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A Study of Occupational Adjustment in relation to Emotional Intelligence and Spiritual Intelligence and among Senior Secondary School's Teachers

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ABSTRACT: Present study is undertaken to investigate the significance mean difference of occupational adjustment in relational to low and high levels emotional intelligence and spiritual intelligence and to study the relationship of occupational adjustment with emotional intelligence and spiritual intelligence of senior secondary school teachers of four districts, Punjab. A total of 280 females senior secondary school teachers were selected by the simple random sampling method to participate in this study. The scales of Bell Adjustment Inventory by H. M. Bell (1961), Emotional intelligence Scale by Hyde et.al (2002) and Spiritual Intelligence Scale (SIS) by Dhar and Dhar (2010) were used to collect the data. For statistical analysis of data, it used the Pearson's correlation method was used. The results of this study showed there was significant mean difference was seen between occupational adjustments of senior secondary school teachers in relational to low and high levels emotional intelligence and spiritual intelligence. The result of correlation analysis showed that there is negative and significant relationship of occupational adjustment with emotional intelligence, spiritual intelligence and life satisfaction.

KEYWORDS: Occupational Adjustment, low and high level of Spiritual Intelligence and , low and high level of Emotional Intelligence Government senior secondary Schools, Teachers

The status of Indian women has been considerably enhanced in the country during the post Independence era. They are coming out of womb of traditional and custom-ridden society. Traditionally, women were expected to perform household duties and men took care of other out-side work. It was just as undesirable for a woman to work outside home in order to earn money and man were not supposed to involve in any domestic activities. In recent times, due to growing interaction between industrialization, urbanization and want of material's prosperity, women force takes active part in many occupations and professions. It leads to social progress, economic growth and national development besides supplementing the individual progress of women. The contribution of women to the country's development cannot be undermined. Women who constitute half of India's population play different roles as homemaker, workers, teachers,

professionals, managers, executives, politicians and so on. The role of teacher as is more appreciable than other professions in our country. Teachers come out to work for personal satisfaction, self-expression, financial security, sharing of responsibility, economic necessity, independence and so on. It provides them an opportunity to lead a comfortable and satisfactory life. A well-occupational adjusted teacher is one whose behavior is appropriately engaged with society norms, culture and a given interpersonal situation. Adjustment is a state or equilibrium of an organism with his physical and social atmosphere. According to Madam Montessori. "The teacher is an active observer and supervisor of children who directs and guides wherever and whenever necessary" But teacher should be emotionally and spiritually matured because it is generally believed that if a teacher has high levels of emotional and spiritual intelligences than h/she may be occupationally adjusted and will act as an effective instrument for developing effective human resources in terms of scholar growth in pleasing direction cartographer by the guardians of the society and planned by the movement policy-makers.

DEFINITION OF ADJUSTMENT

Hota (2000) found there was significant and positive relationship of all the dimensions of adjustment (namely home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment) with organizational health.

Chokkanatham and Lee (2005) stated that a person who fails to adapt is more prone to diseases, withdrawal, depression, anxiety and frustration.

Encarta (2006) viewed adjustment as an ability of a person to adapt with new circumstances, a new setting or a new situation.

Pandey and Bharadwaj (2010) stated that there are seven stages which helps to analysis the process of adjustment as given below :-

Person ---→ Need --→ Conflict--→ Tension --→ Restlessness --→ Tension reduction efforts -→ Release -→ Adjustment -→Environment.

OCCUPATIONAL ADJUSTMENT

Occupational adjustment means adjustment of a person with his workplace, job, or occupation. Occupation of a person measures his adjustment and degree of satisfaction with the selection of occupation, working conditions, association with seniors, colleagues, employer, and financial satisfaction as well as with the chances for promotion and advancement which influence the total adjustment of the person. Jeyarathoam (2015) emphasized on the importance of occupational adjustment in a person's life.

A person who has well occupational adjustment with his occupation always tries to do justice with his profession and honestly follow all the duties assigned at workplace.

