

**AN ANALYTICAL STUDY OF EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF
SECONDARY SCHOOL TEACHERS TEACHING IN GOVERNMENT AIDED AND
PRIVATE SCHOOLS IN ROHTAK DISTRICT**

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Abstract

The aim of present investigation was to make an analytical study of emotional intelligence and adjustment of secondary school teachers teaching in government aided and private schools. For this purpose, a sample of 30 teachers from each type of school and total sample is 400 were selected randomly. This sample being sufficiently large and drawn in a random manner may be reasonably considered representative of the total population of the secondary school teachers teaching in government aided and private schools.

Introduction:

Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment.

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. Business, military, education and other social activities need efficient and well-adjusted men for the progress of the nation. If we interpret adjustment as achievement, then we will have to set the criteria to judge the quality of adjustment.

Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment.

Emotional intelligence, the skill that helps harmonic increasingly valued as a workplace asset in the year to come. 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.

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, otherwise the unfulfilled needs always create dissatisfaction or problem of adjustment. The individual tries to keep balance between him and his environment by his personality characteristics some time he changes himself and at other times his environment.

How one ADJUSTS in a situation depends on one's personal characteristics and it depends on the characteristics of the situation as well. In other words, in adjustment, both personal and environmental factors work side by side. An individual is adjusted as long as he is adjusted to himself and his environment. Therefore, this study is significant because it indicates the relationship of emotional intelligence and emotion with teacher adjustment.

Self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment, altruistic behavior are the few dimensions that influence emotional intelligence. Administration, classroom students, colleagues, curriculum, economical, health, home, institution, library are the few dimensions that influence adjustment.

Objectives & Hypothesis:

The purpose of this study is to ascertain whether there is any impact of emotional intelligence on stress, adjustment and academic success i.e. achievements.

To analyze emotional intelligence and adjustment of senior secondary school teachers teaching in government aided and private schools in terms of self-awareness, empathy, administration, integrity and other correlated factors

There is no significant deviation between senior secondary teachers in government aided and private school teachers in terms of self-awareness, empathy, administration, integrity and other correlated factors.

Method:

Survey method is used in the present study.

Population & Sample:

The population has been defined as the teachers teaching in secondary schools of government aided and private schools in Rohtak district.

A random sample of 400 teachers of both types is drawn as a fair and reasonable representative of the total population of senior secondary teachers teaching in secondary schools of government aided and private schools.

Tools to be used:

Following tools are used to collect data for the present study:-

Emotional Intelligence Scale:

Developed by - Mr. Aniket Hyde, Mr. Sanjyot Pethe, Mr. Upinder Dhar

Teacher Adjustment Inventory:

Developed by - Dr. Harendra Singh

Statistical Techniques Used in the Study:

In the present investigation following statistical test that allows the investigator to analyze two means to determine the probability that the difference between the means is the real difference rather than a chance difference. It involves the computation of the ratio between observed variance and error variance.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Analysis and Interpretation of Data:

S.No.	Name of Group	Variables	Number	Mean	S.D	t/C.R	Level of Significance
1	GOVERNMENT AIDED SCHOOL	SELF AWARENESS	200	7.1	2.85	2.78	0.01
	PRIVATE SCHOOL		200	9.3	3.25		
2	GOVERNMENT AIDED SCHOOL	EMPATHY	200	10.5	3.43	0.88	NOT SIGNIFICANT
	PRIVATE SCHOOL		200	11.2	2.85		
3	GOVERNMENT AIDED SCHOOL	SELF MOTIVATION	200	12.87	3.94	2.8	0.01
	PRIVATE SCHOOL		200	10.5	2.43		
4	GOVERNMENT AIDED SCHOOL	EMOTIONAL STABILITY	200	7.85	2.66	4.21	0.01
	PRIVATE SCHOOL		200	5.37	1.83		
5	GOVERNMENT AIDED SCHOOL	MANAGING RELATIONS	200	8.39	2.83	3.4	0.01
	PRIVATE SCHOOL		200	11.35	3.83		
6	GOVERNMENT AIDED SCHOOL	INTEGRITY	200	5.37	1.83	3.03	0.01
	PRIVATE SCHOOL		200	7.25	3.03		
7	GOVERNMENT AIDED SCHOOL	SELF DEVELOPMENT	200	3.78	1.46	3.5	0.01
	PRIVATE SCHOOL		200	5.25	1.78		
8	GOVERNMENT AIDED SCHOOL	VALUE ORIENTATION	200	3.74	1.77	0.85	0.01
	PRIVATE SCHOOL		200	4.26	2.83		

