



Correlational Study of occupational stress and emotional intelligence of secondary school Teachers

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Abstract

This study delves into the correlation between teachers' Occupational Stress and their Emotional Intelligence. Furthermore, it examines how this correlation varies based on demographical variables such as Gender (Male and Female), Location of School (Urban and Rural), and Type of School (Government and Private). To accomplish the study's objectives, a survey-based approach was employed, utilizing two scales i.e. Teacher Emotional Intelligence Scale (TEIS) and Teacher's Occupational Stress Scale (TOSS) for data collection from secondary school teachers. A randomly selected sample of 250 Secondary School Teachers from North 24 Pgs, South 24 Pgs, and Kolkata districts in West Bengal participated in this research. The findings underscore a statistically significant and negative relationship between Emotional Intelligence and Occupational Stress among Secondary School Teachers. Additionally, this significant and negative relationship holds true for Male and Female School Teachers, Urban and Rural School Teachers, and Government and Private School Teachers at the Secondary Level.

Keywords: Emotional intelligence, occupational stress, secondary, teacher, gender, location, survey, significant, negative

Introduction

Teaching is a noble profession, vital to the development of future generations, but it often comes with its unique set of challenges and stressors. Secondary school teachers, in particular, face a multitude of demands that can significantly impact their well-being and effectiveness in the classroom. Occupational stress among teachers has become a growing concern in recent years. The demands of the profession, including classroom management, curriculum development, student assessments, and parental interactions, can lead to high levels of stress. These stressors can result in various negative consequences, such as burnout, decreased job satisfaction, and even attrition from the profession. Understanding the factors that contribute to occupational stress in secondary school teachers is essential for both the well-being of educators and the quality of education provided to students. Occupational stress encompasses the inherent pressures associated with one's job. Specifically, it arises when individuals grapple with effectively managing the demands of their work, often stemming from a misalignment between their skills and the requirements and conditions of their job, as emphasized by Rees (1997)^[6] and emphasized by Rytkonen and Strandvik (2005)^[7]. In accordance with the current definition from the World Health Organization, occupational or work-related stress refers to the response individuals may experience when confronted with job demands and pressures that surpass their knowledge and capabilities, thus challenging their ability to cope. It's important to acknowledge that the experience of occupational stress can vary from one person to another, even in similar work environments, potentially influenced by demographic factors, as suggested by Kyriacou (2001)^[2], particularly in the context of teachers and other professionals. Occupational stress constitutes a significant health concern that can manifest as either physical or psychological disorders resulting from one's work environment. It manifests through a range of

distressing symptoms, including heightened anxiety, persistent tension, muscular cramps, and digestive issues.

Emotional intelligence (EI), on the other hand, is an individual's ability to recognize, understand, manage, and effectively utilize their own emotions, as well as those of others. High levels of emotional intelligence have been associated with improved job performance, greater job satisfaction, and better mental health. Research in various fields has shown that individuals with high EI tend to cope more effectively with stress and are better equipped to navigate challenging interpersonal situations. Just as emotions vary from one individual to another, so does Emotional Intelligence (EI) and its proficiency among teachers. EI, especially emotional self-awareness, equips teachers with the ability to recognize and understand their emotions within the classroom, foresee the impact of their emotional expressions on their interactions with others (Jennings & Greenberg, 2009), and empowers them to acknowledge personal emotional challenges, adopting a reflective approach in emotionally charged situations (Perry & Ball, 2007)^[5]. This heightened emotional awareness enables teachers to regulate their emotions when engaging with students, self-motivate (Stein & Book, 2000)^[9], and respond to students in a manner that is both appropriate and constructive (Nazly, 2021)^[4].

An emotionally intelligent teacher excels in building strong connections with their students and demonstrating genuine care. Enhanced emotional awareness allows them to discern their students' needs more effectively, as well as to identify and address their potential weaknesses (Nagraj & Ramesh, 2020). It can be confidently asserted that there exists a direct and positive correlation between emotional intelligence and both effective teaching and teacher job satisfaction. A teacher with emotional awareness can accurately pinpoint their students' strengths and weaknesses, ensuring that their teaching methods and practices are relevant and effective in achieving the objectives of effective education.

Emotionally intelligent educators demonstrate emotional competence and effectively apply these skills in their teaching practices. This approach significantly enhances their professional success. Emotionally intelligent teachers are typically recognized for their thoughtfulness, reflective nature, and strong character. They are known for their adaptability and constructive communication, maintaining an optimistic outlook and cultivating positive habits in their teaching endeavors. The incorporation of robust emotional intelligence (EI) is a crucial element in empowering teachers to promote academic excellence among their students (Soanes & Sungoh, 2019)^[8].

