



Emotional Intelligence and Occupational Stress among School Teachers in Haryana, India

Nomita Punia^{1*}, Shanti Balda² and Poonam¹

¹Human Development and Family Studies, I.C. College of Home Science, CCSHAU, Hisar, Haryana – 125004, India

²Department of Human Development and Family Studies, CCS HAU Hisar, India
punia16simran@gmail.com

Available online at: www.isca.in, www.isca.me

Received 19th April 2016, revised 4th June 2016, accepted 28th June 2016

Abstract

The present study aims at exploring the relationship between emotional intelligence and occupational stress among the school teachers of Haryana state. The study was conducted in five cultural zones of Haryana state - Khadar, Nardak, Bagar, Mewat and Ahirwal. From each district headquarter; two separate lists of schools, one list for schools affiliated to Central Board of Secondary Education (CBSE) and the other list for schools affiliated to Board of School Education, Haryana (BSEH) were prepared. From these schools, lists of primary teachers (PRT), trained graduate teachers (TGT) and post graduate teachers (PGT) were prepared separately for CBSE and BSEH affiliated schools. To represent the sample from teachers of CBSE affiliated schools, from one cultural zone, 15 PRT, 15 TGT and 15 PGT were selected at random. Similar procedure was adopted for selecting teachers from BSEH affiliated schools from the same zone. Thus, from one cultural zone a total of 90 teachers, 45 teachers from CBSE affiliated schools and 45 teachers from BSEH affiliated schools were selected. Similar procedure was adopted to select teachers from other four cultural zones. Total sample constituted of 450 teachers, 225 teachers from Central Board of Secondary Education (CBSE) affiliated schools and 225 teachers from Board of School Education Haryana (BSEH) affiliated schools. Emotional Intelligence of school teachers was assessed with the help of Emotional Intelligence Scale by Hyde et al. and Occupational Stress of school teachers was assessed with the help of Occupational Stress Index developed by Srivastava and Singh. Results revealed that teachers with higher levels of Emotional Intelligence experience lower levels of occupational stress. The results also indicated that the personal variables- sex, age, educational levels, years of teaching experience and types of school, play a significant role in the perception of various sources of stress related to the teaching profession.

Keywords: Emotional intelligence, Occupational stress, School, Teachers, Haryana.

Introduction

Stress is common for several jobs. This modern world has given access to so many services and goods from all over the world and also increased the responsibility and also many more sleepless nights to the business world. Teaching which was once considered to be a job with lots of peace and rest is now being considered one of the most stressful jobs around the world.

The responsibilities of teaching seem to be the same, but the intensity and efficiency with which the task has to be accomplished is rapidly changing. To prepare the student to face the constantly changing business world, teachers are taking extra burden in disciplining the student, preparing lessons and adopting various teaching styles. Teaching is now a very demanding job with lot of stress in teaching a child with various distractions from the fast moving world around. Within the general area of occupational stress, teaching has been identified as one of the most stressful occupations in many countries¹. Teacher stress has increasingly been recognized as a widespread problem in different educational settings². Compared to the general population, teachers are at risk for higher levels of

psychological distress and lower levels of job satisfaction^{3,4}. Borg⁵ also reported that up to one third of teachers perceive their occupation as highly stressful.

The emotional intelligence and ability to handle feelings, emotions rather than our I.Q will determine our success and happiness in all walks of life. An employee with high emotional intelligence is able to respond appropriately to workplace stress and to emotional behaviour of his students and colleague. The performance greatly enhance job their satisfaction, lead the highest job performance with other co-workers, emotional mental health, better outcomes in work place an leadership qualities, and organizational success, protect people from stress and lead to better adaptation, moderates depression, hopelessness and suicidal ideation.

The role that emotions play in the occupational stress is only just being acknowledged. As emotions stress is difficult to measure in the workplace, they have generally been mistreated in work place. However, the emergence of emotional intelligence has focused on the role of emotional stress in the workplace⁶.

Hence the research has been planned to study the influence of factors at various level of ecological framework on stress among school teachers: i. To measure the stress and emotional intelligence and occupational stress among school teachers. ii. To identify the relationship between emotional intelligence and occupational stress.

Review of literature: Singh⁷ conducted a study on occupational stress in relation to demographic variables it was found that the teachers have moderate level of occupational stress. Male and female teachers did not differ in their levels of occupational stress. The teachers working in govt. and private schools were not found to differ in their level of occupational stress.

Gardner⁸ empirically examined the relationship between Emotional Intelligence (EI) and occupational stress, as well as the relationship between EI and the consequences of stress. Results showed that EI had a relationship with psychological health, mental health, work place satisfaction, internal satisfaction, and workplace commitment. This study demonstrated that a training program, which specifically focuses on the emotional experiences of teachers, is able to successfully help them deal with the experience of occupational stress, the outcomes of stress, and ultimately improve their overall well-being.

