

A STUDY ON ADJUSTMENT OF M.ED STUDENTS WITH REFERENCE TO GENDER AND STREAM

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Abstract

The purpose of the present study is to investigate the difference and interaction effect of gender and stream on adjustment of M.Ed students. Investigator descriptive survey method was adopted to conduct present study. A total of 400 M.Ed students were selected by stratified random sampling technique. In order to collect the data an adjustment inventory was developed and standardised by the investigator with help of the expert was used. The t-test and two way analysis of variance technique was used to analyse the collected data. The results of the investigation revealed that male and female M.Ed students are not significantly different in their Adjustment. Similarly the study further revealed that M.Ed students having background Science and Non-science do not differ significantly with respect to their Adjustment. The study further revealed that gender and stream wise of M.Ed students have not significantly differed in their adjustment. So far the interaction effect is concerned, there is not significant combined interaction effect of gender and stream on adjustment of M.Ed student. It can also be concluded that adjustment is independent with respect to gender and stream.

Key Words: Adjustment, Education, Physical Environment, Gender, Stream,

Introduction

Education is the most vital input for the growth and prosperity of a nation. It provides strength and resilience to enable people to respond to the changing needs of the hour. Education is the backbone of all national endeavours. It has the power to transform human beings into human resources. We cannot build a sustainable and prosperous nation without the health and vitality of higher education. Apart from the primary and secondary education, higher education is the main instrument for development and transformation. “Higher education has special value in the contemporary knowledge society which

contributes both directly and indirectly to the wealth of a nation” (MHRD Report, 2010-11). Knowledge society is mainly depends upon the research work. Research work is also depend upon the adjustment of the researcher in the course.

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by either of these processes. It is used to emphasise the individual's struggle to a long or survive in his or her social and physical environment. Adjustment includes two important factors i.e. individual and the environment. Individual includes heredity and biological factors, psychological factors, and the quality of socialisation etc. Whereas, the environment includes all the social factors.

The process of adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirements of the other situation. One situation may give rise to pleasure while the other may give rise to pain. The resulting tension may cause disturbance in his psyche , produce uncomfortable physical symptoms or may even lead to abnormal behaviour.

No universal criteria can be set for all times because criteria involve values judgment which differs from culture to culture and from generation to generation within the same culture. Broadly, four criteria have been evolved by psychologists to judge the adequacy of adjustment. These are as following:

- 1) Physical health. The individual should be free from physical ailments like headache, ulcers, indigestion and impairment of appetite. These symptoms in individual have sometimes psychological origin and may impair his physical efficiency.
- 2) Psychological comfort. One of the most important facts of adjustment is that individual has no psychological diseases as obsession, compulsion, anxiety and depression etc. these psychological diseases if occur excessively cause to seek professional advice.
- 3) Work efficiency. The person, who makes full use of his occupational or social capacities, may be termed as will adjust in his social set up.
- 4) Social acceptance. Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him well adjusted but if he satisfies his needs by antisocial means then he is called maladjusted. But we see that societies differ in deciding the universally acceptable criteria of good behaviour, for example, in our country smoking and drinking are supposed to be antisocial but there are societies where these activities are quite normal for social adjustment.

Every human being seeks adjustment to various situations. He constantly makes efforts to adjust himself to his surroundings because a wholesome adjustment is essential for leading a happy life and gaining satisfaction. As the M.Ed students are the future teachers educator who may face lot of adjustment

problems. it is better to train them in these directions so as to make them adjusted. An adjusted M.Ed students no doubt possess all the capacities to make use of the opportunities and available resources for students welfare and also social welfare related to research work. M.Ed. students are the prospective teachers' educators and their adjustment can definitely play a significant role in the development of teachers whom they are going to teach. So it is essential to know the adjustment of M.Ed. students. A lot of researches have been carried out by considering these variables. However no such study found yet conducted on M.Ed students of Chhattisgarh. In present context with this background the investigator made an attempt to study about the adjustment of M.Ed students.

Objectives of the Study

1. To find out the difference in Adjustment of M.Ed students with respect to gender and stream.
2. To study combined interaction effect of gender and stream on Adjustment of M.Ed students.

Hypothesis of the study

H₀₁: There will be no significant difference between male and female on Adjustment of M.Ed students.

H₀₂: There will be no significant difference between science and non-science M.Ed students on Adjustment.

H₀₃: There will be no significant effect of gender and stream on Adjustment of M.Ed students.

H₀₄: There will be no significant combined interaction effect of gender and stream on Adjustment of M.Ed students.

Methodology -

The present study employed descriptive survey method. It aimed at studying and describing the attitude towards research and adjustment of M.Ed students.

Sample and Sampling Techniques

In present study researcher has applied the stratified random sampling technique for selecting the sample from the population. After getting a list of recognized M.Ed department/institution from WRC-NCTE which included Government, semi-government and private department/institution of Chhattisgarh state, the researcher prepared paper chit of all 25 department/institution. Out of these 16 departments/institutions were selected and finally 25 M.Ed students were chosen randomly from each selected departments/institutions. Hence, a total of 400 sample selected for the present study.

Tools and Techniques Used for Data Collection

As per the requirement of the study, adjustment inventory was constructed and standardised. There were a total of 38 items.

Analysis and interpretation of data

H₀₁: There is no significant difference in Adjustment of M.Ed Students with respect to gender.

