

A Study of Emotional Intelligence of NET Qualified Teachers In Relation To Their Adjustment

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Abstract: Education is a process of thorough which human professional develops. It is not a temporary process which begins at a definite time and comes to an end at a particular point in the life of man. There is a general agreement that learning is a lifelong process and an educator's best practice involves dedication to lifelong learning to a commitment to personal professional growth for the educators must be equipped with sufficient knowledge, skill and awareness in order to carry out their job. One of the critical aspects involved in the development of a healthy, personally accountable and successful person is emotional intelligent. Emotional Intelligence and Adjustment skills are very essential for the teachers, so it is necessary to study NET Qualified teachers in these variables.

Key Words : Emotional Intelligence, Adjustment and NET qualified Teachers.

1. INTRODUCTION:

The present education system is not more acquisition of bookish knowledge, but infests interaction between the teacher and the people knowledge, understanding and handling the emotions in the right manner at the right time in the right way. Our past experience and experiment indicate that even the person with high intellect cannot be always successful. A vacuum is realized over the years. Many people are trying to fill the gap between the success and failure caused by mind and heart. This investigation continues over the years not only in developing countries like India but also all over the world .It all began about 2000 years ago when Plato said "All learning has an emotional base ".Since then Scientists, Educators and Philosophers .

. The quality of good professionally competent teachers depends on the degree of level of adjustment presents in the school environment. A well adjusted teacher's works with dedication if they work with a free mind their sense of responsibility will increase. So, it is clear that for a good quality of education, it is also necessary the teachers have all the knowledge, about their subject and teaching methodology and specific skills like as emotional intelligence.

India is presently passing through a crucial period of social change as never before. Old social order is being challenged by the new modes of life. In the wake of rapid social changes in various spheres of Indian society. The role and position of teachers is undergoing a change at a phenomenal pace. "Emotional Intelligence is a way of recognizing, understanding and choosing how we think, feel, act. It defines how and what we learn; it allows us to set priorities; it determines the majority of our daily actions. Research suggests it is responsible for as much as 80% of the "success" in our lives.

The National Educational Testing Bureau of University Grants Commission (UGC) conducts National Eligibility for Assistant Professor and for award of Junior Research Fellowship (JRF) for Indian Nationals in order to ensure minimum standards for the entrance in the teaching profession and research. Focus has been given only on those studies which are closely related and give some evidences in favour or against the relationship of all the variables of the present study.

Todd H. Drew (2006) conducted a study to see the relationship between Emotional intelligence and student teacher performance. The study is an Important contribution to the literature in that it appears to be the first study to explore the possibility an assess event instrument can predict STP are Related. However data, collected form the cooperating teacher and student teacher perspective did not reveal any statistically significant relationship. The majority of studies on exploring emotional intelligence of students of developed countries. This indicates that there is gap in the knowledge of developing countries perspectives. There are a small number of studies on teacher adjustment and Emotional Intelligence in India. There were not any researches conducted any research on NET Qualified teachers with the variables of Adjustment and Emotional Intelligence. Emotional Intelligence and Adjustment skills are very essential for the teachers so it is necessary to study NET Qualified teachers in these variables. Through this research NET Qualified teachers will have a particular impact and a specific effect about emotional intelligence and adjustment.

2. OPERATIONAL DEFINITIONS OF THE TERMS USED:

Emotional Intelligence: In proposed study Emotional Intelligence means the ability to perceive emotion and assimilate emotion in the thought understand the reason with emotion in the self and other.

Adjustment: Adjustment can also be defined as a process by an individual attempt with master and the challenges of life by utilizing variety of techniques and strategies. In proposed study adjustment means the adjustment of NET Qualified teachers in their profession.

NET Qualified Teachers: The National Educational Testing Bureau of University Grants Commission (UGC) conducts National Eligibility Test (NET) to determine eligibility for lectureship. NET qualified teachers mean those teachers who passed NET examination.

3. OBJECTIVES OF THE STUDY:

Present study design to achieve the following objectives:-

- To compare the emotional Intelligence of male and female NET qualified teachers on the basis of emotional intelligence.
- To compare the adjustment of male and female NET qualified teachers on the basis of adjustment.
- To study the relationship between emotional intelligence and adjustment of NET qualified teachers.
- To compare the adjustment of highly emotional intelligent and low emotional intelligent NET qualified teachers.

4. HYPOTHESES OF THE STUDY:

The following null hypotheses were formulated for the purpose of the study:-

- There is no significant difference between male and female NET qualified teachers on the basis of emotional intelligence.
- There is no significant difference between male and female NET qualified teachers on the basis of adjustment.
- There is no significant relationship between emotional intelligence and adjustment of NET qualified Teachers.
- There is no significant difference between adjustment of highly emotional intelligent and low emotional intelligent NET qualified teachers.

