



EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT OF SECONDARY SCHOOL TEACHERS

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ABSTRACT

This study systematically examined this contention by seeking to determine whether there is a relationship between emotional intelligence and stress management of secondary school teachers. Emotional intelligence has a significant effect on their stress and their ability to manage that perceived stress. A greater knowledge of EI and its effect can be beneficial for practicing leaders and decision makers. . A sample consisted of 80 secondary school teachers participated in this research who were selected by random sampling. In order to analyze data, ANOVA (Analysis of variance) were used and all analyzes were performed using SPSS software. . Surveys were distributed to 05 secondary schools. In order to measure emotional intelligence, Emotional Intelligence Scale (EIS developed by Shubhra Mangal, 2007) and Stress Management Scale (SMS developed by Francisca and Selvin, 2010) were used.

Keywords: - Emotional Intelligence, Personal stress, Family stress, Social stress, Job stress and Organizational stress.

INTRODUCTION:-

Teaching is an art that brings about a behavioural change in a child. The presented behavioural model and ideal values by the teacher, aims at not only individual and social common good but also developing emotional intelligence, in the school catalyzes a welcome change. Emotional Intelligence (EI) has recently emerged as a key construct in modern-day psychological research. EI refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in one self and others (Matthews et al., 2002). Emotional intelligence enables a teacher to tune the students to communicate clearly with them, to inspire and motivate them. Emotionally intelligent teachers can produce emotionally intelligent citizens (Indu, 2009). Emotional intelligence helps reverse a tide of educational ineffectiveness and thus strengthen the whole process (Ponni, 2011).

Stress has become a part of our civilized life today. Human beings, can withstand extraordinary stresses from the environment, but if we are pushed too far, our stress response turns on our bodies and create breakdowns both mentally and physically (Kulandaivel, 2006). There is an all-round perception among teachers and those who study their behaviour that they suffer a great deal of occupational stress. Teaching including its administration is seen as a highly stressful profession perhaps more stressful than many others. This is perceived to occur at the powerful interpersonal demands of the job and its attendant roles as well as its large task demands and expectations (Suryalatha & Indhumathi, 2012).

Importance of Emotional Intelligence

Emotional Intelligence is not only a very important, but a very powerful aspect of a person's life. It helps a person very much in all spheres of his/her life through its various competencies such as knowledge, of his or her emotions i.e. Self-awareness, managing emotions, motivating one self, recognizing emotions in others i.e. empathy and handling relationships. People with high emotional intelligence are happier, healthier, self-assured and interested, full of self-esteem, self-concept, self-confidence, self-determination, inspiration, motivation, open-minded, express needs while getting along with colleagues, turn to teachers for help and follow directions and are more successful in their relationships with others. They are able to understand their own emotions, regulate them for the most happy and productive behaviour, muster high levels of motivation and understand others' emotions. Therefore emotional intelligence helps a person to think and act with appropriate emotional control according to the social norms (Manivannan, 2011).

Stress Management Tips for Teachers

The process of stress management is one of the keys for teachers to have a successful professional life. Although professional life provides numerous demands that can provide difficulties to handle, stress management provides a number of ways to manage anxiety. A number of stress situations which teachers have to face are: children negative attitude towards study, little authority to carry out their responsibilities, too heavy a work load, feel dissatisfaction of the conflicting demands of the colleagues and pupils, unfamiliar of the evaluation method of teaching and tutorial work, poor working conditions i.e., badly constructed building with inadequate sound proofing, high noise level and lower level of expenditures on educational equipments. Fortunately there are a lot of stress management techniques which are helpful for teachers to improve their performance.

REVIEW OF RELATED LITERATUR:-

Rani and Kaur (2014) investigated on "Academic achievement of teacher-trainees in relation to their emotional intelligence". The findings of the study revealed that there was no significant difference in the emotional intelligence of male and female trainees, there was no significant difference in the emotional intelligence of science and arts faculties and there was significant relationship between emotional intelligence and academic achievement of teacher-trainees.

Selvakumar and Ramesh (2014) made a study on "Job stressors and mental health of primary school teachers in Ariyalur district". The major findings of the study were: i) there was no significant difference between male and female primary school teachers in their teacher role maintenance, maintenance of interpersonal relationship and job stressors, ii) there was no significant difference between unmarried and married primary school teachers in their teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship and job stressors, iii) there was no significant difference between male and female primary school teachers in their mental health, iv) there was no significant difference between unmarried and married primary school teachers in their mental health.

