



ADJUSTMENT AND EMOTIONAL COMPETENCE OF STUDENTS OF COLLEGES OF EDUCATION

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Abstract

College life is one of the most scintillating and memorable experiences in an adolescent's life. It is in college that an adolescent enjoys the vibrant environment, the company of friends and the various academic and co-curricular activities, which enrich the nurtures and henceforth prepare the adolescents for adulthood. From a closer perspective, the college students face a number of challenges in their day to day life, therefore the whole idea of an exciting and vibrant college life is unveiled by these challenges which in turn contribute to stress conditions and if not dealt with, the stress they experience can hamper their academic performance. Similarly, adjustment is an important characteristic of all social beings. Every individual develops his/her own unique way of treating various societal and natural constraints. As each individual differs, his needs differ and consequently his adjustment differs.

The present study aimed to study the adjustment and emotional competence of B.Ed., Trainees and the existing relationship between them. The sample consists of 340 B.Ed., Trainees. On the whole, the findings of the present study revealed that there was significant and positive relationship between adjustment and emotional competence of B.Ed., Trainees.

1. INTRODUCTION

Adjustment of a learner plays a decisive role in his total development. That kind of problem often has its roots at home and school. Learners spend a sizable portion of their time in school and colleges and they influence their entire personality affecting the values they ascribe for themselves, their relation to others and their potential for work, productivity and ability for adaptation. The primary task of the institutions is to assist children and adolescents by providing experiences, guidance, instruction and discipline in learning facts and developing skills, attitudes and habits essential for them to function effectively as members of the society. In this way, adjustment not only caters to one's personal needs but also to the demands of the society. Therefore, in defining adjustment in its comprehensive way that adjustment is a condition or a state in which one feels that one's needs have been fulfilled with respect to his/her behavioral requirements of a given culture.

Emotional competence refers to the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. The term implies an ease around others and determines one's ability to effectively and successfully lead and express. Further elements of this skills-group are opinion giving, receiving compliments, and the positive self-image. Competence is the term refers to mastering 33 abilities to do a task. It is the term used to describe a person's ability to freely express his or her own emotions. Competence is learned and determines a person's potential to interact constructively with other people. It arises from emotional intelligence, which is the ability to identify emotions. Emotional competence is an important set up of psychological abilities that relate to life success. So, emotional competence is also referred as emotional intelligent, emotional quotient and successful intelligence determining every one's ability effectively and made them successfully lead their day to day life, at work or in any other situation because of relational skills. An emotional competence needs to be learned so as to use it to manage one's own feeling and behavior and deal with others.

2. REVIEW OF RELATED LITRATURE

Parveen Sharma (2017) studied adjustment of guest faculty teachers in government schools of Sirsa District. The results found that there was significant difference between male and female guest faculty teachers in their adjustment and there was also significant difference between urban and rural guest faculty teachers in their adjustment of government secondary schools.

Master Arul Sekar and Arul Lawrence (2016) examined emotional, social, educational adjustment and adjustment on the whole of higher secondary school students in relation to academic achievement. The study aimed to investigate whether there was any significant relationship between adjustment and academic achievement of higher secondary school students. The results revealed that there was significant relationship between emotional, social, educational adjustment and adjustment on the whole of higher secondary school students in relation to academic achievement.

Fitria Erma Megawati & Ika Wulandari (2019) study the relation between local students and migrant students often results in prejudice and segregation caused by a lack of understanding of each other's emotions.

This study aims to compare the emotional competence of adolescents with the status of local and migrants' students in the city of Malang, Indonesia. Sixty local students and forty-eight migrant students in undergraduate programs aged between 18-22 years old were recruited using non-probability sampling techniques. The study found that there were no differences in emotional competence between local students and migrant students ($\text{sig.} > .05$) from the results of the TWO-WAY-ANOVA test. The results were obtained due to cultural factors, where most of the migrant students had the same cultural background as local students, which is Javanese culture.

Neelakandan. R (2007) studied emotional competence of school teachers of Cuddalore District of Tamil Nadu, India. The results were that (i) primary school teachers had average level of emotional competence, (ii) the teachers having higher qualification were found to have better emotional competence than teachers having essential qualifications only and (iii) there was no significant difference between the teachers of government schools and private schools in their level of emotional competence.

