

Emotion Regulation and Social Adjustment of Student Teachers

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The present study focuses on emotion regulation and the social adjustment of student teachers. A survey method was employed in this present study. The sample of the study comprised 210 student teachers (N=210) from three teacher education colleges located in and around Karaikudi, Sivagangai district, Tamil Nadu, India. A simple random sampling technique was utilized for sample selection. The social adjustment questionnaire with a reliability coefficient of 0.76, was constructed and validated by the researcher and research supervisor, and the standardized Emotion Regulation Questionnaire (ERQ), Gross and John (2003), with Cronbach's alpha reliability coefficient for the scale was calculated as 0.75 for present sample, were administered to the student teachers for data collection. Descriptive and differential statistical analyses were used to analyze the collected data. The findings of the study revealed that the level of emotion regulation and social adjustment of student teachers is favorable, there was no significant difference found in emotion regulation and social adjustment of student teachers based on their gender, educational qualification, locale, type of institution, marital status, and age and there exists a strong positive relationship between emotion regulation and social adjustment among student teachers.

Keywords: emotion regulation, social adjustment, student teachers, mental state, well-being

Introduction

Teacher education provides the platform for student teachers to acquire knowledge and practice skills that are necessary for improving their competence as teachers. Every day student teachers are perpetually exposed to extensive arousing stimuli. Student teachers need to accept or regulate both pleasant and unpleasant impulsive emotional situations.

Emotion Regulation

Emotion refers to a type of mental state that occurs almost all times in human life. Emotions act as a catalyst to life and determine individuals' abilities and competencies. Emotions are responses to situations that are seen as personally relevant and represent the vital driving force of human behavior (Ekman, 1992, p. 180). Emotions are pivotal for social adjustment, interventions based on restorations of the attachment style and cognitive emotion regulation strategies promote social adjustment (Farsijani, Besharat, & Moghadamzadeh, 2022, p. 66). Emotion regulation begins with an openness to feelings. The capacity to exercise control over

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one's emotional state is known as emotion regulation. It could entail actions like evaluating a stressful situation to lessen anger or anxiety, covering up obvious indications of fear or grief, or concentrating on things that make feel joyful or peaceful. Important social functions are served by emotions. As a result, managing emotions should have societal repercussions, and managing emotions differently should have various repercussions. Emotional insights enable the individual to respond appropriately based on the situation. Emotion regulation (ER) aims to govern emotions in ourselves or others (McRae & Gross, 2020, p. 2). Emotion regulation comprises two kinds of processes and strategies, which influence emotion utilization. Primarily, emotion information processing, emotion regulation, and emotion-focused behavior are influenced by the emotionality of the individual. Emotion information processing leads to the cumulation of emotional knowledge and emotion regulation strategy comes from socioemotional learning. Moreover, a lack of emotional information processing alters emotional knowledge and reduces emotion regulation (Izard, Stark, Trentacosta, & Schultz, 2008, p. 160).

Neural Bases of Emotion Regulation

Basic emotion theory revealed that every basic emotion has a particular brain locus. Distinct emotions have different physiological signatures (Gu et al., 2015, p. 43). Neuroscientific research studies revealed that both psychological and neurobiological mechanisms are involved in effective emotion regulation (Ochsner & Gross, 2007, p. 87). Amygdala is a subcortical structure vital for signaling the presence, and modulating the encoding, of emotion-related stimuli (Phelps & LeDoux, 2005, p. 178). Affective responses of the individual are represented by a cortical region insula (Uddin, Kinnison, Pessoa, & Anderson, 2014, p. 11). Gender differences in emotion regulation based on the centro median amygdala indicate that men and women may differ in the neural circuits associated with emotion representation and integration (Wu et al., 2016, p. 6). Regions of the human brain such as the orbital frontal cortex, anterior cingulate cortex, amygdala, and other associated regions form complex circuits that involve the regulation of emotion. The structure and function of this circuit are influenced by both inheritable and environmental factors. Effective emotion regulation is crucial for psychosocial well-being (Berking & Wupperman, 2012, p. 128).

Emotion Regulation Strategies

Gross's (1998, p. 224) process model of emotion regulation emphasizes that people can take action to control their emotions at various times, including before they experience an emotion -antecedent-focused emotion regulation and after they have already started to react emotionally- response-focused emotion regulation. Emotion regulation strategies are of two types namely reappraisal and suppression. Reappraisal reduces negative emotion-expressive conduct in emotionally distressing settings but does not reduce good behavior. In contrast, suppression reduces both negative and positive emotional expression in behavior. This decline in positive

emotion-expressive conduct ought to hinder social interactions and elicit unfavorable responses from other people (Gross, 2001, p. 214).

