

EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS.

Ms. Neeru
Assistant Professor
Moga College of Education for Girls, Ghall Kalan, Moga.

Anjalpreet Kaur
Ex-M.Ed Student

Abstract

The present study was attempted to know the effect of emotional intelligence of secondary school teachers in relation to their occupational stress. A total sample of 200 secondary school teachers was taken from the muktsar district of Punjab. To collect the requisite data for the present study; Occupational Stress Index by Dr. A.K Srivastava and Dr. AP Singh (1994) and Emotional Intelligence Scale by Dr. Sheetla Prasad (2009) were used. For analysis and interpretation of data the investigator has used 'r' for correlation and 't' test used to find out the significant difference between variables. The study revealed significant relationship between emotional intelligence and occupational stress of secondary school teachers and also found that there is significant difference between occupational stress of male and female teachers but insignificant difference between emotional intelligence of male and female teachers.

Key words: Emotional intelligence, Occupational stress, Secondary school teachers.

INTRODUCTION

Education is the ability to meet life's situation, it is a character building process enhancing one's personality and making him/her rational, capable, responsive and intelligent. In the lives of the individuals, most of the problems, especially, occupational in nature are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, groups, society and nations. A teacher has to face innumerable challenges and play different roles in his/her institution. Thus, teacher is expected to possess a multifaceted personality. Under these circumstances, it is but natural that teachers will remain under stress which is sure to affect their effectiveness while teaching. Modern life is full of hassles, deadlines, frustrations and demands. For many people, stress is so common place that it has become a way of life. Stress is not always bad. It is a common phenomenon of everyday life. Stress is a subject that everyone wants to avoid but which is hard to avoid. Many independent human beings join together and work under one roof for attaining one ultimate objective is and organization. Organization is pool of human resource of different kind. Every human resource is dependent on one other in terms of relationship as superior and subordinate. Every individual is unique in their talent, understanding, performance, attitude, competencies and in involvement and so on. Emotional intelligence helps individuals to achieve the life quality of individuals. In this sense, the studies focused of measurement of emotional intelligence level have been increasing day by day.

EMOTIONAL INTELLIGENCE

According to layman emotional intelligence means intelligence which is concerned with emotional aspects of one's behavior. The term emotional Intelligence was introduced in 1990 by two American university professors Dr. Johan Mayer and Dr. Peter Salivary .It refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationship. The concept emotional intelligence means making decisions or solving problems within the context of situation and inters personal

relations. Emotional intelligence is the ability to perceive emotions, to access emotions, to generate emotions. However, the credit for popularizing to concept concepts of emotional intelligence goes to another American psychologist Daniel Goleman.

Daniel Goalman (1995) “Emotional intelligence is the ability to know manage one emotions and recognize them in others and to handle one’s relationship.”(Mangal,2013)

Freedman (1998) “Emotional intelligence is the way of recognizing, understanding and choosing how we think, feel and act.”

According to Hybels and Weaver (2004) “Emotional intelligence is the ability to understand and get along with others.”

According to Cambridge dictionary (2005) “Emotional intelligence as the way people feel and react.”

As Aristotle (1990) says the problem is not with the appropriateness of emotions and its expression. The question is, “how can we bring intelligence to our emotions and caring to our communal life.” These two different kinds of intelligence I.E. intellectual and emotional express the activity of different parts of brain. We have two minds one that thinks (rational mind) and that feels (emotional mind)

OCCUPATIONAL STRESS

Occupational stress is also called job stress. Occupational stress can be defined as the combination of physical and emotional response that occurs. In simple words it is harmful physical and emotional response that can happen when there is control an employee has over meeting these demands. In general, occupational stress arises from the working conditions and environment of a system. Occupational stress can affect your health when the stressors of the workplace exceed the employee’s ability to have some control over their situation or to cope in other ways. A higher level of occupational stress can affect personal well being and productivity also. A job stressed individual is likely to have greater job dissatisfaction, increased absenteeism and increased frequency of drinking and smoking, negative, psychological symptoms and reduced aspiration and self esteem. The modern age has provided us with many luxuries and comforts, that made our life easy but at the same time stressful also. In order to lead a luxurious life, we are working for longer hours without taking rest, which adversely affects our health and happiness and gives rise to ‘occupational stress. Stress is related to both external & internal factors. External factors include the physical environment, including your job, your relationship with others, your home and all the situations, challenges, difficulties & expectations you are confronted with on a daily basis. Internal factors determine your bodies’ ability to respond and deal with the external stress inducing factors. Internal factors which influence your ability to handle stress include your nutritional status, overall health & fitness levels, emotional well – being and the amount of sleep & rest you get. A variety of factors contribute to workplace stress such as negative workload isolation extensive how is worked, toxic work environments, lack of autonomy, difficult relationship among coworkers and management, management bullying, harassment and lack of opportunities or motivation to advancement in one’s skill level. An individual is required to perform many role since today’s society, both inside and outside the work situation, with an increasing complicated roe structure.

