



## RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND OCCUPATIONAL STRESS OF MALE AND FEMALE HIGH SCHOOL TEACHERS

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### ABSTRACT

Teaching is a rigorous and difficult career. A teacher's job is to plan, organize, deliver, and evaluate teaching helps students learn. Teachers working at various levels of education face a variety of obstacles due to the ever-increasing burden in the educational system, number of students in a class, student diversity, etc They undergo lots of Occupational Stress. Emotional intelligence (EI) is among the variables that appear to be associated with stress. Thus, this study aims to investigate the relationship between Emotional Intelligence and Occupational Stress The study was conducted on 32 Female and 28 Male High School Teachers of Bangalore the data was gathered through questionnaires of Emotional Intelligence by Upinder Dhar. And the Occupational Stress Index by Srivastav and Singh was used to measure occupational stress., Data being analysed by SPSS software using descriptive statistics, Pearson correlation coefficient. The result showed that there was a negative relationship between the emotional intelligence and occupational stress of teachers.

**Keywords:** Emotional Intelligence; Occupational Stress, Teachers

### CHAPTER1-INTRODUCTION

Teaching is a rigorous and difficult career. A teacher's job is to plan, organize, deliver, and evaluate teaching helps students learn. He/ she is also supposed to design and develop. Assist students with guidance and counselling, and develop courses conduct research, lead research, and also co duties in administration The teaching profession comes with a number of challenges. Teachers working at various levels of education face a variety of obstacles due to the ever-increasing burden in the educational system, number of students in a class, student diversity, etc. Professionalism, responsibility, and accessibility are all factors to consider. Introduction of innovative sorts of learning technology decreasing educational systems (open and distant learning); a lack of educational standards; a scarcity of resources; a lack of interpersonal relationships a lack of rapport between the teacher and the students; as well as inappropriate demands from both internal and external sources. Furthermore, teachers, like every other human being, Human Beings are confronted with growing complexity in existence, as well as rapid change.

Emotional intelligence may help both a teacher and her learners if she understands how to apply it. Teachers must be able to distinguish between cognitive and emotional learning. When teachers assess their own emotional literacy (Zeidner, 2007), emotional literacy emerges.

The amount of occupational stress was cited as the primary cause for their resignation. Increased workload, a hostile atmosphere, huge classrooms, salary delays and non-payment, poor working environment, poor service condition, insults and assaults from parents, and time pressure have all

been highlighted as drivers of occupational stress (Jack and Punch, 2001 ).

Many studies have looked at the causes of stress among teachers (Fako, 2010; Jaiyeoba and Jubril, 2008; Ravichandran and Rajendran, 2000), but only a few have looked into the impact of emotional intelligence on occupational stress. This is a void that the current research will fill.

### **EMOTIONAL INTELLIGENCE**

The concept of Emotional Intelligence was familiarized by Daniel Goleman, in the year 1995. It has evolved from a long-standing paradigm in Organizational psychology, Personality and social psychology theories and empirical research (Cherish, 2000).

EI according to Mayer & Salovey, is the ability to notice our own emotions others feelings, distinguish between emotional feelings in order to label them properly. So, this mind-set would help guide and think to make better decisions.

As per the study done by Johnson and Johnson, "Individuals who possess high level of emotional intelligence will perform well at their workplace".

EQ (Emotional Quotient) is a terminology established by Israeli researcher Reuven Bar-On (2006) to describe emotional intelligence. Emotional quotient has received more attention than IQ, Until Wayne Payne, Emotional Intelligence as an overall notion was a very fledgling concept, an emerging field of behavioural inquiry, it was a very nascent concept, an emerging area of behavioural investigation altogether.

Emotional Intelligence represents a set of widening interrelated skills that include the ability to manage emotions, understand others' emotions, respond effectively to one's own and others' emotions, and use one's emotional understanding to aid reasoning, which aids cognitive activities and leads to adaptive behaviour. Understanding our own and others' emotions is essential to living a meaningful and rewarding existence.

"Competence in sensing, interpreting, and managing our own and others' emotions" is a wide definition of emotional intelligence (Zeidner et al., 2009). Academic accomplishment, vocational success, contentment, and emotional health and adjustment are all said to be linked to emotional intelligence (Elias, Zins, Weisberg, Frey et al., 1997). There is a clear connection between high EI and good interpersonal relationships, according to Schutte et al (2001). EI is found at the intersection of cognitive and emotion.

