SELF-ESTEEM AND PERSONAL ADJUSTMENT OF STUDENT TEACHERS

Mr.V.Thiruppathi

M.Ed. Scholar,
M.E.T. College of Education,
Chenbaharamanputhur.
Kanyakumari District

Mrs.S.Anitha

Assistant Professor in General
Education,
M.E.T. College of Education,
Chenbaharamanputhur,
Kanyakumari District

Abstract

The present study is focused on the Self-esteem and Personal adjustment of the student teachers. Self-esteem scale and Personal adjustment inventory have been administered to a stratified random sample of 300 student teachers in different college of education in kanyakumari district. This investigation reveals that there is a significant relationship between the self-esteem and Personal adjustment. The major findings of the study are there is a significant positive correlation between self-esteem and personal adjustment of Student teachers. Gender, locality, religion, and income status does not create any difference in self-esteem among student teachers but type of management plays a significant role in the self-esteem of student teachers. Gender, type of management and income status does not create any difference in the personal adjustment of student teachers but locality, and religion plays a significant role in the personal adjustment of student teachers.

Introduction

Self-esteem has become a common word and is used in our daily conversation. It is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships and future outcomes. Due to its psychological and educational importance, many debates are spoken around the topic of self-esteem. Broadly speaking, self-esteem can be defined as "an overall evaluation of oneself in either positive or negative way". When individuals describe their own worth, they describe their personal self-esteem.

Personal Adjustment

Life is a continuous struggle and in every movement the abilities and aspirations are questioned by the environment. To prove his existence an individual has to face several obstacles and make adjustment. Even by sacrificing his desires, he has to adjust. This adjustment may be either internal or external. Adjustment is crucial for everyone to cope with this world. A well-adjusted person is able to manage his life very well. Personal adjustment leads to adjust with others and the environment. This is an attempt to study personal adjustment of student teachers of college of education. Adjustment is making or becoming suitable adjustment to the circumstances. It is the act of adaptation to a particular condition, position or purpose. Adjustment in psychology is the behavioural process by which humans maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Personal adjustment is concerned with an individual's adjustment to himself. Now question arises as to what does the term 'self' mean with regard to personal

adjustment. The total individuality incorporating various aspects of his growth and development, personality traits and characteristics and satisfaction of his basic needs may essentially be included in the body of the term 'self'. In this sense, the extent to which one remains satisfied with what he owns in terms of his physical and mental development and other personality characteristics and his basic needs remain gratified, he may be called adjusted within the sphere of personal adjustment.

Review of Related Literature

Poonawala (2005) conducteda study on Personality type, Self-Esteem and Ways of Coping with Stress. The sample comprised of 263 male and female English speaking students of various colleges from Pune city and university of poona, Pune. Tools for measuring the variable were Neo-fine factor Inventory by Costa and Macrae, Rosenberg's Self-Esteem scale, and ways Coping Questionnaire (WOCQ) by Folkman and Lazarus. The findings of study were i. Five factors of personality namely neuroticism, extrication, agreeableness; openness and conscientiousness were strong predictors of self-esteem. ii. Five factors of personality are good predictors of way of coping with stress

Edwin Devadoss (2009) conducted a study on Social Adjustment, Self-Esteem and Social economic status of higher secondary students. The methodology followed was normative survey method. The populations of the sample were 360.The major findings werei. There is a no significant difference between rural and urban school students in their social adjustment. ii. There is a no significant difference between boys and girls students in their self-esteem. iii. There is a no significant difference between rural and urban school students in their self-esteem.

Jegan (2012) conducted a study on Emotional Intelligence and Adjustments among students of education. The methodology followed for the study was normative survey method. The population of the sample were 300.The major findings were i. There is no significant difference between nuclear and joint family student teachers in their adjustment. 2. There is a no significant difference among low, middle and high socio-economic status student teachers in their adjustment. There is a significant difference between Tamil and English medium students in their self-esteem, **Suresh (2013),**"A study on self-esteem and self-efficacy among higher secondary school students".

Statement of the Problem

The investigator has selected the study as "self-esteem and personal adjustment of student teachers in kanyakumari district".

Objectives of the Study

1. To find out the extend relationship between self-esteem and personal adjustment of student teachers.
2. To find out whether there is any significant difference in self-esteem of student teachers with regard to the demographic variables viz., gender, locality, types of management, religion and income status.

3. To find out whether there is any significant difference in personal adjustment of student teachers with regard to the demographic variables viz., gender, locality, types of management, religion and income status.

Hypotheses of the Study

1. There is a significant correlation between self-esteem and personal adjustment of student teachers.
2. There is no significant difference in self-esteem of student teachers with regard to the demographic variables viz., gender, locality, types of management, religion and income status.
3. There is no significant difference in self-esteem of student teachers with regard to the demographic variables viz., gender, locality, types of management, religion and income status.

Sample of the Study

The sample of the study comprised 300 student teachers in Kanyakumari District. The students were selected by using stratified random sampling technique.

Tool used

The following tools were used to measure the variable of the study.

- Self-esteem scale (2016) for student teachers was developed and validated by the investigator with the help of experts in the relevant field.
- Personal adjustment Inventory Standardized by Dr.Sam Sananda Raj and Suganthi (2010)

Statistical Techniques used

In order to analyses and interpret data the following statistical measures used

- Descriptive analysis - Mean, Standard Deviation
- Differential analysis - 't' test and 'F' test
- Relational analysis   - Pearson Product Moment Correlation

Data Collection

In order to assess the self-esteem and personal adjustment of student teachers, the above questionnaire were distributed to them and administrated in accordance with the directions provided in it.

Analysis and Interpretation of Data

The data collected were analysed by using statistical techniques and the results were tabulated below.

