

An Analysis Of Gender Differences In Emotional Adjustment Among Student Teachers

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Citation: S. Deviga, et al, (2024) An Analysis Of Gender Differences In Emotional Adjustment Among Student Teachers, *Educational Administration: Theory and Practice*, 30(3) 2707 - 2711
DOI: 10.53555/kuey.v30i3.7802

ARTICLE INFO	ABSTRACT
	Emotional Adjustment plays an important role of life. Those who can regulate the emotional feelings are characterized by normal behaviour and who are unable to regulate emotional feelings are characterized by abnormal behaviour. This study aims to determine the Gender differences in Emotional Adjustment among student teachers of college of education in Salem district. The survey method was used in the present study. Data were collected from 200 student teachers from the Self-finance College of Education in Salem district of Tamil Nadu, India. The samples have been selected by using a random sampling technique. Emotional Adjustment questionnaire was constructed and validated by the investigator. The results of data analysis are tabulated and analysed using appropriate statistical techniques. The findings were made a result of careful interpretations. This study concluded that both the Male and Female student teachers have similar Emotional Adjustment.
	key words : Gender differences, Emotional Adjustment, Student teachers

INTRODUCTION

The main objective of Education in today's scenario is to make students good at discipline. Balancing and cultivating the emotions of students is an important objective in the aims of education. But we have face many problems due to excessive emotions. In them, especially when negative emotions are high, a person is very affected. Emotional Adjustment also referred to as personal adjustment or psychological adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. Hence, Emotional Adjustment and management are very essential for life. Therefore, Emotional Adjustment is one of the unique factors in human life. It plays a vital role in all fields. A well - adjusted person has awareness of his own strengths and limitations, respects himself and others, satisfaction with basic needs, flexibility in behaviour, realistic perceptions of the world and an adequate level of aspiration. Various dimensions of Emotional Adjustment such as Flexibility, Self- Control, Adequate level of aspiration, Self- Awareness and Acceptance.

REVIEW OF RELATED LITERATURE

Xavier Raj and Singaravelu (2019) conducted the study on the gender differences in adjustment among student teachers of B.Ed. programme in Kanyakumari district. Adjustment, in psychology, is the behavioural process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environment. Data was collected from a sample of 510 B.Ed. Student teachers selected from Kanyakumari district in Tamil Nadu state. The research was conducted among 57 male student teachers and 453 female student teachers based on different dimensions of adjustment. This research clearly mentions the differences between male and female student teachers in adjustment and its dimensions in home adjustment, health adjustment, Submissive Self-assertion, Emotional adjustment, Hostility - Friendliness and Masculinity – Femininity. Finally comparing the mean value the research result shows that male student teachers are better than female student teachers in their adjustment.

Sasikumar and Nagooran (2021) conducted the study is to know the relationship between Emotional Maturity and Social Adjustment among Adolescent Students in East Coast Region of Tamil Nadu, India. The present study, a random sampling technique 200 adolescent students of Class IX from 3 Government schools and 3 Government aided schools in Ramanadhapuram District, east coast region of Tamil Nadu, India and

utilized as subjects of this study. Survey method was used. Emotional Maturity and Social Adjustment is a tool for promoting students mental health and personality. This study was conducted to find out whether there is any difference based on two selected variables regarding Emotional Maturity and Social Adjustment of adolescent students. This research has examined various aspects of Emotional Maturity and Social Adjustment in adolescent students. The conclusion of this study suggests that there is a positive relationship between Emotional Maturity and Social Adjustment.

STATEMENT OF THE PROBLEM

The research problem is determining the Gender differences in Emotional Adjustment among student teachers in Salem district. Hence the researcher selected the study entitled “ **An analysis of Gender Differences in Emotional Adjustment among Student Teachers .**”

DEFINITION OF THE TERMS USED IN THE STUDY

GENDER DIFFERENCES

Gender differences are the variations between male and female in a variety of ways including Decision-making, Health, Stress exposure, Mental health, Personality etc. In this study Gender differences is refer to the differences in Emotional Adjustment between male and female student teachers.

