

STUDYING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STRESS AMONG TEACHERS OF PROFESSIONAL INSTITUTES

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ABSTRACT

The study was done on teachers of various professional institutes as they are involved in many activities. Apart from teaching, the teacher is involved in managing assignments, question papers, checking the answer sheets, managing time tables, event organizing etc. As per the previous studies, a person who is more emotional intelligent is able to manage stress in better way. The study was done using thirty statements to understand the relationship between emotional intelligence and stress and the result showed that there is positive correlation between both. More emotional intelligence can help reduce the stress as well as improve the performance. Moreover, a good organizational culture and healthy relationship between colleagues helps in reduction of stress.

Keywords: *Correlation, Emotional Intelligence, Stress, teachers.*

INTRODUCTION

Education is the most important as it helps in building one's character, making others responsible, capable and intelligent. It also helps students take rational decisions and develops their personality. Behind all this is an educationist who helps to develop students in complete form. A teacher has to play multiple roles along with teaching he/she is involved in improving communication, makes time table, organize events for students for developing them whether they are educational and cultural events, guide them at each and every step wherever is required, motivate students and sometime become harsh also just to improve their behaviour. Teachers are adopting different pedagogy to make class more interacting and interesting. They not only have to complete their own tasks but they have to show their capabilities to top level by increasing their research profile. Thus, faculty is expected to possess a multifaceted personality. Not only this, but being part of family he/she has to play a family role as being mother, father, brother, sister or so on. So as there are so much expectation from a teacher it is natural that he will be stressed in completing his responsibilities and which in turn effects his teaching also.

Stress now days is inevitable but being emotional intelligent one may be able to manage stress in better way. Emotional intelligence is defined as "the composite set of capabilities that enable a person to manage himself/herself and others" [1]. "It is more accurate to say that the frequency with which a person demonstrates or uses the constituent capabilities, or competencies, inherent in emotional intelligence determine the ways in which he/she deals with themselves, their life, work and others"[2]. [3] Mayer and Salovey and their colleagues

defined emotional intelligence as the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth.

An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behaviour of his co-workers. These abilities greatly enhance job satisfaction [4], lead to high job performance, long term mental health, better outcomes in work groups a leadership quality and organizational success protect people from stress.

II. REVIEW OF LITERATURE

Review of literature was done to report the studies related to Level of Emotional Intelligence among teachers of Private educational institutions. [5] Mondal, Paul, P.K and Bandyopadhyay.A analysed the nature and extent of emotional intelligence among secondary level school teachers and found that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant. Another study revealed that teachers with high emotional intelligence were having less occupational stress and more teacher's effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching [6]. Mousavi, H.S., Yarmohammadi S., Nosrat, B.A., Tarasi, Z studied the relationship between emotional intelligence and its five components and job satisfaction where he found there is a significant positive relationship between emotional intelligence and job satisfaction, between the components of social skills, empathy and motivation and job satisfaction. The study also concluded that the job satisfaction of teachers can be increased by training and improving their emotional intelligence along with providing facilities and satisfying their needs. Emotional Intelligence and locus of control on burnout among the secondary school teachers and has suggested that secondary school teachers should be managed by capable and qualified counsellors for the desired results [7].

Krishnamurthy and Varalakshmi [8] conducted a study to know the emotional intelligence of employees working in educational institution and found that the improvement in emotional intelligence would increase the motivation and effectiveness of the employee.[9] Zahra et.al. (2012) demonstrated a significant relationship between emotional awareness, empathy and self-efficacy. [10] Edannur S, assessed the emotional intelligence level of teachers and educators and investigated group possessed average emotional intelligence. The gender and locality of the teacher educators did not make any differential influence on their emotional intelligence.

The development of emotional intelligence skills is important because it is an area that is generally overlooked when skills development programmes are designed. And yet research shows that emotions, properly managed, can drive trust, loyalty and commitment. [10]Saddam Hussain Rahim found that EI competencies have the profound impact on stress the psychological problems of employees and seeks to the solutions in the light of EI competencies have a positive and strong impact on stress. The emotional intelligence is very important factor for prediction of teachers' health and also the correlation of emotional intelligence and occupational stress is significant [11].

