

EMOTIONAL INTELLIGENCE AND PERSONAL STRAIN AMONG HIGH SCHOOL TEACHERS: A CORRELATIONAL STUDY

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Abstract

A study was conducted on a sample of 720 teachers (both male and female) working in different schools with different social status. Emotional Intelligence Scale, developed by Nutan kumar Thingujam and Usha Ram(1999) and Occupational Stress Inventory developed by Samuel H. Osipow and Arnold R. Spokane (1987) were administered to measure Emotional Intelligence and Personal Strain. Appropriate statistical techniques were applied to analyse the data. Results indicate that there is significant negative correlation between Emotional Intelligence and Personal strain and Components of Personal strain..

Keywords: *Emotional Intelligence, personal strain, High school teachers.*

INTRODUCTION:

Education is essential to bring about a desired change in the social and cultural life of a nation. The person who shapes this whole process of education and plays a vital role in the development of the society is the teacher. It is the teacher who creates interest in students to develop progress and achieve whatever aims they set for themselves. Thus, teaching is a challenging profession. Only those teachers can shoulder this responsibility of the nation building, who are adequately prepared, well trained and have a positive attitude to carry the dignified role of a teacher. A teacher who has a broader vision delivers his/ her lecture more effectively as compared to the one who restricts himself/herself in a particular domain (Gautmen, 2001).

Daniel 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 ourselves and in our relationships. Emotional Intelligence is the silent partner of rational intelligence, equal in importance, yet frequently overlooked and rarely schooled or tested. The skills which being to the highly developed emotional intelligence include: to be independent

from own feelings, ability to adjust oneself to them, ability to recognize, name and direct one's feelings, discern the nuances of feelings and use them in a positive way, and be able to derive actions from them. Emotional Intelligence accompanies daily life and in many cases is as important as the common intelligence, especially in this modern life.

Stress is the process that occurs in response to stimulations or events that disrupt or threaten one's physical or psychological functioning. There are certain stresses which are useful to complete a task and achievement. Based on this, stress is classified as (i) Eustress -Positive Stress: Positive emotions like eagerness, excitement and confidence enhances concentration, increases performance and energizes one to motion and leads to happiness, pride and relief. It leads to positive outcomes. (ii) Distress – Negative Stress: It brings conflicts, confusion, undesirable and unscheduled changes, loss of motivations and reduces effectiveness. It causes physical, mental and behavioral problems.

Jones and Fletcher (1996) described strain as the result of an imbalance in the demands and constraints placed on an individual in relation to the supports available. Specific conditions under which stressors leads to strain, have become the predominant focus of research. This focus includes the way in which factors in the individual or the environment interact. A variety of approaches have been developed by Jones and Kinman (2001), to explain how individual and environmental factors interact with stressors. Typically, the following three types of measures are used in this type of interactional approach

- (1) Measures of environmental events or situations (stressors) such as workload and stressful life events.
- (2) Measures of intervening or moderating variables such as personality traits or coping strategies
- (3) Measures of strain outcomes such as anxiety or physical symptoms

Chapman and Clarke (2003) conducted a study on “Emotional intelligence as a concept that can be used in stress management” and found that there was a strong correlation between overall and each of the five Emotional Quotients abilities and lower levels of stress, emotion management showing the strongest relationship. The results of Lokanadha Reddy and Vijaya Anuradha (2013), reinforce the need to enhance and inculcate emotional intelligence among

higher secondary teachers to reduce their occupational stress and further to improve their job performance. Possible strategies for this are: training in proactive supervision which emphasizes positive feedback, professional growth and development, open lines of communication and strong level of support, training in conflict resolution and team building.

OBJECTIVES:

- To study the relationship between Emotional Intelligence and Personal Strain of high school teachers.
- To study the relationship among Emotional Intelligence and Components of Personal Strain of high school teachers.

METHODOLOGY:

SAMPLE:

A sample of 720 High school teachers working in different schools in Rayalaseema districts (Chittoor, Kadapa, Kurnool and Anantapur) of Andhra Pradesh were selected for the present study.

TOOLS:

To measure the Emotional Intelligence and Personal Strain of teachers Emotional Intelligence Scale Developed by Nutankumar Thingujam and Usha Ram (1999) and Personal Strain Questionnaire (one of the domains of Occupational Stress Inventory) developed by Samuel H. Osipow and Arnold R. Spokane (1987) were administered. The personal strain questionnaire consists of four scales i.e., Vocational strain, Psychological strain, Interpersonal strain and Physical strain.

- ✓ **Vocational Strain** : measures the extent to which the individual is having problems in work quality or output. Attitudes toward work are also measured.
- ✓ **Psychological Strain** : measures the extent of psychological and / or emotional problems being experienced by the individual.
- ✓ **Interpersonal Strain** : measures the extent of disruption in interpersonal relationships.
- ✓ **Physical Strain** : measures complaint about physical illness or poor self-care habits.

PROCEDURE:

The researcher collected the list of schools from the District Educational Officer and personally visited different schools in Chittoor district. With prior permission from the Head Masters. Questionnaires were administered with necessary instructions. Subjects were asked to answer the statements, by putting a ‘tick (✓) mark’ against an appropriate number on a 5 point-scale that describes their feelings/opinions.

RESULTS AND DISCUSSION:

Table-1: Correlation analysis of scores of High school teachers on Emotional Intelligence and Personal strain.

	N	Personal Strain
Emotional Intelligence	720	-0.179 **

**** Significant at 0.01 level**

The correlation coefficient of -0.179 (Table-1) between Emotional Intelligence and Personal strain which is significantly negative clearly indicates that higher the Emotional Intelligence, lower the personal strain. Nikolaou and Tsaousis (2002) reported a negative correlation between emotional intelligence and stress at work indicating that high scorers on emotional intelligence suffered less from stress related to occupational environment. Landa et al. (2008) found a differential effect of the emotional intelligence on stress.

Table-2: Correlation analysis of scores of High school teachers on Emotional Intelligence and components of Personal strain.

	Vocational Strain (Component-A)	Psychological strain (Component-B)	Interpersonal strain (Component-C)	Physical strain (Component-D)
Emotional Intelligence	-0.190 **	-0.172 **	-0.122 **	-0.118**

**** Significant at 0.01 level**

The relation between Emotional Intelligence and different components of personal strain i.e., vocational, psychological, Interpersonal and physical strain represent the values -0.190; -0.172; -0.122 and -0.118 respectively. It clearly indicates that higher the Emotional Intelligence, lower the vocational strain, psychological strain, Interpersonal strain and physical strain of the high school teachers. Gohm, Corser and Dalsky (2005) studies suggested that emotional intelligence is potentially helpful in reducing stress. The results of Nina Oginska and Bulik (2005) confirmed the role of emotional intelligence in perceiving occupational stress and preventing employees of human services (Teachers, nurses, probationary officers) from negative health outcomes. The ability to effectively deal with emotions and emotional information in the workplace assists employees in coping with personal strain.

CONCLUSIONS:

1. Relationship of Emotional Intelligence with personal strain of High school teachers is significantly negative.
2. Relationship of Emotional Intelligence with different components of personal strain of High school teachers is significantly negative.

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