



A Study of Emotional Intelligence and Teacher Stress among B.Ed Teachers

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ABSTRACT

This paper was designed to investigate the relationship between Emotional Intelligence and Stress among B.Ed teachers. To conduct the study, 50 teachers from various B.Ed colleges in Jalandhar by non-probability purposive sampling were selected as sample of the study. For investigation and collection of data descriptive survey method was used to find out the relationship between emotional intelligence and stress. Emotional Intelligence Scale (EIS) developed by Anukool Hyde, Sanjyot Pethe, Upinder Dhar and Teacher Stress Scale by Smith was used. Analysis and Interpretation of the data was done with the help of t-test and product moment correlation. Significant difference between the Stress scores of high & low E.I. was calculated by t-test and relationship between E.I. & Stress was tested with the help of product moment correlation. After analysis it was found that 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.

INTRODUCTION

Education is an instrument to develop the cognitive qualities, tolerance and understanding of people, it should prepare future teachers to face the realities of globalization. Teachers in today's educational system face excessive expectations and demands such as increased accountability, lack of available resources, lack of parental support and involvement, negative student attitudes, low status of the profession, and low paying salaries. As a result of these demands, many teachers experience job dissatisfaction. According to Colbert and Wolff (1992), 50% of new teachers drop out of the profession during the first five years. Teaching is characterized as a high stress occupation. This workplace stress diminishes teachers' enthusiasm and distances them emotionally from their students thereby lessening teacher-student interaction.

The quality of education is mediated by the teacher. Teachers have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students, making them curious and attempting self-directing learning. Thus quality of education depends on quality of teachers. Emotional intelligence is a critical factor for a teacher to be effective in the classroom. Understanding and being able to apply emotional intelligence is essential to success in teaching. An emotionally intelligent teacher learns and applies emotional intelligence to improve stress management, assertion, commitment, positive personal change, leadership and decision making which would raise the quality of teacher and quality of education.

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EMOTIONAL INTELLIGENCE

It has been proved that emotions play an important role in our lives. Mathews, Zeidnar and Robberts (2002) reported that it requires competency to identify and express emotions, understand emotions, assimilate emotions into thought and regulate both positive and negative emotions in the self and others.

The recent works of Daniel Goleman (1995, 1998) proclaim that individuals' emotional intelligence is a predictor of on the job success and job satisfaction. Emotional intelligence had its roots in social intelligence. Social intelligence, as defined by E.L. Thorndike in 1920, was the ability to understand and manage men and women, boys and girls—to act wisely in human relations (Thorndike, 1920, p. 13). Social intelligence included interpersonal and intrapersonal intelligences. Interpersonal intelligence was the ability to understand other people; such as what motivated them and how to work cooperatively with them. Intrapersonal intelligence was the ability to form an accurate view of one's self and be able to use this view to operate effectively in life (Gardner, 1993).

According to Mayer and Salovey emotional intelligence involved the abilities to perceive, appraise, and express emotion; to access and/or generate feelings when they facilitated thought; to understand emotion and emotional knowledge; and so regulate emotions to promote emotional and intellectual growth. In addition, Bar-on believed that emotional well-being was increasingly recognized as a predictor of success in school, family, and work life. Goleman's emotional intelligence theory of performance had direct applicability to the domain of work and in predicting excellence in all jobs from sales to leadership. Goleman believed that increased understanding of emotional intelligence allowed individuals to flourish in their lives, as citizens in their communities, and on their jobs. The framework of emotional intelligence that translated into on the job success, as postulated by Goleman, were the skills of self-awareness, self management, social awareness, and relationship management. Goleman believes all of the emotional competencies can be developed. This is done, he says, by replacing old, ingrained habits of thought, feeling and behavior with new habits. He believed that the skills involved in emotional intelligence are-

SELF – AWARENESS: One of the basic emotional skills involves being able to recognize feelings, name them and get relationship between thoughts, feelings and actions.

MANAGING – EMOTIONS -Finding ways to deal with anger, fear, anxiety and sadness is essential: learning how to soothe oneself when upset.

EMPATHY- Getting the measure of a situation and being able to act appropriately requires understanding the feelings of the others involved and being able to take their perspective, to distinguish between what others do or say and personal reactions and judgements.

