

A Study of Relationship between Emotional Intelligence and Occupational Stress among the Faculty Members with Special Reference to Business Schools in India

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ABSTRACT

Work related pressure has progressively been perceived as a widespread problem in different educational settings. In spite of the fact that the reasons may contrast, all of them may experience stress in their job. In this connection, an examination of personal and organization factors that enable teacher to deal with job stress seems advisable. One personal coping resource that is the concern of the present study is emotional intelligence: An emotionally intelligent teacher learns and applies emotional intelligence to perk up stress management, which would elevate the quality of teacher and eminence of education. In this connection the present study aims to investigate the relationship between emotional intelligence and occupational stress among the faculty members of business schools in India. The sample of 545 Business school faculty members from various macro and micro cities of India has been selected adopting convenient sampling technique. Faculty members' emotional intelligence was accessed with the help of Emotional Intelligence Scale developed by Anukool Hyde and Sanjoy Pethe and Upinder Dhar (2001) and their occupational stress was accessed with the help of Teacher Stress Scale developed by K. S. Mishra. The descriptive survey method was adopted for the study. The data, which has obtained from that survey, has been analysed using SPSS software, t-test and one-way ANOVA. The study reveals that there is a strong, significant and negative relationship exists between emotional intelligence and the occupational stress among the faculty members with special reference to business schools in India.

Keywords: Emotional Intelligence, Occupational Stress, Skills, Coping, Resource, Mental and Physical Health

INTRODUCTION

The work life of academicians in management institutes isn't simple. This situation rises up out of contrasting variables, the stress due to excess of work, insufficient essential amenities intended for educating, learning and investigation, and not all that appropriate workplace which can prompt gloom, crabbiness, bad dreams and being thoughtful. In this manner, employees in this setting need abilities, for example, emotional intelligence to have the capacity to deal with these feelings which may meddle with individual, expert and day by day working lives, which make a basic requirement for specialists to explore the connection between emotional intelligence and occupational stress among faculty members.

A couple of examinations have shown that work related pressure can prompt different negative outcomes for the individual and the work environment. Worry in the working environment can at last deny individuals of their soul and enthusiasm for the activity, bringing about hindered individual working, low inspiration and diminished spirit.

Additionally, hosed activity, reduced excitement for working, high non-attendance rates, lessened capacity to perform, poor business execution, diminished profitability, low quality control, stumpy quality goods and services, and weakness, pitiable mental and physical well being.

The unsafe impacts of stress are decreased by numerous components identified with the individual and the association, one of the most essential factor is emotional intelligence that shield from the understanding of employment. Emotional intelligence has been described as the capacity of a man to see and fathom one's own feelings and others emotions and control or manage those sentiments keeping in mind the end goal to animate self and additionally other individuals for achieving specific objectives. Emotional Intelligence assumes a vital part to condense the feeling of anxiety in teachers. University teachers with elevated level of emotional intelligence utilize instruments which assist them with adjusting to ecological changes. Educators with short level of emotional intelligence then again do not have this capacity to change suitably to changing conditions.

NEED AND SIGNIFICANCE OF THE STUDY

The present investigation is particularly essential for the individuals who effectively dragged themselves into the ocean of stress, since Stress can causes physiological and additionally mental issues and Sometimes it prompts work disappointment, high worker turnover rate and suicides and so forth subsequently it is imperative to ponder the level of work related pressure and emotional intelligence level of the individual and how this emotional intelligence can assume a noteworthy part to beat the stress. The motivation behind this investigation is to see whether there is any relationship between emotional intelligence and stress on the working of teachers in various management institutes in India. Do the lower stressed people have a high emotional intelligence level? Do the high emotional intelligence level persons have stress problem or not? Does any impact of emotional intelligence on stress, and achievement level of people in teaching field exist or not? The idea of this study is to see whether there is a relationship between emotional intelligence and work related stress.

REVIEW OF LITERATURE

According to Mohammad Ali Mohammady far (2009) "The emotional intelligence is very important factor for prediction of teachers' health and also the correlation of emotional intelligence and occupational stress is significant". Dulewicz et al. (2003) has found very negative and strong correlation between emotional intelligence and stress. Similarly, negative relationship between emotional intelligence and occupational stress has been appeared in study of Gardner et al. (2003). Reilly (1994) conducted a study of hospital nurses and where he identified negative correlation between emotional intelligence and burnout syndrome. Darolia and Darolia (2005) conducted a research on the role of emotional intelligence in coping with stress and emotional control behaviour. The research found that "emotionally intelligent people who are able to understand and recognize their emotions, manage themselves to kept under control in stressful situation". Such findings are consistent with the theory of Emotional Intelligence, which states that "individuals with sufficient Interpersonal and Intra personal competencies can better manage their emotions and also cope with environmental stressors (Goleman 1998). It means that these individuals will also be in better position to manage their performance more effectively".

