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## ROLE OF ADJUSTMENT IN DEVELOPING EMOTIONAL INTELLIGENCE OF TEACHERS

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### ABSTRACT

*Emotions originate from exposure to specific situations. Emotions are our response to the world around us and they are created by the combination of our thoughts, feelings and actions. The nature and intensity of emotion is usually related to the cognitive activity in the form of the perception of the situation. Emotional intelligence is crucial for an individual in day to day life.*

*Emotional Intelligence influences our potential for learning the practical emotional competencies, and developing the emotional literacy necessary for quality of life, life satisfaction, and overall happiness. This article gives conceptual clarity on emotional intelligence and its significance. This critical investigation attempts to identify various strategies for improving the emotional intelligence of an individual in his varied roles in daily life. An educator must possess the vital skills; School is the formal agency giving education to the students. Teacher plays a vital role in the learning process. Now days, the education process is not healthy because of low emotional intelligence, Adjustment among teachers. This paper deals with teachers' adjustment and Emotional intelligence in order to promote it.*

**KEYWORDS:** *Emotions, environment, Education, Emotional intelligence, class room*

### 1. INTRODUCTION

Education is a wide area for research. It helps the human to make their behaviour in a desirable way. In education, the teaching and learning are essential elements. It depends on the teacher and the learners. The effect of education produces favourable changes in learners through teacher. If the teacher could not do their job well, it will make learning process as complex/negative effect and it leads the learner to ambiguity. On the other hand if the learners do not attend in learning, it leads to wastefulness. The teaching and learning process is too important in education According to the sentence "teacher mould their students", the most of the work depends on the teacher. So, the teacher is more responsible for teaching and learning process.

Life is a continuous process of adjustment. One is making countless adjustments every day. Many people apparently make adjustment, automatically, with no particular thought and offer without awareness. It means adaptation to physical environment as well as to social demand. No human being can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment.

The teacher should control their emotions manage their emotions with the help of emotional intelligence. It may help to solve classroom problems. It is imperative for a teacher to know whether he/ she have emotional intelligence.

## 2. ADJUSTMENT DEFINITION

Following are the definition of Adjustment

Adjustment means reaction to the demands' and the pressure of social environment imposed upon individuals. (Cited in KusamLata, 2014)

Gates and Jerried (1948) describes "Adjustment is a continuous process by which a person varies his behaviour to produce more harmonious relationship between himself and environment." (Cited by Sabu, 2012)

"Adjustment implies a more active role on the part of an individual. It is changing balance between needs and desire of the individual and society." (Cited by Pushpinder, 2013)

Good. (2011) describes the nature "Adjustment is the process of finding and adopting modes of behaviour, suitable to environment or to the changes in the environment." (Cited by Neetu, 2011).

## 3. EMOTIONAL INTELLIGENCE DEFINITION

Emotional intelligence is involved in the capacity to perceive emotions, accept emotions-related feelings understand the information of those emotions and manage them. Following are the definition of Emotional Intelligence.

According to Baron (1980), "It is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures". (Cited in Avanimaniar, 2003)

According to Golemen (1996), "Emotional intelligence, refers to the capacity for recognizing our own feelings and those of others, for motivating out selves, and for managing emotions well in ourselves and in our relationships". (Cited in Avanimaniar 2003)

Need and Significance of the Study

In educational process, emotional outbursts affect others to suffer. Many teachers don't know how to manage their emotions. The teacher, now days cannot control their class because of their in experience. If the teachers have emotional intelligence they will manage the class. The teachers who have good emotional intelligence can enhance the teaching and learning process among the students.

There should be good relation-ship between teachers and students. The students learning process will develop if the teachers and students relation-ship is mutual. The teachers always should be generous. The teachers must be helpful by knowing the status learning level of the students. The role of the teachers is to solve the problems, difficulties faced by the students in the class room.

## 4. CONCEPT OF ADJUSTMENT

The concept of adjustment was originally borrowed from biology. It was modelled after the biological term adaptation, which refers to efforts by a species to adjust to changes in its environment.

### Biological meaning:-

From biological point of view, adjustment is a mode of survival. It is a process of living in which, individual strives to satisfy his needs and even modifies them.

### Psychological meaning:-

From the psychological point of view Adjustment is the process by which, individual attempts to maintain a level of psychological equilibrium. Thus it becomes a tension reducing process.

### Statistical meaning:-

According to statistical view "Adjustment is a matter of views "Statistically an individual can be regarded well adjusted only when, he approaches the norm or group average and avoid deviations to either end psychologically

The view does not sound well as it ignores the fundamental doctrine of the uniqueness of the individual difference

Adjustment refers to the Psychological process through which people manage or cope with the demands and challenges of everyday life. Without adjustment no one can move, relate with others. Adjustment is correlate with all psychological, social, economical factors. Due to social environment, everyone should adjust with their relations hip. Adjustment is one factor which led to happy life.

