

## **EMOTIONAL INTELLIGENCE AND PROFESSIONAL ADJUSTMENT OF SECONDARY SCHOOL TEACHERS**

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### **Abstract:**

Education system around the world have changed a lot. In this changing scenario, teachers have to perform many duties simultaneously, which sometimes creates pressure on them. As a result, they fails to understand their students' emotions, not able to make healthy relation with their students and colleagues as well. To deal with this kind of situation it is very important for them to understand the concept of Emotional Intelligence. Emotional intelligence (EI) is the capacity of individuals which helps them to recognize their own emotions and also others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s). This is very important feature of human being which is develop throughout the life. EI helps a person to dealing with every complex situations in personal and professional life as well. A person can balanced in his life if he is aware of their emotion. Keeping this thing in mind, the researchers' was conducted this research on secondary school teachers to analyze their Emotional Intelligence and Professional Adjustment. For this purpose a sample of 120 secondary school teachers was randomly selected from 10 schools in Howrah districts. Emotional Intelligence scale constructed by P.Srinivasan/K.Murugesan and self-made questionnaire of Professional Adjustment were used to collect data. Results revealed that (a) no significant difference was found between male and female teachers in their emotional intelligence, (b) there

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was significant difference found between rural and urban school teachers in their emotional intelligence, (c) no gender wise difference found in professional adjustment, but significant difference exists between rural and urban school teachers in their professional adjustment, (d) negative correlation was found between emotional intelligence and professional adjustment.

**Key Words: Emotional Intelligence, Professional Adjustment**

## **INTRODUCTION**

Emotional Intelligence is the capability of individuals to recognize their own and other people's emotions. Goleman in his book 'Emotional Intelligence' stated that Emotional Intelligence is person's ability to manage his feelings so that these feelings are expressed appropriately and effectively. Emotional Intelligence is defined as the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. An emotionally intelligent teacher is always active in their professional and personal life, able to adjust with any situation, easily handle any negative action in a very positive way. But if teachers are unable to make themselves emotionally stable then it will affect their career as well. Lack of emotional intelligence can make teachers –

- Insensitive, they don't want to work with their colleagues, fail to understand student's emotions.
- Arrogant, they always think that no one can teach them anything as they have superior knowledge about all things.
- They are not flexible in their thinking and perspective.
- They don't work as a team.

So, taking all these matter in consideration, many psychologists gave much importance to Emotional Intelligence than I.Q. Even Emotional Intelligence is an important factor in people's work place is accepted by **Singh (2003)**. **Sutton and Wheatly (2003)** found that emotional intelligence is very important for teachers' well-being and their performance in classroom. **Bansibihari and Sarwade (2006)** concluded that emotional intelligence has great role in increasing achievement motivation, optimistic perspectives of teachers whereas it helps in

reducing teacher's depression. Therefore it is said that teacher's academic success depends upon the emotional intelligence. Not only has that, teachers self-efficacy is also depended upon the emotional intelligence (salami, 2007). Not only that teachers' effectiveness is depends upon emotional intelligence (Jha & singh 2012). Mehta (2013) found in her study that by increasing emotional intelligence level teachers can easily reduce their stress level at their work place. Emotional Intelligence have positive effect on teachers' job performance (Yoke & Panatik, 2015).

### **Statement of the Problem**

**“Emotional Intelligence and Professional Adjustment of Secondary School Teachers in West Bengal”.**

### **Objectives of the Study**

The objectives of the study were:-

- i) To compare the Emotional Intelligence between male and female teachers.
- ii) To compare the Professional Adjustment between male and female school teachers.
- iii) To compare the Emotional Intelligence between urban and rural school teachers.
- iv) To know the difference between urban and rural school teachers in their Professional Adjustment.
- v) To study the relationship between Emotional Intelligence and Professional Adjustment of secondary school teachers.

### **Hypotheses**

H<sub>0</sub>1:- There is no significant difference in Emotional Intelligence between male and female school teachers.

H<sub>0</sub>2:- There is no significant difference in Professional Adjustment between male and female school teachers.

H<sub>0</sub>3:- There is no significant difference in Emotional Intelligence between rural and urban school teachers.

H<sub>0</sub>4:- There is no significant difference in Professional Adjustment between rural and urban school teachers.

H<sub>0</sub>5:- There is no significant relationship between Emotional Intelligence and Professional Adjustment of secondary school teachers.

## METHODOLOGY

**Sample:**The sample of the study was consisted of 120 secondary school teachers. Sample was taken from rural as well as urban areas. Random sampling technique was used for sampling. The distribution of the collected sample has been showed by the following tables:-

**Table-1** Frequency Table of Gender

	Frequency	Percent	Cumulative Percent
FEMALE	68	56.7	56.7
MALE	52	43.3	100.0
Total	120	100.0	

Table-1 and is showing the percentage of Female and Male teachers. Among the total collected samples, 56.7% was female and 43.3% was male teacher.