### **Emotional Intelligence: Its Emergence as a Concept**

Darwin's early research contributed to the survival knowledge of emotional reactivity, which may be traced back to the foundations of Emotional Intelligence. In the early 1900s, the traditional concept of intelligence emphasizes the cognitive components of intelligence.

Problem-solving and remembering, as well as thinking and decision-making, are examples of skills. Years passed, and it occurred to the researchers that they should also include non-cognitive factors such as emotional well-being. Intelligence and social intelligence are two different things.

E.L. Thorndike coined the term 'Social Intelligence,' which refers to a person's capacity to successfully handle and manage the people around them. It essentially entails establishing positive interpersonal and courteous relationships with those in our immediate environment. In the year 1920,

The Wechsler Adult Intelligence Scale was established by David Wechsler (WAIS), which highlighted both intellectual and non-intellectual dimensions of intelligence. Social, personal, and emotive variables made up the non-intellectual parts. Non-intellectual factors are responsible for bringing about success in one's life, according to the Wechsler scale. In 1940

Later emerged Howard Gardner's multiple intelligence hypothesis, which shed light on Interpersonal and Intrapersonal Intelligence. Intrapersonal intelligence refers to an individual's capacity to know and understand oneself deeply and respect one's own feelings and objectives, whereas interpersonal intelligence refers to an individual's ability to understand other people's issues. Gardner claims that the conventional and traditional view of intelligence is insufficient to completely explain the phenomenon.

Dr. Reuven Bar-on invented the term "EQ" (Emotional Quotient) in 1996, and the Bar-On

Emotional Quotient Inventory was produced in 1997, a tool for assessing emotional intelligence. The questionnaire covers five topics: impersonal, interpersonal, adaptation, stress management, and overall mood. According to emotional intelligence, he develops "an army of non-cognitive talents, competencies, and skills that defines one's potential to succeed in coping with external demands and challenges."

According to Elias (2001), teaching emotional and social skills in schools is extremely important and has a favourable influence on children's academic progress. "Nelson and Low claim that (2003).

"The single most important determinant in personal performance, job success, influence, and life satisfaction are emotional intelligence."

### **EMOTIONAL INTELLIGENCE COMPONENTS**

**Self-awareness** - is required for EI. It is the skill to understand and manage one's own thoughts and feelings, as well as other people's emotions.

**Self-regulation** - One should be able to recognize when it is suitable to express one's feelings in addition to being aware of them.

**Fostering** - Self-control is beneficial to one's mental health. Ability to interact with others' social skills are a component of emotional intelligence. It includes a wide variety of communication and interaction skills.

**Empathy** - Empathy is the ability to see problems from another person's point of view.

### **Emotional Intelligence's Relevance in Teaching**

Emotional intelligence is essential in the field of education and in teaching. Teachers with EI are better able to comprehend their students. Teachers can devise an academic strategy to better comprehend their students' interests and establish objectives for them. Empathy is a growing necessity.

**OCCUPATIONAL STRESS** - The negative physical and emotional responses that occur when a worker's skills, requirements, or resources are exhausted by the demands of the job are referred to as occupational stress. Emotion and stress, Lazarus (1999), are inextricably intertwined, thus when one is there, the other is present. There is stress, but there is also feeling. Occupational stress is the feeling of a gap between expectations and reality.

Environmental pressures (stressors) and individual capacity to meet them 2013 (Beheshtifar & Nazarian). Stress is always accompanied with an incapacity to work properly. Hinders one's productivity at work (Smith, 2000) and acts as a roadblock to success. Success of the company (Noblet, 2003). According to (Smith, 2000), it is expected that every year, 90 million working days are lost due to stress-related illnesses. In a study of the IT sector in Chennai and Coimbatore, Kavitha, P. (2012).

Women are more prone than men to experience psychological stress, whereas unmarried women are less likely than married women to experience stress.

According to Khalid. A (2012), there is a clear link between the degree of stress experienced and organisational performance. There is an inverse link between stress and productivity, meaning that more stress reduces productivity. As a result, they will be unsuccessful in everything they undertake due to decreased production and efficiency.

