both the groups experience more or less the same degree of the adjustment problems with respect to category 7 (sex and marriage).

Table No.48 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	39(31.7)	59(48.0)	25(20.3)	123(100)
Arts	32(25.2)	68(53.5)	27(21.3)	127(100)
Total	71	127	52	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.341 not significant

We find in table 48 that 48 percent of the science student teachers and 53 percent of the arts student teachers are at the level of moderate adjustment. The

percentage of the science student teachers is higher at the level of good adjustment than at the level of poor adjustment, while in the case of the arts student teachers we can say that the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

The percentage of the science student teachers is slightly higher than that of the arts student teachers at the level of good adjustment; whereas the reverse is true at the level of moderate adjustment. The percentage of the science and the arts student teachers at the level of poor adjustment is almost the same.

The Chi-square value is 1.341 which is not significant. The third null hypothesis is, therefore, retained with respect to category 8 (social aspects). It indicates that the fourth year science and arts student teachers do not differ significantly in their adjustment with respect to category 8. Both the groups experience more or less the same degree of the social adjustment problems.

Table No.49 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 9 (Family)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	36(29.3)	57(46.3)	30(24.4)	123(100)
Arts	46(36.2)	52(40.9)	29(22.9)	127(100)
Total	82	109	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.402 not significant

It can be noticed in table 49 that nearly 46 percent of the science student teachers are at the level of moderate adjustment and the percentage of the science student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment. Regarding the arts student teachers it can be said that nearly 41 percent of them are at the level of moderate adjustment and the percentage of the student teachers is higher at the level of good adjustment than at the level of poor adjustment.

The difference between the percentage of the science and the arts student teachers is less at the levels of good adjustment and moderate adjustment and is negligible at the level of poor adjustment.

The Chi-square value is 1.402 which is not signifi-

cant. Hence, the third null hypothesis is retained with regard to category 9 (family). It indicates that the fourth year science and arts student teachers do not differ significantly in their family adjustment. Both the groups experience more or less the same degree of the family adjustment problems.

Table No.50 : Fourth Year Science and Arts Student Teachers at each Level of Adjustment in Category 10 (Education)

Stream of Education	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Science	35(28.5)	61(49.6)	27(21.9)	123(100)
Arts	30(23.6)	63(49.6)	34(26.8)	127(100)
Total	65	124	61	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 1.156 not significant

It is clear from table 50 that approximately 50 percent of the science and the arts student teachers are at the level of moderate adjustment. The percentage of the science student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment; while the percentage of the arts student teachers at these two levels of adjustment is almost the same.

The difference between the percentage of the science and the arts student teachers is less at the levels of

good adjustment and poor adjustment and is zero at the level of moderate adjustment.

The Chi-square value is 1.156 which is not significant. The third null hypothesis is, therefore, retained in relation to category 10 (education). It indicates that the fourth year science and arts student teachers do not differ significantly in their adjustment to the problems regarding education. Both the groups experience more or less the same degree of the educational adjustment problems.

5.7 ADJUSTMENT AND URBAN-RURAL BACKGROUND

The fourth null hypothesis was regarding the significant difference in adjustment between student teachers from the Urban and the Rural areas. The Chi-square technique was employed to test the significance of differences in the adjustment of the two groups in each category.

The data of the first year student teachers will be analysed first (Tables 51 to 60) and then the data of the fourth year student teachers will be analysed (Tables 61 to 70).

Table No.51 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 1 (Health and Physique)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	22(23.7)	49(52.6)	22(23.7)	93(100)
Rural	31(19.7)	94(59.9)	32(20.4)	157(100)
Total	53	143	54	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.238 not significant

It is clear from table 51 that nearly 53 percent of the first year urban student teachers are moderately adjusted and the remaining are equally distributed at the levels of good adjustment and poor adjustment. In the case of the rural student teachers we can say that nearly 60 percent are moderately adjusted and others are almost equally distributed at the levels of good adjustment and the poor adjustment.

Reading down the columns we can say that the percentage of the urban student teachers and the rural student teachers is almost the same at the levels of good adjustment and the poor adjustment; whereas the percentage of the rural student teachers is slightly higher than that of the urban student teachers at the level of moderate adjustment.

Looking to the Chi-square value of 1.238 which fails to reach the level of significance we accept the fourth null hypothesis and say that there is no significant difference between the urban and the rural student teachers in their adjustment problems of health and physique. It means both the urban and the rural student teachers experience more or less the same degree of adjustment problems regarding health.

Table No.52 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	24(25.8)	52(55.9)	17(18.3)	93(100)
Rural	39(24.8)	90(57.3)	28(17.9)	157(100)
Total	63	142	45	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.049 not significant

It can be noticed from table 52 that nearly 56 percent of the urban student teachers are moderately adjusted and the percentage of the urban student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

The difference between the urban and rural student teachers in terms of percentage is negligible at all the

three levels of adjustment.

The fourth null hypothesis is retained with respect to category 2 of sensitivity and confidence as the Chi-square value of 0.049 fails to reach the level of significance. This shows that the first year urban and the rural student teachers do not differ with each other in their adjustment problems regarding sensitivity and confidence. Both the groups experience more or less the same degree of adjustment problems of sensitivity and confidence.

Table No.53 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	32(34.4)	44(47.3)	17(18.3)	93(100)
Rural	38(24.2)	74(47.1)	45(28.7)	157(100)
Total	70	118	62	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 4.711 not significant

It can be seen in table 53 that nearly 47 percent of the urban student teachers are at the level of moderate adjustment and the percentage of the urban student teachers is considerably higher at the level of good adjustment than at the level of poor adjustment. Regarding the rural

student teachers it can be said that nearly 47 percent are moderately adjusted and the percentage of the student teachers is slightly lower at the level of good adjustment than at the level of poor adjustment.

The percentage of the urban student teachers is higher than that of the rural student teachers at the level of good adjustment; whereas the reverse is true at the level of poor adjustment. At the level of moderate adjustment the percentage of the urban and the rural student teachers is almost the same.

On the basis of the Chi-square value of 4.711 which is not significant, we accept the fourth null hypothesis in relation to category 3 and say that there is no significant difference between the urban and rural student teachers in their adjustment to category 3 (economic and lack of facilities).

Table No.54 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	20(21.5)	46(49.5)	27(29.0)	93(100)
Rural	41(26.1)	70(44.6)	46(29.3)	157(100)
Total	61	116	73	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.809 not significant

It is obvious in table 54 that approximately 49 percent of the urban student teachers are at the level of moderate adjustment and the percentage of the urban student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. Looking to the rural student teachers it can be said that nearly 45 percent are moderately adjusted and rest of them are almost equally distributed at the other two levels of adjustment.

The percentage of the urban and the rural student teachers is almost negligible at all the three levels of adjustment.

The Chi-square value of table 54 is 0.809 which is not significant. Therefore the fourth null hypothesis concerning the significant difference in the adjustment between the urban and the rural student teachers is accepted in relation to category 4 i.e. self schedule and independence. Both the groups of the urban and the rural student teachers experience more or less the same degree of adjustment problems regarding self schedule and independence.

Table No.55 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	25(26.9)	47(50.5)	21(22.6)	93(100)
Rural	30(19.1)	83(52.9)	44(28.0)	157(100)
Total	55	130	65	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.331 not significant

Table 55 reveals that approximately 50 percent of the urban student teachers are at the level of moderate adjustment and the remaining of them are almost equally distributed at the other two levels of adjustment. With regard to the rural student teachers it can be said that nearly 53 percent are moderately adjusted and the percentage of the student teachers is slightly lower at the level of good adjustment than at the level of poor adjustment.

Comparing the percentages of the urban and the rural student teachers at each level of adjustment it can be said that the percentage of the urban student teachers is slightly higher than that of the rural student teachers at the level of good adjustment; whereas the reverse is true at the level of poor adjustment. At the level of moderate adjustment the percentage of the urban and the rural student teachers is almost the same.

The Chi-square value of table 55 is 2.331 which is not significant. Therefore, the fourth null hypothesis is retained with respect to category 5. It indicates that the first year student teachers who come from the urban and the rural areas do not differ significantly in their adjustment in category 5 (mild neurosis). Both the groups experience more or less the same degree of adjustment problems regarding mild neurosis.

Table No.56 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 6 (Self and Self Image)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	27(29.0)	41(44.0)	25(27.0)	93(100)
Rural	23(14.6)	97(61.8)	37(23.6)	157(100)
Total	50	138	62	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 9.613 Significant at 0.01 level

Table 56 reveals that 44 percent of the urban student teachers are at the level of moderate adjustment and the remaining 56 percent of them are almost equally distributed. With respect to the rural student teachers we can say that approximately 62 percent are at the level of moderate adjustment and the percentage of the student teachers is lower at the level of good adjustment than at the level of poor adjustment.

The difference between the percentage of the urban and the rural student teachers is quite large in favour of the urban student teachers at the level of good adjustment; whereas at the level of moderate adjustment it is considerable in favour of the rural student teachers. At the level of poor adjustment the difference between the percentage of the urban and the rural student teachers is almost negligible.

The Chi-square value of table 56 is 9.613 which is statistically significant at 0.01 level of confidence. Therefore the fourth null hypothesis is not accepted in relation to category 6. It indicates that the first year student teachers who come from rural areas and the first year student teachers who come from urban areas differ significantly in their adjustment to self and self image.

Table No.57 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	21(22.6)	53(56.9)	19(20.5)	93(100)
Rural	36(22.9)	79(50.3)	42(26.8)	157(100)
Total	57	132	61	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.452 not significant

It can be seen in table 57 that the percentage of the urban student teachers at the levels of good adjustment and the poor adjustment is almost the same. The same is true in the case of the rural student teachers.

The percentage of the urban and the rural student teachers at the level of good adjustment is almost the same. The percentage of the urban student teachers is slightly higher than that of the rural student teachers at the level of moderate adjustment; whereas the reverse is the case at the level of poor adjustment.

The Chi-square value of table 57 is 1.452 which is found to be not significant. Therefore the fourth null hypothesis is retained as far as category 7 of sex and marriage is concerned. It indicates that the first year student teachers who come from the urban and the rural areas do not differ significantly in their adjustment with regard to the problems of sex and marriage. Both the groups experience more or less the same degree of adjustment problems of sex and marriage.

Table No.58 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	41(44.0)	32(34.4)	20(21.6)	93(100)
Rural	28(17.8)	89(56.7)	40(25.2)	157(100)
Total	69	121	60	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 20.957 Significant at 0.01 level

Table 58 shows that nearly 34 percent of the urban student teachers are moderately adjusted and the percentage of the well-adjusted urban student teachers is two times more than that of the poorly adjusted urban student teachers. In the case of the rural student teachers it can be said that nearly 57 percent of the student teachers are at the level of moderate adjustment and the percentage of the student teachers is slightly lower at the level of good adjustment than that at the level of poor adjustment.

The percentage of the urban student teachers is considerably higher than that of the rural student teachers at the level of good adjustment; whereas the reverse is true at the level of moderate adjustment. At the level of poor adjustment the percentage of the urban and the rural student teachers is more or less the same.

The Chi-square value of table 58 is 20.957 which is statistically significant at 0.01 level of confidence. The fourth null hypothesis is, therefore, not accepted as far as category 8 is concerned. It indicates that the first year student teachers who come from the urban area differ significantly with the first year student teachers who come from rural areas with respect to their social adjustment.

Table No.59 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 9 (Family)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	27(29.0)	46(49.5)	20(21.5)	93(100)
Rural	44(28.0)	73(46.5)	40(25.5)	157(100)
Total	71	119	60	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.513 not significant

It can be seen in table 59 that nearly 49 percent of the urban student teachers are moderately adjusted and the percentage of the well-adjusted urban student teachers is slightly higher than that of the poorly adjusted urban student teachers. Nearly 46 percent of the rural student teachers are moderately adjusted and the percentage of the well-adjusted and the poorly adjusted rural student teachers is almost the same.

We do not find notable difference between the percentage of the urban and the rural student teachers at any of the three levels of adjustment.

The Chi-square value is 0.513 which is not significant. Therefore the fourth null hypothesis is retained as far as category 9 (Family) is concerned. It indicates that the first year urban and the rural student teachers do not differ significantly in their family adjustment. Both the groups experience more or less the same degree of the family adjustment problems.

Table No.60 : First Year Urban and Rural Student Teachers at each Level of Adjustment in Category 10 (Education)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	29(31.2)	44(47.3)	20(21.5)	93(100)
Rural	34(21.7)	84(53.5)	39(24.8)	157(100)
Total	63	128	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.816 not significant

It is observed in table 60 that nearly 47 percent of the urban student teachers are at the level of moderate adjustment and the percentage of the urban student teachers is higher at the level of good adjustment than at the level of poor adjustment. Considering the rural student teachers,

it can be said that nearly 53 percent are moderately adjusted and the remaining of them are more or less equally distributed at the levels of good adjustment and the poor adjustment.

Reading down the columns it can be said that as compared to the percentage of the rural student teachers, the percentage of the urban student teachers is quite high at the level of good adjustment. At the level of moderate adjustment, the urban student teachers is slightly lower in terms of percentage than the rural student teachers. At the level of poor adjustment the percentage of the urban and the rural student teachers is almost the same.

It is seen from table 60 that the Chi-square value is 2.816 which is not significant. The fourth null hypothesis, therefore, is retained with respect to category 10 (Education). It indicates that the first year urban and the rural student teachers do not differ significantly in their adjustment to the problems of studies, school and teachers. Both the groups experience more or less the same degree of educational adjustment problems.

Table No.61 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 1 (Health and Physique)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	29(24.2)	68(56.7)	23(19.1)	120(100)
Rural	33(25.4)	72(55.4)	25(19.2)	130(100)
Total	62	140	48	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.056 not significant

Table 61 shows that the percentage of the urban student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment. The same is true in case of the rural student teachers.

The difference between the percentage of the urban and the rural student teachers is almost negligible at all the three levels of adjustment.

The Chi-square value of table 61 is 0.056 which is not significant. The fourth null hypothesis is thus retained with respect to category of the health and physique. It indicates that the fourth year student teachers who come from the urban and the rural areas do not differ significantly in their adjustment to the problems regarding health and physique. Both the groups experience more or less the same degree of adjustment problems regarding health.

Table No.62 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	14(11.7)	66(55.0)	40(33.3)	120(100)
Rural	44(33.8)	67(51.5)	19(14.7)	130(100)
Total	58	133	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 22.636 Significant at 0.01 level

It is obvious in table 62 that nearly 55 percent of the urban student teachers are moderately adjusted and the percentage of the urban student teachers is nearly three times more at the level of poor adjustment than at the level of good adjustment. In the case of the rural student teachers it can be said that nearly 51 percent are moderately adjusted and the percentage of the student teachers is considerably higher at the level of good adjustment than at the level of poor adjustment.

The percentage of the rural student teachers is remarkably higher than that of the urban student teachers at the level of good adjustment; whereas at the level of poor adjustment the reverse is true. At the level of moderate adjustment the percentage of the urban and the rural student teachers is almost the same.

The Chi-square value of table 62 is 22.636. It is found to be statistically significant beyond 0.01 level of confidence. The fourth null hypothesis is, therefore, not accepted in relation to category 2. It indicates that rural student teachers are less sensitive and more confident than urban student teachers.

Table No.63 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	23(19.2)	77(64.2)	20(16.6)	120(100)
Rural	20(15.4)	76(58.5)	34(26.1)	130(100)
Total	43	153	54	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 3.451 not significant

We can see in table 63 that approximately 64 percent of the urban student teachers are moderately adjusted and the percentage of the urban student teachers at the levels of good adjustment and the poor adjustment is almost the same. Considering the rural student teachers we can say that nearly 58 percent of them are moderately adjusted and the percentage of the poorly adjusted student teachers is higher than that of the well-adjusted student teachers.