**Table-2** Frequency Table of Locale

	Frequency	Percent	Cumulative Percent
RURAL	56	46.7	46.7
URBAN	64	53.3	100.0
Total	120	100.0	

Table-2 and showing the percentage of rural and urban sample. Among the total collected samples, 46.7% represented the rural samples and 53.3% represented the urban samples.

**Tools:** Following are the tools of this study:

- Emotional Intelligence Scale (situational) developed by P.Srinivasan/K.Murugesan was used. This scale consisted of 40 items divided into four dimensions i.e. Self-Awareness, Social Awareness, Self-Management and Relationship Management.
- Professional Adjustment Questionnaire was developed and standardized by the researcher with the help of her guide. It was consisted of 32 items. The questionnaire consisted two parts-

Part A and Part B. Part A of the questionnaire contained the GIS (General Information Schedule) and Part B consisted of relevant close ended type of questions completely related to the topic of research. The respondents were asked to give their answers in 'Yes' and 'No'.

**Variables:** Major variables are Emotional Intelligence and Professional Adjustment.

Categorical variables are gender ( male and female), location of schools (rural and urban).

## DATA ANALYSIS AND INTERPRETATION

The study consisted of quantitative analysis using descriptive statistics. After collection of Data, researcher coded number against every item of Emotional Intelligence Scale and Professional Adjustment Questionnaire and calculates the total score of each participant. All the raw data were tabulated in MS excel and further analysis were done in SPSS by importing data from excel file. Researcher employed descriptive statistics like Mean, S.D, t-test and Correlation for analysis of data.

	N	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
		Statistic	Std. Error			Statistic	Std. Error	Statistic	Std. Error
EMOTIONAL INTELLIGENCE	120	19.00	.509	5.572	31.042	.651	.221	.583	.438
PROFESSIONAL ADJUSTMENT	120	25.53	.235	2.576	6.638	-.425	.221	.672	.438
Valid N (list wise)	120								

Table No: 03 shows that the Mean, S.D, skewness and kurtosis values of Emotional Intelligence and Professional Adjustment.

### Hypothesis testing:

Objective 1: To compare the emotional intelligence between male and female teachers.

To fulfill this objective, one hypotheses was formulated and tested which is as follows:

**H<sub>0</sub>1: There would be no significant difference in Emotional Intelligence between male and female school teachers.**

	Gender	N	Mean	Std Deviation
Emotional Intelligence	Female	68	18.81	5.502
	Male	52	19.25	5.705

t-test for Equality of Means				
Emotional intelligence	t	df	Sig. (2-tailed)	Mean Difference
	-.428	118	.669	-.441

(\*\* not significant at 0.05 level)

**Interpretation:**

Table no: 04 shows the Mean and S.D scores of Emotional Intelligence in relation to gender. Mean and S.D score of female teachers are 18.81 & 5.502 where Mean and S.D scores of male teachers are 19.25 & 5.705 respectively. To compare the mean scores, t-test was done.

Table no: 05 shows that the value of  $t = .428$  and  $p = 0.669 (p > .05)$ . The p value is much greater than 0.05. So, t-value is not significant at 0.05 level and  $H_01$  is not rejected. Therefore, it can be said that there is no significant difference between male and female teachers in their Emotional Intelligence.

Objective 2: To compare the professional adjustment between male and female school teachers.

To fulfill this objective, one hypotheses was formulated and tested which is as follows:

**H<sub>0</sub>2:- There would be no significant difference in Professional Adjustment between male and female school teachers.**

	Gender	N	Mean	Std Deviation
Professional	Female	68	25.74	2.713

Adjustment	Male	52	25.25	2.384
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<b>Table No:07 Independent Sample Test (Male and Female)</b>				
Professional Adjustment	t-test for Equality of Means			
	t	df	Sig. (2-tailed)	Mean Difference
	1.023	118	.309	.485

(\*\* not significant at 0.05 level)

### Interpretation:

Table no: 06 shows the Mean and S.D scores of Professional Adjustment in relation to gender. Mean and S.D score of female teachers are 25.74 & 2.713 where Mean and S.D scores of male teachers are 25.25 & 2.384 respectively. To compare the mean scores, t-test was done.

Table No: 07 shows that the value of  $t = 1.023$  and  $p = .309$  ( $p > .05$ ). So, t-value is not significant at 0.05 level and  $H_0$  is not rejected. Therefore it can be said that there is no significant difference between male and female school teachers in their Professional Adjustment.

Objective 3: To compare the emotional intelligence between urban and rural school teachers.