Emotion Regulation Among Different People

Developmental research studies revealed that emotion regulation ability improves with age. Cognitive control systems are thought to assist in dampening or strengthening both unpleasant and positive emotions as part of the emotion-cognition interaction known as emotion regulation (Martin & Ochsner, 2016, p. 146). Childhood functional and anatomical connections between these brain areas may have been weaker or less structured, which may have contributed to the greater problems with emotion control. Teenagers may have a tougher difficulty controlling their emotions because brain areas linked to cognitive control structures, like the prefrontal cortex, may mature more slowly than those linked to emotional response, such as the amygdala and ventral striatum (Silvers et al., 2015, p. 771, Gabard-Durnam et al., 2014, p. 193). Individuals follow emotion regulation strategies to govern their emotions in daily lives in terms of interpersonal relationships, problem-solving, etc. (Gross & John, 2003, p. 348). Teachers regulate their emotions through problem-directed actions, they differ in their sources of negative thoughts and actions (Talbot & Mercer, 2018, p. 410). Emotion regulation training moderates the mental evaluations and reactions of the individual and thus it results in appropriate cognitive, motivational, and behavioral reactions (Rezaei Dehnavi, Noorian, & Movahedi, 2020, p. 206).

Social Adjustment

According to the American Psychological Association Social adjustment refers to accommodation to the demands, restrictions, and mores of society, including the ability to live and work with others harmoniously and to engage in satisfying interactions and relationships. Adjustment is a notion in psychology that deals orientation of individuals within society. Every person goes through a lifetime-long process of social adjustment where they change how they interact with others and the environment to play a part and function in their lives. Humans are social creatures that cannot survive on their own, they need other members to work together and support one another to accomplish their requirements, including those for personal affiliation, acceptance, and self-recognition (Dude, 2022, p. 45). A person's endeavor to conform to the norms, values, and desires of a society to be accepted is known as social adjustment. Social adjustment is the effort an individual makes to fit in with the expectations, conventions, and values of a community to gain acceptance. People continue to form opinions and live in a society. Individuals purposefully attempt to behave under social norms to blend in. It is challenging, though, because every individual has a distinct organizational structure and mentality. A significant relationship occurs between social adjustment and the emotional maturity of student teachers (Kasirajan, 2019, p. 2454). The above empirical and conceptual review revealed that social adjustment requires every individual to orient with each other and to enhance the social functioning of the individual constructively.

Review of Related Literature

Kaur and Sharma (2022) conducted a study on gender variation in social adjustment and interpersonal support among 480 undergraduate students. Social adjustment and interpersonal support evaluation scales were used for the study. Results showed that male students had much greater interpersonal support and social adjustment than their female peers. Also, correlation analysis demonstrated that interpersonal support among male students had a positive link with social adjustment, but interpersonal support was discovered to have a non-significant positive association with social adjustment in the case of female students. Because female students participate in fewer social activities and are less likely than male students to discuss their issues or emotions with peers their age. Consequently, interpersonal assistance was crucial in helping university students transition socially.

Farsijani, Besharat, and Moghadamzadeh (2022) examined social adjustment concerning cognitive emotion regulation strategies and attachment styles among adolescents. The Bell Adjustment Scale (Bell, 1934), the Adult Attachment Scale (Hazan & Schiver, 1987), Cognitive Emotion Regulation Scale (Garnefski & Kraaij, 2006) were utilized for data collection. Results indicated that attachment style and cognitive emotion regulation strategies effectively promote social adjustment.

Farsijani, Besharat, and Moghadamzadeh (2021) conducted a descriptive correlation study among high school students to examine social adjustment concerning ego strength and cognitive emotion regulation. Bell Adjustment Inventory (BAI) (Bell, 1961), Ego Strength Scale Besharat (ESS), 2007, and Cognitive Emotion Regulation Questionnaire (CERQ), Garnefski and Kraaij (2006) were utilized for this study. Research indicated that ego strength emotion regulation strategies enhance the social adjustment of the students.