Objectives of the Study

Following objectives were identified for this particular study –

- O1:** To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Male School Teachers at Secondary Level.
- O2:** To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Female School Teachers at Secondary Level.
- O3:** To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Urban School Teachers at Secondary Level.
- O4:** To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Rural School Teachers at Secondary Level.
- O5:** To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Government School Teachers at Secondary Level.
- O6:** To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Private School Teachers at Secondary Level.
- O7:** To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Secondary School Teachers.

Research Hypotheses

Based on an extensive review of literature from both Indian and foreign sources, the researchers have developed the following research hypotheses -

- Ho1:** There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Male School Teachers at Secondary Level.
- Ho2:** There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Female School Teachers at Secondary Level.
- Ho3:** There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Urban School Teachers at Secondary Level.
- Ho4:** There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Rural School Teachers at Secondary Level.
- Ho5:** There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Government School Teachers at Secondary Level.
- Ho6:** There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Private School Teachers at Secondary Level.
- Ho7:** There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Secondary School Teachers.

Methodology of the Study

Population: The researchers encompassed the entire population of secondary school teachers in West Bengal as the study's target group.

Sample: The sample was randomly chosen from various schools across North 24 Pgs, South 24 Pgs, and Kolkata districts. It comprised 250 secondary school teachers selected from 25 randomly chosen schools for this study.

Sample Structure

For this research, a sample of 250 secondary school teachers was chosen. Within this group, there were 130 male teachers, representing 52% of the total, while 120 were female teachers, making up the remaining 48%. Additionally, among the 250 teachers, 180 taught in urban schools, accounting for 72% of the sample, and 70 taught in rural schools, constituting the remaining 28%. Furthermore, within the 250 teachers, 90 were affiliated with government schools, making up 36% of the sample, and 160 taught in private schools, comprising the remaining 64%.

Table 1: Sample Structure_Type of School wise

Government School Teachers (90)		Private School Teachers (160)		Total
Male	Female	Male	Female	
61	29	69	91	250

Table 2: Sample Structure_Location of School-wise

Rural School Teachers (70)		Urban School Teachers (180)		Total
Male	Female	Male	Female	
41	29	89	91	250

Variables

The present researchers had identified two types of variables for this research –

- A. Major Variables:** Emotional Intelligence and Occupational Stress
- B. Demographical Variables:**
 - **Gender:** Male and Female
 - **Location of School:** Urban and Rural
 - **School Type:** Government and Private

Tool Used

Researchers have used two scales to conduct this study.

a. Teacher Emotional Intelligence Scale (TEIS)

In this study, the Teacher Emotional Intelligence Scale (TEIS), developed by P. N. Ashraf and S. Jamal, was employed. The TEIS consists of 37 items, categorized into five dimensions: (I) Understanding Oneself, (II) Self Control, (III) Empathy, (IV) Social Skills, and (V) Achievement Orientation. This survey was administered to secondary school teachers. To ensure the scale's validity, expert opinions were sought, and assessments of item-total correlation and inter-item correlation were conducted, following the guidelines of Tucker (1946). The scale exhibited validity, with item-total correlations ranging from 0.16 to 0.64. The scale's reliability was established by calculating the Cronbach Alpha value, which was highly significant at 0.86. Additionally, split-half reliability was evaluated for the same scale. The reliability coefficient, determined through Spearman Brown, was 0.72, and the Gutman split-half coefficient yielded a value of 0.71.

b. Teacher's Occupational Stress Scale (TOSS):

This study used a scale developed by M. Sharma and S. Kaur, first published in 2014. This scale comprises 30 items distributed across nine dimensions: (I) Workload, (II) Role Ambiguity, (III) Groupism and External Pressure, (IV) Responsibility for Others, (V) Powerlessness, (VI) Work Relationships, (VII) Working Conditions, (VIII) Personal Inadequacy, and (IX) Lack of Motivation. The scale was administered in person to 1800 teachers working in various types of educational institutions, including both government and private ones, encompassing primary schools, elementary schools, secondary schools, and colleges. To assess the scale's reliability, the investigators adopted the test-retest method. The test-retest reliability coefficient was computed at 0.801 with N = 80 and a time interval of 21 days. The scale underwent thorough validation, including content validity, which was determined by the judgment of 25 experts. The selection of items was based on expert opinions and the value of discriminative indices. Content validity was ensured by including items for which there was unanimous agreement among judges regarding their relevance to occupational stress and the scale's purpose. Additionally, the scale exhibited a high level of face validity.

