



“A Study On Interpersonal Behaviour Of Student Teachers In Relation To Their Social Adjustment”.

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ABSTRACT

The above discussion has made the present investigation to study prospective teacher educator's interpersonal behavior, social adjustment, life skills as applicable to certain variables such as gender, age, educational qualification, eligibility, teaching subjects, type of management, type of family, family annual income, Number of friends, birth order, sibling, locality of college, locality of residency and it is stated as follows; “A study on interpersonal behavior of Student Teachers in relation to their social adjustment”. The result of the present study reveals that the level of interpersonal behavior which is moderately highly, and social adjustment are also high. So, this study gives recommendations to the teacher educators that if all the three variables like interpersonal behavior, social adjustment are developed to the optimum level by the teacher educators, then their profession will be noble and great.

Key Words : Interpersonal behavior, Social adjustment

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INTRODUCTION

The Indian education system is a multifaceted framework with a long history, evolving from traditional Gurukuls to a modern, multi-tiered structure. It encompasses pre-primary, primary, secondary, and higher education, with a focus on ensuring free and compulsory education for children aged 6 to 14, as mandated by the Right to Education Act. The system faces challenges in improving access, quality, and learning outcomes, while also striving to enhance employability and address issues of gender disparities.

INTERPERSONAL BEHAVIOR

Interpersonal behavior is the behavior and actions that are present in human relationships. The way in which people communicate, and all that entails, is considered interpersonal behavior. Interpersonal behavior may include both verbal communication and nonverbal cues, such as body language or facial expressions. Verbal interpersonal behavior consists of joking, relating to one another via the art of storytelling, and taking or following orders. Interpersonal skills are highly desirable in many situations, specifically careers that rely on personal relationships such as the health care industry or sales. The study of interpersonal relationships involves several branches of the social sciences, including such disciplines as sociology, communication studies, psychology, anthropology, and social work. Interpersonal skills are vital when trying to develop a relationship with another person. The scientific study of relationships evolved during the 1990s and came to be referred to as "relationship science" which distinguishes itself from anecdotal evidence or pseudo-experts by basing conclusions on data and objective analysis. Interpersonal ties are also a subject in mathematical sociology

SOCIAL ADJUSTMENT

Social adjustment is an effort made by an individual to cope up with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment.

SIGNIFICANCE OF THE STUDY

The above discussion has made the present address issues of gender disparities. to study prospective teacher educator's interpersonal behavior, social adjustment, life skills as applicable to certain variables such as gender, age, educational qualification, eligibility, teaching subjects ,type of management, type of family, family annual income, Number of friends, birth order, sibling, locality of college, locality of residency and it is stated as follows; "A study on interpersonal behavior of Student Teachers in relation to their social adjustment".

OBJECTIVES OF THE PRESENT STUDY:

The following are the objectives of the present study

1. To find out the level of interpersonal behavior of student teachers.
2. To find out the level of social adjustment of student teachers.

HYPOTHESES OF THE PRESENT STUDY:

The following hypotheses are formulated on the basis of the study.

1. There is no significant difference between the mean scores of interpersonal behavior of student teachers with respect to their gender.
2. There is no significant difference between the mean scores of interpersonal behavior of student teachers with respect to their locality

REVIEW RELATED TO INTERPERSONAL BEHAVIOR

CONDUCTED IN INDIA

Chenna Reddy (2023) conducted a study on emotional maturity of B. Ed students in relation to certain factors. The objectives of the study were: (i) to find out the influence of locality on the emotional maturity, (ii) to find out the influence of the family on the emotional maturity. To method adopted for the study was survey type. Emotional maturity scale developed by Dr. Yashvir Singh and Dr. Mahesh Bhargava has been adopted for the present study. The sample consists of 100 B. Ed. students studying in Anantapur town. The sample was selected by random sampling procedure. Female students were more emotional than male students. Locality does not significantly influence the emotional maturity. Income of the family had a significant influence on the emotional maturity of B. Ed. Students.

Chahar ., (2022) conducted a study on teaching Competency of student teachers in relation to certain non-cognitive variables. The findings of the study were: (i) there is significant relationship between general teaching competency and self-concept, general teaching competency and attitude towards teaching and general teaching competency and socio-economic status of male, female and total student teachers; (ii) the mean general teaching competency scores of female student teachers is higher than of the male student teachers; (iii) the mean general teaching competence scores of female student teachers is higher than that of the male student teachers in science group; and (iv) the mean general teaching competence scores of female student teachers is higher than that of the male student teachers in arts group.

Raju et al., (2012) examined the adjustment problems of school students from urban and rural schools of Visakhapatnam district and found that the adjustment of school children was primarily dependent on the school variables like the class in which they were studying, the medium of instruction present in the school, and the type of Management of the school. School children residing in urban area made better adjustment than student 's residing in rural area.

Hypothesis-1

There is no significant difference between the mean scores of interpersonal behavior of student teachers with respect to their Gender.

Comparison of Interpersonal Behavior between student teachers with regard to Gender

Table 4.3

Subset	N	Mean	S.D	t-value	Level of significance
Male	122	101.57	16.108	1.238	N.S
Female	178	102.02	16.114		

The table 4.3 indicates that the calculated t-value is 1.238 which is less than the table value 1.96 at 0.05% level of significance, hence it is concluded that, there is no significant difference between the mean scores of interpersonal behavior of student teachers with respect to their gender. Therefore the null hypothesis is accepted There is no significant difference between the mean scores of interpersonal behavior of student teachers with respect to their Gender.

Hypothesis-2

There is no significant difference between the mean scores of interpersonal behavior of student teachers with respect to their Locality

Comparison of Interpersonal Behavior between student teachers with regard to Locality

Table 4.4

Subset	N	Mean	S.D	t-value	Level of significance
Urban	146	103.86	16.110	1.524	N.S
Rural	154	101.81	16.116		

The table 4.4 indicates that the calculated t-value is 1.524 which is less than the table value 1.96 at 0.05% level of significance, hence it is concluded that, there is no significant difference between the mean scores of interpersonal behavior of student teachers with respect to their locality. Therefore the null hypothesis is accepted

It is understood that both urban and rural student teachers are having similar level of interpersonal behavior and that there is no significant difference between urban and rural student teachers in their interpersonal behavior. Hence, the framed null hypothesis is found to be accepted

MAJOR FINDINGS OF THE STUDY

1. DESCRIPTIVE ANALYSIS

1. The level of Teacher educators Interpersonal Behaviors is moderately high.
2. The level of Teacher educators Social Adjustment is high

2. DIFFERENTIAL ANALYSIS

Interpersonal Behavior

1. There is no significant difference between the mean scores of interpersonal behavior of student teaches with respect to their gender.

There is no significant difference between the mean scores of interpersonal behavior of student teaches with respect to their locality

3. There is a significant difference between the mean scores of interpersonal behavior of student teachers with respect to their type of family
4. There is a significant difference among the mean scores of interpersonal behavior of student teachers with respect to their type of Management

CONCLUSION

A teacher educator is a teacher for the teachers. They produce brilliant and effective teachers, who are going to build the nation. Teacher educators are self dedicated personalities. So, their interpersonal behavior is related to their social adjustment. These three factors are interrelated. The result of the present study reveals that the level of interpersonal behavior which is moderately highly, and social adjustment are also high. So, this study gives recommendations to the teacher educators that if all the three variables like interpersonal behavior, social adjustment are developed to the optimum level by the teacher educators, then their profession will be noble and great.

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