EMOTIONAL INTELLIGENCE

There is another kind of intelligence which is above the intellectual ability of a person, as through a number of studies it has been observed that sometimes a person having good logical reasoning is not able to pull their life together. Such people cannot seemed to go ahead in their personal life and in professional life and do not appear to be enough to ensure success. Therefore, it can be realized that there is need of certain traits or behavior instead of having high level of intellectual traits to lead an adjusted, successful and happy life. And the required intelligence which is came out under the name of “Emotional intelligence”. An emotionally intelligent person is able to take decision more judiciously and effectively than their counterparts.

Mayer and Salovey (1990) defined emotional Intelligence is a form of social intelligence that deals the capacity to monitor one’s own and others feelings and emotions as well as to distinguish and know how to utilize this information to direct one’s thinking and action.

Goleman (1995) defined that to some extent an individual’s success in life is measured by his or her emotional intelligence. He said that an emotionally intelligent person deals with surrounding in a more matured way. Emotional intelligence enables a person to be aware of his feelings and of others. And Goleman also argued that emotional intelligence is a basic prerequisite in the use of intelligence quotient. It can be said in another way that emotions rule the heart while intelligence reigns supreme in the brain.

Balakrishnan and Raju (2015) found that an employee with high emotional competency was able to respond suitably to workplace pressure and his emotional behavior with his co-workers and his emotional abilities greatly increases his job satisfaction and job performance. And further he added that emotional competency helps in better adaptation.

SPIRITUAL INTELLIGENCE

There is an intelligence whose proper use in life can bring inter and intra peace in a person’s life and branches of psychology, neurology, and anthropology sciences of twentieth century have given it the name of “spiritual intelligence”. Spiritual intelligence teaches us the real meaning of adjustment. A person high in spiritual intelligence shows better adaptation in all the spheres of life and rather than carrying any kind of default feelings, constraint, and feeling of superiority, intolerance or injustice. Spirituality cannot be related with religion, moreover, it is above all the man made narrow religions which bounds and act as

barrier in path for the realization of spirituality.

Zohar and Marshall (2000) stated that when spiritual intelligence is high, we appeared to be intellectual and have proper behaviour. However when spiritual intelligence is low, people appeared to have problematic behaviour. They stated that individuals with high spiritual intelligence demonstrated higher measures of satisfaction and performance.

OBJECTIVES

1. To study and compare the occupational adjustment of senior secondary school teachers in relational to low and high levels of emotional intelligence.
2. To study and compare the occupational adjustment of senior secondary school teachers in relational to low and high levels of spiritual intelligence.
3. To study the relationship of occupational adjustment with emotional intelligence and spiritual intelligence.

HYPOTHESES

1. There will be no significant mean difference in occupational adjustment of senior secondary school teachers in relational to low and high levels of emotional intelligence.
2. There will be no significant mean difference in occupational adjustment of senior secondary school teachers in relational to low and high levels of spiritual intelligence.
3. There will be no significant relationship between mean scores of occupational adjustment with emotional intelligence of senior secondary school teachers.
4. There will be no significant relationship between mean scores of occupational adjustment and spiritual intelligence of senior secondary school teachers.

METHODOLOGY

The t-test was used to find out the mean differences of occupational adjustment scores in relational to emotional intelligence and spiritual intelligence. Correlation analysis is carried out to find out the relationship of dependent variable namely occupational adjustment with the independent variables of emotional intelligence and spiritual intelligence.

VARIABLES

Following variable are studied in present research work.

1) Independent Variable

- A. Emotional Intelligence
- B. Spiritual Intelligence

2) Dependent Variable

- A. Bell Adjustment Inventory

SAMPLE

A sample of 280 female senior secondary school teachers constituted the present study. The data was collected from four districts of Punjab namely Ludhiana, Patiala, Fatehgargh Sahib and Sangrur.

