

ADJUSTMENT OF B.Ed STUDENTS IN RELATION TO ACADEMIC EMOTIONS
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Abstract

This study investigated the relationship between adjustment, academic emotions of B.Ed students, and also with certain demographic variables. In psychology, adjustment is a behavioral process of humans and animals to maintain equilibrium between their various needs and the obstacles in their environments. It begins with a need which is felt and ends when it is satisfied. Emotions are recognized as a critical importance for both students and teachers in their various aspects of educational process, such emotions which are related to academics, considered by the investigator for the detailed study. Academic emotions are defined as emotions that are directly linked to academic learning. Descriptive survey method was taken to assess the adjustment and academic emotions of B.Ed students. 150 B.Ed students were selected from Thiruvallur and Chengalpet District through stratified random sampling technique. Adjustment Behaviour Inventory and Academic Emotions scale were constructed by investigator with scientific validation. The scoring was done after the data collection. The data were analyzed with mean, percentage, SD, t-test, and co-relation. The investigator found that the present B.Ed students have average level of adjustment and academic emotions. Gender, marital status and area of specialisation are not influence the adjustment and academic emotions of B.Ed students. Adjustment and academic emotions of B.Ed students are highly positive and significantly correlated.

Key words: Adjustment and Academic Emotions

Introduction

Adjustment is very important phenomenon in human's life. Human beings should have positive adjustment with the environment, family, school, college and office to lead the harmonious life. Adjustment is the capacity of an individual to cope up with inner stress, frustration, desire and external environment. Teacher is holding highest responsibility on the children and future society. So teachers may face the problem of adjustment with students, management, academics and parents. In the same way the future teacher i e. B.Ed students will have to face the similar issues. The B.Ed students are in the position to maintain the harmonious relationship with students, teachers, friends and academics to avoid the maladjustment.

Adjustment differs from person to person and also from place to place. According to **Msalow (1951)**, "Adjustment of a person may be defined as a characteristic way in which he perceives, react to solve the main problem of life".

Definition of adjustment by Dictionary of Education is, "adjustment as the process of finding and adopting modes of behaviour suitable to environment or the change in environment.

After analysing these definitions given by the eminent psychologist, the investigator draws out adjustment as;

- ❖ Adjustment brings harmonious relationship with environment or change in environment.
- ❖ Adjustment makes the balance between needs and meets the needs.
- ❖ It brings change in their thinking according to the change in the environment.
- ❖ It brings happiness, develops the relationship and satisfaction in life.
- ❖ It is physiological, psychological and multifaceted.

ADJUSTMENT OF B.Ed STUDENTS IN RELATION TO ACADEMIC EMOTIONS

Areas of adjustments are, 1. Social adjustment, 2. Educational adjustment, 3. Emotional adjustment, 4. Home adjustment, 5. Health adjustment.

Adjustment problems of the B.Ed student are;

- Intellectual and perceptual problems
- Physical and structural problems
- Emotional problems
- Social problems
- Vocational and economic problems

It is observed that the students and teachers have adjustment problems. One of the problem of B.Ed students is emotional adjustment, but the investigator decided to investigate how the adjustment related to academic emotions of B.Ed students.

Academic Emotions

Emotion is one of the main basic instincts of any organism. Emotions are feelings of an individual which are essential to live. Individuals are experiencing wider range of emotions. Sometimes these are positive emotions may provide happiness but other times it may be negative emotions which provide distress. A human being reacting to a particular situation it's all depends upon their emotions.

Students with positive emotions during their study could concentrate more on their work and get motivated to learn more and increase their academic achievement. The emotionally balanced student adopted a suitable approach for learning which produce comprehensive learning and meritorious score in academics. The emotion is playing a vital important role in before, during and after learning of the B.Ed students. If the academic task is done with positive emotions comes out with meritorious result. The balance in the emotion contribute enhancement in their academic performance. In this research the investigator attempted to find how far the B.Ed student's academic emotions are related with adjustment and other demographic variables.

Definition: Academic emotions is emotions of students that they experience in academic settings such as class-related, learning-related, and test-related situations and are characterized with the subjective control and value perceived by students .

Literature Review related to Adjustment

Kumari Premeela and Nath Shubhra's (2023) conducted a study into adjustment issues in secondary schools in Dhanbad District, Jharkhand. They selected 50 boys and 50 girls students as randomly through lottery approach. They found that secondary private school students encountered less adjustment issues than secondary government school students.