Lorenzo Fariselli et al. (2008) found that "EQ helps improve performance by mitigating the negative effect of stress. The intertwined relationship between occupational stress and emotion has also been proposed to play a role in stress-out comes relationship. The utilizing EI was related to the experience of occupational stress and to outcomes of occupational stress such that employees who reported using EI were less likely to report feelings of stress". (Lisa Gardner 2005). Spector et al. (2001) found that "the Job Stress was negatively related with Job Performance and Emotional Intelligence in such a way that the capabilities of employees to appropriately manage their emotions will boost up the ability of employees to deal with physical and psychological stressors at workplace and resultantly they will be in better position to perform good". Matthews et al. in his study (2006) compared EI and the personality factors of the Five Factor Model (FFM) as predictors of task-induced stress responses. Results confirmed that "low EI was related to worry states and avoidance coping, even with the FFM statistically controlled. Results also confirmed that neuroticism related to distress, worry, and emotion-focused coping, and conscientiousness predicted use of task-focused coping".

OBJECTIVE

To find the Relationship between Emotional Intelligence and Occupational Stress among the faculty members of B-Schools in India.

HYPOTHESES

Null Hypotheses H01: There is no significant relationship between Emotional Intelligence and Occupational Stress among the faculty members of B- Schools in India.

RESEARCH METHODOLOGY

Universe: For the purpose of this research faculty members working with public and private business schools in macro and micro cities of India are taken in to consideration.

Research Type: The descriptive survey method was adopted for the study.

Sampling Unit: The Sampling unit for this research is faculty members working with public and private business schools in India.

Sample Size: Sample size selected for the present study comprises of 545 male and female faculty members and has been selected from major public and private business schools of most of the macro and micro cities of India.

Sampling Technique: The sampling technique used for the research is convenient sampling technique.

Tool for data collection: Primary data is collected through Scale of Emotional Intelligence developed by Anukool Hyde and Sanjyot Pethe and Upinder Dhar (2001) and scale of occupation stress developed by K. S. Mishra and by conducting an unstructured interview with the faculty members working with public and private business schools in India. For the collection of secondary data books, journals, magazines, articles and internet is used.

Tool for data analysis: In this research, after collecting the data, the raw scores are tabulated and SPSS and correlation test is used for data analysis.

RESULTS AND DISCUSSION

Normality Test: After conducting Kolmogorov- Smirnov Statistic test, it was found that the assumption holds good for the data. The data is normality distributed (2.707) (see annexure 1).

Reliability: Reliability of data is (.865) (see annexure 2) which is excellent.

Findings

Correlation analysis has been conducted to provide an initial picture of the interrelationships between the main variables included in this study i.e. Emotional Intelligence and occupational Stress and also to test the hypotheses conducted in this study i.e. there is no significant relationship between Emotional Intelligence and occupational Stress among the faculty members of B- Schools in India. Pearson product moment correlation coefficients were computed using SPSS. A vigilant examination of inter- correlation matrix (see annexure 3) reveals that the emotional intelligence and occupational stress correlate significantly with each other. The inter-correlation between both the variable is $-.578$, which is significant at $.000$ probability level. Here the correlation between the both is negative but significant which shows that the people with low Emotional Intelligence are having high stress and people who are highly emotionally intelligent are having less probability to get stressed, so it can be said that there is a negative association between the both.

So it is deduced from the correlation analysis that null hypothesis is rejected that "There is no significant relationship between emotional intelligence and occupational stress among the faculty members of B-Schools in India" and the alternate hypothesis that "There is a significant relationship between emotional intelligence and occupational stress among the faculty members of B- Schools in India" is accepted because Sig. (2-tailed) value is $.000$ which is lower than $.05$, so correlation between emotional intelligence and occupational stress is negative but significant. The results suggested that there is a strong, significant and negative relationship between emotional intelligence and occupational stress among the faculty members of B- Schools in India.

