ORIGINAL RESEARCH PAPER

Education

EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF SECONDARY SCHOOL TEACHERS

KEY WORDS: Emotional Intelligence, Adjustment, Secondary school teacher, Gender.

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ABSTRACT

Teachers in every part of the world are in the forefront of the struggle to ensure quality improvement in education. Quality education particularly for the teachers is the cry of today. Quality of education depends upon largely on the quality of the teacher. Along with cognitive factors of teachers non-cognitive factors also played important role for quality development of the teachers. It is said that non-cognitive domain like emotional intelligence played important role for getting success for any individual/teacher in his life. So the present day trend in the system of education has been changed and in addition to the cognitive variables, non-cognitive variables have been given due stress. This paper is intended to study the relationship between emotional intelligence with adjustment of secondary school teachers due to gender variation. Present investigation was conducted at Kamrup district. Two standardized tools of emotional intelligence and adjustment were administered over a sample of 412 secondary school teachers. Random sampling technique was used for data collection. The investigator used mixed method, i.e. descriptive survey method, co-relational, ex-post-facto of design. The present study clearly revealed that emotional intelligence of secondary school teachers' gender differences not being significant, may be because of increased flexibility in gender roles and more awareness and empowerment of women. Component wise emotional intelligence of secondary school teachers were studied and found that in intra-personal awareness of secondary school teachers and in inter-personal management of the teachers gender variations found. Where as in professional orientation and intra-personal management gender variations are absent. The present study also clearly replicated that there is significant differences gender wise of secondary school teachers in their adjustment. The results of the present study is confirmative with the study of Goleman (1995) that, degree of emotional intelligence of the teachers positively correlated with the degree of adjustment. So, emotional intelligence has found positive correlation with adjustment. The teachers should attend the orientation programmes, refresher course, workshops, seminars and conferences periodically to improve their confidence and competence. The institutions and government should provide opportunities to the teachers to participate in various aspects for their development and allow them to express their views freely.

Introduction

The teachers of today are facing multidimensional challenges in their profession. The increasing expectations of society, new sources of learning and teaching, technological innovations, increasing intelligence level of students, inclusive classroom situation, as the standard of living is changing with a fast rate etc. are some of the burning issues to cope up in front of them. The teacher is expected to deal with not only on the frontiers like ICTs and virtual system of education, but have to prove their importance as to human element of the process. In order to cope up with these challenges, a teacher should be emotionally intelligent.

The term emotional intelligence has been rooted from the social intelligence, which was first coined by EL Thorndike in (1920). 'Emotional Quotient' (EQ) is used interchangeable with 'Emotional Intelligence'. Emotional Intelligence (EQ)e is what gives a person a competitive edge (Singh, 2001). EQ is an essential factor for success in life: IQ contributed only 20% factors that determine life success, the rest of it is contributed by a host of other factors which include emotional intelligence (Goleman,1995). Mayor & Salovey (1990), who popularized the concept of Emotional Intelligence, defined it as 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 actions. It was Goleman (1995) who popularizes the emotional intelligence, which he believe that emotional intelligence contribute positively to success in any domain of life.

Goleman (1995) pointed out two important points for the teacher: the degree of emotional intelligence positively predicted degree of life success and emotional intelligence could be learned and acquired. According to Bar-On (1997), emotional intelligence is defined as 'an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in copying with environmental demands and pressures.' He suggested that, emotional intelligence can make a unique contribution to 'a better understanding of people and also use their potential to succeed in various aspects of the life.'

Adjustment is defined as a continuous process maintaining harmony among the attributes of self and the environmental condition that surround them. Adjustment is just an ability to select appropriate and effective measure to meet the demands of the environment and maintaining a healthy attitude towards circumstances. A well-adjusted person creates a world of inter-personal relation and satisfactions that contribute to the continuous growth of personality.

