

# Study of Occupational Stress and Emotional Intelligence of Secondary School Teachers

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## Abstract

Job complexities and craze for earning more and more in less and less time is increasing day by day, leading to occupational stress. Occupational stress has also become increasingly common in teaching profession. A major source of distress among teachers is the incompetency of schools to meet the social needs and job demands of teachers. Occupational stress is known as the stress which occur in the working condition. The main objectives of the present study are: (1) to find out the difference between the mean scores of Government and Private Secondary School Teachers with respect to their occupational stress (2) to find out the difference between the mean scores of Government and Private Secondary School Teachers with respect to their emotional intelligence (3) to know the relationship between occupational stress and emotional intelligence of Secondary School Teachers. The sample consist of 100 teachers, 50 each from Government and Private Secondary Schools of Aligarh district. Sample was collected through randomly purposive sampling technique. Mean, S.D., t-test and correlation has been used for the analyses of the data. Major findings of the study are: (1) a significant difference exists in the mean scores of occupational stress of Government and Private Secondary School Teachers (2) there is no significant difference between Government and Private Secondary School Teachers with respect to their emotional intelligence (3) there exist a negative relationship between occupational stress and emotional intelligence of Secondary School Teachers.

**KEYWORDS-** Occupational stress, Emotional intelligence, Secondary school teachers.

## INTRODUCTION

Education is considered as modification of behaviour in a desirable manner, therefore education helps us in becoming a good human being as well as a good citizen of the nation. The main aim of education is not only to provide literacy but also to develop rational thinking, ability to adjust in new situation, way of talking and walking etc. In this way, education system plays a vital role in the development or progress of a nation. Teachers are the core of education system and acts as an important agent of bringing social change by enabling their students as a good human being and then what they want to become viz., a doctor, an engineer, a manager etc.

Now-a-days, relationship between teachers and students is changing very fast due to the increasing use and dependency on information and communication technology (ICT). Education system can be categorised into pre-primary, primary, elementary, secondary and higher level of education. A secondary education comprises of two years of lower secondary and two years of senior secondary education. The lower secondary level consist of two classes i.e. 9<sup>th</sup> and 10<sup>th</sup> for students belonging to 14 to 16 years and senior secondary education comprises of two classes that are 11<sup>th</sup> and 12<sup>th</sup> for students aged 16 to 18 years of age.

The word 'stress' has been derived from the Latin word 'Stringer' which means hardships, straits, adversity or affiliation to draw tight. Stress is a term that is often associated with a psychological or physical health and is used by various psychologists, sociologists, and medical scientists. Selye H. (1976) defined stress as, "a state manifested by a syndrome which consists of all the non-specifically induced changes in a biological system." Lazarus and Folkman (1984) stated as, "It is internal state of individual who perceives a threat to the physical or mental state." Bloom et al. (1985) defined stress as a condition in which there is

marked discrepancy between the demands made on the organism's capability to respond. Pithers (1995) has stated that high levels of stress among teachers have been identified as having important implication for work performance, health and psychological status of the teachers. Sharma (1999) stated that "Stress is a force tending to deform a system, defined as perception phenomenon arising from a comparison between the demand of the person and his ability to cope with".

The concept of 'occupational stress' is known as the stress which occurred in the working condition and adversely affect the physical, emotional and psychological aspects of the individual. Lot of psychologist, physiologist and medical scientist said that occupational stress is a concept which is associated with anxiety, tension, time, pressure, and dissatisfaction, psychological and physical diseases. Cooper and Marshall (1976) have expressed that occupational stress means negative environmental factors or stressors associated with a particular job. Kyriacou & Sutcliffe (1978) defined teacher's occupational stress as, "a response of negative affect (such as anger or depression) by a teacher usually accompanied by potentially pathogenic physiological and biochemical changes (such as increased heart rate or release of adrenocorticotrophic hormones into the blood-stream) resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat". Okebukola & Jegede (1989) defined occupational stress as "a condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment."

During the last 60 years, many researches have been done to know the meaning and nature of intelligence. Mayer et al., (1998) quoted in spite of a long history of research and debate; there is still no standard definition of intelligence. This has led some to believe that intelligence may be approximately described, but cannot be fully defined. American Psychological Association defined intelligence as, "Individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought." According to A. Anastasi (1992), "Intelligence is not a single, unitary ability, but rather a composite of several functions. The term denotes that combination of abilities required for survival and advancement within a particular culture." W. V. Bingham (1937) said, "We shall use the term 'intelligence' to mean the ability of an organism to solve new problems." According to H. Gardner (1983), "Intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." Piaget J. (1963) defines Intelligence as assimilation to the extent that it incorporates all the given data of experience within its framework. Assimilation can never be pure because by incorporating new elements into its earlier schemata the intelligence constantly modifies the latter in order to adjust them to new elements." According to Thurston L.L. (1924), "Intelligence is considered as a mental trait, is the capacity to make impulses focal at their early, unfinished stage of formation. Intelligence is, therefore, the capacity for abstraction, which is an inhibitory process."

