

## Situationism Among B.Ed. Teacher Trainees

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### ABSTRACT

Situationism make changes in human behaviour, as external factors affect the internal traits of human. The aim of the study is to examine whether gender, nature of family and type of college management make difference in situationism among B.Ed. teacher trainees in Chennai. Total of 1083 B.Ed. teacher trainees participated in the research. Study revealed that female respondent, nuclear family respondent and respondents from self-financing college of education are performing better to compare with respective counter parts in Situationism. Future teachers need to tackle every situation for better understanding and guiding students for achievement and overcome stresses.

**Keywords:** Situationism, Situation, Situationists, Teacher trainees, Perspective Teachers.

### Introduction

In today's fastest developing world, population of human being is increasing all-round, where, survival is challenging one, since various types of situations surround the human and coping to the situation has become vital for sustainability. From early childhood to adulthood stage, coping to situation requires guidance from parents, teachers, colleagues and friends at different stages. The children become pupil and pupil become adult and these stages establish a fact that multi-facet learning at pupil stage is of utmost important for developing one's personalities, life-skills and gaining knowledge, which is imparted and taken care of by teachers throughout.

Many psychologists feel that our behaviours are driven by personal attributes. Some argue that situational factors have a greater influence on our behavior and is described as situationism, which denotes that one's behaviour is influenced by the situations and environment in which one encounters oneself. In the presence of the top employer, a person who is normally hostile may act subservient, situational influences can be so powerful that people with different personality types respond in essentially identical ways to them. The situationist perspective describes that human behaviour is influenced by external causes than other perspectives.

Situationism is of the view that changes in human behaviour are elements of the context rather than the attributes a person possesses, as discussed in the person-situation debate. External, situational circumstances, rather than internal features or motivations, are thought to impact behaviour. In view of above arguing topic of situationism as faced during the human developmental stages of life as student, it shows its place at educational institutions where teachers responsibility is mostly understood. Teachers shape students along with discipline in addition to imparting knowledge and skills. The role of teacher is more important than that of parents in bringing up a child to adult and teacher is made through training as a teacher-trainee.

As a teacher, responsibility lies in bringing out discipline, making students co-operative in all walks of life. Adjustment nature is one of the most important qualities of a teacher. Teacher is required to coordinate all things around them and this would suffice their life-skills at all levels. Beyond subject knowledge, teacher should lead for togetherness as well as show pro-activeness in new institutional activities. Teacher act as a guide for students in career making and mental progress too, in addition to prepare students face different situations boldly.

Encircling the learning stage of teacher as a teacher-trainee is a meticulous part and is valued in educational institution, as they face more situations and its challenges apart. In present world of student-centric teaching and learning, the study of situationism among teacher trainees seem to be of utmost importance.

### Review of Related Studies

**Fahri Sezeri (2018)** conducted a study on *Teachers' Perceptions for Problematic Student Behaviors: Examination according to Teachers' Burnout Situations*. The goal was to find that instructors' burnout was influencing their impressions of students' conduct in elementary and secondary schools. The sample group consisted of 188 teachers, with 112 females (60%) and 76 males (40%) making up the sample. Maslach Burnout Inventory, created by Maslach and Jackson, was employed in this study (1981). The approach of random sampling was applied. The data was statistically analysed. The study's findings show that as teachers' burnout levels reduce, they become more sympathetic to their kids and favour more constructive and humane approaches of correcting the actions of children they perceive to be troublesome. It was also discovered that when instructors' burnout levels rose, so did their disciplinary attitudes toward their students.

**Sigal Ben-Porath and Gideon Dishon (2015)** conducted a study on *Taken Out of Context: Defending Civic Education From the Situationist Critique*. The study's goal was to show that virtues should not be evaluated as present in one person but not in other based on their behaviour in a particular occurrence. The best institutional arrangements of a well-functioning liberal country rely on virtuous individuals' compliance, and situationist preference for good social norms is tacitly predicated on virtuous persons' willingness to institute and obey those standards. As a result, we incorporate some of situationism's insights into a remained approach of civic education.

### Objectives of the Study

- (i) To examine the difference in Situationism and its dimensions with respect to Gender and Nature of Family among B.Ed. Teacher trainees.
- (ii) To examine the difference in Situationism and its dimensions with respect to Type of Institutional Management among B.Ed. Teacher trainees.

