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TO STUDY THE 'EMOTIONAL ADJUSTMENT' AMONG PROSPECTIVE TEACHERS WITH RESPECT TO GENDER AND LEVEL OF SELF-EFFICACY

Dr. Jyoti

Assistant Professor (Education),

Abhilashi College of Education, Nerchowk, Mandi (HP)

Abstract: The emotional stability of trainee teachers significantly impacts their teaching performance and personal well-being. This research explores how emotional adjustment varies among trainee teachers, focusing on gender differences and self-efficacy levels. Data was collected from 700 trainee teachers across multiple teacher training institutions. Data were collected from B.Ed Colleges by using standardized questionnaire. The tool used for 'Teachers adjustment inventory scale' was developed by Singh and Sinha 2018. Teacher's Self-Efficacy scale by Sood and Sen (2017). Key findings indicate female prospective teachers have superior 'Emotional Adjustment' as compared to male prospective teachers. Gender (A) and self-efficacy level (B) of prospective teachers has a significant joint effect on 'emotional adjustment'. The study underscores the need to foster emotional resilience and self-efficacy in trainee teachers to boost their teaching effectiveness.

Key words: Emotional Adjustment, Self- efficacy, Prospective teachers, Gender.

Introduction

A true teacher is a spiritual transmitter who accelerates a student's inner growth through pure love, rather than just imparting information.

Swami Vivekananda

Emotional adjustment refers to the ongoing process of adapting to internal and external stressors, like life changes or environmental shifts, to maintain mental stability. It involves regulating emotions, building coping skills, and accepting situations. Strategies for healthy adjustment include therapy, social connections, and self-care. Emotional adjustment plays a vital role in mental health and overall well-being, enabling individuals to manage emotions effectively in response to life's challenges. This capacity to cope with stress is crucial for maintaining positive mental health. In educational settings, emotional adjustment is closely tied to academic performance, influencing students' ability to acquire knowledge, develop skills, and apply them in practical situations. Academic achievement, in turn, predicts future success, unlocking

opportunities in higher education, career advancement, and overall quality of life.

Key aspects:

Definition: Adapting emotionally to new or changing situations.

Components: Cognitive (thinking, acceptance) + emotional regulation.

Importance: Supports mental health, relationships, and prevents issues like anxiety.

Traits of good adjustment: Emotional balance, maturity, empathy.

SELF-EFFICACY

Self-efficacy is an individual's confidence in their ability to take actions needed to achieve specific goals. It shapes how they think, feel, and act, influencing motivation, effort, and resilience.

Key points:

- **Task-specific:** Unlike general confidence, self-efficacy applies to particular tasks .
- **Impacts behavior:** Affects effort, persistence, and response to challenges.

Built through:

- **Mastery:** Past successes boost confidence.
- **Observation:** Seeing peers succeed inspires.
- **Encouragement:** Support from others helps.
- **Emotional interpretation:** Viewing stress as a challenge, not a threat.

REVIEWS RELATED LITERATURE

Safaras Ali Kadughothel (2011) The focus of the present study has been at comparing the Emotional Adjustment of the teachers in relation to their sex (male-female) and locality (urban-rural areas). According to the design of study 100 teachers of 12 schools of district Rohtak i.e. urban and rural schools formed the sample. They were selected purposely from various High/Higher Secondary schools of District Rohtak and investigator selected the teachers with minimum qualification of trained graduates. Hence the sample used is purposive. Emotional Adjustment Inventory by Dr. D.K. Chadha was used as a tool in this study. It was concluded that emotional adjustment scores reveal that there is no significant difference between male and female teachers as well as rural urban teachers.

Naqvi (2023) Examined the study of Emotional Adjustment and its Effect on Academic Achievement of Higher Secondary School Student in Lucknow City. The study sample consisted of 200 students from various schools in Lucknow city, who completed a self-administered questionnaire measuring their emotional adjustment and academic achievement. The results of the study showed a significant positive relationship between emotional adjustment and academic achievement among higher secondary school students. The findings of the study suggest that emotional adjustment plays a crucial role in academic achievement among higher secondary school students in Lucknow city, India.

Kotar (2025) conducted a study titled A Study of Emotional Maturity and Emotional Adjustment among College Students to examine how emotional maturity is related to emotional adjustment among 240 college students. The research adopted a 2×2×2 factorial design and applied Analysis of Variance (ANOVA) for data analysis. Key variables included gender, academic stream, and residential background. The results indicated significant variations in emotional adjustment across these factors, suggesting that both individual characteristics and environmental conditions influence emotional behavior. Moreover, emotional maturity was identified as a significant predictor, implying that students with greater emotional stability are more capable of managing stress and adapting effectively to different situations.

