

A Comparative Study of Social Adjustment Ability and Emotional Intelligence of Teachers working in Schools Affiliated to Central Board of Secondary Education and Maharashtra State Board in Nagpur

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Abstract

Stress has now become an area of concern for all types of occupations. Studies of the teaching profession, in particular, commonly reveal high levels of stress, which often manifest themselves as exhaustion, anxiety, depression, irritability and increased levels of stress-related illness. Teaching by its nature demands that teachers demonstrate or display emotion they may not actually feel. For instance, teachers are expected to demonstrate unusual love and kindness to their students. They are also expected to serve as mentors and motivate students who are even unwilling to learn. All these are in themselves stressful. The purpose of the study was to investigate the comparison between the Social adjustment ability and Emotional Intelligence of teachers working in schools affiliated to Central Board of Secondary Education and Maharashtra state board in Nagpur. The correlation between the Emotional Intelligence and Social Adjustment ability was determined using the Pearson Product method which came out to be 'r'= 0.567, which is moderately positive. The correlation between the Emotional Intelligence and Social Adjustment ability was determined using the Pearson Product method which came out to be 'r'= 0.70, which is moderately positive. The study showed moderate positive relation between the Emotional Intelligence and Social adjustment ability of teachers working in the schools affiliated to Central Board of Secondary Education. The study showed moderate positive relation between the Emotional intelligence and social adjustment of teachers working in schools affiliated to Maharashtra state board. The study provides a valuable insight for the policymakers for delineating various approaches for improving the Emotional intelligence and social adjustment ability of teachers.

KEYWORDS- Emotional intelligence, social adjustment, emotions, stress, motivate

INTRODUCTION

Today in the world when we stop for a moment and see all around, we find suffering, pain, disorder, war, disharmony, distrust, feeling of insecurity and conflict galore . We have become narrow minded and self centered to the extent that we do not hesitate to torture others for the sake of our happiness.

On analyzing the present scenario, we can say that all this is due to undeveloped psychic aspect of human beings today which has led to a lack of emotional intelligence in them. Teachers being a part of society are also negatively

influenced by all this. Hardly a day goes by without news' stories featuring teachers' misbehavior, harassing of students, teachers' indulgence in aversive acts of brutally beating their students, unsympathetic attitude, lack of dedication towards job etc. Teachers' flaws are reflected back in their students and ultimately in society thus continuing the vicious cycle. In order to snap this cycle it is utmost important to develop emotional intelligence of teacher trainees so that they can self regulate their feelings and contemplate broadmindedly on various issues of life.

Teacher in today's world, just having a bundle of knowledge will be equal to a book that is inactive and senseless. He must have knowledge along with a set of skills that Emotional Intelligence provides, such as- empathy, self- control, optimism, stress tolerance, self- regard, flexibility, emotional awareness and so on. Teacher can use their emotional intelligence to understand and observe learner behaviour to take suitable action for learner development.

Adjustment is a process of establishing cordial friendship and satisfactory relationship between and among individuals and with the environment in which the person lives, it is a process of constant interaction.

Social adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can is called adjustment. Intelligent people with high emotional intelligence through mental processes, experience, continuous positive moods and feelings that generate higher levels of satisfaction and well being compared to individuals who experience such feelings and moods as disappointment, depression and anger.

STATEMENT OF THE PROBLEM

The purpose of the study was to investigate the comparison between the Social adjustment ability and Emotional Intelligence of teachers working in schools affiliated to Central Board of Secondary Education and Maharashtra state board in Nagpur.

OBJECTIVES OF THE STUDY

1. To study the relationship between Emotional intelligence and social adjustment ability teachers working in schools affiliated to Central Board of Secondary Education
2. To study the relationship between Emotional intelligence and social adjustment ability teachers working in schools of Maharashtra state board in Nagpur.