'Emotional Intelligence' represents the most important set of skills that are needed to survive as a human being and to experience life to the full. Emotional Intelligence is the ability to sense and use emotions in a more effective manner to manage ourselves and influence positive outcomes in our relationships with others. Emotional intelligence has the most important role in the field of occupational stress. Emotions are revealed out by the physiological reactions and expressive behaviour. Mayer & Salovey, (1997) postulated that "emotional intelligence involves the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate emotional knowledge and the ability to regulate emotion to promote emotional and intellectual growth". Mayer & Cobb (2000) has defined emotional intelligence as "the ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion." Steve H. (2005) defined that "emotional intelligence is the innate potential to feel, use, communicate, recognise, remember, describe, identify, learn from, manage, understand and explain emotions." Bar-On (2006) defined emotional intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". Salovey and Mayer (1990) coined the term emotional intelligence as described it as a form of social intelligence that involves the ability to monitor one's own and other feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action. Goleman (1998) defines emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our

relationship. Goleman has also identified a set of emotional competencies that differentiate individuals from each-others. According to Goleman (1998), emotional competencies are not innate talents but rather learned capabilities that must be worked on and developed to achieve outstanding performance.

## **RATIONALE OF THE STUDY**

Job complexities and craze for earning more and more in less and less time is increasing day by day and become a cause of occupational stress. Occupational stress has also become increasingly common in teaching profession. A major source of distress among teachers is the incompetency of schools to meet the social needs and job demands of the teachers. Claxton (1989) indicated that teaching is an occupation which is always demanding and changing. Stress influences a teacher both physically and emotionally and also responsible for creating positive and negative feelings. A uniform work load for all the teachers may not be a satisfactory solution but differential work generates discontent among teachers, occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position and has low self-esteem and that is the main reason for occupational stress. The present investigation has been undertaken to provide an empirical answer specifically to the following research questions:

1. What is the level of occupational stress of the Secondary School Teachers?
2. Is significant difference exist in the mean scores of Government and Private Secondary School Teachers in relation to their occupational stress?
3. Is significant difference exist in the mean scores of the Male and Female Secondary School Teachers in relation to their occupational stress?
4. What is the level of emotional intelligence of the Secondary School Teachers?
5. Is significant difference exist in the mean scores of the Government and Private Secondary School Teachers in relation to their emotional intelligence?
6. Is significant difference exist in the mean scores of the Male and Female Secondary School Teachers in relation to their emotional intelligence?
7. Whether occupational stress and emotional intelligence of the Secondary School Teachers are related or not?

## **SIGNIFICANCE OF THE STUDY**

Teacher's performance in the institutions has been identified as one of the most important factors for the future success of the students, schools, and the nation. Teacher performance is closely associated to teacher's knowledge and competence, occupational stress, job satisfaction, professional burn out, ability to innovate and to integrate new ideas into their own practice, absenteeism, and motivation towards teaching profession etc. Now a days, we want to create a pluralistic society in India, based on scientific attitude and democratic principles. Teacher's sincerity and dedication is considered as a key factor for achieving the above-said goal as it heavily influences on teacher's willingness to engage in teaching profession. A diverse spectrum of factors may affect the teacher's performance. The relationship between occupational stress and emotional intelligence may be of great importance for the human resource policies in the education sector as well as the key to understanding the motivational base and qualitative performance in the secondary schools to enhance the capability of the management through less occupational stress and high emotional intelligence. Although a few studies in India and abroad have been conducted on teachers' occupational stress and emotional intelligence of the secondary school teachers, the researchers could not find even a single study which investigated the levels of occupational stress and emotional intelligence of the government and private secondary school teachers. Therefore, it becomes very essential to know whether there is any influence of the above-said variables on the organisational performance of secondary school teachers.

In this investigation, the occupational stress of secondary school teachers has been studied with reference to five dimensions: workload, student misbehaviour, classroom resources, professional recognition and poor colleague relations as suggested by Boyle et al. (1995). Emotional intelligence is the technique of learning to understand our own feelings, learning to understand the feelings of others, gaining

the efficiency in the way of positive emotional response in one-self, and accepting and recognising the emotional reactions to others.