Sharma (2025) investigated the study *Analysis of Emotional Maturity and Level of Adjustment among Students* to assess how emotional maturity influences adjustment. The study used comparative analysis

along with t-test techniques. The findings indicated that female students exhibited higher levels of emotional adjustment compared to male students. Additionally, emotional maturity was found to play a crucial role in determining how effectively students adjust to their environment.

OBJECTIVES OF THE STUDY

1. To study gender-wise difference in 'Emotional adjustment' among prospective teachers.

2. To study differences in 'Emotional adjustment' among prospective teachers with respect to their level of self-efficacy.

3. To study the interaction between gender and level of self-efficacy with respect to 'Emotional adjustment' among prospective teachers.

HYPOTHESES OF THE STUDY

Following hypothesis were framed on the basis of objectives.

1. There will be no significant gender-wise difference in 'emotional adjustment' among prospective teachers.

2. There will be no significant differences in 'emotional adjustment' among prospective teachers with respect to their level of self-efficacy.

3. There will be no significant interaction between gender and level of self-efficacy with respect to 'emotional adjustment' among prospective teachers.

METHODOLOGY

'Survey Technique' under 'Descriptive Method of Research' is used for this study.

SAMPLE

The 700 prospective teachers studying in B.Ed course in Himachal Pradesh were taken as sample by adopting stratified random sampling technique.

TOOL USED

- Teacher adjustment inventory by Singh and Sinha (2018).
- Teacher's Self-Efficacy scale by Sood and Sen (2017).

STATISTICAL TECHNIQUES USED

In order to achieve the objectives of the present study, different types of statistical techniques will be employed. First of all, for checking the normality of the data certain descriptive statistics like mean, median, mode, standard deviation, quartile deviation, Skewness and Kurtosis were calculated on adjustment scores and self-efficacy scores. In order to study the impact of gender, academic-stream and social category on adjustment and self-efficacy of prospective teachers, the statistical technique of "Analysis of Variance" (Two-Way) was applied. In order to study the correlation between adjustment and self-efficacy, product moment correlation by Karl Pearson was used.

DATA ANALYSIS:

'Emotional Adjustment' among Prospective teachers with respect to Gender and Level of Self-Efficacy

In order to study the main and interaction effects of gender and level of self-efficacy on 'emotional adjustment' among prospective teachers, 'Analysis of Variance' (2x3 factor design comprising two types of gender i.e. male and female and three levels of self-efficacy i.e. high, moderate and low) is applied on the mean scores of 'emotional adjustment' among prospective teachers. The means and standard deviations

of 'emotional adjustment' scores are given in table 4.6 as follows:

Table- 1.1

Mean of 'Emotional Adjustment' Scores of Male and Female Prospective teachers having Different Level of Self-Efficacy

Sr. No.	Level of Self-Efficacy (B) / Gender (A)		Mean of 'Emotional Adjustment' Scores			
			High (B1)	Moderate (B2)	Low (B3)	Total
	Male (N=160)	Mean	10.750	12.569	13.462	12.260
		SD	5.559	4.645	5.812	5.339
		N	32.000	102.000	26.000	160.000
	Female (N=540)	Mean	9.610	9.815	9.900	9.775
		SD	2.453	1.943	1.673	2.023
		N	82.000	378.000	80.000	540.000
	Total (N=700)	Mean	10.180	11.192	11.681	11.017
		SD	4.006	3.294	3.743	3.681
		N	114	480	106	700

From the mean scores of 'emotional adjustment' of prospective teachers with respect to gender and level of self-efficacy, 'F' values were calculated. The results are given in table 1.1 (a)

Table-1.2 (a)

Summary of the Results of Analysis of Variance for 'Adjustment' among Prospective -Teachers with respect to Gender and Self-Efficacy

Source of Variance	Sum of Squares	df	Mean Square	F- Ratio
A: Gender	326.642	1	326.642	38.625**
B: Self-Efficacy	136.056	2	68.028	8.044**
Interaction (AxB)	112.386	2	56.193	6.645**
Error(within treatment)	5716.764	694		
Total	82462.000	700		
Corrected Total	7040.920	699		

**Significant at 0.01 level

MAIN EFFECTS

Gender (A)