MATERIALS AND METHODOLOGY

Study type- Survey

Sampling method- Simple Random sampling

Sample size- 150

Procedure of the study -The study was conducted on randomly selected teachers working in schools affiliated to Central Board of Secondary Education and

Maharashtra state board in Nagpur. In all 150 teachers were selected for the study -75 from schools affiliated to Central Board of Secondary Education and 75 from schools of Maharashtra state board. A set of two questionnaire was prepared with request letter. Researcher tried her best to contact respondents personally. Their queries were answered. They were requested to fill up the questionnaire as early as possible and return it. Total 180 questionnaire were distributed to the subjects out of which 175 were received by the researcher which were complete in all respect.

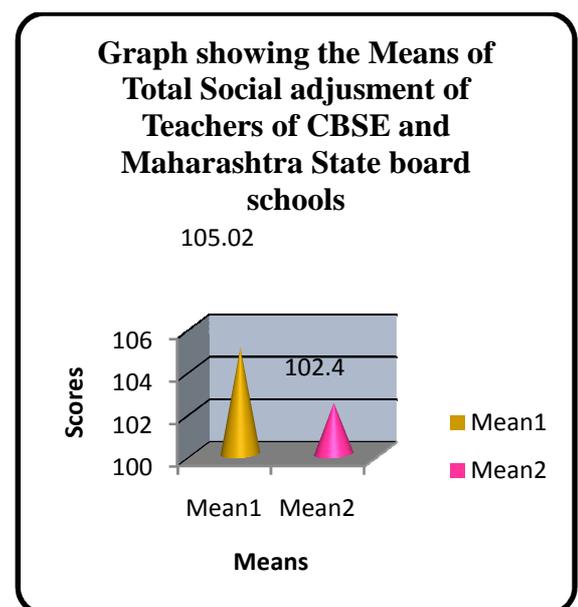
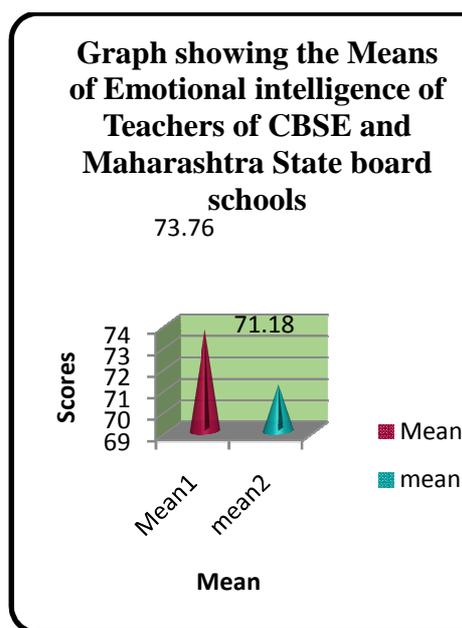
The tools used for the study were Mangal Emotional Intelligence inventory and social adjustment ability by Dr. Roma Pal.

DATA ANALYSIS AND INTERPRETATION

STATISTICAL ANALYSIS

The collected data was analyzed with the help of suitable statistical procedures, 't' test was applied to make the comparison between the teachers working in schools affiliated to CBSE and Maharashtra state board on the basis of inventories of Emotional intelligence and Social adjustment Ability.

Mean and standard deviation was tabulated from the raw data and graphical representation was made wherever necessary.



INFERENCE

- The correlation between the Emotional Intelligence and Social Adjustment ability was determined using the Pearson Product method which came out to be 'r' = 0.567, which is moderately positive.
- The correlation between the Emotional Intelligence and Social Adjustment ability was determined using the Pearson Product method which came out to be 'r' = 0.70, which is moderately positive

CONCLUSION

The psychometric studies, that are the central part of social science analysis, and its role in the well-being of teachers, students, and other stakeholders are well known. In the present study the Emotional intelligence and social adjustment ability of teachers was successfully understood. The study provides a valuable insight for the policymakers for delineating various approaches for improving the Emotional intelligence and social adjustment ability of teachers. It has been observed in the research study that teachers possess average emotional intelligence ability and so the social adjustment ability which needs improvement for better and healthy environment in workplace.

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