

Emotional Intelligence and Adjustment among School Teachers: A correlational study

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Abstract

In the present scenario of teaching organizations some issues are very important like adjustment and Emotional intelligence. Emotional intelligence plays an important role in healthy adjustment of teachers in their organizations. Poor work environment can increase the health related problems of school teachers. Adjustment of teachers can be affected because of poor emotional intelligence. School teachers are facing different kinds of adjustment related problems like occupational, social, and emotional and sex related problems. Considering all these the present study planned with the objective to examine the relationship of emotional intelligence with adjustment of school teachers. A sample of 180 school teacher from Haryana was administered Mangal Emotional Intelligence Scale and Global Adjustment Scale. The results were analyzed using Pearson Product Moment method of correlation. Results revealed that emotional, family; health and sexual adjustment are significantly associated with emotional intelligence. Findings are discussed in the light of previous studies.

Key words: Emotional intelligence, adjustment, school teachers

Emotional intelligence

Emotions are very important for human beings. Emotional intelligence is a broader concept that includes various personal abilities and dispositions, often referred term and soft skills or interpersonal competencies. Emotional intelligence depicts the awareness about one's emotions, understanding about behaviour, recognizing how emotions interact with conventional intelligence such as reasoning and judgement, generally known as soft skills, encompassing interpersonal abilities that fall beyond technical skills. This perspective aligns with the widely accepted being that success in life requires more than intellectual ability alone; individuals must also develop and maintain healthy interpersonal relationships.

Emotional intelligence enables individuals to use their emotions effectively to think creatively, solve problems, and function adaptively in daily life. An emotionally intelligent person is capable of identifying emotions, using emotions to facilitate thinking, understanding emotional meanings, and regulating emotions appropriately (Mayer and Salovey, 1993). According to Goleman (1995), emotional intelligence includes abilities such as recognizing one's own emotions, managing emotions, motivating oneself, understanding the emotions of others, and handling relationships effectively. Emotional intelligence involves the ability to process emotional information, including perception, understanding, and management of emotions (Mayer and Cobb, 2000). It is commonly divided into five areas namely motivating oneself, self-awareness, empathy, managing emotions and Handling relationships. With the help of emotional intelligence the person can observe one's own and other's emotions and to understand the discrimination of emotional intelligence among them (Salovey and Mayer, 1990).

Laura (2005) concluded about emotional intelligence that it contributes only marginally to explaining certain common observed outcomes, particularly

academic achievement and work performance. It has often been compared with abstract intelligence rather than personality measures. Bracket, et.al, (2004) concluded about emotional intelligence is the capacity to understand the concept of emotions, recognize emotional relationships and use emotions as a basis for problem solving. Mayer and Salovey (1997) represented that emotional intelligence is a kind of ability to accurately perceive emotions, evaluate and express them appropriately, generate emotions that support thinking, understand emotional knowledge, and regulate emotions in a ways that foster emotional and intellectual development. Palmer et al. (2002) found that emotional understanding is associated with greater life satisfaction. Individuals who are aware of their emotional experiences tend to manage emotional difficulties more effectively and display higher emotional well-being compared to those with lower emotional skills. Similarly individuals, who can recognize particular emotions at the time of stress, spend less time dwelling on the reactions related to emotions and keep faith on coping mechanisms.

Emotional attention is positively associated with depression and anxiety. In contrast, more clarity in emotions and regulation in mood were associated with lower level of depressive and anxious thoughts. The findings confirmed the predictive role of emotional clarity and mood regulation in relation to anxiety, depression and mental, social and physical health (Ware et al. 1996).

The individual who is mature by emotions tends to be well adjusted, emotionally stable, optimistic, and resilient. Emotional intelligence is viewed as a collection of cognitive abilities and skills, including recognizing emotional meanings, managing emotions effectively, and understands complex emotional relationships (Mayer et al., 1990). Goleman (1995) highlighted the emotional intelligence as a crucial factor in successful adjustment to life situations.

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Goleman (1998) studied the practical importance of emotional intelligence in facilitating recovery from transitional stress. Mayer et al. (2000) found the ability related to maturity of emotions which refers the ability to accurately and efficiently deal with the information of emotions, perceiving, integrating, understanding and emotions management.

Adjustment

Adjustment is the accuracy related to the processes related to personal and interpersonal those are used to adjust in surrounding. It includes critical juncture and more everyday difficulties. When serious problem occurs, the best way is to search the best psychological adjustment processes. Many people rarely have prominent crisis related to the adjustment. The major challenge in front of people is to cope up with the problems like make a adjustment with the parents and effectively deal with difficulties at workplace. It is not difficult to make clear judgment as to whether; the person is behaving good or bad. All of us take some judgment daily in our routine life. In the judgement of human behaviour situation and values are two important factors. There are different types of adjustment like social, emotional, health and financial adjustment etc. The term Social Adjustment is related to the good survival in the surrounding environment. Good relations with others and fit in the social environment shows good social adjustment. Emotional Adjustment is related to the management of emotions. It is the adjustment of emotions in any situation with the individual. It is important to regulate our emotions properly. Developing the ability to express feelings effectively requires maintaining a balance between natural emotional expression and thoughtful, rational control. Emotional intelligence supports better student adjustment in academic, social and personal- emotional domains (Fernanda et al., 2024).

