

**EMOTIONAL INTELLIGENCE WITH RESPECT TO FACTORS OF LIFE
ADJUSTMENT AND ITS IMPACT ON MARRIED SCHOOL TEACHERS AT
VAPI**

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ABSTRACT

The present paper aims to investigate the level of emotional intelligence of school teachers in selected schools in Vapi. A total of 300 school teachers, all married were selected for the study. The data was obtained through a convenience sampling technique and analyzed using descriptive statistics. Questionnaires on Emotional Intelligence were distributed. Hundred questionnaires were received. The study identified the phenomena related to Emotional Intelligence among teachers in Vapi city. Demographic factors influencing on Emotional Intelligence were also identified and reported by using descriptive statistics. Result indicated that the teachers in Vapi have fairly high level of Emotional Intelligence.

KEY WORDS: Emotional Intelligence, Management, Education Sector, Teacher

I. INDIAN EDUCATION INDUSTRY

India's education sector offers a great opportunity with approximately 29 per cent of India's population being between the age group of 0-14 years. The schooling segment in India is anticipated to be around US\$ 144 billion by 2020 from an estimated US\$ 95.8 billion in 2015. In 2014, with 29.63 million students and approximately 48,116 colleges and institutions, India's higher education segment is the largest in the world. It is expected to increase to US\$ 37.8 billion by 2020.

India has one of the largest networks of higher education institutions in the world with 666 universities and 39,671 colleges. It is also the third largest in terms of education enrolment with over 21.5 million enrolments per year. The private education sector which was valued at an estimated US\$ 96 billion in 2015 is estimated to reach US\$ 133 billion by 2020.

The Government of India has planned to provide enhanced access to higher education by creating two million additional seats for each age group, in the 12th Five-Year Plan. An advisory body, National Knowledge Commission (NKC) has been set up to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, agriculture, industry and e-governance. It has also allowed 100 per cent Foreign Direct Investment (FDI) in the education sector through the automatic route since 2002. In the year 2015 government is expected to launch New Education Policy to address the

changing dynamics in the education industry of the country as per the requirement of the population. Kindly refer figure- I.

I.I EDUCATION IN GUJARAT

The education system, in Gujarat, with respect to schooling is divided into four distinct stages viz. Primary (Class I to IV), Upper Primary (Class V to VII), Secondary (Class VIII to X) and Higher Secondary (Class XI and XII). Higher and technical education is provided through universities and colleges in the general higher education category (arts, science and commerce) and technical education category (engineering, pharmacy, agricultural sciences etc.).

II. EMOTIONAL INTELLIGENCE

Emotional Intelligence is the ability to identify, assess and control the emotions of oneself, of others, and of groups. 1 Thorndike, R.L., & Stein, S. (1937) described the concept of social intelligence as the ability to get along with other people. Wechsler, D. (1940) suggested that affective components of intelligence may be essential to get success in life. Maslow, A (1950) describes how people can build emotional strength. 2 Gardner; H. (1975) introduced the concept of multiple intelligences. Payne, W. L. (1985) coined the term emotional intelligence. Salovey, P., Mayer, J. (1990) coined the term 'emotional intelligence' they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action. 3 They concluded that emotional intelligence comprised of four mental processes. Kindly go for figure II.

II.I LIFE ADJUSTMENT

The popular accounts by Goleman have later been found to be questionable. Yet, there have been studies giving some support to a relationship between EI and life adjustment. Following these earlier work, there is a continuing interest in exploring EI and various aspects of life adjustment. Vadnais (2005) found a strong relationship between EI and marital satisfaction, a core aspect of EI, was related to success as a leader in a study by Kellett et al. High EI has been found to be associated with a low level of social interaction. Chapman and Hayslip found a measure of EI to have incremental validity beyond the Five Factor Model in predicting loneliness. Engelberg and Sjöberg found low EI to be associated with loneliness and excessive use of the Internet etc.

III. OBJECTIVES OF THE STUDIES

- To identify the difference in emotional intelligence for various demographic groups
- To study the impact of demographic variables on emotional intelligence
- To study the factors of emotional intelligence effecting school teachers

IV. HYPOTHESIS

Hypothesis 1:

Ho: there is no significant difference in the level of emotional intelligence among various age groups.

Ha: there is significant difference in the level of emotional intelligence among various age groups

Hypothesis 2:

Ho: there is no significant difference in the level of emotional intelligence among various experience groups.

Ha: there is significant difference in the level of emotional intelligence among various experience groups

Hypothesis 3:

Ho: there is no significant difference in the level of emotional intelligence among various qualified groups.

Ha: there is significant difference in the level of emotional intelligence among various qualified groups

Hypothesis 4:

Ho: there is no significant impact of demographic variables on emotional intelligence.

Ha: there is significant impact of demographic variables on emotional intelligence.

Hypothesis 5:

Ho: Level of emotional intelligence is independent of demographic variables

Ha: level of emotional intelligence is not independent of demographic variables

V. RESEARCH METHODOLOGY

All the school teachers of Vapi in Valsad District, Gujarat constituted the population for the purpose of the present study. The study was confined to both Government and Private school teachers. The study was conducted on a sample of 300 teachers drawn from 20 schools of Vapi , Valsad District Convenience sampling was employed for collecting the data. Out of all the secondary schools of Vapi, random selection of 20 schools was done.