### OBJECTIVES OF THE STUDY

The objectives of the present study are:

1. To study the level of occupational stress of the Secondary School Teachers.
  1. (a). To find out the difference between the mean scores of Government and Private Secondary School Teachers with respect to their occupational stress.
  1. (b). To find out the difference between the mean scores of Male and Female Secondary School Teachers with respect to their occupational stress.
2. To study the level of emotional intelligence of the Secondary School Teachers.
  2. (a). To find out the difference between the mean scores of Government and Private Secondary School Teachers with respect to their emotional intelligence.
  2. (b). To find out the difference between the mean scores of Male and Female Secondary School Teachers with respect to their emotional intelligence.
3. To know the relationship between occupational stress and emotional intelligence of Secondary School Teachers.
  3. (a). To find out the relationship between occupational stress and emotional intelligence of Government Secondary School Teachers.
  3. (b). To find out the relationship between occupational stress and emotional intelligence of Private Secondary School Teachers.
  3. (c). To find out the relationship between occupational stress and emotional intelligence of Male Secondary School Teachers.
  3. (d). To find out the relationship between occupational stress and emotional intelligence of Female Secondary School Teachers.

### HYPOTHESES OF THE STUDY

- H<sub>0</sub>-1:** There will be no significant difference between the mean scores of Government and Private Secondary School Teachers in relation to their occupational stress.
- H<sub>0</sub>-2:** There will be no significant difference between the mean scores of Male and Female Secondary School Teachers in relation to their occupational stress.
- H<sub>0</sub>-3:** There will be no significant difference between the mean scores of Government and Private Secondary School Teachers.
- H<sub>0</sub>-4:** There will be no significant difference between the mean scores of Male and Female Secondary School Teachers in relation to their emotional intelligence.
- H<sub>0</sub>-5:** There will be negative relationship between occupational stress and emotional intelligence of Secondary School Teachers.

### DELIMITATIONS OF THE STUDY

1. The present study deals with only two variables namely occupational stress and emotional intelligence.
2. The sample is delimited only to the eight secondary school of Aligarh district.
3. The sample is taken from urban areas only.
4. Out of various demographic variables only gender and type of school has been taken into consideration.
5. Only Government and Private schools are taken into consideration and not the government aided.
6. Study is conducted on a small sample of 100 secondary school teachers, therefore, it cannot be generalised to a other districts or area.

## METHODOLOGY

### Sample

The sample consist of 100 secondary school teachers (52 males and 48 female), 50 from Government and 50 from Private secondary schools of Aligarh district and the sample is collected through randomly purposive sampling technique.

### Research Tools used

**1. Teachers' Occupational Stress Scale (TOSS)** constructed by Sajid J. and Raheem A. (2012) was used to examine the occupational stress of a teacher. It is a 30- item Likert type scale in English and Hindi language based on 5 dimensions. The five dimensions were selected on the basis of the work of Boyle et al. (1995). The five dimensions are i) Work Load (WL), ii) Student's Misbehaviour (SM), iii) Lack of Professional Recognition (LPR), iv) Lack of Classroom Resources (LCR), and v) Poor Colleague Relations (PCR) and every dimensions have three positive and three negative items.

#### *Reliability of TOSS*

By Cronbach Alpha value of reliability was 0.89, by Guttman Split-Half it was 0.74 and by Test-retest method value was 0.83 and all the values were significant at 0.01 level.

#### *Validity of TOSS*

The item analyses of the scale were made by obtaining a correlation value of each individual item with the composite occupational stress score which ranged from  $r = 0.71$  to  $r = 0.89$  were found significant at 0.01 level of confidence.

**2. Emotional Intelligence Scale (EIS)** developed by Krishnappa (2008) which had 50 items but later it was modified by Vishalakshhi in 2013. The new modified scale consisted of 75 items comes under five broad dimensions. The first dimension is Self-Awareness consists of 11 items which covers 3 competencies like a) Emotional Awareness, b) Accurate Self- Assessment and c) Self- Confidence. The second dimension is Self- Regulation consists of 14 items which covers 5 competencies like a) Self-Control, b) Trustworthiness, c) Conscientiousness, d) Adaptability and e) Innovation. The third dimension is Motivation consists of 12 items which covers 4 competencies like a) Achievement Drive, b) Commitment, c) Initiative and d) Optimism. The fourth dimension is Empathy consists of 17 items which covers 5 competencies like a) Understanding Others, b) Developing others, c) Serviced Orientation, d) Leveraging Diversity and e) Political Awareness, and the fifth dimension is Social Skills consists of 21 items which covers 8 competencies like a)Influence, b) Communication, c) Conflict Management, d) Leadership, e) Changed Catalyst, f) Building Bonds, g) Collaboration and Cooperation, and h) Team Capabilities.