9	GOVERNMENT AIDED SCHOOL	COMMITMENT	200	3.79	1.31	5.58	0.01
	PRIVATE SCHOOL		200	6.31	2.1		
10	GOVERNMENT AIDED SCHOOL	ALTRUISTIC BEHAVIOUR	200	3.87	1.51	0.85	NOT SIGNIFICANT
	PRIVATE SCHOOL		200	4.25	1.92		
11	GOVERNMENT AIDED SCHOOL	ADMINISTRATION	200	17.2	2.7	2.49	0.05
	PRIVATE SCHOOL		200	15.3	3.2		
12	GOVERNMENT AIDED SCHOOL	STUDENTS	200	8.5	2.5	10	0.01
	PRIVATE SCHOOL		200	15.78	3.1		
13	GOVERNMENT AIDED SCHOOL	COLLEAGUES	200	8.71	2.8	4.01	0.01
	PRIVATE SCHOOL		200	11.27	2.12		
14	GOVERNMENT AIDED SCHOOL	CURRICULUM	200	14.25	3.2	0.65	NOT SIGNIFICANT
	PRIVATE SCHOOL		200	13.75	2.7		
15	GOVERNMENT AIDED SCHOOL	ECONOMICAL	200	12.42	2.4	2.78	0.01
	PRIVATE SCHOOL		200	10.31	3.4		
16	GOVERNMENT AIDED SCHOOL	HEALTH	200	9.2	3.2	2.88	0.01
	PRIVATE SCHOOL		200	7.1	2.4		
17	GOVERNMENT AIDED SCHOOL	HOME	200	12.21	2.8	4.93	0.01
	PRIVATE SCHOOL		200	8.38	3.2		
18	GOVERNMENT AIDED SCHOOL	INSTITUTION	200	10.2	2.2	5.47	0.01
	PRIVATE SCHOOL		200	14.35	3.7		
19	GOVERNMENT AIDED SCHOOL	LIBRARY	200	12.15	2.1	1.14	NOT SIGNIFICANT
	PRIVATE SCHOOL		200	11.25	3.8		
20	GOVERNMENT AIDED SCHOOL	SOCIAL	200	17.3	1.9	9.27	0.01
	PRIVATE SCHOOL		200	10.41	3.6		

Delimitations:

The topic of the study covers a vast area. Thus it is very difficult to cover all aspects of it in a single study. Therefore the investigator limited his study from the point of feasibility as follows:

1. Simple random sampling technique has been selected to choose the sample for the present study.
2. The study has been confined to the sample of Rohtak district.
3. The study has been delimited to teachers both male and female working at the secondary school in the rural and urban areas of Rohtak district.
4. The study is delimited to the normative survey method research and too few statistical techniques or as't' test to analysis and interpret the obtained data.

Conclusion:

Emotions rule the heart while intelligence reigns supreme in the brain. The twin qualities are inseparable and they exercise tremendous influence in the everyday lives of individuals.

1. Secondary school teachers teaching in Govt. schools are more emotional intelligent on self-motivation and emotional stability than the Private school teachers.
2. Secondary school teachers teaching in Govt. aided and Private schools are equally emotionally intelligent in terms of empathy, value orientation and altruistic behaviour.
3. Secondary school teachers teaching in Private schools are more emotionally intelligent on self-awareness, managing relations, integrity, self-development and commitment than the Govt. school teachers.
4. Secondary school teachers teaching in Govt. schools are more adjusted on administration, economical, health, home and social aspect of their adjustment than the Private school teachers.
5. Secondary school teachers teaching in Govt. aided and Private schools are equally adjusted on curriculum and library of aspect of their adjustment.
6. Secondary school teachers teaching in Private schools are more adjusted on classroom students, colleagues and institutions aspect of their adjustment than the Govt. school teachers.

Implications:

1. **Implications for the research scholars:** The present study will serve as a basic data for the further studies related to secondary school teachers of private schools and government aided schools.
2. **Implications for the policy makers:** The study will provide feedback to policy makers and authorities concerned with secondary school teachers.
3. **Implication for the principals:** Principals can attract the teachers' devotion and dedication for the institution which will work as the measure of quality improvement in secondary education.
4. **Implication for the secondary teachers:** Teachers can take initiative for the improvement of overall environment of their schools by which they can experience themselves well adjustment rather feeling burdened.

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