The percentage of the urban and the rural student teachers is more or less equal at the level of good adjustment. The percentage of the urban student teachers is slightly higher than that of the rural student teachers at the level of moderate adjustment; whereas the reverse is true at the level of poor adjustment.

The Chi-square value of this table is 3.451 which is not significant. The fourth null hypothesis is, therefore, retained as far as the category of economic and lack of facilities is concerned. It indicates that the fourth year urban and the rural student teachers do not differ significantly in their adjustment to the problems regarding economic and lack of facilities. Both the groups experience more or less the same degree of economic and lack of facilities problems.

Table No.64 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	14(11.7)	76(63.3)	30(25.0)	120(100)
Rural	21(16.2)	90(69.2)	19(14.6)	130(100)
Total	35	166	49	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 4.658 not significant

It is obvious in table 64 that nearly 63 percent of the urban student teachers are at the level of moderate adjustment and out of remaining, 37 percent of them approximately two-third are at the level of poor adjustment and one-third are at the level of good adjustment. In case of the rural student teachers we can say that nearly 69 percent are at the level of moderate adjustment and the rest of them are more or less equally distributed at the other two levels of adjustment.

The difference between the percentage of the urban and the rural student teachers is not notable at all the three levels of adjustment.

The Chi-square value is 4.658 which fails to reach the level of significance. Therefore the fourth null hypothesis is retained with respect to category 4 (self schedule and independence). It indicates that the fourth year student teachers who come from the urban and the rural areas do not differ significantly in their adjustment with regard to the problems of self schedule and independence. Both the groups experience more or less the same degree of the adjustment problems in the area of self schedule and independence.

Table No.65 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	21(17.5)	67(55.8)	32(26.7)	120(100)
Rural	27(20.8)	66(50.8)	37(28.4)	130(100)
Total	48	133	69	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.721 not significant

It can be seen in table 65 that nearly 56 percent of the urban student teachers are moderately adjusted and the percentage of the poorly adjusted urban student teachers is higher than that of the well-adjusted urban student teachers. Similarly almost 51 percent of the rural student teachers are moderately adjusted and the percentage of the poorly adjusted rural student teachers is slightly higher than that of the well-adjusted rural student teachers.

We do not find notable difference between the percentage of the urban and the rural student teachers at any of the levels of adjustment.

The Chi-square of table 65 is 0.721, which fails to reach the level of significance. Hence the fourth null hypothesis is retained in relation to category 5 (mild neurosis : nervousness, anxiety, phobias etc.). It indicates that the fourth year urban and the rural student

teachers do not differ significantly in the adjustment with regard to the problems of mild neurosis. Both the groups experience more or less the same degree of adjustment problems regarding mild neurosis.

Table No.66 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 6 (Self and Self Image)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	41(34.2)	49(40.8)	30(25.0)	120(100)
Rural	47(36.2)	55(42.3)	28(21.5)	130(100)
Total	88	104	58	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.425 not significant

It is observed in table 66 that almost 41 percent of the urban student teachers are moderately adjusted and the percentage of the well-adjusted urban student teachers is slightly higher than that of the poorly adjusted urban student teachers. Similarly, almost 42 percent of the rural student teachers are moderately adjusted and the percentage of the well-adjusted rural student teachers is considerably higher than that of the poorly adjusted rural student teachers. On the basis of these distributions we can say that both the urban and the rural student teachers are more in number at the level of good adjustment than at the level of poor adjustment.

The difference between the percentage of the urban and the rural student teachers is almost negligible at all the three levels of adjustment.

The Chi-square value of table 66 is 0.425 which is not significant. Therefore, the fourth null hypothesis is retained with regard to category 6. It indicates that the fourth year urban and the rural student teachers do not differ significantly in their adjustment with reference to the problems of self and self image. Both the groups experience more or less the same degree of adjustment problems regarding the problems of self and self image.

Table No.67 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	15(12.5)	79(65.8)	26(21.7)	120(100)
Rural	27(20.8)	79(60.8)	24(18.4)	130(100)
Total	42	158	50	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 3.114 not significant

It is clear from table 67 that the majority (nearly 66 percent) of the urban student teachers are moderately adjusted and the percentage of the well-adjusted urban student teachers is lower than that of the poorly adjusted urban student teachers. Regarding the rural student teachers

it can be said that nearly 61 of the student teachers are at the level of moderate adjustment and the rest of them are almost equally distributed at the other two levels of adjustment.

The difference between the percentage of the urban and the rural student teachers is very less at the levels of moderate adjustment and poor adjustment. It is also not note-worthy at the level of good adjustment.

The Chi-square value of table 67 is 3.114 which is not significant. The fourth null hypothesis is, therefore, retained as far as category 7 of sex and marriage is concerned. It indicates that the fourth year urban and the rural student teachers do not differ significantly in their adjustment with regard to the problems of sex and marriage. Both the groups experience more or less the same degree of adjustment problems with regard to the problems of sex and marriage.

Table No.68 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	39(32.5)	62(51.7)	19(15.8)	120(100)
Rural	32(24.6)	65(50.0)	33(25.4)	130(100)
Total	71	127	52	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 4.137 not significant

Table 68 shows that nearly 52 percent of the urban student teachers are moderately adjusted and the percentage of the well-adjusted urban student teachers is approximately double than that of the poorly adjusted urban student teachers. Similarly 50 percent of the rural student teachers are moderately adjusted and the rest of them are more or less equally distributed at the levels of good adjustment and poor adjustment.

The percentage of the urban student teachers is slightly higher than that of the rural student teachers at the level of good adjustment; whereas at the level of poor adjustment the percentage of the rural student teachers is higher than that of the urban student teachers. The percentage of the urban and the rural student teachers is almost equal at the level of moderate adjustment.

The Chi-square value of table 68 is 4.137 which is not significant. The fourth null hypothesis is, thus, retained with respect to category 8 (Social Aspects). It indicates that there is no significant difference in the social adjustment of the urban and the rural student teachers. Both the groups experience more or less the same degree of social adjustment problems.

Table No.69 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 9 (Family)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	36(30.0)	51(42.5)	33(27.5)	120(100)
Rural	46(35.4)	58(44.6)	26(20.0)	130(100)
Total	82	109	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.103 not significant

Table 69 reveals that nearly 42 percent of the urban student teachers are at the level of moderate adjustment and rest are almost equally distributed at the other two levels of adjustment. In case of the rural student teachers nearly 45 percent are at the level of moderate adjustment and the percentage of the student teachers is considerably higher at the level of good adjustment than at the level of poor adjustment.

The difference between the percentage of the urban and the rural student teachers is not note-worthy at all the three levels of adjustment.

The Chi-square value is 2.103 which fails to reach the level of significance. Therefore, the fourth null hypothesis is accepted as far as category 9 (Family) is concerned. It indicates that the groups based on the home background do not differ significantly in their family

adjustment. Both the groups experience more or less the same degree of family adjustment problems.

Table No.70 : Fourth Year Urban and Rural Student Teachers at each Level of Adjustment in Category 10 (Education)

Home Background	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Urban	27(22.5)	57(47.5)	36(30.0)	120(100)
Rural	38(29.2)	67(51.5)	25(19.3)	130(100)
Total	65	124	61	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 4.258 not significant

It can be said from table 70 that the percentage of the urban student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment; whereas the percentage of the rural student teachers is higher at the level of good adjustment than at the level of poor adjustment.

The percentage of the rural student teachers is slightly higher than that of the urban student teachers at the level of good adjustment; whereas at the level of poor adjustment the percentage of the urban student teachers is higher than that of the rural student teachers. The percentage of the urban and the rural student teachers is more or less the same at the level of moderate adjustment.

The Chi-square value of table 70 is 4.258 which is not significant. Thus the fourth null hypothesis is retained with respect to category 10 (Education). It indicates that there is no significant difference in the educational adjustment of the fourth year rural and the urban student teachers. Both the groups experience more or less the same degree of educational adjustment problems.

5.8 ADJUSTMENT AND TYPE OF RESIDENCE

The fifth null hypothesis was concerning the significant difference in the adjustment between the student teachers staying in and outside college hostel. The Chi-square was employed to test the significance of differences between the two groups in each area of adjustment.

This hypothesis will be tested in relation to the data of the first year student teachers (Tables 71 to 80) first and this will be followed by the data of the fourth year student teachers (Tables 81 to 90).

Table No.71 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 1 (Health and Physique)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	12(19.0)	41(65.1)	10(15.9)	63(100)
Non-Hostel	41(21.9)	102(54.5)	44(23.6)	187(100)
Total	53	143	54	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.377 not significant

We can see in table 71 that nearly 65 percent of the hostel student teachers and nearly 54 percent of the non-hostel student teachers are at the level of moderate adjustment. The percentage of the hostel student teachers at the levels of good adjustment and poor adjustment is almost equal. The same is true in the case of the non-hostel student teachers.

Comparing the hostel and the non-hostel student teachers we can say that they are almost equal in terms of percentage at the level of good adjustment. At the level of moderate adjustment the percentage of the hostel student teachers is slightly higher than that of the non-hostel student teachers; whereas the reverse is the case at the level of poor adjustment.

The Chi-square value of the table 71 is 2.377 which fails to reach the level of significance. The fifth null hypothesis is, therefore, retained as far as the first category of the health and physique is concerned. It indicates that the first year hostel and non-hostel student teachers do not differ significantly in their adjustment to the problems regarding health and physique. Both the groups experience more or less the same degree of adjustment problems regarding health.

Table No.72 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	20(31.7)	33(52.4)	10(15.9)	63(100)
Non-Hostel	43(23.0)	109(58.3)	35(18.7)	187(100)
Total	63	142	45	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.933 not significant

Table 72 reveals that nearly 52 percent of the hostel student teachers are at the level of moderate adjustment and the percentage of the hostel student teachers is two times more at the level of good adjustment than at the level of poor adjustment. Regarding the non-hostel student teachers we can say that nearly 58 percent of the student teachers are at the level of moderate adjustment and the remaining are more or less equally distributed at the other two levels of adjustment.

The difference between the percentage of the hostel and the non-hostel student teachers is negligible at the level of poor adjustment and is not note-worthy at the other two levels of adjustment.

The Chi-square value is 1.933 which is not significant. The fifth null hypothesis is, therefore, retained in relation to the second category of sensitivity and

confidence. It indicates that the first year hostel and non-hostel student teachers do not differ significantly in their adjustment to the problems regarding sensitivity and confidence. Both the groups experience more or less the same degree of adjustment problems regarding sensitivity and confidence.

Table No.73 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	18(28.6)	30(47.6)	15(23.8)	63(100)
Non-Hostel	52(27.8)	88(47.1)	47(25.1)	187(100)
Total	70	118	62	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.046 not significant

It can be noticed in table 73 that the percentage of the hostel student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment. The same is almost true for the non-hostel student teachers.

The difference between the percentage of the hostel and the non-hostel student teachers is negligible at all the three levels of adjustment.

The Chi-square value of table 73 is 0.046 which is not significant. Therefore the fifth null hypothesis is

accepted in relation to category 3. It indicates that the first year hostel and non-hostel student teachers do not differ significantly in their adjustment to the problems regarding economic and lack of facilities. Both the groups experience more or less the same degree of economic and lack of facilities problems.

Table No.74 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	11(17.5)	34(54.0)	18(28.5)	63(100)
Non-Hostel	50(26.7)	82(43.9)	55(29.4)	187(100)
Total	61	116	73	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.713 not significant

It is obvious in table 74 that 54 percent of the hostel student teachers are at the level of moderate adjustment and the percentage of the hostel student teachers is higher at the level of poor adjustment than at the level of good adjustment. In the case of the non-hostel student teachers we can say that approximately 44 percent are moderately adjusted and the percentage of the student teachers is more or less the same at the levels of good adjustment and poor adjustment.

The difference between the percentage of the hostel and the non-hostel student teachers is notable at the levels of good adjustment and the moderate adjustment. This difference is in favour of the non-hostel student teachers at the level of good adjustment; whereas it is in favour of the hostel student teachers at the level of moderate adjustment. At the level of poor adjustment the difference between the hostel and the non-hostel student teachers is negligible.

The Chi-square value of table 74 is 2.713 which is not significant. The fifth null hypothesis is, therefore, retained in relation to category 4. It indicates that the first year hostel and non-hostel student teachers do not differ significantly in their adjustment to the problems of self schedule and independence. Both the groups experience more or less the same degree of adjustment problems regarding self schedule and independence.

Table No.75 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	16(25.4)	34(54.0)	13(20.6)	63(100)
Non-Hostel	39(20.9)	96(51.3)	52(27.8)	187(100)
Total	55	130	65	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.437 not significant

It is obvious in table 75 that the percentage of the hostel student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment; whereas the reverse is true in the case of the non-hostel student teachers.

The difference between the percentage of the hostel and the non-hostel student teachers is not very large at all the three levels of adjustment.

The Chi-square value of table 75 is 1.437 which fails to reach the level of significance. Hence the fifth null hypothesis concerning the significant difference in the adjustment between the hostel and the non-hostel student teachers is retained in relation to category 5. This means that both the hostel and the non-hostel student teachers experience more or less the same degree of the adjustment problems regarding mild neurosis : nervousness, anxiety, phobias etc.

Table No.76 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 6 (Self and Self Image)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	13(20.6)	33(52.4)	17(27.0)	63(100)
Non-Hostel	37(19.8)	105(56.1)	45(24.1)	187(100)
Total	50	138	62	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.300 not significant

It can be noted in table 76 that the percentage of the hostel student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. The same is true in the case of the non-hostel student teachers.

The difference between the percentage of the hostel and the non-hostel student teachers is negligible at all the three levels of adjustment.

The Chi-square value of table 76 is 0.300 which is not significant. The fifth null hypothesis is, therefore, retained with regard to category 6 (self and self image). It indicates that the first year hostel and non-hostel student teachers do not differ significantly in their adjustment to the problems of self and self image. Both the groups experience more or less the same degree of the adjustment problems regarding self and self image.

Table No.77 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	15(23.8)	32(50.8)	16(25.4)	63(100)
Non-Hostel	42(22.5)	100(53.5)	45(24.0)	187(100)
Total	57	132	61	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.136 not significant

It is observed in table 77 that nearly 51 percent of the hostel student teachers are at the level of moderate adjustment and the remaining are almost equally distributed at the levels of good and poor adjustment. Similarly almost 53 percent of the non-hostel student teachers are at the level of moderate adjustment and the rest of them are almost equally distributed at the other two levels of adjustment.

We find the negligible difference between the percentage of the hostel and the non-hostel student teachers at all the three levels of adjustment.

The Chi-square value is 0.136 which is not significant. Thus the fifth null hypothesis is retained with regard to category 7 of sex and marriage. It indicates that the hostel and the non-hostel student teachers do not differ significantly in their adjustment with regard to the problems of sex and marriage. Both the groups experience more or less the same degree of sex and marriage problems.

Table No.78 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	16(25.4)	29(46.0)	18(28.6)	63(100)
Non-Hostel	53(28.3)	92(49.2)	42(22.5)	187(100)
Total	69	121	60	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.979 not significant

Table 78 shows that the percentage of the hostel student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. The reverse is true in the case of the non-hostel student teachers.

We do not find note-worthy difference between the percentage of the hostel and the non-hostel student teachers at any of the three levels of adjustment.

The Chi-square value is 0.979 which is not significant. Therefore the fifth null hypothesis is accepted as far as category 8 (social aspects) is concerned. It means that there is no significant difference in the social adjustment between the first year hostel and non-hostel student teachers. Both the groups experience more or less the same degree of the social adjustment problems.