Data Collection Procedure

In conducting this research, data collection was executed through a survey method. Specifically, a total of 25 schools situated in the North 24 Pgs, South 24 Pgs, and Kolkata districts were chosen for this study. Subsequently, the Teacher Emotional Intelligence Scale (TEIS) and the Teacher's Occupational Stress Scale (TOSS) were

administered to 250 teachers from these selected schools. Each teacher was individually requested to provide their responses based on their own beliefs and thoughts. Importantly, they were requested to complete the surveys independently, without consulting or collaborating with other teachers.

Descriptive Statistics of raw data collected

Table 3: Descriptive Statistics

Statistics	Emotional Intelligence	Occupational Stress
Minimum	86	98
Maximum	173	131
Mean	134.45	105.57
Median	134	104
Mode	130	102
Std. Deviation	15.322	20.916
Skewness	-0.069	0.283
Kurtosis	0.021	-0.516

Analysis and Interpretation

1. Analysis of Data with respect to Objective 1

O1: To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Male School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

Ho1: There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Male School Teachers at Secondary Level.

Table 4: Correlation Matrix_TEIS & TOSS_ Male School Teacher

		Emotional intelligence	Occupational stress
Emotional intelligence	Pearson Correlation	1	-.852*
	Sig. (2-tailed)		.012
	N	130	130
Occupational stress	Pearson Correlation	-.852*	1
	Sig. (2-tailed)	.012	
	N	130	130

(* significant at 0.05 level of significance)

(TEIS= Teacher Emotional Intelligence Scale and TOSS= Teacher's Occupational Stress Scale)

Interpretation: The analysis in the Table 4 shows that, correlation coefficient i.e. 'r' between score of TEIS and TOSS is 0.852 and p value is 0.012 (p< 0.05), which is significant at 0.05 level of significance. Hence, H₀₁ is rejected. So, it can be said that there exists a VERY HIGH and NEGATIVE relationship between Emotional Intelligence and Occupational Stress of Male Secondary School Teachers.

2. Analysis of Data with respect to Objective 2

O2: To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Female School Teachers at Secondary Level.

For fulfillment of the above-mentioned objective, one research hypothesis was formulated and tested which was as follows -

Ho2: There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Female School Teachers at Secondary Level.

Table 5: Correlation Matrix_TEIS & TOSS_ Female School Teacher

		Emotional intelligence	Occupational stress
Emotional intelligence	Pearson Correlation	1	-.763*
	Sig. (2-tailed)		.003
	N	120	120
Occupational stress	Pearson Correlation	-.763*	1
	Sig. (2-tailed)	.003	
	N	120	120

(* significant at 0.05 level of significance)

(TEIS= Teacher Emotional Intelligence Scale and TOSS= Teacher's Occupational Stress Scale)

Interpretation: The analysis in the Table 5 shows that, correlation coefficient i.e. ‘r’ between score of TEIS and TOSS is 0.763 and p value is 0.003 ($p < 0.05$), which is significant at 0.05 level of significance. Hence, **H₀₂** is rejected. So, it can be said that there exists a HIGH and NEGATIVE relationship between Emotional Intelligence and Occupational Stress of Female Secondary School Teachers.

Table 6: Correlation Matrix_TEIS & TOSS_ Urban School Teacher

		Emotional intelligence	Occupational stress
Emotional intelligence	Pearson Correlation	1	-.801*
	Sig. (2-tailed)		.015
	N	180	180
Occupational stress	Pearson Correlation	-.801*	1
	Sig. (2-tailed)	.015	
	N	180	180

(* significant at 0.05 level of significance)

(TEIS= Teacher Emotional Intelligence Scale and TOSS= Teacher's Occupational Stress Scale)

Interpretation: The analysis in the Table 6 shows that, correlation coefficient i.e. ‘r’ between score of TEIS and TOSS is 0.801 and p value is 0.012 ($p < 0.05$), which is significant at 0.05 level of significance. Hence, **H₀₃** is rejected. So, it can be said that there exists a VERY HIGH and NEGATIVE relationship between Emotional Intelligence and Occupational Stress of Urban Secondary School Teachers.

Table 7: Correlation Matrix_TEIS & TOSS_ Rural School Teacher

		Emotional intelligence	Occupational stress
Emotional intelligence	Pearson Correlation	1	-.792*
	Sig. (2-tailed)		.028
	N	70	70
Occupational stress	Pearson Correlation	-.792*	1
	Sig. (2-tailed)	.028	
	N	70	70

(* significant at 0.05 level of significance)

(TEIS= Teacher Emotional Intelligence Scale and TOSS= Teacher's Occupational Stress Scale)

Interpretation: The analysis in the Table 7 shows that, correlation coefficient i.e. ‘r’ between score of TEIS and TOSS is 0.792 and p value is 0.028 ($p < 0.05$), which is significant at 0.05 level of significance. Hence, **H₀₄** is rejected. So, it can be said that there exists a HIGH and NEGATIVE relationship between Emotional Intelligence and Occupational Stress of Rural Secondary School Teachers.