### Research Design

Descriptive Survey Method is used in this research. The questionnaire designed for this study was created and validated by Investigator with the help of research supervisor. The Situationism questionnaire consist of dimensions Work Place, Family situation and Public Place. The data was collected from a sample of 1083 teacher trainees using random sampling technique from 14 Colleges of Education which comprises of Government, Government-aided, and Self-financing colleges within Chennai and its Metropolitan territorial region of Tamil Nadu state. Situationism scale developed by the Investigator consist of 33 items with demographic variables and researcher was especially interested in learning how the potential teachers dealt with the situation.

### Analysis and Interpretation

**H<sub>01</sub>** : There is no significant difference in Situationism and its dimensions among B.Ed. Teacher trainees with respect to Gender.

Situationism and its dimensions	Gender				df	t-value	p-value & Level of Significance
	Male (N=311)		Female (N=772)				
	Mean	SD	Mean	SD			
<b>WORK PLACE</b>	30.622	3.295	29.691	2.979	1081	4.509	P=0.000, P<0.01
<b>FAMILY SITUATION</b>	41.659	5.643	42.719	5.125	1081	2.989	P=0.003, P<0.01
<b>PUBLIC</b>	27.136	3.830	27.852	3.695	1081	2.58	P=0.004, P<0.01

<b>PLACE</b>						<b>8</b>	
<b>OVERALL SITUATIONISM</b>	<b>99.203</b>	<b>10.564</b>	<b>101.576</b>	<b>9.502</b>	<b>1081</b>	<b>3.599</b>	<b>P= 0.000, P&lt;0.01</b>

SD – Standard Deviation; df – Degrees of freedom

Since the p value is less than 0.01 for Overall Situationism and its dimensions Work Place, Family Situation, and Public place, the Null hypothesis is rejected at 1% level of significance. Hence, there is significant difference in Overall Situationism and its dimensions among B.Ed teacher trainees with respect to their gender, favouring female teacher trainees (M=101.576, 42.719, 27.852 respectively). But dimension Work Place situation is favouring male teacher trainees (M=30.622), where M is an average of respective rows.

**H<sub>02</sub>** : There is no significant difference in Situationism and its dimensions among B.Ed. Teacher trainees with respect to Nature of Family.

Situationism and its dimensions	Nature of Family				df	t-value	p-value & Level of Significance
	Joint Family (N=305)		Nuclear Family (N=778)				
	Mean	SD	Mean	SD			
<b>WORK PLACE</b>	<b>29.643</b>	<b>3.377</b>	<b>30.641</b>	<b>2.946</b>	<b>1081</b>	<b>4.811</b>	<b>P=0.000, P&lt;0.05</b>
<b>FAMILY SITUATION</b>	<b>42.321</b>	<b>5.376</b>	<b>43.451</b>	<b>5.270</b>	<b>1081</b>	<b>3.156</b>	<b>P=0.001, P&lt;0.05</b>
<b>PUBLIC PLACE</b>	<b>27.475</b>	<b>3.924</b>	<b>27.983</b>	<b>3.647</b>	<b>1081</b>	<b>2.017</b>	<b>P=0.044, P&lt;0.05</b>
<b>OVERALL SITUATIONISM</b>	<b>99.439</b>	<b>10.546</b>	<b>101.076</b>	<b>9.527</b>	<b>1081</b>	<b>2.466</b>	<b>P= 0.014, P&lt;0.05</b>

SD – Standard Deviation; df – Degrees of freedom

Since the p value is less than 0.05 for Overall situationism and all its dimensions, the Null hypothesis is rejected at 5% level of significance. Hence, there is significant difference in Overall situationism and its dimensions among B.Ed Teacher trainees with respect to Nature of Family favouring Nuclear Family (M=101.076, 30.641, 43.451, 27.983 respectively).

**H<sub>03</sub>** : There is no significant difference in Situationism and its dimensions among B.Ed Teacher trainees with respect to Type of Institutional Management.