#### *Reliability*

The reliability coefficient was calculated by applying test-retest method and found as 0.85 which is very high.

#### *Validity of EIS*

Validity of the scale was measured with the help of factor-wise correlation with the total scores as well as between the factors. Dimensions wise validity score are as- Self-Awareness- 0.780, Self- Regulation- 0.972, Motivation- 0.921, Empathy- 0.963, Social Skills- 0.959 are significant at 0.01 level.

## ANALYSIS AND INTERPRETATION

**Objective No.1** To know the levels of Occupational Stress of the Secondary School Teachers.

The secondary school teachers have been divided into seven (7) groups with respect to their level of occupational stress as having extremely high stress, high stress, above average stress, average/moderate stress, low stress, very low stress and extremely low occupational stress group. Following table shows the distribution of the secondary school teachers according to their level of occupational stress.

**Table-1. Showing the Level of Teacher's Occupational Stress**

Sr. No.	Range of Z Scores	Level of Teacher's Occupational Stress	No. of Teachers
1.	+ 2.01 and above	Extremely High Stress	00
2.	+ 1.26 to + 2.00	High Stress	01
3.	+0.51 to + 1.25	Above Average Stress	49
4.	-0.50 to + 0.50	Average/ Moderate Stress	48
5.	-0.51 to -1.25	Low Stress	02
6.	-1.26 to -2.00	Very Low Stress	00
7.	-2.01 and below	Extremely Low Stress	00

### Interpretation

As shown in Table-1, out of 100 secondary school teachers only 1 teacher is found having high stress, 49 teachers are lying in above average stress category, 48 teachers are found having average stress and 2 teachers belong to low stress category. None was found having very low, extremely low and extremely high stress.

**Objective No.1.a** To find out the difference between the mean scores of Government and Private Secondary School Teachers with respect to their Occupational Stress.

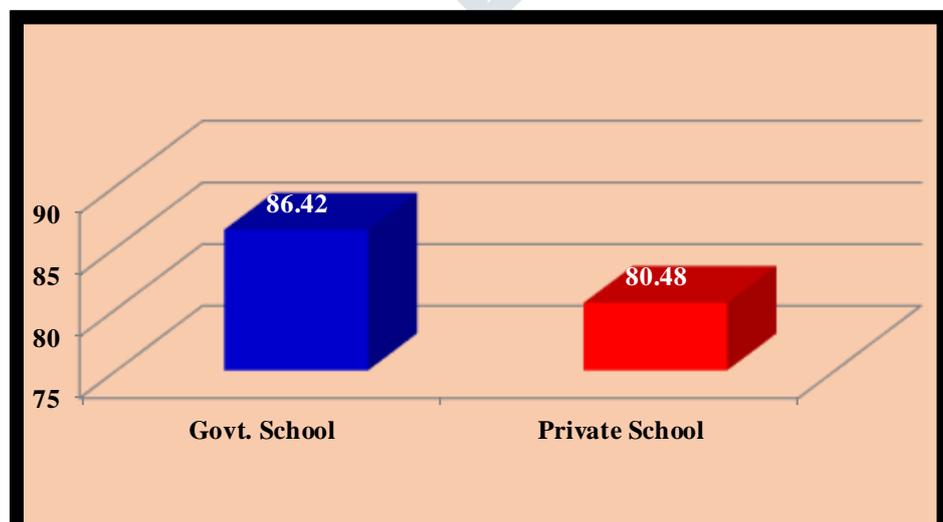
**Table-2. Showing the difference between the mean score of Government and Private Secondary School Teachers with respect to their Occupational Stress.**

Schools	Number	df	Mean	S.D	t value	Sig.
Govt.	50	98	86.42	11.249	2.672	0.009**
Private	50		80.48	10.979		

\*\*Significant at 0.01 level.

### Interpretation

The above Table-2, shows that Government secondary school teachers are found more stressed in comparison to Private secondary school teachers. The mean value of Government secondary school teachers (86.42) is higher than the Private secondary school teachers (80.48). The calculated value of 't' is 2.672 which is significant ( $P=0.009 < 0.01$ ). So the null hypothesis is rejected and it can be concluded that there is a significant difference in occupational stress of Government and Private secondary school teachers. This may be clear by the following Figure-1.



### Figure-1. Mean difference of Occupational Stress between Government and Private School Teachers

**Objective No. 1.b** To find out the difference between the mean scores of Male and Female Secondary School Teachers with respect to their Occupational Stress.