Objective

The main objective of the present study is to estimate the degree of association between adjustment and emotional intelligence in school teachers.

Method

Sample:

The sample constituted of 180 school teachers (90 males and 90 females) from private and government schools in Haryana. The sample was selected on the basis of non- random convenience based sampling.

Tools used

Global Adjustment Scale (GAS). This scale was developed by Sanjay Vohra and published by PSY-COM services (1994) for adults. This scale have one hundred and twenty items followed by three options like yes, no and sometimes. The test is divided into six subtests:

- 1) Emotional Adjustment (EA): It deals with the individuals feeling which carry a heavy load of emotion.
- 2) Family Adjustment (FA): It deals with the individual's relationship with the spouse and children with regard to freedom and cohesion in the family.
- 3) Social Environment (SE): It is related with individual social environment i.e friends & acquaintances outside the home with regard to how hostile he is around them.
- 4) Health Adjustment (HA): (He) deals with the physical functioning of individual body.
- 5) Occupational Adjustment (OA): It deals with job involvement and job satisfaction.
- 6) Sexual Adjustment (SA): The items are related with the individual's sex related behaviour i.e. about sex related knowledge, anxiety, myths etc.

The test retest reliability of this test is - .70. and validity is -.72.

Mangal Emotional intelligence Inventory (MEII). MEII was given by Mangal and Mangal (2004). Total 100 questions are there with Yes/No responses. There are four dimensions of this inventory namely, Intra Personal Awareness (own emotions), Inter Personal Awareness (others emotions), Intra Personal Management (Own emotions) and Inter Personal Management (Other emotions)

Each area contains 25 questions with yes or no answers. Reliability of the test is .90 and the validity is 0.613.

Results and Discussion

The obtained data were analyzed using descriptive as well as inferential statistical techniques like correlation coefficient.

The main purpose of present research is to examine the significance of relationship between adjustment and sub variables of emotional intelligence. The coefficient of correlation was calculated and the results are given in Table 1 below.

Results illustrate degree of association between sub variable of adjustment and emotional intelligence in school teachers. The finding shows that the adjustment of emotions is positively correlated with sub variables inter and intra- personal awareness (.490*, .530*), inter and intra- personal management (.262*, .454*). Higher scores on emotional adjustment indicate that individual find it easier to understand their own emotions as well as others. This helps in enhance both inter and intra personal awareness and management. The results suggest that emotionally mature individuals are better able to recognize themselves and others. Furthermore it reduces the frustration, which helps them maintain high level of self esteem.

Family adjustment is also found to be positively re to all sub variables of emotional intelligence such

as awareness (.342*.394*), and management (.158*, .338*) with own self as well as with others. This finding represents that best adjustment in family keep them free from stress of family issues and they can easily handle own and others emotions. This indicates that good family adjustment reduces family adjustment reduces family burden and enables individuals to manage their own and others emotions effectively. Higher scores in adjustment with family further enhance the management and awareness with oneself as well as with others.

The results of present study show that the scores of health adjustment with inter personal and intra personal knowledge is respectively indicating a positive correlation (.213*, .342*). Good health adjustment contributes to better personal awareness. A healthy mind within a healthy body enables individuals to effectively solve problems and maintain positive relationship with others. The results shows no significant correlation between sexual and occupational

adjustment and various dimensions of emotional intelligence, such as inter personal awareness, intra personal, inter personal management and intra personal management. In contrast, adjustment in social group shows a positive relationship (.274*) with inter personal awareness and intra personal awareness (.214*). The results related to Good social adjustment among school teachers indicated good awareness and management with own self and others. This suggests that individuals who are socially well adjusted experience fewer difficulties, as they possess the ability to understand both their own emotions and those of others. Such individuals are capable of working cooperatively with others and maintaining positive affiliations within group settings. These results are similar with (Saini and Tayagi, 2024)

EA is emotional adjustment, FA is family adjustment, HA is health adjustment, OA is occupational adjustment, SA is sexual adjustment, SA is Social adjustment,

Table 1. Coefficients of Correlation

Adjustment Sub variables	Sub variables of Emotional intelligence			
	Inter personal awareness	Intra personal awareness	Inter personal management	Intra personal management
EA	.490*	.530*	.262*	.454*
FA	.342*	.394*	.158*	.338*
HA	.213*	.342*	.031	.076
OA	.452	.379	.293	.370
SA	.350	.266	-.120	.157
SA	.274*	.214*	.044	-.128

Note: **P<0.01, *P<0.05

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