### **Causes of Occupational Stress**

The demands of the job surpass the worker's capabilities, requirements, or resources. Stress is a part of modern life. The potential for stress increases as organisations get more complicated; modernisation, industrialization, and an increase in the scope of activities are some of the reasons for increased stress. Job stress arises when the job requirements do not fit the workers' talents, resources, or needs. We need to develop ways to use stress productively and reduce dysfunctional stress because there is no way to avoid it in modern life. Increased demands, less freedom to regulate one's work, and insufficient capacity to cope with time pressures have all been connected to sources of work stress. It might also happen if employees don't feel supported. Occupational stress has a direct impact on organisational dedication, as well as physical and psychological well-being. Changes in the workplace caused by occupational stress can be costly to businesses, affecting employee morale, resignation, and absenteeism.

rates, as well as resulting in lower employee performance, poor quality control, and a drop in performance.

### **Models of stress:**

#### **Demand control-support model**

The Demand Control model proposes that employee's health is harmed by a combination of poor work-related job control and high psychological demands. Job strain is a word used frequently. To describe poorer mentally or physically health as a result of increased workload and low degrees of choices freedom, either together or individually, in the subject of occupational health psychology. The DC model was enhanced to incorporate a lack of support from co-workers and bosses to produce the Demand Control Support model. An excessive workload, a lack of decision flexibility, and a lack of support, either together or independently, are all linked to poor health, according to research.

#### **Diathesis–stress model**

The diathesis–stress model examines a person's sensitivity to stressful life events. On that symptoms or vulnerability, people differ. According to the paradigm, the diathesis of a person is caused by the environment in which he or she is exposed to varying levels of occupational stress. If a person has a high stress tolerance, a powerful stressor may not produce a mental or physical issue (is generally invulnerable). When a stressor (such as a heavy workload or a tense co-worker relationship) exceeds an individual's diathesis, medical issues might result.

#### **The Effort-Reward Imbalance (ERI)**

The effort-reward imbalance (ERI) model examines the link between a worker's efforts and the rewards she or she earns at work. Work distinguished by a high amount of effort and small rewards, according to the ERI model, creates strain (e.g., psychological symptoms, physical health problems). Incentives for the employment might be both concrete and intangible, including pay and fair treatment. Overcommitment to a task can also lead to inconsistency, according to the paradigm.

#### **Occupational stress for teachers During COVID**

Studies of teacher well-being during the COVID-19 outbreak have revealed a number of pressures, as well as work-related demands and resources, dating back to the period of school closures. According to Collie (2021), autonomy-thwarting leadership was connected to higher emotional weariness among teachers during school closures, whereas autonomy-supportive leadership encouraged workplace cheerfulness, which reduced teachers' physical load, stress, and emotional exhaustion.

Furthermore, Kim and Asbury (2020) discovered that the primary stresses during the first six weeks of the lockdown were instructors' ambiguous sentiments about the situation and worry for vulnerable pupils. Instead, MacIntyre et al. (2020) discovered that the three most significant issues for teachers were their workload, worry for their family's health, and loss of control over their career.

### **NEED FOR THE STUDY**

Although numerous studies on emotional intelligence and Occupational stress have been conducted, there has not been many studies so far focusing on the emotional intelligence and occupational stress of high school male and female teachers.

There seems to be a research gap in studying the relationship between emotional Intelligence and occupational stress of male and female high school teachers.

**CHAPTER2–REVIEWOFLITERATURE**

|      |   |  |  |
|------|---|--|--|
|      |   |  | thetimeallotted.   |
| 2014 | Parmindar<br>Walia<br>&<br>Paramjit<br>Kaur Tulsi   | Association between Occupational Stress and Emotional Intelligence in Chandigarh colleges.                         | College instructors with greater levels of emotional intelligence had lower levels of occupational stress in the majority of situations. |
| 2012 | Manoj<br>Chabra<br>&<br>Bindu<br>Chabra   | Emotional intelligence and occupational stress among troops from the Indian Border Security Force.                 | Members of the Indian Border Security Force had a negative relationship between emotional intelligence and professional stress.          |
| 2012 | Evren<br>Aryanci,<br>Zeynep<br>Kalyoncu,<br>SalihGuney,<br>Mahmut<br>Arslan,<br>&<br>Zeynep<br>Kalyoncu | Impact of emotional intelligence on stress in medical contexts.  | Nurses were shown to have higher levels of IQ and stress than males. Those who had moderate stress levels.                               |
| 2011 | Hassan<br>Darvish<br>&Ali<br>Akbar<br>Nasrollahi  | Association between Occupational Stress and Emotional Intelligence at Payame Noor University.                      | Work-related stress and emotional intelligence have a negative significant relationship that is linked to job performance.               |
| 2008 | Nina Ogiska-<br>Bulik   | Emotional Intelligence and Occupational Stress among Rehabilitation Staffs working at Tehran's Training Hospitals. | Occupational stress and emotional intelligence were found to have a negative relationship.   |