TOOLS

1. **Bell's Adjustment Inventory: Bell Adjustment Inventory by H.M. Bell (1961) adapted by Investigator**

Bell's Adjustment Inventory is a self-report of the individual's life adjustment as he has experienced them. It contains total 160 items with YES/NO and Question Mark (?) types of question asked in the questionnaires, it contains 6 various areas namely home, health, social, emotional and occupational adjustments. But, the aim of the present study was just to study the one of area that is occupational adjustment out of five areas of senior secondary school teachers in relation to emotional and spiritual intelligenes. There are 32 items related with the dimension of occupational adjustment out of 160 items.

OCCUPATIONAL ADJUSTMENT

Individuals with high scores are inclined to be dissatisfied with their present occupations. While, who make low scores tend to be well pleased with their present jobs.

Table: 1 Five Dimensions of Bell's Adjustment Inventory

S. No.	Dimension	Item numbers
1	Home	1,11,16,22,31,25,40,51,7,35,46,55,62,67,71,75,81,85,91,96,101,106,111,116,121,127,131,137,142,147,151,157
2	Health	3,6,13,19,24,27,33,38,42,48,53,57,61,66,73,78,84,88,93,97,103,108,113,117,122,126,133,136,141,146,152,156
3	Social	4,8,15,17,29,21,32,37,44,50,52,59,63,68,72,77,83,87,94,99,102,107,114,119,124,128,132,144,148,154,158
4	Emotional	2,10,14,18,23,28,34,39,43,47,54,58,65,70,74,79,82,90,92,100,10

		5,109,112, 120,123,130,134,140,143,150,153,160
5	Occupational	5,9,12,20,30,26,36,41,45,49,56,60,64,69,76,80,86,89,95, 98,104,110,115, 118,129,135,139,145,149,155,159,125

2. Emotional Intelligence Scale (EIS)-(2002) by Anukool Hyde Sanjyot Pethe and Upinder Dhar

This test was originally developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. This test consists of 34 items. The items are prepared in English and Hindi both. According to test, it is unrealistic to set to aside our emotions and feelings in workplace. Organizational life requires that we work side by side for eight to twelve hours a day. We spend more time with our coworkers than we do with our friends, relatives, spouse or children or other family members. Feelings and opinions just do not go away because we walk into workplace. At work, we can put on work clothes, but we cannot take off our emotions, so what happens to our emotions at workplace? They go underground and become a powerful invisible force. The term Emotional Intelligence encompasses the following five characteristics and abilities as discussed by Goleman (1995).

3. Spiritual Intelligence Scale by Dhar and Dhar (2010)

Spiritual Intelligence Scale by Dhar and Dhar (2010) it was standardized on executives and consists of 53 items or statement and presented on a five point Likert scale ranging from strongly agree, agree, neutral, disagree and strongly disagree. The scale was administrated on 323 executives in varied organizations. And items are alienated in to six dimensions.

Reliability: The reliability of the scale was determined by the split-half method corrected for full length by applying Spearman-Brown prophecy formula on the data collected from the sample of 323 subjects. The reliability coefficient was found to be 0.98.

Validity

Besides face validity, as all items of the scale were related to spiritual intelligence, the scale has high content validity. In order to determine validity from the coefficient of reliability (Garrett, 1981), the reliability index was computed. The index of reliability measures the dependability of test scores by showing how well obtained scores agree with their theoretically true values. The index of reliability gives maximum correlation which the given test is capable of yielding in its present form. This is true, because the highest correlation which can be obtained between a test and second measures is between the test scores and their corresponding true scores. The later has indicated high validity on account of being 0.99.

STATISTICAL ANALYSIS

The t-test was applied to find out the mean difference and Standard Deviation in occupational adjustment in relation to low and high level of emotional intelligence and spiritual intelligence respectively t test was used. The Pearson Correlation analysis is carried out to find out the relationship of dependent variable namely adjustment with the independent variables of emotional intelligence and spiritual intelligence.

FINDING OF LOW AND HIGH LEVELS OF EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE

To study the mean difference in occupational adjustment scores of senior secondary school teachers in relation to emotional intelligence and spiritual intelligence. For this purpose, emotional intelligence and spiritual intelligence are classified in to low and high levels on the basis of quartile (Q₁ and Q₃) on the sample of N=280 of senior secondary school teachers Punjab.