Sharma and Ahuja (2014) conducted a study on "Emotional intelligence of management Students". The findings of the study revealed that there was no significant variance difference among government, deemed and private universities students in terms of emotional intelligence and there was a significant difference between general and reserved category students with regard to level of emotional intelligence.

Yadav (2014) investigated on "Effect of personality dimensions on occupational stress of teachers". The major findings of the study were: i) there was significant relationship between psychoticism and occupational stress of high school teachers, ii) there was no significant relationship between extroversion and occupational stress, iii) there was significant relationship between psychoticism and neuroticism with occupational stress of government high school teachers and iv) there was significant relationship between psychoticism and neuroticism with occupational stress of private high school teachers.

Meera and Kader (2013) made a study on “Effect of lifestyle factors on academic stress among higher secondary school students of Kerala”. The findings of the study were: i) there was significant difference in the mean scores of the life style factors of higher secondary school students of the total score of sub samples based on locale, gender and type of management, ii) there was significant difference in the mean scores of the academic stress of higher secondary school students of the total score of sub samples based on locale, gender and type of management and iii) the life style factors had significant effect on the academic stress in higher secondary school students.

Mittal (2011) made a study on “Emotional intelligence of teacher-trainees in relation to anxiety”. The major findings of the study were: i) significant relationship exists between emotional intelligence and anxiety of teacher trainees. Emotional intelligence and anxiety are dependent on each other, ii) male and female teacher-trainees do not differ significantly in their emotional intelligence, iii) there was no significant differences exist in the emotional intelligence of teacher-trainees belonging to arts and science streams and iv) significant differences exist in the emotional intelligence of teacher-trainees belonging to high and low levels of anxiety.

Basu (2010) carried out a study on “Emotional intelligence and teacher effectiveness of secondary school teachers”. The major findings of the study were: i) emotional intelligence of secondary school teachers varies significantly when gender is taken into consideration, ii) the teacher effectiveness of secondary school teachers differs significantly when gender was taken into account and iii) emotional intelligence of secondary school teachers was significantly positively correlated with their teacher effectiveness.

OBJECTIVES OF THE STUDY:-

1. To find out the level of emotional intelligence of secondary school teachers.
2. To find out the level of stress management of secondary school teachers.
3. To find out the significant difference among, if any, in the emotional intelligence of secondary school teachers in terms of selected background variables.
4. To find out the significant difference among, if any, in the stress management of secondary school teachers in terms of selected background variables.

HYPOTHESIS OF THE STUDY:-

Ho1: There is no significant difference among government, aided and temporary job secondary school teachers with reference to their overall emotional intelligence.

Ho2: There is no significant difference among government, aided and private secondary school teachers with reference to their overall emotional intelligence and its dimensions.

Ho3: There is no significant difference among boys, girls and co-education secondary school teachers with reference to their overall emotional intelligence and its dimensions.

Ho4: There is no significant difference among below 5 years, 6-12 years and above 13 years experienced secondary school teachers with reference to their overall emotional intelligence and its dimensions.

Ho5: There is no significant difference among government, aided and temporary job secondary school teachers with reference to their overall stress management and its dimensions.

Ho6: There is no significant difference among government, aided and private secondary school teachers with reference to their overall stress management and its dimensions.

Ho7: There is no significant difference among boys, girls and co-education secondary school teachers with reference to their overall stress management and its dimensions.

Ho8: There is no significant difference among below 5 years, 6-12 years and above 13 years experienced secondary school teachers with reference to their overall stress management and its dimensions.

RESEARCH METHODOLOGY: -

Population refers to any collection of specified group of human beings or non-human entities such as objects, educational institution, time units, geographical areas, prices of what or salaries drawn by individuals. Some distributions call it universe (Koul, 2007). The population for the present study comprises of secondary school

teachers, who are working in government, aided and self-financed secondary schools, spread in Ujjain districts of Madhya Pradesh.

SAMPLING:-

The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 80 secondary school teachers from 05 secondary schools in Ujjain district.