Table No.79 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 9 (Family)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	20(31.7)	29(46.0)	14(22.3)	63(100)
Non-Hostel	51(27.3)	90(48.1)	46(24.6)	187(100)
Total	71	119	60	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 0.486 not significant

Table 79 shows that 46 percent of the hostel student teachers are at the level of moderate adjustment and the percentage of the hostel student teachers is higher at the level of good adjustment than at the level of poor adjustment. Regarding the non-hostel student teachers it can be said that nearly 48 percent are moderately adjusted and the remaining of them are almost equally distributed at the other two extreme levels of adjustment.

We find very less difference between the percentage of the hostel and the non-hostel student teachers at all the three levels of adjustment.

The Chi-square value is 0.486 which fails to reach the level of significance. Therefore the fifth null hypothesis stands with respect to category 9 (family). It indicates that there is no significant difference in the family adjustment of the hostel and the non-hostel student

teachers. Both the groups experience more or less the same degree of the family adjustment problems.

Table No.80 : First Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 10 (Education)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	16(25.4)	35(55.6)	12(19.0)	63(100)
Non-Hostel	47(25.1)	93(49.7)	47(25.2)	187(100)
Total	63	128	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 1.053 not significant

It is clear from table 80 that nearly 56 percent of the hostel student teachers are at the level of moderate adjustment and the percentage of the same is slightly lower at the level of poor adjustment than at the level of good adjustment. In the case of the non-hostel student teachers nearly 50 percent of the student teachers are moderately adjusted and the others are equally distributed at the levels of good adjustment and poor adjustment.

The difference between the percentage of the hostel and the non-hostel student teachers is almost negligible at the level of good adjustment; whereas we find some difference but not note-worthy at the levels of moderate adjustment and poor adjustment.

The Chi-square value is 1.053 which is not significant. The fifth null hypothesis is, therefore, retained with respect to category 10. It means that no real difference exists between the adjustment of the first year hostel and non-hostel student teachers with regard to the problems of studies, school and teachers. Both the groups experience more or less the same degree of educational adjustment problems.

Table No.81 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 1 (Health and Physique)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	15(25.0)	35(58.3)	10(16.7)	60(100)
Non-Hostel	47(24.7)	105(55.3)	38(20.0)	190(100)
Total	62	140	48	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.342 not significant

In table 81 we find that the percentage of the fourth year hostel student teachers is slightly lower at the level of poor adjustment than at the level of good adjustment. The same is true in case of the fourth year non-hostel student teachers.

The difference between the percentage of the fourth year hostel and non-hostel student teachers is negligible at all the three levels of adjustment.

The Chi-square value is 0.342 which fails to reach the 0.05 level of significance. The fifth null hypothesis is, thus, retained in relation to category 1 (health and physique). It indicates that no true difference exists in the adjustment of the hostel and the non-hostel student teachers with regard to the problems of health and physique. Both the groups experience more or less the same degree of the health adjustment problems.

Table No.82 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	9(15.0)	33(55.0)	18(30.0)	60(100)
Non-Hostel	49(25.8)	100(52.6)	41(21.6)	190(100)
Total	58	133	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 3.706 not significant

It is observed in table 82 that 55 percent of the hostel student teachers are at the level of moderate adjustment and the percentage of the hostel student teachers is one-half less at the level of good adjustment than at the level of poor adjustment. In the case of the non-hostel student teachers it can be said that nearly 53 percent are at the level of moderate adjustment and the remaining of them are more or less equally distributed at the other two levels of adjustment.

The percentage of the non-hostel student teachers is slightly higher than that of the hostel student teachers at the level of good adjustment; whereas the reverse is true at the level of poor adjustment. At the level of moderate adjustment the percentage of the hostel and the non-hostel student teachers is almost the same.

The Chi-square value is 3.706 which is not significant. Thus the fifth null hypothesis is accepted as far as category 2 (sensitivity and confidence) is concerned. It means no real difference exists in the adjustment of the hostel and the non-hostel student teachers regarding the problems of sensitivity and confidence. Both the groups experience more or less the same degree of the adjustment problems regarding sensitivity and confidence.

Table No.83 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	8(13.3)	34(56.7)	18(30.0)	60(100)
Non-Hostel	35(18.4)	119(62.6)	36(19.0)	190(100)
Total	43	153	54	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 3.530 not significant

It can be seen in table 83 that nearly 57 percent of the hostel student teachers are at the level of moderate

adjustment. The percentage of the same is considerably higher at the level of poor adjustment than at the level of good adjustment. With regard to the non-hostel student teachers we can say that approximately 63 percent are moderately adjusted and the rest are almost equally distributed at the other two levels of adjustment.

Down the columns we can read that the percentage of the hostel student teachers is slightly lower than that of the non-hostel student teachers at the levels of good adjustment and moderate adjustment; whereas the percentage of the hostel student teachers is higher than that of the non-hostel student teachers at the level of poor adjustment.

The Chi-square value is 3.530 which is found to be not significant. The fifth null hypothesis is, therefore, retained in relation to category 3 (economic and lack of facilities). It indicates that no significant difference exists between the fourth year hostel and non-hostel student teachers in their adjustment with regard to the problems of economic and lack of facilities. Both the groups experience more or less the same degree of economic and lack of facilities problems.

Table No.84 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	7(11.7)	42(70.0)	11(18.3)	60(100)
Non-Hostel	28(14.7)	124(65.3)	38(20.0)	190(100)
Total	35	166	49	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.526 not significant

We can observe in table 84 that 70 percent of the hostel student teachers and nearly 65 percent of the non-hostel student teachers are moderately adjusted. The percentage of the hostel student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. The same is true in the case of the non-hostel student teachers.

The difference between the percentage of the hostel and the non-hostel student teachers is very less at all the three levels of adjustment.

The Chi-square value is 0.526 which is not significant. The fifth null hypothesis is, therefore, retained as far as category 4 regarding self schedule and independence is concerned. It indicates that the fourth year hostel and non-hostel student teachers do not differ significantly in their adjustment with regard to the

problems of self schedule and independence. Both the groups experience more or less the same degree of adjustment problems of self schedule and independence.

Table No.85 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 5 (Mild Neurosis)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	12(20.0)	32(53.3)	16(26.7)	60(100)
Non-Hostel	36(18.9)	101(53.2)	53(27.9)	190(100)
Total	48	133	69	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.051 not significant

It is found in table 85 that nearly 53 percent of the hostel student teachers are at the level of moderate adjustment and the same percentage of the non-hostel student teachers are at the level of moderate adjustment. The percentage of the poorly adjusted hostel student teachers is slightly higher than that of the well-adjusted hostel student teachers. The same is true in the case of the non-hostel student teachers.

The difference between the percentage of the hostel and the non-hostel student teachers is negligible at all the three levels of adjustment.

The Chi-square value is 0.051 which is not significant. Therefore the fifth null hypothesis is retained in

relation to category 5. It indicates no real difference in the levels of adjustment in category 5 (mild neurosis : nervousness, anxiety and phobias) of the fourth year hostel and the non-hostel student teachers. Both the groups experience more or less the same degree of the adjustment problems of mild neurosis.

Table No.86 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 6 (Self and Self Image)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	25(41.7)	23(38.3)	12(20.0)	60(100)
Non-Hostel	63(33.2)	81(42.6)	46(24.2)	190(100)
Total	88	104	58	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 1.489 not significant

It can be seen in table 86 that nearly 38 percent of the hostel student teachers are moderately adjusted and nearly 43 percent of the non-hostel student teachers are moderately adjusted. The percentage of the hostel student teachers is remarkably higher at the level of good adjustment than at the level of poor adjustment. The same is true for the non-hostel student teachers.

The percentage of the non-hostel student teachers is slightly higher than that of the hostel student teachers at the levels of moderate adjustment and poor adjustment;

whereas the percentage of the hostel student teachers is slightly higher than non-hostel student teachers at the level of good adjustment.

The Chi-square value is 1.489 which is not significant. Thus the fifth null hypothesis is retained in relation to category 6 (self and self image). It indicates that there is no significant difference between the hostel and the non-hostel student teachers in their adjustment with regard to the problems of self and self image. Both the groups experience more or less the same degree of adjustment problems of self and self image.

Table No.87 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 7 (Sex and Marriage)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	9(15.0)	37(61.7)	14(23.3)	60(100)
Non-Hostel	33(17.4)	121(63.7)	36(18.9)	190(100)
Total	42	158	50	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 0.620 not significant

It is obvious in table 87 that nearly 62 percent of the hostel student teachers are at the level of moderate adjustment and the percentage of the hostel student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. Considering the non-hostel

student teachers nearly 64 percent are at the level of moderate adjustment and the others are almost equally distributed at the levels of good adjustment and poor adjustment.

The difference between the percentage of the hostel and the non-hostel student teachers is negligible at all the three levels of adjustment.

The Chi-square value is 0.620 which is not significant. Thus the fifth null hypothesis is retained in relation to category 7 of sex and marriage. It indicates that the fourth year hostel and non-hostel student teachers do not differ significantly in their adjustment with regard to the problems of sex and marriage. Both the groups experience more or less the same degree of the sex and marriage problems.

Table No.88 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 8 (Social Aspects)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	24(40.0)	28(46.7)	8(13.3)	60(100)
Non-Hostel	47(24.7)	99(52.1)	44(23.2)	190(100)
Total	71	127	52	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 6.122 Significant at 0.05 level

It is seen in table 88 that nearly 47 percent of the hostel student teachers are moderately adjusted. The percentage of the same is remarkably higher at the level of good adjustment than at the level of poor adjustment. Looking to the distribution of the non-hostel student teachers it can be said that nearly 52 percent are moderately adjusted and the remaining are almost equally distributed at the other two levels of adjustment.

The percentage of the hostel student teachers is remarkably higher than that of the non-hostel student teachers at the level of good adjustment; whereas at the level of poor adjustment, the percentage of the non-hostel student teachers is higher than that of the hostel student teachers. The percentage of the non-hostel student teachers is slightly higher than that of the hostel student teachers at the level of moderate adjustment.

The Chi-square value is 6.122 which is found to be statistically significant at 0.05 level of confidence. Thus the fifth null hypothesis is not accepted in relation to category (social aspects). It indicates that the fourth year student teachers who stay in college hostel have better social adjustment than those student teachers who stay outside college hostel.

Table No.89 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 9 (Family)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	20(33.3)	30(50.0)	10(16.7)	60(100)
Non-Hostel	62(32.6)	79(41.6)	49(25.8)	190(100)
Total	82	109	59	250

( ) = Figures in parentheses indicate percentages

df = 2

X^2 = 2.357 not significant

Table 89 shows that 50 percent of the hostel student teachers are at the level of moderate adjustment and out of the remaining 50 percent two-third are at the level of good adjustment and one-third are at the level of poor adjustment. Considering the non-hostel student teachers it can be said that nearly 42 percent are moderately adjusted and the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

Reading down the columns one can say that the percentage of the hostel student teachers and the non-hostel student teachers is almost the same at the level of good adjustment. At the level of moderate adjustment the percentage of the hostel student teachers is slightly higher than that of the non-hostel student teachers; whereas the reverse is true at the level of poor adjustment.

The Chi-square value is 2.357 which is not significant. Hence the fifth null hypothesis is accepted as far as category 9 i.e. family is concerned. It indicates that the fourth year hostel and non-hostel student teachers do not differ significantly in their family adjustment. Both the groups experience more or less the same degree of the family adjustment problems.

Table No.90 : Fourth Year Hostel and Non-Hostel Student Teachers at each Level of Adjustment in Category 10(Education)

Type of Residence	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Hostel	15(25.0)	33(55.0)	12(20.0)	60(100)
Non-Hostel	50(26.3)	91(47.9)	49(25.8)	190(100)
Total	65	124	61	250

( ) = Figures in parentheses indicate percentages
df = 2
X^2 = 1.121 not significant

We can see in table 90 that 55 percent of the hostel student teachers are at the level of moderate adjustment and the percentage of the same is slightly lower at the level of poor adjustment than at the level of good adjustment. In the case of the non-hostel student teachers, it can be said that approximately 48 percent of them are at the level of moderate adjustment and the remaining 52 percent are almost equally distributed at the other two extreme levels of adjustment.

The difference between the percentage of the hostel and the non-hostel student teachers is negligible at the level of good adjustment and is less i.e. not notable at the other two levels of adjustment. The difference is in favour of the hostel student teachers at the level of moderate adjustment; whereas it is in favour of the non-hostel student teachers at the level of poor adjustment.

The Chi-square value is 1.121 which fails to reach 0.05 level of significance. The fifth null hypothesis, therefore, is accepted in relation to category 10 (Education). It indicates that the fourth year hostel and non-hostel student teachers do not differ significantly in their adjustment to the problems of studies, school and teachers. Both the groups experience more or less the same degree of educational adjustment problems.

5.9 ADJUSTMENT AND ATTITUDE TOWARDS TEACHING PROFESSION

The sixth null hypothesis was concerning the significant difference in the adjustment among the student teachers who have favourable, neutral and unfavourable attitude towards teaching profession. The Chi-square technique was employed to test the significance of differences in adjustment of student teachers in each area.

The data of the first year student teachers will be analysed and discussed first (table 91 to 100) and this

will be followed by the analysis and the discussion of the data of the fourth year student teachers (table 101 to 110).

Table No.91 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 1 (Health and Physique)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	10(16.4)	34(55.7)	17(27.9)	61(100)
Neutral	21(16.8)	76(60.8)	28(22.4)	125(100)
Favourable	22(34.4)	33(51.6)	9 (14.0)	64(100)
Total	53	143	44	250

( ) = Figures in parentheses indicate percentages
df = 4
X^2 = 10.538 Significant at 0.05 level

Table 91 reveals that the majority of the student teachers with unfavourable attitude towards teaching profession are moderately adjusted and the percentage of the poorly adjusted student teachers with unfavourable attitude is higher than that of the well-adjusted student teachers with unfavourable attitude. In the case of the student teachers with neutral attitude, it can be said that nearly 61 percent are moderately adjusted and the percentage of the well-adjusted student teachers is slightly lower than that of the poorly adjusted student

teachers. Regarding the student teachers with favourable attitude it can be said that nearly 52 percent are moderately adjusted and the percentage of the well-adjusted student teachers is remarkably higher than that of the poorly-adjusted student teachers.

Keeping in mind the figures under the column of good-adjustment, it can be said that the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost the same, whereas the percentage of the student teachers with favourable attitude is almost two times more than that of the student teachers with unfavourable attitude and with neutral attitude. Similarly, considering the student teachers under the column of moderate adjustment it can be said the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude but it is slightly higher than that of the student teachers with favourable attitude. Again, at the same level it can be seen that the percentage of the student teachers with neutral attitude is slightly higher than that of the student teachers with favourable attitude. At the level of poor adjustment it can be seen that the percentage of the student teachers with unfavourable attitude is slightly higher than that of the student teachers with neutral attitude, but it is quite high as compared to the percentage of the student teachers with

neutral attitude. Further it can be seen that at the same level the percentage of the student teachers having neutral attitude is slightly higher than that of the student teachers with favourable attitude.

With 4 df to be significant at 0.05 level the Chi-square value should be 9.488. The present Chi-square value is 10.538. Hence it is significant at 0.05 level. Here we reject the sixth null hypothesis and say that the first year student teachers with differing attitude towards teaching profession differ in their adjustment to health and physique. It means that the first year student teachers with favourable attitude towards teaching profession have better adjustment to the problems regarding health and physique than those with unfavourable attitude towards teaching profession.

