

Factors Affecting the Adjustment of Pre-Service Teachers, Faculty of Education, Buriram Rajabhat University

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Abstract

This research aimed to 1) study the relationship of factors affecting the adjustment of pre-service teachers in the Faculty of Education, Buriram Rajabhat University, and 2) study the factors affecting the adjustment of pre-service teachers in the Faculty of Education, Buriram Rajabhat University. The sample group consisted of 242 pre-service teachers from the Faculty of Education, Buriram Rajabhat University, selected by simple random sampling. The data collection tool was a 5-point Likert scale questionnaire. The statistics used for data analysis included mean, percentage, standard deviation, Pearson's correlation coefficient, and multiple linear regression analysis using the Stepwise method. Research findings revealed that 1) the relationship between the factors affecting the adjustment of pre-service teachers in the Faculty of Education, Buriram Rajabhat University had correlation coefficients ranging from 0.442 to 0.703, with all aspects showing statistical significance at the .01 level. The factors most related to adjustment were achievement motivation, followed by peer relationships, and attitude towards learning, respectively, and 2) the factors affecting the adjustment of pre-service teachers in the Faculty of Education that could predict their adjustment were: achievement motivation ($\beta = 0.496$, $b = .525$), peer relationships ($\beta = 0.238$, $b = .221$), and the relationship between mentor teachers and students ($\beta = 0.139$, $b = .118$). These factors could predict the adjustment of pre-service teachers in the Faculty of Education, Buriram Rajabhat University, by 55.60% ($R^2 = .556$, $p < .001$). The predictive equation in unstandardized scores is $Y = 0.461 + 0.525x_2 + 0.221x_4 + 0.118x_5$, and the predictive equation in standardized scores is $Z_Y = 0.496Z_{x_2} + 0.238Z_{x_4} + 0.139Z_{x_5}$.

Keywords: factors, adjustment, pre-service teachers, Buriram Rajabhat University

1. Introduction

Higher education aims to produce highly competent personnel at the bachelor's, master's, and doctoral levels. Currently, public and private higher education institutions are established across all regions to expand opportunities for those wishing to pursue higher education in various areas of the country (Office of the Ministry of Higher Education, Science, Research, and Innovation, 2020). Students in the Faculty of Education at Buriram Rajabhat University, selected to study, face numerous changes, particularly in the year they must go for teaching practicum. They need to adapt to a new social environment at the school where they practice teaching and various aspects of education, such as adjusting their attitudes to be teachers who can manage classroom discipline, changing their lifestyles, adapting to new learning styles, and preparing themselves for new environments, including personality, teaching, and life living aspects. If students do not receive adequate guidance, care, and understanding from parents, friends, seniors, and lecturers, and if they cannot adapt appropriately, it will lead to problems for the students themselves, those around them, and society (Wenger, 2021; Darling et al., 2022; Lestari et al., 2023; Yalu et al. 2024).

The first adjustment students face is adapting to the teaching practicums emphasized by their teacher training, which focuses on teaching and teachers' personalities more than learning and being students. This lack of adjustment skills can cause anxiety, such as when students do not cooperate or face issues with new peers who have different backgrounds. Tantarabundit (2005) classified the problems students in California face in adjusting to learning, such as slow learning, failing exams, and boredom in learning, which are significant obstacles in teaching and learning (Seçer & Karaman-Özülü, 2020; Cheng et al., 2021; Wang, 2022; Omer, 2023; Du et al., 2024).

Another major adjustment is participating in various school activities outside of teaching and learning. Pre-service

teachers must join multiple school activities, even on holidays or weekends, causing fatigue, lack of rest, or personal time. Some lengthy activities that end late at night cause fatigue and discouragement due to insufficient rest, leading to sleepiness in the morning while performing duties (Kavrayıcı, 2020; Onyshchenko et al., 2021; Wassermann, 2022; Zhang & Huang, 2023; Sari et al., 2024).

Moreover, as new school members, pre-service teachers must adapt to a new environment, including unfamiliar buildings and new teachers and friends with diverse backgrounds. Physical and mental changes also lead to stress, a response to pressure or anxiety from internal factors or external environments. Problems in peer relationships, health care, and adaptation need to be managed. Stress requires adaptation, an intellectual and behavioral effort to manage internal and external challenges (Kodcharat & Yongkittikul, 2002; O'Rourke, 2020; Jaramillo Cherez & Gleason, 2022; Kumlu, 2023; Azhary, 2024).