STATISTICAL TOOL:-

For collecting the required data regarding emotional intelligence and stress management, it was decided to construct and standardize the following tools:

1. Emotional Intelligence Scale (EIS developed by Shubhra Mangal, 2007)
2. Stress Management Scale (SMS developed by Francisca and Selvin, 2010)

ANALYSIS AND INTERPRETATION: -

Table N0. 01

Difference among government, aided and temporary job secondary school teachers with reference to their overall emotional intelligence

S. N.	Dimensions	Sources of variation	Degree of Freedom	Sum of squares	Mean squares	'F' value	Level of Significance
1	Awareness of self and others	Between	2	389.74	194.87	0.7297	$P > 0.05^{**}$
		Within	18	4806.83	267.05		
2	Professional orientation	Between	2	328.53	164.27	0.4253	$P > 0.05^{**}$
		Within	15	5792.41	386.16		
3	Intrapersonal management	Between	2	130.28	65.14	0.1072	$P > 0.05^{**}$
		Within	17	10326.68	607.45		
4	Interpersonal management	Between	2	827.70	413.85	0.6454	$P > 0.05^{**}$
		Within	23	14747.85	641.21		
Overall Emotional Intelligence		Between	2	29841.70	14920.85	0.3217	$P > 0.05^{**}$
		Within	25	1159442.4	46377.69		

**** Not Significant**

It is inferred from the above table that the calculated 'F' value is less than the table value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference among government, aided and temporary job secondary school teachers with reference to their overall emotional intelligence and its dimensions.

Table N0. 02

Difference among government, aided and private secondary school teachers with reference to their overall emotional intelligence and its dimensions

S.N.	Dimensions	Sources of variation	Degree of Freedom	Sum of squares	Mean squares	'F' value	Level of Significance
1	Awareness of self and others	Between	2	252.84	126.42	0.1910	P > 0.05**
		Within	22	14557.15	661.69		
2	Professional orientation	Between	2	757.83	378.92	0.5138	P > 0.05**
		Within	25	18435.13	737.40		
3	Intrapersonal management	Between	2	683400.14	3451700.07	4.35	P < 0.05*
		Within	26	2043596.05	78599.85		
4	Interpersonal management	Between	2	105471.99	52735.99	1.06	P > 0.05**
		Within	25	1148929.13	49953.44		
Overall Emotional Intelligence		Between	2	1101.86	550.93	0.7808	P > 0.05**
		Within	35	24693.20	705.52		

*** Significant ** Not Significant**

It is inferred from the above table that the calculated 'F' value is less than the table value at 5% level of significance in the dimensions of awareness of self and others, professional orientation, interpersonal management and overall emotional intelligence. Hence the null hypothesis is accepted. But there is significant difference among in the dimension of intrapersonal management. Hence the null hypothesis is rejected.

Table N0. 03

Difference among boys, girls and co-education secondary school teachers with reference to their overall emotional intelligence and its dimensions

S.N.	Dimensions	Sources of variation	Degree of Freedom	Sum of squares	Mean squares	'F' value	Level of Significance
1	Awareness of self and others	Between	2	413201.39	206606.70	4.37	P < 0.05*
		Within	23	1088466	47324.61		
2	Professional orientation	Between	2	1426.01	713.00	0.9479	P > 0.05**
		Within	26	19556.80	752.19		
3	Intrapersonal management	Between	2	489496.28	244748.14	4.43	P < 0.05*
		Within	25	1379869.43	55194.78		
4	Interpersonal management	Between	2	392286.26	196143.13	3.34	P < 0.05*
		Within	19	1115642.33	58718.01		
Overall Emotional Intelligence		Between	2	631724.17	315862.08	4.36	P < 0.05*
		Within	27	2589284.97	72502.25		

* Significant ** Not Significant

It is inferred from the above table that the calculated 'F' value is less than the table value at 5% level of significance in the dimension of professional orientation. Hence the null hypothesis is accepted. But there is significant difference among in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence. Hence the null hypothesis is rejected.