Table No.92 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	12(19.67)	30(49.18)	19(31.15)	61(100)
Neutral	35(28.0)	69(55.2)	21(16.8)	125(100)
Favourable	16(25.0)	43(67.2)	5(7.8)	64(100)
Total	63	142	45	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 12.673 Significant at 0.05 level

Looking to table 92, it can be said that approximately 49 percent of the student teachers having unfavourable attitude and 55 percent of the student teachers having neutral attitude are at the level of moderate adjustment. Further it can be said regarding the student teachers with unfavourable attitude that the percentage of the student teachers is higher at the level of poor adjustment than the level of good adjustment, whereas the reverse is true in the case of the student teachers with neutral attitude. Regarding the student teachers with favourable attitude it can be said that the majority of them are at the level of moderate adjustment and the percentage of the student teachers is substantially higher at the level of good adjustment than at the level of poor adjustment.

Keeping in mind the entries in the column of good adjustment we can say that the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude and favourable attitude. The percentage of the student teachers with neutral attitude and with unfavourable attitude is almost the same. In the column of moderate adjustment we can see that the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude but it is considerably lower than that of the student teachers with favourable attitude. The percentage of the student teachers with neutral attitude is lower than that of the student teachers with favourable attitude at the same level of adjustment. In the last column of poor adjustment one can see that the percentage of the student teachers with unfavourable attitude is higher than that of student teachers with neutral attitude but it is remarkably higher than that of the student teachers with favourable attitude. The percentage of the student teachers with neutral attitude is slightly higher than that of the student teachers with favourable attitude.

The discussion of table 92 is confirmed statistically with the Chi-square value of 12.673 which is significant at 0.05 level of confidence. The sixth null hypothesis is rejected as far as category 2 of sensitivity and confidence is concerned and state that there is significant difference

in the adjustment in category 2 of the student teachers with unfavourable attitude, with neutral attitude and with favourable attitude. It indicates that the student teachers who have favourable attitude towards teaching profession are better in their adjustment to the problems of sensitivity and confidence than those who have unfavourable attitude towards teaching profession.

Table 93 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	11(18.0)	28(45.9)	22(36.1)	61(100)
Neutral	37(29.6)	59(47.2)	29(23.2)	125(100)
Favourable	22(34.4)	31(48.4)	11(17.2)	64(100)
Total	70	118	62	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 7.996 not significant

It is clear from table 93 that the percentage of the student teachers with unfavourable attitude is two times more at the level of poor adjustment than at the level of good adjustment, whereas the reverse is true in the case of the student teachers with favourable attitude. Regarding the student teachers with neutral attitude it can be said

that the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

Regarding the entries in the column of good adjustment we can say that the percentage of the student teachers with unfavourable attitude is lower than that of the student teachers with neutral attitude and with favourable attitude. Again it can be said that the percentage of the student teachers with neutral attitude and with favourable attitude is almost the same. At the level of moderate adjustment the percentage of the student teachers with favourable attitude, with neutral attitude and with unfavourable attitude is almost the same. In the third column of poor adjustment it can be seen that the percentage of the student teachers with unfavourable attitude is higher than that of the student teachers with neutral attitude and is considerably higher than that of the student teachers with favourable attitude. Again it can be seen at the same level of poor adjustment that the percentage of student teachers with neutral attitude is slightly higher than that of the student teachers with favourable attitude.

The sixth null hypothesis is retained with respect to category 3, i.e. economic and lack of facilities, because the chi-square value of 7.996 in table 93 fails to reach the level of significance. It means that the student teachers with differing attitude towards teaching profession do not differ significantly in their adjustment to the

economic and facilities problems. This indicates that the groups based on attitude towards teaching profession face more or less the same degree of economic and lack of facilities problems (category 3).

Table No.94 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	9(14.8)	26(42.6)	26(42.6)	61(100)
Neutral	30(24.0)	64(51.2)	31(24.8)	125(100)
Favourable	22(34.4)	26(40.6)	16(25.0)	64(100)
Total	61	116	73	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 11.192 Significant at 0.05 level

In table 94 it can be seen that nearly 43 percent of the student teachers with unfavourable attitude are at the level of moderate adjustment and the same percentage of them is found at the level of poor adjustment. The percentage of the student teachers with unfavourable attitude is nearly three times less at the level of good adjustment than at the levels of moderate adjustment and poor adjustment. Similarly, nearly 51 percent of the student teachers with neutral attitude are at the level of

moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment. In the third row we can see that nearly 41 percent of the student teachers with favourable attitude are moderately adjusted and the percentage of the student teachers with favourable attitude is slightly higher at the level of good adjustment than at the level of poor adjustment.

Regarding the distribution of the student teachers at the level of good adjustment it can be said that the percentage of the student teachers with favourable attitude is slightly higher than that of the student teachers with neutral attitude and it is considerably higher than that of the student teachers with unfavourable attitude. At the level of moderate adjustment it can be seen that the percentage of the student teachers with unfavourable attitude and with favourable attitude is almost the same and the percentage of the student teachers with neutral attitude is slightly higher than that of the student teachers with favourable attitude and with unfavourable attitude. In the case of the student teachers at the level of poor adjustment it can be seen that the percentage of the student teachers with neutral attitude and with favourable attitude is nearly the same, whereas the percentage of the student teachers with unfavourable attitude is considerably higher than that of the student teachers with neutral attitude and with favourable attitude.

The present Chi-square value is 11.192 which is found to be statistically significant at 0.05 level of confidence. Therefore, we reject the sixth null hypothesis with respect to category 4 i.e. self schedule and independence and say that the groups based on attitude towards teaching profession differ significantly with respect to their adjustment problems of self schedule and independence. This indicates that the first year student teachers having favourable attitude towards teaching profession have better adjustment to the problems of self schedule and independence than those having unfavourable attitude towards teaching profession.

Table No.95 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 5 (Mild Neurosis)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	10(16.4)	37(60.7)	14(22.9)	61(100)
Neutral	29(23.2)	60(48.0)	36(28.8)	125(100)
Favourable	16(25.0)	33(51.6)	15(23.4)	64(100)
Total	55	130	65	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 3.238 not significant

In the table 95 we can see that majority of the student teachers are at the level of moderate adjustment. The percentage of the student teachers with unfavourable attitude is slightly higher at the level of poor adjustment than that of the student teachers at the level of good adjustment. The same is true in the case of the student teachers with neutral attitude, whereas the percentage of the student teachers with favourable attitude at the levels of good adjustment and the poor adjustment is almost the same.

At the level of good adjustment we can see that the percentage of the student teachers with neutral attitude and with favourable attitude is almost the same and the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude and with favourable attitude. At the level of moderate adjustment it can be seen that the percentage of the student teachers with neutral attitude and with favourable attitude is almost the same and the percentage of the student teachers with unfavourable attitude is higher than that of the student teachers with neutral attitude and with favourable attitude. Regarding the student teachers at the level of poor adjustment we can say that the percentage of the student teachers with favourable attitude and with unfavourable attitude is almost the same and the percentage of the student teachers with

neutral attitude is slightly higher than that of the student teachers with favourable attitude and with unfavourable attitude.

The sixth null hypothesis is retained with respect to category 5 (mild neurosis : nervousness, anxiety, phobias etc.) because the Chi-square value of 3.238 fails to reach the level of significance. It means that the groups based on attitude towards teaching profession do not differ in their adjustment with respect to category 5 and all the three groups face more or less the same degree of adjustment problems regarding nervousness, anxiety, phobias etc.)

Table No.96 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 6 (Self and Self Image)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	8(13.1)	33(54.1)	20(32.8)	61(100)
Neutral	28(22.4)	63(50.4)	34(27.2)	125(100)
Favourable	14(21.9)	42(65.6)	8(12.5)	64(100)
Total	50	138	62	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 9.477 not significant

Table 96 shows that nearly 54 percent of the student teachers with unfavourable attitude are moderately adjusted and the percentage of the student teachers is considerably higher at the level of poor-adjustment than at the level of good adjustment. Similarly almost 50 percent of the student teachers with neutral attitude are moderately adjusted and the percentage of the poorly adjusted student teachers with neutral attitude is slightly higher than that of the well-adjusted student teachers with neutral attitude. Regarding the student teachers with favourable attitude it can be said that majority of them are moderately adjusted and the percentage of the poorly adjusted student teachers is lower than that of the well adjusted student teachers.

In the column of good adjustment it can be seen that the percentage of the student teachers with neutral attitude and with favourable attitude is almost the same and the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude and with favourable attitude. At the level of moderate adjustment it can be seen that the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost the same and the percentage of the student teachers with favourable attitude is higher than that of the student teachers with unfavourable attitude and with neutral attitude. At the level of poor adjustment it can be observed that the

percentage of the student teachers with unfavourable attitude is slightly higher than that of the student teachers with neutral attitude but it is remarkably higher than that of the student teachers with favourable attitude. The percentage of the student teachers with neutral attitude is higher than that of the student teachers with favourable attitude at the same level.

With 4 df the Chi-square value to be significant at 0.05 level should be 9.488. The present Chi-square value is 9.477 which fails to reach the level of significance. The sixth null hypothesis is, therefore, retained as far as category 6 of self and self image is concerned. It means the groups based on attitude towards teaching profession experience more or less the same degree of self and self image problems.

Table No.97 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 7 (Sex and Marriage)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	9(14.8)	38(62.3)	14(22.9)	61(100)
Neutral	26(20.8)	65(52.0)	34(27.2)	125(100)
Favourable	22(34.4)	29(45.3)	13(20.3)	64(100)
Total	57	132	61	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 8.341 not significant

Looking to table 97 it can be said regarding the student teachers with unfavourable attitude that majority of them are moderately adjusted and the percentage of the poorly adjusted student teachers is slightly higher than that of the well adjusted student teachers. The same is true in the case of the student teachers with neutral attitude. Regarding the student teachers with favourable attitude we can say that nearly 45 percent are moderately adjusted and the percentage of the well adjusted student teachers is higher than that of the poorly adjusted student teachers.

Considering the distribution of the student teachers at the level of good adjustment one can say that the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude but it is considerably lower than that of the student teachers with favourable attitude. Further it can be said that the percentage of the student teachers with neutral attitude is lower than that of the student teachers with favourable attitude. Similarly regarding the student teachers at the level of moderate adjustment we can say that the percentage of the student teachers with unfavourable attitude is slightly higher than that of the student teachers with neutral attitude and it is higher than that of the student teachers with favourable attitude. It can further be said that the

student teachers with neutral attitude is slightly higher than that of the student teachers with favourable attitude. At the level of poor adjustment the percentage of the student teachers with unfavourable attitude and with favourable attitude is almost the same. It can further be seen that the percentage of the student teachers with neutral attitude is slightly higher than that of the student teachers with unfavourable and with favourable attitude.

The Chi-square value in table 97 is 8.341 which is not significant. Hence, the sixth null hypothesis is retained with respect to category 7 of sex and marriage. It indicates no difference in the adjustment in sex and marriage of the first year student teachers who have favourable attitude, neutral attitude, and unfavourable attitude towards teaching profession. All these groups of student teachers experience more or less the same degree of adjustment problems concerning sex and marriage.

Table No.98 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 8 (Social Aspects)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	11(18.0)	27(44.3)	23(37.7)	61(100)
Neutral	29(23.2)	67(53.6)	29(23.2)	125(100)
Favourable	29(45.3)	27(42.2)	8(12.5)	64(100)
Total	69	121	60	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 19.933 Significant at 0.01 level

Table 98 reveals that nearly 44 percent of the student teachers with unfavourable attitude are at the level of moderate adjustment and the remaining approximately two-third are at the level of poor adjustment and almost one-third are at the level of good adjustment. In the second row we can see that nearly 54 percent of the student teachers with neutral attitude are at the level of moderate adjustment and the rest are equally distributed at the other two levels of adjustment. Regarding the student teachers with favourable attitude one can say that nearly 42 percent are at the level of moderate adjustment and the percentage of the student teachers is considerably higher at the level of good adjustment than at the level of poor adjustment.

At the level of good adjustment we can see that the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude and it is considerably lower than that of the student teachers with favourable attitude. Again it can be observed at the same level that the percentage of the student teachers with neutral attitude is lower than that of the student teachers with favourable attitude. At the level of moderate adjustment it can be seen that the percentage of the student teachers with unfavourable attitude and with favourable attitude is almost the same and the percentage of the student teachers with neutral attitude is higher than that of the student teachers with unfavourable attitude and with favourable attitude. At the level of poor adjustment one can see that the percentage of the student teachers with favourable attitude is lower than that of the student teachers with neutral attitude and is considerably lower than that of the student teachers with unfavourable attitude.

With 4 df the Chi-square value to be significant at 0.01 level should be 13.277. The present Chi-square value of 19.933 is large enough to be significant at 0.01 level of confidence. Therefore, we do not accept the sixth null hypothesis and state that the groups based on attitude towards teaching profession differ significantly in their social adjustment. We can say that the first year student

teachers who have favourable attitude towards teaching profession find less difficulty in their social adjustment problems than those student teachers who have unfavourable attitude towards teaching profession.

Table No.99 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 9 (Family)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	13(21.3)	30(49.2)	18(29.5)	61(100)
Neutral	31(24.8)	65(52.0)	29(23.2)	125(100)
Favourable	27(42.2)	24(37.5)	13(20.3)	64(100)
Total	71	119	60	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 9.013 not significant

It can be observed from table 99 that about 49 percent of the student teachers with unfavourable attitude are moderately adjusted and the percentage of the poorly adjusted student teachers is slightly higher than that of the well-adjusted student teachers with the same attitude. In the second row we can see that 52 percent of the student teachers are at the level of moderate adjustment and at the other two levels they are almost equally distributed. It is surprising to note that the percentage of the well-

adjusted student teachers is slightly higher than that of the moderately adjusted student teachers and considerably higher than that of the poorly-adjusted student teachers.

Keeping in mind the distribution of the student teachers at the level of good adjustment we can say that the percentage of the student teachers with favourable attitude is considerably higher than that of the student teachers with neutral attitude and with unfavourable attitude and the percentage of the student teachers with neutral attitude and with unfavourable attitude is more or less the same. At the level of moderate adjustment the percentage of the student teachers with favourable attitude is lower than that of the student teachers with unfavourable attitude and with neutral attitude and the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost the same. At the level of poor adjustment we can find that the percentage of the student teachers with neutral attitude and with favourable attitude is nearly the same and the percentage of the student teachers with unfavourable attitude is slightly higher than that of the student teachers with neutral and with favourable attitude.

The Chi-square value of 9.013 is not significant. Therefore, we accept the sixth null hypothesis and say that there is no significant difference in the family adjustment of the first year student teachers having

different attitude towards teaching profession. It means that groups based on attitude towards teaching profession have more or less the same degree of the family adjustment problems.

Table No.100 : First Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 10 (Education)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	9(14.8)	32(52.4)	20(32.8)	61(100)
Neutral	31(24.8)	64(51.2)	30(24.0)	125(100)
Favourable	23(35.9)	32(50.0)	9(14.1)	64(100)
Total	63	128	59	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 10.271 Significant at 0.05 level

One can see in table 100 that 52 percent of the student teachers with unfavourable attitude fall at the level of moderate adjustment and out of remaining two third fall at the level of poor adjustment and one-third fall at the level of good adjustment. Regarding the student teachers with neutral attitude it can be said that nearly 51 percent are at the level of moderate adjustment and the rest are almost equally distributed at the other two levels of adjustment. Similarly in the case of the

student teachers with favourable attitude we can say that 50 percent are at the level of moderate adjustment and the percentage of the student teachers is remarkably higher at the level of good adjustment than at the level of poor adjustment.

Considering the figures in the column of good adjustment we can say that the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude and is considerably lower than that of the student teachers with favourable attitude. The percentage of the student teachers with neutral attitude is slightly lower than that of the student teachers with favourable attitude. The reverse is the trend at the level of poor adjustment. At the level of moderate adjustment we can see that the percentage of the student teachers with favourable attitude with neutral attitude and with unfavourable attitude is almost the same.

