

A Study of Professional Jealousy in Education System

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Abstract: The professional life of teacher connected with institution, colleagues and students. Every individual teacher is unique and different. But this individuality may be criticized by other colleague. The present study focus on professional jealousy among secondary school teachers. The study revealed that a significant difference was observed between government and private school teachers with respect to professional jealousy scores ($t = -3.6442$, $p < 0.05$) at 5% level of significance. Hence, the hypothesis is rejected. The alternative hypothesis is accepted. It means that, professional jealousy scores are significantly higher private schools as compare to government secondary schools and a significant difference was observed between junior and senior teachers of secondary school teachers with respect professional jealousy scores ($t = -2.6975$, $p < 0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, professional jealousy scores are significantly higher among juniors as compare to senior teachers and a significant difference was observed between head masters and assistant teachers with respect to professional jealousy scores ($t = -3.3811$, $p < 0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, professional jealousy scores are significantly higher among assistant teachers as compare to head masters. It is concluded that The private secondary school teachers and juniors and assistant teachers suffering lot because of professional jealousy of their colleagues. Hence these teachers need to be taken care and guided. The institutions and organizations heads and management should also need to be guided properly. The special guide lines should be framed to control the negative effect of professional jealousy.

Key words: Career, Collaboration, Compare, Competition, Jealousy, Professional, Undermining

I. INTRODUCTION

Jealousy is feeling of negativity which dealt in the subjects like psychology, sociology, anthropology, which spoils relation between people (Pines & Aronson, 1983). It is known that the first theoretical study on jealousy was made by Lewin (1948), and it was an emotion or behavior that came up, especially in the relationships between married couples. Pines (1998) described jealousy as a response to a hazard element that could lead to the breakdown or end of a valued relationship. In a relationship, the emotional state resulting from the relationship of the person's partner with another person (Buunk & Bringle, 1987; White, 1981), feelings of anger, unhappiness and fear caused by the deterioration or end of the relationship (DeSteno & Salovey, 1996). The question arises here that what about professional jealousy? The present study focus on professional jealousy among school teachers.

II.GENSIS OF THE PROBLEM

The researcher found that the two teachers of secondary school were spreading rumors each other. They talk ill about each other. Even many time researcher warned and counseled both. The school teachers working in unaided sector were students of researcher. These two teacher spoiling image of other. This much of unhealthy angriness, hatred, unhealthy competition, using vulgar words which were not tolerable. Being teachers they must be role model to students. But these teacher talking negative each other in front of students. The researcher studied both teachers past history and education background etc Both teacher were good in academic and socio-economic status , and intellectual level. Final it is found that there is professional jealousy among each other. This is scene of small school. But we must think of many schools in the global education system may be facing same professional jealousy. This burning problem may not harm education system. The researcher decided to do research on this problem.

OPERATIONAL DEFINITIONS

Professional jealousy in education system can be referred as the feeling of jealousy or anger or bitterness, unhealthy competitions with other employ who trying to have perks or benefits from management, heads or shown better high performance in given task or been very popular in students circle. Professional jealousy has five indicators. **1.Undermining:** A jealous employee might subtly undermine their colleague's work or achievements. This can include spreading negative rumors or taking credit for others' successes. **2.Competitive Behavior:** Increased competitiveness can arise, where the jealous employee might engage in aggressive tactics to outshine the other person or gain favor from management. **3. Collaboration Issues:** Professional jealousy can lead to strained relationships and hinder collaboration. Teamwork may suffer as individuals prioritize personal gain over collective success. **4. Impact on Morale:** Jealousy can affect overall team morale, creating a toxic work environment where trust and mutual respect are diminished. **5.Career Implications:** The targeted employee might face obstacles in career advancement or face unfair criticism, which can affect their professional growth and job satisfaction

II.REVIEWS

According to Spielman (1971), envy is the desire of the individual to have what another person has, and the unhappiness and feeling of badness are given by something that someone else has what she or he wants to have. According to this, envy shows itself with the anger and sadness of not having. Salovey and Rodin (1986) made the difference between jealousy and envy by defining social relationship jealousy and social comparison jealousy. Accordingly, the reaction of an individual's relationship with another person (this can also be an object) is threatened by another person is social relationship jealousy. This can be considered as a reaction to the risk of something that an individual has; it is taken away. What is owned can be a relationship, home, car, success, professional position, but it is often defined as a reaction to the risk of loss or break down of an emotional relationship. In jealousy of social comparison, there is the relationship, professional position, success, home, car, personality trait, or physical trait that the individual wishes to possess, and is the effort to be nurtured and replaced by another person who has this condition. Although both definitions are called jealousy in daily life, it can be stated that social relationship jealousy corresponds to jealousy and social comparison jealousy corresponds to envy. When definitions of jealousy and envy are examined, it is seen that both concepts are directly related to each other. One concept is the tendency to protect something that is owned, and the other is the tendency to obtain something that does not. With X and Y persons and object A, these two concepts can be summarized as follows: Person X has A and knows that Y wants to have A. In this case, X's sense of protecting A from Y is jealousy. Person Y wants to have A, but X owns it. In this case, Y's aim and reaction to obtain A from X is envy. Jealousy