A well-adjusted personality is the requirement of one's effectiveness for which one has to keep a balance between himself and his environment. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc. and meet his or her needs. It is helpful in identifying the teacher who may stand in need of psycho diagnostic study and counseling in the specific area of teacher adjustment separately as well as in terms of his total adjustment. It may bring into focus the teachers who are reasonably satisfied and thus may be entrusted with the task of bringing efficiency and improvement in Education. To render help the teachers for modifying and adjusting their behavior according to the demands of the situations.

A professionally competent person having poor emotional intelligence may suffer on account of his inability to deal with his self or getting along properly with others. In all sense, emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings. Since these qualities count significantly towards a person's success in his area of achievement, it may induce him likewise to achieve the required success.

Objectives of the Study

I.To assess the relationship between emotional intelligence and adjustment of secondary school teachers and to find out significance level due to component wise and gender variation.

Hypotheses of the Study

H_{01} The mean emotional intelligence score of male Secondary School teachers does not differ significantly from their female counterpart.

$H_{01\cdot1}$ The mean intra-personal awareness and others score of male Secondary School teachers does not differ significantly from their female counterpart.

$H_{o1.2}$ The mean professional orientation score of male Secondary School teachers does not differ significantly from their female counterpart.

$H_{o1.3}$ The mean intra-personal management score of trained Secondary School teachers does not differ significantly from their untrained counterpart.

$H_{o1.4}$ The mean inter-personal management score of male Secondary School teachers does not differ significantly from their female counterpart.

H_{o2} The adjustment score of male secondary school teachers does not differ significantly from their female counterpart.

H_{o3} There does not exist any significant relationship between emotional intelligence of secondary school teachers in relation to their adjustment.

METHODOLOGY

The investigator used mixed method of descriptive survey method and also ex-post-facto research, as the cause effects relationship studied without manipulation of any variable. It is co-relational study; correlated with emotional intelligence of the secondary school teachers and with their correspondence adjustment variation. Simple random sampling method has been adopted for the selection of sample of the investigation. The sample for the study comprises of 412 secondary school teachers drawn from the seventeen schools of Kamrup district.200 male teachers and 212 female teachers participated. The investigator has adopted two standardized tools, 'Teacher Adjustment Inventory (TAI),(1996), developed by Dr. S.K. Mangal, was used to assess level of adjustment of teachers.' And 'Teachers Emotional Intelligence Inventory (teqi), developed by Dr.(Mrs.) Shubra Mangal (2008) at Noida was used, for the assessment of School teachers emotional intelligence.'

Result and Discussion

The result is presented under two sections namely descriptive and inferential statistical analysis procedure adopted for interpretation of the findings.

Descriptive Analysis

In the present study to assess the emotional intelligence of secondary school teachers and their level of adjustment, two tools, teachers emotional intelligence inventory (tEQi) of Mangal (2008) and Mangal's teacher adjustment inventory (MTAI) Mangal (1996) were used.

For the interpretation of obtained scores in relation to the objectives and hypotheses framed earlier, both descriptive and inferential statistics have been used. Descriptive statistics helped in determining the position of the respondents in the predicting situations whereas the inferential statistics helped in sub-sample analysis to find out intra differences.

Comparative Study of the Emotional Intelligence and Adjustment of Teachers

The mean, median, standard deviation and other relevant descriptive measures on total sample as well as sub-samples were calculated for descriptive analysis.This section highlights the verification i.e. how far these obtained scores(on 412 samples) of both the tools correspond to the scores of both standardized tools are similar, the measures of central tendency like the Mean, Median, Mode; the measures of variability like Quartile Deviation, Standard Deviation; the Percentiles have been estimated and compared. Besides, the normality of the distributions has been analyzed through the assessment of Skewness and Kurtosis of each one, in the following paragraph.

Comparative Study Among the Obtained Scores Vs. Standardized Two Tools' Scores.

On the basis of facial expression of data it is observed that 'tEQi's' female scores were positively skewed distribution because Median(858.25) is smaller than Mean(1001.27), in fact, the greater the gap between mean and median, found ; here *Ku* is (.193) which is less than .

