



EMOTIONAL ADJUSTMENT OF SECONDARY SCHOOL TEACHER TRAINEES IN MYSORE CITY

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Abstract

Every one of us strives hard for the satisfaction of one need. In struggling to achieve something if one finds that results are not satisfactory, one either changes his goal or the procedure. Every one of us strives hard for the satisfaction of one need. In struggling to achieve something if one finds that results are not satisfactory, one either changes his goal or the procedure. By resorting to such means, one protects oneself from the possible injury to ones ego, failure or frustration. It is a sort of shifting to more defensive position in order to face the challenge of circumstances after getting failure in earlier attempts. This special feature of the living organisms is termed as an emotional adjustment.

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Introduction

“Life presents a continuous chain of struggle for existence and survival”, says Darwin. The observation is very correct as we find in our daily life. Every one of us strives hard for the satisfaction of one need. In struggling to achieve something if one finds that results are not satisfactory, one either changes his goal or the procedure.

By resorting to such means, one protects oneself from the possible injury to ones ego, failure or frustration. It is a sort of shifting to more defensive position in order to face the challenge of circumstances after getting failure in earlier attempts. This special feature of the living organisms is termed as an emotional adjustment.

Some common patterns of adjustment behaviour have often been categorized as mechanisms of define or of escape.

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Meaning and Definition of Emotional Adjustment:

A useful term, which has developed in psychology over a period of many years, designates such well-reinforced tension-reducing responses, which reduces a drive.

According to L.S. Shaffer

“Emotional Adjustment is the process by which living organisms maintains a balance between its need and the circumstances that influence satisfaction of these needs’.

OBJECTIVES

The present study was undertaken with the following major objectives:

1. To compare the Emotional Adjustment of male and female secondary school teacher trainees of Mysore city.
2. To compare the Emotional Adjustment of secondary school teacher trainees of science and arts streams of Mysore city.

VARIABLES OF THE STUDY

In this study there were three types of variables

namely, independent, dependent and situational but independent variables. The classification of these variables is given below.

I. Dependent Variable:

Emotional Adjustment

II. Independent Variable:

Practice in Teaching

III. Background Variables:

1. Gender
2. Educational stream

HYPOTHESES

Hypotheses are formulated to study the influence of practice in teaching on Emotional Adjustment, of secondary trainees in Mysore city. All hypotheses were stated in the full form to facilitate statistical testing of the hypothesis. The present study attempts to test the following hypothesis.

1. There is no significant difference in the level of Emotional Adjustment of Male and female secondary school teacher trainees before and after teaching practice.
2. There is no significant difference in the level of Emotional Adjustment of secondary school teacher trainees with Arts and Science background before and after teaching practice.

DESIGN OF THE STUDY

The Present study is an experimental and descriptive in nature, in which "pre-test and post test design" has been adopted. In the present study, one year regular B.Ed

Programme. Research title of “ **EMOTIONAL ADJUSTMENT, OF SECONDARY SCHOOL TEACHER TRAINEES IN MYSORE CITY**”. For the present study Experimental Design was applied. ‘Were the dependent variables. Sex, and Education streams was independent variable in the study. Both male and female prospective secondary school teacher trainees were taken for the purpose of present research. In order to test the hypotheses, the investigation is planned and carried out in two phases were measured at two levels during the B.Ed. programme:

- a) At first level (Pre-test) - Immediately after the admission.
- b) At final level (post-test) - At the end of session before the final exams.

SAMPLING OF THE STUDY

The population of the study consists of nearly 1400 Teacher Trainees studying in B.Ed colleges in various teacher training institutions of Mysore City, namely government, private aided and private unaided Colleges.

The table showing the total population in terms of gender and type of management.

Gender	Type of Management			Total	%
	Government	Private Aided	Private Unaided		
Male Teacher trainees	50	135	431	616	44
Female Teacher trainees	50	165	569	784	56
Total	100	300	1000	1400	100

First phase in Pre-test, A sample of 1000 B.Ed Teacher Trainees studying in B.Ed colleges in various teacher training institutions of Mysore City, namely government, private aided and private unaided Colleges were taken.

The second phase at Post-test, A sample of 815 B.Ed. Teacher trainees out of which 314 male teachers and 501 female teachers from different type of institutions were selected by stratified random sampling technique.

The table showing the selected sample in terms of gender and type of management.

