

Emotional Intelligence: The Negative Predictor of Occupational Stress among Female School Teachers of District Hyderabad, Sindh

ABSTRACT

The study is aimed to investigate the role of emotional intelligence as a negative predictor of Occupational stress among female School teachers of District Hyderabad. The hypotheses of the study state that, 1. Emotional intelligence would negatively predict occupational stress among female School teachers, 2. There would be a negative correlation between Emotional intelligence and subscales of occupational stress scale. The sample of the study comprised four hundred (n = 400) female School teachers of District Hyderabad, Sindh. The age range of the participant's between 22 to 52. (Mean age 36.89, SD, 12.029) A simple random sampling technique was used for data collection. For the measurement of variables, two valid and reliable research tools, Self-report measure of emotional intelligence (Khan & Kamal 2010), and Occupational Stress scale (Talat & Sohail, 2000) were used; a personal information questionnaire was also used to measure the demographical variables of participants. For the assessment of variable's relationship, mean, SD, and regression analysis was computed, with the help of SPSS version 22. The results of the study revealed, emotional intelligence negatively predict occupational stress and there was negative correlation between emotional intelligence and subscales of occupational stress scale. Thus the hypotheses of the study are confirmed.

Keywords: School teachers, Emotional intelligence, Occupational stress

* Assistant Professor, Department of Psychology, University of Sindh, Jamshoro

Introduction

No one can deny the role and importance of education in the everyday life of a person. The education not only broadens horizon of knowledge but also connecting a commoner to the societal, political and economic mainstreams. In the context education the role of teacher is critically important. Besides teaching content knowledge with the help of different pedagogical techniques, the teacher has to play a diverse and a complex role in order to develop a lifelong learner. It includes, triggering intrinsic motivation of students for active and effective learning, organizing co-curricular activities for mental and physical growth of students, facing disruptive, problematic behavior of students, even being spiritual parent-teachers are expected to resolve the personal life issues of their students. Being always under pressure of lots of responsibilities teaching becomes a stressful profession, and has its particular stresses (Dehshiri, G.R., 2005).

Stress is an inevitable part of personal and professional life. Like other organizations, the education industry has its unique role stresses also. (Pareek, 2004) defined role as a particular role assigned to employees consistent with the expectation of various peoples in the organization including, colleagues, boss, and the employee himself/herself. There are ten types of organizational role stressors, namely role ambiguity, inter-role distance, and role expectation conflict, role overload, role isolation, personal inadequacy, role erosion, self-role distance, and resource inadequacy, role stagnation. (Pareek, 1983). There is a rapid growth in occupational stress in education system (Gillespie et al, 2001). Due to lots of demands in teaching, it refers to a highly stressful occupation (Kabito, G, G, Wami, S, D, 2020). Emotions and stress are related concepts. Stress is a negative emotion arises as a result of any threatful event of life. Employees with emotional management skills are better able to handle stressful situation at work (King & Gardner's (2006). The qualities of perception, understanding and management of own and others emotions, and a smart use of emotions as a response are described as emotional intelligence. It is equally crucial as intelligence quotient in happy and successful, personal and professional life. (Palmer, Stough, Harmer and Gignac. 2019).

Gorsy, et al (2015) Yazon, et al (2019) finds a strong negative correlation between emotional intelligence and occupational stress. Low emotional intelligence among School teachers creates negative effect in class room and students learning process. Schumtz, (2017). An emotionally intelligent teacher deals properly with their emotions, students, and colleagues emotional behavior. They perform well, feel satisfied, less depressed and increase academic achievements of their students (Punia, et al (2016). Teachers level of Emotional intelligence is related with teacher's skills and competency (Tajudin, et al (2014)

Literature Review

The history of research on emotions and intelligence is centuries old. Aristotle and Plato gave lots of importance of emotions, low level of emotions have no direction and need to be directed by the logic." "Decartes was of view that" I think therefore I am, emotions and thoughts occur together" (Graves, 1999, Çakar, 2002). The concept of emotional intelligence is present in history but with different names, social intelligence (Thorndike, 1936), multiple intelligence Gardner (1983). The credit goes to Salovey and Mayer (1990) to introduce the term emotional intelligence. They defined emotional intelligence as "the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Salovey & Mayer, 1990, p.189). The construct of emotional intelligence gets its popularity among public with the publication of Goleman's master piece book 'Emotional Intelligence: Why It Can Matter More than IQ'. Goleman., D (1995) refer emotional intelligence as "abilities such as being able to motivate him/her and persist in the face of frustrations; to control impulses and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope" (Goleman, 1995, p. 36).