263 of normal distribution, so, this distribution is Leptokurtic distribution in nature. In contrast, female obtained scores by the investigator also positively skewed because median(675) is smaller than mean (706.5566); and distribution is Leptokurtic distribution in nature, because obtained kurtosis is (-.855) which is less than (.263) of normal value, it will be more peaked than normal, hence it is leptokurtic distribution in nature. The 'tEQi's' male scores were found negatively skewed distribution, because median (845) is higher than mean (802.58) and it is Platykurtic distribution, because *Ku* is (.3158) which is higher than the normal value of (.263). In contrast, male obtained scores by the investigator is positively skewed, because mean (721.51) is slightly higher than the median (713.5). Here the distribution is Leptokurtic distribution, because kurtosis is (-1.054) which is less than (.263) of normal value.

Here also the measures of central tendency, the measures of variability and the percentiles have been estimated and compared in between the 'MTAI's' scores and obtained score of the investigator on the adjustment variable. From the facial expression of data it is observed that the MTAI's male score is negatively skewed because, male mean is (415.94), where as median(422), it is observed that median is slightly higher than mean; and *Ku* is (.266) which is also slightly more than (.263) of normal value, so it is Platykurtic distribution in nature. In contrast, the male obtained scores is negatively skewed because median(400) is higher than mean(378.32) and distribution of scores is Leptokurtic in nature, because *Ku* is (-1.253) which is less than (.263) of normal value. The MTAI's female score is also studied and found that female, median(438) is higher than mean(427.75), so it is negatively skewed; and *Ku* is (.828), which is greater than (.263) of normal value; that means, here frequency will be less peaked and more flatter than the normal, thus, it is Platykurtic distribution in nature. In contrast, the female obtained scores of the investigator is also negatively skewed because median (513) is slightly higher than mean (509.434) of the score, and *Ku* (-.576) which is less than (.263) of normal value, thus, it is Leptokurtic distribution in nature. That means, the frequency distribution will be slightly peaked than the normal, so it is Leptokurtic distribution.

Thus, it is estimated, compared and verified these obtained scores correspond to the scores of standardized tools. Both the tools are suited and fit for the present investigation. So, the Norms of the Scales according to different type of interpretation have confirmed that both the scales are strongly adhered for studying the same variables in the present investigation.

Study of Normality of Emotional Intelligence Scores of Teachers:

First of all data were collected on Emotional Intelligence Scales (developed by the Mangal, 2008 to assess the level of emotional intelligence of the teachers) were subjected to assessment of central tendency and measures of variability along with percentiles, normality of the distributions has been analyzed through the assessment of skewness and kurtosis, as presented.

In order to test the distribution of scores along with the lines of normality, the measures of central tendency, standard deviation, measures of variability, i.e. standard deviation, quartile deviation; percentile, skewness and kurtosis have been computed and presented.

Detailed analysis of the above data reveals the mean, median, and mode values of this distribution on emotional intelligence variable as 713.82, 690, and 642.36 respectively. The SD value has been estimated to be 138.77. It is further observed that mean (721.51) scores of males lie above the mean values of the total emotional intelligence. Again, female means (706.56) score is slightly less than in total mean scores of emotional intelligence. All these indicated that male teachers are slightly possess more emotional intelligence than their female counter part. Yet emotional intelligence of all the teachers to be developed more, urgently.

Further, the distribution of mean, median and mode of the total sample as well as all the sub-samples show heterogeneity indicating the non-normal distribution of scores on emotional intelligence.

Further observation reveals that the semi-inter quartile(Q) is added with median (111.5+690=801.50), and when was subtracted from the median (690-111.5=478.50). The sum and difference between the median and semi-inter quartile (Q) ranges if becomes same with third quartile (818) and first quartile(595), than they give towards normality in distribution of scores. But in the present case they are not the same. Therefore, the distribution could not be confirmed to be normal. Study of normality as suggested by Garrett (2011), yielded skewness normal values being zero and kurtosis is 0.267.But here yielded a skewness value of (.402) and Kurtosis (-.968) This points out that this distribution is slightly positively skewed and Leptokurtic distribution. So, from the facial expression of the data it is observed that frequency distribution is slightly peaked than the normal. All these imply that this distribution is slightly positively skewed and leptokurtic which may be due to the non-normal distribution of sample chosen by the investigator.