EMOTIONAL ADJUSTMENT

Emotional Adjustment is an important task because, adjustment during emotions leads to normal behaviour, whereas maladjustment leads to abnormal behaviour. This Capacity is an important aspect of mental health. Emotional Adjustment is the ability to recognize emotions and use them to regulate oneself and to make relationships with others fruitful.

STUDENT TEACHERS

A student teacher or practice teacher is a college or university graduate student who is teaching under the supervision of a certified teacher to qualify for a degree in education. The term is also often used interchangeably with pre-service teachers.

NEED AND SIGNIFICANCE OF THE STUDY

Emotional Adjustment is one of the most important for all human beings in today's scenario. A very important stage is the teacher training period where teachers can get training before taking up teaching duties. Today Students are the pillars of the future of India. It is the teacher must produce the best students. So, the Bachelor of Education course that promote student teacher to learn everything for the teaching profession. Every human being have positive emotions and negative emotions. Despite that negative emotions greatly affect the body and mind. Therefore, student teachers should acquire the skills to reduce negative emotions and develop positive emotions during this training season. The level of emotions that everyone exhibits is different. Therefore, this research is very important in the field of education to know the level of Emotional Adjustment of male and female student teachers in today's situation. Through this research paper, this study is conducted to find out how much level of Emotional Adjustment to arousal feelings is observed between male and female student teachers.

OBJECTIVES OF THE STUDY

- To find out the significant differences between Emotional Adjustment of Student teachers with respect to their Gender.
- To find out the significant difference between Emotional Adjustment and its dimensions such as Flexibility, Self-control, Adequate level of aspiration, Self-Awareness and Acceptance of Student teachers with respect to their Gender.

HYPOTHESES

- There is no significant difference between Emotional Adjustment of Student teachers with respect to their Gender.
- There is no significant difference between the dimension of Flexibility on Emotional Adjustment of student teachers with respect to their Gender.
- There is no significant difference between the dimension of Self-Control on Emotional Adjustment of student teachers with respect to their Gender.
- There is no significant difference between the dimension of Adequate level of aspiration on Emotional Adjustment of student teachers with respect to their Gender.
- There is no significant difference between the dimension of Self-awareness on Emotional Adjustment of student teachers with respect to their Gender.
- There is no significant difference between the dimension of Acceptance on Emotional Adjustment of student teachers with respect to their Gender.

METHOD OF THE STUDY

The investigator used the survey method for the study. The investigator developed and standardized for the study and collected data from the student teachers in the College of Education.

SAMPLING TECHNIQUE

The samples have been selected by using a random sampling technique. Data were collected from 200 student teachers from the Self finance College of Education in Salem district of Tamil Nadu, India.

PROCEDURE

The investigator visited the selected colleges and met the students to explaining the purpose of the study and instructed them on how to respond to the questionnaire. Also, students whenever they had doubted in understanding questions the investigator made questions very clear to them.

SCORING PROCEDURE

The questionnaire was prepared on the bases of a Five Point Likert type scale. There are 39 items on the scale. There are five options ranging from strongly agree to strongly disagree. The items are to be scored as 5,4,3,2,1. Student teachers have to put a tick mark on any one of the options that they desire. (5=Strongly agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree).

TOOL

The Emotional Adjustment questionnaire was constructed and validated by the investigator. The Pilot study was conducted among 50 student teachers from the College of Education in Salem district to establish the reliability. The co-efficient of reliability was found as 0.873.

STATISTICAL TECHNIQUES USED

Mean, standard deviation and 't' test were worked out to find the difference in the Emotional Adjustment due to the Gender difference.

TESTING OF NULL HYPOTHESES

There is no significant difference between Emotional Adjustment and its Dimensions of student teachers with respect to their Gender.

Difference in Emotional Adjustment and its Dimensions of Student Teachers with respect to their Gender

Table: 1 Mean, S.D, and calculated 't' -value of Emotional Adjustment score for Male and female student teachers.