Talbot and Mercer (2018) conducted a study on language teachers' emotional well-being and emotional regulation in the United States, Japan, and Australia 12 semi-structured interviews were conducted among university teachers of English as a second language (ESL), English as a foreign language (EFL), or former ESL/EFL teachers in Japan, the United States and Australia. Results showed that all the teachers regulated their emotions through problem-directed action, they differ in their sources of negative thought and actions.

Darji and Thapa (2013) conducted a study on the adjustment of B.Ed students concerning home adjustment, health adjustment, and social and emotional adjustment among 43 students from the M.S University of Baroda. Bell's adjustment inventory was administrated for data collection. The results revealed that individuals who have not adjusted to their home environment may face additional adjustment challenges, without preparation students have challenges that in turn lack quality of experience in social adjustment.

Mihalca and Tarnavska (2013) examined the social functioning and emotion regulation strategies among adolescents. Emotion regulation strategies such as catastrophizing, acceptance, self-blame, and planning were examined in this study. Results revealed that social functioning problems and related distress are caused by catastrophizing of the individual. Acceptance is considered a dysfunctional cognitive

strategy concerning social functioning not with the related distress. Self-blaming leads to distress, not the social functioning of the individual.

McRae et al., (2012) examined Bottom-up and top-down emotion generation: implications for emotion regulation. Results revealed that self-reported effect and cognitive reappraisal were more effective on top-down generated emotions than bottom-up generated emotions. Neurally, the reappraisal of bottom-up generated emotions resulted in a paradoxical increase in amygdala activity. The association between the mode of emotion generation and ensuing regulation needs to be considered into account when comparing the efficacy of different types of emotion regulation, as well as when reappraisal is used to treat different types of clinical disorders.

Hopp, Troy, and Mauss (2011) conducted a study on the unconscious pursuit of emotion regulation: Implications for psychological health among 222 individuals with Stressful life events (SLE). The negative impact of stressful life events, explicit valuing of emotion regulation, Emotion Regulation Questionnaire (ERQ), and Beck Depression Inventory (BDI) were used for the study. Results showed that implicitly valuing emotion regulation is associated with better psychological health for individuals who habitually use cognitive reappraisal. Adaptive emotional control depends on both the nonconscious and conscious processes.

Sheppes, Scheibe, Suri, and Gross (2011) experimented on Emotion-regulation choice among students. Results showed that healthy individuals manage their emotions by flexibly switching between a relative preference for engagement reappraisal, which allows emotional processing when the intensity of negative emotion is low, and disengagement distraction, which blocks emotional processing at an early stage when the intensity of negative emotion is high.

Haga, Kraft, and Corby (2009) showed that individuals from three countries surveyed (i.e., Norway, Australia, and the United States), “differed in their use of emotion-regulatory strategies, but demonstrated similar effects of emotion regulation strategy upon well-being” (p. 283). Findings such as these caution against assuming that the experience of, expression of, and regulation of emotions is the same across cultures.

Research Gap

Emotion regulation and social adjustment are the major constructs, which predominance in the research arena of neuroscience, education, psychology, and behavioral studies. The path of the above research studies revealed the role of cognitive reappraisal as a way of emotion regulation for the psychological health of the individual, how healthy individuals regulate their emotions, in which way language teachers regulate their emotions, the role of cognitive reappraisal on top-down generated emotions, social adjustment and interpersonal support of male and female undergraduate students, the relationship between cognitive emotion regulation strategies and attachment styles concerning social adjustment of high school students, how home adjustment influence social adjustment. However, research studies have yet to assess and address emotion regulation and social adjustment based on gender, educational qualification, locale, type of institution, marital status, and age and the

relationship between emotion regulation and social adjustment among student teachers. Thus, the present research focuses on the level of emotion regulation and social adjustment of student teachers and tries to assess whether there exists any significant difference in emotion regulation and social adjustment of student teachers based on their gender, educational qualification, locale, type of institution, marital status, and age and to examine whether there exists any relationship between emotion regulation and social adjustment among student teachers.

The Rationale of the Study

Now a day's teaching profession faces a lot of burnout and attrition (Hong, 2010, p. 1531). Student teachers are supposed to be able to control their emotions, especially fear and anger, in a way that is acceptable to others. Student teachers couldn't crudely express their emotions; they must regulate them productively. Inappropriate, severe, or unchecked emotional reactions to such stimuli cause social incompetence. Positive emotions such as enjoyment and contentment and negative emotions such as worry and anger are often experienced during instruction (Uzuntiryaki-Kondakci, Kirbulut, Oktay, and Sarici, 2021, p. 1131). Therefore, student teachers need to engage in some sort of emotion regulation almost all of the time to overcome overwhelmed emotions in daily life. Social adjustment and emotion regulation involve many psychological processes. People frequently say or do things when emotional control is compromised that they subsequently regret and wish they had been able to regulate their emotions better.