Means Difference in Occupational Adjustment Scores of senior secondary school teachers in Terms of Low and High Levels of Emotional Intelligence

The t-value of testing significance of mean difference in occupational adjustment of senior secondary school teachers with respect to low and high levels of emotional intelligence as given in table 2.

Table: 2 Mean Difference in Occupational Adjustment Scores of senior secondary school teachers In Terms of Low and High Levels of Emotional Intelligence

Emotional Intelligence of senior secondary school teachers	N	Mean	Standard Deviation	M_D	t-test
Low Emotional Intelligence	62	9.98	7.98	2.97	2.39*
High Emotional Intelligence	67	7.01	5.90		

*p<0.05

The table 2 reveals that the mean occupational adjustment scores of senior secondary school teachers with low and high levels of emotional intelligence came to be 9.98 (Standard Deviation=7.98) and 7.01 (Standard Deviation= 5.90) respectively. The calculated t-value came out to be 2.39 which is significant at 0.05 level. Thus, it may be concluded that the senior secondary school teachers with high emotional intelligence are significantly better occupationally adjusted as compared to senior secondary school teachers with low emotional intelligence.

Table: 3 Mean Difference in Occupational Adjustment Scores of senior secondary school teachers

in Terms of Low and High Levels of Spiritual Intelligence

The t-value of testing significance of mean difference in occupational adjustment scores of senior secondary school teachers with respect to low and high levels of spiritual is intelligence given in table 3.

Table 3: Mean difference in occupational adjustment scores of senior secondary school teachers in terms of Low and High Levels of Spiritual Intelligence

Spiritual Intelligence	N	Mean	Standard Deviation	M _D	t-test
Low Spiritual Intelligence	65	10.77	8.46	3.31	2.58*
High Spiritual Intelligence	67	7.46	5.96		

*p<0.05 level

The table 3 reveals that the mean occupational adjustment scores of senior secondary school teachers with low and high levels of spiritual intelligence came to be 10.77 (Standard Deviation=8.46) and 7.46 (Standard Deviation=5.96) respectively. The calculated t-value came out to be 2.58 which is significant at 0.05 level. It may be concluded that the senior secondary school teachers with high spiritual intelligence are significantly better occupationally adjusted as compared to senior secondary school teachers with low spiritual intelligence.

CORRELATIONAL ANALYSIS

The table 4 shows that the coefficients of correlation of occupational adjustment with emotional intelligence is negative and significant (-.123*) which is significant at 0.05 level. While the coefficients of correlation of occupational adjustment with spiritual intelligence is negative and significant (-.167*) which is significant at 0.01level.

Table: 4 Coefficients of Correlation of Occupational Adjustment with Emotional Intelligence and Spiritual Intelligence

Variables	Total (N=530)	Emotional Intelligence	Spiritual Intelligence

Occupational adjustment of senior secondary school teachers	280	-.123*	-167**
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This shows that as the scores of emotional intelligence and spiritual intelligence increases the occupational adjustment scores decreases and less scores of occupational adjustment show better occupational adjustment. It means that the senior secondary school teachers who have high levels of emotional intelligence and spiritual intelligence have high degree of occupational adjustment. It shows that there is negative and significant relationship of occupational adjustment with emotional intelligence and spiritual intelligence. This shows that emotional intelligence and spiritual intelligence directly influenced the occupational adjustment of senior secondary school teachers.

CONCLUSIONS

- Significant difference is seen on occupational adjustment in relational to low and high levels of emotional intelligence. The senior secondary school teachers with high level of emotional intelligence are significantly having better occupational adjustment than their counterparts.
- Significant difference is seen on occupational adjustment in relational to low and high levels of spiritual intelligence. The senior secondary school teachers with high level of spiritual intelligence are significantly having better occupational adjustment than their counterparts.
- There is negative and significant relationship seen between occupational adjustment and emotional intelligence (-123*) at 0.05 level.
- There is negative and significant relationship seen between occupational adjustment and spiritual intelligence (-167**) at 0.01 level.

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