

## Occupational Stress in Relation to Emotional Intelligence, Age and Qualification among Secondary School Teachers

Dr. Amit Kauts  
Principal  
MGN College of Education, Jalandhar &  
Ex Dean, Faculty of Education, GNDU, Asr.  
amit.kauts@yahoo.com

Mr. Vijay Kumar  
Asst. Professor  
Deptt. of Education, Lovely Professional  
University, Phagwara  
chechivijay@gmail.com

---

**Abstract:** The present study aims at studying the influence of the emotional intelligence, age and qualification on the occupational stress of the teachers working in Jalandhar and Ludhiana districts of Punjab, India. Using a multi-stage random sampling method, a sample volume of 739 teachers was determined. Two main instruments were used to measure the study variables: a 80-item questionnaire by C R Darolia on emotional intelligence and a 60-item Occupational Role Questionnaire from Occupational Stress Inventory Revised (OSI-R) by S H Osipow to measure occupational stress. The analysis of results revealed that: (a) teachers with low emotional intelligence experienced more occupational stress than the teachers with high emotional intelligence;(b) teachers with low emotional intelligence experienced more occupational stress than the teachers with high emotional intelligence on ‘ Role Ambiguity’, ‘Role Boundary’ and ‘Responsibility’ dimensions; and, (c) Postgraduate teachers with B.Ed qualification had experienced less occupational stress than teachers without B.Ed qualification on the ‘role insufficiency’ dimension.

Keywords: occupational stress, emotional intelligence, age and qualification.

---

### I. Introduction

It has been rightly said that no people can rise above the level of its teachers. With the increasing focus on the universalization of education, the requirement of teachers has become an important issue. The Indian Education Commission (1966) keeping this in consideration to enjoin education with growth, in its report titled ‘Education and National Development’ gave importance to the concept. The report says, “In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of people passing out of our schools and colleges will depend on our success in the great enterprise of national reconstruction whose principle objective is to raise the standard of living of our people”.

Teaching comes into a category of human services which are called “direct person-related jobs”, similar like occupations as counselling, Community service, nursing etc. Thus, the primary task in teaching is to modify the clients (students) physically or psychologically. In these human services, knowledge, skills, motivation of employees, working conditions, expectations and behavior of the customer create the service delivery process (Dollard et al, 2003). The performance of human service occupations is inherent to strain and emotions, which may lead to sense of stress.

Stress can make teachers become ineffective and inefficient in their roles (Eskridge and Coker, 1985; Farber, 1984; Schamer and Jackson, 1996). It can have a negative influence on schools, overall teaching performances, the physical and emotional well being of teachers and students (Kyriacou, 1984; Philips,

1993). The effects of stress can lead burnout among teachers and a sense that norms are unenforceable, which creates feeling of powerlessness and isolation (Dunham, 1992).

Occupational stress has been increasing in the field of education and cited by researcher (Blix and Others, 1994; Sowa and Others, 1994; Chen and Miller, 1997; Chaplain, 2001; Gersch and Teuma, 2005 and Plash and Piotrowski, 2006) with reasons given from work load to demands of the administrator and parents. This lead to attrition from the job and wastage of trained manpower at a time when there is acute shortage of staff at elementary and secondary level and it was estimated that in spite of so number of institutions in the teacher training, there is shortage of about 1.5 million teachers are required in the country at the elementary level. Thus, it becomes an imperative to find and recruit trainees with specific emotional intelligence abilities that are required to adapt and handle stress demands of the teaching profession.

Emotional intelligence is a predictor of leadership ability through increasing focus on studying the ability to understand and manage men and women and to act wisely in human relations (Thorndike, 1920). High EI individuals can better perceive emotions, use them in thought, understand their meanings, and manage emotions better than others. Solving emotional problems likely requires less cognitive effort for this individual. The person also tends to be higher on verbal, social and other intelligences (Mayer, Salovey and Caruso, 2004b). Slaski and Cartwright (2002) found that managers high in emotional intelligence revealed less subjective stress and had better physical and psychological well-being. Similarly, Gardner and Stough (2003) revealed negative relationship between EI and occupational stress.

The advancement in science and technology needs an individual to develop skills and competence to cope with external demands. Researches demonstrate that the affective competencies of teachers have direct impact on Student's learning. In this context, the schools and the teachers have more responsibilities in moulding the character of the students. Thus, the role of the teacher in the society keeps on changing. It is expected that teachers with high level of emotional intelligence (personal resources) will perceive their work environment as less stressful and they will experience less negative health consequences. One can assume that a high level of emotional intelligence may reduce adverse health outcomes even in highly stressful conditions.

## II. Statement of the Problem

The present study is entitled as **Occupational Stress in Relation to Emotional Intelligence, Age and Qualification among Secondary School Teachers**. It will explore the significant difference for occupational stress among high and low emotionally intelligent secondary school teachers of different age groups and qualifications working in various PSEB and CBSE affiliated secondary schools in the state of Punjab.

### Significance of the Problem

Teachers are expected to fill many roles in their daily tasks. These roles may include assessor, planner, curriculum developer, information provider, role model, facilitator, and resource developer. As a result of balancing these many roles, stress will always be a part of the teaching profession. Knowing that stress will always be present, there is a need to assess stress and the different coping behaviors used by primary school teachers. Teaching has been described as stressful occupation and teacher stress appears to be an increasing problem for the administrators (Antoniet al., 2006; Chaplain, 1995; Guthrie, 2006; Kyriacou, 2001; Laughlin, 1984; Manthei & Gilmore, 1996; Munt, 2004; Punch & Tuetteman, 1996). Similar studies related to the stress are not done in this part of the world. Thus, the investigator conducted

research to find out the effect of emotional intelligence, age and qualification on the occupational stress of secondary school teachers.

