



A Study of Professional Adjustment in Relation to Gender and Type of School of Prospective Teachers

¹Dr. Aruna Anchal ²Seema Gulati

¹Professor & Head, ²Ph.D. Research Scholar

^{1/2}Department of Education, Baba Mastnath University, Asthal Bohar, Rohtak-124021

¹dr.arunaanchal@gmail.com

ABSTRACT

The present study aimed to examine professional adjustment among prospective teachers in relation to gender and locality. Professional adjustment is a crucial determinant of teacher effectiveness, job satisfaction, and long-term professional commitment, particularly during the pre-service phase of teacher education. The study adopted a descriptive survey method and was conducted in four selected districts of Haryana, India. A sample of 400 prospective teachers was selected using a multistage stratified random sampling technique, ensuring representation across gender and locality (rural and urban). Data were collected using the Teachers' Professional Adjustment Inventory developed by Dr. A. H. Rizvi (2018). Statistical techniques such as mean, standard deviation, and independent samples t-test were employed for data analysis. The findings revealed a significant difference in professional adjustment between male and female prospective teachers, with females exhibiting higher levels of professional adjustment. This suggests that gender plays an important role in shaping professional adaptability during teacher training. However, no significant difference was found in professional adjustment between rural and urban prospective teachers, indicating that locality does not have a substantial impact on adjustment levels. The results highlight the influence of standardized teacher education practices and institutional environments in minimizing contextual disparities. The study highlights the need for gender-sensitive mentoring, supportive institutional climates, and structured professional development programs in teacher education institutions. The findings have important implications for teacher educators, administrators, and policymakers in enhancing the quality of pre-service teacher preparation and ensuring the development of professionally well-adjusted future teachers.

Keywords: Professional Adjustment, Prospective Teachers, Gender, Locality, Teacher Education

1.INTRODUCTION

Professional adjustment is an important psychological and social construct, reflecting the extent to which individuals successfully adapt to the requirements, expectations, and commitment of a profession. Adjustment in the teaching profession gains further importance due to the fact that teachers are supposed not only to understand subject matter but also conduct classes, work with colleagues, respond to institutional expectations and fit into new paradigms of educational policy. Undergraduate pre-service teachers in the stage of professional preparation are frequently confronted with a variety of adjustment problems such as work, teaching practice anxiety, evaluation tension, personal relationship and role



expectations (Kumar, 2016). For teacher training, in the Indian perspective, teacher education institutions are considered as nerve centres in moulding an individual future teacher's professional identity. Likewise, the need to develop professional skills, flexibility of mind, emotional poise and ethical sensitivity in teachers has emerged more prominently in these years owing to the National Education Policy (2020). Hence, professional adjustment is closely related to the teacher effectiveness, job satisfaction and long-term retention in teaching profession (Sharma, 2019). The impact of gender and context as region or type of college on professional adjustment variables has been well-documented in culturally diverse countries like India (Singh, 2018).

Gender differences in professional adjustment among teachers have attracted considerable scholarly attention. Several Indian studies have reported that female teachers often display higher levels of commitment, emotional regulation, and organizational behavior, which contribute positively to their professional adjustment (Gupta, 2017). On the other hand, some studies have found negligible gender differences, suggesting that professional adjustment is more strongly influenced by institutional climate and training quality than by gender alone (Verma, 2021). These mixed findings indicate the need for continued empirical investigation.

Similarly, locality or type of school (rural and urban) has been examined as a contextual variable influencing teachers' professional adjustment. Rural institutions often face constraints such as limited resources and professional exposure, whereas urban institutions may present challenges related to competition and workload. However, recent research suggests that professional adjustment among prospective teachers may be converging across localities due to standardized curricula and similar teacher education frameworks (Patel, 2022). Against this background, the present study attempts to examine professional adjustment among prospective teachers in relation to gender and locality (type of school). By focusing on these variables, the study aims to contribute to the growing body of Indian research on teacher education and provide insights for improving pre-service teacher training programs.

2. REVIEW OF RELATED LITERATURE

Sharma (2015) investigated professional adjustment of B.Ed. students of Rajasthan with specific focus on gender variation. It was found that the female teacher trainees had significantly superior emotional stability, interpersonal relations and professional commitment than their male counterparts. Sharma raised that this was due to greater degree of patience, sense of responsibility and adaptability in girls. Kaur (2016) studied the relationship of occupational achievement motivation with teaching aptitude of prospective teachers in Punjab. The results showed that there is a positive correlation between teaching aptitude and professional adjustment: in other words, the trainees with higher aptitude adjust better to the professional demands. The degree of adjustment was slightly better for female prospective teachers than males. Gupta, (2017) studied the professional adjustment of teacher trainees of Delhi and noticed gender differences in favour of female future teachers.