Baron (1997), first time used the term EQ in his PhD dissertation. Baron (2005) developed the theory of Emotional-Social Intelligence, for the assessment of emotional, social awareness and qualities which are helpful to deal with the demands of environment.

Present study is based on Goleman (1995) Mixed Model of emotional intelligence. Because all the four domains of this model are The mixed model of emotional intelligence has four domains, Self-awareness, self-management, social awareness, and relationship management. These abilities give self-control, adaptability, initiative, empathy, leadership, better communication skill. These qualities according to Goleman, can be developed if are not inherited, for achieving a successful life. (Goleman, 1998). Researches suggest emotional intelligence has buffering effective on teaching skills and decrease the level of stress among teachers. (Bar-On, 1997; Gabel, Dolan, & Cerdin, 2005).

Yoke, L, B & Panatik, S, A (2015) findings of their study suggests, the important components of emotional intelligence assessment of one's own and others emotions, regulation of emotion, have a positive influence on teaching ability. The awareness about their own and colleagues emotions and proper use of emotion, in turn guide teachers behavior results in favorable outcome, and being aware of others emotions, they build better relations with their colleagues.

Past studies suggest that emotionally intelligent individuals are good at understanding, of their perception, thinking, and meaning of their emotions as compared to others, less emotionally intelligent individuals (Mayer, Salovey and Caruso, 2004). Emotionally intelligence has a positive influence on the personality of employees, with motivation, self-confidence, energy, empathy, being frank with their colleagues and they transmit these positive traits to their co-workers (Goleman, 1999, cited by Nadaf, Z, A 2019). There are several reasons for teachers' stress, including role overload and role ambiguity, but emotionally intelligent teachers can easily handle them. (Hassan, Darvish.2011).

Back ground of the study:

Teachers not only plays the role of a knowledge providers, but this is the social and emotional profession, (Hargreaves 1998; Sutton and Wheatley 2004). Dealing with a variety of positive and negative emotions results in mental stress for teachers (Back 2008). To deal with the education system and a variety of student's behaviors, effective teacher's must-have qualities of social and emotional awareness.

The importance of Emotional intelligence in professional life has already been established in previous researches. As compared to Cognitive intelligence Emotional intelligence has a more positive impact on professional life success (Goleman, 1995). Teaching by nature is a profession wherein teachers are required to be social and technically sound, to deal with students and with colleagues, and School environment, teacher's required emotional proficiency (Asrar-ul-Haq et. al., 2017).

To handle occupational stress teachers must be skilled with the use of emotional intelligence. (Yazon, A, D. Manaig, K, A, 2019). With the ability of emotional intelligence, teachers perform well and experience less stress. (Daroch, B., Narath, G, 2018). Emotional intelligence promotes subjective wellbeing and self-efficacy, which in turn generate resilience among School teachers. (Nguig, G. K., Lay, Y. F 2020). Besides being helpful for School teachers in dealing with workplace stress, emotional intelligence also makes them enable to understand the emotional behavior of their colleagues. (Mehta, A. 2013).

The present research is only focused on female teachers working in Girls Schools; there are some reasons behind it. There is a lack of research attention on female school teacher's emotional intelligence and occupational stress. Being a female researcher is more interested to identify the problems of working women. A woman in our society has to perform multiple roles in her personal and professional life. Literature review reveled that female School teachers are facing multifaceted issues as compared to male School teachers. (Matud, 2004. Erdamar,G., Hüsne Demirel.,2014)including Work family conflict and sexual harassment.(Sulsky and Smith(2005)

Purpose or aim of the study:

The purpose of this study was to examine the relationship between emotional intelligence, and occupational among female School teachers. The study aimed to explore the role of emotional intelligence as a negative predictor of occupational stress. The hypothesis of the study states that emotional intelligence would negatively predict occupational stress among female School teachers. There would be a negative correlation between emotional intelligence and the subscales of occupational stress scales among female School teachers.

