

ADJUSTMENT AMONG WORKING WOMEN IN RELATION TO EMOTIONAL INTELLIGENCE, SPIRITUAL INTELLIGENCE AND LIFE SATISFACTION

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ABSTRACT

Present study was undertaken to investigate the significance of relationship of adjustment with emotional intelligence, spiritual intelligence of working women and Life satisfaction among working women of four districts, Punjab. A total of 530 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 (1971), Emotional intelligence Scale by Hyde et.al (2001), Spiritual Intelligence Scale (SIS) by Dhar and Dhar (2005) and Life Satisfaction Scale by Singh and Joseph (2007) 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 negative and significant relationship of adjustment with emotional intelligence, spiritual intelligence and life satisfaction.

Keywords:- Adjustment, Life Satisfaction, Spiritual Intelligence, Life Satisfaction, working women.

INTRODUCTION

Due to rapid changes in the society, the women work participation rate has been increasingly rapidly. While playing dual role, sometimes it become difficult for working women to adjust with family members, colleagues and with society. But at the same time it has been came in to knowledge that the working women who are having high level of emotional and spiritual intelligences and life satisfaction. According to the Theory of Evolution (Darwin, 1859) only those who adapt successfully survive, those who fail to adapt die out. Better adjustment is thus need of the hour to lead a success and peaceful life.

1.1.Adjustment

Adjustment is a process which reflects total personality of a person by balancing and equilibrating his behavior according to the present condition or we can also says that adjustment is a process maintaining, adjusting and behaving according to physical and social environment. Adjustment is satisfactory relationship between individual and environment in respect of five areas of Adjustment i.e. home, health, social, emotional and education (Setia,

1991). Adjustment is the harmonious relationship with environment in which most of the individual's needs are satisfied in socially acceptable ways and resulting in forms of behaviour which may range from passive conformity to rigorous actions (Srivastava, 1996). A well-adjusted person is one whose behavior is appropriately engaged with society norms, culture and a given interpersonal situation. Adjustment is state or equilibrium between an organism and its physical and social atmosphere in which there is no stimulus alters evoking a response. An adjusted person lives a healthy, contented and cheerful life. Adjustment refers to inner degree of capacities, potentialities and caliber of a person which enables to coordinate with surroundings. Adjustment is a continuous process of maintaining harmony with attributes of individual and environmental conditions which surround him (Dunn, 1963). Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behavior or action

1.2. Emotional intelligence

Emotional intelligence is defined as a person capacity to know, aware, expose, shed his/her own emotions according to the demand of the surrounding. Emotional intelligence leads for better adjustment. A woman with balanced emotions can better adjust with surroundings. According to Goleman (1998) emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Singh (2003) defined emotional intelligence as the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and immediate environment. edge and reflectively regulate emotions so as to promote emotional and intellectual growth. Tiwari and Srivastava (2004) defined emotional intelligence is made up of a set of skills and these skills can be improved through education Caruso and Wolfe (2004) defined emotional intelligence as the ability to perceive emotions, access and generate emotions so as to assist thought, understand emotions and emotional knowledge. Sulaiman (2013) conducted a study on 323 students from Sultan Qaboos University and found positive correlation between emotional intelligence and psychological adjustment. Punia and. Abdullah, Elias, Mahyuddin, and Uli (2009) conducted a study on 250 first year students. Sangwan (2011) conducted a study on 120 students from Hisar district of Haryana and found significant positive relation between emotional intelligence and adjustment. Pandey and Anand (2010) conducted a study and found that emotional intelligence was positively associated to marital adjustment. China. A positive and modest correlation was found between the emotional intelligence and life adjustment scores for students in both Taiwan and Anhui. Adeyemo, (2005) conduction a study on 200 students concluded that there is significant positive relationship between emotional intelligence and adjustment.

1.3. Spiritual intelligence

The twentieth century showed a third intelligence called spiritual intelligence based on the evidence of psychology, neurology, and anthropology sciences. Spiritual intelligence is the ability to ask question related to the existence of one's on the world. A person high in

spiritual intelligence shows faith in all the religions but without any kind of default feelings, constriction, feeling of superiority, intolerance or injustice. Spirituality is above all the man made narrow religions bounds which act as hindrance in path for the attainment of spirituality. A spiritual person has very spiritual qualities without being religious at all. Spiritual intelligence is spiritual consciousness of a person. Spirituality is like an umbrella which covers all the intelligences namely intellectual, ethical, emotional, conative, psychomotor and interpersonal. Spirituality is an approach to accept everyone with opened hands and heart. Spirituality involves peak experiences not stages. A fundamental viewpoint would most probably comprise all these different views and others as well (Wilber, 1998). Howell (2004) and Hussain (2005), researchers like Royes (2005) and King (2008) have also contributed to the theory of spiritual intelligence. Zohar and Marshall (2000) stated that when spiritual intelligence is high, we appear to be intellectual and have proper behavior. However when spiritual intelligence is low, people will appear to have problematic behavior. They stated, individuals with high spiritual intelligence demonstrated higher measures of satisfaction and performance. To achieve this, we should search for those capabilities of an individual's being and behaviour which signify the presence of spiritual intelligence at work.