## 5. CHARACTERISTICS OF WELL ADJUSTED INDIVIDUAL

Well adjusted person has an ability to plan, succeed, and achieve goals. He/she has a responsibility to do the work, curiosity, enthusiasm, social relationship and capable to survive in the social environment. He/ She have an effort to adapt him/her to the environment, to overcome frustration in achieving the gratification of his needs.

Well adjusted person will have following characteristics (cited in Renuha, 2004):

- ✓ Integration: A well-adjusted student is able to concentrate his energies on his goal.
- ✓ Ego development: A well-adjusted student is able to plan for the successful accomplishment of his goals.
- ✓ Reality orientation: A well-adjusted student recognizes reality learner frustration tolerance.
- ✓ Responsibility: A well-adjusted student feels responsible and his certain freedom of emotional expression and self-control.

- ✓ Sense of security: A well-adjusted student has a sound sense of security, which group out of his feeling of belonging and being desired.
- ✓ Curiosity: A well-adjusted shows normal curiosity and exhibits a natural easy spontaneity in a social relationship .Here adjustment means reaction to the demand and pressures of social environment imposed on the individual. The adjustment problem of the individuals plays a decisive role in his total development. Such problems often have their roots at home and school.

## 6. CONCEPT OF EMOTIONAL INTELLIGENCE

Emotional intelligence focuses on the softer skills of building and maintains human relationships. This aspect of life assumes a lot of importance since a person is not detached from the human element, be it work place, the home front or the social circle, human interactions are inevitable and our success depends to a large extent on what we make of these interactions and relationships. 8 The concept of emotional intelligence has been widely discussed by many researchers. Researchers have different ideas about it hence in order to understand the nature of emotional intelligence one has to go through the different models of emotional intelligence.

## 7. MEASUREMENT OF THE EMOTIONAL COMPETENCIES (GOLEMAN) MODEL

Two measurement tools are based on the Goleman model: The Emotional Competency Inventory (ECI), which was created in 1999, and the Emotional and Social Competency Inventory (ESCI), which was created in 2007. The Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment. Building upon and integrating a great deal of research, Goleman (1998) presented a model of emotional intelligence with twenty-five competencies arrayed in five clusters Boyatzis, 1982., Spencer and Spencer.

## 8. ROLE OF EMOTIONAL INTELLIGENCE IN TEACHING AND LEARNING

Emotions have the potential to energize students' thinking. Emotions can interfere with learn ingin several ways. Emotions can create anxiety in students particularly about academics. Emotions can limit the capacity to balance emotional issues with academics. Intellectual resources are used. Educators can create an emotionally safe classroom environment by providing targeted, positive feedback on successful elements of work in conjunction with suggestions

acknowledging students' capabilities. Teachers can create emotionally safe classrooms by affirming students'

Accomplishments in non-competitive ways, encouraging self-confidence, providing opportunities to take risks without penalty, and giving thoughtful feedback. Teachers can help about their work, emotionally safe classroom environment is necessary for students' cognitive learning, growth, and creative expression. The teacher could provide support to student for improving chance of survival and excel and to develop in the student an attitude to take advantage of the situation.

## 9. FIVE SOCIAL AND EMOTIONAL COMPETENCIES

Goleman (1998) has identified five 'social and emotional competencies' which make up

Emotional Intelligence. These competencies are:

- ✓ Self Awareness Being alert to your feelings
- ✓ Self Regulation Managing your feelings
- ✓ Motivation Using feelings to help achieve your goals
- ✓ Empathy Tuning into how others feel
- ✓ Social Skills Handling feelings well in interaction with others

Each of these competencies directly or indirectly affects the teaching and learning environment. Teachers who are in possession of these competencies are able to make the experience of teaching and learning more memorable, enjoyable and intellectually stimulating, both for themselves and for the students.

## SELF AWARENESS

Gold and Roth (1993) defined self-awareness as a "process of getting in touch with our Own feelings and behaviours." Increased self-awareness in teachers involves a more accurate Understanding of how students affect their emotional processes and behaviours and how Their behaviour affects students. Teachers are seldom unaffected by the behaviours of their students and often the students bring out the best and the worse in teachers (Richardson, 2001). The development of the teachers, to a large extent, depends on their willingness to

Take risks and to regularly ask themselves as to which of their behaviours is helping or hindering their personal or professional growth.