COMMUNICATING- Developing quality relationships, having enthusiasm and optimism and being able to express personal concerns without anger or passivity.

CO-OPERATION: Knowing how and when to take the lead and when to follow is essential for effective co-operation. Effective leadership is not built on domination but the art of helping people work together on common goals.

RESOLVING CONFLICTS - In resolving conflicts there is a need to understand the mechanisms at work.

Thus, Bar-on and Goleman propounded a mixed model in which emotional processing is mixed with some personality aspects. So, our ability to handle emotions and our emotional awareness determine our success in life. Employees with high emotional intelligence are able to respond appropriately to workplace stress and to emotional behavior of their co-workers. These abilities enhance job satisfaction (Dong 2006), lead to high job performance (Bar-on et al 2006), long term mental health (Ciarrochi and Godsell 2006), and organizational success (Mount 2006), protect people from stress and lead to better adaptation (Ciarrochi, Chan and Caputi 2000). So, the study of emotional intelligence has become very important.

STRESS

With increasing complexity of our life style, the level of stress has been increasing at a phenomenal rate. Stress is the process that occurs in response to the situations or events that disrupt or threaten to disrupt our physical, or psychological functioning (Lazarus & Folkman, 1984.; Taylor, 1995; Pestonjee, 1992 ; Baron, 2002). In fact, stress is a many facted process that occurs in relation to events or situations in the environmental called stressors. Although we normally think stress come from negative events in our life. Positive events such as getting married or receiving an unexpected job promotion can also produce stress (Brown & McGill, 1989). Stress



is a common phenomenon of everyday life. All of us experience stress to some degree in one or another form throughout lives. However, some forms of stress are pathological and lead to development of wide variety of symptoms and disorders. Prolonged exposure to stress leads to wide variety of physiological stress that may effect our health and functioning. The daily interaction with students, colleagues and the ever challenging demands of teaching lead to stress.

Stress is a feeling that is both emotional and physical (Ellis 1999). It is a state of psychological tension produced by the forces of pressures (Reber and Reber 2001). Stress upto moderate level is good and leads to motivation but prolonged stress in teaching results in physiological and psychological ailments and have bad impact on teacher's efficacy (Kyriacou and Pratt 1989). Kutty (2000) found reasons of stress at workplace as work pressure, unhealthy competitions, imbalance between personal and professional lives and daily interaction with students.

It has been found that highly emotional individuals experience less stress than less emotionally intelligent people. They have better physical and psychological well being and are better performers (Bar- on 1997). Antoniou and Polychroni (2006) reported that female teachers experienced higher levels of stress due to interaction with student, colleagues, workload. Thus, emotional intelligence of teachers is essential for their own well being and effectiveness in classroom. A teacher who is emotionally intelligent can teach effectively.

STATEMENT OF THE PROBLEM

The present study has been entitled as "Study of Emotional Intelligence and Teacher Stress among B.Ed teachers".

OBJECTIVES OF THE STUDY

The present study is limited to achieve the following objectives:

1. To study the relationship that exist between Emotional Intelligence and Stress among teachers working in B.Ed colleges.
2. To study any difference between the mean scores of stress and dimensions of emotional intelligence.
3. To study the degree of relationship between stress and levels of emotional intelligence.

HYPOTHESIS

The following hypotheses were proposed to achieve the set objectives:

1. H_1 : There is no significant relation between Emotional Intelligence and Stress among teachers working in B.Ed colleges.
2. H_2 : There is no significant difference between the mean score of stress and dimensions of emotional intelligence among teachers working in B.Ed colleges.
3. H_3 : There is no significant relationship between stress and Level of Emotional Intelligence.

SAMPLE

The sample was selected as 50 teachers from various B.Ed colleges in Jalandhar by non-probability purposive sampling.

RESEARCH PROCEDURE

For investigation and collection of data descriptive survey method was used to find out the relationship between emotional intelligence and stress. To ensure better response, cooperation, genuine interest and personal contact, the investigator went personally to each institution. Principals of these institutions were contacted and their help were sought for the administration of the tools and collection of data and dates were fixed for the collection of data. The investigator tried his best to build a report with all respondents.