Copper and Marshall (1976) “Occupational stress is negative environmental factor or stressors associated with a particular job.”

Steers(1981) Indicate that, “Occupational stress has become an important topic for study of organizational behavior for several reasons.”

According to Rohany (2003) “Occupational stress is anything regarding the working environment or nature of work itself that causes individual perceived stress.”

According to Leka, Griffiths and Cox (2004) “Occupational stress is the response when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenges their ability to cope.”

REVIEW OF RELATED LITERATURE

Dubey (2007) investigated on relationship between intelligence and academic achievement of under graduate students and found that there is no relationship between under graduate students of arts and science stream.

Mehta (2013) conducted relationship between emotional intelligence and occupational stress and shows that by increasing the emotional intelligence we can reduce the occupational stress employees and improve their work.

Aggarwal (2006) studied does emotional intelligence affects relationship between deprivation and academic anxiety and found that social deprivation and academic anxiety are positively related to intelligent girls.

Ravichandran and Rajenderan (2007) found that personal variables, like sex, age, education level plays a significant role in the perception of various sources of stress related to teaching profession.

Lundy (2005) studied some historical and scientific issues related to research on emotional intelligence and found that emotional intelligence is compared with a measure of abstract intelligence or not with a measure of academic intelligence.

Kumar, et al. (2013) studied occupational stress among male and female elementary school teachers of district Pulwama. The investigators found that male and female elementary school teachers differ significantly on overall occupational stress level. It was found that female elementary school teachers have more occupational stress level than their male counterparts.

Saini, Anjali and Das (1999) in their study found a non significant positive correlation between the scores on the personal and occupational tests, implying that stress experienced by teachers in their occupational life was independent of stress in their personal life.

Tankha (2006) in his study of occupational stress among male and female nurses showed that male nurse from private hospital showed significantly higher level of stress than the government hospital nurses.

Copper and Kelly (1993) studied occupational stress in head teacher- A National U.K. study. They found that as we moved from further/ higher education level to secondary to primary sectors, the level of job dissatisfaction and mental ill health rose. In addition it was found that, with the exception of primary school female head teachers in secondary and FHE seem to be suffering significantly greater job dissatisfaction than their male counterpart, although this does not translate itself into ill mental health. Male head teachers, on the other hand, seem to suffer more mental ill health than their female counterpart.

Kazami and Khan (2008) in their study occupational stress and its effect on job performance showed strong support for the hypothesis that there is an inverse relationship between job stress and job performance.

Rathore (2007). Studied occupational stress in navel personal military and found that greater occupational stress was linked to lower life satisfaction.

Sarita and Kataria (2014) conducted a study of emotional intelligence and academic achievement among secondary school students. They found that there was no significant difference in the mean score of emotional intelligence in relation to gender. There was significant difference in the mean score of academic achievement in relation to gender. There was slight relationship between emotional intelligence and academic achievement among secondary school students.

OBJECTIVES

- (1) To study the relationship between Emotional Intelligence and Occupational Stress of secondary school teachers.
- (2) To study the Emotional Intelligence of secondary school teachers.
- (3) To find out and compare the Emotional Intelligence of male and female secondary school teachers.
- (4) To study Occupational Stress of secondary school teachers.
- (5) To find out and compare Occupational Stress of male and female teachers of secondary school.

HYPOTHESES

- (1) There is no significant relationship between Emotional Intelligence and occupational Stress of secondary school teachers.
- (2) There is no significant difference between Emotional Intelligence of male and female secondary school teachers.
- (3) There is no significant difference between Occupational Stress of male and female secondary school teachers.