This chapter entails review of literature relevant to Emotional Intelligence and Job Satisfaction and studies associated to these two variables. Various research papers are categorized and presented in the succeeding sections.

### **Studies on Emotional Intelligence and Occupational Stress on teachers**

The focus of the researchers in the study (**Chandrakant Gorsy, Ritu Goyat, Madhu Anand, 2015**). Emotional intelligence has an influence on occupational stress correlates, according to Chandrakant Gorsy, Ritu Goyal, and Madhu Anand (2015). Role overload, role ambiguity, role conflict, political pressure, responsibility for individuals, and under-participation are the occupational stress correlates cited in the study, which were derived from the occupational stress index produced by (Srivastava & Singh, 1984).

The focus of the research by (**Parmindar Walia, Paramjit Kaur Tulsii 2014**) was to investigate the association between Occupational Stress and Emotional Intelligence in Chandigarh colleges. From a group of 218 college professors, teachers were picked at random. College instructors with greater levels of emotional intelligence had lower levels of occupational stress in the majority of situations, according to the research.

The researcher's aim in the study (**Hassan Darvish, Ali Akbar Nasrollahi, 2011**) was to investigate the association between Occupational Stress and Emotional Intelligence at Payame Noor University. 134 workers at Payame Noor University (ORQ) were assessed using the Swinburne University Emotional Intelligence Test (SUEIT) and the Occupational Roles Questionnaire. The findings show that work-related stress and emotional intelligence have a negative significant relationship that is linked to job performance.

### **Studies on Emotional Intelligence and Occupational Stress in a Workplace**

The aim of the researchers in the study (**NINA OGISKA-BULIK, 2008**) was to examine Emotional Intelligence and Occupational Stress among Rehabilitation Staffs working at Tehran's Training Hospitals. Cross-sectional research was done on 169 rehabilitation staff members chosen at random among 300 rehabilitation staff members working in Tehran's training hospitals. Using the emotional intelligence assessments of Petrides and Furnham, as well as the HSE's occupational stress questionnaires Results: Occupational stress and emotional intelligence were found to have a negative relationship.

The researchers' aim (**Manoj Chabra, Bindu Chabra, 2012**) was to investigate Emotional intelligence and occupational stress among troops from the Indian Border Security Force. Stress is one of the main challenges that Indian Border Security Force members face, and it leads to suicides and killings. Members of the Indian Border Security Force had a negative relationship between emotional intelligence and professional stress, according to the study.

**Evren Aryanci, Zeynep Kalyoncu, Salih Guney, Mahmut Arslan, and Zeynep Kalyoncu (2012)** studied the impact of emotional intelligence on stress in medical contexts, in particular on nurses and discovered that there is no substantial difference between emotional and physical distress. Nurses were shown to have higher levels of IQ and stress than males. Those who had moderate stress levels, on the other hand, were able to cope better with the problems. They experience on a regular basis in medical settings, which has been linked to their emotional intelligence scores on the Emotional Intelligence Scale.

Individuals in the medical field endure stress and a significant level of strain, According to Mamata Prasad (2019), and physicians in particular face stress owing to the nature of the duties they perform, while doctors with better emotional intelligence had less occupational stress. Doctors must be educated on how to instill these values in their patients.

### **CHAPTER 3 – METHODOLOGY**

The aim is to study the relationship between Emotional Intelligence and Occupational Stress of male and female high school teachers

**OBJECTIVES**

1. To study the relationship between Emotional Intelligence and Occupational Stress of Male and Female High School Teacher's
2. To know the Emotional Intelligence of Male and Female High School Teachers.
3. To know the Occupational Stress of Male and Female High School Teachers

**VARIABLES**

**INDEPENDENT VARIABLE:** Emotional Intelligence

**DEPENDENT VARIABLE:** Occupational Stress.

**DEMOGRAPHIC VARIABLE** – Participants filled a demographics schedule that was added before the assessments were filled. In order to solicit information about their name age gender and place of work.