Analysis and Interpretation of the data was done with the help of t-test and product moment correlation. Significant difference between the Stress scores of high & low E.I. was calculated by t-test and relationship between E.I. & Stress was tested with the help of product moment correlation.

STATISTICAL TOOLS USED

1. Emotional Intelligence Scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar..
2. Teacher Stress Scale by Smith



STATISTICAL TECHNIQUES USED

Mean, Median, Standard Deviation and Product moment correlation & significance.

DELIMITATIONS

The present study is delimited to the following Areas: -

- (1) The sample of the study is restricted to 50 teachers.
- (2) The sample is selected with the help of non-probability purposive sampling.
- (3) The study is confined to the teachers of some parts of Jalandhar only.

ANALYSIS & INTERPRETATION OF DATA

Analysis and Interpretation of the data was done with the help of t-test and product moment correlation. Significant difference between the Stress scores of high & low E.I. was calculated by t-test and relationship between E.I. & Stress was tested with the help of product moment correlation.

Table 1

Variable	N	r
High EI & Stress	26	-1.67
Low EI & Stress	24	0.99

Table 2

Dimensions of EI	N	Mean	S.D	t-value
Teacher stress and self awareness	50	16	11.49	20.67
Teacher stress and empathy	50	17	11.39	20.52
Teacher stress and self motivation	50	21	11.09	19.14
Teacher stress and emotional stability	50	13	11.17	22.6
Teacher stress and managing relations	50	15	11.15	21.3
Teacher stress and integrity	50	9	11.16	24.41
Teacher stress and self development	50	7	15.87	17.80
Teacher stress and value orientation	50	7	15.86	17.80
Teacher stress and commitment	50	7	11.17	25.29
Teacher stress and altruistic behaviour	50	7.2	11.05	25.30



DISCUSSION OF RESULTS

On the basis of product moment correlation (r) and the significance of ' r ' with respect to calculated ' t ' value of table ' t ' value at 0.05 and 0.01 levels. The following main findings are on under:

1.H1: There is no significant relationship between Emotional intelligence and stress. The obtained ' t ' value with degree of freedom (48), which is 18.84, is higher than the table value of ' t ' at 0.05 and 0.01 level, which is 1.96 & 2.58. It shows that the Null hypothesis is rejected i.e. there is significant relationship between Emotional Intelligence and Stress among teachers.

2. H2: There is no significant difference between the mean score of stress and dimensions of emotional intelligence among teachers working in B.Ed colleges.

The obtained ' t ' value with degrees of freedom is more than the table value of ' t ' at 0.05 and 0.01 level, which is 1.96 & 2.58. It shows that the null hypothesis is rejected i.e. There is significant difference between the mean score of stress and dimensions of emotional intelligence among teachers working in B.Ed colleges.

The other findings in relation with the various components of emotional intelligence and stress as given in table are :

- There is significant relationship between the Self-awareness of the teachers and their Stress.
- There is significant relationship between the Empathy of the teachers and their Stress.
- There is significant relationship between the Emotional stability and the Stress among teachers.
- There is significant relationship between Self-motivation and the Stress among teachers.
- There is significant relationship between Managing the relations and Stress among teachers.
- There is significant relationship between the Self-Development & the Stress among teachers.
- There is significant relationship between the Integrity and the Stress among teachers.
- There is significant relationship between the Value-orientation & the Stress among teachers.
- There is significant relationship between the Commitment and the Stress among teachers.
- There is significant relationship between the Altruistic Behaviour and the Stress among teachers.

3. H₃: There is no significant relationship between stress and Level of Emotional Intelligence.

The coefficient of correlation between emotional intelligence and stress is negative showing that teachers with high emotional intelligence experience less stress and teachers with low emotional intelligence experience high stress.

CONCLUSION

This study shows that there is significant relationship between the Emotional Intelligence and their factors with Stress among teachers in Jalandhar. This study also shows that there is significant difference between the Stress scores of high emotional intelligence and low emotional intelligence. It means that Emotional Intelligence play an important role to low down the stress level among teachers. It means that stress is dependent of E.I. among B.Ed teachers. Teachers are aware of the role played by emotions in their daily efforts. By increasing the skills that enhance emotional intelligence, teacher stress can be reduced and performance can be improved.

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