Table 1.1 (a) shows that the obtained value of 'F' ratio for the main effect of gender on 'emotional adjustment' scores of prospective teachers has come out to be 38.625, which is much higher than the table value 6.66 at 0.01 level of significance. Hence, the hypothesis **"Ho1 (d): There will be no significant gender-wise difference in 'emotional adjustment' among prospective teachers" is rejected**. It indicates that the 'emotional adjustment' among prospective teachers differ significantly with respect to their gender. Further, mean score of 'emotional adjustment' among male prospective teachers shown in table 4.6 came out 12.260which is higher than the mean score of female prospective teachers which is 9.775. It is clear from the manual of 'Adjustment inventory for college students' by Prof. AKP Sinha and Prof. R.P Singh (2018, p.6) that higher score on 'adjustment and its sub components' indicates unsatisfactory 'adjustment' while low scores reflects good adjustment among students. Thus, it may be interpreted that female prospective teachers have good 'emotional adjustment' than that of male prospective teachers. Figure 4.5 (a) shows a significant difference in 'emotional adjustment' among male and female prospective teachers.

Figure 1.1 (a)

Bar Diagram Showing the Difference in 'Emotional Adjustment' Among Male and Female Prospective teachers

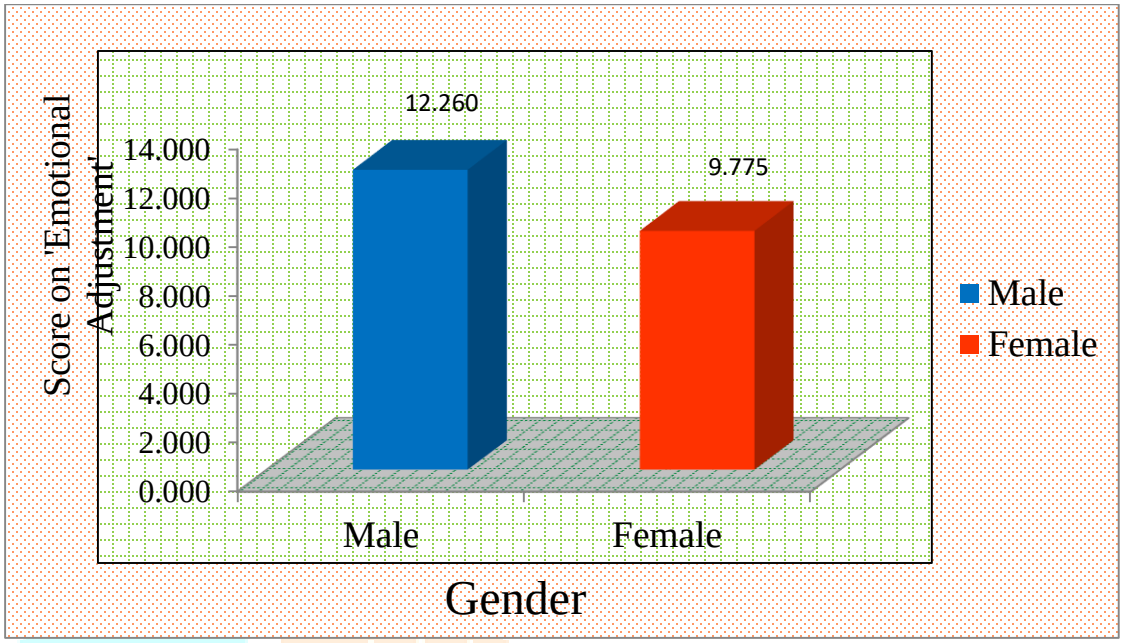


Figure 1.1 (a) has a clear presentation of the difference in 'emotional adjustment' among prospective teachers with respect to their gender.

Self-Efficacy (B)

Table 1.1 (a) further reflects that the obtained value of 'F' for the main effect of self-efficacy on 'emotional adjustment' of prospective teachers come out to be 8.044,which is greater than the table value 4.63 at 0.01 level of significance for df 2/694.Hence the hypothesis **"Ho2 (d): There will be no significant differences in 'emotional adjustment' among prospective teachers with respect to their level of self-efficacy" is rejected.** Thus, it may be concluded that prospective teachers having high, moderate and low level of self-efficacy vary significantly in their 'emotional adjustment'. Meanwhile, the 'F' value for the above said interaction is significant, post hoc procedure is applied to explore that which pairs of cell means are significantly different. Here, t-test as a post hoc procedure is used and the detail is given in table 1.2 (b).