**OPERATIONAL DEFINITIONS****Emotional Intelligence**

Emotional Intelligence is defined as a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others, the effective regulation of emotions in oneself and others, and the use of feelings to motivate plan and achieve in one's life (Salovey and Mayer, 1990).

**Occupational 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."

**HYPOTHESIS**

**H1** – There is no Relationship between Emotional Intelligence and Occupational Stress of male and female high school teachers.

**H2.** There is no significant difference in Emotional Intelligence of male and female high school teachers

**H3.** There is no significant difference in the Occupational Stress of male and female high school teachers

**RESEARCH DESIGN**

The current research involves survey research method that obtains data from samples belonging to a wide range of target population. This form of research design deduces the association between variables using theory and research, and by providing empirical proof. To standardize the measurements and analysis of data, a quantitative research method is used, and a representative sample is chosen to study and generalise the results to the population.

**SAMPLE**

The sample comprised of 28 male high school teachers and 32 female high school teachers from Bangalore.

**SAMPLE SIZE** - A total of 60 participants were procured which comprised of 28 Males and 32 Female High school teachers

**SAMPLING TECHNIQUE**

**Purposive Sampling-** Purposive sampling refers to a taxonomy of non-probability sampling technique. This sampling technique caters to the purpose of the research investigation and

features of the same population. (Lavrakas, 2008)

**Snowball Sampling**- The procedure of selecting the initial participants to help in their assistance in the occupations and the selection of subsequent prospective participants is known as snowball sampling.

### **SAMPLESELECTION**

#### **Inclusioncriteria**

HighschoolTeachersworkinginschoolswillbetakenforthe study.Menandwomenwithminimum1yearofexperiencewillbeselectedforthestudy. For the study, Teachersteaching in schools ofBangalore will be taken.

#### **Exclusioncriteria**

Parttimeorinternswillnotbeincluded, Teachershavinglessthan1year ofexperiencewillnotbeincluded Teachers from other cities will not be included.Non-teachingstaffwillnotbeincluded

### **INSTRUMENTS**

#### **EmotionalIntelligence**

The scale was developed by Dr. Upinder Dhar (2007).It encompasses of10 dimensions such as Self-awareness, Empathy, Self-motivation, Emotional stability, Managing relations, Integrity, Self-development, Value orientation, Commitment, Altruistic behaviour. The questionnaire consists of 34 statements. Likert five-level scoring method was used in the scale, where in1-5 points refer to, “strongly agree”, “agree”, “uncertain”, “disagree”, “strongly disagree”.

TheEmotionalIntelligencescalehasareliabilityvalueof0.94ontest-retestmethodand 0.89 on split half reliability. The scale has been used intensively and has been taken up by more than 25000 people all over the world. The scale has a validity value of0.89 and it has been standardized on adolescents, graduates, managers, medical professionals, businessman, bureaucrats and artist.

#### **OccupationalStressIndex**

Occupational Stress Index by Srivastava & Singh, the tool measures the extent of stress which employees perceive arising from various constituentsand31 conditionsintheir job. OSIisself-administeringscale,whichcouldbeadministeredindividuallyorinagroup.

Reliability index ascertained by split half (odd – even) method and Cronbach’s alpha – coefficient for the scaleasa whole were foundto be0.935 and0.90 respectively

Validity - Highly significant positive correlation was found between the scores on the OSI and the scores on measures of such job related attitudinal and motivational and personality variables.

The scoring -The scale consistsof46 items, each to be rated on five-point scaleranging ona continuumof strongly agree, agree, uncertain, disagreeand strongly disagree. The scale will be used to measure Occupational Stress in 12 dimensions, namely: Role overload, Role Ambiguity, Role Conflict, Unreasonable group and political Pressure, Responsibility for persons, Under Participation, Powerlessness, Poor peer relationship, Intrinsic impoverishment, Low status, Strenuous working conditions, Unprofitability.

