

GENDER DIFFERENCES IN ADJUSTMENT AMONG STUDENT TEACHERS OF B. ED. PROGRAMME

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Abstract

This study aims at determining the gender differences in adjustment among student teachers of B.Ed. programme in Kanyakumari district. Normative survey method was used in the present investigation. Data was collected from a sample of 510 B.Ed. Student teachers selected from Kanyakumari district in Tamilnadu state. Random sampling method was adopted. Tool: Adjustment scale Hugh M. Bell (1963) was used for collecting the data. The Results showed that there is significant difference among student teachers based on gender.

Keywords: Gender differences, Adjustment Inventory, Submissive Self-assertation, Hostility Friendliness

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INTRODUCTION

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 environments (Encyclopedia Britannica, 2017). It is true that life is nothing but a process of adjustment from one moment to the other. Man unlike other animals has to adjust to psychological, social and cultural environment in which he has to live, in addition to physical environment. It is known that every organism tries to have a harmonious relationship with its surroundings in order to satisfy its primary needs like hunger, thirst and security. This relationship is established by the constant effort on the part of organism in adjusting to its environment (Allport, 1962). The process of adjustment goes on from the moment one comes into this world until one departs from the scene. Every moment, the human being is subjected to various situations as a result of which he is confronted with many conflicts and he is in the position of adjustment. Adjustment refers to the way an individual gets along in satisfying the needs in a home emotional, social and educational environment. It is an index of integration between needs and satisfaction.

REVIEW OF RELATED LITERATURE

Bijoyeta (2016) conducted a study on the adjustment problems and academic achievement among school going adolescents. Adjustment is an important concern during adolescence stage. It is a behavioral process for maintaining equilibrium of one's needs and obstacles offered by the environment. The rapid changes in the contemporary society contribute to adjustment problems among adolescents. Adjusting to constant changes in their internal as well as external environment becomes a major challenge. Academic Achievement is a crucial goal for many students in this competitive age. Today's adolescents face one of the immense problems-adjustment problems in various fields and lack of interest in studies along with setting goals for the future. Hence this study attempted to examine various forms of adjustment problems and its relation with academic achievement among school going adolescents. Samples were taken from four schools (CBSE Schools with Co-educational system) which consisted of 40 students(boys and girls) studying in grade XI and XII(enrolled in Arts, Science and Humanities) have been taken into consideration for collection of data. Various tools v.i.z., Bell Adjustment Inventory developed by H.M Bell and the Cumulative Academic Score were used to measure the

various forms of adjustment and their academic scores. The results revealed that the female participants were significantly better in home, social, health and emotional adjustment in comparison to male participants. In relation to academic achievement, adolescent girls had reported of better academic scores in comparison to adolescent boys.

Hall (2015) conducted a study on College Student Adjustment and Health Behaviors. This study explored the relationship between student adjustment theory and college students health behaviors. Specifically, this research examined first-year freshmen college students physical activity and nutrition behaviors and impact on adjustment to college. The result revealed a significant, positive correlation found between students who engage in physical activity and healthy eating behaviors and level of student adjustment. In addition, students who reported meeting national recommendations for physical activity and fruit and vegetable consumption exhibited significantly greater academic, personal-emotional, and social adjustment. The results of this study indicated a need for further research on the effects of physical activity and nutrition on college student adjustment.

NEED AND SIGNIFICANCE OF THE STUDY

Adjustment is need of the hour of democratic country. It is started from school which ensure the social mobilization of the students in the class room transaction. It can be emerged from teacher education. Hence the researcher selected the present study is inevitable for our Indian Education system and revamp the values through teacher education to class transaction.