1.4. Life satisfaction

Satisfaction with life is a consistent, comprehensive concept which reflects the emotion and general viewpoint of a society towards the world in which they live. Seligman(2005) regards life satisfaction to be a reflection of balance between an individual's requirements and his/her present situation. For some, satisfaction with life is defined as prospect hope, whereas future hope is one of the consequences of satisfaction or dissatisfaction with life, such that when a person is wholly satisfied with their life, they become more confident about the future. As a whole, satisfaction with life is the feeling of prosperity because the individual finds meaning and satisfaction in life, from the past to the present with hope of a desirable life in the future. Yang (2002) has reported a meaningful relation between the rate of an individual's combativeness and decreased satisfaction with life. The findings of Losoncz(2009) have shown that students who enjoy a higher level of satisfaction in life have greater feelings of welfare and happiness. Satisfaction with life is one of the efficient factors of human promotion and evolution. This issue is particularly important amongst women. The results have shown a meaningful relation between spiritual intelligence and life satisfaction, as well as between emotional intelligence and life satisfaction. Spiritual and emotional intelligence variables are predictors of life satisfaction Nadeu (2011). Fabricator *et al.* (2000) have found that spirituality influences general satisfaction with life. Personal spirituality is a reliable predictor of increased satisfaction with life. Starks and Hughey (2003) in a survey of the relation between spirituality and life satisfaction in African American women have shown that women who had higher religious towards spirituality enjoyed meaningful correlations with satisfaction in life. Spirituality was a variable that played a role in life satisfaction in middle aged African women despite their age, income and education levels. The results of a study by Okulicz-Kozaryn (2010) have also shown that being religious was connected to higher satisfaction with life. With due attention to the

aforementioned studies and the importance of satisfaction with life and recognition of factors related to this satisfaction, this research sought to determine if a connection between spiritual intelligence and life satisfaction existed in two groups, unmarried and married females. Spiritual intelligence was defined based on individuals' adjustment abilities that consequently influenced satisfaction with life. We have additionally sought to determine if there was a significant difference in two groups, university and theological students concerning spiritual intelligence and satisfaction with life.

Emergence of the problem

With the help of review of the related literature investigator came to know that not much research work has been done on the relationship of adjustment with emotional intelligence, spiritual intelligence and life satisfaction among working women of four districts of Punjab.

Objectives

1. To investigate the significance of relationship between adjustment and emotional intelligence of working women.
2. To investigate the significance of relationship between adjustment and spiritual intelligence of working women.
3. To investigate the significance of relationship between adjustment and emotional intelligence of working women.

Hypotheses

1. There will be no significant relationship between adjustment and emotional intelligence of working women.
2. There will be no significant relationship between adjustment and spiritual intelligence of working women.
3. There will be no significant relationship between adjustment and life satisfaction of working women.

Design

Descriptive survey method was employed in the present investigation. The present survey was conducted on a sample of 530 senior secondary school teachers.

Sample

Sample of the study consisted of 530 women working in Government sectors (4 districts Ludhiana, Patiala, Fatehgargh, and Sangrur) of Punjab. The sample of working women were collected from district Ludhiana which further consist tehsils and tehsils are split into blocks. The information regarding all these was collected from census 2011.

Tools

- I. Bell Adjustment Inventory by H. M. Bell (1971)
- II. Emotional intelligence scale by Heyde et al (2002).

- III. Life Satisfaction Scale by Singh and Joseph, (2007).
- IV. Spiritual Intelligence Scale (SIS) by Dhar and Dhar (2005).

Statistical Techniques Used

Following technique was used for testing the hypotheses.

- I. Pearson's product moment correlation

Results and discussion

To investigate the significance of relationship between adjustment and emotional intelligence, adjustment and spiritual intelligence and adjustment and life satisfaction among working women. Pearson's coefficient of correlation was employed and the result is given in table1 below

Hypothesis- 1. There will be no significant relationship between adjustment and emotional intelligence of working women.

To verify the above hypotheses, co-efficient of correlation by Pearson's product moment method was found between emotional intelligence and adjustment.

Table 1
Co-efficient Of Correlation between Emotional Intelligence and Adjustment.