H₀₂: M.Ed students having background Science and Non-science do not differ significantly with respect to their Adjustment.

TABLE NO. - 01

Difference in mean of Adjustment of male & female and science & non-science M.Ed students

Variable	Category	Number	Mean	S.D	df	t-value	P-value	Result
ADJUST -MENT	Male	119	66.37	3.481	398	.281	.779	NS
	Female	281	66.48	3.489				
	Science	207	66.13	3.186	398	1.877	.061	NS
	Non-science	193	66.78	3.753				

Critical Value for df = 398 at .05 level = 1.96

It is inferred from the Table 01 that the calculated t-value of male and female of M.Ed students with regard to Adjustment is 0.281 which is less than the critical value 1.96 at 0.05 level of significance for 398 degree of freedom. Therefore, that the null hypothesis there is no significant difference in Adjustment of M.Ed male and female is accepted. The Adjustment of M.Ed male students in the institutions/department is not significantly different from the M.Ed female students.

Therefore it is concluded that the mean of male students of their Adjustment is not significantly different from mean of female students.

The present findings showed that the mean of male students of their Adjustment is not significantly different from mean of female students. The study of (Sarsani, 2007 ; Devi, 2011; Maureen, John & Ayere, 2011;

Louis & Emerson ,2012; Raju, 2012; Chauhan, 2013; Nadeem & Bhat, 2014; Kundu, Saha & Mondal, 2015; Kumar , 2015; Chamyra & Manral, 2017; Shah & Mattoo, 2017; Murthy, 2018; Waghmare ,2018) found that no significant difference between male and female of school, college, graduate and post- graduate student in their adjustment. The above studies were supported to the present study.

In the Table 01 the calculated t-value of science and non-science stream of M.Ed students with regard to Adjustment is 1.877 which is less than the critical value 1.96 at 0.05 level of significance for 398 degree of freedom. Therefore, M.Ed students having background Science and Non-science do not differ significantly with respect to their Adjustment is accepted. Thus Adjustment of the M.Ed science students related to research work is not significantly different from the M.Ed non-science students in the institution/department.

Therefore it is concluded that the mean of science students Adjustment is not statistically significantly different from mean of non-science students.

The present findings showed that the mean of science students Adjustment is not statistically significantly different from mean of non-science students. Study supported by (Kundu, Saha & Mondal, 2015); Chamyra & Manral, 2017) found that there is no significant difference between humanities and science under graduate students in adjustment. Similarly Singh (2015) found that there is no significant difference between science and arts college students on adjustment level. Chamyra & Manral (2017) found that there was non-significant difference in adjustment (emotional, social and educational) among secondary and senior secondary school students of arts stream and science stream of students in adjustment.

H₀₃: There will be no significant effect of gender and stream on Adjustment of M.Ed students.

H₀₄: There will be no significant combined interaction effect of gender and stream on Adjustment of M.Ed students.

TABLE NO.-02

Summary of analysis of variance of Adjustment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	44.765 ^a	3	14.922	1.233	.298
Intercept	1474498.424	1	1474498.424	121797.740	.000
Gender	.975	1	.975	.081	.777
Stream	41.221	1	41.221	3.405	.066

Gender x Stream	1.271	1	1.271	.105	.746
Error	4794.025	396	12.106		
Total	1770814.000	400			
Corrected Total	4838.790	399			

a. R Squared = .009 (Adjusted R Squared = .002)

Table No. 02 shows that the calculated value of 'F' ratio for the main effect of gender of M.Ed students on adjustment is .081. However table value for for df 1 and 396 at 0.05 level is 3.86, which is less than the table value at 0.05 level of significance. Hence null hypothesis is not rejected. Thus it can be interpreted that gender of M.Ed students don't put on significant effect on adjustment. In other words it can also stated that Male and female of M.Ed students are not different from each other in their adjustment.

The F-ratio for the main effect of stream (science and non-science) on adjustment of M.Ed students is 3.405, However table value for for df 1 and 396 at 0.05 level is 3.86, which is less than the table value at 0.05 level of significance. Hence null hypothesis is not rejected. Thus it is concluded that non-science and science of M.Ed students have not significantly differed in their adjustment.

So, far the interaction effect of gender and stream is concerned the calculated value of 'F' ratio for the adjustment scores of M.Ed students is .105. However table value for df 1 and 396 at 0.05 level is 3.86, which is less than the table value at 0.05 level of significance. Hence null hypothesis is not rejected. Thus it is interpreted that there is not significant combined interaction effect of gender and stream on adjustment of M.Ed student. It can also be concluded that adjustment is independent with respect to gender and stream.

Conclusion

The results of the investigation indicate that there is no significant difference in Adjustment of M.Ed male and female. Similarly the study further revealed that M.Ed students having background Science and Non-science do not differ significantly with respect to their Adjustment. The study further revealed that gender and stream wise of M.Ed students have not significantly differed in their adjustment. Thus it is interpreted that there is not significant combined interaction effect of gender and stream on adjustment of M.Ed student. It can also be concluded that adjustment is independent with respect to gender and stream. Study recommended that intuitions should create a climate where students can adjust them easily. Induction programme may be organised to sensitise the students regarding the important of research at master level. Seminars, conferences, research orientation, tool presentation, synopsis presentation should be organised in a regular interval of time. Teachers should provide positive group climate, freedom and motivation to the students for initiations and expressions of their thoughts, plans, problems and new ideas.

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