STATEMENT OF THE PROBLEM

The research problem is determining the gender differences in adjustment among student teachers of B.Ed. programme in Kanyakumari district. Hence the researcher selected the study entitled “Gender Differences in Adjustment among Student Teachers of B. Ed. Programme”

OBJECTIVES

1. To find out the level of adjustment of student teachers.
2. To find out whether there is any significant difference in adjustment and its dimension of student teachers with respect to their gender,

HYPOTHESIS

There is no significant difference between male and female student teachers in their adjustment and its dimensions.

METHOD OF STUDY

Normative survey method was adopted in the study.

SAMPLE

The study was conducted on a sample of 510 student-teachers.

TOOLS

The following tool was used for collecting the data

Adjustment scale Hugh M. Bell (1963) to measure the Adjustment of student teachers. Reliability was established by adopting split of method and it was found 0.78 as co-efficient correlation. Jury opinion was carried out to establish validity of the tool. Hence the standardized tool was re-established to use in final study.

STATISTICAL TECHNIQUES USED

The following statistical techniques have been used in the present study for the analysis of present Data

1. Descriptive analysis
2. Differential analysis

RESULTS

Adjustment level mean score of student-teachers of male in total is 300.02 but female student-teachers is 292.71. So level of Adjustment of Male teachers is higher than female teachers. It concludes that it has slight difference between student-teachers of male and female.

TESTING OF NULL HYPOTHESIS

There is no significant difference between male and female student teachers in their adjustment and its dimensions.

Table 4.22. Difference in Adjustment and its Dimensions of Student Teachers with Respect to their Gender

Dimensions	Gender	N	Mean	S.D.	Calculated 't' Value	Remarks
Home Adjustment	Male	57	52.33	5.87	3.08	S
	Female	453	49.75	6.60		
Health Adjustment	Male	57	54.63	5.87	2.17	S
	Female	453	52.81	6.61		
Submissive Self-assertion	Male	57	52.86	4.97	1.91	NS
	Female	453	51.53	4.71		
Emotional Adjustment	Male	57	51.33	9.10	0.41	NS
	Female	453	51.84	6.37		
Hostility - Friendliness	Male	57	46.44	4.84	1.60	NS
	Female	453	45.34	5.11		
Masculinity - Femininity	Male	57	42.42	6.74	1.06	NS
	Female	453	41.43	5.27		
Adjustment in Total	Male	57	300.02	23.77	2.21	S
	Female	453	292.71	21.12		

It is inferred from the above table that the calculated 't' values are greater than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected. So, there is significant difference between male and female student teachers in their adjustment and its dimensions namely home adjustment and health adjustment. But it is also inferred from the above table that the calculated 't' values are less than the table value 1.96 at 0.05 level of significance in some dimensions Submissive self –assertation, Emotional Adjustment, Hostility Friendliness and Masculinity –femininity. Thus null hypothesis rejected. Hence there is no significant difference between male and female student teachers in their adjustment and its dimensions namely Submissive self –assertation, Emotional Adjustment and Masculinity –femininity. While comparing the mean values, the male student teachers (300.02, 52.33 & 54.63) are better than the female student teachers (292.71, 49.75 & 52.81) in their adjustment and its dimensions namely home adjustment and health adjustment.

EDUCATIONAL IMPLICATIONS

1. Appropriate training is needed to pre-service teachers to improve the adjustment level.
2. Increasing Adjustment among student-teachers pave way to create good democratic people our country.
3. It may be included in curriculum for strengthening social mobilisation.

CONCLUSION

From the present study, it is clear that the male and female student teachers have adjustment and its dimension namely home adjustment and health adjustment. By comparing the mean values, male student teachers are better than the female student teachers in their adjustment and its dimensions of home adjustment and health adjustment. It may be due to the reason that, male student teachers may easily adopt with any kind of classroom and learning situation, may have fewer expectations and tolerate the inconvenience with regard to 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. The following suggestions can be given for the improvement of adjustment among Student Teachers. Democratic and participatory way of teaching should be practiced by the teacher educators. Plenty of opportunities should be given to the student teachers inside and outside the classrooms, so that they can enjoy the course

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