Table-1.2 (b)

't' Value Showing Significance of Difference in Mean Scores of 'Emotional Adjustment' among Prospective teachers with respect to High, Moderate and Low Level of Self-Efficacy

Sr. No.	Group	N	Mean	S.D.	Comparison Groups	t-value	Df
1.	High Self-efficacy	114	9.930	3.613	Gp1 vs Gp2	1.456 NS	592
2.	Moderate Self-efficacy	480	10.400	2.965	Gp1 vs Gp3	1.748NS	218
3.	Low Self-efficacy	106	10.774	3.538	Gp2 vs Gp3	1.132NS	584

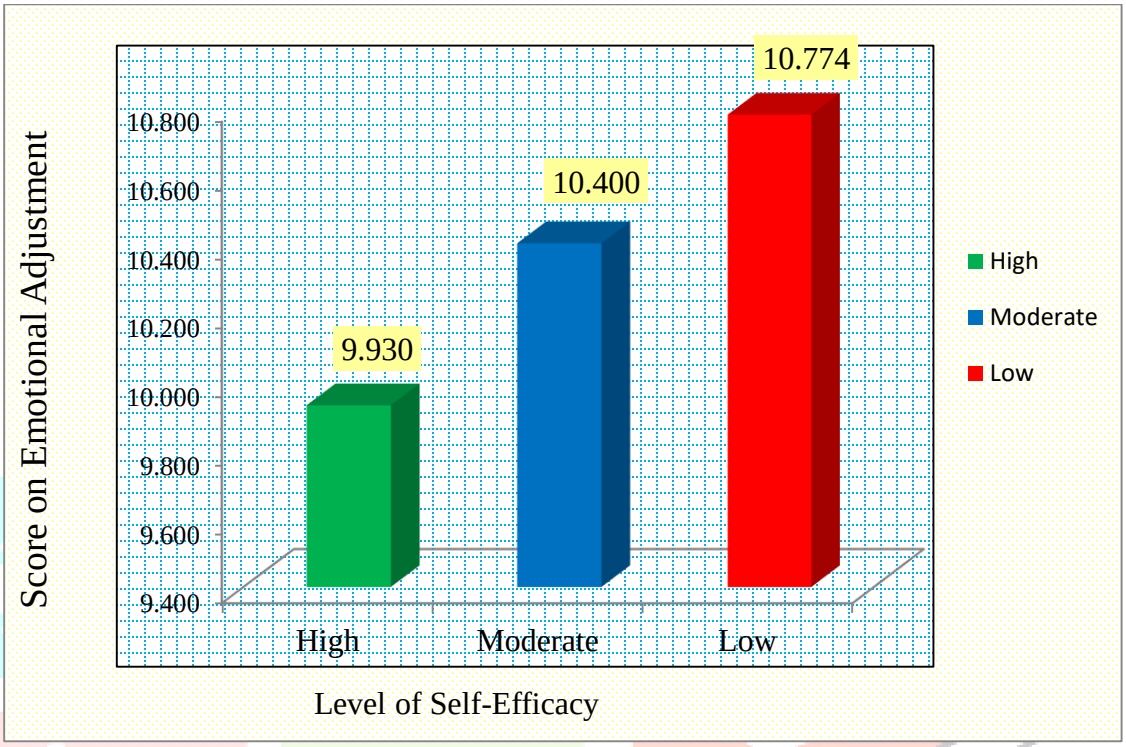
NS-Non Significant

Table 1.1 (b) clearly highlights the non-significant t-values for all the three comparison groups as the t-values are less than the table values even at 0.05 level of significance. Further, mean score of prospective teachers belonging to high, moderate, and low self-efficacy group on 'emotional adjustment'came out 9.930, 10.400 and 10.774respectively indicating minor or negligible differences. It can be interpreted that

on ‘emotional adjustment’ the prospective –teachers belonging to high, moderate and low self-efficacy groups do not have much difference. Figure 1.2 (b) shows the difference in ‘emotional adjustment’ among prospective teachers having high, moderate and low level of self-efficacy.

