

ADJUSTMENT IN RELATION TO EMOTIONAL INTELLIGENCE OF PRE-SERVICE TEACHERS

Abstract

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The present study examines the adjustment in relation to emotional intelligence of pre-service teachers. Adjustment means the modification to compensate for or to meet special conditions and it is nothing but accepting the code of conduct. Emotional intelligence is the ability to realize one's own feelings as well as of others in order to build up self-inducement to manage personal emotions. The sample in the present study comprised of 100 students of pre-service teachers studying in government and private colleges of education in Chandigarh. Descriptive survey method was employed to collect the data. The major findings of the study revealed that there is no significant difference in the adjustment of the two groups in relation to the emotional intelligence.

Introduction

Life is becoming complex day by day. In the present circumstances youths as well as children are facing many problems such as anxiety, tension, maladjustment etc. and emotional pressure is increasing at an alarming rate leading to unrest and frustration which has a negative effect on the natural wealth. We, human beings are constantly striving to establish a satisfactory relationship with our environment through the process of adjustment in order to live happily and function effectively. But the process of adjustment or of achieving happiness and enjoying the life through emotional intelligence is not always easy. Our needs cannot always be adequately satisfied in all situations. We have to face others attitudes that are sometimes hostile like criticism, fault finding, ragging, scolding, scorn and ridicule. So only a person who is emotionally intelligent will have a better adjustment with himself as well as others. Developing emotional skills surely can lead to better adjustment leading to effective living. People who are emotionally intelligent, who know how to manage their feelings well and who can deal effectively with others feelings are at an advantage in every domain of life.

Adjustment is an index of integration, a harmonious behavior of the individual by which other individuals of society, says a particular person is well adjusted (Pathak, 1990). Adjustment refers to any operation whereby an organism or organ becomes more favorably related to the environment or to the entire situation, environmental and internal (Warren, 1934). Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like (Webster, 1951). Adjustment also refers to the individuals achieving harmonious balance with the demands of both environment and cognitions (Encyclopedia Dictionary of Psychology, 1992). Adjustment

comprises of five

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areas namely home, health, social, emotional and educational (Sinha and Singh, 2002). Thus the adjustment of the person involved the modification of the individual in different environments.

Emotional intelligence is the capacity to process emotional information accurately and efficiently, including the capacity to perceive, assimilate, understand and manage emotions (Mayer, Salovey and Caruso, 2000). Emotional intelligence is the abilities such as being able to motivate our self and persist in the face of frustrations, to control impulse and delay gratification to regulate one's mood and key distress from swamping the ability to think to empathize and to hope (Goleman, 1995). Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage others, and understands emotions (Hein, 2006). Emotional Intelligence refers to the capacity for recognizing our feelings and those of others, and for motivating ourselves. Emotional intelligence can be measured in terms of four areas namely, intra-personal Awareness (Knowing about one's own emotions) inter-personal Awareness (Knowing about others emotions), intra-personal Management (Managing one's own emotions) and inter-personal Management (Managing others emotions) respectively (Mangal and Mangal, 2012).

In the present study the two variables of adjustment and emotional intelligence were explored to assess whether there is any relationship between these for pre-service teachers.

Emergence of the problem

As we know that there is significant difference in the academic environment of the students at graduate level and in the professional colleges. There is variation in the nature of the curriculum, courses of study and the objectives of the courses at undergraduate level. When an individual chooses to become a teacher he/she come across a totally different environment and has to undergo a different set of course. He/she has to face a totally new situation in the teacher training course. The student may face various types of the problems related to adjustment to the new course. As adjustment to a course demand great degree of understanding of the course as well as the conditions for the completion of the course. As emotional intelligence might play a significant role in the adjustment. Thus the investigators thought it appropriate to infer the relation between adjustment and emotional intelligence of pre-service teachers. During the review of literature the investigators came across only a few studies related with adjustment and a few concerning the variable of emotional intelligence there was not a single study in which both the variable adjustment and emotional intelligence were taken together for the purpose of investigation. So the investigators felt the need to study the

relationship between adjustment and emotional intelligence of pre-service teachers.

Objectives of the study

The main objectives of the study were:

1. To see the relationship between adjustment and emotional intelligence of pre- service teachers.
2. To study the difference between adjustment of pre-service teachers of Private and Government Colleges of Education in Chandigarh.
3. To study the difference between emotional intelligence of pre-service teachers of Private and Government Colleges of Education in Chandigarh.