Sr. No.	Variables	N	R	Level of significance
1.	Emotional Intelligence	530	-.160**	0.01
2.	Adjustment	530		

**p<0.01 level

Hence, first hypotheses that *there will be no significant relationship of adjustment with emotional intelligence of senior secondary school teachers* is rejected. This shows that as the scores of emotional intelligence increases the adjustment scores decreases and less scores of adjustment show better adjustment. It means that the working women who have high levels of emotional intelligence have high degree of adjustment. It shows that there is negative and significant relationship of adjustment with emotional intelligence. This shows that emotional intelligence directly influenced the adjustment of working women.

Hypothesis-2. There will be no significant relationship of adjustment with spiritual intelligence of senior secondary school teachers.

To verify the above hypotheses, co-efficient of correlation by Pearson's product moment method was found between spiritual intelligence and adjustment.

Table 2
Co-efficient Of Correlation between Spiritual Intelligence and Adjustment.

Sr. No.	Variables	N	R	Level of significance
1.	Spiritual Intelligence	530	-.129**	0.01
2.	Adjustment	530		

**p<0.01 level

Hence, first hypotheses that *there will be no significant relationship of adjustment with spiritual intelligence of senior secondary school teachers* is rejected. This shows that as the scores of spiritual intelligence increases the adjustment scores decreases and less scores of adjustment show better adjustment. It means that the working women who have high levels of spiritual intelligence have high degree of adjustment. It shows that there is negative and significant relationship of adjustment with spiritual intelligence. This shows that spiritual intelligence directly influenced the adjustment of working women.

Hypothesis -3. There will be no significant relationship of adjustment with life satisfaction of senior secondary school teachers.

To verify the above hypotheses, co-efficient of correlation by Pearson's product moment method was found between spiritual intelligence and adjustment.

Table 3
Co-efficient Of Correlation between Life Satisfaction and Adjustment.

Sr. No.	Variables	N	R	Level of significance
1.	Life Satisfaction	530	-.251**	0.01
2.	Adjustment	530		

**p<0.01 level

Table 3 reveals that the value of correlation between adjustment and emotional intelligence is -0.182 which significant 0.01 level of significance is. This leads to the conclusion that when the scores of emotional intelligence are high the scores of adjustment are low. According the adjustment inventory low scores means better adjustment. High emotional intelligence is thus associated to better adjustment.

Conclusions

In the present study, researcher found following conclusions:-

1. There is negative and significant relationship (-.160, significant at 0.01 level) between emotional intelligence and adjustment.
2. There is negative and significant relationship (-.129, significant at 0.01 level) between spiritual intelligence and adjustment.

3. There is negative and significant relationship (-.251, significant at 0.01 level) between life satisfaction and adjustment.

Discussion

The present findings revealed that adjustment is negatively and significantly correlated with life satisfaction and spiritual intelligence. The studies which go in tune with present study as by done by Yang (2006) found that age and spirituality played most significant variables affecting on the adjustment of nurses. Shaikhmahmoodi (2013) found that there was significant difference seen among religious orientation, marital adjustment and psychological well-being. Devi et.al (2016) found spiritual intelligence and adjustment was positively and significantly related with each other among arts and science college students. (in these case more adjustment scores show better adjustment). Parmar (2016) found negative and significant relationship between life satisfaction and adjustment. Tripathi (2016) found negative and significant relationship between emotional intelligence and adjustment. Bhagat et.al (2015) found negative and significant relationship between emotional stability and social adjustment. The results of the present investigation are in cue with the results as found by Sim and Bang (2016) who revealed that there was significant relationship between emotional intelligence, stress coping and adjustment among nursing student's college life.

Educational Implications

1. The present study findings show adjustment is negatively and significantly correlated with emotional intelligence of working women. High emotionally working women are more adaptable to change work environment. The reason behind this may be due to fact that that they have more self-management, the ability to work in teams and have strong adaptable potential. And finally, all of these competencies are intertwined in emotional .
2. The present study findings show adjustment is negatively and significantly correlated with spiritual intelligence of working women. The reason behind this may be that they spirituality brings feeling of compassion, ability of facing and conquering pain, high awareness and adaptability. So schools should organize such type of programme or workshops which help the teachers to enhance their spiritual intelligence and may guide them how to use this intelligence for the development of students career.
3. The present study findings showed that adjustment is negatively and significantly correlated with life satisfaction of senior secondary school teachers. The reason behind this may be that it ia an overall assessment of one's feelings, attitudes and behavior of own's ranging from positive to negative. And teachers who are satisfied with their life see positivity in happening of everything. Life skills based programmes should be the part of daily routine.

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