

ADJUSTMENT PATTERNS AS PREDICTORS OF TEACHING EFFECTIVENESS, CREATIVITY, AND SOCIAL COMMITMENT AMONG PROSPECTIVE TEACHERS

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ABSTRACT: *Adjustment patterns play a significant role in shaping the professional competence of prospective teachers. This study examines how adjustment patterns encompassing academic, social, emotional, and vocational dimensions predict teaching effectiveness, creativity in pedagogy, and social commitment among trainee teachers. Well-adjusted teachers are better equipped to manage classroom stress, employ innovative teaching strategies, and demonstrate empathy and social responsibility, whereas maladjustment can lead to reduced instructional quality, diminished creativity, and limited engagement with students and the community. The study emphasizes the importance of integrating adjustment-focused training, psychological counseling, resilience-building workshops, and mentorship programs into teacher education to promote holistic development. Furthermore, it highlights the need for future empirical research to measure the predictive strength of adjustment patterns on various teaching outcomes, thereby informing strategies to develop effective, creative, and socially responsible educators for the 21st century.*

KEYWORDS: *Adjustment Patterns, Prospective Teachers, Teaching Effectiveness, Creativity, Social Commitment, Teacher Education, Resilience, Socio-Emotional Learning*

PAPER CITATION:

Vineetha, K. & Jeyanthi, R. (2025) : "Adjustment Patterns as Predictors of Teaching Effectiveness, Creativity, and Social Commitment among Prospective Teachers", *International Journal of Informative & Futuristic Research (IJIFR)*, Vol.(13) (1), September 2025, pp. 151 - 156



DOI: <https://doi.org/10.64672/IJIFR/25.09.13.01.015>

1. INTRODUCTION

Adjustment is a continuous process through which individuals strive to maintain harmony between their personal needs and the demands of their environment. In the context of education, adjustment patterns refer to the consistent ways prospective teachers adapt to academic requirements, interpersonal relationships, and the challenges of professional preparation. As Bernard (1950) observed, “Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes taking place in the environment.” Thus, adjustment is not merely about survival but about achieving balance and growth, particularly in the dynamic setting of teacher education. For prospective teachers, healthy adjustment is crucial because it directly influences their ability to cope with the pressures of training, teaching practice, and classroom management. Trainee teachers are often exposed to stressful experiences such as preparing lesson plans, managing diverse classrooms, and adapting to new pedagogical expectations. As Rogers (1961) emphasized, “The good life is a process, not a state of being. It is a direction, not a destination.” This insight highlights that adjustment during teacher education is an evolving journey that shapes future educators’ competence, confidence, and resilience. The present article seeks to explore how adjustment patterns serve as predictors of teaching effectiveness, creativity, and social commitment among prospective teachers. In the 21st century, where education demands innovation, inclusivity, and social responsibility, adjustment has become more significant than ever. Teachers who are well-adjusted are better positioned to design creative learning experiences, demonstrate social commitment, and inspire students in a rapidly changing world. By investigating these interconnections, this study underscores the relevance of adjustment patterns in shaping effective and socially responsible educators for the future.

2. CONCEPTUAL FRAMEWORK

2.1 Adjustment Patterns

Adjustment refers to the continuous process of responding effectively to the demands of one’s environment. In the context of teacher education, adjustment patterns represent the characteristic ways in which trainee teachers cope with academic stress, interpersonal relationships, and professional responsibilities. These patterns can be broadly categorized into four types. Academic adjustment involves the ability to manage curricular demands, assignments, examinations, and pedagogical expectations. Social adjustment encompasses maintaining healthy peer relationships, participating in group activities, and establishing effective rapport with mentors and students. Emotional adjustment relates to regulating emotions, managing stress, and maintaining psychological well-being, while vocational adjustment refers to aligning personal career aspirations with the realities of the teaching profession. Healthy adjustment fosters resilience, effective problem-solving, and professional growth, whereas maladaptive adjustment may result in withdrawal, anxiety, or academic underperformance. As Allport (1937) emphasized, “Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to the environment.” Freud (1938) viewed adjustment as a balance between the id, ego, and superego, suggesting that unresolved internal conflicts could lead to maladjustment. From a humanistic perspective, Rogers (1961) proposed that positive adjustment occurs when an individual achieves congruence between self-concept and lived experiences. Collectively, these perspectives highlight that adjustment is fundamental to both personal and professional development, particularly in the teaching profession.