NEED AND SIGNIFICANCE OF THE STUDY

Psychological support in school should therefore not only be aimed at learners, but the well-being of the teachers should also be attended to. The existence of high levels of occupational stress in the teaching profession, and the associated economic and health consequences, suggest there is a need to develop suitable interventions to promote the well-being of teachers as well as to reduce the occurrence and consequences of stress. This study implemented and evaluated an EI training program for secondary school teachers designed to reduce occupational stress and increase psychological – and physical well-being. The training program, based on cognitive-behavioral and psycho-educational strategies, aimed to teach teachers how to better deal with emotions and reduce their levels of occupational stress. The important role that emotions play in the occupational stress process is only just being recognized. As emotions are difficult to measure in the workplace, they have generally been ignored in organizational research. However, the emergence of EI has led to a new focus on the role of emotions in the workplace. So the present study wants to investigate the impact of emotional intelligence on the occupational stress of secondary school teachers as emotional intelligence plays an important role to reduce the occupational stress and this study shows how the emotional intelligence related to occupational stress.

SAMPLE

A sample is relatively a small proportion of total population. The present study has been conducted on the 200 teachers. The sample was further distributed among 100 male teachers and 100 female teachers of secondary school of Muktsar Distt. of Punjab.

TOOLS USED

Following tool were used for the present study.

- (1) Occupational Stress Index by Dr. AK Srivastava and Dr. AP Singh (1994)

(2) Emotional Intelligence Scale by Dr. Sheetla Prasad (2009).

DISCUSSION OF RESULTS

Hypothesis:1 There is no significant relationship between emotional intelligence and occupational stress of secondary school teachers.

Table- 1

Showing the value of co-efficient of correlation

Variables	Sample	Correlation	Inference
Emotional intelligence	200	0.225	Significant
Occupational stress	200		

Table(1) shows that Co-efficient of correlation between emotional intelligence and occupational stress of secondary school teachers is 0.225 which shows that two variables are positively related to each others that is higher the emotional intelligence lower would be the occupational stress and vice-versa .The value of r is 0.225 which is significant at both level of significance. The reason behind that teachers who are emotionally intelligence have less stress towards their occupation. Hence hypothesis-1 is rejected i.e there exists significant relationship between emotional intelligence and occupational stress of secondary school teachers of Muktsar district of Punjab.

Hypothesis 2- There is no significant difference between emotional intelligence of male and female secondary school teachers.

Table (2)

Showing the values of mean, standard deviation, S.E_D, t-ratio

Variable	Sample	Mean	S.D	S.E _D	t-ratio	Inference
Emotional intelligence	100 male	130.31	29.58	5.45	0.49	Insignificant
	100 female	133.03	45.72			

Table (2) shows that the mean scores of emotional intelligence of male and female secondary school teachers are 130.31 and 133.03 respectively. Standard deviation of emotional intelligence of male and female are 29.58 and 45.72 respectively. Mean score of emotional intelligence of female is more than the mean score of male secondary school teachers. This shows that female teachers are more emotionally stable as compared to male teachers. Hence Hypothesis-2 is accepted. There is no significant difference between emotional intelligence of male and female teachers.

Hypothesis 3: There is no significant difference between occupational stress of male and female secondary school teachers.

Table (3)

Showing the values of mean, standard deviation, S.E_D, t-ratio

Variables	Sample	Mean	S.D	S.E _D	t-ratio	Inference
Occupational Stress	100 Male	118.44	21.66	2.48	12.7	Significant
	100 Female	150.14	24.89			

Table (3) shows that the means scores of occupational stress of male and female secondary school teachers are 118.44 and 150.14 respectively. Standard deviation of occupational stress of male and female secondary school teachers are 21.66 and 24.89 respectively. Mean score of occupational stress of female teachers is more than the mean score of male secondary school teachers. Female teachers have more stress of occupation than male teachers. Thus, Hypothesis-3 is rejected. There is significant difference between occupational stress of male and female teachers.

CONCLUSIONS

1) In case of hypothesis- 1 it is found that r value is 0.225 which is significant at both levels of significance. This implies that there exists significant relationship between emotional intelligence and occupational stress of secondary school teachers. So hypothesis 1 is rejected.

2) In case of hypothesis- 2 it is found that t-ratio is 0.49 which is insignificant at 0.05 and 0.01 level of significance. This implies that there exists no significant difference between emotional intelligence of male and female secondary school teachers. So, Hypothesis 2 is accepted.

3) In case of hypothesis- 3 it is found that t-ratio is 12.7 which is significant at 0.05 and 0.01 level of significance. This implies there exist significant difference between occupational stress of male and female secondary school teachers. So hypothesis 3 is rejected.