According to the researchers, women had better organization skills, emotional stability and professional commitment. Singh (2018) analyzed professional adjustment in relation to locality among teacher trainees in Uttar Pradesh. The study revealed no significant difference between rural and urban prospective teachers in terms of professional adjustment. Singh attributed this uniformity to standardized curricula, similar training methodologies, and common evaluation systems across institutions. Mehta (2019) explored professional adjustment and job readiness among pre-service teachers from different teacher education institutions. The results showed that institutional support systems, mentoring, and practice teaching significantly influenced professional adjustment. Gender differences were found to be minimal when adequate academic guidance was provided. Rao (2020) conducted a comparative study on professional adjustment of prospective teachers before and after the implementation of NEP-oriented training modules. The findings indicated a noticeable improvement in professional adjustment levels after exposure to competency-based and reflective training practices.

Verma (2021) studied the impact of gender on professional adjustment of teacher trainees in Madhya Pradesh. A point of moderation in gender differences was noticed, with female trainees consistently receiving higher scores in aspects such as cooperation, discipline and professional attitude. Patel (2022) examined the rural-urban variance for professional adjustment of B.Ed. students in Gujarat. In the results, no significant difference was found between rural and urban trainees in any of the above mentioned tested skills. Patel noted that the equivalent amount of academic exposure, mandatory teaching practice and evaluation schemes led to similar levels of adaptation. Chakraborty (2023) studied the correlation between professional adjustment and emotional intelligence of prospective teachers in West Bengal. The findings indicated that the female probationary officers obtained higher scores in both emotional intelligence and professional adjustment. According to Chakraborty, the ability to maintain emotional control and the capacity for empathy are fundamental qualities for success in a teaching career. Nair (2024) examined professional adjustment among teacher trainees in Kerala with reference to the institutional climate in which they were trained. The study reported that a supportive administrative setup, healthy relationships between faculty members and students, and opportunities for participative decision-making contributed significantly to better professional adjustment. It was observed that trainees studying in institutions with a positive and encouraging atmosphere showed higher levels of confidence, professional satisfaction, and adaptability to academic and professional demands. Yadav (2025) conducted a study on professional adjustment among prospective teachers from different regions of North India. The findings revealed clear gender-based differences, with female trainees demonstrating higher levels of professional adjustment than male trainees. At the same time, locality was found to have very little influence on adjustment levels. The study further emphasized that professional orientation programmes, guidance services, and systematic mentoring played an important role in helping prospective teachers adjust effectively to the profession.



A careful examination of the reviewed studies indicates that gender emerges as an important factor influencing professional adjustment, with female prospective teachers generally displaying better adaptability, emotional balance, and professional commitment. On the other hand, locality or type of institution shows limited and inconsistent influence, which may be attributed to uniform teacher education curricula and standardized training practices. The literature also underscores the importance of institutional climate, curriculum design, mentoring support, and emotional competence in shaping professional adjustment. These trends clearly establish the relevance of the present study and provide a sound empirical basis for further exploration of professional adjustment among prospective teachers.

3. RELEVANCE OF THE STUDY

The present study holds significant relevance in the contemporary Indian educational context, where strengthening teacher professionalism has emerged as a national priority in light of ongoing educational reforms and the implementation of the National Education Policy (2020). Teachers are expected to perform multiple roles such as facilitators of learning, mentors, administrators, and agents of social change. In this scenario, professional adjustment becomes a critical factor in determining how effectively prospective teachers adapt to institutional demands, professional responsibilities, and changing pedagogical expectations. Understanding the level of professional adjustment among prospective teachers enables teacher educators to identify adjustment-related difficulties at an early stage of training. This knowledge can help in designing and implementing need-based training programs that promote emotional stability, professional commitment, interpersonal competence, and adaptability to the teaching profession. Well-adjusted prospective teachers are more likely to develop positive attitudes toward teaching, demonstrate effective classroom management, and sustain long-term engagement in the profession.