Gender	Type of Management			Total
	Government	Private Aided	Private Unaided	
Male Teacher trainees	40	43	231	314
Female Teacher trainees	46	90	365	501
Total	86	133	596	815

NATURE AND CHARACTERISTICS OF SAMPLE

Distribution of sample over background variables such as Gender, Type of Management, Locality

and Educational Stream of Secondary School Teacher Trainees.

Sl. No.	Variables		Frequency	Percentage	Total Percentage
1	Gender	Male	314	38.60	100
		Female	501	61.40	
2	Educational Stream	Arts	593	72.76	100
		Science	222	27.24	

The above table shows the distribution of sample over background variables such as Gender, and Educational Stream of secondary school teacher trainees. Out of 815 (100.00%) secondary school teacher trainees, 314 (38.60%) teacher trainees are male teachers and 501 (61.40%) teacher trainees are female teachers. Out of 815 (100.00%) secondary school teacher trainees, 593 (72.76%) teacher trainees are arts background teachers and 222 (27.24%) teacher trainees are science background teachers.

There is no significant difference in the level of Emotional Adjustment of government secondary school teacher trainees before and after practice in teaching.

Table showing the Number (N), Mean, S.D. (Standard Deviation), 't' value and level of significance in the level of Emotional Adjustment of secondary school teacher trainees studying in government B.Ed. colleges before and after the Pre and post test practice in teaching.

Variable		N	Mean	S.D.	't' value	Level of Significance
Emotional adjustment	Pre Test	86	113.465	16.915	1.228	NS
	Post Test	86	116.465	15.083		

NS = Not Significant.

The above table shows that the level of Emotional Adjustment of secondary school teacher trainees studying in Government B.Ed. colleges before and after the Pre and post test practice in teaching with a mean value of 113.465 and 116.465 respectively. The obtained 't' value is 1.228 which is less than the table value of 1.99 at 0.05 level and thus it is not significant at 0.05 level. Hence, the above stated null hypothesis is accepted that "there is no significant difference in the

Emotional Adjustment of secondary school teacher trainees studying in government B.Ed. colleges before and after practice in teaching" is accepted.

There is no significant difference in the level of Emotional Adjustment of Private Aided secondary school teacher trainees before and after practice in teaching.

Table showing the Number (N), Mean, S.D. (Standard Deviation), 't' value and level of significance in the level of Emotional Adjustment of secondary school teacher

trainees studying in private aided B.Ed. colleges before and after the Pre and post test practice in teaching.

Variable		N	Mean	S.D.	't' value	Level of Significance
Emotional adjustment	Pre Test	133	111.631	17.250	2.246	*
	Post Test	133	116.263	16.363		

* Significant at 0.05 level.

The above table shows that the level of Emotional Adjustment of secondary school teacher trainees studying in private Aided B.Ed. Colleges before and after the Pre and post test practice in teaching with a mean value of 111.631 and 116.263 respectively. The obtained 't' value is 2.246 which, is greater than the table value of 1.98 at 0.05 level and thus it is significant at 0.05 level. Hence, the above stated null hypothesis is rejected and formulated an alternative hypothesis that "there is a significant difference in the level of Emotional Adjustment of secondary school teacher trainees studying in Private Aided B.Ed. Colleges before and after practice in teaching" is accepted. The post test scores of secondary school teacher trainees studying in Private Aided B.Ed. Colleges (M=116.263) have high level of Emotional Adjustment than pre test scores (M=111.631). It concludes that Emotional Adjustment of Private Aided teacher trainees was increased through practice in teaching.

There is no significant difference in the level of Emotional Adjustment of Private Unaided secondary school teacher trainees before and after practice in teaching.

Table showing the Number (N), Mean, S.D. (Standard Deviation), 't' value and level of significance in the level of Emotional Adjustment of secondary school teacher trainees studying in Private Unaided B.Ed. Colleges before and after the Pre and post test practice in teaching.

Variable		N	Mean	S.D.	't' value	Level of Significance
Emotional adjustment	Pre Test	596	116.573	14.231	7.000	**
	Post Test	596	121.849	11.658		

** Significant at 0.01 level.

The above table shows that the level of Emotional Adjustment of secondary school teacher trainees studying in Private Unaided B.Ed. Colleges before and after the Pre and post test practice in teaching with a mean value of 116.573 and 121.849 respectively. The obtained 't' value is 7.000 which, is greater than the table value of 1.96 at 0.05 level and 2.58 at 0.01 level and thus, it is significant at 0.01 level. Hence, the above stated null hypothesis is rejected and formulated an alternative hypothesis that "there is a significant difference in the level of Emotional Adjustment of secondary school teacher trainees studying in Private Unaided B.Ed. Colleges before and after practice in teaching" is accepted. The post test scores of secondary school teacher trainees studying in Private Unaided B.Ed. Colleges (M=121.849) have high level of Emotional Adjustment than pre test scores (M=116.573). It concludes that Emotional Adjustment of Private Unaided teacher trainees was increased through practice in teaching.