The inability to control one's emotions is a feature of several types of mental illness. It could eventually have a detrimental effect on a person's social interactions and personal well-being. Defective emotion regulation causes impulsive aggression and violence. (Davidson, Putnam, and Larson 2000, p. 591). Emotion regulation was imposed as affective self-regulatory efficacy (Caprara, Alessandri, Barbaranelli, and Vecchione, 2013, p. 859). Research studies strongly support that the ability to regulate one's emotions acts as a baseline of physical and mental health (Silvers & Guassi Moreira, 2019, p. 35). Desired emotional experience ensures the right feeling irrespective of the nature of the feeling (Tamir, Schwartz, Oishi, and Kim, 2017, p. 1448). Regulation is an integral aspect of emotion (Paz, 2018, p. 89). Prospective secondary education teachers have less adjustment and favorable mental health (Srinivasan & Senkolemari, 2016, p. 76).

Numerous research studies have been conducted regarding social adjustment and emotion regulation with some other constructs and previous research findings revealed that altruistic behavior is correlated with the social adjustment of B.Ed students (Kumar, 2019, p. 975), emotion regulation is associated with sympathy and pro-social behaviors (Eisenberg, 2000, p. 665), teaching competency of prospective teachers related to their adjustment (Sattanathan & Antony, 2022, p. 1651), B.Ed. trainees have a low positive correlation between social and educational adjustment, and moderate correlation between health and educational adjustment, and a considerable positive correlation between home and educational adjustment (Boruwa, 2020, p. 12294). Adolescents with effective emotion regulation have a high

psychological adjustment (Parise, Canzi, Olivari, and Ferrari, 2019, p. 363). Emotion regulation is a sequence of versatile emotional circumstances within a social event (Gross & Feldman Barrett, 2011, p. 10). Hence, individuals need to regulate emotions based on the circumstances they encounter. In this regard, the present study intends to assess the level of emotion regulation and social adjustment and to assess the emotion regulation and social adjustment of student teachers with a few demographic variables namely gender, educational qualification, locale, type of institution, marital status, and age, and to find out the relationship between emotion regulation and social adjustment among student teachers.

Research Questions

- In what way the level of emotion regulation and social adjustment among student teachers is to be assessed?
- To what extent does emotion regulation of student teachers differ based on their gender, educational qualification, locale, type of institution, marital status, and age
- To what extent does the social adjustment of student teachers differ based on their gender, educational qualification, locale, type of institution, marital status, and age
- How far emotion regulation and social adjustment among student teachers are related?

The objective of the study is

- To assess the level of emotion regulation and social adjustment of student teachers
- To assess the emotion regulation of student teachers based on their gender, educational qualification, locale, type of institution, marital status, and age
- To assess the social adjustment of student teachers based on their gender, educational qualification, locale, type of institution, marital status, and age
- To examine whether there exists any relationship between emotion regulation and social adjustment among student teachers.

The hypotheses of the study are

- The level of emotion regulation and social adjustment of student teachers is favorable.
- There will be no significant difference in the emotion regulation of student teachers based on their gender, educational qualification, locale, type of institution, marital status, and age.
- There will be no significant difference in the social adjustment of student teachers based on their gender, educational qualification, locale, type of institution, marital status, and age.
- There will be no significant relationship between emotion regulation and social adjustment among student teachers.

Methodology

A survey method was employed for this study. A simple random sampling technique was utilized for sample selection. The sample of the present study comprised 210 student teachers (N=210) from the Alagappa University College of Education, Karaikudi, Arumugam Pillai Seethai Ammal College of Education, Thirupathur, Thavathiru Kundrakudi Adigalar College of Education for Women (TKACEW), Kundrakudi located in and around karaikudi, Sivagangai district, Tamil Nadu, India. The social adjustment questionnaire for the student teachers was constructed and standardized by the researcher and research supervisor. The validity of the tool was ensured by experts, the reliability of the tool was established by the test-retest method and the reliability coefficient is 0.76. The Emotion Regulation Questionnaire (ERQ) was developed by Gross and John (2003) and conducted a pilot study to retain reliability and validity and revealed that the Cronbach alpha reliability of the present sample is 0.75. The questionnaires were given to student teachers and appropriately received their responses for data collection.