Pre-service teachers face critical adjustment periods between learning and real-life work. Without adequate guidance, care, and understanding from parents, teachers, and related adults, the various problems students face can be mitigated. When they receive guidance or love and understanding, students will better organize their lives, society, and environment. Behavior expressed through love, warmth, and understanding from those around them can be accepted through perception, emotions, and participation in activities (Phongsopa, 2017). This helps maintain mental balance and self-identity. Those who have never developed self-awareness may fail to adapt, losing their self-identity, feeling inferior, incapable, worthless, or devalued. Adaptation or Adjustment refers to adjusting thoughts, feelings, and behaviors to match the environment, society, and various situations efficiently, accepting the reality in life (Boonlert, 2011; Bernard, 1960). According to Rogers' adaptation theory (1967), individuals who can adapt are self-aware, understand, and accept themselves and others, can perceive experiences realistically, and adjust those experiences to fit their personality structure without conflict or distortion, maintaining a positive self-concept. Those who cannot adapt experience conflict between self-concept and new experiences, leading to tension, anxiety, confusion, lack of confidence, loss of self-identity, and a negative self-concept. Knowing the adjustment level of students helps mentors and related individuals gather important information to plan, predict, prevent, solve problems, and convey information for management, developing teaching quality, mental health, social participation, and student activities, ensuring students succeed in life and become valuable human resources in the future (Bradley et al., 2020; Junker et al., 2021; Ndebele & Legg-Jack, 2022; Sohil et al., 2023).

Given the problems related to the adjustment of pre-service teachers mentioned above, the scholars are interested in studying factors affecting the adjustment of pre-service teachers in the Faculty of Education, Buriram Rajabhat University, in five areas: attitudes towards learning and teaching practicum, achievement motivation, parental support for learning, peer relationships, and mentor-teacher relationships. The study results will guide planning, problem prevention, and assisting students in achieving good adjustment and mental health, contributing to successful teaching practicum, and becoming quality graduates and future teachers.

2. Method

The adjustment of pre-service teachers during their teaching practicum period is a crucial aspect of their professional development. Understanding the factors that influence this adjustment can help educational institutions create better support systems and training programs. This research focuses on pre-service teachers at the Faculty of Education, Buriram Rajabhat University, aiming to identify the key factors that affect their adjustment and to analyze the relationships among these factors.

2.1 Research Objectives

- 1) To study the relationship of factors affecting the adjustment of pre-service teachers, Faculty of Education, Buriram Rajabhat University.
- 2) To study the factors affecting the adjustment of pre-service teachers, Faculty of Education, Buriram Rajabhat University.

2.2 Research Framework

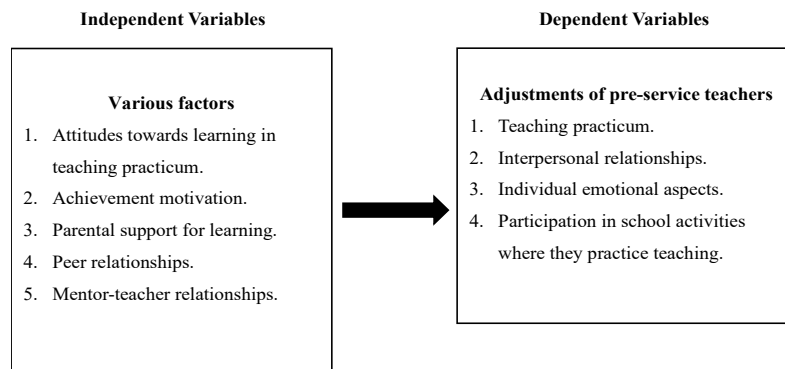


Figure 1. Various factors and adjustments of pre-service teachers

2.3 Population and Sample Group

- 1) Population: Pre-service teachers, Faculty of Education, Buriram Rajabhat University, second semester, the academic year 2023, totaling 608 students.
- 2) Sample Group: Pre-service teachers, Faculty of Education, Buriram Rajabhat University, second semester, the academic year 2023, totaling 242 students, selected through simple random sampling.

2.4 Variables Studied

- 1) Independent Variables: Five variables including attitudes towards learning in teaching practicum, achievement motivation, parental support for learning, peer relationships, and mentor-teacher relationships.
- 2) Dependent Variables: Adjustment of pre-service teachers, Faculty of Education, Buriram Rajabhat University.