The study is also relevant for policymakers and curriculum planners, as it provides empirical evidence regarding the influence of gender and locality on professional adjustment. Such insights can guide the formulation of inclusive and equitable teacher education policies that address the diverse needs of trainee teachers. Moreover, the findings can assist educational administrators in creating supportive institutional environments that foster professional growth and reduce stress among teacher trainees. Overall, the study contributes to the improvement of teacher education quality by emphasizing professional adjustment as a foundational component of effective teacher preparation in India.

4. OBJECTIVES OF THE STUDY

1. To compare professional adjustment in relation to gender.
2. To compare professional adjustment in relation to locality (rural and urban).

5. HYPOTHESES

1. There is no significant difference in professional adjustment between male and female prospective teachers.
2. There is no significant difference in professional adjustment between rural and urban prospective teachers.



6. RESEARCH METHODOLOGY

The current analysis was conducted in four selective districts of Haryana, India. These districts were purposely selected to represent different states of social economy and a wide geographical range to ensure that a diverse group of participants could be recruited for examination. The population of the study was pre service teachers attending Teacher Education Institutions in operation in these districts. A multistage stratified random sampling was used to select the sample. In stage one, the purposive sampling was used to choose the four districts. In the subsequent step, teacher training colleges and student teachers within respective districts were chosen using random methods. The sample is stratified by gender (male and female) and place of residence (rural, urban) for even representation across each sub-group.

There were 400 prospective teachers in the final sample. This sample size was thought to be sufficient for a population representation and also to provide reliability of the results. Information was obtained by means of standardised and structured instruments. The Teachers' professional Adjustment Inventory developed by Rizvi (2018) was administered on the students to measure their level of Professional adjustment. Furthermore, a questionnaire was applied for collecting specific demographic variables. The instruments were pretested for their durability and reliability before the steps.

7. DATA ANALYSIS

To compare professional adjustment among prospective teachers, mean, standard deviation and 't' test were used to analysed the data given in table 1 and 2 below:

Table 1: Comparison of Professional Adjustment in relation to gender of prospective teachers

Variable	Gender	N	Mean	Std. Deviation	"t" value
Professional Intelligence	Male prospective teachers	200	68.32	11.156	4.051**
	Female Prospective teachers	200	72.55	9.648	

** Significant at 0.01 level

Table 1 shows the comparison of professional adjustment scores of male and female prospective teachers. The mean score of female prospective teachers is (72.55) and higher than that of male prospective teachers (68.32), revealing that female prospective teachers exhibits better professional adjustment. The observed "t" value of 4.051 which is significant at the 0.01 level. This result clearly reveals that gender has an important influence on the professional adjustment of prospective teachers, with female prospective teachers being better adjusted professionally than their male counterparts.

Table 2: Comparison of Professional Adjustment in relation to locality of prospective teachers

Variable	Locality	N	Mean	Std. Deviation	“t” value
Professional Intelligence	Teachers working in rural areas	200	69.72	10.815	1.351 ^{NS}
	Teachers working in urban areas	200	71.15	10.417	

NS: Not significant

Table 2 shows a comparison of professional adjustment among prospective teachers working in rural and urban areas. The mean score of urban prospective teachers (71.15) is slightly higher than that of rural prospective teachers (69.72); however, the difference between the two groups is minimal. The observed “t” value (1.351) is not significant, showing that the difference in mean scores is not statistically significant. This indicates that locality does not have a significant influence on the professional adjustment of prospective teachers, and both rural and urban trainees exhibit nearly similar levels of professional adjustment.

8. FINDINGS

Data analysis found there was a significant difference in professional adjustment between the male and female prospective teachers. The female student teachers had higher mean scores on professional adjustment than their male counterparts, signifying adaptation to professional requirements, institutional norms and role prescriptions. This indicates that gender is a crucial factor in professional adjustment in the pre-service period of teacher education.

However, the difference in professional adjustment between aspiring rural and urban teachers did not prove to be statistically significant. The mean scores for urban prospective teachers were slightly higher, but the difference was not significant. This implies that geographic location has only a relatively small impact on the professional adaptation of future teachers. In general, the results seem to indicate that though gender is a significant factor in professional adjustment, it does not necessarily matter where one comes from with respect to teacher education institution.