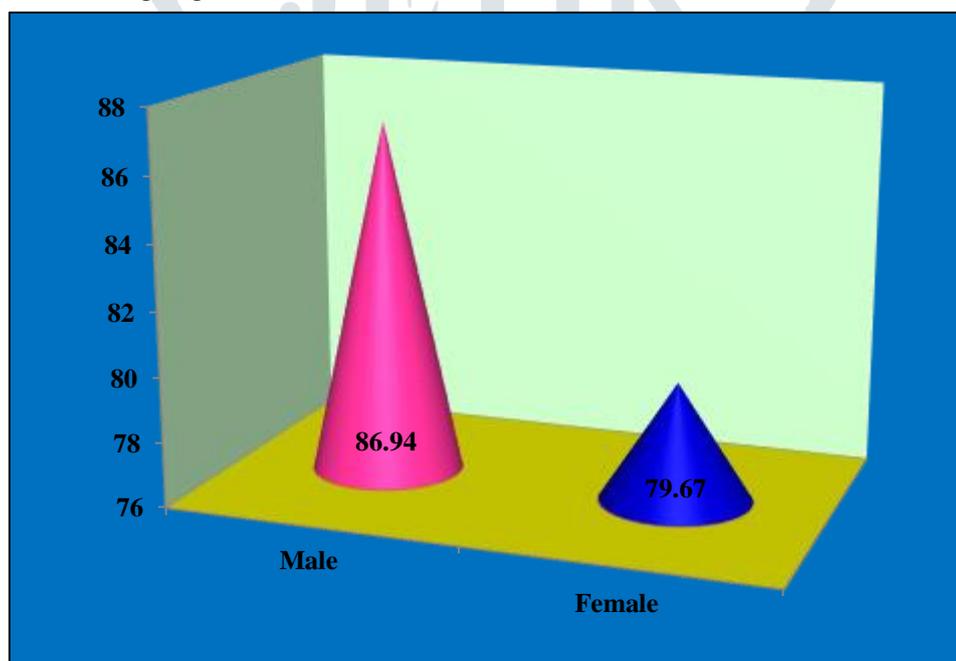
**Table-3. Showing the difference between the mean scores of Male and Female Secondary School Teachers with respect to their Occupational Stress.**

Gender	Number	df	Mean	S.D	t -value	Sig.
Male	52	98	86.94	10.878	3.331	0.001**
Female	48		79.67	10.947		

\*\*Significant at 0.01 level.

### Interpretation

The above Table-3 shows that Male secondary school teachers are found more stressed than the Female secondary school teachers because the mean score of Male secondary school teachers (86.94) is higher than the Female secondary school teachers (79.67). The calculated value of 't' is 3.331 which is significant ( $P=0.001 < 0.01$ ). So the null hypothesis is rejected and it can be concluded that there is a significant difference in occupational stress of Male and Female Secondary school teachers. It can be very clearly seen in the following Figure-2.



**Figure-2. Mean difference of Occupational Stress of Male and Female Secondary School Teachers**

**Objective No.2** To study the level of Emotional Intelligence of Secondary School Teachers.

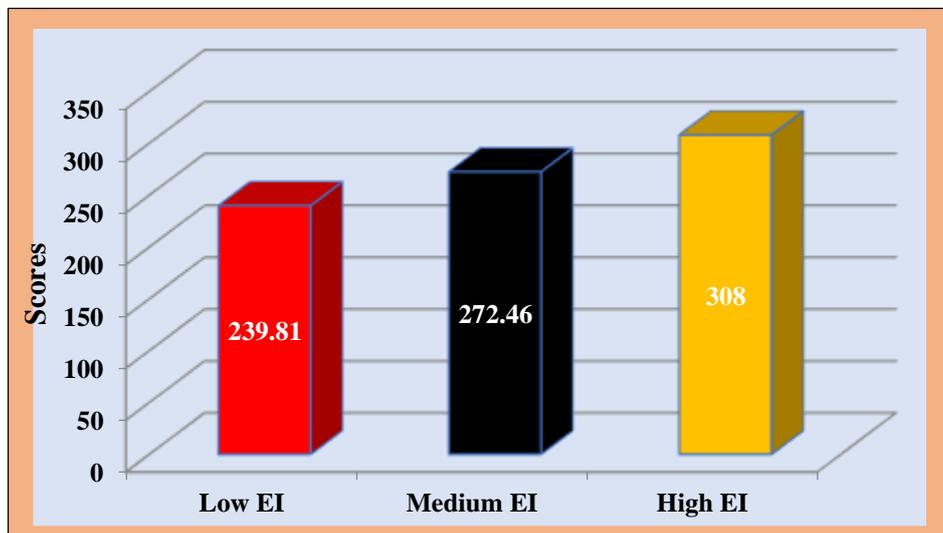
The secondary school teachers have been categorised into three groups based on their level of emotional intelligence score as low, medium and high emotional intelligence group.