2.5 Research Instruments

The research instrument was a questionnaire developed by the scholars, divided into three parts:

- Part 1: General information about the respondents, consisting of checklist items including gender, major of study, type of school for teaching practicum, and cumulative GPA.
- Part 2: Questionnaire on factors affecting the adjustment of pre-service teachers, using a 5-point Likert scale, consisting of five aspects: (1) Attitudes towards learning in teacher training, (2) Achievement motivation, (3) Parental support for learning, (4) Peer relationships, and (5) Mentor-teacher relationships.
- Part 3: Questionnaire on the adjustment of pre-service teachers, using a 5-point Likert scale.

2.6 Data Collection

- 1) The scholars requested permission document from the Faculty of Education, Buriram Rajabhat University to collect data from the sample group.
- 2) The scholars collected data personally from 242 pre-service teachers, and received all 242 completed questionnaires, achieving a 100% response rate.

2.7 Data Analysis

- 1) Analyzed the relationship of factors using Pearson's correlation coefficient between each predictive variable and academic achievement.
- 2) Analyzed the factors affecting the adjustment of pre-service teachers by finding the correlation between each predictive variable and academic achievement.

3. Results

3.1 Results of the Analysis of Factors Affecting the Adjustment of Student Teachers from the Faculty of Education, Buriram Rajabhat University

The correlation coefficients between the factors affecting the adjustment of pre-service teachers ranged from 0.442 to 0.703, all with statistical significance at the 0.01 level. The factors with the highest correlation to adjustment were achievement motivation, followed by peer relationships and attitudes toward learning, respectively. Among

the factors, the correlation coefficients ranged from 0.404 to 0.662, all with statistical significance at the 0.01 level, as shown in Table 1.

Table 1. Correlation Coefficients Between Factors Affecting the Adjustment of Pre-Service Teachers from the Faculty of Education, Buriram Rajabhat University

Variables	Attitude towards Learning (x ₁)	Achievement Motivation (x ₂)	Parental Support for Learning (x ₃)	Peer Relationships (x ₄)	Mentor-Student Relationship (x ₅)	Student Adjustment (Y)
Attitude towards Learning (x ₁)	1.00					
Achievement Motivation (x ₂)	.662**	1.00				
Parental Support for Learning (x ₃)	.492**	.517**	1.00			
Peer Relationships (x ₄)	.587**	.632**	.516**	1.00		
Mentor-Student Relationship (x ₅)	.423**	.404**	.482**	.430**	1.00	
Student Adjustment (Y)	.550**	.703**	.454**	.612**	.442**	1.000

Note. **Significant at the 0.01 level.

3.2 Results of the Analysis of Factors Affecting the Adjustment of Pre-Service Teachers from the Faculty of Education, Buriram Rajabhat University

Table 2. Multiple Regression Analysis of Factors Affecting the Adjustment of Pre-Service Teachers from the Faculty of Education, Buriram Rajabhat University

Predictors	b	SE _B	β	t	P - Values
Constant	.461	.165		2.787	.000
Achievement Motivation	.525	.042	.496	12.382	.000
Peer Relationships	.221	.038	.238	5.868	.000
Mentor-Student Relationship	.118	.029	.139	4.038	.000

Note. **Significant at the 0.01 level.

The multiple regression analysis in Table 2 indicates that among the predictor variables, achievement motivation has the highest predictive power for pre-service teacher adjustment, with standardized and unstandardized regression coefficients (β, b) of 0.496 and 0.525, respectively. This is followed by peer relationships, with coefficients (β, b) of 0.238 and 0.221, respectively, and the mentor-student relationship, with coefficients (β, b) of 0.139 and 0.118, respectively. The regression equation for predicting the adjustment of pre-service teachers in the Faculty of Education can be written as follows:

Unstandardized Regression Equation

$$Y = 0.461 + 0.525x_2 + 0.221x_4 + 0.118x_5 \tag{1}$$

Standardized Regression Equation

$$Z_Y = 0.496Zx_2 + 0.238Zx_4 + 0.139Zx_5 \tag{2}$$

4. Conclusion

4.1 Results of the Study on Factors Affecting the Adjustment of Pre-Service Teachers from the Faculty of Education, Buriram Rajabhat University

The correlation coefficients between the factors affecting the adjustment of pre-service teachers ranged from 0.442 to 0.703, all with statistical significance at the 0.01 level. The variable most strongly related to adjustment was achievement motivation, followed by peer relationships and attitudes toward learning, respectively. Among the factors, the correlation coefficients ranged from 0.404 to 0.662, all with statistical significance at the 0.01 level.