To fulfill this objective, one hypotheses was formulated and tested which is as follows:

**H<sub>03</sub>- There would be no significant difference in Emotional Intelligence between rural and urban school teachers.**

<b>Table No:- 08 Group Statistics based on Locale</b>				
	Locale	N	Mean	Std. Deviation
Emotional Intelligence	Rural	56	16.75	3.543
	Urban	64	20.97	6.264

<b>Table No: 09 Independent Sample Test ( Rural and Urban)</b>				
Emotional Intelligence	t-test for Equality of Means			
	t	df	Sig.(2-tailed)	Mean Difference
	-4.454	118	.000	-4.219

(\*\* significant at 0.05 level)



Table No: 11 shows that the value of  $t=4.218$  and  $p$  value is  $p=.000$  ( $p<05$ ). So,  $t$ -value is significant at 0.05 level and  $H_{04}$  is rejected. Therefore it is said that there is significant difference between rural and urban school teachers in their Professional Adjustment.

Objective 5: To study the relationship between emotional intelligence and professional adjustment of secondary school teachers.

To fulfill this objective, one hypotheses was formulated and tested which is as follows:

**$H_{05}$ - There would be no significant relationship between Emotional Intelligence and Professional Adjustment of secondary school teachers.**

Table no: 12 correlations between Emotional Intelligence and Professional Adjustment

		EMOTIONAL INTELLIGENCE	PROFESSIONAL ADJUSTMENT
EMOTIONAL INTELLIGENCE	Pearson Correlation	1	-.237**
	Sig. (2-tailed)		.009
	N	120	120
PROFESSIONAL ADJUSTMENT	Pearson Correlation	-.237**	1
	Sig. (2-tailed)	.009	
	N	120	120

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table No: 11 shows that  $r= .237$  and was significant at 0.01 level. Hence the  $H_{05}$  is rejected. Therefore, it is said that there would a negative relationship between Emotional Intelligence and Professional Adjustment of school teachers.

**Discussion:** According to this study, there was no significant difference found between male and female school teachers in their emotional intelligence. This finding supports the study of Laskar and Mishra (2013), Jha and Singh (2012) where they also found that Teachers gender has no impact on their emotional intelligence. But this finding contradicts with the finding of Trivedi and Shakya (2014), where they established that, there was a significant difference between male and female teachers in their emotional intelligence. According to this study, the researcher found

no significant difference between male and female teachers in their professional adjustment. This finding has conformity with the finding of Laskar (2016), where he established that there was no significant difference between male and female teachers in their professional adjustment but disconformity with Tehria (1975), Singh (1987). In this study, the researcher found a significant difference between urban and rural school teachers in their emotional intelligence. Urban teachers had better emotional intelligence than rural school teachers. This finding contradicts with the finding of Laskar & Mishra (2013) where they found no significant difference between rural and urban school teachers in their emotional intelligence. But this finding goes with the finding of Annaraja & Jose (2005). According to the result of this study, significant difference was found between rural and urban teachers in their professional adjustment. Even the result shows that rural teachers were more adjusted in their profession than urban school teachers. This result contradicts with Laskar (2016). This study shows that emotional intelligence significantly correlated with professional adjustment. This correlation was negative and weak in nature.

**Conclusion:**The present age is the age of technical revolution. As a result, we have become too adept to solve problems. We have become too rational at the cost of neglecting the feelings of our heart. But Emotional intelligence bringing head and heart together. As emotional intelligence is one of the potential component for the success in teaching profession, so it is necessary for teachers to develop their emotional intelligence. According to this research emotional intelligence and professional adjustment of teachers are negatively correlated and weak in nature. This study reveals that urban teachers are emotional intelligence than rural teachers. This appears may be due to several issues or circumstances that affect teachers emotional intelligence. Lack of positive working environment, distance from home to workplace (especially for teachers working in rural schools), good relation with other colleagues etc. may be the causes of teachers' low emotional intelligence. They might feeling emotionally drained after dealing with disobedient student, arguments with parents or rigorous principal. Not only that, rural teachers are totally unaware of the concept of emotional intelligence.

Emotional Intelligence is not fixed. Through well directed conscious efforts, it can be improved to any extent at any period and lifespan of individual. Similarly, necessary measures can be taken to improve teachers' emotional intelligence. Urban teachers are already known the concept of

Emotional Intelligence. But rural school teachers are unaware of the concept of Emotional Intelligence. Therefore, it can be said that there is a need to explore the awareness about the concept of Emotional Intelligence among the teachers. Teachers are the backbone of education system. Teachers with negative thinking cannot adjust with their profession for a long time. Thus, the findings of the study predicted that efforts and appropriate strategies are required for development of emotional intelligence skills among teachers. Training programs for this purpose can be included in this context. Only then teachers' emotional intelligence and professional adjustment goes on simultaneously.

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