Data Analysis and Interpretation

Hypotheses Testing

Hypothesis 1: The level of emotion regulation and social adjustment of student teachers is favorable.

Table 1. Emotion Regulation and Social Adjustment of Student Teachers

| S.No | Variable | N | Mean | SD |
|------|--------------------|-----|-------|-------|
| 1 | Emotion regulation | 210 | 57.40 | 3.93 |
| 2 | Social adjustment | 210 | 63.61 | 10.73 |

In Table 1, it is found that the mean score of emotion regulation is 57.4 out of an overall score of 70, a score above 50 indicates a favorable level of emotion regulation of student teachers, and the mean score of social adjustment is 63.61 out of an overall score of 75, a score above 53 indicates a favorable level of social adjustment of student teachers. So, the level of emotion regulation and social adjustment of student teachers is favorable.

Hypothesis 2: There will be no significant difference in the emotion regulation of student teachers based on their gender, educational qualification, locale, type of institution, marital status, and age.

Table 2. Emotion Regulation of Student Teachers Based on Gender, Educational Qualifications, Locale, Type of Institution, and Marital Status

| S.No | Variables | N | Mean | SD | t-value | Level of significance | |
|------|---------------------------|-----------|------|-------|---------|-----------------------|-----------------|
| 1 | Gender | Male | 24 | 56.33 | 4.86 | 0.24 | Not Significant |
| | | Female | 186 | 57.55 | 3.77 | | |
| 2 | Educational Qualification | Under | 93 | 58.05 | 4.46 | 0.42 | Not Significant |
| | | Post | 117 | 56.91 | 3.36 | | |
| 3 | Locale | Rural | 157 | 57.12 | 3.83 | 0.07 | Not Significant |
| | | Urban | 53 | 58.28 | 4.08 | | |
| 4 | Type of Institution | Govt | 87 | 57.34 | 4.01 | 0.81 | Not Significant |
| | | Private | 123 | 57.47 | 3.87 | | |
| 5 | Marital status | Married | 85 | 58.38 | 3.56 | 0.002 | Not Significant |
| | | Unmarried | 125 | 56.76 | 4.03 | | |

Level of significance 0.05.

In Table 2 it is found that there is no significant difference in the emotional regulation of student teachers based on their gender, educational qualification, locale, type of institution, and marital status.

Table 3. Emotion Regulation of Student Teachers Based on Their Age

| Variable | Sources of Variance | Sum of squares | Mean square | F value | Level of significance |
|----------|---------------------|----------------|-------------|---------|-----------------------|
| Age | Between-group | 53.74 | 26.87 | 1.75 | Not Significant |
| | Within-group | 3161.37 | 15.27 | | |

Level of significance 0.05.

Table 3 indicates that there is no significant difference in the emotion regulation of student teachers based on their age.

Hypothesis 3: There will be no significant difference in the social adjustment of student teachers based on their gender, educational qualification, locale, type of institution, marital status, and age.

Table 4. Social Adjustment of Student Teachers based on their Gender, Educational Qualifications, Locale, Type of Institution, and Marital Status

| Variables | | N | Mean | SD | t-value | Level of significance |
|---------------------|-----------|-----|-------|-------|---------|-----------------------|
| Gender | Male | 24 | 58.95 | 13.66 | 0.04 | Not Significant |
| | Female | 186 | 65.02 | 9.11 | | |
| Educational status | Under | 93 | 65.42 | 7.07 | 0.39 | Not Significant |
| | Post | 117 | 63.09 | 12.97 | | |
| Locale | Rural | 157 | 64.66 | 9.75 | 0.15 | Not Significant |
| | Urban | 53 | 62.09 | 11.85 | | |
| Type of Institution | Govt | 87 | 64.05 | 7.06 | 0.68 | Not Significant |
| | Private | 123 | 63.50 | 12.8 | | |
| Marital status | Married | 85 | 63.12 | 10.76 | 0.54 | Not Significant |
| | Unmarried | 125 | 10.76 | 10.81 | | |

Level of significance 0.05.

Table 4 shows that there is no significant difference in the social adjustment of student teachers based on their gender, educational qualification, locale, type of institution, and marital status.