4.2 Regression Equation for Predicting the Adjustment of Pre-Service Teachers from the Faculty of Education

The study found that achievement motivation (x₂) had the highest predictive power for the adjustment of pre-service teachers, with standardized and unstandardized regression coefficients (β, b) of 0.496 and 0.525, respectively. This was followed by peer relationships (x₄) with coefficients (β, b) of 0.238 and 0.221, respectively,

and the mentor-student relationship (x_5) with coefficients (β , b) of 0.139 and 0.118, respectively. The regression equations for predicting the adjustment of pre-service teachers can be written as follows:

Unstandardized Regression Equation

$$Y = 0.461 + 0.525x_2 + 0.221x_4 + 0.118x_5 \quad (3)$$

Standardized Regression Equation

$$Z_Y = 0.496Z_{x_2} + 0.238Z_{x_4} + 0.139Z_{x_5} \quad (4)$$

5. Discussion

5.1 Results of the Study on Factors Affecting the Adjustment of Pre-Service Teachers from the Faculty of Education, Buriram Rajabhat University

The results indicated significant positive relationships between factors such as attitudes towards learning, achievement motivation, parental support for learning, peer relationships, and mentor-student relationships with the adjustment of pre-service teachers (Y) at the 0.01 significance level, with correlation coefficients ranging from 0.442 to 0.703. This suggests that these factors influence students' adjustments during their teaching practicum, transitioning from student roles to teaching roles, requiring greater adjustment. This aligns with research by Waleebor et al. (2023), who studied factors affecting undergraduate students' adjustment at Rambhai Barni Rajabhat University and found that attitudes towards teaching and learning, independence, self-esteem, perceived academic ability, and parental attachment significantly influenced adjustment. When considering the causal relationships, it was found that all factors had an overall significant influence on adjustment at the 0.01 level, with most factors having a positive influence except for independence, which had a negative influence. The factor with the most positive influence was attitudes towards teaching and learning, followed by self-esteem. This is consistent with the research by Yodsene (2020), who studied factors affecting the adjustment of first-year undergraduate students in the Faculty of Business Administration at Rajamangala University of Technology Thanyaburi. The study found that learning factors, interpersonal relationships, emotional factors, social support from surrounding individuals, and participation in university activities were highly correlated with adjustment.

5.2 Results of the Analysis of Factors Affecting the Adjustment of Pre-Service Teachers from the Faculty of Education, Buriram Rajabhat University

The five variables were found to have significant linear correlations with the adjustment of pre-service teachers at the 0.01 significance level. A multiple regression analysis with three predictor variables—achievement motivation (x_2), peer relationships (x_4), and mentor-student relationships (x_5)—revealed that these factors significantly explained the variance in the adjustment variable at the 0.01 level. This suggests that social support from peers and mentors, along with individual beliefs, attitudes, habits, and life experiences, are crucial for continuous physical and emotional adaptation. Self-awareness, self-esteem, and adjusting to various conditions are essential, with peers and mentors playing significant roles in this adjustment process to ensure acceptance and readiness to help within society. This finding aligns with the study by Niyomtham et al. (2017) on the adjustment of students at the Rajamangala University of Technology Lanna, Tak, which found that learning, relationships with teachers, and peer relationships were significant factors in student adjustment. Similarly, Saensupha et al. (2020) studied student adjustment during the COVID-19 pandemic and found that students from the Faculty of Education at Ramkhamhaeng University had a high average level of adjustment (mean = 3.41). Furthermore, Chondaeng et al. (2023) studied factors influencing the adjustment of Generation Z students at Ubon Ratchathani University and found that self-confidence awareness, Generation Z characteristics, positive outlook, accurate self-assessment, and emotional awareness were significantly related to their adjustment. Self-confidence awareness contributes to psychological stability and recognition of one's capabilities (Vichairam et al., 2016), alongside accurate self-assessment, which reflects the understanding of both strengths and areas for improvement. Self-awareness, including self-confidence and accurate self-assessment, is critical for effective adjustment to different environments or situations (Kulkansawat, 2014). Self-awareness enables effective adjustment, leading to positive relationships with others and efficient management of various tasks, and helps in setting appropriate life goals.

6. Recommendations

6.1 Recommendations for Applying Research Results

- The study found high correlations between achievement motivation, peer relationships, and attitudes toward learning with adjustment. Therefore, educators, parents, and stakeholders should promote and develop students' abilities to adapt effectively and live happily in society.
- The research findings can be used to help students learn and apply their knowledge to adapt to changing

situations.

6.2 Recommendations for Future Research

- Further studies should analyze the components of student adjustment to utilize these findings in student development.
- Ongoing research should focus on methods to assist students with low adjustment levels, enhancing their ability to practice teaching happily in schools.

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Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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