Anand and Annadurai (2017) carried out a study on adjustment pattern of B.Ed students in Ramanathapuram district. 148 students studying in B.Ed colleges constitute the sample. Standardised tool developed A.K.P Sinha and R.P.Singh was used this study for data collection. They found that there were a significant difference in adjustment pattern among B.Ed students in terms of gender, marital status and subject studying. There was no significant difference in adjustment of B.Ed students with respect to age and locality.

Umesh Chandra Kapri (2017) carried out a study on adjustment of B.Ed students in relation to their intelligence. Descriptive survey method was employed to carry out this study. 120 B.Ed. students selected through random sampling technique from Faridabad district. The investigator found that there was a significant difference between male and the female B.Ed. students with respect to their adjustment and intelligence.

Master Arul Sekar and Arul Lawrence (2016) conducted adjustment and area of emotional, social, educational adjustment of higher secondary school students in relation to academic achievement. The

ADJUSTMENT OF B.Ed STUDENTS IN RELATION TO ACADEMIC EMOTIONS

results revealed that there was significant relationship between emotional, social, educational adjustment and adjustment on the whole in relation to academic achievement of higher secondary school students.

Mohit Dixit and Varinder Singh (2015) undertake a study of emotional intelligence of B.Ed. students in relation to their adjustment. 200 B.Ed. students were chosen from Moga and Ludhiana districts of Punjab as a sample for this study. They found that there was a significant difference in adjustment of urban and rural B.Ed. students, urban male and female B.Ed. students, and there was a significant difference in the level of adjustment of rural male and female B.Ed. students.

Literature Review related to Adjustment

Jiang & Xu, (2017); Sun & Cheng, (2010), found that academic emotions are one of the important factors that affect students' academic achievement.

Huang and Xie (2016) concluded in their study that students' resilience mediates the relationship between academic emotions and subjective well-being. This showed that resilience and academic emotions are closely related. There is a positive correlation between resilience and academic emotions.

Zeng (2012) carried out a study and found that high intensity academic emotional load not related to learning tasks can impair learning performance. Passive positive emotions create negative effects on memory and consciousness.

Pekrun Reinhard (2002) found that academic emotions are all kinds of academic emotional experiences that students feel in learning or teaching situations.

Need and Importance of this study: Adjustment is the capacity with which an individual attempts to cope with desires, inner stress, and frustration while also being able to bring inner needs and the outside world into harmony. It is important for the B.Ed students to cope up with students and administrators. Positive academic emotions often benefit students' perception of knowledge and their learning behavior. Academic mood can influence the B.Ed students' motivational engagement. **Pekrun (2002)** had proposed cognitive / motivation model of emotional effects that motivational effects. These motivational effects react in activating and inactivating emotions. Therefore it is known that how far this adjustment and academic emotions are interrelated. It is also important to study with certain demographic variables of the selected population.

Objectives: The present study are formulated with the following objectives,

1. To study the significant difference in adjustment among B.Ed students in terms of gender, marital status and area of specialisation.
2. To study the significant difference in academic emotions among B.Ed students in terms of gender, marital status and area of specialisation.
3. To study the significant co-relation between adjustment and academic emotions of B.Ed students.

Hypotheses:

1. There is no significant difference in adjustment among B.Ed students in relation to gender, marital status and area of specialisation.
2. There is no significant difference in academic emotions among B.Ed students in relation to gender, marital status and area of specialisation.
3. There is no significant co-relation between adjustment and academic emotions of B.Ed students.

Design and Research Method: Descriptive survey method was taken to assess the adjustment and academic emotions of B.Ed students. 150 B.Ed students were selected from Thiruvallur and Chengalpet District through stratified random sampling technique. **Tool:** Adjustment Behaviour Inventory and Academic Emotions scale was constructed by investigators with statistical validation.

ADJUSTMENT OF B.Ed STUDENTS IN RELATION TO ACADEMIC EMOTIONS

Adjustment Behaviour Inventory constructed with 35 items. Each items are given “yes”, “no” response. The reliability of the tool is 0.86. Academic Emotions scale constructed with 28 items. This is a five point scale. The reliability of the tool is 0.84. After developing report with the B.Ed students the questionnaire was distributed and informed that that their identity will be kept confidential. Then a questionnaire was given and asked them to answer each items. The scoring was done after the data collection. The data were analyzed with mean, percentage, SD, t-test, and co-relation.

Analysis: Minimum score of the adjustment of B.Ed students is 10 and maximum is 25. The mean score is 16.15 and standard deviation is 3.95. This shows that the adjustment is normally distributed. The Mean Score indicate that the present B.Ed students have average level of adjustment. Minimum score of the Academic Emotions of B.Ed students is 47 and maximum is 101. The mean score is 75.49 and standard deviation is 10.88. This shows that the Academic Emotions is normally distributed. The Mean Score indicate that the present B.Ed students have above average level of Academic Emotions.