The present Chi-square value of 10.271 is bearly significant at 0.05 level of confidence. The sixth null hypothesis is, therefore, not accepted with respect to category 10. We can say that the first year student teachers with favourable attitude, with neutral attitude and with unfavourable attitude differ in their adjustment to the problems regarding studies, school and teachers. It means that the first year student teachers having unfavourable attitude towards teaching profession find it

more difficult in adjusting themselves to the problems regarding studies, school and teachers than those first year student teachers having favourable attitude towards teaching profession.

Table No.101 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 1 (Health and Physique)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	17(27.4)	33(53.2)	12(19.3)	62(100)
Neutral	26(20.6)	69(54.8)	31(24.6)	126(100)
Favourable	19(30.6)	38(61.3)	5(8.1)	62(100)
Total	62	140	48	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 8.257 Not significant

In table 101 we can see that nearly 53 percent of the student teachers with unfavourable attitude are moderately adjusted and the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment. With regards to the student teachers with neutral attitude it can be said that approximately 55 percent are at the level of moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment. In the third row

we can see that majority of the student teachers with favourable attitude are at the level of moderate adjustment and the percentage of the well adjusted student teachers is remarkably higher than that of the poorly adjusted student teachers.

In the column of good adjustment we can see that the percentage of the student teachers with unfavourable attitude and with favourable attitude is nearly the same and the percentage of the student teachers with neutral attitude is slightly lower than that of the student teachers with unfavourable attitude and with favourable attitude. At the level of moderate adjustment one can see that the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost the same and the percentage of the student teachers with favourable attitude is slightly higher than that of the student teachers with unfavourable attitude and with neutral attitude. At the level of poor adjustment one can find that the percentage of the student teachers with favourable attitude is lower than that of the student teachers with neutral attitude and with unfavourable attitude and the percentage of student teachers with neutral attitude is slightly higher than that of the student teachers with unfavourable attitude.

The Chi-square value of 8.257 fails to reach the required level of significance. Therefore, the sixth null

hypothesis is retained in relation to category 1 of health and physique. This means that no real difference exists in the adjustment to health and physique of the fourth year student teachers with differing attitude towards teaching profession. We can say that the fourth year student teachers having unfavourable attitude and having favourable attitude experience more or less the same degree of the adjustment problems regarding health and physique.

Table No.102 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	7(11.3)	32(51.6)	23(37.1)	62(100)
Neutral	41(32.5)	63(50.0)	22(17.5)	126(100)
Favourable	10(16.1)	38(61.3)	14(22.6)	62(100)
Total	58	133	59	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 17.724 Significant at 0.01 level

It can be observed in table 102 that nearly 52 percent of the student teachers with unfavourable attitude are at the level of moderate adjustment and out of the remaining nearly three-fourth are at the level of poor adjustment and almost one-fourth are at the level of good adjustment.

In the case of the student teachers with neutral attitude it can be said that 50 percent are at the level of moderate adjustment and of the rest approximately two-third are at the level of good adjustment and nearly one-third are at the level of poor adjustment. With respect to the student teachers with favourable attitude one can say that majority of them are moderately adjusted and the percentage of the poorly adjusted student teachers is slightly higher than that of the well adjusted student teachers.

One can see at the level of good adjustment that the percentage of the student teachers with unfavourable attitude is considerably lower than that of the student teachers with neutral attitude and is slightly lower than that of the student teachers with favourable attitude. It can further be seen that at the same level, the percentage of the student teachers with neutral attitude is approximately two times more than that of the student teachers with favourable attitude. At the level of moderate adjustment we can see that the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost the same and the percentage of the student teachers with favourable attitude is slightly higher than that of the student teachers with unfavourable attitude and with neutral attitude. At the level of poor adjustment one can see that the percentage of the student

teachers with unfavourable attitude is higher than that of the student teachers with neutral attitude and with favourable attitude and the percentage of the student teachers with neutral attitude is slightly lower than that of the student teachers with favourable attitude.

The Chi-square value of 17.724 is significant at 0.01 level of confidence. Therefore, we reject the sixth null hypothesis as far as category 2 of sensitivity and confidence is concerned and say that the groups based on the attitude towards teaching profession differ significantly with respect to their adjustment to sensitivity and confidence.

Table No.103 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	10(16.1)	41(66.1)	11(17.8)	62(100)
Neutral	16(12.7)	74(58.7)	36(28.6)	126(100)
Favourable	17(27.4)	38(61.3)	7(11.3)	62(100)
Total	43	153	54	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 11.973 Significant at 0.05 level

It can be seen in table 103 that nearly 66 percent of the student teachers having unfavourable attitude are at the level of moderate adjustment and the rest are almost equally distributed at the levels of good adjustment and poor adjustment. Regarding the distribution of the student teachers with neutral attitude one can say that nearly 59 percent are at the level of moderate adjustment and nearly one-third of rest are at the level of good adjustment and two-third are at the level of poor adjustment. For the student teachers with favourable attitude one can say that round about 61 percent are moderately adjusted and the percentage of well adjusted student teachers is higher than that of the poorly adjusted student teachers.

At the level of good adjustment we can see that the percentage of the student teachers with neutral attitude and with unfavourable attitude is almost equal, whereas the percentage of the student teachers with favourable attitude is higher than that of the student teachers with neutral attitude and with unfavourable attitude. It can be seen that at the level of moderate adjustment, the percentage of the student teachers with neutral attitude and with favourable attitude is almost the same and the percentage of the student teachers with unfavourable attitude is slightly higher than that of the student teachers with neutral attitude and with favourable

attitude. At the level of poor adjustment we find that the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude but it is slightly higher than that of the student teachers with favourable attitude. Further it can be found that, at the same level, the percentage of the student teachers with neutral attitude is considerably higher than that of the student teachers with favourable attitude.

We do not accept the sixth null hypothesis in relation to category of economic and lack of facilities as the Chi-square value of 11.973 is statistically significant at 0.05 level of confidence. We can say that the real difference exists in the adjustment (category 3) of the fourth year student teachers having unfavourable attitude, neutral attitude and favourable attitude.

Table No.104 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	7(11.3)	40(64.5)	15(24.2)	62(100)
Neutral	19(15.1)	82(65.1)	25(19.8)	126(100)
Favourable	9(14.5)	44(71.0)	9(14.5)	62(100)
Total	35	166	49	250

( ) = Figures in parentheses indicate percentages
df = 4
X^2 = 0.805 not significant

It can be observed from table 104 that nearly 64 percent of the student teachers with unfavourable attitude are moderately adjusted and of the remaining nearly two-third are poorly adjusted and one-third are well adjusted. Regarding the student teachers with neutral attitude one can say that majority of them are at the level of moderate adjustment and the rest of them are more or less equally distributed at the other two levels of adjustment. Similarly for the student teachers with favourable attitude we can say that 71 percent are at the level of moderate adjustment and others are equally distributed at the two extreme levels of adjustment.

It can be observed at the level of good adjustment that the percentage of the student teachers with unfavourable attitude, with neutral attitude and with favourable attitude is more or less the same. At the level of moderate adjustment we can see that the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost the same, while the percentage of the student teachers with favourable attitude is slightly higher than that of the student teachers with neutral attitude and with unfavourable attitude. One can find at the level of poor adjustment that the percentage of the student teachers with favourable attitude and with neutral attitude is more or less the same but the percentage of the student teachers with unfavourable attitude is slightly higher than that of

the student teachers with neutral attitude and with favourable attitude.

The Chi-square value of table 104 is not significant. Therefore, the sixth null hypothesis is retained in relation to category 4 of self schedule and independence. We can say that no significant difference exists in the adjustment of the student teachers having differing attitude towards teaching profession with regard to the problems of self schedule and independence. This means that the groups based on the attitude towards teaching profession experience more or less the same degree of the adjustment problems of self schedule and independence.

Table No.105 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 5 (Mild Neurosis)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	12(19.4)	32(51.6)	18(29.0)	62(100)
Neutral	22(17.5)	69(54.8)	35(27.7)	126(100)
Favourable	14(22.6)	52(51.6)	16(25.8)	62(100)
Total	48	133	69	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 0.805 not significant

It is clear from table 105 that majority of the student teachers with unfavourable attitude is at the level of moderate adjustment and the percentage of the student teachers with unfavourable attitude is slightly higher at the level of poor adjustment than at the level of good adjustment. The same is true in the case of the student teachers with neutral attitude. Regarding the student teachers with favourable attitude it can be said that nearly 52 percent are at the level of moderate adjustment and the rest are almost equally distributed at the other two levels of adjustment.

The percentage of the student teachers with unfavourable attitude, with neutral attitude, and with favourable attitude is more or less the same at all the three levels of adjustment.

The present Chi-square value of 0.805 is not significant. Therefore, the sixth null hypothesis is retained with respect to category 5 of mild neurosis : nervousness, anxiety, phobias etc. It means that no evidence of real difference in the adjustment of the fourth year student teachers having differing attitude towards teaching profession with respect to the problems of mild neurosis.

Table No.106 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 6 (Self and Self Image)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	20(32.3)	26(41.9)	16(25.8)	62(100)
Neutral	37(29.4)	56(44.4)	33(26.2)	126(100)
Favourable	31(50.0)	22(35.5)	9(14.5)	62(100)
Total	88	104	58	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 8.716 not significant

In table 106 regarding the student teachers with unfavourable attitude it can be observed that nearly 42 percent are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment. For the student teachers with neutral attitude we can say that nearly 44 percent are at the level of moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment. In the case of the student teachers with favourable attitude it is surprising to note that majority of the student teachers are at the level of good adjustment and the percentage of the poorly adjusted student teachers is

considerably lower than that of the moderately adjusted and the well adjusted student teachers.

Looking to the column-wise distribution it can be said that the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost the same at all the three levels of adjustment. The percentage of the student teachers with favourable attitude is considerably higher than that of the student teachers with unfavourable attitude and with neutral attitude at the level of good adjustment. At the level of moderate adjustment the percentage of the student teachers with favourable attitude is slightly lower than that of the student teachers with neutral attitude and with unfavourable attitude. At the level of poor adjustment the percentage of the student teachers with favourable attitude is lower than that of the student teachers with neutral attitude and with unfavourable attitude.

The Chi-square value of 8.716 fails to reach level of significance. The sixth null hypothesis is, therefore, retained as far as category 6 of self and self image is concerned. This means that the groups based on attitude towards teaching profession do not differ significantly in their adjustment regarding self and self image. It means that the student teachers having differing attitude towards teaching profession face more or less the same degree of adjustment problems of self and self image.

Table No.107 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 7 (Sex and Marriage)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	11(17.7)	32(51.6)	19(30.6)	62(100)
Neutral	16(12.7)	88(69.8)	22(17.5)	126(100)
Favourable	15(24.2)	38(61.3)	9(14.5)	62(100)
Total	42	158	50	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 10.396 Significant at 0.05 level

In table 107 with respect to the student teachers having unfavourable attitude we can see that approximately 52 percent are moderately adjusted and the percentage of the poorly adjusted student teachers is higher than that of the well adjusted student teachers. For the student teachers with neutral attitude we can say that nearly 70 percent are moderately adjusted and the percentage of the well adjusted student teachers and the poorly adjusted student teachers is about the same. Regarding student teachers with favourable attitude we can say that round about 61 percent are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

Down the columns one can see that the percentage of the student teachers with unfavourable attitude is slightly higher than that of the student teachers with neutral attitude and is slightly lower than that of the student teachers with favourable attitude at the level of good adjustment. Again it can be seen at the same level that the percentage of the student teachers with neutral attitude is lower than that of the student teachers with favourable attitude. At the level of moderate adjustment the percentage of the student teachers with unfavourable attitude is considerably lower than that of the student teachers with neutral attitude and is slightly lower than that of the student teachers with favourable attitude. Further at the same level we find that the percentage of the student teachers with neutral attitude is slightly higher than that of the student teachers with favourable attitude. At he level of poor adjustment we find that the percentage of the student teachers with unfavourable attitude is higher than that of the student teachers with neutral attitude and with favourable attitude. It can be found at the same level that the percentage of the student teachers with neutral attitude is almost equal to the percentage of the student teachers with favourable attitude.

The Chi-square value of 10.396 is significant at 0.05 level of confidence. We can say that the fourth year student teachers with unfavourable attitude, with neutral attitude and with favourable attitude differ significantly

in their adjustment to sex and marriage. This means that the student teachers with unfavourable attitude towards teaching profession find it more difficult to adjust to the problems of sex and marriage than those with favourable attitude towards teaching profession. Therefore, the sixth null hypothesis is rejected as far as sex and marriage is concerned.

Table No.108 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 8 (Social Aspects)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	14(22.6)	31(50.0)	17(27.4)	62(100)
Neutral	34(27.0)	63(50.0)	29(23.0)	126(100)
Favourable	23(37.1)	33(53.2)	6(9.7)	62(100)
Total	71	127	52	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 7.866 not significant

Looking to the table 108 it can be said that 50 percent of the student teachers with unfavourable attitude are at the level of moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment. The same is true in case of the student teachers with neutral attitude. Regarding the student

teachers with favourable attitude we can say that nearly 53 percent are at the level of moderate adjustment and the percentage of the student teachers is considerably lower at the level of poor adjustment than at the level of good adjustment.

Considering the column-wise distribution we can say that at the level of good adjustment the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude and is lower than that of the student teachers with favourable attitude. At the level of moderate adjustment the percentage of the student teachers with unfavourable attitude, with neutral attitude and with favourable attitude is almost the same. At the level of poor adjustment the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost the same. Again it can be said that at the level of poor adjustment the percentage of the student teachers with favourable attitude is lower than that of the student teachers with neutral attitude and with unfavourable attitude.

The Chi-square value of table 108 is 7.866 which fails to reach the level of significance. Therefore, the sixth null hypothesis is retained with respect to category 8 i.e. social aspects. It can be said that the student teachers who have unfavourable attitude, neutral attitude and favourable attitude towards teaching profession do not

differ significantly in their social adjustment. It indicates that all these three groups experience more or less the same degree of social adjustment problems.

Table No.109 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 9 (Family)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	19(30.6)	27(43.5)	16(25.9)	62(100)
Neutral	33(26.2)	62(49.2)	31(24.6)	126(100)
Favourable	30(48.4)	20(32.3)	12(19.3)	62(100)
Total	82	109	59	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 9.751 Significant at 0.05 level

In table 109 it can be observed that nearly 43 percent of the student teachers with unfavourable attitude are at the level of moderate adjustment and others are almost equally distributed at the level of good adjustment and poor adjustment. Similarly round about 49 percent of the student teachers with neutral attitude are at the level of moderate adjustment and the rest are almost equally distributed at the other two levels of adjustment. It is surprising to note that the percentage of the student teachers with favourable attitude is higher at the level

of good adjustment than at the level of moderate adjustment. It can be seen that the percentage of the student teachers with favourable attitude is remarkably higher at the level of good adjustment than at the level of poor adjustment.

At the level of good adjustment the percentage of the student teachers with unfavourable attitude and with neutral attitude is almost equal and the percentage of the student teachers with favourable attitude is considerably higher than that of the student teachers with neutral attitude and with unfavourable attitude. At the level of moderate adjustment it can be seen that the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude but it is slightly higher than that of the student teachers with favourable attitude. Further it can be observed at the same level that the percentage of the student teachers with neutral attitude is higher than that of the student teachers with favourable attitude. We can observe at the level of poor adjustment that the percentage of the student teachers with unfavourable attitude is almost equal to the percentage of the student teachers with neutral attitude and the percentage of the student teachers with favourable attitude is slightly lower than that of the student teachers with unfavourable attitude and with neutral attitude.