Research Methodology

The present research is a co relational study, conducted with the help of a survey method through questionnaire technique. A simple random sampling technique was used for data collection, which means all the subjects have equal chance of participation in the study.

Data was collected from eight Girls Schools of District Hyderabad, 50 teachers from each School. The permission of the Head teacher was sought before the administration of the Scales. They were shown the letter of the research supervisor about data collection. After that, all three research tools included, Self-Report Measures of Emotional Intelligence Scale, Occupational Stress Scale, and Personal information questionnaire were administered on School teachers. Personal information Questionnaire was administered to know the demographical variables of the participants. Before that teachers were informed about the purpose of the study and were ensured that the collected information will be used for research purposes only.

Instrument:

Main measuring constructs of the Instruments:

Self-Report measure of emotional intelligence (Khan& Kamal 2010)

There are three main constructs of the instruments

1. Emotional self-awareness (items = 21)
2. Emotional self-regulation (items = 27)
3. Interpersonal skill (items 12)

1. Emotional self-awareness

Recognizing one's feelings and how they influence performance. Accurate (perceived) self-assessment refers to the awareness of abilities and limitations; learning from mistakes; seeking feedback, knowing where to improve; knowing when to work with people complementary strengths.

2. Emotional self-regulation:

The ability to express emotions appropriately, to be flexible and adapt well to change, to manage conflict and diffuse tense difficult situations. Those with Strong self – regulations skills are high in conscientiousness. They are responsible for their own actions, and are care full about how they influence others.

3. Interpersonal skills:

Refers to skills use to interact with other people. To communicate appropriately and build stronger, more meaningful relationships. There are two key aspects of interpersonal skills; Empathy and social skills. Empathy refers to an individual's ability to read emotions in others specifically the quickness to read negative emotions. A social skill refers to social warmth and helpful attitude.

Occupational stress scale:

For the measurement of occupational stress among teachers, the Occupational stress scale (Urdu version) developed by Sohail & Khanum (2000), was used. Occupational stress scale is valid and reliable instrument, it is useful to measure organizational stresses. The scale is based on the pattern and style of Indian Occupational or organizational role stresses, developed by Pareek (1983).

The main measuring construct of the scale are, Inter role distance, Role stagnation, Role expectation conflict, Recourse inadequacy, Role over load, Role isolation, Personal inadequacy, Self-role distance, Role ambiguity, Role erosion.

1. Inter- role distance: Inter- role distance refers to the experience of feeling unable to justify the conflicting demands of the multiple roles performed by the employee
2. Role Stagnation: It is the outcome of the low career development with the associated feelings of being stuck in a role at work place. This type of stress arises when employee feels, that since long time they are doing the same work with little or no diversity.
3. Role Expectation conflict (REC): Role expectation is also a source of stress for employees due to the conflicting demands and expectations of various role senders. The source of stress is the diversified expectations of different important personalities for each role.
4. Role erosion (RE): When employees feels that, the role which they should perform at work place is done by other employees they experience the role erosion. Role erosion is also a big source of stress in occupation. The situation becomes more critical for those employees who are of view that they are playing their role to justify their position or have a position of authority. This situation mostly arises in an

organization, which is going through with the phase of restructuring and organization is establishing new roles.

5. **Role Overload (RO):** Role overload is the outcome of many responsibilities, role obligations, and several assignments of occupation, which are not possible to complete in given time. Employees experience lots of pressure of work and as a result employees experience stress at work.
6. **Role Isolation (RI):** Role Isolation is a type of occupational stress, arises, when employees experience lack of interaction with his/ her co workers they not only feels themselves alone physically but psychologically they feel themselves isolated. There are many reasons of lack of communication between employees including, locality of organization, structure of organization, atmosphere of organization. The situation becomes critical when role assigned to employee requires group efforts, they feels lack of support from co workers.
7. **Personal Inadequacy (PI):** When employee becomes un able to perform according to the expected, mastery, efficiency and awareness of the tasks to full fill his/ her duties then they experience personal inadequacy. This situation is outcome of the inventions of new technologies, new products, or may be due to the change of role and position in organization.
8. **Self- role distance (SRD):** In Self – role distance employees finds mismatch between their concept of self and their assigned roles. Further if an employee is not willing to do a job, but because of the requirement and demand of the situation is helpless to continue it. As a result the employee suffers from stress. There would be a clash between the assigned role of the employee, his/her perception of the role and self.
9. **Role ambiguity (RA):** Unclear requirements and expectations about the role and lack of support from others are the reasons of role ambiguity. It is at the opposite pole of role clarity.
10. **Resource inadequacy (RIN):** When employee has lack of resources, which are crucial to carry out their role in organization then they experience resource inadequacy. It is absence or minimum availability of resources including, information, infrastructure, or financial inadequacy may also become the reason resource inadequacy.