There is no significant difference in the level of Emotional Adjustment of secondary school teacher trainees with arts background before and after practice in teaching.

Table showing the Number (N), Mean, S.D. (Standard Deviation), 't' value and level of significance in the level of Emotional Adjustment of secondary school teacher trainees with arts background before and after (Pre and post test) practice in teaching.

Variable		N	Mean	S.D.	't' value	Level of Significance
Emotional adjustment	Pre Test	593	115.821	14.802	5.961	**
	Post Test	593	120.583	12.622		

** Significant at 0.01 level.

The above table shows that the level of Emotional Adjustment of secondary school teacher trainees with arts background before and after (Pre and post test) practice in teaching with a mean value of 115.821 and 120.583 respectively. The obtained 't' value is 5.961 which is greater than the table value of 1.97 at 0.05 level and 2.59 at 0.01 level and thus, it is significant at 0.01 level. Hence, the above stated null hypothesis is rejected and formulated an alternative hypothesis that "there is a significant difference in the level of Emotional Adjustment of secondary school teacher trainees with arts background before and after practice in teaching" is accepted. The post test scores of secondary school teacher

trainees with arts background ($M=120.583$) have high level of Emotional Adjustment than pre test scores ($M=115.821$). It concludes that Emotional Adjustment of teacher trainees with arts background was increased through practice in teaching.

There is no significant difference in the level of Emotional Adjustment of secondary school teacher trainees with science background before and after practice in teaching.

Table showing the Number (N), Mean, S.D. (Standard Deviation), 't' value and level of significance in the level of Emotional Adjustment of secondary school teacher trainees with science background before and after (Pre and post test) practice in teaching.

Variable		N	Mean	S.D.	't' value	Level of Significance
Emotional adjustment	Pre Test	22	114.418	16.076	3.710	**
	Post Test	22	119.797	14.427		

** Significant at 0.01 level.

The above table shows that the level of Emotional Adjustment of secondary school teacher trainees with science background before and after (Pre and post test) practice in teaching with a mean value of 114.418 and 119.797 respectively. The obtained 't' value is 3.710 which is greater than the table value of 1.96 at 0.05 level and 2.59 at 0.01 level and thus, it is significant at 0.01 level. Hence, the above stated null hypothesis is rejected and formulated an alternative hypothesis that "there is a significant difference in the level of Emotional Adjustment of secondary school teacher trainees with science background before and after practice in teaching" is accepted. The post test scores of secondary school teacher trainees with science background ($M=119.797$) have high Emotional Adjustment than pre test scores ($M=114.418$). It concludes that Emotional Adjustment of teacher trainees with science background was increased through practice in teaching.

DELIMITATIONS OF THE STUDY

The present Study has the following limitations due to time constraints and limited resources to the Investigator.

1. The Study is limited to Emotional Adjustment, of Secondary Schools Teacher Trainees only.

2. The Study is limited to B.Ed colleges in Mysore City only.
3. To measure Emotional Adjustment of Secondary Schools Teacher Trainees, duly standardized tools were used.
4. The Study is limited to the objectives of the Study.
5. The Study confined to the Teacher Trainees of Secondary Schools.

SUGGESTIONS FOR FURTHER STUDIES

1. The present investigation was confined to B.Ed. programme of Mysore city. So the inference derived from it, therefore may not be applicable to the other universities of India. So, the comparison of B.Ed. programme of different universities may be taken for study.
2. Investigation may be undertaken by comparing one-year B.Ed. programme with four year B.Ed programme.
3. A study may be conducted on impact of B.Ed. programme for in-service teachers.

CONCLUSION

One of the implication of the present conclusion for teacher education is that curricula, syllabus, text book, method of teaching should be modeled in such that they can utilize their energies in the right direction. It is therefore most important for teacher trainees to develop adaptation with whole environment to become perfect teachers. To emphasize the influence of some personality dimensions on the experience of a better adjustment to an activity one consider challenging, diversified and potentially innovative.

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