2.2 Teaching Effectiveness

Teaching effectiveness refers to the teacher’s capacity to create meaningful learning experiences by planning lessons, organizing content, communicating effectively, and assessing

student progress. It is not confined to knowledge delivery but extends to inspiring and guiding learners. Classroom management, pedagogical strategies, and the quality of teacher–student relationships are critical components of effective teaching. As Gage (1972) argued, “The essence of good teaching lies in creating conditions that facilitate learning.” For prospective teachers, teaching effectiveness depends heavily on their adjustment patterns. Teachers who are emotionally balanced, socially cooperative, and academically prepared are more likely to demonstrate self-confidence and efficiency in the classroom. Conversely, maladjustment may lead to ineffective communication, poor classroom management, and diminished student engagement.

2.3 Creativity in Teaching

Creativity is a cornerstone of effective education in the 21st century. It allows teachers to move beyond rote methods and design innovative learning experiences that engage students actively. Creative teachers integrate technology, develop problem-based learning, and encourage students to explore diverse perspectives. As Torrance (1965) defined, “Creativity is the process of sensing problems, searching for solutions, making guesses, testing, and revising them.”

In teaching, creativity fosters student curiosity, critical thinking, and problem-solving skills. It also helps teachers adapt content to multiple learning styles and intelligences. Prospective teachers with healthy adjustment patterns are more flexible, less anxious, and more willing to take risks conditions that foster creative pedagogical practices. Maladjustment, on the other hand, often restricts imagination and leads to rigidity in teaching.

2.4 Social Commitment

Teaching is inherently a social profession. Beyond delivering knowledge, teachers are expected to cultivate values, empathy, and a sense of responsibility in students. Social commitment refers to the teacher’s dedication to contributing to community development, upholding ethical standards, and promoting inclusivity. As Dewey (1916) noted, “Education is a social process; education is growth; education is not preparation for life but is life itself.” Well-adjusted prospective teachers are more likely to demonstrate empathy, cooperation, and service-mindedness, actively participating in community initiatives and social welfare programmes. Social commitment ensures that teachers act as agents of change, preparing students not only for academic success but also for responsible citizenship. In contrast, maladjusted teachers may exhibit indifference, isolation, or lack of enthusiasm for social engagement.

3. ADJUSTMENT PATTERNS AND TEACHING EFFECTIVENESS

Adjustment patterns play a crucial role in determining the teaching effectiveness of prospective teachers. Well-adjusted trainee teachers are able to cope with academic and professional stress, maintain self-confidence, and deliver lessons in a structured and engaging manner. Emotional stability and social adaptability enable them to manage classrooms efficiently, handle student queries patiently, and create a positive learning environment. Research has consistently shown a strong link between emotional adjustment and classroom management. For instance, teachers who demonstrate high emotional adjustment are better equipped to resolve conflicts, provide constructive feedback, and maintain discipline without resorting to authoritarian measures. Conversely, maladjustment can have detrimental effects on teaching performance. Trainee teachers experiencing high levels of stress, anxiety, or poor emotional regulation are more prone to burnout, reduced attention to student needs, and diminished instructional quality. According to Kyriacou (2001), teacher stress and inadequate coping mechanisms directly influence classroom effectiveness and student outcomes. Similarly, Singh and Gupta (2015) found that prospective teachers with low adjustment levels exhibited frequent instructional lapses, reduced creativity in lesson planning, and poor student engagement. These

findings underscore that positive adjustment patterns not only enhance professional competence but also contribute to the overall quality of teaching, highlighting the necessity of fostering adaptive behaviors in teacher education programs.