Personal Information Questionnaire (PIQ):

The personal information questionnaire was based on the personal information of the participants. It includes background characteristics, i.e., age, marital status, qualification, and teaching experience of the participants.

Analysis of Results

Table 1
Demographic Characteristics of the Sample (N = 400)

Variable	Frequency	Percent
Marital status		
Married	218	54.5
Unmarried	165	41.3
Did not specify	17	4.3
Group of education		
Science	142	35.5
Arts	235	58.8
Others	23	5.8
Type of job		
Regular	353	88.3
Contract	17	4.3
Trial	2	.5
Did not specify	28	7.0

Table 2
Descriptive Statistics for Age and Experience in Years (N = 400)

Variable	M	SD
Age of teachers ¹	36.89	12.029
Years of experience ²	13.15	9.926

Note: ¹ = Mean age calculated out of N = 134, ² = Mean experience calculated out of N = 374

Table 3
Descriptive Statistics of Major Study Variables (N = 400)

Variable	M	SD	Skewness	Kurtosis
Occupational stress	159.86	48.00	-0.30	-0.07
Emotional intelligence	222.08	38.23	-0.69	-0.27

Table 4
Reliability Analysis of Scales of the Study (N = 400)

Variable	Items	Cronbach's Alpha
Occupational stress	90	.95
Emotional intelligence	60	.96

Hypothesis 1.

Hypothesis 1 stated that emotional intelligence negatively predicts occupational stress among female school teachers.

Table 5
Regression Analysis: Predicting Occupational Stress from Emotional Intelligence

Predictor	R	B	SE	t	p
El	.480	-.603	.055	-10.917	.000
R-Squared	.230				
Adjusted R-Squared	.228				
F	119.172				
df	1,398				

El = Emotional Intelligence; df = degrees of freedom

The results of Simple Linear Regression as presented in Table 6 found a statistically significant predictive relationship between emotional intelligence and occupational stress ($R^2 = .230$, $F = 119.172$, $p = .000$). The R-Squared value indicates that emotional intelligence explains 23% of the variance in occupational stress. The negative B value indicates that there is -.603 decreases in the level of occupational stress with every 1-point increase in the score of emotional intelligence.

Hypothesis 2.

There would be a significant negative correlation between Occupational Stress and its subscales with Emotional Intelligence.

Table 6
Correlations between Occupational Stress and Subscales with Emotional Intelligence

Variable	Emotional intelligence
Occupational stress	-.480**
Inter role distance	-.288**
Role stagnation	-.322**
Role expectation conflict	-.365**
Resource inadequacy	-.336**
Role overload	-.343**
Role isolation	-.377**
Personal inadequacy	-.429**
Self-role distance	-.424**
Role ambiguity	-.378**
Role erosion	-.432**

** . Correlation is significant at the 0.01 level (1-tailed).

N = 400

Table 5 shows that occupational stress and all its subscales (i.e. inter role distance, role stagnation, role expectation conflict, resource inadequacy, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity and role erosion) are negatively correlated with emotional intelligence.

Discussion

The present study was aimed to investigate, the emotional intelligence as a negative predictor of occupational stress. There were two hypotheses of the study, Emotional intelligence negatively predicts occupational stress, and there would be a negative correlation between emotional intelligence and subscales of occupational stress. The results of the study confirmed both of the hypotheses. Result revealed a statistically significant predictive relationship between emotional intelligence and occupational stress ($R^2 = .230$, $F = 119.172$, $p = .000$). Occupational stress and all its subscales (i.e. inter role distance, role stagnation, role expectation conflict, resource inadequacy, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity, and role erosion) are negatively correlated with emotional intelligence. Correlation is significant at the 0.01 level (1-tailed).