Therefore, the distribution could not be confirmed to be normal. But approached towards normality, i.e. near to normality.

Data were then subjected to differential analysis for the purpose of verification of null hypotheses which has been done in the following paragraphs.

Study of Normality of Adjustment Scores of Teachers

For studying the score distribution on teacher adjustment inventory scales a frequency distribution was first prepared from the data sheet. The obtained scores on administration of Adjustment Inventory of Mangal (1996) have been subjected to differential analysis after a detailed study of score distribution.

First of all data collected on adjustment scale, have been subjected to assessment of central tendency, measures of variability, quartile deviation and percentile scores have been found out along with the skewness and kurtosis calculated in order to test the distribution along the lines of normality; as presented.

On the facial expression of data, the descriptive measures on adjustment score revealed that the mean value of the present distribution in relation to adjustment variable is (445.79), the median value is (473), the mode (527.43)and the standard deviation is (92.62). The mean values of female teachers (509.434), are higher than the mean value of the total sample (445.79). But mean values of male teachers (378.32).These values clearly revealed that male teachers are having adjustment problems.

Further the median value of this distribution (473) when added to the Q value of (59.63) becomes (532.63) which is not equal to the obtained Q3 value of (521.50). Similarly the Q value on subtraction from the median value becomes (413.37) which is again different from the obtained Q1 value of (402.25). All these indicate deviation of score distribution from normality on adjustment variable.

The normality of the distribution has been studied further through Kurtosis and Skewness value as suggested by Garrett(2011). The Skewness value is calculated as(-.691) and the Kurtosis value is (-.609)as against the normal values of zero and 0.263 respectively. This indicate that present distribution is slightly negatively skewed and also Laptokurtic distribution. So, from the facial expression of value, it is observed that frequency distribution has been slightly peaked than the normal.

All the above facts confirm that the present distribution of scores on level of adjustment of teachers deviates slightly from normality, which may be due to the non-normal distribution of sample chosen by the investigator.

Data were then subjected to differential analysis for the purpose of verification of null hypotheses which has been done in next chapter.

Categoration of the Teachers as per Level of Emotional Intelligence Scores with Correspond Level of Adjustment Score.

Categorization of the teachers on emotional intelligence and adjustment scales have been made as per the norms laid down in normal distribution. For categorization of the distribution of both the scores of the total sample have been taken into consideration. The total sample of both the scales have presented the categorization of scores slightly deviating from the principles of normality. This categorization is made through some more conveniently understandable categories to examine the relationship between high, average and low level of emotional intelligence obtained from raw scores with correspond levels of adjustment raw scores obtained by the selected teachers teaching at secondary level.

Categorization of the total sample as per three level of emotional intelligence with correspond level of adjustment score.

On facial expression of the data it is revealed that there were maximum teachers of average level of emotional intelligence (59.46%) with correspond average level of adjustment. But (21.35%) teachers possessed high level of emotional intelligence with correspond high level of adjustment. Whereas (19.17%) teachers possessed low level of emotional intelligence in relation to same level of adjustment.

Analysis and Interpretation: Gender Wise Variation of emotional Intelligence of Secondary School Teachers.

For determining the significance of difference if any, in the emotional intelligence of male and female teachers, 't' ratio was calculated. The result is shown in table-4.1 for the following framed null hypothesis.H01: The mean emotional intelligence score of male Secondary School teachers does not differ significantly from their female counterpart.

Table-4.1: Summary of t-value of emotional intelligence for male and female secondary school teachers

Variation	Sub-sample	N	M	SD	Df	't'	Significance level
Gender	Male	200	721.51	136.68	409	1.094	Not Significant
	Female	212	706.85	140.65			

From the above table-4.1, it is found that the mean emotional intelligence score of male is 721.51 and that of female is 706.85. The calculated value of 't' is 1.094 which is less than the table value at 0.05 level of significance, at 400 df. Therefore, the null hypothesis stating "The mean emotional intelligence score of male Secondary School teachers does not differ significantly from their female counterpart" is accepted.