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Table 0.01 Correlation between Self-Esteem and Personal Adjustment of B.Ed. Students

Variables correlated	N	r	Verbal Interpretation	Level of Significant
Self-esteem and personal adjustment	300	0.564	Substantial correlation	0.01

Table 0.01 indicates that the correlation between self-esteem and personal adjustment obtained on a sample of 300 student teachers is + 0.564. This indicates that there is positive correlation between two variables, since the calculated r value 0.564 is greater than the table value 0.148 at 0.01 level. Hence it can be inferred that there is a significant relation between self-esteem and personal adjustment of student teachers. Therefore, the hypothesis framed, "There is a significant correlation between self-esteem and personal adjustment of student teachers" is accepted.

Table – 0.02 Data and Results of t-Test Self-Esteem Scores of Student Teachers in Terms of their Gender, Locality and Type of Management

S.No.	Self-esteem		N	Mean	S D	't' value	Level of significant
1	Gender	Male	52	100.60	15.188	1.159	Notsignificant
		Female	248	102.93	12.739		
2	Locality	Rural	216	103.32	12.400	1.690	Notsignificant
		Urban	84	100.46	14.940		
3	Type of Management	Aied	52	106.85	9.570	2.623	0.01 level
		Unaided	248	101.62	13.681		

Table 0.02 reveals that the obtained't' value of the student teachers in terms of their gender and locality are less than table value 1.96 at 0.05 level of significance. But obtained't' value of the student teachers in terms of their type of management is greater than table value 1.96 at 0.01 level of significance. Hence it can be inferred that the student teachers do not differ in their self-esteem with respect to the gender and locality.Therefore the null hypothesis is accepted. But they are significantly differing in their self-esteem with respect to the type of management. Therefore the null hypothesis is not accepted.

Table – 0.03 Data and Results of ANOVA Self-Esteem Scores of Student Teachers in Terms of their Religion and Income Status

S.No.	Self-esteem		SS	df	MS	F
1	Religion	Between Groups	320.484	2	160.242	0.920 (NS)
		Within Groups	51758.353	297	174.271	
2	Income status	Between Groups	1377.499	3	459.166	2.681(NS)
		Within Groups	50701.338	296	171.288	

Table 0.03 reveals that the obtained 'F' value of the student teachers in terms of their religion and income are less than table value 3.00 at 0.05 level of significance. Hence it can be inferred that the student teachers do not differ in their self-esteem with respect to the religion and income status. Therefore the null hypothesis is accepted.

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Table – 0.04 Data and Results of t-Test Personal Adjustment Scores of Student Teachers in Terms of their Gender, Locality and Types of Management

S.No.	Personal Adjustment		N	Mean	S D	't' value	Level of significant
1	Gender	Male	52	66.31	9.815	1.817	Not significant
		Female	248	69.08	10.059		
2	Locality	Rural	216	69.45	10.027	2.367	Significant at 0.05 level
		Urban	84	66.42	9.857		
3	Type of Management	Aided	52	70.40	9.748	1.422	Not significant
		Unaided	248	68.23	10.098		

Table 0.04 reveals that the obtained 't' value of the student teachers in terms of gender and type of management are less than table value 1.96 at 0.05 level of significance. But the obtained 't' value of the student teachers in terms of their locality is greater than table value 1.96 at 0.05 level of significance. Hence it can be inferred that the student teachers do not differ in their personal adjustment with respect to the gender and type of management therefore the null hypothesis is accepted. But they are significantly differed in their personal adjustment with respect to the locality, therefore the null hypothesis is not accepted.

Table – 0.05 Data and Results of Anova Personal Adjustment Scores of Student Teachers in Terms of Their Religion and Income Status

S.No.	Personal adjustment		SS	df	MS	F
1	Religion	Between Groups	703.209	2	351.605	3.536 (S)
		Within Groups	29534.587	297	99.443	
2	Income	Between Groups	617.730	3	205.916	2.058 (NS)
		Within Groups	29620.067	296	100.068	

Table 0.5 reveals that the obtained 'F' value of the student teachers in terms of religion is greater than table value 3.00 at 0.05 level of significance. But the obtained 'F' value of the student teachers in terms of income is less than table value 3.00 at 0.05 level of significance. Hence it can be inferred that the student teachers do not differ in their personal adjustment with respect to the income status, therefore the null hypothesis is accepted. But they are significantly differed in their personal adjustment with respect to their religion; therefore the null hypothesis is not accepted.

Findings of the Study
- There is a significant positive correlation between self-esteemand personal adjustment of Student teachers.
- Gender, locality,religion, and income status does not create any difference in self-esteem among student teachers but type of management plays a significant role in the self-esteem of student teachers.
- Gender, type of management and income status does not create any difference in the personal adjustment of student teachers but locality, and religion plays a significant role in the personal adjustment of student teachers.

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Conclusion

Personal adjustment and self-esteem play an important role in the all-round development of a person. The study reveals the importance of student teachers self-esteem and personal adjustment, and the contribution to the society. The modern advances in information technology have revolutionizedthe content of knowledge and the process of educational transaction. It is an opportunity to examine the self-esteem and personal adjustment of the student teachers of college of education. The result of the present investigation implies that the student teachers have good personality. They mingle well in each and every situation. Student teachers should be motivated to use ICT in planning, implementing, monitoring and evaluating teacher education programs in classrooms. They should be able to establish appropriate goals according to their ability.Colleges should create a lot opportunities to develop the self-esteem and adjustment of student teachers by organizing seminars, workshops and conferences etc. in the national and international levels. Because our ultimate aim of teacher education is to prepare good teachers who are the future pillars of our society.

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