4. ADJUSTMENT PATTERNS AND CREATIVITY

Creativity in teaching is closely linked to the adjustment patterns of prospective teachers. Stress-free and emotionally balanced teachers are more likely to employ innovative pedagogical methods, design engaging learning activities, and adapt content to suit diverse student needs. Positive adjustment enhances flexibility, open-mindedness, and willingness to experiment, which are essential for creative teaching. Teachers with healthy adjustment patterns are confident in trying new approaches, integrating technology into lessons, and employing student-centered strategies that encourage active participation and critical thinking. For example, emotionally well-adjusted trainee teachers may effectively use digital tools such as interactive simulations, multimedia presentations, or virtual classrooms to enhance learning experiences. They are also better able to implement innovative methodologies such as project-based learning, flipped classrooms, and collaborative group activities, thereby fostering creativity among students.

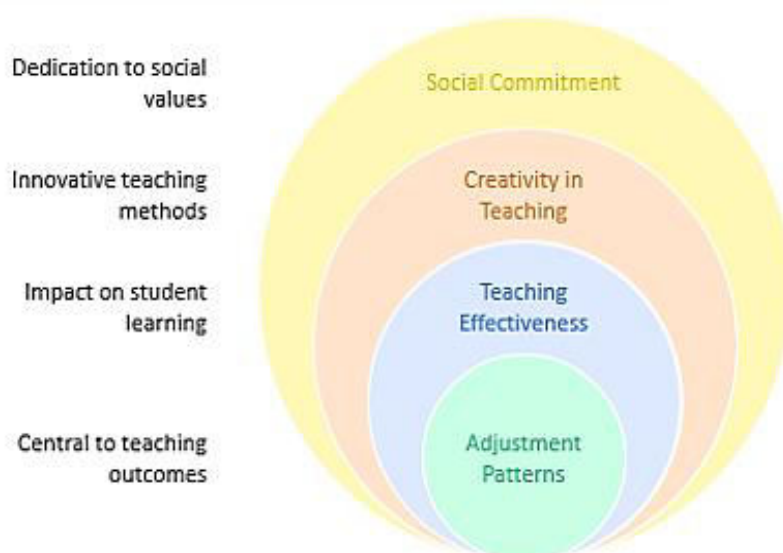


Figure 1: Adjustment Patterns and Teaching Outcomes

Conversely, maladjustment can significantly hinder creativity in teaching. Trainee teachers experiencing high stress, anxiety, or emotional instability often exhibit risk-avoidant behavior, preferring routine methods over innovative approaches. Maladjustment restricts imagination, limits problem-solving capabilities, and reduces openness to experimentation, resulting in repetitive and less engaging teaching practices. For instance, a maladjusted teacher may avoid using technology or collaborative projects due to fear of classroom management challenges or lack of confidence in new strategies. Furthermore, such teachers may fail to recognize or nurture the multiple intelligences of students, thereby limiting opportunities for personalized and creative learning. These observations highlight that fostering healthy adjustment patterns in prospective teachers is not only essential for their well-being but also critical for promoting creativity, innovation, and effective learning outcomes in modern classrooms.

5. ADJUSTMENT PATTERNS AND SOCIAL COMMITMENT

Adjustment patterns significantly influence the social commitment of prospective teachers. Well-adjusted trainee teachers tend to exhibit higher levels of empathy, cooperation, and

responsibility toward their peers, students, and the broader community. Their emotional stability and social adaptability enable them to participate actively in group activities, collaborative projects, and community outreach programs. Such teachers are more likely to foster inclusive classrooms, encourage student participation, and promote ethical and social values. As Dewey (1916) emphasized, “Education is a social process; education is growth; education is not preparation for life but is life itself.” This highlights that socially committed teachers not only focus on academic outcomes but also contribute to the holistic development of learners and society.

In contrast, poor adjustment patterns can negatively affect social commitment. Maladjusted teachers may experience stress, low self-confidence, or social withdrawal, which can lead to indifference toward classroom responsibilities, limited engagement in community-oriented activities, and a lack of professional dedication. They may struggle to establish meaningful relationships with students and peers, resulting in a classroom environment that is less collaborative and socially enriching. Therefore, cultivating positive adjustment patterns during teacher training is essential. Integrating activities that promote empathy, teamwork, ethical reasoning, and social responsibility can help prospective teachers develop the qualities needed to serve as socially responsible educators, ultimately enhancing both personal growth and professional effectiveness.