and envy involve complex emotions experienced during these desires to obtain or not to lose something. Various studies and scales are found in the literature in order to reveal these complex emotions and the variables they are associated with, especially in order to measure jealousy in emotional relationships. With the scales such as Cognitive Distortions Related to Relationships developed by Hamamcı (2002), Multidimensional Jealousy Scale was developed by Pfeiffer and Wong (1989) and was adapted into Turkish by Karakurt (2001), Emotional Jealousy Scale was developed by Kızıldağ (2017), Partner Emotional Jealousy Scale was developed Kızıldağ and Yıldırım (2017), jealousy, especially in emotional relations, was tried to be defined and measured. Although jealousy comes to mind when jealousy is mentioned, one of the critical points in this regard is the concepts of jealousy and envy among individuals encountered in education. The envy for successful opponents and the self-criticism that led us to hold ourselves responsible for being lost constitute which was mentioned in Freud's statement of jealousy are an essential and frequently encountered dimension of jealousy (Pines, 1998). Massé and Gagné (2002) found that the students who successfully stand out from their peers were jealous by their peers (they describe it as a jealousy corresponding to the concept of envy) and they showed that students were jealous of their peers' social and academic achievements depending on their academic achievement or intelligence. Rentzsch, Schröder-Abé and Schütz (2015) showed that students develop a sense of hostility towards others with academic self-esteem, especially in competitive environments, and the envy mediates this. GonzálezNavarro, Zurriaga-Llorens, Tosin-Olateju, and Llinares-Insa (2018) have demonstrated that envy governs interpersonal relationships in working and competitive environments. In these limited numbers of studies, it was seen that qualitative approaches were used to measure envy or the sense of jealousy, and there was no quantitative measurement tool to measure the state of jealousy encountered in academic settings in the literature. Today, within the number of educational institutions and university graduates increase each year, it is thought that there is competition in both educational institutions and professional institutions, and this will bring the concept of envy. The research results support this. When the studies which were done and the measurement tools which are used are examined, it is seen that there is not a measurement tool to directly reveal academic jealousy. The indirect consequence of this is the theoretical framework for the concept of academic jealousy could not be developed. Many measurement tools to measure emotional jealousy provide to definition of this feature and investigate of the relationship between variables that may be related. Therefore, theories about jealousy in emotional relations have been developed. The lack of a measurement tool to measure academic jealousy in the literature, it was cause that this feature has not been investigated. The use of the scale by researchers is an important starting point in terms of defining the concepts and structures to which the structure is related. In other words, being able to measure the concept of academic jealousy with a measurement tool will also provide to determine the other structures in which it is associated and characteristics of the structure. For this reason, it is thought that the scale plays an important role in the development of the theoretical structure of academic jealousy. Determining an individual's level of academic jealousy will make it easier to determine how this trait will affect one's academic achievement, course of education, peer relationships, and other academic situations. In this sense, the use of the academic jealousy scale by the guidance units in schools is important in terms of recognizing the students and being able to consult them accordingly.

III.OBJECTIVES

- 1.To study the professional jealousy of secondary school teachers with respect to types of management.
- 2.To study the professional jealousy of secondary school teachers with respect to their seniority or junior in teaching service.
- 3.To study the professional jealousy of secondary school headmaster and assistant teachers

IV.HYPOTHESES

Hypothesis.1: There is no significant difference between private and government secondary school teachers with respect to professional jealousy.

Hypothesis.2: There is no significant difference between senior and junior secondary school teachers with respect to professional jealousy

Hypothesis.3: There is no significant difference head master and assistant teachers of secondary schools with respect to professional jealousy.

V.METHODOLOGY

a.Data Collection: The data was collected through simple random sampling method. The teachers who were working in secondary schools of Kalaburagi, Vijayapura and Belagavi, Koppal districts of Karnataka, India acted as samples. The size of sample is two hundred only. The researcher visited to secondary schools and conducted clinical interview. Initially teachers were shown negligence or not shown interest regarding professionally jealousy. The word itself is little scary for them. But researcher took them in confidence made them realize about professional jealousy is common in every institution, the sufferer should rise voice against this kind of exploitation, the responses whatever they provide will create new healthy generation. Finally all teachers were agreed to express their opinion openly. The researcher requested to teachers that to express the level of harassment faced because of professional jealousy. Then the teachers were informed to respond honestly and also informed them that this information used only for research. The right of respondent is respected. Only interested teacher's responses were considered for study.

b.Research tool: The research tool designed under five level validation process. The items were checked with internal consistency and reliability checked with Chronbach's alpha method. Total thirty one items were finalized with five indicators. 1.Undermining 2.Competitive Behavior

3. Collaboration Issues 4. Impact on Morale 5.Career Implications. The questioner was followed by likert five point scale.

c.Stastics: T-test, SD, Mean were applied to compute data.

b.Data Analysis

Hypothesis.1: There is no significant difference between private and government secondary school teachers with respect to professional jealousy.

