



## A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF PRIMARY SCHOOL TEACHERS TEACHING IN GOVERNMENT AND PUBLIC SCHOOLS

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### *Abstract*

*This study is related with Emotional Intelligence And Adjustment Of Primary School Teachers Teaching In Government And Public Schools. Objective of this study is to ascertain the emotional intelligence of primary school teachers teaching in Govt. and Public schools and hypothesis is that there is no significance difference between primary school teachers teaching in Government and Public school in their emotional intelligence. In the present study a sample 30 teachers from each type of schools were selected randomly located in Meerut district. Emotional Intelligence Scale (E.I.S.) developed by Aniket Hyde (Indore), Sanjyot Pethe (Ahmedabad) and Upinder Dhar (Indore) and Teacher Adjustment Inventory Developed by Dr. Harendra Singh was used to collect data for the present study. Researcher has concluded that there in significant dissimilarity in Emotional Intelligence And Adjustment Of Primary School Teachers Teaching In Government schools And that of Public Schools.*

**Key words:** *Emotional intelligence and adjustment.*



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"Fittest will survive", Charls Darwin stated these words long back but they are still relevant in every aspect of life. All the living beings have the ability to accommodate themselves differently in different kind of situation. In other words it can be said that the capability of adjustment is inborn characteristics of all living beings. It is observed that some are able to adjust themselves in an impressive manner but some show poor performance in adjusting themselves.

It is observed that ability of adjustment is different in different human beings. There are some other tendencies on which the ability of adjustment depends. One can perform with his highest potentialities if he is feeling him self quite comfortable in that situation. The same

phenomenon equally applies in case of the teacher also i.e. a teacher can perform excellently or more positively if find himself adjusted with the situation. Otherwise his performance may get lowered due to lack of adjustment abilities.

Adjustment alone can not work independently but some other factors dominate, rather we can say affect the process of adjustment. These factors may be intelligence, personality, interest etc. The intelligence, especially emotional intelligence is looking the most promising factor which influences the process of adjustment. Therefore a question arises in the mind of the researcher is there any role of emotional intelligence in adjustment of a teacher. Getting motivated from this idea the researcher realised the need of a study of emotional intelligence and adjustment of primary School teachers.

**According to the Goleman (1995)** "Emotional Intelligence, the skill that helps people harmonized, should become increasingly valued as a work place asset in the years to come."

Daniel Goleman had effectively shown how emotional intelligence is crucial predictor of work performance at all levels; it becomes more important as the more senior is the person concerned. The view points and ideas propagated by him have brought a revolution in the field of the child care. home, school and work place management.

The concept of emotional intelligence has raised the issue of how success might be predicted. Although success may not be optimally predicted by emotional intelligence alone, the prediction of success is relevant aspect of intelligence research and more generally, personality psychology. A headlong rush to predict success was unleashed by the concept of emotional intelligence.

Although there may seem a bit exaggeration in the tall claim that emotional intelligence is a sure guarantee for unqualified advantage in life. there is no denying the fact that one's emotional make up count significantly towards success in life, so emotional intelligence may affect the success of teacher also.

Therefore, this study is significant because it indicates the relationship of emotional intelligence and emotion with teacher adjustment.

### **Statement of the Problem**

"A Comparative Study of Emotional Intelligence and Adjustment of Primary School Teachers Teaching in Government and Public schools".

## **Defining the Terms**

### **Emotional Intelligence**

The teachers educate students with one main objective in mind: their success. What is the measure of this success? Some people are more successful in their careers than others even when they have had equal educational and experiential opportunities. It is not technical skills, nor intelligence. It is something else, something that which was difficult to clearly define, but now some fundamental new theories have been introduced. The Multiple Intelligences Theory and the Emotional Intelligence Theory. According to these theories success depends on several intelligences and on the control of emotions. IQ alone is no more the measure for success; it only counts for 20% and the rest goes for Emotional and Social Intelligence, and luck (Goleman. 1995).

### **Adjustment**

Life is a continuous process of adjustment. Throughout his life each individual experiences a continuous change in his environment and it creates certain socio-psychological needs. If his needs are satisfied he feels satisfied, otherwise the unfulfilled needs always create dissatisfaction or problems of adjustment. The satisfaction of needs and process of adjustment depends upon a number of socio-psychological factors viz. home environment, socio-economic status, health and emotional needs.

