

Emotional Intelligence and Impact of Stress Among Academic Professionals



Management

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ABSTRACT

The study examines the level of Emotional Intelligence and impact on stress among teachers working in the private institutions. It also emphasizes the importance of Emotional Intelligence in person. Descriptive research design was adopted and proportionate stratified random sampling was chosen for study. The academic staffs who were teaching in management and engineering programs were taken up for the study. Questionnaires on Emotional Intelligence and stress were distributed. Totally 400 questionnaire were issued and 316 questionnaires were successfully received from the respondents. The primary data for a study was collected through questionnaire. The tools used for analyzing the collected data are simple percentage analysis, ANOVA and regression. The study identified factors related to Emotional Intelligence and impact on stress among private institutions teachers. Demographic factors influencing on Emotional Intelligence and stress were also identified and reported by using descriptive statistics.

Introduction

In the last decade or so, science has discovered a tremendous amount about the role emotions play in our lives. Researchers have found that our emotional awareness and ability to handle feelings rather than our IQ will determine our success and happiness in all walks of life. Many intellectual problems contain emotional information that must be processed and utilized to solve such problems. Emotional intelligence started its journey to prominence is formulated the concept of "social intelligence". Since then scholars in the field of psychology have identified other forms of intelligence. Three clusters of intelligences have been identified. These abstract intelligence, which pertains to the ability to understand and manipulate verbal and mathematical symbols; concrete intelligence, which describes the ability to understand and manipulate objects; and social intelligence, which describes the ability to understand and relate with people.

Emotional intelligence– A form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and action

Professional Stressors

Mastery over the subject, fluency in speech and action and other qualities relating to the profession, particularly, the moderators for a teacher educator on the one hand, whereas lack of some element in any aspect may add to the stress and become a strong stressor which results in deterioration. It can be the carelessness at the hands of a teacher educator, that can spoil the entire nation and it is here that the seeds of discontent, frustration, idling away are sown in the minds of pupil-teachers and further the school children. Teachers caring little for his work and conduct can hardly claim to be respectable. Lack of originality, creativity, no contribution of one's own experiences etc. cannot claim respect. And many other stressors intrinsic to teaching like workload, long working hours etc. has emerged as particular issues of discussion associated with emotional exhaustion. They have reported that the elementary teachers differ from secondary teachers in their perceived stress, contingent on the type of potentially stressful situation they have been in. They made an attempt at investigating sources, reactions and coping resources of school teachers to stress and found that various sources of stress included career satisfaction, job related stress, management related stress, students and job related stresses. Paratkar (1994) examined the stress among teachers at different levels from a psycho-social perspective and concluded that the amount of role stress varied at different levels.

The nature and types of role stresses also differed at different professional levels. As the level of teaching profession increased, the role stress decreased. It was highest among primary and middle level teachers. Attitude towards teaching profession was found to be significantly and negatively correlated with role stress. Attempted to study the demographic and family variables related to teacher's anxiety and perceived stress and concluded that teaching in both the medium resulted in greater stress than teaching through one medium only. The government school teachers experienced high job stress related to students, curriculum load, working environment, workload, time demand, administrative problems. In case of Missionary school teachers, high job stress was observed in the areas of poor remuneration and job security.

Literature Review

Aravindhans (2013) examines the level of Emotional Intelligence among teachers in Sultanate of Oman have fairly high level of Emotional Intelligence. Deepa Sikand Kaut (2002) investigate the relationship between Emotional Intelligence and Stress among B.Ed. teachers with high emotional intelligence experience low teacher stress. Thus, emotional intelligence was found to be helpful in reducing stress of teachers and enhancing their effectiveness in teaching. Mansoureh Karimzadeh (2012): describes a program to enhance social and emotional skills and general health of 76 elementary teachers with at least 10 year teaching experience and bachelor degree into control and experimental groups. The results showed that training had significant effect in increasing social emotional skills and its components on teacher experimental group and showed positive correlation between enhancement of Emotional skills and general health. Gayathri & Meenakshi (2013) traces the evolution of emotional intelligence and discusses the different concepts and beliefs pertaining to emotion and cognition. Harajyoti Mazumdar et al (2012) Post graduate students were easily target of stress than the graduate students. Factors such as physical and mental, family, job, relationship and social were the main source of stress among the students that there were different percentages of stress symptoms among the male and female students. Headache, blood pressure, anxiety, back pain, neck pain, appetite and skin rashes were more predominately observed among females. On other hand poor sleeping patterns, hair falls, erratic moods, heart diseases and depressions was found to be more often in males.