3. NEED AND SIGNIFICANCE OF THE STUDY

The major task of any society is to develop the personality of an individual. An individual needs to develop in him sound interpersonal relationship and adequate adjustment. But physical, psychological, intellectual and social factors influence the adjustment levels of an individual and cause social stress in them. One has to adjust himself to the prevailing circumstances. When one adjusts with himself, he is changing himself to adapt or accommodate himself in order to meet certain demands of his environment. **Mouly (1967)** defined adjustment as "the process by which the individual attempts to maintain a level of physiological and psychological equilibrium". The process of adjustment styles is a continuous one. The individuals who are able to adjust themselves in changed situations in their environment can live in perfect harmony and lead a happy life. Likewise, emotional competence is an important set up of psychological abilities that relate to life success. Emotional competence refers to the essential social skills to recognize, interpret and respond constructively to emotions in one and others. It arises from emotional intelligence, which is the ability to identify emotions. Emotional competence is an important set up of psychological abilities that relate to life success. Psychologists have remarked that in the current fast changing scenario, environment needs more than just brains to run their own task, their emotions and feelings for effective decision-making and productivity, speeding up adaptation to change, developing leadership skills, stimulating creativity and co-operation, responding effectively to competition, encouraging innovative thinking among children and improving retention power of students. An emotional competence needs to be learned so as to use it to manage one's own feeling and behavior and deal with others. In this connection, the concept of adjustment and achievement motivation are closely related to emotional competence of the learners as psychosocial principles predict that emotional competence of learners result from the fullest interaction and manifestation of their adjustment in view of their environmental needs. It is understood that emotional competence of learners is referred as emotional intelligence, emotional quotient and successful intelligence determining every one's ability effectively and make them successful. Because of the relational skills, emotional competence of learners in turn plays a vital role in inculcating essential adjustment in them. Bearing in mind the significance of the

variables concerned with the learners, their harmonious life with the environment and their comfortable life devoid of strain and conflict, the Investigator makes an attempt of analyzing adjustment and emotional competence of B.Ed., Trainees with respect to certain background variables.

4. STATEMENT OF THE PROBLEM

For the present research, the Investigator has chosen three variables, namely, adjustment and emotional competence. The present study is designed to explore the nature of adjustment and emotional competence of B.Ed., Trainees. The study is also helpful in analyzing the relationship of adjustment on emotional competence of B.Ed., Trainees.

5. OPERATIONAL DEFINITIONS

(i) Adjustment

Mouly (1967) defined adjustment as “the process by which the individual attempts to maintain a level of physiological and psychological equilibrium”

The Dictionary of Behavior Science (**Wolman, 1973**) defines adjustment as follows: A harmonious relationship with the environment involving the ability to satisfy most of one’s needs and meet most of the demands that are put upon one. It refers to the variations and changes in behavior that are necessary to satisfy needs and meet demands, so that one can establish a harmonious relationship with the environment.

(ii) Emotional Competence

Ellis, A. (1987) defines “emotional competence as the ability to understand, manage and express the emotional aspect of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adapting to the complex demands of growth and development. The concept of emotional competence is rooted in the understanding of emotions as being normal, useful aspects of being human.

(iii) B.Ed., Trainees

In this study, “B.Ed., Trainees “refers to the students doing under graduation programme in colleges of education from Dindigul District.

6. OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To find out the level of adjustment among B.Ed., Trainees.
2. To find out the level of emotional competence among B.Ed., Trainees.
3. To find out whether there is any significant difference among B.Ed., Trainees in their adjustment and emotional competence with respect to the background variables namely: (i) Gender (Men & Women), (ii) Year of Study (I year & II year), (iii) Discipline (Arts & Science) and (iv) Locality of College (Urban & Rural)
4. To find out whether there is any significant relationship of adjustment and emotional competence of B.Ed., Trainees.

7. NULL HYPOTHESES OF THE STUDY

The following are the null hypotheses formulated for the present study:

1. There is no significant difference between male and female B.Ed., Trainees in their adjustment and emotional competence.
2. There is no significant difference between I year and II year B.Ed., Trainees in their adjustment and emotional competence.
3. There is no significant difference between arts and science B.Ed., Trainees in their adjustment and emotional competence.
4. There is no significant difference between rural and urban college B.Ed., Trainees in their adjustment and emotional competence.
5. There is no significant relationship between adjustment and emotional competence of B.Ed., Trainees.

8. METHOD USED FOR STUDY

Survey method of research is proposed to be used for the present study.

9. TOOLS USED IN THE PRESENT STUDY

For the present study, the scales used are,

1. 'Adjustment Scale' developed and validated by A. Anand and Dr. R. Annadurai (2019).
2. 'Emotional Competence Scale' validated by Geetha and Abdul hammed Mahal (2006).

10. POPULATION AND SAMPLE

The students studying colleges of education from Dindigul District of Tamil Nadu State, India will be the population of the present study. From this population, a representative and manageable sample of 340 under graduation students will be selected by means of stratified random sampling technique. The stratification will be made on the basis of gender of student, discipline and year of study and locality of college.

11. STATISTICAL TECHNIQUES

1. Percentage Analysis (Mean and SD)
2. 't' - Test
3. Karl Pearson's Product Moment Correlation

12. ANALYSIS

Percentage Analysis

The following Table shows the level of B.Ed., Trainees in their adjustment and emotional competences.

Table 1

Level of Adjustment and Emotional Competence of B.Ed., Trainees

Variables	Low		Moderate		High	
	N	%	N	%	N	%
Adjustment	64	18.8	198	58.2	78	22.9
Emotional Competence	86	25.3	174	51.2	80	23.5

The Table 1 displayed that 18.8% of B.Ed., Trainees reported low, 58.2% of them moderate and 22.9% of them high level of adjustment. Further the Table 1 inferred that 25.3% of B.Ed., Trainees reported low, 51.2% of them moderate and 23.5% of them high level of emotional competence.