**Table-4. Levels of Emotional Intelligence**

Groups	N	Percentage	Mean	S.D
Low Emotional Intelligence	21	21	239.81	6.87
Medium Emotional Intelligence	63	63	272.46	13.07
High Emotional Intelligence	16	16	308.00	9.39
Total	100	100	271.29	23.638

**Interpretation**

The above Table-4 shows different levels of emotional intelligence of secondary school teachers, out of total 100 secondary school teachers only 21% (M=239.81 & SD=6.87) are having low emotional intelligence, 63% (M=272.46 & SD=13.07) are having medium emotional intelligence and 16% (M=308.00 & SD=9.39) are having high emotional intelligence. It can be clear by the following Figure-No.3 It shows the mean scores of different Emotional Intelligence groups of secondary school teachers.



**Figure-3. Mean of different Emotional Intelligence Groups**

**Objective No.2.a** To find out the difference between the mean scores of Government and Private Secondary School Teachers with respect to their Emotional Intelligence.

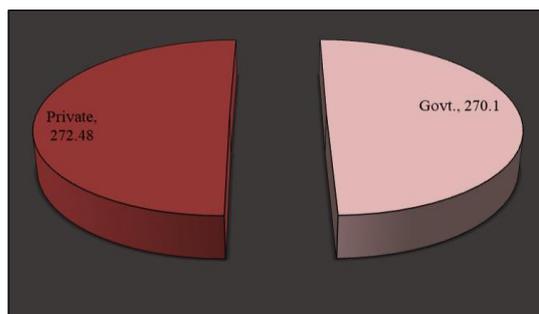
**Table-5. Showing the difference in the mean scores of Government and Private Secondary School Teachers with respect to their Emotional Intelligence.**

Schools	Number	df	Mean	S.D	t-value	Sig.
Govt.	50	98	270.10	23.472	-0.502	0.617***
Private	50		272.48	23.980		

\*\*\* NS

**Interpretation**

The above Table-5 shows the calculated value of ‘t’ (-0.502),(P=0.617>0.01) is not significant. So the null hypothesis is accepted and it shows that there is no significant difference in emotional intelligence between the Government and Private secondary school teachers. As there is prominent difference in their S.D & Mean and it will be clear by the following Figure-4.



**Figure-4. Mean difference of Emotional Intelligence between govt. and Private School Teachers**

**Objective No.2.b** To find out the difference between the mean scores of Male and Female Secondary School Teachers with respect to their Emotional Intelligence.

**Table-6. Showing the difference between the mean scores of Male and Female Secondary School Teachers with respect to their Emotional Intelligence.**

Schools	Number	df	Mean	S.D	t value	Sig.
Male	52	98	269.98	22.132	-0.575	0.567***
Female	48		272.71	25.327		

\*\*\* NS

### Interpretation

The above Table-6 shows the calculated value of 't' (-0.575), ( $P=0.567>0.01$ ) is not significant. So the null hypothesis is accepted and it shows that there is no significant difference in emotional intelligence between the Male and Female secondary school teachers. As there is prominent difference in their S.D & Mean and it will be clear by the following Figure-5.



**Figure-5. Mean difference of Emotional Intelligence between Male and Female School Teachers**

### Objective No.3

To know the relationship between Occupational Stress and Emotional Intelligence of Secondary School Teachers.

**Table-6. Showing The relationship between Occupational Stress and Emotional Intelligence**

Variables	Number	Mean	S.D	r-value	Sig.
Occupational Stress	100	83.45	11.454	-0.430	0.000**
Emotional Intelligence		271.29	23.638		

\*\* Significant at 0.01 level (2-tailed).

### Interpretation

The Pearson's coefficient of correlation between occupational stress and emotional intelligence is found -0.430 ( $P=.000<.01$ ) which shows that there exist a negative relationship between occupational stress and emotional intelligence of secondary school teachers. Also, this analysis indicated that if the occupational stress is high then the emotional intelligence will be low and if occupational stress is low then

the emotional intelligence will be high. If one expects quality performance by teachers then they should be stress free.

**Objective No. 3. a** To find out the relationship between occupational stress and emotional intelligence of Government Secondary School Teachers.