6. IMPLICATIONS FOR TEACHER EDUCATION

The findings on adjustment patterns highlight the critical need for teacher training institutes to incorporate psychological support and socio-emotional development into their programs. Prospective teachers face multiple stressors, including heavy academic workloads, lesson planning, teaching practice, and adapting to diverse classroom environments. Providing access to psychological counseling and stress management sessions can help trainee teachers develop coping mechanisms and emotional stability, which are essential for professional competence. Integrating socio-emotional learning modules into the curriculum can further enhance self-awareness, self-regulation, and interpersonal skills, forming the foundation for healthy adjustment patterns.

Workshops and structured activities that specifically focus on adjustment skills, resilience, and empathy building are also vital. Resilience training enables teachers to manage setbacks, failures, and classroom challenges constructively, while empathy-building exercises enhance their ability to understand student perspectives and respond effectively. Such workshops can include role-plays, peer interactions, problem-solving tasks, and reflective exercises that simulate real-life teaching scenarios. By actively developing these competencies, prospective teachers are better equipped to handle the emotional and social demands of the teaching profession.

In addition, teacher education programs should intentionally include activities that foster creativity and social responsibility. For example, integrating project-based learning, collaborative assignments, and community service initiatives can encourage innovative thinking and social engagement. These activities not only enhance teaching creativity but also instill values of social commitment and ethical responsibility. Encouraging trainee teachers to participate in outreach programs, school events, and social initiatives helps them connect with the broader community and understand their role as agents of positive change.

Finally, mentorship and peer support systems are essential components of teacher education that promote adjustment and professional growth. Experienced mentors can guide trainees in handling classroom challenges, navigating academic pressures, and developing professional competencies. Peer support groups provide opportunities for collaboration, discussion, and shared problem-solving, fostering a sense of belonging and reducing feelings of isolation. Together, these support mechanisms create a nurturing environment where prospective teachers can cultivate healthy adjustment patterns, ultimately enhancing their teaching effectiveness, creativity, and social commitment.

7. CONCLUSION

Adjustment patterns play a crucial predictive role in shaping the professional identity and effectiveness of prospective teachers. The way trainee teachers cope with academic, social, emotional, and vocational challenges significantly influences their teaching effectiveness, creativity in pedagogical practices, and commitment to social responsibilities. Well-adjusted teachers are better equipped to manage classroom stress, employ innovative teaching methods, and foster an inclusive and supportive learning environment. Conversely, maladjustment can lead to diminished instructional quality, reduced creativity, and a lack of engagement with students and the community. Therefore, understanding and promoting positive adjustment patterns is essential for nurturing competent, creative, and socially responsible educators.

Teacher education programs must take proactive steps to integrate adjustment-focused training into professional development curricula. This includes providing psychological counseling, stress management strategies, socio-emotional learning modules, and resilience-building workshops. Mentorship programs and peer support systems can further reinforce healthy adjustment by providing guidance, collaborative learning opportunities, and a sense of community among trainees. Additionally, activities that encourage creativity, ethical reasoning, and social responsibility should be embedded in teacher training to ensure holistic development. By prioritizing adjustment, teacher education can produce professionals who are not only academically competent but also emotionally balanced, innovative, and socially conscious.

Future research should empirically investigate the predictive strength of adjustment patterns on multiple teaching outcomes, including instructional effectiveness, creativity, classroom management, and social commitment. Longitudinal studies tracking prospective teachers from training through early career stages could provide deeper insights into how adjustment evolves over time and its long-term impact on professional performance. Further exploration of contextual factors, such as institutional support, cultural influences, and demographic variables, will also enhance our understanding of adjustment in teacher education. Such research can inform evidence-based strategies to optimize training programs and foster the development of resilient, effective, and socially responsible educators for the challenges of 21st-century education.

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