Analysis of Variance

Null Hypothesis 1

There is no significant difference between male and female B.Ed., Trainees in their adjustment and emotional competence.

Table 2
Mean Score Difference between Male and Female B.Ed., Trainees in their Adjustment and Emotional Competence

Variables	Gender	Mean	SD	't' value	Remarks
Adjustment	Male (112)	154.24	6.57	3.66	S
	Female (228)	156.06	8.65		
Emotional Competence	Male (112)	154.48	7.34	2.24	S
	Female (228)	155.22	8.61		

(At 5% level of significance, the table value is 1.96)

The above Table 2 inferred that there was significant difference between male and female B.Ed., Trainees in their adjustment and emotional competence, as calculated 't' values of 3.66 and 2.24 were higher than the tabulated value of 1.96 at 5% level of significance. While comparing the mean score female B.Ed., Trainees showed better adjustment and emotional competence than their male counterparts. Hence the stated hypothesis 1 was rejected.

Null Hypothesis 2

There is no significant difference between I year and II year B.Ed., Trainees in their adjustment and emotional competence.

Table 3
Mean Score Difference between I Year and II Year B.Ed., Trainees in their Adjustment and Emotional Competence

Variables	Year of Study	Mean	SD	't' value	Remarks
Adjustment	I Year (182)	154.76	8.15	1.13	NS
	II Year (158)	154.68	8.10		
Emotional Competence	I Year (182)	154.76	8.30	1.24	NS
	II Year (158)	154.68	7.70		

(At 5% level of significance, the table value is 1.96)

The above Table 3 displayed that there was no significant difference between I year and II year B.Ed., Trainees in their adjustment and emotional competence, as calculated 't' values of 1.13 and 1.24 were lesser than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 2 was accepted.

Null Hypothesis 3

There is no significant difference between arts and science B.Ed., Trainees in their adjustment and emotional competence.

Table 4

Mean Score Difference between Arts and Science B.Ed., Trainees in their Adjustment and Emotional Competence

Variables	Subject	Mean	SD	't' value	Remarks
Adjustment	Arts (168)	154.94	8.34	0.67	NS
	Science (172)	154.56	7.96		
Emotional Competence	Arts (168)	154.70	8.10	0.16	NS
	Science (172)	154.79	8.18		

(At 5% level of significance, the table value is 1.96)

The above Table 4 concluded that there is no significant difference between arts and science B.Ed., Trainees in their adjustment and emotional competence, as calculated 't' values of 0.67 and 0.16 were lesser than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 3 was accepted.

Null Hypothesis 4

There is no significant difference between rural and urban colleges B.Ed., Trainees in their adjustment and emotional competence.

Table 5

Mean Score Difference between Rural and Urban Colleges B.Ed., Trainees in their Adjustment and Emotional Competence

Variables	Locality	Mean	SD	't' value	Remarks
Adjustment	Rural (196)	153.96	7.22	3.06	S
	Urban (144)	155.66	8.93		
Emotional Competence	Rural (196)	150.58	7.02	4.03	S
	Urban (144)	157.31	8.85		

(At 5% level of significance, the table value is 1.96)

The above Table 5 inferred that there is significant difference between rural and urban college B.Ed., Trainees in their adjustment and emotional competence, as calculated 't' values of 3.06 and 4.03 were higher than the tabulated value of 1.96 at 5% level of significance. While comparing the mean score urban B.Ed., Trainees exhibited better adjustment and emotional competence than their rural counterparts. Hence the stated hypothesis 4 was rejected.

Analysis of Correlation

Null Hypothesis 5

There is no significant relationship between adjustment and emotional competence of the B.Ed., Trainees.

Table 6
Relationship between Adjustment and Emotional Competence of the
B.Ed., Trainees

Variables	' γ ' value	Table Value	Nature of Correlation
Adjustment	0.796	0.362	Substantial
Emotional Competence			

(At 1% level of significance the table value of ' γ ' is 0.362)

From the above Table 6 it was concluded that there was significant positive relationship between the adjustment and emotional competence of B.Ed., Trainees as the calculated ' γ ' value 0.796 were greater than the table value 0.362 at 1% level of significance.

13. MAJOR FINDINGS

1. There was significant difference between male and female B.Ed., Trainees in their adjustment and emotional competence.
2. There was no significant difference between I year and II year B.Ed., Trainees in their adjustment and emotional competence.
3. There was no significant difference between arts and science B.Ed., Trainees in their adjustment and emotional competence.
4. There was significant difference between rural and urban college B.Ed., Trainees in their adjustment and emotional competence.
5. There was significant positive correlation between adjustment and emotional competence of B.Ed., Trainees.

14. CONCLUSION

The emotional competence describes both awareness of others feeling, needs, and concerns, and a willingness to adjust one's own behavior in light of them. An empathetic person can sense others feelings and appreciate their perspectives. In the teaching context, an active interest in students enhances job orientation, particularly with respect to the ability to anticipate, recognize and meet pupil-teacher's needs (learner centred approach). It is well known that emotional competence exerts a positive influence on students learning.

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