**Table-7. The relationship between Occupational Stress and Emotional Intelligence of Govt. School Teachers**

Variables	Number	Mean	S.D	r-value	Sig.
Occupational Stress	50	86.42	11.249	-0.559	0.000**
Emotional Intelligence		270.10	23.472		

\*\* Significant at 0.01 level (2-tailed).

### Interpretation

It is shown in Table-7, that the Pearson's coefficient of correlation between occupational stress and emotional intelligence is found -0.559 ( $P=0.000 < 0.01$ ) which shows that there exist a negative relationship between occupational stress and emotional intelligence of Government secondary school teachers. Also, this analysis indicated that if occupational stress is high then emotional intelligence will be low and if occupational stress is low then emotional intelligence will be high.

**Objective- No.3. b.** To find out the relationship between occupational stress and emotional intelligence of Private Secondary School Teachers.

**Table-8. Showing the relationship between Occupational Stress and Emotional Intelligence of Private School Teachers**

Variables	Number	Mean	S.D	r-value	Sig.
Occupational Stress	50	80.48	10.979	-0.340	0.0032*
Emotional Intelligence		272.48	23.980		

\* Significant at 0.05 level (2- tailed)

### Interpretation

It is depicted in Table-8 that the Pearson's coefficient of correlation between occupational stress and emotional intelligence is found -0.340 ( $P=0.0032 < 0.05$ ) which shows that there exist a negative relationship between occupational stress and emotional intelligence of Private secondary school teachers. Also, this analysis indicated that if occupational stress is high then emotional intelligence will be low and if occupational stress is low then emotional intelligence will be high.

**Objective- No. 3.c** To find out the relationship between occupational stress and emotional intelligence of Male Secondary School Teachers.

**Table-9. Showing the relationship between Occupational Stress and Emotional Intelligence of Male School teachers**

Variables	Number	Mean	S.D	r-value	Sig.
Occupational Stress	52	86.94	10.878	-0.478	0.000**
Emotional Intelligence		269.98	22.132		

\*\* Significant at 0.01 level (2-tailed)

### Interpretation

The Pearson's coefficient of correlation between occupational stress and emotional intelligence is found -0.470 ( $P=0.000<0.01$ ) which shows that there exist a negative relationship between occupational stress and emotional intelligence of Male secondary school teachers. Also, this analysis indicated that if the occupational stress is high then emotional intelligence will be low and if occupational stress is low then emotional intelligence will be high.

**Objective- No. 3.d** To find out the relationship between occupational stress and emotional intelligence of Female Secondary School Teachers.

**Table-10. Showing the relationship between Occupational Stress and Emotional Intelligence of Female School Teachers**

Variables	Number	Mean	S.D	r-value	Sig.
Occupational Stress	48	79.6667	10.947	-0.395	0.000**
Emotional Intelligence		272.7083	25.3267		

\*\* Significant at 0.01 level (2- tailed)

### Interpretation

As shown in Table-10, the Pearson's coefficient of correlation between occupational stress and emotional intelligence is found -0.395 ( $P=0.000<0.01$ ) which shows that there exist a negative relationship between occupational stress and emotional intelligence of Female secondary school teachers. Also, this analysis indicated that if occupational stress is high then emotional intelligence will be low and if occupational stress is low then emotional intelligence will be high.

## FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

### Findings

1. The raw scores of occupational stress of secondary school teachers vary from 55 to 110 and Z scores of occupational stress vary from -0.77 to +1.49. The study revealed that 1% secondary school teachers have high, 49% above average, 48% average and 2% low occupational stress.
2. It has been found that a significant difference exists in the mean scores in occupational stress of Government and Private secondary school teachers. It shows that Government secondary school teachers display more occupational stress than the Private secondary school teachers because the mean score of Government secondary school teachers (86.42) is higher than the Private secondary school teachers (80.48).
3. There exist a significant difference between Male and Female secondary school teachers in terms of their occupational stress. It demonstrates that Male secondary school teachers have more occupational stress than Female teachers.
4. The raw scores of emotional intelligence of secondary school teachers vary from 223 to 326 and Z scores of emotional intelligence vary from -2.04294 to +2.31454. The study revealed that 21 % secondary teachers have low emotional intelligence, 63 % have medium and 16 % have high emotional intelligence.
5. There is no significant difference exist between Government and Private secondary school teachers with respect to their emotional intelligence. It displays that Government secondary school teachers show more emotional intelligence than Private school teachers.
6. There is no significant difference arises between Male and Female teachers in terms of emotional intelligence. It demonstrates that Male secondary school teachers have more emotional intelligence than the Female teachers.
7. There exist a negative relationship between occupational stress and emotional intelligence of secondary school teachers which means that if occupational stress is high then emotional intelligence will be low, and vice-versa.