The Chi-square value of 9.751 is bearly significant

at 0.05 level of confidence. Therefore, we reject the sixth null hypothesis as far as category 9 (family) is concerned and state that the student teachers with unfavourable attitude, with neutral attitude and with favourable attitude differ in their family adjustment.

Table No.110 : Fourth Year Student Teachers having Unfavourable, Neutral and Favourable Attitude towards Teaching Profession at each Level of Adjustment in Category 10 (Education)

Attitude Towards Teaching Profession	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Unfavourable	17(27.4)	26(41.9)	19(30.7)	62(100)
Neutral	30(23.8)	65(51.6)	31(24.6)	126(100)
Favourable	18(29.0)	33(53.2)	11(17.8)	62(100)
Total	65	124	61	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 3.618 not significant

Table 110 reveals that approximately 42 percent of the student teachers with unfavourable attitude are at the level of moderate adjustment and the rest are almost equally distributed at the other two levels of adjustment. Similarly, round about 52 percent of the student teachers with neutral attitude are at the level of moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment. In the case of the student teachers

with favourable attitude we can say that about 53 percent of the student teachers are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

It can be seen that the percentage of the student teachers with unfavourable attitude, with neutral attitude and with favourable attitude is almost the same at the level of good adjustment. At the level of moderate adjustment the percentage of the student teachers with neutral attitude and with favourable attitude is almost the same and the percentage of the student teachers with unfavourable attitude is slightly lower than that of the student teachers with neutral attitude and with favourable attitude. It can be observed at the level of poor adjustment that the percentage of the student teachers with neutral attitude is slightly lower than that of the student teachers with unfavourable attitude but it is slightly higher than that of the student teachers with favourable attitude. It can further be seen at the same level that the percentage of the student teachers with favourable attitude is lower than that of the student teachers with unfavourable attitude.

The Chi-square value of 3.618 is not significant. Therefore, the sixth null hypothesis stands with respect to category 10 ((Education) [illegible]). It can be said that no real difference exists in the educational

adjustment of the student teachers having differing attitude towards teaching profession. This means that the student teachers with favourable attitude, with neutral attitude and with unfavourable attitude towards teaching profession experience more or less the same degree of educational adjustment problems.

5.10 ADJUSTMENT AND STUDENT CONTROL IDEOLOGY

The seventh null hypothesis was about the significant difference in the adjustment of the student teachers having custodial, neutral and humanistic ideology. The Chi-square technique was employed to test the significant differences in adjustment of these groups of student teachers in each area.

The discussion of tables 111 to 120 is for the first year student teachers and the discussion of the tables 121 to 130 is for the fourth year student teachers.

Table No.111 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 1 (Health and Physique)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	14(21.5)	36(55.4)	15(23.1)	65(100)
Neutral	21(17.1)	77(62.6)	25(20.3)	123(100)
Humanistic	18(29.0)	30(48.4)	14(22.6)	62(100)
Total	53	143	54	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 4.478 not significant

In table 111 we can see that nearly 55 percent of the student teachers with custodial ideology are at the level of moderate adjustment and the others are almost equally distributed at the levels of good adjustment and poor adjustment. The same is true for the student teachers with neutral ideology. Regarding the student teachers having humanistic ideology we can say that approximately 48 percent are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

At the level of good adjustment it can be seen that the percentage of the student teachers with custodial ideology is slightly higher than that of the student teachers

with neutral ideology but it is slightly lower than that of the student teachers with humanistic ideology. Again it can be seen that the percentage of the student teachers with humanistic ideology is higher than that of the student teachers with neutral ideology. At the level of moderate adjustment we can observe that the percentage of the student teachers with custodial ideology is slightly lower than that of the student teachers with neutral ideology but it is slightly higher than that of the student teachers with humanistic ideology. Further it can be seen that the percentage of the student teachers with neutral ideology is higher than that of the student teachers with humanistic ideology. Regarding the entries in the column of poor adjustment it can be said that the percentage of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology is almost the same.

The observation of table 111 is varified and confirmed statistically with the Chi-square value of 4.478 which is not significant. Therefore, the seventh null hypothesis is retained as far as the first category of health and physique is concerned. It means that no significant difference exists in the adjustment of the student teachers having different student control ideology with regard to the problems of health and physique. This indicates that all the three groups experience more or less the same degree of adjustment problems regarding health and physique.

Table No.112 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	20(30.8)	34(52.3)	11(16.9)	65(100)
Neutral	29(23.6)	72(58.5)	22(17.9)	123(100)
Humanistic	14(22.6)	36(58.1)	12(19.4)	62(100)
Total	63	142	45	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 1.517 not significant

Table 112 reveals that nearly 52 percent of the student teachers with custodial ideology are moderately adjusted and the percentage of the well adjusted student teachers is higher than that of the poorly adjusted student teachers with the same ideology. For the student teachers with neutral ideology, it can be said that majority of them are moderately adjusted and the percentage of the well adjusted student teachers is slightly higher than that of the poorly adjusted student teachers. In the case of the student teachers with humanistic ideology one can say that the majority of them are at the level of moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment.

Keeping in mind the column-wise entries one can say that the percentage of the student teachers with neutral ideology and with humanistic ideology is almost equal at the level of good adjustment and moderate adjustment. At the level of good adjustment the percentage of the student teachers with custodial ideology is slightly higher than that of the student teachers with neutral ideology and with humanistic ideology. Whereas the reverse is true at the level of moderate adjustment. At the level of poor adjustment the percentage of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology is almost the same.

The Chi-square value of table 112 is 1.517 which is far below the level of significance. Hence, the seventh null hypothesis is retained with respect to category 2 i.e. sensitivity and confidence. This indicates that the first year student teachers having custodial ideology, having neutral ideology and having humanistic ideology experience more or less the same degree of adjustment problems regarding sensitivity and confidence.

Table No.113 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	15(23.1)	38(58.5)	12(18.4)	65(100)
Neutral	37(30.1)	55(44.7)	31(25.2)	123(100)
Humanistic	18(29.0)	25(40.3)	19(30.7)	62(100)
Total	70	118	62	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 5.220 not significant

It can be observed in table 113 that the majority of the student teachers with custodial ideology are at the level of moderate adjustment and the remaining are more or less equally distributed at the other two extreme levels of adjustment. This is also true in the case of the student teachers with neutral ideology and with humanistic ideology.

Considering column-wise entries it can be said that the percentage of the well-adjusted student teachers with custodial ideology is slightly lower than that of well adjusted student teachers with neutral ideology. The same is true in the case of the poorly adjusted student teachers but the reverse is true in the case of moderately adjusted student teachers. It can further be said that the percentage of the well-adjusted student teachers with neutral

ideology and with humanistic ideology is almost the same. The same is more or less true in the case of the moderately adjusted and poorly adjusted student teachers.

The general observation of the table 113 is confirmed by the Chi-square value of 5.220 which is not significant. The seventh null hypothesis is, therefore, retained in relation to category 3 i.e. economic and lack of facilities. It means that no real difference exists in the adjustment of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology. This indicates that all the three groups experience more or less the same degree of economic and lack of facilities problems.

Table No.114 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	10(15.4)	38(58.5)	17(26.1)	65(100)
Neutral	32(26.0)	53(43.1)	38(30.9)	123(100)
Humanistic	19(30.6)	25(40.3)	18(29.1)	62(100)
Total	61	116	73	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 7.522 not significant

It can be observed in table 114 that nearly 58 percent of the student teachers with custodial ideology is at the level of moderate adjustment and the percentage of the student teachers with custodial ideology is higher at the level of poor adjustment than at the level of good adjustment. Regarding the student teachers with neutral ideology and with humanistic ideology it can be said that nearly 43 percent and 40 percent of the student teachers are at the level of moderate adjustment respectively and the rest are almost equally distributed at the other two levels of adjustment.

Looking to the figures in each column it can be said that the percentage of the student teachers with neutral ideology and with humanistic ideology is almost the same at all the three levels of adjustment. Further it can be said that the percentage of the student teachers with custodial ideology is lower than that of the student teachers with neutral ideology and with humanistic ideology at the level of good adjustment. The reverse is true at the level of moderate adjustment. At the level of poor adjustment the percentage of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology is almost the same.

The Chi-square value of table 114 is 7.522 which is not significant. Hence, the seventh null hypothesis is retained with respect to category 4 i.e. self schedule and

independence. It means that there is no real difference in the adjustment to the problems regarding self schedule and independence of the student teachers with different student control ideology. This indicates that all the three groups experience almost the same degree of adjustment problems regarding self schedule and independence.

Table No.115 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 5 (Mild Neurosis)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	12(18.5)	38(58.5)	15(23.0)	65(100)
Neutral	21(17.1)	69(56.1)	33(26.8)	123(100)
Humanistic	22(35.5)	23(37.1)	17(27.4)	62(100)
Total	55	130	65	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 10.712 Significant at 0.05 level

Table 115 reveals that the majority of the student teachers with custodial ideology are at the level of moderate adjustment and the percentage of the student teachers with the same ideology is slightly higher at the level of poor adjustment than at the level of good adjustment. The same is more or less true in the case of student teachers with neutral ideology. For the student teachers with humanistic ideology it can be said that nearly 37 percent

are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

Reading down the columns it can be said that the percentage of the student teachers with custodial ideology and with neutral ideology is almost the same at all the three levels of adjustment. It can further be said that the percentage of the student teachers with humanistic ideology is remarkably higher than that of the student teachers with custodial ideology and with neutral ideology at the level of good adjustment whereas the reverse is true at the level of moderate adjustment. At the level of poor adjustment the percentage of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology is almost the same.

The Chi-square value of 10.712 is bearly significant at 0.05 level. The seventh null hypothesis is, therefore, rejected as far as the fifth category of mild neurosis is concerned. It means that the groups based on student control ideology differ in their adjustment problems regarding mild neurosis.

Table No.116 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 6 (Self and Self Image)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	13(20.0)	39(60.0)	13(20.0)	65(100)
Neutral	23(18.7)	68(55.3)	32(26.0)	123(100)
Humanistic	14(22.6)	31(50.0)	17(27.4)	62(100)
Total	50	138	62	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 1.734 not significant

It can be seen in table 116 that 60 percent of the student teachers with custodial ideology are at the level of moderate adjustment and the remaining are equally distributed at the level of good adjustment and poor adjustment. In the case of the student teachers with neutral ideology it can be said that nearly 55 percent are at the level of moderate adjustment and the percentage of the student teachers is slightly lower at the level of good adjustment than at the level of poor adjustment. Regarding the student teachers with humanistic ideology one can say that 50 percent are at the level of moderate adjustment and the rest are almost equally distributed at the other two levels of adjustment.

At the level of good adjustment one can observe that the percentage of the student teachers with custodial ideology with neutral ideology and with humanistic ideology is almost the same. At the level of moderate adjustment one can see that the percentage of the student teachers with custodial ideology is slightly higher than that of the student teachers with neutral ideology and with humanistic ideology and the percentage of the student teachers with neutral ideology is slightly higher than that of the student teachers with humanistic ideology. At the level of poor adjustment the percentage of the student teachers with neutral ideology and with humanistic ideology is almost equal and the percentage of the student teachers with custodial ideology is slightly lower than that of the student teachers with neutral ideology and with humanistic ideology.

The Chi-square value of table 116 is 1.734 which is far below the level of significance. Therefore, the seventh null hypothesis is retained with respect to category 6 i.e. self and self image. It means that no real difference exists in the adjustment of the student teachers having different ideology. This indicates that all the three groups based on student control ideology experience nearly the same degree of adjustment problems regarding self and self image.

Table No.117 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 7 (Sex and Marriage)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	17(26.2)	35(53.8)	13(20.0)	65(100)
Neutral	21(17.1)	66(53.7)	36(29.2)	123(100)
Humanistic	19(30.6)	31(50.0)	12(19.4)	62(100)
Total	57	132	61	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 6.244 not significant

It is clear from table 117 that the majority of the student teachers are at the level of moderate adjustment. The percentage of the student teachers with custodial ideology is slightly higher at the level of good adjustment than at the level of poor adjustment. In the case of the student teachers with neutral ideology it can be said that the percentage of the student teachers is higher at the level of poor adjustment than at the level of good adjustment, whereas the reverse is true in the case of the student teachers with humanistic ideology.

At the level of good adjustment one can see that the percentage of the student teachers with custodial ideology is slightly higher than that of the student teachers having neutral ideology but it is slightly lower

than that of the student teachers with humanistic ideology. It can further be seen at the same level that the percentage of the student teachers with neutral ideology is lower than that of the student teachers with humanistic ideology. At the level of moderate adjustment we can see that the percentage of the student teachers having custodial ideology, having neutral ideology and having humanistic ideology is nearly the same. At the level of poor adjustment the percentage of the student teachers with custodial ideology and with humanistic ideology is almost the same and the percentage of the student teachers with neutral ideology is slightly higher than that of the student teachers with custodial and with humanistic ideology.

The Chi-square value of table 117 fails to reach the level of significance. Therefore, the seventh null hypothesis is retained with respect to category 7 i.e. sex and marriage. This means that the groups based on student control ideology do not differ significantly in their adjustment to the problems of sex and marriage. This shows that all the three groups experience more or less the same degree of sex and marriage problems (category 7).

Table No.118 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 8 (Social Aspects)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	17(26.2)	35(53.8)	13(20.0)	65(100)
Neutral	26(21.1)	65(52.8)	32(26.1)	123(100)
Humanistic	26(42.0)	21(33.9)	15(24.1)	62(100)
Total	69	121	60	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 10.774 Significant at 0.05 level

Table 118 reveals that the majority of the student teachers with custodial ideology and with neutral ideology are at the level of moderate adjustment. It further reveals that the percentage of the student teachers with custodial ideology is slightly higher at the level of good adjustment than at the level of poor adjustment but the reverse is true in the case of the student teachers with neutral ideology. It is surprising to note that the percentage of the student teachers with humanistic ideology is slightly higher at the level of good adjustment than at the level of moderate adjustment and is considerably higher than at the level of poor adjustment.

Comparing the percentage of the student teachers within the column, it can be said that the percentage of

the student teachers with custodial ideology is slightly higher than that of the student teachers with neutral ideology but it is lower than that of the student teachers with humanistic ideology at the level of good adjustment. It can further be said that the percentage of the student teachers with humanistic ideology is considerably higher than that of the student teachers with neutral ideology. At the level of moderate adjustment it can be seen that the percentage of the student teachers with custodial ideology and with neutral ideology is almost the same and the percentage of the student teachers with humanistic ideology is substantially lower than that of the student teachers with neutral ideology and with custodial ideology. At the level of poor adjustment we can see that the percentage of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology is more or less the same.

The Chi-square value of table 118 is 10.774 which is bearly significant at 0.05 level. Therefore, we reject the seventh null hypothesis with respect to category 8 i.e. social aspects and say that the student teachers with custodial ideology, with neutral ideology and with humanistic ideology differ in their adjustment to social problems.

Table No.119 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 9 (Family)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	21(32.3)	32(49.2)	12(18.5)	65(100)
Neutral	31(25.2)	60(48.8)	32(26.0)	123(100)
Humanistic	19(30.6)	27(43.5)	16(25.8)	62(100)
Total	71	119	60	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 2.312 not significant

In table 119 regarding the student teachers having custodial ideology we can say that nearly 49 percent are moderately adjusted and the percentage of the well-adjusted student teachers is higher than that of the poorly adjusted student teachers. In the second row it can be seen that nearly 49 percent of the student teachers having neutral ideology are at the level of moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment. In the case of the student teachers having humanistic ideology we can say that approximately 43 percent are at the level of moderate adjustment and the percentage of the student teachers is slightly lower at the level of poor adjustment than at the level of good adjustment.

