



EMOTIONAL INTELLIGENCE AND OCCUPATIONAL STRESS AMONG THE FACULTY MEMBERS OF THE EDUCATION SECTORS IN BHOPAL DISTRICT

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ABSTRACT

The aim of this study is to assess the impact of emotional intelligence on the occupational stress among faculty members in Bhopal. A Sample of 200 respondents has been selected through convenience sampling among four universities in Bhopal city and surveys has been conducted using Swinburne University Emotional Intelligence Test (SUEIT) and revised Occupational Roles Questionnaire (ORQ). Total number of 179 useful responses were received after survey which were filled in SPSS 21.0 for further analysis. Negative relationship among emotional intelligence and occupational stress of faculties were recorded and also it was found that faculties with low emotional intelligence level felt more occupational stress as compared to faculties with moderate and high level of emotional intelligence.

KEYWORDS : Emotional Intelligence; Occupational Stress, Emotions, Job Stress

INTRODUCTION

Stress is a common feature in our lives, especially as the pace of development increases. Today, for more than half of Indians, money and work are considered to be two of the leading causes of stress (Bethune & Palener, 2007). Many adults spend half of their lives in work related activities. It is natural to experience work related stress on tension or strain in the body or the mind if there is no release or outlet for the negative feelings (Jeyaraj, 2013). Occupational stress, also known as job stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Occupational stress is also defined as the perception of a discrepancy between environmental demands (stressors) and individual capacities to fulfill these demands (Topper, 2007). Being increasing job complexities and economic pressure on the individuals, the occupational stress has also become an increasingly common in teaching profession. Teachers work in a constant socially isolated environments surrounded by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil. This alone can be a sufficient cause for stress for an individual (Jaseena, 2016).

A teaching job is a delicate job that requires specific behavior in the classroom. Teachers need psychological, physical and spiritual balance. Our society expects teachers to be well equipped educationally and emotionally. However, teachers experience a number of different pressures and stressors such as: taking work home, difficult students, difficult classes, lack of administrative support, pressure from parents, teachers' evaluation, ongoing learning, social isolation, job uncertainty, integration of intelligence and technology, students' and parents' bullying. In India, one of the developing countries in Asia, although teachers occupy a unique and influential role in society, the salary of a teacher is not high. Private sector teachers may have difficulties and stress for the cost of living and daily life events. Moreover, we face some stressors in universities sec such as excessive working hours, excessive work load, workplace bullying, and poor management. Generally, when a person is dealing with too much stress, the quality of his lifestyle may be disrupted. Sadly, stress can lead to illness, a disruption in a person's sleeping and eating habits, strained relationships, and can even impact a person's focus and work productivity. Teachers who reported greater stress were less satisfied with teaching, they reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment) (Nain Sing & Anupama Katoch, 2017).

effectiveness, it is found that emotional intelligence plays a key role in relieving stress. Emotional intelligence plays a significant role in increasing employees' innovation, organizational effectiveness, customer loyalty and quality of services. On this basis, emotional intelligence skills are regarded as the most important factor in job and family success and improving them seems necessary for a healthier and qualitative life (Indoo & Ajeya, 2012). Emotional intelligence is a fundamental factor for obtaining success in personal and professional life which plays a key role for showing appropriate reaction to work related stress (Aghdami et al., 2009).

Emotional Intelligence

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic. The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Imagine a world in which you could not understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ in your overall success in life.

Components Of Emotional Intelligence

Researchers suggest that there are four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.

- **Perceiving emotions:** The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
- **Reasoning with emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
- **Understanding emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of the person's anger and what it could mean. For example, if your boss is acting angry, it might mean that they are dissatisfied with your work, or it could be because they got a speeding ticket on their way to work that morning or that they've been fighting with their partner.
- **Managing emotions:** The ability to manage emotions effectively is a crucial part of emotional intelligence and the highest level. Regulating emotions and responding appropriately as well as responding to the emotions of

By observing factors related with organizational

others are all important aspects of emotional management.

Importance Of Emotional Intelligence

It's a scientific fact that emotions precede thought. When emotions run high, they change the way our brains function...diminishing our cognitive abilities, decision-making powers, and even interpersonal skills. Understanding and managing our emotions (and the emotions of others) helps us to be more successful in both our personal and professional lives.

At a personal level, emotional intelligence helps us:

- Have uncomfortable conversations without hurting feelings
- Manage our emotions when stressed or feeling overwhelmed
- Improve relationships with the people we care about
- At work, emotional intelligence can help us:
- Resolve conflicts
- Coach and motivate others
- Create a culture of collaboration
- Build psychological safety within teams

AIM AND METHODOLOGY

The aim of this research is to assess the *impact of emotional intelligence on the occupational stress among faculty members in Bhopal*. A sample of 200 faculty members were selected using convenience sampling techniques from four universities of Bhopal city. For collecting responses from sampled respondents, researcher has used Swinburne University Emotional Intelligence Test (SUEIT) which is a 35-item instrument used for measuring emotional intelligence of teachers. For assessing occupational stress, researcher has adopted revised Occupational Roles Questionnaire (ORQ) from the Occupational Stress Inventory which consists of 36-items. Researcher has conducted a survey among sampled respondents and a total of 230 questionnaires were distributed so as to get at least 200 accurate responses but has received 179 accurate responses only which has restricted the sample size for this study to 179 samples. Collected responses were filled in SPSS 21.0 for further analysis.

Data Analysis And Interpretation

Demographic profile of the respondents in 1 represents seven demographic items in order to describe characteristics of demographics. From the aspect of gender, majority of the respondents are female (53.6%) and the rest are male (46.4%) respondents out of 179 respondents.