DIMENSIONS	GENDER	N	MEAN	S.D	t-value	p	Remarks
Flexibility	Male	76	28.1053	5.1654	0.501	0.617	NS
	Female	124	28.4758	4.9377			
Self- Control	Male	76	23.3947	8.3107	3.843*	0.00	S
	Female	124	27.5081	5.4182			
Adequate level of Aspiration	Male	76	25.2763	11.6568	6.642*	0.00	S
	Female	124	15.5806	6.5221			
Self- Awareness	Male	76	30.0968	6.10001	5.034*	0.00	S
	Female	124	24.4211	8.59903			
Acceptance	Male	76	25.7632	8.7114	2.378*	0.02	S
	Female	124	28.2016	2.5661			
Overall Emotional Adjustment	Male	76	1.2247	25.4974	1.706	0.91	NS
	Female	124	1.2298	15.2555			

Table gives the mean, S.D and t-value of male and female student teachers with respect to various dimensions of Emotional Adjustment.

From the table shows that the calculated 't'-value (0.501) is less than the table value (1.96) at 0.05 level of significance. Therefore, there is no significant difference between male and female student teachers in their Emotional Adjustment and its dimension of Flexibility. Hence the Null hypothesis is accepted.

From the table the calculated 't'-values (3.843), (6.642), (5.034), (2.378) are greater than the table value (1.96) at 0.05 level of significance in some dimensions are Self Control, Adequate level of aspiration, Self- Awareness

and Acceptance. So, there is significant difference between male and female student teachers in their Emotional adjustment and its dimensions are Self- Control, Adequate level of aspiration, Self- Awareness and Acceptance. Hence the Null hypotheses is rejected.

RESULT

From the table shows that the calculated 't'-value (1.706) is less than the table value (1.96) at 0.05 level of significance. So, there is no significant difference between male and female student teachers in their overall Emotional Adjustment. Hence the Null hypothesis is accepted.

From the above table, it is observed that the mean of Emotional Adjustment score for Male and Female student teachers are 1.2247 and 1.2298 respectively.

From this, it is concluded that both the Male and Female student teachers have similar Emotional Adjustment.

LIMITATIONS OF THE STUDY

The following are the limitations of the study.

- The present study is conducted in Salem district only.
- The present study has selected student teachers only.
- For this study the investigator collected data from 200 student teachers only.
- The samples were collected from second year B.Ed., student teachers in the College of Education.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The following are the educational implications of the study

- These findings of the study will be of immense use in understanding the Emotional Adjustment of student teachers.
- This study will be more useful for other problem- solving subject like personal, social, physical, vocational etc.
- This research will help to provide appropriate training to improve the Emotional Adjustment of student teachers.
- This research will also help to bring about changes in the curriculum of student teachers.

SUGGESTIONS FOR FURTHER RESEARCH

Research is a vital and comprehensive area. Some of the areas for research in the future may be as follows.

- The present study was confined to the student teachers only. This study can be done in various professional colleges.
- A few more personal variables could also be included.
- This work can be extended to the staff of the Government and private sectors.
- This work can be done along with other areas such as emotional maturity, emotional intelligence, psycho - social emotional maturity, psycho - social problem of adolescence etc.

CONCLUSION

From the present study conducted the male and female student teachers have Emotional Adjustment and its dimensions. The researcher concluded that both the Male and Female student teachers have similar Emotional Adjustment in the dimension of Flexibility. But there is significant difference between male and female student teachers in their Emotional Adjustment and its dimensions are Self- Control, Adequate level of aspiration, Self-awareness and Acceptance. Also, female student teachers are found to be better than male student teachers in the dimensions of Self -Control and Acceptance. Naturally it is a well -known fact that females are slightly better than men in all aspects of Self- Control, empathy, tolerance and acceptance. Hence more female teachers are appointed in primary schools. Also, male student teachers are found to be better than female student teachers in the dimensions of Adequate level of aspiration, Self-awareness. It may be due to the reason that, male student teachers may easily adapt to any kind of classroom and learning situation, may have fewer expectations and tolerate the inconvenience about the teaching-learning process than the female student teachers. It may be the situation for the male student teachers in their home, society and where ever they are, thus possess more adjustment than female student teachers. Basically, human beings are creatures of emotions. Being emotionally adjusted is important to living a psychologically healthy life.

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