Naidoo et al. [12] has conducted a survey to gain some understanding of the explanatory factors for stress and an evaluation of the role that emotional intelligence (EI) plays in the experience of perceived stress (PS). Nina Ogniska[13]confirmed an essential, but not very strong, the role of emotional intelligence in perceiving occupational stress and preventing employees of human services from negative health outcomes. The ability to effectively deal with emotions and emotional information in work place assists employees in coping with occupational stress. Therefore, it should be developed in stress managing trainings. The highly stressed intense but confused participants in particular because they have average emotional intelligence, but don't appear to use it, presumably because they lack confidence in their emotional ability [14].Kaufhold and Johnson [15] indicated that teachers improving their emotional intelligence emphasized on the values of individual differences and promote the cooperative learning so as to solve problems and guide the students to promote social competence. Befort & Hatstrup, Audu, [16] asserted that in order to measure job performance, it requires an observer to make a value judgment as to the extent to which the one being evaluated is behaving in a way that contributes to the organization's goals. However, Campbell [17] reported that organizational goal is also value judgments made by individuals empowered to establish these goals. EI would have a positive effect on the organizational outcomes of work-group cohesion, congruence between self- and supervisor appraisals of performance, employee performance, organizational commitment, and organizational citizenship [18]Ashkanasy and Hooper examined the perception and management of EI in the workplace. Utilizing the proposition that affective commitment towards workmates is a necessary component of social interaction, they argued that the showing of positive emotions is associated with a high likelihood of success at work.

Goleman's (1998) cited in Azman ismail [19] emotional intelligence stresses that the level of emotional intelligence will increase individuals' competencies and this may help them to decrease environmental strains and increase leadership effectiveness in organizations. Model of emotional intelligence explains that the level of emotional intelligence will increase individuals' competencies and this can increase their ability to decrease stress situations and increase positive individual attitudes and behaviours [20]. Cummings and Schwab [21] and Whetten and Cameron believed that performance is ultimately an individual phenomenon with environmental variables influencing performance primarily through their effect on the individual determinants of performance – ability and motivation. This implies that job performance involves quantity and quality of outcomes from individual or group effort attainment [22].

III.OBJECTIVES OF THE STUDY

- To study emotional intelligence among teachers working in the degree colleges.
- To identify the relationship between Emotional Intelligence and Stress.

IV.METHODOLOGY

Research Design: Research Design of this study was descriptive.

Sources of data: Both primary and secondary data were used.

- **Primary data:** The data has been collected through structured Questionnaire. Questionnaires has been prepared and respondents from degree colleges has been approached to fill up these questionnaires.
- **Secondary data:** The data has been collected through books and internet.

Sampling Technique: Proportionate Stratified Random sampling method has been adopted for this study. 100 questionnaires have been distributed among the teachers of private educational institutions of Jalandhar, Punjab.

Sample Unit: Sample unit consist of teachers who were teaching in degree colleges for both UG and PG classes of Jalandhar.

Sample Size: The total sample size in the present study was 100 teachers who were teaching in degree colleges of Jalandhar, Punjab.

V. ANALYSIS AND INTERPRETATION

To make proper conclusion for a research, the data was collected through the questionnaire comprising of thirty statements. Part A of the questionnaire pertained to the demographic information of the respondents. Part B respectively dealt with the statements to find out the level of emotional intelligence and stress for which five-point Likert scale was chosen, with a neutral option to avoid unanswered items when respondents had neither a positive nor negative opinion about advertising on social media.

The descriptive analysis included frequencies and means statistics that were carried out to sum up main data of the respondents, to obtain an outline and to support further analysis.

Demographic profile of respondents

Table 1: Gender wise description of Teachers

Gender	Frequency	Percentage
Male	44	44%
Female	56	56%
Total	100	100%

Source: Primary Data

Table 1: Describe about the gender of the teachers of degree colleges. From the above table it reveals that 44 employees were males and 56 employees were female that means participation of female employees were maximum.

Table 2: Age wise description of Teachers

Age	Frequency	Percentage
20 or less	Nil	Nil
21-30	39	39%
31-40	25	25%

41-50	24	24%
51-60	11	11%
60 or above	1	1%
Total	100	100%

Source: Primary Data

Table 2: Describe about the age of respondent. From the above table it depicts that 39 respondents (39%) lies in the age group of 21-30. 25 respondents (25%) lies in the group of 31-40. 24 respondents (24%) lies in the age group 41-50. 11 respondents (11%) lies in age of 51-60. 1 respondent (1%) lies in the age group of 60 or above.

Weighted Average Mean: Weighted average is an average in which each quantity to be averaged is assigned a weight. These weightings determine the relative importance of each quantity on the average. Whereas, weighted mean is an average computed by giving different weights to some of the individual values. Weighted means play an important role in data analysis.