Hypotheses of the study

The study has been designed to test the following null hypothesis:

1. There is no significant correlation between adjustment and emotional intelligence of pre-service teachers.
2. There is no significant difference in adjustment of pre-service teachers of Private and Government Colleges of Education in Chandigarh.
3. There is no significant difference in emotional intelligence of pre-service teachers of Private and Government Colleges of Education in Chandigarh.

Procedure and tools of the study

The descriptive survey method was used to collect data by employing the tools namely, Adjustment Inventory for college students by Sinha and Singh (2002) and Emotional Intelligence Inventory (EII- MM) by Mangal and Mangal (2012). Data related to both the variables were collected by following the proper procedures mentioned in their respective manuals from two colleges of education namely, the Government College of Education, Sector -20D and Dev Samaj College of Education, Sector-36 Chandigarh. The student were assured of the confidentiality of data. The data were scored and analyzed and interpreted by employing different statistical techniques.

Analysis and interpretation of the data

The data collected were analyzed by employing descriptive and inferential statistics and the results were interpreted. The analysis of the data reveals that the distribution of adjustment and Emotional Intelligence is approximately normal.

Table 1: Difference in the Adjustment of Pre-service teachers of Private and Government Colleges of Education

Variable	Type	N	Mean	SD	t-value	Level of significance
Adjustment	Govt.	50	43.54	15.04	4.37	0.01
	Private	50	55.82	12.92		

Table 1 shows that the mean scores of adjustment in respect of two types namely Government and Private colleges of Education were 43.54 and 55.82 respectively. Thus we can say that the mean score of Adjustment of Private College students was higher that is

as compared to the Govt. College students whose mean score was 43.54. Further, the results also show that standard deviation of scores of Adjustment of Pre- Service teachers of Govt. College students was 15.04 and that of Private College students was 12.92 respectively. The calculated t-value between the two mean scores was 4.37 which were higher than the table value of 2.68 at .01 level of significance against 48 degree of freedom. Hence the hypothesis namely, "There is no significant difference in Adjustment of pre-service teachers of Private and Government Colleges of Education in Chandigarh" is rejected. Hence there exists significant difference in adjustment of pre-service teachers of Private and Government Colleges of Education in Chandigarh.

Table 2: Difference in Emotional Intelligence of Pre- Service teachers of Private and Government Colleges

Variable	Type	N	Mean	SD	t-value	Level of significance
	Govt.	50	60.44	13.71		

Emotional Intelligence	Private	50	56.12	13.05	0.25	Insignificant
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Table 2 shows that scores of Emotional Intelligence of pre-service teachers of Government College of Education is 60.44 and that of Private College of Education is 56.12. The standard deviations scores were found 13.71 and 13.05 respectively. The calculated t- value between the two mean scores was 0.257 which is lower than the table value of 2.01 at .05 level of significance against 48 degree of freedom. Hence the hypothesis namely, "There is no significant difference in Emotional Intelligence of pre-service teachers of Private and Government Colleges of Education in Chandigarh" is not rejected. Therefore, there is no significant difference in Emotional Intelligence of pre-service teachers of Private and Government Colleges of Education in Chandigarh.

Table 3: Correlation between the Adjustment and Emotional Intelligence of pre - service teachers

Variables	N	df	r- value	Level of significance
Adjustment & Emotional Intelligence	100	98	0.272	0.01

Table 3 shows that the calculated coefficient of correlation between Adjustment and Emotional Intelligence comes out to be 0.272 that is significant at 0.01 level of significance. Thus we can say that there is no significant correlation between the Adjustment and Emotional Intelligence. So, our null hypothesis, "There is no significant correlation between the Adjustment and Emotional Intelligence of pre- service teachers" is retained. Hence, there is significant correlation exists between Adjustment and Emotional Intelligence of pre- service teachers.

Findings and conclusions

On the basis of data analysis and interpretation of the results obtained through various statistical techniques in the present study, following conclusions were drawn:

1. There was found significant difference in adjustment of pre-service teachers of Private and Government Colleges of Education in Chandigarh.
2. There was no significant difference in emotional intelligence of pre-service teachers of Private and Government Colleges of Education in Chandigarh.
3. There exit significant correlation between adjustment and emotional intelligence of pre-service teachers.

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