5. METHODOLOGY:

In the present study the investigator has adopted survey method and studied emotional intelligence of NET qualified teacher in relation to their adjustment.

Population:- All NET qualified teacher of Moradabad Zone U.P. constituted the population for the present study.

Sampling:- *Stratified randomization technique* of sampling is employed for collecting the data out of all Degree Colleges in Moradabad zone.

Sample:- The study was conducted on a sample of 100 NET qualified teachers working in Moradabad Zone. A statistical randomization technique was used for collecting the data out of all the colleges of *Moradabad Zone*.

Tools Used:-

Mangal Teacher Adjustment Inventory (MTAI): *This scale was designed for the preliminary assessment of the adjustment by S.K.Mangal.*

Emotional Intelligence Scale (EIS): *This scale was development by Anukool Hyde, SanjoyotPethe and Upinder Dhar.*

6. DATA ANALYSIS AND INTERPRETATION:

The analysis and interpretation of data involves the objectives material in the possession of the researcher and his subjective reactions and desires to derive from the data the inherent meanings in their relation to the problem.

The effect of Emotional Intelligence on Teacher Adjustment was measured with the help of inventories developed by Anukool Hyde, Sanjoyotpethe, UpinderDhar and Dr. S. K. Mangal and results are summarized in a tabular form in accordance with the hypotheses made in study.

TABLE -1

Table Showing Significant Difference Of Means of Male And Female NET Qualified Teachers On Emotional Intelligence.

Variables	N	Mean	S.D	df	't'	Result
Male	60	137.167	10.56	98	0.951	Not Significant*
Female	40	140	12.89			

*Not Significant at 0.01 level

Fig- 1 Mean Scores Of Emotional Intelligence Of Male And Female NET Qualified Teachers On Emotional Intelligence.

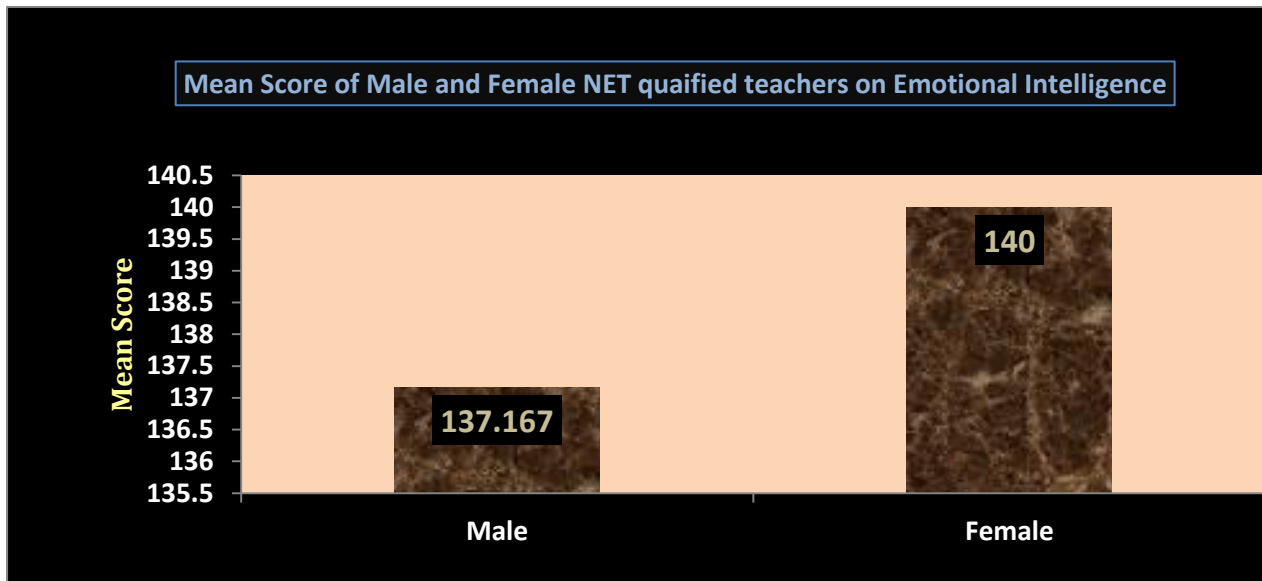


Table- 2

Table Showing Significant Difference Of Means Of Male And Female NET Qualified Teachers On Adjustment.