The gender differences not being significant may be because of increased flexibility in gender roles. The result negates the normal or usual gender differences, which are found, replicated in most of the studies in the area of emotional intelligence those significantly favored females. The study of Mayer and Geher (1996), Bastian(2005), are not true with the finding of the present study.However, the result is confirmative with the studies of Edannur (2010), Lakshmi and Saraswati (2004) where they found, the gender did not make any differential influence on their emotional intelligence.

Gender wise Variation in Intra-Personal Awareness of Secondary School Teachers

For determining the significance of difference if any, in one of the dimensions of emotional intelligence of male and female teachers, 't' ratio was calculated. The result is shown in table-4.2 for the following framed null hypothesis.$Ho_{1.1}$: The mean intra-personal awareness score of male Secondary School teachers does not differ significantly from their female counterpart.

Table-4.2: Summary of t-value of intra-personal awareness for male and female secondary school teachers

Variations	Sub-sample	N	M	SD	Df	T	Significance level
Gender	M	200	309.84	40.08	409	7.776	Significant at 0.01 level
	F	212	272.67	56.05			

From the above table-4.2, it is found that the mean intra-personal awareness score of male is 309.84 and that of female is 272.67. The calculated value of 't' is 7.776 which is greater than the table value at 0.01 level of significance, at 400 df. Therefore, the null hypothesis stating "The mean intra-personal awareness score of male secondary school teachers does not differ significantly from their female counterpart" is rejected.

It is found that intra-personal awareness of male secondary school teachers is significantly higher than female secondary school teachers. The result is confirmatory with the earlier study of Killan (2011), and dis-confirmatory with the studies Salovey and Mayer(1990), Roka (2012) and where they found no gender differences in intra-personal awareness. And dis-confirmatory study of Lakshmi & Saraswati (2004) found that in intra-personal skill females higher than male.

Gender wise Variation in Professional Orientation of Secondary School Teachers

For determining the significance of difference if any, in one of the dimensions of emotional intelligence of male and female teachers, 't' ratio was calculated. The result is shown in table-4.3 for the following framed null hypothesis.H01.2, The mean professional orientation score of male secondary school teachers does not differ significantly from their female counterpart.

Table-4.3: Summary of t-value of professional orientation for male and female secondary school teachers

Variations	Sub-sample	N	M	SD	Df	T	Significance level
Gender	M	200	149.09	40.63	409	0.886	Not Significant
	F	212	152.27	31.37			

On perusal of the above table 4.3, it is revealed that the mean professional orientation score of male is 149.09 and that of female is 152.27. The calculated value of 't' is 0.886 which is less than the table value at 0.05 level of significance with df.400. Therefore, the above null hypothesis is accepted, which states that, "Professional orientation score of male secondary school teachers does not differ significantly from their female counterpart.''

It is found that female secondary school teachers are equally professionally oriented with that of male secondary school teachers. So, result is confirmative with the studies conducted by Sutton and Wheatley(2003) and Wong, et al.(2010).

Gender wise Variation in Intra-Personal Management of Secondary School Teachers

For determining the significance of difference if any, in one of the dimensions of emotional intelligence of male and female teachers, 't' ratio was calculated. The result is shown in table-4.4 for the following framed null hypothesis.H01.3, The mean intra-personal management score of male secondary school teachers does not differ significantly from their female counterpart.

Table-4.4: Summary of t-value of intra-personal management for male and female secondary school teachers.

Variations	Sub-sample	N	M	SD	df	t	Significance level
Gender	M	200	85.225	17.01	409	0.996	Not Significant
	F	212	83.533	17.46			

On perusal of the above table-4.4, it is revealed that the mean intra-personal management score of male is 85.225 and that of female is 83.533. The calculated value of 't' is 0.996 which is less than the table value at 0.05 level of significance, at 400 df. Therefore, the null hypothesis stating, "The mean intra-personal management score of male secondary school teachers does not differ significantly from their female counterpart'' is accepted.