### **Objectives of the Study**

The main objectives of the present study were-

1. To compare emotional intelligence of primary school teachers teaching in Govt. and Public schools.
2. To compare adjustment of primary school teachers teaching in Govt. and Public schools.

### **Hypotheses of the Study**

To compare the above discussed objectives the following hypotheses have been formulated:

1. There is no significant difference between primary school teachers teaching in Government and Public school of their emotional intelligence.
2. There is no significant difference between primary school teachers teaching in Government and Public school of their Adjustment.

### **Delimitations of the Study**

1. The study has been confined to the sample of Meerut educational region of Uttar Pradesh only.
2. The study has been delimited to teachers both male and female working at the primary school in the rural and urban areas of Meerut educational region.
3. The simple random sampling technique has been selected to choose the sample for the present study.
4. The study has been delimited to the normative survey method of research and to few statistical techniques or as 't' test to analysis and interpret the obtained data.

### **Research Method**

In the present study has been used normative survey method of research.

### **Population**

The population has been defined as the teacher teaching in primary schools of Govt. and Public School in the Meerut City.

### **Sample**

Sample of 30 teachers from each type of school were selected randomly located in Meerut district. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of the primary school teachers teaching in Govt. and Public schools.

### **Tools Used**

The researcher selected the following tools to collect data from the sample group-

1. Emotional Intelligence Scale (E.I.S.) developed by Aniket Hyde (Indore), Sanjyot Pethe (Ahmedabad) and Upinder Dhar (Indore)
2. Teacher Adjustment Inventory Developed by Dr. Harendra Singh.

### **Statistical Technique Used**

After choosing research methodology, i.e. survey method. The investigator proceeds to select statistical techniques. The investigator used mean, standard deviation, t-test.

**Analysis and Interpretation of Data**

**Table-1: Comparison of emotional intelligence of primary school teachers teaching in Government and Public Schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	7.1	2.85	2.78	0.01
2.	Primary Teachers of Public Schools	30	9.3	3.25		

**Interpretation:** Table 1 displays analyse data regarding comparison of primary school teachers working Govt. and Public schools. Obtained 't' value is 2.78 which is greater than the 't' value at 0.01 level of significance. It means that two groups of the primary school teachers differ significantly of their emotional intelligence.

Since 't' value is significant at 0.01 level of significance and mean score of the teacher working in public schools in more than the mean score of their counterpart teacher working in government schools. It means the teacher in Public school are more emotionally intelligent with their emotional intelligence. It also can be said that if 100 samples are taken from the same population in 99 cases the results will be similar to present one.

**Table-2: Comparison of Adjustment of primary school teachers teaching in Government and Public schools**

S. No.	Name of Group	N	Mean	S.D.	t	Level of Significant
1.	Primary Teachers of Government Schools	30	17.2	2.7	2.49	0.05
2.	Primary Teachers of Public Schools	30	15.3	3.2		

**Interpretation:** Table 2 displays analyse data regarding comparison of adjustment of primary teachers working in Govt. and Public schools. Obtained 't' value is 2.49 which is less than the 't' value at 0.05 level of significance. It means that two groups of the primary school teachers differ significantly of their adjustment.

Since 't' value is significant at 0.05 level of significance and mean score of the teacher working in government schools in more than the mean score of their counterpart teacher working in public schools. It means the teacher in public school are more adjusted with their adjustment. It also can be said that if 100 samples are taken from the same population in 95 cases the results will be similar to present one.

### **Hypotheses of Validation**

1. Hypothesis No. 1 reads – primary school teachers teaching in Government and Public school do not differ significantly in their emotional intelligence. Obtained 't' value 2.78 is significant. Thus hypothesis No.1 is rejected.
2. Hypothesis No. 2 reads – primary school teachers teaching in Government and Public school do not differ significantly with their adjustment. Obtained 't' value 2.49 is significant. Thus hypothesis No.2 is rejected.

### **Conclusions**

1. Primary school teachers teaching in Govt. schools are less emotional intelligent than the Public school teachers.
2. Primary school teachers teaching in Govt. schools are more adjusted than the Public school teachers.

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