#### **Procedure**

The questionnaire booklet consisted oftwo measuring instruments ofEmotional Intelligence scaleandOccupational Stressscaleisadministered to60 Participants.TheRespondentswere briefed about the purpose of the study. The participants were directed with the instructions and had probed to compulsorily fill in the demographic details such as name, age, gender, years of experience. The questionnaires were assigned to high school male and female teachers in educationalinstitutions.Therewasno time limit, howevertherespondentstookOnly 25-30 minutes



to complete the entire questionnaire. After which the data obtained was analysed using appropriate statistical methods.

**Data Analysis**

Data was collected using google forms. Data was captured in to Microsoft excel by which descriptive statistics were computed. The data was further subjected to T test and results were computed

**Ethical Consideration**

The current study has taken into consideration the following ethical principles:

1. Consent: A consent form was signed by the participants before data collection
2. Confidentiality: The participants were assured that their responses were utilised for academic purposes only.
3. Anonymity: The participants were asked to use their initials instead of full names while filling the demographic sheet.
4. Risks or harm: The subjects were informed of the risks involved, and were assured that participation in the study was voluntary
5. Right to withdraw from the study: The participants were assured that they could withdraw their participation at any point of the study.

**CHAPTER 4: RESULTS AND DISCUSSIONS**

Research participants encompassed of 60 Male and Female High School Teachers who had been approached for the survey.

The aim of the study is to study the relationship between Emotional Intelligence and Occupational Stress of male and female high school teachers

Research participants encompassed of 60 Male and Female High School teachers.

The above chart shows the demographic distribution based on gender. The sample consisted of 28 Males and 32 Females.

**Table 1**  
**Descriptive Statistics of the study Variables.**

**Descriptive Statistics**

|                    | N  | Minimum | Maximum | Mean     | Std. Deviation |
|--------------------|----|---------|---------|----------|----------------|
| EI                 | 60 | 113.00  | 157.00  | 137.6333 | 9.11688        |
| OSI                | 60 | 114.00  | 161.00  | 141.2167 | 9.32118        |
| Valid N (listwise) | 60 |         |         |          |                |

There are 60 participants in the study. The mean score and the standard deviation for Emotional Intelligence is 137.02 and 9.11 respectively, indicating High Emotional Intelligence among the group. The mean score of Occupational Stress is 141.2 indicating Moderate Occupational Stress among the group.

**Table 2**

|                        | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|------------------------|---------------------------------|----|-------|--------------|----|------|
|                        | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Emotional Intelligence | .107                            | 60 | .084  | .980         | 60 | .445 |
| Occupational Stress    | .076                            | 60 | .200* | .981         | 60 | .464 |

According to Shapiro-Wilk test, if p-value is more than 0.05 or at the level of 0.05 then hypothesis for the data collected are accepted. The table indicates that the p-value of Emotional Intelligence (EI) and Occupational Stress (OS) is more than 0.05, showing that these two scales are normally distributed.

Thus, it implies that parametric correlation coefficient must be used for analysis of data and hence Pearson Correlation is applied for the test results.

**Table 3 Correlations**

|   | Emotional Intelligence | Occupational Stress |
|---|------------------------|---------------------|
| Emotional Intelligence Pearson Correlation<br>Sig.(2-tailed)N | 1<br>60                | -.006<br>.961<br>60 |
| Occupational Stress Pearson Correlation<br>Sig.(2-tailed)N    | -.006<br>.961<br>60    | 1<br>60             |

Table 3 Shows the Pearson Correlation Coefficient in order to study the relationship between Emotional Intelligence and Occupational Stress of Male and Female High School Teachers.

It is estimated that Emotional Intelligence and Occupational Stress has a correlation coefficient value of -.006, (almost equal to zero) indicating that there is a negative correlation which is non-significant. Thus, accepting the first hypothesis which states that there is no significant relationship between Emotional Intelligence and Occupational Stress of Male and Female High School Teachers.