Hypothesis: 1

There is no significant difference in adjustment among B.Ed students in relation to gender, marital status and area of specialisation.

Table: 1 : N, M, SD, df and t-values of Adjustment with respect Gender, Marital Status and Area of Specialisation

Variables		N	Mean	SD	df	t-value
Gender	Male	83	16.11	4.18	148	0.154
	Female	67	16.21	3.68		
Marital Status	Unmarried	91	15.97	3.96	148	0.716
	Married	59	16.44	3.95		
Area of Specialisation	Arts	98	15.88	3.83	148	1.175
	Science	52	16.67	4.15		

*Not Significant at 0.05 level.

From the above table 1, it is evident that the t-value 0.154 is not significant at 0.05 level. It reflects that the mean adjustment scores of male and female B.Ed students are not differing significantly. The analysis of t-test reveals that gender is not influences adjustment. **Hence the null hypothesis is accepted in respect to gender.**

From the above table 1, it is evident that the t-value 0.716 is not significant at 0.05 level. It reflects that the mean adjustment scores of unmarried and married B.Ed students are not differing significantly. The analysis of t-test reveals that marital status is not influences adjustment. **Hence the null hypothesis is accepted in respect to marital status.**

From the above table 1, it is evident that the t-value 1.175 is not significant at 0.05 level. It reflects that the mean adjustment scores of arts and science B.Ed students are not differing significantly. The analysis of t-test reveals that area of specialisation is not influences adjustment. **Hence the null hypothesis is accepted in respect to area of specialisation.**

Hypothesis: 2

There is no significant difference in academic emotions among B.Ed students in relation to gender, marital status and area of specialisation.

Table: 2 : N, M, SD, df and t-values of Academic Emotions with respect Gender, Marital Status and Area of Specialisation

Variables		N	Mean	SD	df	t-value
Gender	Male	83	73.06	11.09	148	0.709
	Female	67	71.79	10.66		
Marital Status	Unmarried	91	72.95	11.24	148	0.630
	Married	59	71.79	10.35		
	Arts	98	72.09	10.86	148	0.619

ADJUSTMENT OF B.Ed STUDENTS IN RELATION TO ACADEMIC EMOTIONS

Area of Specialisation	Science	52	73.25	10.97		
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- Not Significant at 0.05 level.

From the above table 2, it is evident that the t-value 0.709 is not significant at 0.05 level. It reflects that the mean Academic Emotions scores of male and female B.Ed students are not differing significantly. The analysis of t-test reveals that gender is not influences **Academic Emotions. Hence the null hypothesis is accepted in respect to gender.**

From the above table 2, it is evident that the t-value 0.630 is not significant at 0.05 level. It reflects that the mean Academic Emotions scores of unmarried and married B.Ed students are not differing significantly. The analysis of t-test reveals that marital status is not influences **Academic Emotions. Hence the null hypothesis is accepted in respect to marital status.**

From the above table 2, it is evident that the t-value 0.619 is not significant at 0.05 level. It reflects that the mean Academic Emotions scores of arts and science B.Ed students are not differing significantly. The analysis of t-test reveals that area of specialisation influences **Academic Emotions. Hence the null hypothesis is accepted in respect to area of specialisation.**

Hypothesis: 3

There is no significant co-relation between adjustment and academic emotions of B.Ed students.

Table: 3

Inter correction matrix between Adjustment and Academic Emotions of B.Ed., Students

Variable	Adjustment	Academic Emotions
Adjustment	-	0.388**
Academic Emotions	0.388**	-

**significant at 0.01 level

From the above table 3, it is evident that all the correlation coefficient is significant at 0.01 level. From the above table adjustment and academic emotions are positively highly correlated. In this context the null hypothesis, “There is no significant co-relation between adjustment and academic emotions of B.Ed students” is rejected. Therefore it is concluded that adjustment and academic emotions are high positive and significantly correlated.

Findings: The present study explored that the present B.Ed students have average level of adjustment and academic emotions. Gender, marital status and area of specialisation are not influence the adjustment and academic emotions of B.Ed students. Adjustment and academic emotions of B.Ed students are high positive and significantly correlated.

Educational Implications: The study strongly recommended that the government and college administrators should observe the adjustment of the B.Ed students and find the issues and solutions related to their adjustment. They also conduct some awareness campaigns on the importance of academic emotions and moreover they should create the environment to develop the positive emotions towards their academics.

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ADJUSTMENT OF B.Ed STUDENTS IN RELATION TO ACADEMIC EMOTIONS

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