VI. DATA ANALYSIS

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.710
Bartlett's Test of Sphericity	Approx. Chi-Square	5.578E3
	df	1128
	Sig.	.000

Rotated Component Matrix

	Component						
	9	10	11	12	13	14	15
Potential Confidence							
Recognise Others told	.677					.759	
Impact of mood on others				.620			
Negative Discover new things							.799
Risk on my ideas							
open to my feelings abt ideas							
identifying feelings							
describing feelings							
interpersonal relationship							
face rejection							
become upset							
outlook on my life		.647					
dealing with conflit		.650					
work on time			.702				
tired to carry conversation							
partner nd childern							
complaint							
time n energy for hobby							
can adopt change quickly							
i dont lose control wen i am angry							
work in evening and weekends							
assignment increase stress level							
positive approach to new assignment				.531			
ineffective in solving problem							
i work too much hard							
difficult to hear criticism abt me							
i get defensive							
i am satisfied with wat i am dng							
i recieve feeling of accomplishment							
enough time to make decision							
energy for task							
new assignment as main goal							
outlook on my work life							
outlook on my personal life							

VII. FINDINGS

Objective 1

- There is a significant relation between demographic variable (Age, Experience and Qualification) and Emotional Intelligence with respect to Life adjustment Factors.

- Alexithemia, Facing failure, Work balance, Stress and burnout, Self-esteem, Emotional control, introversion, Social Isolation, Creativity and Self-actualization are dependent on age.
- Alexithemia, facing failure, Work balance, Self-esteem, Stress and burnout, Emotional control, Social Isolation, Creativity and Self- actualization and job satisfaction are dependent on experience and there is no dependency of introversion on experience.
- Work balance, Self-esteem, Alexithemia, Emotional control, job satisfaction, Social Isolation, Creativity and Self- actualization are dependent on qualification and facing failure, stress and burnout and introversion are purely independent with respect to qualification.
- Job satisfaction has no significant relation with age. There is no significant relation of Facing failure capability and managing Stress level with Qualification. There is no significant relation of Introvert behaviour with Experience. Along with increasing age a person develops capabilities to identify his/her weakness and strength.
- Qualification does not affect directly a person's stress level and success path. This we concluded through ANOVAs.

Objective 2

- There is a significant impact of Emotional Intelligence with respect to Life adjustment Factors on demographic variable (Age, Experience and Qualification)
- Alexithemia, Facing failure, Job satisfaction, Work balance, Stress and burnout, Self-esteem, Emotional control, introversion, Social Isolation, Creativity and Self- actualization are dependent on age.
- Work balance, Self-esteem, work balance, Job satisfaction, Alexithemia, Stress and burnout, Emotional control, Social Isolation, Creativity and Self-actualization are dependent on qualification.
- Work balance, Self-esteem, work balance, Job satisfaction, alexithymia, Emotional control, facing failure, Social Isolation, Creativity and are dependent on Experience.
- There is no significant relation of Facing-failure capability and introversion level with Qualification. There is no significant relation of Self-actualization with Experience. Most of the Factor has major impact on other factors. Qualification does not affect directly a person's stress level and success path. This we concluded through Chi Square and Regression.

Objective 3

Lennart Sjöberg conducted his study in Trondheim Norway and which consisted of 11 factors with respect to emotional intelligence and its impact on demographics that he studied.

Through Factor analysis we found that there are 15 factors which contribute to our study in emotional intelligence with respect to life adjustments factors in Vapi on married school teachers. Factor's names are as follows: Kindly refer table no I.

VIII. CONCLUSION

The present study clearly indicated that there is significant difference between Demographic variable and EI. Trait EI was throughout most strongly related to majority variables, with the exception of Introvert behaviour. Controlling for social desirability did not produce anything beyond marginal changes in the results. It should be noted that all five EI measures sample very different types of behaviour and are based on very different scoring philosophies. The teachers should attend the orientation programmes, refresher courses, workshops, seminars and conferences periodically to improve their confidence and competency. The institution also provides opportunities for the teachers to participate in various aspects for their development and allow them to express their views freely. The interactions among the teachers and the favourable environmental conditions of the management absolutely lead to good adjustment and better emotional intelligence of teacher. The present results support, in most respects, the EI construct, and its postulated relation to successful life adjustment. High EI was associated with a better balance of life and work

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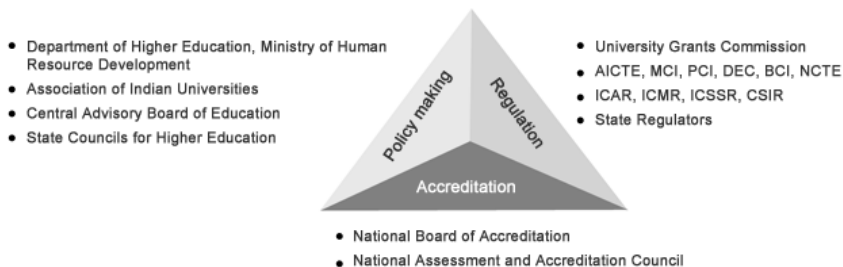
FIGURES AND TABLES

Table I

Sr. No	Factors	Sr. No	Factors	Sr. No	Factors
1	Balance Life	6	Socially active	11	Punctuality
2	Positivity	7	Isolation	12	Socially influence
3	Adaptability	8	Inactive	13	Flexible
4	Innovative	9	Reviewing	14	Emotionally Stable
5	Empathetic	10	Positive attitude	15	Known to self

Figure I

Regulatory Framework Of Higher Education In India



Source: <http://www.ibef.org/industry/education-presentation>

Figure II



Source: <http://corter.com/7-signs-your-team-needs-an-emotional-intelligence-workshop/>

ABOUT AUTHOR

Prof. Nidhi K Yadav is a faculty of GRIMS- VAPI having 14 years of experience in Industry and academics. She has published more than 17 papers and her interest areas are Emotional Intelligence and Consumer Behaviour.