The findings are similar to the research findings Adilogullari I. et al (2013), Walia P. et al (1999), Yamani N. et al (2014), Chhabra M. et al (2012), Ciarrochet al (2002), Habibzadeh L. et al (2015), Mayuran L. (2013).

Adilogullari I. et al. (2013) conducted an analysis of the relationship between the emotional intelligence and professional burnout levels of teachers. The purpose of this study is to analyse the relationship between the emotional intelligence and professional burnout levels of teachers. Consequently, a negative relation was found between emotional intelligence and burnout levels of teachers. According to Walia P. et al (1999) emotional intelligence was found to be significantly negatively co-related with six dimensions of occupational stress and with total scores on occupational stress ($r = 0.19$) indicating that higher the emotional intelligence, lower is the occupational stress and vice-versa. In most of the cases, college teachers with higher

levels of emotional intelligence showed lower level of occupational stress. Yamani N. et al. (2014) conducted a study which aimed to examine the relationship between emotional intelligence and occupational stress among faculty members of Isfahan university of medical sciences.

The results of Pearson correlation test showed that there was a significant inverse relationship between emotional intelligence and job stress. Chhabra M. et al. (2012) study also aimed to understand the relationship between emotional intelligence and occupational stress and found a negative correlation between the two. Finally, the study discusses a mixture of ways to condense strain, including use of emotional intelligence competencies, so as to improve the physical and psychological fitness of the BSF personnel and to get better the overall competence of the force. Ciarrochet et al. (2002) indicate that a negative correlation exists between stress, ill health and emotional intelligence levels, assuming that people scoring high in emotional intelligence are expected to cope effectively with environmental demands and pressures as those commonly assessed by occupational stress and health measures (Nikolaou & tsaousis, 2002). Habibzadeh L. et al. (2015) study showed that there is a meaningful relationship between emotional intelligence and its variable micro-elements (self-awareness, self-management, social awareness, relationship management) and occupational stress among trainers. Mayuran L. (2013) conducted a study in which significant relationship was found between emotional intelligence and level of managing stress experienced at workplace by school teachers. Correlation is 0.672. This means that there is moderate positive relationship between emotional intelligence and stress management ability and vice versa. When employees have moderate level of awareness regarding their ability to identify, express, manage and control their emotions, they also have ability to manage their stress moderate by perceived by them at workplace.

CONCLUSION AND RECOMMENDATIONS

The findings of current study affirm that there is a strong, significant and negative relationship exists between emotional intelligence and the occupational stress among the faculty Members of B- Schools in India. The research found that the job stress is adversely related with emotional intelligence such that the capacities of representatives to fittingly deal with their feelings will support up the capacity of representatives to manage physical and mental stressors at work environment and resultantly they will be in better position to perform great". In light of the discoveries of this examination, its recommended that:

1. The administration ought to give a steadier workplace to teachers so that they can play out their jobs more efficiently also build supplementary supports accessible to them for investigation and profession advancement purposes.
2. The head of the department constantly takes into consideration equivalent dispersion of work among teachers to diminish the workload.
3. The administration of management organizations should keep the feeling of anxiety of their employees lesser and facilitate them to remain more advantageous by conducting instructional classes on emotional intelligence enhancing their social aptitudes, (such as capability to leading change, persuasiveness, verbal listening skill, and leading teams) and rise their productivity at job.
4. The perceived emotional intelligence can be enhanced among the employees through preparing projects and courses outlined with the sources, for example, authority learning, vicarious encounters, particular positive input and mental abilities' preparation. This would assist the faculty members to enhance their stress bearing capacity and also improve productivity.

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Annexure no 1 : Showing Normality Statistics
One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		545
Normal Parameters ^a	Mean	252.2202
	Std. Deviation	20.41885
Most Extreme Differences	Absolute	.116
	Positive	.116
	Negative	-.075
Kolmogorov-Smirnov Z		2.707
Asymp. Sig. (2-tailed)		.000
a. Test distribution is Normal.		

Annexure No 2: Showing Cronbach's Alpha Reliability Statistics
Reliability Statistics

Cronbach's Alpha	N of Items
.865	83

Annexure no 3 : Showing Correlations Data Analysis

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	-.578**
	Sig. (2-tailed)		.000
	N	545	545
VAR00002	Pearson Correlation	-.578**	1
	Sig. (2-tailed)	.000	
	N	545	545

** . Correlation is significant at the 0.01 level (2-tailed).