Table 1: Demographic details of the respondents (n = 179)

		Frequency	Percent
Gender			
	Male	83	46.4
	Female	96	53.6
Age			
	Up to 25 Years	17	9.5
	26-35 Years	62	34.6
	36-45 Years	63	35.2
	Above 45 Years	37	20.7
Education			
	Master Degree	52	29.1
	M. Phil	27	15.1
	Ph. D	97	54.2
	Post-Doctoral	3	1.7
Marital Status			
	Single	28	15.6
	Married	145	81
	Divorced/Separated	2	1.1
	Widowed	4	2.2

Designation			
	Assistant Professor	93	52.0
	Associate	54	30.2
	Professor	32	17.9
Years of Experience			
	0-5 Years	81	45.3
	6-10 Years	54	30.2
	11-15 Years	35	19.6
	Above 15 Years	9	5.0
Monthly Income			
	Below Rs. 40,000	96	53.6
	Rs. 41,000-60,000	61	34.1
	Above Rs. 60,000	22	12.3

As for age, the highest number of respondents is in the range of 36-45 years old with 633 respondents (35.2%), followed with the range 26-35 years old are 62 respondents (34.6%), respondents age above 45 years old are 37 (20.7%) and the age below 25 years old are 17 (9.5%). In term of marital status, majority of the respondents are married 145 (81.0%) and singles are 28 (15.6%). In considering the educational qualification, most of the respondents are holding Ph. D (54.2%) followed by M. Phil (15.1%) and only Master degree (29.1%) and Post-Doctoral (1.7%) fellowship respectively. As for the years of experience, highest number of respondents lies in the range 0-5 years of working experience (45.3%) and lowest number of respondents lies in the range of Above 15 years (5%). In term of designation, most of the respondents are assistant professors (52%) and rest of respondents are associate professor (30.2%) and professor (17.9%). In term of monthly income, highest number of the respondent's earnings in the range of below Rs. 40,000 (53.6%) and lowest number of respondent's earnings are in the range of Rs. 60,000 with (12.3%).

Table 2: Correlation between Emotional Intelligence and Occupational Stress of faculty

Variables	OS	ERE	UOE	EDC	EM	EC	
OS	Pearson Correlation	1					
ERE	Pearson Correlation	-.127**	1				
UOE	Pearson Correlation	-.061	.330*	1			
EDC	Pearson Correlation	-.261**	.180*	.249*	1		
EM	Pearson Correlation	-.513**	.212*	.226*	.434**	1	
EC	Pearson Correlation	-.290**	.086	.046	.160*	.475*	1

Significant at 0.01 level (2-tailed)

(OS = Occupational Stress, ERE = Emotional Recognition and Expression, UOE = Understanding Other Emotions, EDC = Emotions Direct Cognition, EM = Emotional Management, EC = Emotional Control, EI = Emotional Intelligence)

In order to explore the relationship between the dimensions of emotional intelligence and occupational stress of teachers, the Pearson Product-moment Correlation Coefficient was computed. The result showed that there was a negative relationship between the emotional intelligence and occupational stress of teachers $R = -.697, p < 0.01$. And then there were negative correlation between four dimensions except understanding other emotions and occupational stress in $p < 0.01$ level as shown in Table 4.14. Among five dimensions, emotional management was best correlated with occupational stress. So, the more the teachers can manage their emotions, the less their occupational stress.

Table 3: Multiple Regression of Emotional Intelligence on Occupational Stress

Predictors	Dependent Variable	B	Beta	t	R	R Square	Adjusted R Square	F
Occupational Stress	Occupational Stress	141.314		26.874**	.518	.268	.262	43.053***
Emotional Recognition and Expression		-.072	-.016	-.384**				
Emotions Direct Cognition		-.160	-.049	-1.111**				
Emotional Management		-1.517	-.459	-9.226**				
Emotional Control		-.240	-.063	-1.399**				

Significant at $p < 0.01$ ** and $p < 0.001$ ***

A multiple regression was carried out to investigate whether four emotional intelligence dimensions could significantly predict occupational stress. The result of the multiple regression indicated that the model explained 26.8% of the variance and that the model was a significant predictor of occupational stress with $F = 43.053$. The final predictive model was:

$$OS = 141.314 - 0.072ERE - 0.160EDC - 1.517EM - 0.240EC$$

CONCLUSION AND RECOMMENDATION

As per the statistics of International Labour Organization (ILO), occupational stress affects all countries, all professions and all categories of workers. Majority of workers in developing countries, such as India, has undergone tremendous occupational stress which leads them to several diseases. Teachers all over the world are facing the problem of occupational stress, though extent of the problem varies. Teachers have direct interaction with the students in order to disseminate knowledge in the classroom as well as socio-emotional development in effective manner (Miyagamwala, 2015). For this reason, teachers should be emotionally intelligent as well as be stable for effective teaching learning outcome. Hence, the emotionally intelligent teachers are highly effective in order to perform their duties as well as motivate the students to make them successful (James & S., 2018). Results of this study showed that persons having high level of emotional intelligence may less suffer from occupational stress. The results confirmed that there are significant relationships between emotional intelligence dimensions and occupational stress. Researcher is hence, suggesting to start counseling and stress management programs in universities for both faculties as well as students for coping up with the extreme occupational stress and pressure. Administration and management of universities were suggested to provide proper training programmes and workshops on stress management, stress relaxation techniques and more social interaction with other educational institutes by organizing different events and programmes.

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