It is found that the female secondary school teachers in intra-personal management does not differ with that of male secondary school teachers. The result is dis-confirmatory with the findings with Joseph, et al. (2007), where they found gender differences. However, the present result is confirmative with the studies where they found in self-regulation no gender difference confirmed by Roka (2012).

Gender-wise Variation in Inter-Personal Management of Secondary School Teachers

For determining the significance of difference if any, in one of the dimensions of emotional intelligence of male and female teachers, 't' ratio was calculated. The result is shown in table-4.5 for the following framed null hypothesis.H01.4, The mean inter-personal management score of male secondary school teachers does not differ significantly from their female counterpart.

Table-4.5: Summary of t-value of inter-personal management for male and female secondary school teachers

Variations	Sub-sample	N	M	SD	Df	t	Significance level
Gender	M	200	176.42	64.44	409	3.974	Significant at 0.01 level
	F	212	198.77	48.03			

On perusal of the above table-4.5, it is revealed that the mean inter-personal management score of male is 176.42 and that of female is 198.77. The calculated value of 't' is 3.974 which is greater than the value at 0.01 level of significance, at 400 df. Therefore, the null hypothesis stating, "The mean inter-personal management score of male secondary school teachers does not differ significantly from their female counterpart'' is rejected.

It is found that the mean inter-personal management scores of female secondary school teachers significantly higher than their counterpart male secondary school teacher. So, the female secondary school teachers differ with that of their male secondary school teachers. The result is dis-confirmatory with the findings of the previous studies where they found that, in inter-personal management gender differences was not present, replicated in the studies of Chan(2003), and Roka (2012), Pokhrel (2010). But the present result is confirmative with the studies of Joseph, et al. (2007) where he found in inter-personal management gender differences present.

GENDER WISE VARIATION OF ADJUSTMENT OF SECONDARY SCHOOL TEACHERS.

For determining the significance difference if any, in the adjustment of male and female teachers, the 't' ratio was calculated, the result is shown in the table-4.6, for the following framed null hypothesis.H02, The mean adjustment score of male secondary school teachers does not differ significantly from their female counterpart.

Table-4.6: Summary of t-value of adjustment for male and female secondary school teachers

Variation	Sub-sample	N	M	SD	Df	't'	Significance level
Gender	Male	200	378.32	83.57	409	19.96	Significant at 0.01 level
	Female	212	509.43	41.67			

On perusal of the above table-4.16, it is found that the mean adjustment score of male teachers is 378.32 and that of female is 509.43. The calculated value of 't' is 19.96 which is greater than the table value at 0.01 level of significance, at 400 df. Therefore, the null hypothesis stating, "The mean adjustment score of male secondary school teachers does not differ significantly from their female counterpart'' is rejected.

It is found that the mean adjustment score of male secondary school teachers differ significantly from their counterpart female secondary school teachers. In adjustment female secondary

school teachers is significantly higher than male secondary school teachers.

Present result is dis-confirmative with the previously conducted study of Singh(1993), replicated that male teachers higher in adjustment scores. And study of Ghosh (2008) are also not true with the present findings, where they found in adjustment no gender variation. Whereas, present result is confirmative with the study of Nayak (2005), confirmed that female secondary school teachers have significantly higher adjustment mean values than their male counterpart.

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT OF SECONDARY SCHOOL TEACHERS

To estimate the extent of relationship between emotional intelligence with that of correspond adjustment of secondary school teachers, co-efficient of correlation was computed. The result is depicts in table-4.7. In this context the following null hypothesis was formulated.H07, There does not exist any significant relationship between Emotional Intelligence and level of Adjustment of Secondary School teachers.

Table-4.7:Summary of correlation co-efficient between emotional intelligence and adjustment of secondary school teachers.