Self-awareness, self-management, social awareness, and relationship management are the core elements of Goldman's mixed model of emotional intelligence. These abilities in turn give empathy, self-confidence, emotional

self-control, and to work as a part of a team. To deal with the education system and a variety of student's behaviors, effective teachers' must-have the qualities of social and emotional awareness. (Goleman, 1995). Only teaching content knowledge is not sufficient in the learning process teachers emotional intelligence also contribute to students success (Mortiboys A. Taylor & Francis; 2005 Armour W.2012)

Studies conducted in the same area of research revealed a negative association between emotional intelligence and all the subscales/organizational role stressors of occupational stress. (Nagarajan, 2011) Sarangi, D., Pradhan, R, K., and Jena, L, K., 2017). In a research study conducted by Alan, Chan. Chen and Elaine. Chong, (2010), their study explored that the causes of teacher's stress were misbehavior of students, work overload, time pressure, evaluation of their performance from the inspection team. Emotional intelligence gets attention in educational industries due to its positive impact on teachers especially those, who are prone to a stressful school environment. (Bab & Vaitla, 2013).

The results of the study have consistency with the results of other studies conducted in the same line of research. Hayati, et al (2016) in their study investigating the Relationship between Emotional Intelligence and Occupational Stress of Teachers of the elementary school in District No.1 of Tehran. The results of their study revealed emotional intelligence negatively predicts occupational stress among teachers. Emotional intelligence, occupational stress, and self-efficacy predict job satisfaction among School teachers ((Sahar Hamdy El-Sayed, et al (2014). Nadaf, Z, A., (2019). Emotional self-control an important element of emotional intelligence founds to play an important role to decrease teachers stress (Jennings PA, Greenberg MT (2009) Yamani N, Shahabi M, Haghan, F (2014).

The results of the study found a negative correlation between emotional intelligence and the subscales of the occupational stress scale. Low emotionally intelligent teachers received high scores on subscales of occupational stress scale or organizational role stresses. Organizational role stresses are the outcome of mismatch between the abilities of employees to fulfill the demands of their occupational role, and the absence of required resources to perform their duty. (Murphy 1979).

Organizational role stressors are a mental and physical over burden on school teachers. Support comes from the previous studies conducted on the same line of interest in research (Nagarajan, 2011, Sarangi, D., Pradhanon on, R, K., and Jena, L, K., 2017) explored a negative correlation between emotional intelligence and all subscales of occupational stress or organizational role stresses. Topper, (2007) found work overload as the reason of stress among School teachers, besides teaching content knowledge to students in class they have to arrange extracurricular activities for students. They have to participate in professional development training and

workshops. Teachers are also asked for administrative or clerical work at School, which produces hindrances in their role as teacher (Hi Liyana, 2013). Role ambiguity and role conflict is also reported in past studies as a source of occupational stress among teachers. (Usman et al., 2011) There is lowest teaching and learning standards of education systems in Pakistan generally and in Sindh Province particularly. The findings of the present study are the outcome of these low standards of education.

Besides being low emotionally intelligent there are numerous reasons for teachers occupational stress, including low salary packages difficult to fulfill the requirement of living. Teachers has no role in the decision making of their appointment and transfer, being overburdened if there is shortage of teachers in School, lack of teaching resources, low opportunities of training of professional skill development (Saed, M., et al 2013). All these reasons also largely contributes to teacher stress. Teachers are the most important pillars in the education system; their mental and physical fitness is required to perform their important role.

Conclusion

Teacher's physical and psychological wellbeing is crucial to perform their duty, sources of stress in the teaching profession need to be resolved. Since it has been proved that, emotional intelligence is a supporting factor to reduce teachers stress. This issue can be reduced with the help of workshops/ and trainings of emotional intelligence for School teachers to improve their ability of emotional intelligence. There is a need to conduct more researches on these important problems of our society.

Suggestions/Recommendations

Though present research has a significant contribution in investigating the predictor variables as sources of teacher's stress, and the role of emotional intelligence to reduce occupational stress among teachers. Still there is a large vacuum in this field of research and there is a need to be filled with more researches to investigate the issue systematically. Present results data is only taken from Sindh province, there is also a cultural background related to the issue. The same topic should also be discussed with other provinces according to their cultural backgrounds. Sample of the present study comprised of only female School teachers, in future researches male participants should be included, which also finds the facts about gender differences of the problem. In future researches, problem could be explored in colleges and Universities.

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