Table:1. results of t-test between government and private secondary school teachers with respect to professional jealousy

Group	n	Mean	SD	t-value	P-value	Signi.
Government	100	71.34	11.05	-3.6442	0.0014	S
Private	100	82.52	13.12		<0.05	

The above table says that a significant difference was observed between government and private school teachers with respect to professional jealousy scores ($t=-3.6442$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. The alternative hypothesis is accepted. It means that, professional jealousy scores are significantly higher private schools as compare to government secondary schools.

Hypothesis.2: There is no significant difference between senior and junior secondary school teachers with respect to professional jealousy

Table.2: results of t-test between senior and junior teacher of secondary school with respect to professional jealousy

Group	n	Mean	SD	t-value	P-value	Signi.
Juniors	100	88.45	11.55	-2.6975	0.0023	S
Seniors	100	79.81	10.09		<0.05	

A significant difference was observed between junior and senior teachers of secondary school teachers with respect professional jealousy scores ($t=-2.6975$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, professional jealousy scores are significantly higher among juniors as compare to senior teachers.

Hypothesis.3: There is no significant difference head masters and assistant teachers of secondary schools with respect to professional jealousy.

Table.3: results of t test between head master and assistant teachers of secondary schools with respect to professional jealousy.

Group	n	Mean	SD	t-value	P-value	Signi.
Headmasters	80	67.85	9.89	-3.3811	0.0019	S
AssistantTeachers	120	88.58	11.08		<0.05	

A significant difference was observed between head masters and assistant teachers with respect to professional jealousy scores ($t= -3.3811$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, professional jealousy scores are significantly higher among assistant teachers as compare to head masters.

VI. DISCUSSION AND INTEPRETATION

1. A significant difference was observed between government and private school teachers with respect to professional jealousy scores ($t=-3.6442$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. The alternative hypothesis is accepted. It means that, professional jealousy scores are significantly higher private schools as compare to government secondary schools. The private secondary school teachers expressed that they suffered more with regard to their professional life. For the item 'Are you upset seriously about illegal rumor which was speeded by your colleagues?' responded 'strongly agree.' The private secondary school teachers expressed that unnecessary rumors wrong perceptions, bad criticism done by others at school environment which was hurts them lot.

2.A significant difference was observed between junior and senior teachers of secondary school teachers with respect professional jealousy scores ($t=-2.6975$, $p<0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, professional jealousy scores are significantly higher among juniors as compare to senior teachers. The juniors teachers of secondary school teachers expressed for the item 'Are you hold back, not given educational opportunities, even you deserve it?' responded 'Strongly agree' The only reason behind this kind of oppression is professional jealousy which reflects in these kind of activities such as not giving an opportunities to attend refresher courses, any course, any program, any recognition or with holding salary, marking bad remark.

3.A significant difference was observed between head masters and assistant teachers with respect to professional jealousy scores ($t = -3.3811$, $p < 0.05$) at 5% level of significance. Hence, the hypothesis is rejected. It means that, professional jealousy scores are significantly higher among assistant teachers as compare to head masters. The assistant teachers who were working in secondary schools responded for the item 'Are you faced unhealthy competition among your colleagues? Response was 'Strongly agree'. Hence assistant teachers suffers more as compare to headmasters.

VI. SUGESTATIONS

- 1.The same study can be conducted in all sectors of education and other areas also. Not only teachers but also company workers, doctors, engineers etc also suffering lot in global world. They need to be taken care with special guidance.
- 2.The educationists and academicians, government and stakeholders should think about this matter because professional jealousy not only harm individual but also danger for organizational achievement and development of world.
- 3.The professional jealousy definitely destroy the system and also spoils whole world intellectual area. It is main root cause for illegal duties, harassment, exploitation, which kills innocent people's ambitions and urge of achievement So the ill effect of professional jealousy and awareness about this need to be added educational curriculum and other literature.
- 4.The awareness program and world level or international conferences seminar must be organized to spread awareness about negative effect of professional jealousy. It left so may create bad and negativity influence on our future generation.

VII. CONCLUSION

As per result of research, The private secondary school teachers and juniors and assistant teachers suffering lot because of professional jealousy of their colleagues. Hence these teachers need to be taken care and guided. The institutions and organizations heads and management should also need to be guided properly. The special guide lines should be framed to control the negative effect of professional jealousy.

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