Variables	N	R	Nature of Relationship
Emotional Intelligence of Teachers	412	.916	Positive Relationship
Adjustment of Teachers			

On the perusal of the above table-4.7, it is found that the co-efficient of correlation between emotional intelligence and adjustment of secondary school teachers is 0.916 which is highly positive at 0.01 level of significance, at 400 df. (Garrett,2011,p-201). Hence, the null hypothesis stating, "There does not exist any significant relationship between Emotional Intelligence and level of Adjustment of Secondary School teachers.'' is rejected.

Hence, nature of relationship between emotional intelligence of secondary school teachers and their correspond adjustment is highly positive. Therefore, the above null hypothesis is not retainable. Thus it is concluded here that predicting variable(independent variable) of this investigation is highly related to the criterion measure(dependent variable).

The present result is confirmative, with the findings made earlier studies by Goleman (1995), Singh (2001), Chan (2003), Shanwal (2003), & Thilagavathy (2013), where they found positive correlation between emotional intelligence and adjustment.

FINDINGS

a) Emotional intelligence variable

i) Secondary school teachers found to be almost distributed normally with a little deviation in regard to the emotional intelligence of the teachers.

ii) The mean emotional intelligence of male secondary school teachers does not differ significantly from female secondary school teachers even at 0.05 levels.

iii) The mean intra-personal awareness score of male secondary school teachers differ significantly from their female counterpart. So, in intra-personal aware awareness of secondary school teachers gender differences found.

iv) Gender wise no differences found in professional orientation of the secondary school teachers. i.e. The mean professional orientation score of male secondary school teachers does not differ significantly from their female counterpart.

v) In intra-personal management of secondary school teachers no gender differences found. i.e. The mean intra-personal score of male secondary school teachers does not differ significantly from their female counterpart.

vi) In inter-personal management mean score of male secondary school teachers differ significantly from their female counterpart. So, in inter-personal management of secondary school teachers gender differences found.

vii) The adjustment score of secondary school teachers were distributed almost normally with a little deviation in regard to the adjustment of the teachers.

viii) Gender variation wise adjustment of the teachers studied and found that the mean adjustment score of male secondary school teachers differ significantly from their female counterpart . Hence, in adjustment of the teachers gender variation found.

ix) Positive correlation found in between the total score of emotional intelligence to the corresponding adjustment score of the secondary school teachers. Thereby indicating high correlation between these two variable. The contrasting group is found to be significant at 0.01 level of significance and the coefficient of correlation between two variable (r) is found to be 0.916.

THE RECOMMENDATIONS

Result of the present investigation concludes that variables like emotional intelligence significantly influence the development of adjustment of the teachers. Hence, the variable has an upper hand in influencing the adjustment of the teachers. On the basis of this fact the followings suggestions have been made.

(1) Strengthening the principle of recruitment to teaching profession.
(2) Due weight-age to be given to emotional intelligence during Curriculum development.
(3) Due weight-age in terms of marks to be given for evaluation of non-cognitive aspects of the students.
(4) More weight age to be given to nurture EQ everywhere.
(5) Regular assessment of emotional intelligence.
(6) Building a healthy school-community relationship for smooth functioning of the teachers.

a) Good role models of teachers, parents, etc. By observing these role models of teachers, children, gradually learn how to analyze and cope with life.

b) Positive aspects of religion can offer a lot of guidance.

c) Attending workshops and seminars on personality development.

All these will help the teachers to develop their EI competencies and ultimately he/she can cope with any situation.

Keeping in mind the research questions, framed objectives and findings of the present investigation the investigator recommends the followings for conducting future research.

i) Local need based research tools for data collection should be developed and standardized on the local population which can be used for future research.

ii) Many studies undertaken on various teacher variables are concentrated mainly on the cognitive aspect by neglecting the non-cognitive as well psychomotor domains, which are also very important for all round development of the society. This study is a little attempt in this regard. So future studies may be carried on other non-cognitive variables as well as psychomotor variables i.e. on various teaching skills variables for the modification of the teacher behaviors.

CONCLUSION

To achieve quality among teachers and to equip in any situation regular assessment of level of emotional intelligence of teachers are very much necessary everywhere.

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