REFERENCES

Aggarwal, M.C (2006). Does emotional intelligence affect relationship between deprivation and academic anxiety. *Journal of educational studies.4 (1&2), 17-20.* Retrieved from shodhganga.inflibnet.ac.in/bitstream/10603/13253/16/16_bibliography.pdf on 7/12/2014 at 4.30 p.m

Copper & Marshal (1976). Occupational sources of Stress: A review related to coronary heart disease and mental ill health. *Journal of Occupational psychology. 11-28.*

Cooper,C.L & Kelly,M (1993).Occupational Stress in head teacher– A National U. K study. *British Journal of EducationalPsychology.63(1),130-143*

DOI: 10.1111/j.20448279.1993.tb01046.x

onlinelibrary.wiley.com/doi/10.1111/j.2044-8279.1993.tb01046.x/abstract

Davey, J. et.al. (2001). Demographic and workplace characteristics which add to the prediction of stress and job satisfaction within the police work place. *Journal of police and criminal psychology. 29-39.*

Dubey,R. (2007). Relationship between emotional intelligence and academic achievement of under graduate students. *Research and studies*, 58, 47-49. Retrieved from shodhganga.inflibnet.ac.in/bitstream/10603/99520/13/13_references.pdf

Henry E. Garrett (2007). Statistics in Psychology and Education. Paragon International Publishers, New Delhi.

Kobasa, S. C. (1979). Stressful life events, personality, and health: Inquiry into hardiness. *Journal of Personality and Social Psychology*, 37(1), 1-11.
<http://dx.doi.org/10.1037/0022-3514.37.1.1>

Kyriacou, c & Pratt (1987). Teacher Stress and Burnout: An International Review. *Journal of Educational Research*, 29(2), 146-152. DOI: [10.1080/0013188870290207](https://doi.org/10.1080/0013188870290207)
www.tandfonline.com/doi/abs/10.1080/0013188870290207

Kazmi, R, Amjad, S, Khan, D (2008). Occupational Stress and its effect on job performance: A case study of medical house officers of Distt. Abbottabad. *Journal of Ayub medical college* 20(3), 135-139

https://www.researchgate.net/.../26678269_Occupational_stress_and_its_effect_on_jo...

Kumar, S. (2010). A study of the occupational stress among teachers. *International Journal of Educational Administration: Challenges and Prospects*, 2 (2) , 421-432.

Kumar, I.A; Wani Z.A, & Parrey, A.A (2013). Occupational Stress among Male and Female Elementary School Teachers of District Pulwama. *International Journal of Scientific & Engineering Research*, 4(4), 934-941

Landy (2005). Some historical and scientific uses related to research on emotional intelligence, *Journal of organization behavior*, 26, 411-424.

Leka, S; Griffiths, A & Cox, T (2004). Work organization & stress, systematic Problem Approaches for employers, Managers and Trade Union Representatives on 5/06/2009 from http://www.who.int/occupational_health/publications/pwh3rev.pdf

Mangal S.K. (2006). Educational psychology. Tandon publications, Ludhiana.

Mehta, A (2013). A study of how emotional intelligence reduces occupational stress among teachers. *Abhinav International Monthly Refereed Journal of Research In Management & Technology*, 2, 19-28 abhinavjournal.com/journal/index.php/ISSN-2320-0073

Pawar, Rathore (2007). Occupational Stress in navel personal military. *Medical journal armed forces. India*, 63(2) 154 – 156.

<https://www.semanticscholar.org> > Papers > Occupational Stress in Naval Personnel.
DOI: [10.1016/S0377-1237\(07\)80062-1](https://doi.org/10.1016/S0377-1237(07)80062-1)

Ravichanderan, R. and Rajinderan, R. (2007). Stress related to teaching profession. *Journal of the Indian Academy profession of applied psychology*. 133. 136.

Rohany, N. (2003). *Isu-isu Kaunseling dan Perkembangan Kerjaya*. Kuala Lumpur: Utusan Publication and Distributors Sdn Bhd.

Saini, Anjali & Das, Ira (1999). Teachers Stress in personal and occupational life. *Journal of psychometry and education*. 30(2), 115-118

shodhganga.inflibnet.ac.in/jspui/bitstream/10603/112842/10/10_references.pdf

Sarita and Kataria, S. (2014). A study of emotional intelligence and academic achievement among secondary school students. *GALAXY International disciplinary Research Journal*, 2(7),

48-56. Retrieved from internationaljournals.co.in/df/GIIRJ/2014/July/5.pdf on 10/01/2015 at 11.45 a.m

Walia J.S. (2012). Foundation of Educational psychology. Ahim Paul publisher, Jalandhar.

<https://pdfs.semanticscholar.org/2872/78456160b7f8115bbd2f1f2a8397d7829043.pdf>