Although teachers should be able to recognize the signs of emotional distress in their students, it is equally important for them to acknowledge that their own personalities, learned Prejudices and psychological histories have shaped their attitudes and responses to certain Behaviours (Long et al, 1996). Awareness of their own emotional triggers improves their chance of



making rational decisions based on conscious processes rather than unconscious Emotional conditioning. The conscious, ongoing efforts to improve self-awareness can enhance their overall effectiveness and job satisfaction.

### **SELF REGULATION**

Orme (2001) defined self regulation as 'being able to face disruptive emotions like anger and fear and making choices when you are in the middle of a crisis'. Teaching is a hard Profession and unlike many other professions, teachers are constantly exposed to emotionally Provocative situations. The deteriorating climate in the classrooms is leading to an increase in the troublesome student behaviour and teachers become emotionally exhausted as they Try to manage them. When the feelings are highly aroused and the situation demands a Strong emotional reaction, self regulation becomes extremely difficult as the teacher cannot simply excuse herself until she calms down. The teacher has to stay in the classroom with the students and sometimes coping with their own negative emotional response can be a Major stress or for the teachers.

Teachers with high level of self regulation are better able to manage their behavior in the classroom and develop and manage nurturing relationships with their students. They serve as behavioural role models for their students and provide outstanding examples of desired Social and emotional behaviour.

### **MOTIVATION**

Motivation is one of the most important things that a teacher should possess. Students Have different kinds of tastes, preferences, fears and inhibitions over the subjects. It is the job of the teacher to create enthusiasm and interest and to remove any fear and inhibition that a student may have towards the subject. This is not possible unless the teacher is herself motivated and passionate about the subject.

Highly motivated teachers find teaching enjoyable and ensure that students enjoy it too. They set high standards for themselves and their students. They expect their students to Succeed and feel a keen sense of responsibility for them. Motivation is highly contagious and gets transferred easily from teachers to students and makes the environment of the classroom conducive to learning.

### **EMPATHY**

An empathetic disposition has been seen as a desirable trait for the teachers especially for those working with students from diverse backgrounds. Empathetic teachers often have a Caring relationship with their students and this leads to high motivation and better performance of

the students. Additionally, empathy can foster openness and flexibility and

Because of this, the teachers are better able to modify the pedagogy and curriculum to fit

With their students' needs. Empathy can be developed by encouraging open communication in the classrooms. More emphasis can be laid on cultivating a dialogue than a monologue. In order to get feedback from their students, empathetic teachers encourage them to voice their views and ideas openly to make teaching a two-way process rather than one-way flow of information.

### **SOCIAL SKILLS**

Social skills involve skills like communication, understanding the students, and managing them in order to make the environment in the classroom more conducive to teaching and learning. Teachers are constantly imparting new knowledge, but it is of no use if the students have a difficulty receiving it. To be more effective, teachers should try to get regular feedback from the students in order to know if the students really understand what the t teachers are trying to put across. For this, non-verbal communication is as important as the verbal communication. By attending to the body language of the students, the teachers come to know when the students are confused or bored. From the body language of the teachers students pick up if the teachers are confident and enthusiastic. Paying attention to these cues can lead to more flexibility and readiness to respond in teachers. They can change their methodology and pedagogy to suite the students' expectations. The teachers high on social skills also pay importance to the individual differences in their students as it helps to manage them in a better way. Some students are internally motivated to learn and do not require any external reward or reinforcement. On the other hand, some students will require constant monitoring and optimum use of rewards, reinforcements and sometimes punishment. Some students have to be tackled by the using humor whereas others may have to be dealt with sternly. Understanding these individual differences and dealing with different students in a different way can increase the effectiveness of teaching.

### **CONCLUSION**

Emotional Intelligence is the ability of an individual to appropriately and usefully respond to a vast variety of emotional stimuli, being elicited from the inner self and immediate environment. Emotional intelligence motivates an individual to recognize truthfully, interpret honestly and handle tactfully dynamics of human behaviour. Developing skills and pleasure in the avenue of emotion and being emotionally sensitive, mature and competent is vi al to the wellbeing of the individual and the communities. An individual

should attempt to improve his own emotional intelligence as well as that of the persons in his immediate social network. An educator should create an emotionally safe classroom

Adjustment is one of the parts of our life. Without adjustment, no one cannot work and live peacefully. Adjustment moulds one's character, attitude, personality which leads to better achievement in the life. Every person should adjust with their circumstances, persons, friends, relatives, colleagues and other people too.

There adjustment should be placed otherwise, many social problems will be occupied and it will affect the teaching and learning process. Teacher is a person who leads an important role and paves a better way for the students. She /he not only teaching to students but also guiding them for their better future. So it is essential for them to have good mental health, and emotional and social condition which is characterize by thoughts and behaviour patterns which are satisfying to the individual and in reasonable harmony with the group of which she/he is a member.

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