At the level of good adjustment we find that the percentage of the student teachers having custodial ideology and having humanistic ideology is almost the same and the percentage of the student teachers having neutral ideology is slightly lower than that of the student teachers having custodial ideology and having humanistic ideology. At the level of moderate adjustment it can be observed that the percentage of the student teachers having custodial ideology and having neutral ideology is almost the same and the percentage of the student teachers having humanistic ideology is slightly lower than that of the student teachers having custodial ideology and having neutral ideology. At the level of poor adjustment we can see that the percentage of the student teachers with custodial ideology is slightly lower than that of the student teachers with neutral ideology and with humanistic ideology and the student teachers with neutral ideology and with humanistic ideology is almost the same.

The Chi-square value of table 119 is 2.312 which is not significant. Therefore, the seventh null hypothesis is retained with respect to category 9 i.e. family. We can say that there is no significant difference in the family adjustment of the student teachers having different student control ideology. This shows that all the three groups experience more or less the same degree of the family adjustment problems.

Table No.120 : First Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 10 (Education)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	16(24.6)	40(61.5)	9(13.9)	65(100)
Neutral	27(21.9)	61(49.6)	35(28.5)	123(100)
Humanistic	20(32.3)	27(43.5)	15(24.2)	62(100)
Total	63	128	59	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 7.736 not significant

Table 120 reveals that approximately 61 percent of the student teachers having custodial ideology are at the level of moderate adjustment and the student teachers having the same ideology is slightly higher at the level of good adjustment than at the level of poor adjustment. It further shows that approximately 50 percent of student teachers having neutral ideology and nearly 43 percent of the student teachers having humanistic ideology are moderately adjusted. Again it can be seen that the percentage of the student teachers having neutral ideology is slightly higher at the level of poor adjustment than at the level of good adjustment; whereas the reverse is true in the case of the student teachers having humanistic ideology.

Considering column-wise entries it can be said that the percentage of the student teachers with custodial ideology and with neutral ideology is almost the same and the percentage of the student teachers with humanistic ideology is slightly higher than that of the student teachers with custodial ideology and with neutral ideology at the level of good adjustment. At the level of moderate adjustment the percentage of the student teachers with custodial ideology is higher than that of the student teachers with neutral ideology and with humanistic ideology and the percentage of the student teachers with neutral ideology is slightly higher than that of the student teachers with humanistic ideology. The the level of poor adjustment the percentage of the student teachers having custodial ideology is lower than that of the student teachers having neutral ideology and having humanistic ideology and the percentage of the student teachers having neutral ideology and having humanistic ideology is more or less the same.

Considering the Chi-square value of 7.736 which fails to reach the level of significance. Hence, we accept the seventh null hypothesis with respect to category 10 i.e. education and say that no true difference exists in the educational adjustment of the student teachers with different student control ideology. It means that the groups based on the student control ideology experience more or less the same degree of adjustment problems regarding education (category 10).

Table No.121 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 1 (Health and Physique)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	14(23.3)	29(48.3)	17(28.4)	60(100)
Neutral	37(28.9)	69(53.9)	22(17.2)	128(100)
Humanistic	11(17.7)	42(67.7)	9(14.5)	62(100)
Total	62	140	48	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 8.009 not significant

It can be seen in table 121 that approximately 48 percent of the student teachers with custodial ideology are at the level of moderate adjustment and the rest are almost equally distributed at the other two levels of adjustment. For the student teachers with neutral ideology we can say that round about 54 percent of the student teachers are moderately adjusted and the percentage of the well-adjusted student teachers is higher than that of the poorly adjusted student teachers. Regarding the student teachers having humanistic ideology it can be said that nearly two-third of the student teachers are at the level of moderate adjustment and the remaining are almost equally distributed at the other two levels of adjustment.

In the first column of good adjustment it can be said that the percentage of the student teachers with custodial

ideology is slightly lower than that of the student teachers with neutral ideology but it is slightly higher than that of the student teachers with humanistic ideology. Again it can be seen at the same level that the percentage of the student teachers with neutral ideology is slightly higher than that of the student teachers with humanistic ideology. At the level of moderate adjustment we can see that the percentage of the student teachers with custodial ideology is slightly lower than that of the student teachers with neutral ideology and it is considerably lower than that of the student teachers with humanistic ideology. At the same level it can further be seen that the percentage of the student teachers with neutral ideology is lower than that of the student teachers with humanistic ideology. At the level of poor adjustment it can be seen that the percentage of the student teachers with custodial ideology is higher than that of the student teachers with neutral ideology and with humanistic ideology. The percentage of the student teachers with neutral ideology and with humanistic ideology is almost the same at the level of poor-adjustment.

The Chi-square value of 8.009 is not significant. Hence, the seventh null hypothesis is retained in relation to the category of health and physique. This shows no significant difference in the adjustment to health and physique of the fourth year student teachers with different student control ideology. We can say that the fourth year student teachers having custodial ideology, having neutral

ideology, and having humanistic ideology experience almost the same degree of health and physique problems.

Table No.122 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 2 (Sensitivity and Confidence)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	10(16.7)	35(58.3)	15(25.0)	60(100)
Neutral	36(28.1)	71(55.5)	21(16.4)	128(100)
Humanistic	12(19.4)	27(43.5)	23(37.1)	62(100)
Total	58	133	59	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 0.986 not significant

In table 122 it can be seen that round about 58 percent of the student teachers with custodial ideology are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment. Similarly, for the student teachers with neutral ideology one can say that the majority of the student teachers fall at the level of moderate adjustment and the percentage of the student teachers falling at the level of good adjustment is higher than that of the student teachers falling at the level of poor adjustment. In the case of the

student teachers having humanistic ideology we can say that approximately 43 percent are moderately adjusted and the percentage of the poorly adjusted student teachers is remarkably higher than that of the well adjusted student teachers.

Regarding the student teachers falling at the level of good adjustment it can be said that the percentage of the student teachers with custodial ideology and with humanistic ideology is almost the same and the percentage of the student teachers with neutral ideology is slightly higher than that of the student teachers with custodial ideology and with humanistic ideology. For the student teachers falling at the level of moderate adjustment one can say that the percentage of the student teachers with custodial ideology and with neutral ideology is almost the same and the percentage of the student teachers with humanistic ideology is lower than that of the student teachers with custodial ideology and with neutral ideology. Regarding the student teachers at the level of poor adjustment one can say that the percentage of the student teachers with custodial ideology is slightly higher than that of the student teachers with neutral ideology but it is lower than that of the student teachers with humanistic ideology. It can further be said that the percentage of the student teachers having neutral ideology is considerably lower than that of the student teachers with humanistic ideology.

The present Chi-square value of 0.986 is too small to be significant. Therefore, the seventh null hypothesis is retained. It means that the groups based on the student control ideology do not differ significantly in their adjustment to sensitivity and confidence (category 2). It indicates that all the three groups experience more or less the same degree of adjustment problems regarding sensitivity and confidence i.e. category 2.

Table No.123 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 3 (Economic and Lack of Facilities)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	11(18.3)	31(51.7)	18(30.0)	60(100)
Neutral	21(16.4)	79(61.7)	28(21.9)	128(100)
Humanistic	11(17.7)	43(69.4)	8(12.9)	62(100)
Total	43	153	54	250

( ) = Figures in parentheses indicate percentages
df = 4
X^2 = 5.808 not significant

In table 123 for the student teachers with custodial ideology it can be said that round about 52 percent are moderately adjusted and the percentage of the poorly adjusted student teachers is greater than that of the well-adjusted student teachers. About the student teachers having neutral ideology and having humanistic ideology it

can be said that the majority of the student teachers fall at the level of moderate adjustment. The percentage of the student teachers with neutral ideology is slightly lower at the level of good adjustment than at the level of poor adjustment. The reverse is true in the case of the student teachers having humanistic ideology.

At the level of good adjustment we can say that the percentage of the student teachers with custodial ideology with neutral ideology and with humanistic ideology is almost the same. At the level of moderate adjustment the percentage of the student teachers with custodial ideology is slightly lower than that of the student teachers with neutral ideology and is considerably lower than that of the student teachers with humanistic ideology. The percentage of the student teachers with neutral ideology is slightly lower than that of the student teachers with humanistic ideology. At the level of poor adjustment the percentage of the student teachers with custodial ideology is slightly higher than that of the student teachers with neutral ideology which is slightly higher than that of the student teachers with humanistic ideology. The percentage of the student teachers with custodial ideology is higher than that of the student teachers with humanistic ideology.

The general observation of table 123 is confirmed statistically with the Chi-square value of 5.808 which is not significant. Hence, the seventh null hypothesis is

retained as far as category 3 of economic and lack of facilities is concerned. This means that there is no real difference in the adjustment of the fourth year student teachers having different student control ideology. All the three groups experience almost the same degree of economic and lack of facilities problems.

Table No.124 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 4 (Self Schedule and Independence)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	10(16.7)	41(68.3)	9(15.0)	60(100)
Neutral	15(11.7)	91(71.1)	22(17.2)	128(100)
Humanistic	10(16.1)	34(54.8)	18(29.1)	62(100)
Total	35	166	49	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 6.530 not significant

In table 124 for the student teachers having custodial ideology and having neutral ideology it can be said that nearly 70 percent of the student teachers are at the level of moderate adjustment and the rest are almost equally distributed at the levels of good adjustment and poor adjustment. In the case of the student teachers with humanistic ideology it can be said that nearly 55 percent are at the level of moderate adjustment and the percentage

of the student teachers is slightly lower at the level of good adjustment than at the level of poor adjustment.

Down the column it can be read that the percentage of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology is more or less the same at the level of good adjustment. At the level of moderate adjustment the percentage of the student teachers having custodial ideology and having neutral ideology is almost the same. The same is true at the level of poor adjustment. At the level of moderate adjustment the percentage of the student teachers with humanistic ideology is lower than that of the student teachers with custodial ideology and with neutral ideology; whereas at the level of poor adjustment the percentage of the student teachers with humanistic ideology is higher than that of the student teachers with custodial ideology and with neutral ideology.

The Chi-square value of table 124 is 6.530 which fails to reach 0.05 level of significance. The seventh null hypothesis is, therefore, retained with respect to category 4 i.e. self schedule and independence. This indicates that there is no real difference in the adjustment to category 4 (self schedule and independence) of the fourth year student teachers having different ideology. It means that the groups based on the student control ideology experience almost the same degree of the adjustment problems regarding self schedule and independence.

Table No.125 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 5 (Mild Neurosis)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	11(18.3)	32(53.3)	17(28.4)	60(100)
Neutral	26(20.3)	69(53.9)	33(25.8)	128(100)
Humanistic	11(17.7)	32(51.6)	19(30.7)	62(100)
Total	48	133	69	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 0.590 not significant

The close observation of table 125 reveals that the majority of the student teachers are moderately adjusted. This is true in the case of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology. The percentage of the student teachers having custodial ideology is slightly greater at the level of poor adjustment than at the level of good adjustment. The same is true in the case of the student teachers with neutral ideology. In the case of the student teachers with humanistic ideology it can be said that the percentage of the student teachers is higher at the level of poor adjustment than at the level of good adjustment.

Down the columns it can be read that the percentage of the student teachers having custodial ideology, having neutral ideology and having humanistic ideology is more or

less the same at all the three levels of adjustment.

Keeping in mind the Chi-square value of 0.590 which is not significant we may accept the seventh null hypothesis as far as category 5 (mild neurosis) is concerned and say that there is no significant difference in the adjustment (category 5) among the student teachers having custodial ideology, having neutral ideology and having humanistic ideology. This shows that all the three groups experience more or less the same degree of the adjustment problems regarding mild neurosis : nervousness, anxiety, phobias etc. (category 5).

Table No.126 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 6 (Self and Self Image)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	22(36.7)	24(40.0)	14(23.3)	60(100)
Neutral	46(35.9)	53(41.4)	29(22.7)	128(100)
Humanistic	20(32.3)	27(43.5)	15(24.2)	62(100)
Total	88	104	58	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 0.347 not significant

In table 126 we can see that 40 percent of the student teachers with custodial ideology, nearly 41 percent of the student teachers with neutral ideology and approxi-

mately 43 percent of the student teachers with humanistic ideology are at the level of moderate adjustment. The percentage of the student teachers with custodial ideology is higher at the level of good adjustment than at the level of poor adjustment. The same is true in the case of the student teachers with neutral ideology. About the student teachers having humanistic ideology it can also be said that the percentage of the student teachers is slightly higher at the level of good adjustment than at the level of poor adjustment.

Considering column-wise entries it can be said that the percentage of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology is more or less the same at the level of good adjustment. The same is true in the at the level of moderate adjustment and poor adjustment.

The present Chi-square value is 0.347 which is far below the level of significance and there is no evidence of real difference in the adjustment to category 6 (self and self image) of the fourth year student teachers having different student control ideology. Therefore, the seventh null hypothesis is retained with respect to category 6 of self and self image. This indicates that the student teachers having custodial ideology, having neutral ideology and having humanistic ideology experience nearly the same degree of adjustment problems of self and self image (category 6).

Table No.127 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 7 (Sex and Marriage)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	12(20.0)	35(58.3)	13(21.7)	60(100)
Neutral	20(15.6)	88(68.8)	20(15.6)	128(100)
Humanistic	10(16.1)	35(56.5)	17(27.4)	62(100)
Total	42	158	50	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 4.798 not significant

From table 127 one can see that the majority of the student teachers with custodial ideology are at the level of moderate adjustment and the remaining of them are almost equally distributed at the two extreme levels of adjustment. The same is true in the case of the student teachers with neutral ideology. About the student teachers with humanistic ideology it can be said that about 56 percent of them are at the level of moderate adjustment and the percentage of the student teachers is slightly higher at the level of poor adjustment than at the level of good adjustment.

In the first column of good adjustment it can be seen that the percentage of the student teachers with custodial ideology, with neutral ideology and with humanistic ideology is more or less the same. At the level of moderate adjustment one can see that the percentage of the

student teachers having custodial ideology and having humanistic ideology is almost the same and the percentage of the student teachers having neutral ideology is higher than that of the student teachers with custodial ideology and with humanistic ideology. At the level of poor adjustment one can see that the percentage of the student teachers having custodial ideology is slightly higher than that of the student teachers having neutral ideology but it is slightly lower than that of the student teachers having humanistic ideology. The percentage of the student teachers having neutral ideology is lower than that of the student teachers having humanistic ideology.

The Chi-square value of table 127 is 4.798 which is statistically not significant. Hence, the seventh null hypothesis is retained as far as the seventh category of sex and marriage is concerned. This indicates that no real difference exists in the adjustment to sex and marriage problems of the student teachers having custodial ideology, having neutral ideology and having humanistic ideology. This means that all these three groups experience more or less the same degree of adjustment problems regarding sex and marriage (category 7).

Table No.128 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 8 (Social Aspects)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	19(31.7)	31(51.7)	10(16.6)	60(100)
Neutral	33(25.8)	68(53.1)	27(21.1)	128(100)
Humanistic	19(30.6)	28(45.2)	15(24.2)	62(100)
Total	71	127	52	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 2.019 not significant

In table 128 regarding the student teachers with custodial ideology it can be said that nearly 52 percent are moderately adjusted and the percentage of the well-adjusted student teachers is almost double the percentage of the poorly adjusted student teachers. In the case of the student teachers with neutral ideology and with humanistic ideology one can say that nearly 53 percent and 45 percent are at the level of moderate adjustment respectively. The percentage of the student teachers with neutral ideology is slightly higher at the level of good adjustment than at the level of poor adjustment. The same is true in the case of the student teachers with humanistic ideology.