Statement of the Problem:

Academic became an industry when teachers and professionals face a lot of challenges in day to day life because of various en-

Environmental factors. Stress is one of the major factors that affect the academic circumstance and it differs person to person based on their level of emotional intelligence. This study tries to identify the different aspects of emotional intelligence and its impact on potential stressors of an academician.

Objectives

- To examine the level of emotional intelligence and impact on stress among teachers working in private educational institutions based on gender, age, qualification and work experience.
- To identify the importance of emotional intelligence in personal, academic and career success of teachers.

Limitation

This study considers only 43 variables. Some other factors also will have an impact on stress but this study considers only the emotional intelligence. In spite of several efforts to collect data from the respondents the response rate was poor.

Research Design

Descriptive Research design was used for this research based on adoption of survey method. Proportionate Stratified Random sampling method was adopted for this study. 316 questionnaires were distributed among the teachers of private educational institutions. Sample unit consist of teachers who are teaching for both UG and PG of private educational institutions.

Analysis & Findings

- It is found that 54.3 % and 45.7 % of the respondents are male and female of which 72.4 % of the respondents belong to the age group of more than 50. 61.3% are married. 97.5 % of the respondents are holding a master's degree. 94.3 % of the respondents having experience of more than 20 years. 56.5% of the respondents are belongs to urban area.
- It is found 26.2 % of the respondents had agreed they have to teach subjects would not have chosen. 22.3% of the respondents had agreed that their Classroom control is difficult. 20% of the respondents had tried to see the others person's point of view. It is found that 20% of the respondents had agreed to feel that they develop themselves. 20.6 % of the respondents had agreed that they people tell them that they are an inspiration.
- It is found that 10.7 % of the respondents had agreed that they think that their feelings should be managed. 12.7 % of the respondents had agreed that they can concentrate on the task at hand in spite. 21% of the respondents had agreed that they do not mix emotions unnecessarily.

ANOVA:

Table 1

Table No: 1 ANOVA Test for Comparing Means of Potential Stress with Demographic Profile

DEMOGRAPHIC PROFILE	CATEGORY	POTENTIAL STRESS			
		MEAN	STD DEV	F	SIG
AGE	30 – 40	3.74	0.25	3	0.000
	40 – 50	4.49	0.37	30	
	50 – 60	4.46	0.33	54	
	More than 60	4.57	0.37	228	

EDUCATIONAL	12 th	3.61	0.31	2	0.008
	UG	4.41	0.44	6	
	PG	4.55	0.36	307	
EXPERIENCE	10 -15	3.92	0.65	3	0.002
	15 – 20	4.35	0.37	15	
	More than 20	4.55	0.36	297	
RESIDENTIAL BACKGROUND	Rural	4.53	0.39	94	0.413
	Urban	4.52	0.38	178	
	Others	4.60	0.34	43	

ANOVA reveals that there is a significant difference exists among potential stress in terms of age and education qualification

REGRESSION:

Table 2

Table No: 2 Regression Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.509	.106		4.792	.000
Emotional	.432	.035	.432	12.393	.000
Stability	.353	.035	.287	10.121	.000
Value	.157	.025	.151	6.323	.000
Behaviour	.072	.033	.074	2.178	.030
Empathy	.082	.018	.092	4.681	.000
Commitment	.117	.030	.125	3.863	.000
Managerial relation	.099	0.33	.110	3.032	.002
Self – awareness	.049	0.22	0.52	2.231	.020

From the above table we can interpret that there is a significant difference between the eight variables out of ten since the significant value is below 0.05. The results of the R square of variance in the dependent variable (potential stress) which can be explained by the independent variables (emotional, stability, value, behaviour, empathy, commitment, managerial relation and self-awareness). The R-square of 0.682 shows a good correlation between the variables.

Suggestion:

Emotional Intelligence plays an important role in reducing the stress level among teachers. By increasing the skills that enhance emotional intelligence, teacher stress can be reduced and perfor-

mance can be improved. Emotional intelligence factors shows the positive significant values so the staffs can keep up this attitude, to further enhance their emotional intelligence. The improvement in self-development and self- motivation would enhance the potential of emotional intelligence. Workshop can be conducted for managing personal emotion.

Conclusion:

The study has been making efforts to understand how EI and stress complement one another, about a person's ability to handle stress affects the person ability to concentrate and put intelligence to use. The more complex a job, the more important is EI because deficiency in these abilities can hinder the use of whatever technical expertise or intellectual abilities a person may have. The results indicate the importance of EI and its usefulness in teaching performance as the EI of faculty members was found to have a significant correlation with teaching effectiveness stress. There is a need to promote the EI of faculty members along with their subject knowledge and skills for better efficiency in the teaching-learning process in professional courses like engineering etc., so as to reduce anxiety and stress among students.

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