Mehta⁹ conducted a study on emotional intelligence, emotional intelligence increase school teacher effectiveness at work place and reduce occupational stress among school teachers. Ten co-educational secondary schools were selected from data collection; there were two school types government and private schools. Two hundred secondary school teachers from twenty schools in Delhi were selected as respondents for the study. The main hypothesis of the research has was to prove that if we increase the EI we can reduce the stress in school teachers.

Jeyaraj¹⁰ investigate the occupational stress level of government and aided higher secondary school teachers living in different socio-cultural and economic situations. Found that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent. They were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment).

Materials and Methods

The various methodological research procedures adopted in the study have been described along with the relevant details under following subheads.

Sample selection and characteristics

Locale of the study: The study was conducted in five cultural zones of Haryana state - Khadar, Nardak, Bagar, Mewat and Ahirwal. From each district headquarter; two separate lists of schools, one list for schools affiliated to Central Board of

Secondary Education (CBSE) and the other list for schools affiliated to Board of School Education, Haryana (BSEH) were selected on random basis.

Sampling Procedure: From these schools, lists of primary teachers (PRT), trained graduate teachers (TGT) and post graduate teachers (PGT) were prepared separately for CBSE and BSEH affiliated schools. To represent the sample from teachers of CBSE affiliated schools, from one cultural zone, 15 PRT, 15 TGT and 15 PGT were selected at random. Similar procedure was adopted for selecting teachers from BSEH affiliated schools from the same zone. Thus, from one cultural zone a total of 90 teachers, 45 teachers from CBSE affiliated schools and 45 teachers from BSEH affiliated schools were selected. Similar procedure was adopted to select teachers from other four cultural zones. Total sample constituted of 450 teachers, 225 teachers from Central Board of Secondary Education (CBSE) affiliated schools and 225 teachers from Board of School Education Haryana (BSEH) affiliated schools. Questioner method was used to collect the data.

Tools: i. To access the Stress of school teachers, Occupational Stress Index developed by Srivastava and Singh (1984) was used. ii. To access the emotional intelligence, the Emotional intelligence scale by Hyde, Pethe and Dhar was used.

Results and Discussion

Socio-personal profile of school teachers: In total sample, 53.1% teachers were male and 46.9% were females. Age of the teachers ranged from 23 years to 59 years. Majority of teachers (88.0%) were married, post-graduate (68.7%) and were in the age range of 36-45 years (43.8%).

Descriptive statistics related to occupational stress among school teachers: Descriptive statistics were computed for occupational stress among school teachers. As shown in Table-1, for total sample, means for role overload, role ambiguity and role conflict stress were 17.07, 10.85 and 13.59 respectively. Means for stress due to political pressure, responsibility of persons and under-participation were 10.99, 9.93 and 11.98 respectively. Mean scores of stress due to powerlessness, poor peer relations and intrinsic impoverishment were 10.77, 12.49 and 10.64 respectively. Mean scores of stress due to low status, strenuous working conditions and unprofitability were 9.01, 11.19 and 6.34 respectively. Mean score for total occupational stress among school teachers was 134.87.

Comparison of occupational stress among school teachers on the basis of cultural zone: One-way analysis of variance (ANOVA) was computed to examine cultural zone-wise differences. As depicted in Table-1, there were no significant differences in sub-scales of stress and total occupational stress of teachers on the basis of cultural setting. As shown in the table, F-values for role overload, role ambiguity and role conflict stress dimensions were 0.05, 0.04 and 0.01 respectively.

F-values for stress due to political pressure, responsibility of persons and under-participation were 0.61, 0.15 and 0.03 respectively. F-values for stress due to powerlessness, poor peer relations and intrinsic improvement were 0.08, 0.06 and 0.38 respectively. F-values for stress due to low status, strenuous working conditions and unprofitability were 0.04, 0.10 and 0.07 respectively. F-value for total occupational stress among school teachers was 0.03.

These results confirmed the hypothesis and indicate that irrespective of cultural zone, school teachers experience occupational stress. It can be interpreted from these results that there is no association between cultural setting and occupational stress among school teachers.

It can be interpreted from these results that school teachers working in government schools affiliated to BSEH experienced significantly more stress related to role overload, low status and strenuous working conditions than those teachers working in schools affiliated to CBSE.

One-way analysis of variance (ANOVA) was computed to examine cultural zone-wise differences. As depicted in Table-3, there were no differences in sub-scales of stress and total emotional intelligence of teachers on the basis of cultural setting.

Discussion: From the results of the present study it is clear that the school teachers are found to be moderately stressed and there are no differences in occupational stress on the basis of cultural setting indicating that stress is a universal phenomenon. Teacher are more stressed in govt. School as compare to private school These findings get support from a study conducted by Miller et al.¹¹ to examine the impact of culture in managers' experiences of work stress. Results revealed that there were no cultural differences in dimensions of stress- workload, relationships, home/work balance, personal responsibility, hassles, recognition and organizational climate.