Formula

The weighted mean for given set of non negative data{x1, x2, x3,...xn}with non negative weights{w1, w2, w3,...wn} can be derived from the formula

$$\bar{x} = \frac{w_1x_1 + w_2x_2 + \dots + w_nx_n}{w_1 + w_2 + \dots + w_n}$$

where

x is the repeating value

w is the number of occurrences of x (weight)

\bar{x} is the weighted mean

Table 3: Descriptive Statistics of Emotional Intelligence

	N	Minimum	Maximum	Mean	Std. Deviation
S1	100	1	5	3.94	1.090
S2	100	1	5	3.77	1.118
S3	100	2	5	3.91	.975
S4	100	2	5	3.45	1.104
S5	100	1	5	3.72	1.129
S6	100	2	5	4.00	.985
S7	100	1	5	3.88	.868
S8	100	1	5	4.20	.804
S9	100	1	5	3.93	.913
S10	100	1	5	3.39	1.163

S11	100	1	5	3.78	.991
S12	100	2	5	3.98	.943
S13	100	2	5	3.95	.833
S14	100	2	5	3.83	.954
S15	100	1	5	3.26	1.397
S16	100	1	5	3.42	1.139
S17	100	1	5	3.77	.983
Valid N (listwise)	100				

Table 4: Descriptive Statistics of Stress

	N	Minimum	Maximum	Mean	Std. Deviation
S18	100	2	5	4.23	.941
S19	100	2	5	3.84	.972
S20	100	2	5	3.88	.808
S21	100	1	5	3.59	1.093
S22	100	1	5	3.86	.899
S23	100	1	5	3.26	1.169
S24	100	1	5	3.80	1.092
S25	100	1	5	3.79	1.057
S26	100	2	5	3.42	.976
S27	100	1	5	2.80	1.223
S28	100	1	5	3.04	1.399
S29	100	1	5	3.47	1.150
S30	100	2	5	3.71	.856
Valid N (listwise)	100				

VI. CORRELATION

Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increase or decrease in parallel; a negative correlation indicates the extent to which one variable increases as the other decreases. When the fluctuation of one variable reliably predicts a similar fluctuation in another variable, there's often a tendency to think that means that the change in one causes the change in the other. In this study, to find out the impact of Emotional intelligence on Stress, Correlation technique has been used. Correlation method has been used on the means of stress and emotional intelligence.

Correlation between Emotional Intelligence and Stress

Correlations

		EImean	Smean
EImean	Pearson Correlation	1	.413
	Sig. (2-tailed)		.161
	N	17	13
Smean	Pearson Correlation	.413	1
	Sig. (2-tailed)	.161	
	N	13	13

Interpretation: Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together. Degree of correlation varies from +0.01 to -0.01. When the value is near to 1, that means there is strong relationship between two variables or we can say that changes in one variable are strongly correlated with changes in the second variable. On the other hand, if the value is near to 0, that means there is weak relationship between two variables or variables are not strongly correlated. In the above case, Pearson's r is 0.413. This number is not close to 1 but also not close to 0, that means there is moderate relationship between two variables i.e. Emotional Intelligence and Stress which results in change in one variable moderately affects the second variable. Also Pearson's r value of 0.413 was positive which indicates that if one variable increases in value, the second variable is also increases in value or vice-versa.

VII.FINDINGS

- The highest weighted average mean of emotional intelligence is 4.20 which shows that most of the teachers believe in thinking about feelings of others rather than criticising or judging others.
- The highest weighted average mean of stress is 4.23 which shows that there is a favourable work culture in an organisation.
- Where Pearson's r value is 0.413 which shows that there is a moderate relationship between Emotional Intelligence and Stress.
- Also, Positive correlation is found between Emotional Intelligence and Stress.

VIII.CONCLUSION

This research was conducted to know about the phenomena related to emotional intelligence among teachers working in degree colleges and to study the factors that causes stress among teachers. Survey was conducted on faculty members of various degree colleges and most of the respondents were at the designation of Assistant professors. Majority of the respondents falls under the age of 21-30 years and female members were more than male members. The data was collected through questionnaires using Likert scale. Weighted Average Mean was used to study Emotional intelligence and stress among teachers. The survey was also conducted to know the

relationship between Emotional Intelligence and Stress with the help of correlation analysis where it states that there is an average relationship between Emotional Intelligence and Stress which indicates that any change in one variable affects second variable up to some extent. Moreover, Pearson's r value is 0.413 which is positive states that if one variable increases in value, the second variable is also increasing or vice-versa.

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