Figure 1.2 (b)

Bar Diagram showing Difference in ‘Emotional Adjustment’ among Prospective teachers with respect to High, Moderate and Low Level of Self-Efficacy



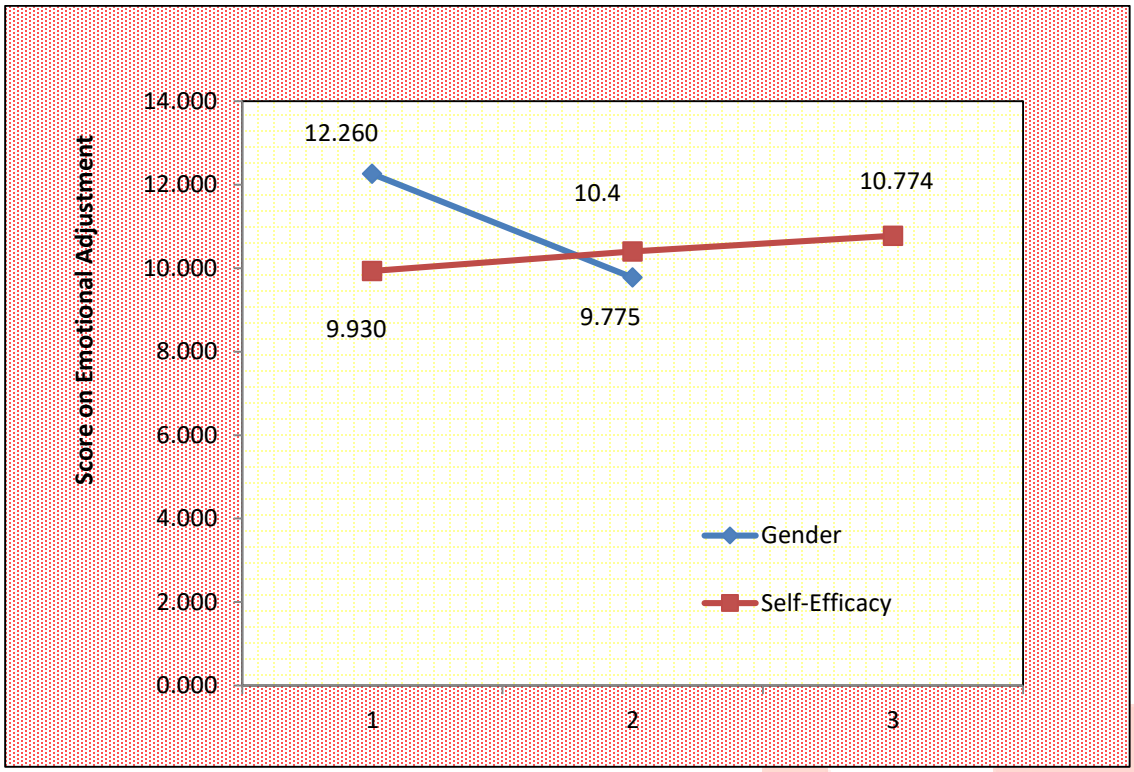
INTERACTION EFFECTS

Gender and Self-Efficacy (AxB)

Table 1.1 (a) depicts that third F-value in case of interaction of gender and self-efficacy (AxB) came out to be significant (F= 6.645, which is greater than the table value 3.00 at 0.05 level of significance for df 2/694).Hence, the hypothesis**“Ho3 (d): There will be no significant interaction between gender and level of self-efficacy with respect to ‘emotional adjustment’ among prospective teachers” is rejected.** This indicates that gender (A) and self-efficacy level (B) ofprospective teachershas a significant joint effect on ‘emotional adjustment’. The significant interaction effect of gender and self-efficacy ofprospective teachersis shown in figure 1.3 (c) as follows:

Figure 1.3 (c)

Interaction Effect of Gender and Self-Efficacy on 'emotional adjustment' among prospective teachers



CONCLUSION

The study reveals significant differences in emotional adjustment among prospective teachers based on gender and self-efficacy levels. Female prospective teachers show better emotional adjustment than males, as indicated by their lower mean scores (9.775 vs 12.260). Self-efficacy also impacts emotional adjustment, with significant variations among those with high, moderate, and low self-efficacy levels. Notably, gender and self-efficacy interact significantly, jointly influencing emotional adjustment. These findings suggest targeted support may be needed to enhance emotional adjustment, particularly for male prospective teachers and those with lower self-efficacy. Teacher training programs can benefit from tailored approaches to support emotional adjustment, including gender-specific workshops and mentoring. Boosting self-efficacy through strategies like mastery experiences and peer modeling can also enhance teaching effectiveness. Integrating emotional intelligence training into curricula equips trainee teachers with vital skills for managing emotions and building resilience. Additionally, targeted interventions like counseling services can support male teachers and those with lower self-efficacy, fostering overall emotional well-being and teaching effectiveness. By addressing these needs, institutions can promote more emotionally resilient and effective educators.

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