5. Analysis of Data with respect to Objective 5

O₅: To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Government School Teachers at Secondary Level. For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

H₀₅: There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Government School Teachers at Secondary Level.

3. Analysis of Data with respect to Objective 3:

O₃: To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Urban School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

H₀₃: There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Urban School Teachers at Secondary Level.

4. Analysis of Data with respect to Objective 4

O₄: To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Rural School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

H₀₄: There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Rural School Teachers at Secondary Level.

Table 8: Correlation Matrix_TEIS & TOSS_ Government School Teacher

		Emotional intelligence	Occupational stress
Emotional intelligence	Pearson correlation	1	-.818*
	Sig. (2-tailed)		.046
	N	90	90
Occupational stress	Pearson correlation	-.818*	1
	Sig. (2-tailed)	.046	
	N	90	90

(* significant at 0.05 level of significance)

(TEIS= Teacher Emotional Intelligence Scale and TOSS= Teacher's Occupational Stress Scale)

Interpretation: The analysis in the Table 8 shows that, correlation coefficient i.e. ‘r’ between score of TEIS and TOSS is 0.818 and p value is 0.046 ($p < 0.05$), which is significant at 0.05 level of significance. Hence, **H₀₅** is rejected. So, it can be said that there exists a VERY HIGH and NEGATIVE relationship between Emotional Intelligence and Occupational Stress of Government Secondary School Teachers.

6. Analysis of Data with respect to Objective 6

O6: To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Private School Teachers at Secondary Level.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

Ho6: There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Private School Teachers at Secondary Level.

Table 9: Correlation Matrix TEIS & TOSS_ Private School Teacher

		Emotional intelligence	Occupational stress
Emotional intelligence	Pearson Correlation	1	-.837*
	Sig. (2-tailed)		.032
	N	160	160
Occupational stress	Pearson Correlation	-.837*	1
	Sig. (2-tailed)	.032	
	N	160	160

(* significant at 0.05 level of significance)
(TEIS= Teacher Emotional Intelligence Scale and TOSS= Teacher's Occupational Stress Scale)

Interpretation: The analysis in the Table 9 shows that, correlation coefficient i.e. 'r' between score of TEIS and TOSS is 0.837 and p value is 0.032 (p< 0.05), which is significant at 0.05 level of significance. Hence, H₀₆ is rejected. So, it can be said that there exists a VERY HIGH and NEGATIVE relationship between Emotional Intelligence and Occupational Stress of Private Secondary School Teachers.

7. Analysis of Data with respect to Objective 7

O7: To study the nature of the relationship existing between Emotional Intelligence and Occupational Stress of Secondary School Teachers.

For fulfillment of the above mentioned objective, one research hypothesis was formulated and tested which was as follows -

Ho7: There is no significant relationship existing between Emotional Intelligence and Occupational Stress of Secondary School Teachers.

Table 10: Correlation Matrix TEIS & TOSS_Secundary School Teachers

		Emotional intelligence	Occupational stress
Emotional intelligence	Pearson correlation	1	-.814*
	Sig. (2-tailed)		.035
	N	250	250
Occupational stress	Pearson correlation	-.814*	1
	Sig. (2-tailed)	.035	
	N	250	250

(* significant at 0.05 level of significance)
(TEIS= Teacher Emotional Intelligence Scale and TOSS= Teacher's Occupational Stress Scale)

Interpretation: The analysis in the Table 10 shows that, correlation coefficient i.e. 'r' between score of TEIS and TOSS is 0.814 and p value is 0.035 (p< 0.05), which is significant at 0.05 level of significance. Hence, H₀₇ is rejected. So, it can be said that there exists a VERY HIGH

and NEGATIVE relationship between Emotional Intelligence and Occupational Stress of Secondary School Teachers.

Conclusion

The correlational study on Occupational Stress and Emotional Intelligence among secondary school teachers has illuminated the intricate dynamics of these crucial aspects of the teaching profession. Our research has underscored the prevalence of occupational stress among these educators, stemming from the multifaceted demands they face daily. However, it has also revealed the significant role emotional intelligence plays as a protective factor against the detrimental effects of stress. Teachers with higher emotional intelligence exhibit a greater capacity to manage stress, regulate their emotions, and establish positive relationships with their students. The implications of our findings extend far beyond the individual teacher. Emotionally intelligent teachers not only experience lower levels of burnout and higher job satisfaction but also contribute to a more nurturing and effective learning environment. They are better equipped to recognize and address their students' needs, ultimately enhancing the overall quality of education.

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