Situationism and its dimensions	Type of Institutional Management						Sum of Squares	df	Mean Square	F-ratio	P value & Sig. level
	Government (N=345)		Government-aided (N=389)		Self-financing (N=349)						
	Mean	SD	Mean	SD	Mean	SD					
<b>WORK PLACE</b>	<b>29.3545</b>	<b>3.09829</b>	<b>29.5530</b>	<b>3.09256</b>	<b>30.0258</b>	<b>2.99078</b>	<b>83.161</b>	<b>2</b>	<b>41.580</b>	<b>4.435</b>	<b>P=0.012</b> <b>P&lt;0.05</b>
							<b>10125.833</b>	<b>1080</b>	<b>9.376</b>		
<b>FAMILY SITUATION</b>	<b>41.4294</b>	<b>6.02476</b>	<b>43.0439</b>	<b>4.90750</b>	<b>42.6963</b>	<b>4.79338</b>	<b>517.771</b>	<b>2</b>	<b>258.885</b>	<b>9.366</b>	<b>P=0.000</b> <b>P&lt;0.05</b>
							<b>29851.079</b>	<b>1080</b>	<b>27.640</b>		
<b>PUBLIC PLACE</b>	<b>27.7205</b>	<b>3.85724</b>	<b>27.7080</b>	<b>3.77131</b>	<b>28.1060</b>	<b>3.55461</b>	<b>93.181</b>	<b>2</b>	<b>46.590</b>	<b>3.330</b>	<b>P=0.036</b> <b>P&lt;0.05</b>
							<b>15111.397</b>	<b>1080</b>	<b>13.992</b>		

<b>OVERALL SITUATIONISM</b>	<b>98.5043</b>	<b>10.76426</b>	<b>100.3049</b>	<b>9.48438</b>	<b>100.8281</b>	<b>9.06105</b>	<b>1039.9682</b>	<b>519.984</b>	<b>5.432</b>	<b>P=0.004</b> <b>P&lt;0.05</b>
							<b>103384.449</b>	<b>108095.726</b>		

SD – Standard Deviation; df – Degrees of freedom

Since the p-value is less than 0.05 for Overall situationism and all its dimensions, the Null hypothesis is rejected at 5% level of significance. Hence, there is significant difference in the Overall situationism, its dimensions Work Place and Public Place among B.Ed Teacher trainees with respect to Type of Institutional Management favouring Self-financing college of education (M=100.8281, 30.0258, 28.1060 respectively).

But the dimension Family Situation is in favour of Government aided colleges of Education (M=43.0439), where M is an average of respective rows.

### Post-hoc Test

The Post-hoc test results showing the follow-up of above F-test for determining the difference between various sub-groups are given in the ensuing data.

<b>WORK PLACE SITUATION</b>			
<b>Group(I)</b>	<b>Group (J)</b>	<b>Mean Difference (I-J)</b>	<b>P value &amp; Sig. level</b>
Government	Government-aided	-0.19850	0.381, P>0.05
Government	Self-financing	-0.67132	0.004, P<0.05
Government-aided	Self-financing	-0.47282	0.037, P<0.05

Further, results of Post-Hoc analysis (LSD) revealed that the Government and Government-aided B.Edcollege Teacher trainees significantly differ from Self-financing B.Edcollege Teacher trainees in Work Place situation. However, there was no significance between Government and Government-aided B.Ed. Teacher trainees. Self-financing B.Ed college Teacher trainees handled the Work Place situation better than the Government and Government-aided B.Ed. college Teacher trainees.

<b>FAMILY SITUATION</b>			
<b>Group(I)</b>	<b>Group (J)</b>	<b>Mean Difference (I-J)</b>	<b>P value &amp; Sig. level</b>
Government	Government-aided	-1.61453	0.000, P<0.01
Government	Self-financing	-1.26688	0.002, P<0.01
Government-aided	Self-financing	0.34765	0.037, P<0.05

The above results of Post-Hoc analysis (LSD) revealed that Government college B.Ed. Teacher trainees significantly differ from Government-aided and Self-financing college B.EdTeacher trainees, and also Government-aided college B.EdTeacher trainees significantly differ from Self-financing college B.EdTeacher trainees in Family Situation.

Government-aided college B.EdTeacher trainees handles the Family situation better than the Government and Self-financing college B.EdTeacher trainees.