**TABLE 4**

|                        | Levene's Test for Equality of Variances |               | t-test for Equality of |
|------------------------|---|---------------|------------------------|
|                        | F                                       | Sig.          | t                      |
| Emotional_Intelligence | Equal variances assumed                 | 3.373<br>.071 | -.444                  |
|                        | Equal variances not Assumed             |               | -.434                  |
| Occupational_Stress    | Equal variances assumed                 | 1.376<br>.246 | .913                   |
|                        | Equal variances not Assumed             |               | .924                   |

|                        | t-test for Equality of Means |                |                 |
|------------------------|------------------------------|----------------|-----------------|
|                        | df                           | Sig.(2-tailed) | Mean Difference |
| Emotional_Intelligence | 58                           | .659           | -1.05357        |

|                     |                             |        |      |          |
|---------------------|-----------------------------|--------|------|----------|
| ce                  | assumed                     |        |      |          |
|                     | Equal variances not assumed | 48.487 | .666 | -1.05357 |
| Occupational_Stress | Equal variances assumed     | 58     | .365 | 2.20536  |
|                     | Equal variances not assumed | 57.858 | .359 | 2.20536  |

### **H2: There is no significant difference in Emotional Intelligence of male and female high school teachers**

Table 4 Shows the T test in order to study the Emotional Intelligence of Male and Female High School Teachers. And the value of t found to be -0.444 (when equal variances assumed) and -0.434 (when equal variances not assumed) which both are again a non-significant bearing P-values as 0.659 and 0.666 respectively. Hence, we can say there is no significant difference in Emotional Intelligence of male and female high school teachers. Therefore, accepting the second hypothesis

### **H3: There is no significant difference in the Occupational Stress of male and female high school teachers**

Table 4 Shows the T test in order to study the occupational stress of Male and Female High School Teachers value of t found to be 0.913 (when equal variances assumed) and 0.924 (when equal variances not assumed) which both are again a non-significant bearing P-values as 0.365 and 0.359 respectively. Hence, we can say there is no significant difference in the Occupational Stress of male and female high school teachers. Therefore accepting the third Hypothesis.

#### **Conclusions:**

1. Based on the above findings, the first hypothesis which states There is no Relationship between Emotional Intelligence and Occupational Stress of Male and Female high school teachers is accepted.
2. Based on the results, the second hypothesis which states "There is no significant difference in Emotional Intelligence of Male and Female high school teachers" is accepted.
3. Based on the results, the third hypothesis which states "There is no significant difference in the Occupational Stress of Male and Female high school teachers" is accepted.

#### **CHAPTER 5: SUMMARY AND CONCLUSION**

This chapter entails summary, limitations, implications of the study and suggestions for future research.

##### **Summary**

The aim was to study the relationship between Emotional Intelligence and Occupational Stress of male and female high school teachers. The study was conducted on Male and Female High school teachers. The participants were administered with Emotional Intelligence Scale (Dr. Upinder Dhar, 2007) and Occupational Stress (Srivastava, Singh - 2002) Data was analysed using Pearson's correlation coefficient.

The first hypothesis was proved showing there is no relationship between Emotional Intelligence and Occupational Stress of Male and Female High School Teachers. The last two hypothesis indicated there is no difference in Emotional Intelligence of Male and Female High School Teachers difference in occupational stress of Male and Female High School Teachers

The purpose of the study was to Study the relationship between Emotional Intelligence and Occupational Stress of male and female high school teachers. Teachers play a crucial role in Shaping a student's life Especially during their High School. Thus, Emotional Intelligence is very necessary. Where as it differs in many factors such as Attention of students, Cognitive Development of student, Context of students. As Teaching is a profession which requires high level of Emotional Intelligence and their work performance depends on it.

##### **LIMITATIONS:**

- The study was specific to schools at Bangalore
- Years of experience and other such factors were taken but not discussed and compared

in detail.

- The sample size of the study was less (60), in order to get genuine results from the participants.

## IMPLICATIONS

The results of the study indicate that Emotional Intelligence and Occupational Stress are not related to each other, though several studies have proved that high Emotional Intelligence and occupational stress have a Positive Relationship. The undoing hypothesis proposed by Fredrickson, which claims that good emotions disengage the extended effect of negative emotions, provides another useful insight into the interaction between EI and occupational stress (Fredrickson and Levenson, 1998). Several studies (e.g. Pilsuk and Parks, 1984) emphasize the importance of specific components of EI, such as noticing others' emotions, in maintaining good relationships and a strong social network and excellent social support that functions as a buffer against the negative effects of distress.

## RECOMMENDATIONS:

- The research study could include a larger sample size.
- Sample sizes should be larger.
- In-depth exploration using qualitative interview methods could be used.
- This study can be conducted in many other service-oriented jobs such as Nurses, Doctors, counsellors and other health practitioners.

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