8. There exist a negative relationship between occupational stress and emotional intelligence of Government secondary school teachers.
9. There exist a negative relationship between the occupational stress and emotional intelligence of Private secondary school teachers.
10. There exist a negative relationship between the occupational stress and emotional intelligence Male secondary school teachers.
11. There exist a negative relationship between the occupational stress and emotional intelligence of Female secondary school teachers.

## CONCLUSION

Teacher's performance in schools where they are employed has been identified as one of the most important factor for the future success of the students, schools, and the nation. Teacher performance is closely associated to teacher's knowledge and competence, occupational stress, emotional intelligence, professional burn out, ability to innovate and to integrate new ideas into their own practice, absenteeism, and motivation towards teaching profession etc. The relationship of occupational stress and emotional intelligence have great importance for making policies in the education sector as well as the key to understanding the motivational base and qualitative performance of the teachers and to enhance the capability of the teaching staff through less occupational stress and high emotional intelligence. The major purpose of the study is to explore the occupational stress and emotional intelligence of Government and Private secondary school teachers. There exists a significant difference in terms of occupational stress among Government and Private secondary school teachers and also among male and female teachers. On the other side there is no significant difference in terms of emotional intelligence among Government and Private secondary school teachers and among male and female secondary school teachers. From the study, it is also found that there exist a significant negative relationship between occupational stress and emotional intelligence of Government and Private secondary school teachers, and male and female secondary school teachers.

## EDUCATIONAL IMPLICATIONS

Most important characteristic of any research work is to have certain practicability or usability of its own. Otherwise, the research work will be irrelevant and will be considered as wastage of time, money and energy. The work may have immediate effect or time later, but it must have some usability in the field of education. The present study proves to be useful in the field of education as it deals with Occupational Stress and Emotional Intelligence of secondary school teachers. Educational implications of the present study are as follows:

1. The findings would be helpful for the schools to follow an early intervention programme on 'stress management' for teachers.
2. There should be guidance and counselling programmes for the teachers to cope the occupational stress.
3. Occupational stress of teachers should be controlled by emotional stability/ intelligence.
4. Meditation programmes should be included in school extra-curricular activities to manage occupational stress and improve emotional maturity of the school teachers.
5. The outcomes should be used for the longitudinal and qualitative approach in order to better understand links between occupational stress and emotional intelligence in the diverse school setting.
6. More attention should be paid by the school authorities to the problems of school like pupil misbehaviour, relationship between teachers and taught, misbehaviour of colleagues and boss etc.

## SUGGESTIONS FOR EDUCATIONAL PLANNERS, POLICY-MAKERS AND SCHOOL ADMINISTRATORS

1. There is a need of 'counselling of the teachers' to cope with their stress related to occupational/health problems.

2. School should develop a comprehensive stress management strategy and remedial actions for lessening of occupational stress. Further, it can improve the quality of life of the secondary school teachers.
3. The teachers must be helped by the school management in emergency and make them assured that their relationship with the school is of utmost importance.
4. There is a need of encouraging and motivating teacher for having a good perception about themselves and their colleague.
5. School authorities should cooperate with their teachers in their professional development. In this way they will feel less occupationally stressed.

### SUGGESTIONS FOR FURTHER RESEARCH

Though the present investigation has been carried out with due care and thought regarding various aspects of research work, it may continue to have some shortcomings which have been realized during the conduction of research work. No research is a complete one in itself. It is also true that when one problem is solved, another problem springs up. We know that no research can be proved to be true forever as the world is the result of the continuous process of change. So, every field of study needs more and more continuous thrust of innovation and inquiry in respective fields. Based on this research, the investigator enlisted following a few suggestions for future research work.

1. Further research can be carried out on a larger sample.
2. This study is limited to the secondary school teachers of Aligarh district only; however, the similar study can be conducted on teachers of various levels and on other parts of the country.
3. The future research can be carried out along with other variables like job satisfaction, teachers' burnout, teachers' self-efficacy, and many more.
4. Similar research can be carried out along with psychological variables i.e., Frustration, Anxiety, Motivation, and Creativity etc.
5. A similar study can be conducted on teachers of different streams at the secondary stage and faculty wise at university level.
6. This type of study can be carried out on teacher teaches language subjects like Bengali, Hindi, Urdu, English etc. and comparative study can be conducted among the teachers of different ethnic, cultural and social groups.

### ACKNOWLEDGEMENT

Authors of this manuscript are thankful to the Chairperson, Department of Education and Principal, Women's College, Aligarh Muslim University, Aligarh for providing necessary facilities. Thanks are due to the respondents who constituted the sample of this study.

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