Table N0. 04

Difference among below 5 years, 6-12 years and above 13 years experienced Secondary school teachers with reference to their overall emotional intelligence

S.N.	Dimensions	Sources of variation	Degree of Freedom	Sum of squares	Mean squares	'F' value	Level of Significance
1	Awareness of self and others	Between	2	23933.96	11966.98	4.08	P < 0.05*
		Within	30	87949.68	2931.66		
2	Professional	Between	2	281698.88	140849.44	3.88	P < 0.05*

	orientation	Within	23	835235.28	36314.58		
3	Intrapersonal management	Between	2	281757.66	140878.83	4.11	$P < 0.05^*$
		Within	26	890515.64	34250.60		
4	Interpersonal management	Between	2	10265.73	5132.87	0.3623	$P > 0.05^{**}$
		Within	21	297528.10	14168.00		
Overall Emotional Intelligence		Between	2	113028.60	56514.30	1.09	$P > 0.05^{**}$
		Within	22	1139812.43	51809.66		

* Significant ** Not Significant

It is inferred from the above table that the calculated 'F' value is less than the table value at 5% level of significance in the dimensions of interpersonal management and overall emotional intelligence. Hence the null hypothesis is accepted. But there is significant difference among in the dimensions of awareness of self and others, professional orientation and intrapersonal management. Hence the null hypothesis is rejected.

Table N0. 05

Difference among government, aided and temporary job secondary school teachers with reference to their overall stress management

S.N.	Dimensions	Sources of variation	Degree of Freedom	Sum of squares	Mean squares	'F' value	Level of Significance
1	Personal stress	Between	2	159.79	79.89	0.1160	$P > 0.05^{**}$
		Within	31	21343.97	688.51		
2	Family stress	Between	2	20246.9	10123.45	0.1326	$P > 0.05^{**}$
		Within	21	1603020.43	76334.30		
3	Social stress	Between	2	36726.01	18363.00	0.2349	$P > 0.05^{**}$
		Within	21	1641490.60	78166.22		
4	Job stress	Between	2	44968.50	22484.25	0.3079	$P > 0.05^{**}$
		Within	24	1752122.16	73005.09		
5	Organizational stress	Between	2	53760.39	26880.19	0.3458	$P > 0.05^{**}$
		Within	20	1554820.47	77741.02		
		Between	2	65586.21	32793.10		

Overall Stress Management					0.6824	P > 0.05**
	Within	24	1153239.78	48051.66		

** Not Significant

It is inferred from the above table that the calculated 'F' value is less than the table value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference among government, aided and temporary job secondary school teachers with reference to their overall stress management and its dimensions.

Table NO. 06

Difference among government, aided and private secondary school teachers with reference to their overall stress management and its dimensions

S.N.	Dimensions	Sources of variation	Degree of Freedom	Sum of squares	Mean squares	'F' value	Level of Significance
1	Personal stress	Between	2	516445.05	258222.52	3.58	P < 0.05*
		Within	27	1946739.91	72101.48		
2	Family stress	Between	2	729149.10	364574.55	4.97	P < 0.05*
		Within	26	1908593.03	73407.42		
3	Social stress	Between	2	8939.71	4469.86	0.1667	P > 0.05**
		Within	30	804259.80	26808.66		
4	Job stress	Between	2	21207.59	10603.79	0.3499	P > 0.05**
		Within	25	757460.51	30298.42		
5	Organizational stress	Between	2	18979.54	9489.77	0.3343	P > 0.05**
		Within	20	567762.38	28388.12		
Overall Stress Management		Between	2	718891.67	359445.83	4.99	P < 0.05*
		Within	28	27832455.42	71912.99		

* Significant ** Not Significant

It is inferred from the above table that the calculated 'F' value is less than the table value at 5% level of significance in the dimensions of social stress, job stress and organizational stress. Hence the null hypothesis is accepted. But there is significant difference among in the dimensions of personal stress, family stress and overall stress management. Hence the null hypothesis is rejected.

Table N0. 07

Difference among boys, girls and co-education secondary school teachers with reference to their overall stress management and its dimensions

S.N.	Dimensions	Sources of variation	Degree of Freedom	Sum of squares	Mean squares	‘F’ value	Level of Significance
1	Personal stress	Between	2	579584.80	289792.40	4.15	P < 0.05*
		Within	27	1883600.16	69762.97		
2	Family stress	Between	2	40335.19	20167.59	0.7895	P > 0.05**
		Within	24	613069.76	25544.57		
3	Social stress	Between	2	11301.83	5650.92	0.2089	P > 0.05**
		Within	22	594868.73	27039.49		
4	Job stress	Between	2	23814.60	11907.30	0.4991	P > 0.05**
		Within	25	596410.36	23856.41		
5	Organizational stress	Between	2	9128.08	4564.04	0.1769	P > 0.05**
		Within	24	619167.91	25798.66		
Overall Stress Management		Between	2	105481.68	52740.84	0.8477	P > 0.05**
		Within	17	1057678.52	62216.38		

* Significant ** Not Significant

It is inferred from the above table that the calculated 'F' value is less than the table value at 5% level of significance in the dimensions of family stress, social stress, job stress, organizational stress and overall stress management. Hence the null hypothesis is accepted. But there is significant difference among in the dimension of personal stress. Hence the null hypothesis is rejected.