*Not Significant at 0,01 level

Variables	N	Mean	S.D	df	't'	Result
Male	60	53.66	7.53	98	0.774	Not Significant*
Female	40	55	9.08			

Fig- 2 Mean Scores Of Male And Female NET Qualified Teachers On Adjustment

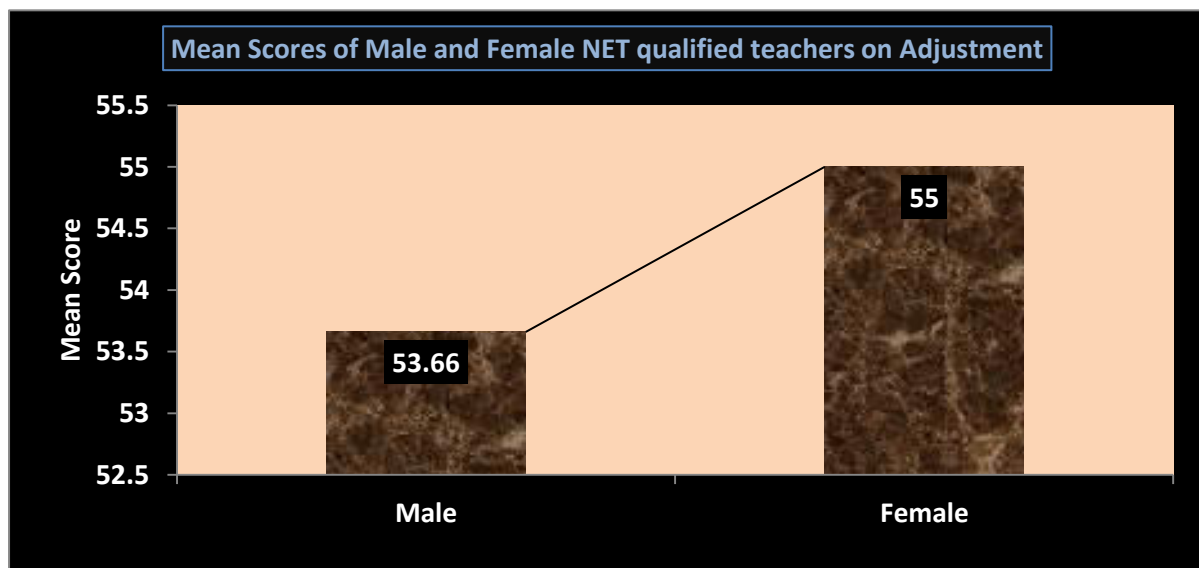


TABLE -3

Table Showing Co-Efficient Of Correlation Between Emotional Intelligence And Adjustment Of NET Qualified Teachers.

*significant at 0.01 level

Variables	N	df	Co- efficient correlation (r-value)	Result
Emotional intelligence	100	98	0.416	Significant*
Adjustment				