9. DISCUSSION OF RESULTS

In the present study, the significant difference in professional adjustment was noted between the male and female prospective teachers. Female prospective teachers were found to have better professional adjustment than male prospective teachers. This finding is also similar to few past Indian studies (Sharma, 2015; Kaur, 2016; Gupta, 2017; Verma, 2021; Yadav, 2025). These researches consistently conclude that the female teacher trainees have higher degree of emotional stability, professional commitment, interpersonal sensitivity and organizational behaviour. These are all qualities that are necessary to adjust to the professional role of teaching. In Indian society females are stronger in socializing, cultural boundations and elders’ responsibility of work, though they share only few professional jobs (Gupta et al., 2017; Chakraborty, 20 23). The findings further suggest that female prospective teachers may possess better emotional regulation and adaptability, which help them cope effectively with academic pressure, teaching practice, and institutional expectations. Studies



by Mehta (2019) and Nair (2024) also support the view that emotional competence and supportive institutional environments enhance professional adjustment, particularly among female trainees.

The absence of a significant difference in professional adjustment between rural and urban prospective teachers in the present study corroborates the findings of Singh (2018), Patel (2022), and Yadav (2025). This may be attributed to the uniformity of teacher education curricula, similar training methodologies, and standardized evaluation systems across institutions, irrespective of locality. The increasing availability of educational resources and exposure through digital platforms may have further reduced rural–urban disparities. Thus, the present findings indicate that institutional factors play a more decisive role than geographical background in determining professional adjustment.

10. IMPLICATIONS AND SUGGESTIONS

The findings of the study have important implications for teacher education institutions, policymakers, and curriculum planners. Since gender differences in professional adjustment were observed, teacher education programs should incorporate gender-sensitive mentoring, guidance, and counselling services to support the professional development of all trainees, particularly males who may require additional support in adjustment-related areas.

Professional adjustment workshops focusing on stress management, emotional regulation, communication skills, and professional ethics should be integrated into pre-service teacher training programs. Regular field-based experiences, reflective teaching practices, and supervised internships should be strengthened to help prospective teachers adjust effectively to real classroom situations.

As locality did not significantly influence professional adjustment, equal institutional support should be ensured for both rural and urban trainees. Creating a positive institutional climate, promoting peer collaboration, and providing continuous professional feedback can further enhance adjustment levels. Overall, systematic efforts should be made to foster professionally competent, emotionally balanced, and adaptable future teachers.

REFERENCES

1. Chakraborty, S. (2023). Emotional intelligence and professional adjustment among prospective teachers. *Journal of Educational Psychology and Pedagogy*, 15(2), 78–86.
2. Gupta, R. (2017). Gender differences in professional adjustment of teacher trainees. *Indian Journal of Teacher Education*, 8(1), 41–48.
3. Kaur, P. (2016). Teaching aptitude and professional adjustment of prospective teachers. *Journal of Teacher Education and Research*, 11(2), 29–36.
4. Kumar, S. (2016). Professional challenges of prospective teachers in teacher education institutions. *Educational Studies in India*, 7(1), 15–22.



International Journal of Research and Technology (IJRT)

International Open-Access, Peer-Reviewed, Refereed, Online Journal

ISSN (Print): 2321-7510 | ISSN (Online): 2321-7529

| An ISO 9001:2015 Certified Journal |

5. Mehta, N. (2019). Professional adjustment and job readiness among pre-service teachers. *International Journal of Educational Development*, 9(3), 54–61.
6. Nair, R. (2024). Institutional climate and professional adjustment of teacher trainees. *Journal of Educational Administration and Management*, 18(1), 66–74.
7. Patel, H. (2022). Rural–urban differences in professional adjustment of B.Ed. students. *International Journal of Indian Psychology*, 10(3), 112–118.
8. Rao, P. (2020). Impact of NEP-oriented training modules on professional adjustment of prospective teachers. *Journal of Teacher Education in India*, 12(2), 87–95.
9. Sharma, A. (2015). Professional adjustment of B.Ed. students in relation to gender. *Journal of Educational Research and Extension*, 52(4), 61–68.
10. Sharma, A. (2019). Teacher effectiveness and professional adjustment in Indian schools. *Educational Quest: An International Journal of Education and Applied Social Sciences*, 10(2), 101–107.
11. Singh, M. (2018). Professional adjustment of teacher trainees in relation to locality. *Educational Horizons*, 6(2), 43–49.
12. Verma, K. (2021). Gender and professional adjustment among teacher trainees. *Journal of Education and Psychology*, 13(1), 34–40.
13. Yadav, R. (2025). Professional adjustment of prospective teachers in North India. *Indian Journal of Teacher Education*, 14(1), 15–22.