Table NO. 08

Difference among below 5 years, 6-12 years and above 13 years secondary school teachers with reference to their overall stress management

S.N.	Dimensions	Sources of variation	Degree of Freedom	Sum of squares	Mean squares	'F' value	Level of Significance
1	Personal stress	Between	2	619088.32	309544.16	3.75	P < 0.05*
		Within	24	1979984.8	82499.37		
2	Family stress	Between	2	707927.00	353963.5	4.67	P < 0.05*
		Within	27	2047337.15	75827.30		
3	Social stress	Between	2	14907.56	7453.78	0.2960	P > 0.05**
		Within	23	579093.98	25177.99		
4	Job stress	Between	2	500791.00	250395.5	3.45	P < 0.05*
		Within	27	1962393.96	72681.26		
5	Organizational stress	Between	2	7365.85	3682.93	0.1476	P > 0.05**
		Within	24	598706.44	24946.10		
	Overall Stress Management	Between	2	77350.68	38675.34	0.7760	P > 0.05**
		Within	22	1096449.73	49838.63		

* Significant ** Not Significant

It is inferred from the above table that the calculated 'F' value is less than the table value at 5% level of significance in the dimensions of social stress, organizational stress and overall stress management. Hence the null hypothesis is accepted. But there is significant difference among in the dimensions of personal stress, family stress and job stress. Hence the null hypothesis is rejected.

FINDINGS:-

22. There is no significant difference among government, aided and temporary job secondary school teachers with reference to their overall emotional intelligence and its dimensions.

23. There is significant difference among government, aided and private secondary school teachers in the dimension of intrapersonal management.

The Scheffe test reveals that the aided school teachers have better in the dimension of intrapersonal management than the government and private secondary school teachers. But there is no significant difference among in the dimensions of awareness of self and others, professional orientation, interpersonal management and overall emotional

24. There is significant difference among boys, girls and co-education secondary school teachers in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence.

The Scheffe test reveals that the boys school teachers have better in the dimensions of awareness of self and others, intrapersonal management, interpersonal management and overall emotional intelligence than their counterparts. But there is no significant difference among in the dimension of professional orientation.

25. There is significant difference among below 5 years, 6-12 years and above 13 years experienced secondary school teachers in the dimensions of awareness of self and others, Professional orientation and intrapersonal management.

The Scheffe test reveals that the between 6-12 years experienced teachers have better in the dimensions of awareness of self and others, professional orientation and intrapersonal management than their counterparts. But there is no significant difference among in the dimensions of interpersonal management and overall emotional intelligence..

30. There is no significant difference among government, aided and temporary job secondary school teachers with reference to their overall stress management and its dimensions.

31. There is significant difference among government, aided and private secondary school teachers in the dimensions of personal stress, family stress and overall stress management. The Scheffe test reveals that the government school teachers have better in the dimensions of personal stress, family stress and overall stress management than their counterparts. But there is no significant difference among in the dimensions of social stress, job stress and organizational stress.

32. There is significant difference among boys, girls and co-education secondary school teachers in the dimension of personal stress.

The Scheffe test reveals that the boy's school teachers have better in the dimension of personal stress than the co-education and girl's school teachers. But there is no significant difference among in the dimensions of family stress, social stress, job stress, organizational stress and overall stress management.

33. There is significant difference among below 5 years, 6-12 years and above 13 years experienced secondary school teachers in the dimensions of personal stress, family stress and Job stress.

The Scheffe test reveals that the above 13 years experienced teachers have better in the dimension of personal stress management than the between 6-12 years and below 5 years experienced teachers.

The Scheffe test reveals that the between 6-12 years experienced teachers have better in the dimensions of family stress and job stress management than the above 13 years and below 5 years experienced teachers. But there is no significant difference among in the dimensions of social stress, organizational stress and overall stress management.

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