Table 5. Social Adjustment of Student Teachers based on their Age

| Variable | Sources of Variance | Sum of squares | Mean square | F value | Level of significance |
|----------|---------------------|----------------|-------------|---------|-----------------------|
| Age | Between-group | 269.33 | 134.66 | 0.70 | Not Significant |
| | Within-group | 39779.69 | 192.17 | | |

Level of significance 0.05.

Table 5 shows that there is no significant difference in the social adjustment of student teachers based on their age.

Hypothesis 4: There will be no significant relationship between emotion regulation and social adjustment among student teachers.

Table 6. Relationship between Emotional Regulation and Social Adjustment of the Student Teachers

| Variables | Mean | SD | R |
|--------------------|-------|-------|------|
| Emotion Regulation | 57.40 | 3.93 | 0.08 |
| Social adjustment | 63.61 | 10.73 | |

Table 6 shows that there is a strong positive relationship between emotion regulation and social adjustment among student-teachers.

Results and Discussion

The findings of the present research reveal that the level of emotion regulation and social adjustment of student teachers is favorable, emotional regulation and social adjustment of student teachers don't differ based on their gender, educational qualification, locality, type of institution, marital status, and age and there is a strong positive relationship between emotional regulation and social adjustment among student teachers. The present research findings substantiate the previous studies, and the results reveal that higher levels of emotion regulation are expected to be related to both high levels of social adjustment and the expression of socially appropriate emotions. A significant relationship between emotional, social, and educational adjustment and adjustment on the whole of higher secondary school students concerning academic achievement (Sekar & Lawrence, 2016, p. 29). The present study indicated that the levels of emotion regulation and social adjustment of student teachers are favorable but another research result revealed that the average level of social adjustment among B.Ed students of Don Bosco College of Education (Louis, 2018, p. 78).

The findings of the present study show that the student teachers' social adjustment doesn't change by locale and gender, which supports the previous study by area (locale) doesn't influence adjustment on the other hand it is in contradiction with a previous study in which B.Ed trainees' adjustment is found to be affected by gender and boys' B.Ed trainees have more adjustment than the girl B.Ed trainees (Limbachiya & Shukla, 2021, p. 11), male undergraduate students have higher social adjustment than female (Kaur & Sharma, 2022).

Similar studies revealed that a healthy relationship depends on one's ability to regulate emotions effectively and emotion regulation develops across the life span (Cole, 2014, p. 203), a person with an effective ability of emotion regulation has a healthy relationship with others. To produce a new generation that tolerates the timeless human values of truth, love, and universal brotherhood as well as care and concern for others, teachers have the enormous responsibility of helping their students successfully integrate into their sociocultural environments and develop into responsible, better citizens. These students must also be brave enough to face any challenges or problems that may arise in life with courage and confidence (Sattanathan & Antony, 2022, p. 1657). To achieve this student teachers, need to be an emotionally regulated and socially adjustable person.

Limitations and Venue for Future Research

The study has fewer limitations that need to be addressed here, the study was confined only to the batch of student teachers from three teacher education colleges located in and around Karaikudi, Sivagangai district, Tamil Nadu, India, the study sample is confined only to student teachers and present study does not include strategies-based intervention programs in teacher training colleges. The significance of the present research findings lies in unfolding a greater

understanding of emotion regulation and social adjustment and provides valid support for future research direction in the arena of teacher education. Future research could focus on firstly, intervention strategies and training programs to enhance emotion regulation and social adjustment among student teachers at the teacher-training college level. Secondly, future research to concentrate on various dimensions of emotion regulation and social adjustment for extensive knowledge. Thirdly, it is essential to examine the relationship between emotion regulation and social adjustment among teachers, teacher educators, and school and college students.

Conclusion

Emotion regulation and social adjustment is a contemporary behavioral study rising to precedence. Emotion regulation and social adjustment are the major psychological construct that differs in various situations based on the individual and nature of the stimuli. Emotion regulation and social adjustment of student teachers exist already to some extent. The present research study adds the findings in the field of educational research are that the level of emotion regulation and social adjustment of student-teachers is favorable, there exists a strong positive relationship between emotion regulation and social adjustment among student-teachers and there was no significant difference found in emotion regulation and social adjustment of student-teachers based on their gender, educational qualification, locale, type of institution, marital status, and age. The findings of the present study recommend that the teacher education program inculcates the importance of emotional regulation and social adjustment in different situations and needs to conduct various training and interventions to enhance emotion regulation and social adjustment among student teachers.

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