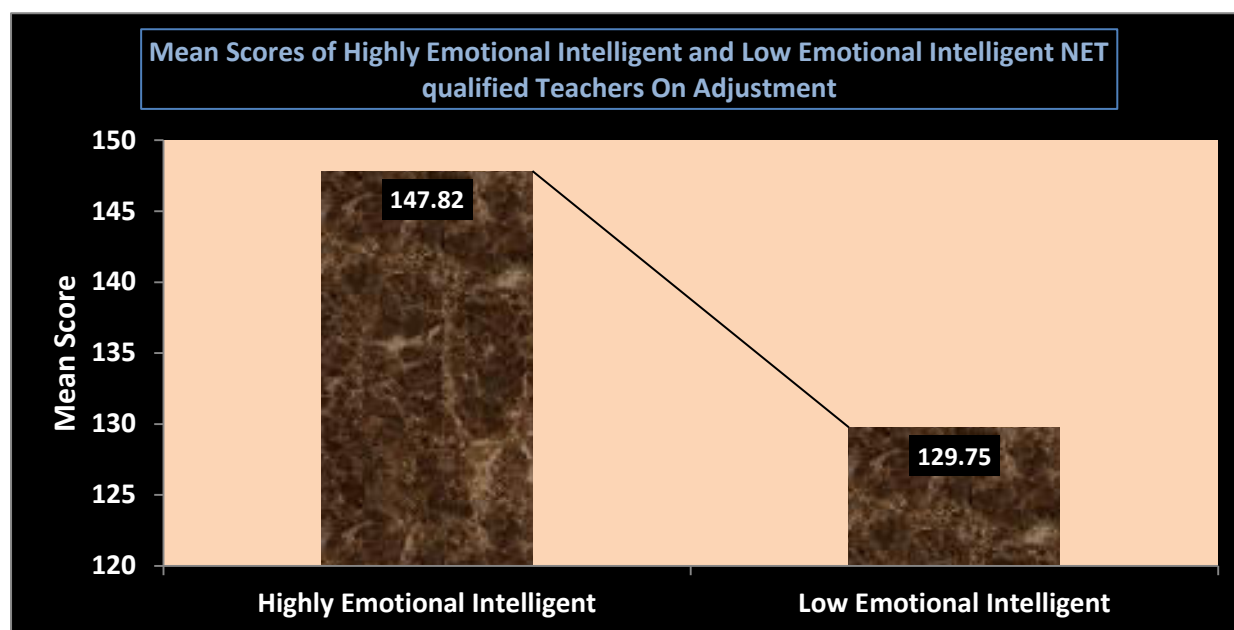
TABLE-4

Table Showing Significant Difference Of Means Of Highly Emotional Intelligent And Low Emotional Intelligence NET Qualified Teachers.

*significant at 0.01 level

Variable	N	Mean	S.D	df	't'	Result
Highly Emotional Intelligent	47	147.82	7.32	98	11.65	Significant*
Low Emotional Intelligent	53	129.75	8.3			

Fig- 3 Mean Scores Of Highly Emotional Intelligent And Low Emotional Intelligent NET Qualified Teachers On Adjustment



7. FINDINGS AND CONCLUSIONS:

The main findings of the study are listed below:

Hypothesis-1: “There is no significant difference between male and female NET qualified teachers on the basis of emotional intelligence”.

On analysis the result it was found that the above hypothesis is accepted. So, there is no significant difference between emotional intelligence of male and female NET qualified teachers. However, the mean scores of male NET qualified teachers and female NET qualified teachers are all most same on the basis of emotional intelligence.

Hypothesis-2: “There is no significant difference between male and female NET qualified teachers on the basis of adjustment”

On analyzing the result it was found that the above hypothesis is accepted. So, there is no significant difference between adjustment of male and female NET qualified teachers. However, the mean scores of male NET qualified teachers and female NET qualified teachers are all most same on the basis of adjustment.

Hypothesis-3: “There is no significant relationship between emotional intelligence and adjustment of NET qualified teachers.”

On analyzing the result it was found that the above hypothesis is rejected. So, there is significant positive relationship between emotional intelligence and adjustment of NET qualified teachers. If teachers are emotionally intelligent they are more adjusted.

Hypothesis-4: “There is no significant difference between adjustment of highly emotional intelligent and low emotional intelligent NET qualified teachers.”

On analyzing the result it was found that the above hypothesis is rejected. So, there is significant difference between adjustment of highly emotional and low emotional intelligence NET qualified teachers. However, the mean scores of highly emotional intelligent NET qualified teachers are higher than low emotional intelligent NET qualified teachers. It indicates that highly emotional intelligent NET qualified teachers are more adjusted than low emotional intelligent NET qualified teachers.

8. EDUCATIONAL IMPLICATIONS:

- Teachers with high level of emotional intelligence are generally more successful in teaching profession. So proper guidance and counselling services in college can be organized according to the level of emotional intelligence of teachers.
- The ability to manage emotions can help teachers mature positive effect, avoid being overwhelmed by negative effect and cope with stress.
- Categorization of teacher can be done according to their emotional intelligence. The entire education of these teachers can be adjusted according to their special needs.
- Emotional intelligence enable teachers to cultivate positive relationships at work, work adjustment in teams, and build social capital.
- Teacher with high level of emotional Intelligence can be given more responsible duties.
- Emotional intelligence contribute to work adjustment by enabling teachers to regulate their emotions so as to cope effectively with stress, perform well under pressure, and adjust to organizational change.
- Teacher with low emotional intelligence can be taught how to keep their emotions under control.
- Alexythemia can be studied by the teachers to deal with students having low emotional intelligence. This will make teaching learning process effective.
- Teachers should update themselves with changes in modern education and learn to accept these changes without stress.
- Teachers can handle problem situation in the class in effective manner by keeping their emotions (anger etc.) under control and finding out effective methods of creating discipline.
- Teacher has to be a role model having a creative mix of emotional intelligence and adjustment outlook.
- The findings of the present study may form a part of the refresher course, seminar, workshops, guidance works and curriculum planners.
- The present study, it is hoped, will help in embellishment of the subject matter of emotional intelligence.

9. SUGGESTIONS:

- The study may be conducted by taking the emotional intelligence of different exceptional teachers such as gifted, backward and physically handicapped.
- Instead of taking present variables other important variables such as personality, aptitude, achievement, spiritual intelligence may be explored in relation to emotional intelligence of teachers.
- The present investigation was undertaken on teacher's males and females. This type of study can be undertaken at college and university level.
- A comparative study of emotional intelligence of rural and urban teachers, private and government teachers may be taken up.
- The present study was conducted on NET qualified teachers. The study may be replicated on a large sample.

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