Table-1
Comparison of occupational stress among school teachers on the basis of cultural zone

Sub-scales of stress	Bagar Mean ± SD	Nardak Mean ± SD	Khadar Mean ± SD	Mewat Mean ± SD	Ahirwal Mean ± SD	Total Mean ± SD	F-value
Role overload	17.18 ± 3.62	16.99 ± 4.15	17.07 ± 3.99	17.00 ± 4.02	16.94 ± 4.51	17.07 ± 4.08	0.05
Role ambiguity	10.83 ± 3.59	10.74 ± 3.50	10.96 ± 3.59	10.89 ± 3.45	10.84 ± 3.34	10.85 ± 3.48	0.04
Role conflict	13.59 ± 3.89	13.54 ± 4.20	13.64 ± 3.68	13.57 ± 3.74	13.61 ± 3.77	13.59 ± 3.85	0.01
Political pressure	11.08 ± 2.75	10.52 ± 3.15	11.10 ± 3.62	11.09 ± 2.99	11.17 ± 3.46	10.99 ± 3.20	0.61
Responsibility	9.92 ± 2.23	9.78 ± 2.58	9.99 ± 2.62	10.03 ± 2.29	9.94 ± 2.29	9.93 ± 2.40	0.15
Under participation	12.02 ± 3.48	11.89 ± 3.62	11.98 ± 3.62	11.96 ± 3.29	12.06 ± 3.52	11.98 ± 3.49	0.03
Powerlessness	10.67 ± 2.16	10.84 ± 2.15	10.78 ± 2.35	10.80 ± 2.07	10.76 ± 2.42	10.77 ± 2.22	0.08
Poor peer relations	12.51 ± 3.05	12.37 ± 3.15	12.47 ± 3.40	12.54 ± 3.12	12.58 ± 3.26	12.49 ± 3.18	0.06
Intrinsic impoverishment	10.51 ± 3.13	10.58 ± 3.12	10.52 ± 3.60	10.56 ± 3.46	11.02 ± 3.33	10.64 ± 3.32	0.38
Low status	9.03 ± 1.93	9.06 ± 2.19	8.99 ± 2.17	8.94 ± 2.22	9.04 ± 2.18	9.01 ± 2.13	0.04
Strenuous working conditions	11.37 ± 2.11	11.27 ± 3.08	11.12 ± 3.38	11.11 ± 3.10	11.21 ± 3.13	11.19 ± 3.19	0.10
Unprofitability	6.40 ± 1.67	6.30 ± 1.85	6.39 ± 1.78	6.32 ± 1.79	6.29 ± 2.01	6.34 ± 1.82	0.07
Total stress	134.91 ± 25.97	133.73 ± 30.48	135.24 ± 32.89	135.01 ± 30.77	135.43 ± 34.38	134.87 ± 31.01	0.03

Table-2
School-wise comparison of occupational stress among teachers

Sub-scales of occupational stress	Affiliation to CBSE (n=225)		Affiliation to BSEH (n=225)		t-value
	Mean	SD	Mean	SD	
Role overload	16.37	4.03	17.70	3.97	3.51**
Role ambiguity	10.86	3.52	10.84	3.45	0.05
Role conflict	13.29	3.84	13.89	3.83	1.67
Political pressure	10.90	3.25	11.08	3.15	0.62
Responsibility for person	9.76	2.40	10.11	2.39	1.53
Under participation	11.85	3.47	12.11	3.52	0.80
Powerlessness	10.69	2.34	10.85	2.11	0.76
Poor peer relations	12.26	3.24	12.72	3.12	1.54
Intrinsic impoverishment	10.60	3.34	10.67	3.32	0.21
Low status	8.81	2.12	9.22	2.13	2.04*
Strenuous working conditions	10.71	3.13	11.72	3.12	3.45**
Unprofitability	6.25	1.88	6.43	1.75	1.01
Total stress	132.36	30.74	137.35	30.38	1.73

Means differ significantly at *p<.05, **p<.01

Table-3
Comparison of emotional intelligence among school teachers on the basis of cultural zone:

Aspects of emotional intelligence	Bagar (n=90) Mean±SD	Nardak (n=90) Mean±SD	Khadar (n=90) Mean±SD	Mewat (n=90) Mean±SD	Ahirwal (n=90) Mean±SD	Total (n=450) Mean±SD	F-values
Self-awareness	9.06±2.14	8.83±2.04	9.08±2.11	8.91±2.00	8.86±2.03	8.95±2.06	0.31
Empathy	11.09±2.50	10.60±2.37	10.73±2.34	10.52±2.06	10.89±2.23	10.79±2.31	1.21
Self-motivation	12.77±2.88	12.61±2.91	12.62±2.96	12.60±2.53	12.98±2.89	12.70±2.84	0.76
Emotional stability	9.06±2.01	8.66±1.94	8.59±1.92	8.50±1.60	8.62±1.76	8.68±1.85	1.22
Managing relation	9.23±2.21	8.87±2.17	8.52±2.05	8.57±1.85	8.83±2.07	8.80±2.08	1.69
Integrity	6.60±1.60	6.49±1.44	6.49±1.48	6.46±1.28	6.59±1.37	6.50±1.44	1.58
Self development	4.24±1.06	4.15±1.03	4.26±0.89	4.26±0.86	4.21±0.99	4.22±0.97	1.48
Value orientation	4.11±1.15	4.13±1.33	4.13±1.48	4.22±1.25	4.21±1.24	4.16±1.31	1.34
Commitment	4.16±1.21	4.20±1.16	4.22±0.88	4.27±0.90	4.20±1.03	4.22±1.04	0.36
Altruistic behavior	4.19±1.14	4.18±1.33	4.21±1.39	4.25±1.29	4.26±1.15	4.22±1.28	1.07
overall emotional intelligence	73.90±16.10	71.87±15.05	72.84±14.92	72.71±13.03	73.61±14.09	73.00±14.65	0.71

Teaching, a profession which was considered most respectful and enjoyable is considered stressful now. Teachers working in Government Schools Haryana experienced more stress related to role overload, low status and strenuous working conditions. Personal interaction with teachers also revealed that beside teaching work, teachers have to do multi-tasking, thus, making them overloaded. As reported by government school teachers, mid-day meal consumes lot of time and disturbs teaching work, and that there is a lot of pressure regarding online submission of reports without proper facilities in the schools and reported that they were working under strenuous conditions. Many more duties are assigned by government to compile census report and from time to time they have to perform election duties also and they experienced as if their status was low status.

The finding of the present study gets support from the previous literature indicating that the school teachers are highly stressed (Olivier & Venter, 2003¹²). In another study, Reddy and Anuradha (2013¹³) found that majority of teachers were experiencing moderate and high levels of occupational stress indicating the need for interventions in strengthening and reinforcing teacher's self-confidence and positive attitude, and weakening the stress creating factors.

Conclusion

There were no significant differences in occupational stress and emotional intelligence on the basis of culture setting in all five culture zones. There were significant differences in CBSE and HBSE School in the two aspects of occupational stress.

References

1. Cooper C.L. (1998). Theories of Organisational Stress. New York, Oxford University Press.
2. Dick F., Bates E., Wulfeck B., Utman J.A., Dronkers N. and Gernsbacher M.A. (2001). Language deficits, localization, and grammar: evidence for a distributive model of language breakdown in aphasic patients and neurologically intact individuals. *Psychological Review*, 108 (4), 759–788.
3. Travers J.C. and Cooper C.L. (1996). Teachers Under Pressure: Stress in the Teaching Profession. Routledge, London and Neywork.
4. Schonfeld I. (1990). Psychological distress in a sample of teachers. *The Journal of Psychology*, 123: 321-338.
5. Borg M. (1990). Occupational stress in British educational settings: A review. *Educational Psychology*, 10: 103-126.
6. Dong Q. (2006). Emotional Intelligence, Employee Trust and Job satisfaction. *Competition Forum*, 4(2), 381, Retrieved from www.Proquest.com.
7. Singh R. and Kumar P. (2012). Survey of job satisfaction and stress among teachers of different faculties of Jawahar Navodaya Vidyalayas of India. *International Journal of Research Pedagogy And Technology In Education And Movement Science*,. Retrieved from <http://ijems.net/issue02Dec.IJEMSp08.pdf>
8. Gardner L. (2005). Emotional intelligence and occupational stress. PhD dissertation. Swinburne University, Melbourne, Australia.
9. Mehta A. (2013). A study of how emotional intelligence reduces occupational stress among teachers. *International Monthly Refereed Journal of Research in Management & Technology*, 1, 19-28.
10. Jeyaraj S.S. (2013). Occupational stress among the teachers of the higher secondary schools in Madurai district, Tamil Nadu. *IOSR Journal of Business and Management*, 7(5), 63-76.
11. Miller K., Greyling M., Cooper C., Lu L., Sparks K. and Spector P.E. (2000). Occupational stress and gender: A cross-cultural study. *Stress Medicine*, 16 (5), 271–278.
12. Olivier M.A.J. and Venter D.J.L. (2003). The extent and causes of stress in Teachers in George region. *South African Journal of Education*, 23(3): 186-192.
13. Reddy G.L. and Anuradha R.V. (2013). Occupational stress of higher secondary teachers working in Vellore district. *International Journal of Educational Planning & Administration*, 3 (1), 9-24.