Looking to the entries at the level of good adjustment one can say that the percentage of the student teachers

with custodial ideology and with humanistic ideology is almost the same and the percentage of the student teachers having neutral ideology is slightly lower than that of the student teachers with custodial ideology and with humanistic ideology. At the level of moderate adjustment the percentage of the student teachers having custodial ideology and having neutral ideology is almost the same and the percentage of the student teachers having humanistic ideology is slightly lower than that of the student teachers having custodial ideology and having neutral ideology. At the level of poor adjustment the percentage of the student teachers with neutral ideology and with humanistic ideology is about the same and the percentage of the student teachers with custodial ideology is slightly lower than that of the student teachers with neutral ideology and with humanistic ideology.

The Chi-square value of table 128 is 2.019 which is far below the level of significance. Hence it can be said that there is no significant difference in the social adjustment of the student teachers having different ideology. Therefore, the seventh null hypothesis is retained with respect to category 8 (social aspects). This means that all the three groups of the student teachers experience more or less the same degree of the social adjustment problems.

Table No.129 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 9 (Family)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	15(25.0)	28(46.7)	17(28.3)	60(100)
Neutral	45(35.2)	56(43.8)	27(21.0)	128(100)
Humanistic	22(35.5)	25(40.3)	15(24.2)	62(100)
Total	82	109	59	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 2.668 not significant

It can be noticed in table 129 that approximately 47 percent of the student teachers having custodial ideology are at the level of moderate adjustment and the rest are almost equally distributed at the other two levels of adjustment. In the case of the student teachers having neutral ideology it can be said that nearly 44 percent are at the level of moderate adjustment and the percentage of the student teachers is higher at the level of good adjustment than at the level of poor adjustment. For the student teachers having humanistic ideology one can say that about 40 percent are moderately adjusted and the percentage of the well adjusted student teachers is higher than that of the poorly adjusted student teachers.

Looking to the column-wise entries it can be said that the percentage of the student teachers having neutral

ideology and having humanistic ideology is almost the same at all the three levels of adjustment. The percentage of the student teachers having custodial ideology is slightly lower than that of the student teachers with neutral ideology and with humanistic ideology at the level of good adjustment; whereas it is slightly higher than that of the student teachers with neutral ideology and with humanistic ideology at the levels of moderate adjustment and poor adjustment.

The Chi-square value of table 129 is 2.668 which is not significant. Therefore, the seventh null hypothesis is retained in relation to category 9 (family). It can be said that no real difference exists in the family adjustment of the student teachers with different ideology. It means that the student teachers with different ideology experience almost the same degree of the family adjustment problems.

Table No.130 : Fourth Year Student Teachers having Custodial, Neutral and Humanistic Ideology at each Level of Adjustment in Category 10 (Education)

Student Control Ideology	Levels of Adjustment			Total
	Good Adj.	Moderate Adj.	Poor Adj.	
Custodial	18(30.0)	29(48.3)	13(21.7)	60(100)
Neutral	33(25.8)	63(49.2)	32(25.0)	128(100)
Humanistic	14(22.6)	32(51.6)	16(25.8)	68(100)
Total	65	124	61	250

( ) = Figures in parentheses indicate percentages

df = 4

X^2 = 0.977 not significant

In table 130 it can be seen that nearly 48 percent of the student teachers having custodial ideology are moderately adjusted and the percentage of the well-adjusted student teachers is slightly higher than that of the poorly-adjusted student teachers. Majority of the student teachers having neutral ideology are at the level of moderate adjustment and the rest of them are almost equally distributed at the other two levels of adjustment. The same is true in the case of the student teachers having humanistic ideology.

Considering the column-wise distribution of the student teachers it can be said that the percentage of the student teachers having custodial ideology is slightly higher than that of the student teachers with neutral ideology and with humanistic ideology. The

percentage of the student teachers with neutral ideology and with humanistic ideology is almost the same at the level of good adjustment. The percentage of the student teachers having custodial ideology, having neutral ideology and having humanistic ideology is almost the same at the level of moderate adjustment. The same is true at the level of poor adjustment.

The Chi-square value of table 130 is 0.977 which is too small to be considered as significant at 0.05 level. Hence, the seventh null hypothesis is retained in relation to category 10(Education). We can say that there is no significant difference in the educational adjustment of the student teachers with different ideology. It means that all the three groups of the student teachers based on the student control ideology face more or less the same degree of the adjustment problems regarding Education.

5.11 THE MOST FREQUENT PROBLEMS OF THE STUDENT TEACHERS

Beside studying the differences of different groups in different areas of adjustment, the ten most frequent problems of the first year and the fourth year student teachers were sorted out. For the purpose of comparison the ten most frequent problems of the male and the female student teachers of the two groups were also sorted out.

The discussion of the first and the fourth year student teachers would be taken up seperately.

5.11.1 The Most Frequent Problems of the First Year Student Teachers

A list of the most frequent problems of the first year male student teachers is given in table 131 according to their ranking. The problems which were marked by approximately more than 84 percent of the male student teachers were included in the list. The percentage of the male respondants ranges from 84.30 to 93.97.

The most frequent problems of the first year female student teachers are listed in table 132 in order of rank. The problems which were tick[illegible] marked by more than 82 percent of the female student teachers are included in the table. The percentage of the female student teachers who marked the problems ranges from 82.63 to 95.80.

Table No.131 : The Most Frequent Problems of the First Year Male Student Teachers

Rank	Item No.	Problem	Percent
1	185	I want to take aptitude test.	93.97
2	179	I need very much to know a better method of studying.	91.56
3	173	I cannot understand certain subjects.	90.36
4	182	I want to improve my memory.	89.16
5	184	I need information regarding library.	85.54
5	177	I need to know about different post-graduate studies.	85.54
5	17	I feel guilty too long after doing something that I think is wrong.	85.54
5	23	I need information regarding all sorts of necessities.	85.54
9	20	If I make a poor show before others, I feel it for long time.	84.30
9	144	I am worried about the health of my parents.	84.30

Table No.132 : The Most Frequent Problems of the First Year Female Student Teachers

Rank	Item No.	Problem	Percent
1	16	I feel extremely bad when I am not able to do the work which I have decided.	95.80
2	185	I want to take aptitude test.	93.41
3	179	I need very much to know a better method of studying.	92.22
4	20	If I make a poor show before others, I feel it for long time.	89.82
5	95	I do not know how to behave in certain situations.	88.62
5	182	I want to improve my memory.	88.62
7	17	I feel guilty too long after doing something that I think is wrong.	87.42
8	173	I cannot understand certain subjects.	86.23
9	177	I need to know about different post-graduate studies.	84.43
10	23	I need information regarding all sorts of necessities.	82.63

Table 131 reveals that 93.77 percent of the male student teachers wanted to take aptitude test. On the other hand, table 132 shows that 93.41 percent of the female student teachers wanted to take aptitude test.

The next most frequent problems for the male student teachers was regarding their need to know a better method of studying, which was responded by 91.56 percent of the male and 92.22 percent of the female student teachers.

The problems regarding their ability to understand certain subjects came out to be the common problem for both the male and female student teachers and was marked by 90.36 percent of the male and 86.23 percent of the female student teachers.

"I want to improve my memory" was the problem, tick marked by 89.16 percent of the male and 88.62 percent of the female student teachers.

The two problems regarding their need for information about library and their worries about the health of their parents are found in the list of the most frequent problems of the male student teachers only and these problems were reported by 85.54 and 84.30 percent of the male student teachers respectively.

The problem, "I need to know about different post-graduate studies", was marked by 85.54 percent of the male student teachers, whereas the same was marked by 84.43

percent of the female student teachers.

Looking to the table 131, it can be said that 85.54 percent of the male student teachers experienced a sense of guilt too long a time after doing something wrong. The same was true for 87.42 percent of the female student teachers.

Out of the total male student teachers, 85.54 percent needed information regarding all sorts of necessities, while 82.63 percent of the female student teachers marked this problem.

The problem, "If I make a poor show before others, I feel it for long time", was marked by 84.30 percent and 89.82 percent of the male and the female student teachers respectively.

The problem concerning their extremely bad feeling when they were not able to do the work, they decided and the another problem regarding how to behave in certain situations are found only in the list of the female student teachers. The first one was responded by 95.80 percent and the second one was responded by 88.62 percent of the female student teachers.

Out of the ten most frequent problems, for the first year male and female student teachers, eight were common. The list of the most frequent problems for the male and the female reveals that their difficulties are more along

the educational line. They expressed the need for information regarding post-graduate studies, taking aptitude test, knowing a better method of studying, improving their memory and also expressed their worries regarding their inability to understand certain subjects. On the personal side, the female student teachers expressed extreme feeling for not able to do the work, they decided. Both the male and female expressed guilt for long of doing wrong things. It is very interesting to observe that the male student teachers expressed their worry about the health of their parents.

5.11.2 The Most Frequent Problems of the Fourth Year Student Teachers

The most frequent problems of the fourth year male student teachers and the fourth year female student teachers were sorted out and given in table 133 and 134 respectively.

Table No.133 : Most Frequent Problems of the Fourth Year Male Student Teachers

Rank	Item No.	Problem	Percent
1	205	I have to suffer due to overcrowdedness in the dining hall.	93.18
2	182	I want to improve my memory.	88.64
3	23	I need information regarding all sorts of necessities.	87.50
4	17	I feel guilty too long after doing something that I think is wrong.	82.95
4	179	I need very much to know a better method of studying.	82.95
6	177	I need to know about different post-graduate studies.	78.40
7	185	I want to take aptitude test.	77.27
7	173	I cannot understand certain subjects.	77.27
9	49	I am scared of accidents.	75.00
10	16	I feel extremely bad when I am not able to do the work which I have decided.	72.73
10	20	If I make a poor show before others, I feel it for long time.	72.73

Table No.134 : Most Frequent Problems of the Fourth Year Female Student Teachers

Rank	Item No.	Problem	Percent
1	95	I do not know how to behave in certain situations.	88.89
2	16	I feel extremely bad when I am not able to do the work which I have decided.	88.27
3	179	I need very much to know a better method of studying.	86.42
4	17	I feel guilty too long after doing something that I think is wrong.	85.80
5	185	I want to take aptitude test.	84.57
6	182	I want to improve my memory.	83.33
7	20	If I make a poor show before others, I feel it for long time.	82.72
8	177	I need to know about different post-graduate studies.	82.09
9	173	I cannot understand certain subjects.	80.86
10	23	I need information regarding all sorts of necessities.	80.25

In table 133 the eleven problems experienced by the fourth year male student teachers are given in order of rank. The problems which were responded by more than 72 percent of the male student teachers are included in the list. The percentage of the male marked these problems ranges from 72.73 to 93.18. The problems which were marked by more than 80 percent of the female student teachers are listed in table 134 in rank order. The percentage of the female student teachers who responded these problems ranges from 80.25 to 88.89.

It can be seen from table 133 that the problems, "I have to suffer due to overcrowdedness in the dining hall", and "I am scared of accidents" were marked by 93.18 and 75.00 percent of the male student teachers respectively. These problems are in the list of the most frequent problems of the male student teachers only. Out of the fourth year student teachers, 88.64 percent of the male and 83.33 percent of the female student teachers wanted to improve their memory.

The problem about their need of information regarding all sorts of necessities was responded by 87.50 percent of the male and 80.25 percent of the female student teachers.

The problem concerning their feeling of guilt after doing the thing wrong was reported by 82.95 percent of the male student teachers and 85.80 percent of the female student teachers.

From tables 133 and 134 we can say that 82.95 percent of the males and 86.42 percent of the females reported that they wanted to know a better method of studying.

There was a need to know about different post-graduate studies for 78.40 percent of the male and 82.09 percent of the female student teachers.

It can be said that 77.27 percent of the male and 84.57 percent of the female showed their desire to take aptitude test.

Inability to understand certain subjects was reported by 77.27 percent of the male student teachers and by 80.86 percent of the female student teachers.

"I feel extremely bad when I am not able to do the work which I have decided", was reported by 72.73 percent of the male and 88.27 percent of the female student teachers.

The problem marked by 88.89 percent of the female student teachers was that they did not know how to behave in certain situations. This problem is found only in the list of the most frequent problems of the female student teachers.

From the lists of the most frequent problems of the fourth year male and the fourth year female student teachers it can be said that the most of the problems are common for both the groups. Both the groups expressed

their difficulties in the field of education, such as, the need to know a better method of studying, to improve their memory, to take aptitude test, to know about post-graduate studies and to understand certain subjects.

They also expressed a guilt feeling for doing the thing wrong, sensitivity for not completing the work decided, unawareness of how to behave in certain situations, sensitiveness for making a poor show before others, need for information regarding all sorts of necessities and scaring of accidents.

From all the four tables - 131, 132, 133 and 134, it can be said that the most frequent problems of the first year males and females and the fourth year males and females are more or less similar and they are along the line of education.

5.12 SUMMARY

This chapter was devoted to analyse, interpret and discuss the data collected in the light of the null hypotheses mentioned in chapter IV. In order to test the null hypotheses regarding no differences in the adjustment of the different groups of the student teachers, the Chi-square technique was employed.

The difference in the adjustment between the first year male and the first year female student teachers is

not significant except in categories 3 and 7. Looking to categories 3 and 7 it can be said that the female student teachers experience less economic and sex and marriage problems than the male student teachers. In the case of the fourth year student teachers, the difference in the adjustment between the male and the female student teachers is not significant in any of the categories. It means that both the fourth year male and female student teachers experience more or less the same degree of adjustment problems.

The difference in the adjustment between the first year and the fourth year student teachers is found to be significant in almost all the categories except 1,8 and 10. It can be said that the fourth year student teachers, as compared to the first year student teachers, have better adjustment regarding sensitivity and confidence, economic and lack of facilities, self schedule and independence, mild neurosis, sex and marriage and family.

Considering both the first year and the fourth year groups in relation to their stream of education, one can say that the arts student teachers differ from the science student teachers in their adjustment to sensitivity and confidence, and economic and lack of facilities (categories 2 and 3). This shows that the arts student teachers are less in sensitivity and having less economic and facilities problems than the science student teachers. Moreover,

for the first year group, it can be said that the arts student teachers have better educational adjustment than the science student teachers.

The first year student teachers having urban background have better social adjustment than the first year student teachers having rural background. Fourth year student teachers coming from rural areas are less sensitive than the fourth year student teachers coming from urban areas.

The hostel student teachers do not differ significantly from the non-hostel student teachers with respect to their adjustment to all the categories except the category of social aspects. This indicates that hostel student teachers are more social than the non-hostel student teachers.

The first year student teachers having favourable attitude towards teaching profession have better health and physique, social and educational adjustment than those who are having unfavourable attitude. Moreover, they are less sensitive and having less problems regarding self than those with unfavourable attitude. Fourth year student teachers with favourable attitude towards teaching profession have less sex and marriage problems than those having unfavourable attitude.

The first year student teachers having humanistic ideology have better adjustment to mild neurosis problems than those having custodial ideology. Fourth year student teachers having custodial and having humanistic ideology experience more or less the same degree of adjustment problems.

Besides testing the null hypotheses of differences in the adjustment of the different groups of student teachers, an attempt has been made to identify the most frequent problems experienced by the first year as well as the fourth year male and female student teachers. The most frequent problems of the first year student teachers are more in the area of education. They expressed the need for information regarding post-graduate studies, taking aptitude test, a better method of studying, improving their memory and also expressed that they could not understand certain subjects. On the personal side, they expressed their inability to complete the work they have decided upon and about guilt feeling of doing thing wrong.

The most frequent problems of the fourth year student teachers are some what similar to the problems of the first year student teachers, such as, "I need very much to know a better method of studying, I want to improve my memory, I want to take the aptitude test, I need to know about

the different post-graduate studies". They also showed their inability to pass certain subjects and expressed their guilt feeling too long after doing thing wrong, feeling extremely bad when they were not able to do the work which they have decided. They showed that they did not know how to behave in certain situations and felt for long when they made a poor show before others.