<b>PUBLIC PLACE SITUATION</b>			
<b>Group(I)</b>	<b>Group (J)</b>	<b>Mean Difference (I-J)</b>	<b>P value &amp; Sig. level</b>
Government	Government-aided	-0.60684	0.028, P<0.05
Government	Self-financing	-0.65026	0.022, P<0.05
Government-aided	Self-financing	-0.04342	0.875, P>0.05

Further, results of Post-Hoc analysis (LSD) revealed that the Government college B.EdTeacher trainees significantly different from Government-aided and Self-financing college B.EdTeacher trainees in Public Place situation. However, there was no significance between Government-aided and Self-financing collegeB.EdTeacher trainees.

Self-financing college B.EdTeacher trainees handled the Public Place situation better than the Government and Government -aided college B.EdTeacher trainees.

<b>OVERALL SITUATIONISM</b>			
<b>Group(I)</b>	<b>Group (J)</b>	<b>Mean Difference (I-J)</b>	<b>P value &amp; Sig. level</b>
Government	Government-aided	-1.80059	0.013, P<0.01
Government	Self-finance	-2.32376	0.002, P<0.01
Government-aided	Self-finance	-0.52317	0.469, P<0.05

The above results of Post-Hoc analysis (LSD) revealed that the Government college B.EdTeacher trainees significantly differ from Government-aided and Self-financing collegeB.Ed. Teacher trainees in Overall situationism. However, there was no significance between Government-aided and Self-financing collegeB.Ed. Teacher trainees.

Self-financing college B.Ed. Teacher trainees handled Overall Situationism better than the Government and Government-aided college B.Ed. Teacher trainees.

## **Discussion**

Presently, after the COVID-19 scenario, human society is affected by pandemic situation. People are renowned for their awareness, and the adoption of the situation is slightly common. Individuals who deal with situational awareness are more important than circumstances. Many good or bad effects happen in situation people dealt with.

This study reveals that the behavior is more influenced by the situation which is proved by the mean score of female respondents which is higher than that of Male respondents in general and in Family Situation. But, male respondents are better than female respondents in Workplace Situation.

The study further revealed that, Indian culture supports joint family system and behaviour are more influenced by the situation. But, small family consisting of less members takes care and responsibility, which might be due to increased access to technological advancements, positive criticism, and social awareness. Hence, nuclear family respondents are better than other counterparts with other various dimensions.

The behavior of teacher trainees studying in self-financing Institutions are more influenced by the situation and is high, compared with others studying in Government and Government-aided institutions. The reason for such behaviour seems to be high amount of fees resulting in proper educational training activities, provision of resource materials with required number of additional teaching faculties and other extra-curricular activities. Also, Teacher trainees of Government-aided colleges are better in handling the family situations as revealed from the study.

## Conclusion

While situationism provides valuable insights into many and varied ways in which situational cues drive behaviour, many of which are relevant to life, the situationist critique should not be interpreted as negating the need for education or the possibility of developing courtesy through the implementation of effective educational practices. In the face of situationist criticism, the justification for growing virtue through intentional educational endeavours, particularly the rationale for cultivating courtesy, does not crumble. Rather, we might clarify and target efforts to foster democratic ideals through education by carefully integrating some of the crucial insights acquired from situationism. Because, goodness is random and composite, nurturing them is a worthwhile endeavours for communities that rely on individuals' inclinations and choices to maintain public order and promote common goals, this is a significant effort. Even the most intellectuals are susceptible to impacts from the situation in which they are supposed to make good decisions because morals are random and complex phenomena. They are not as deep or important to one's basic identity as personality traits are in metaphorical terms, but they are less fleeting than the situationist analysis would have us believe. Because of its relative consistency across settings, they take hard work to cultivate, but they are more susceptible to it and may be pushed by schools more justifiably than basic personality qualities. As a result, we believe, it is critical to retain a commitment to preparing young for public duties by exposing them to social contexts and providing opportunities for them to develop the values, motives, and dispositions that underpin a democratic public realm.

In other words, children must learn to build their own social situations in a way that encourages the manifestation of goodness through time and in adaptive ways. Individuals' development and expression are inextricably linked to the structured and social environments in which they operate. Practicing real-life situations that require the expression of goodness, as well as learning both theory & practice of life, can be beneficial to an individual's development of virtue, and thus to society on the whole; both in aggregate and in any individual's influence on others with whom they interact, as well as situations and contextual factors that they shape together.

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