### **Delimitations of the Study**

The study is delimited to secondary school teachers working in PSEB and CBSE affiliated secondary schools situated in Jalandhar and Ludhiana districts of Punjab.

### **III. Objectives of the Study**

The present study is designed to study occupational stress in relation to emotional intelligence, age and qualification of teachers working in secondary schools.

### **Hypotheses**

The following hypotheses have been framed keeping in view the above said objectives:

1. There is no significant difference in the occupational stress of secondary school teachers with high and low emotional intelligence.
2. There is no significant difference in the occupational stress of secondary school teachers of high and low age.
3. There is no significant difference between occupational stress of secondary school teachers with different qualifications.
4. There is no interaction effect of age and qualification, age and emotional intelligence, and qualification and emotional intelligence on the scores of occupational stress of teachers working in secondary schools.
5. There is no interaction effect of age, qualification and emotional intelligence on the scores of occupational stress of teachers working in secondary schools.

### **IV. Methodology**

In the present study, 30 schools comparable in terms of infrastructure, faculty and student strength each were selected randomly from two clusters i.e. Jalandhar and Ludhiana districts of Punjab. Thus, 739 secondary school teachers each were selected from two clusters i.e. Jalandhar and Ludhiana districts of Punjab. Emotional intelligence questionnaire was administered to all these secondary school teachers. The scores obtained through emotional intelligence questionnaire were arranged in ascending order. On the scores of emotional intelligence 30% top and 30% bottom school teachers were identified as teachers with low and high emotional intelligence. In the second phase, the selected secondary school teachers were asked to fill Teacher effectiveness scale for further investigation. The collected data was subjected to statistical analysis and interpretation.

### **V. Tools**

The following tools have been used for data collection:

1. **Occupational Role Questionnaire from Occupational Stress Inventory Revised (OSI-R)** by Samuel H Osipow, 1998. The ORQ scales include: Role Overload (RO), Role Insufficiency (RI), Role Ambiguity (RA), Role Boundary (RB), Responsibility (R) and Physical Environment (PE).
2. **Multidimensional Measures of Emotional Intelligence (MMEI)** by C. R Darolia, 2003. The

tool is based on Goleman's (1995) model of emotional intelligence and consists of five dimensions of emotional intelligence viz., Self-awareness, Motivating Oneself, Managing Emotions, Empathy and Handling Relations.

### Statistical Techniques

The following statistical techniques were employed to analyze the data:

1. Means and standard deviations were employed to understand the nature of data on the scores of Occupational Stress.
2. 3 way ANOVA was employed to find significant difference between various sub groups of high and low emotionally intelligent secondary school teachers of different age groups and qualifications on the scores of Occupational Stress.

### Research Design

2x2x3 factorial design was employed on the scores of occupational stress wherein, age, qualification and emotional intelligence were studied as independent variables and were used for the purpose of classification viz. high and low emotional intelligence, Low Age and High Age & Without B.Ed Qualification, Grad with B.Ed Qualification, PG with B.Ed Qualification. Occupational stress was studied as dependent variable.

### Analysis and Interpretation

To study the occupational stress of high and low emotionally intelligent secondary school teachers of different age groups and with or without B.Ed qualification in Punjab, the data has been analysed using univariate analysis of variance. The different dimensions and the total score of occupational stress were studied as dependent variable with age, qualification and emotional intelligence of teachers as independent variables.

The mean and standard deviation were calculated for different dimensions and the total score of occupational stress and presented below in table 1. Similarly, results of 3 way ANOVA are presented in table 2.

TABLE 1											
MEANS OF SUB-GROUPS OF ANOVA FOR 2X2X2 DESIGN WITH RESPECT TO VARIOUS DIMENSIONS AND TOTAL OCCUPATIONAL STRESS IN RELATION TO AGE, QUALIFICATION AND EMOTIONAL INTELLIGENCE											
Age	Qualification	EI		RO	RI	RA	RB	R	PE	OS total	
Low Age	Without B.Ed	Low	M=	28	22.76	24.38	26.14	27.71	24	153	
			(N=21)	$\sigma^2$	5.54	6.99	6.76	7.38	2.95	7.73	22.37
		High	M=	28	21.74	22.89	23.47	24.79	19.16	140.05	
			(N=19)	$\sigma^2$	5.21	6.62	6.77	6.74	8.09	6.88	26.78
		Total	M=	28	22.28	23.68	24.88	26.33	21.7	146.85	
		(N=40)	$\sigma^2$	5.32	6.75	6.72	7.12	6.07	7.65	25.11	
	Graduate With	Low	M=	28.3	25.5	27.2	27.8	28.7	20.6	158.1	

	B.Ed	(N=10)	$\sigma^2$	6.8	6.75	7.67	5.92	7.18	5.82	13.97	
		High	M=	28.89	25.89	21	24.78	25	28.67	154.22	
		(N=9)	$\sigma^2$	5.93	6.13	7.62	7.4	7.91	11.47	25.77	
		Total	M=	28.58	25.68	24.26	26.37	26.95	24.42	156.26	
		(N=19)	$\sigma^2$	6.23	6.29	8.08	6.65	7.56	9.62	19.92	
	Post Graduate With B.Ed	Low	M=	27.97	27.64	27.54	26.03	25.41	23.98	158.58	
		(N=59)	$\sigma^2$	5.48	6.18	6.96	6.32	6.57	8.62	23.74	
		High	M=	26.5	24.34	22.86	21.9	25.06	20.58	141.24	
		(N=50)	$\sigma^2$	5.43	7.17	8.09	5.91	6.57	6.51	22.37	
		Total	M=	27.29	26.13	25.39	24.14	25.25	22.42	150.62	
		(N=109)	$\sigma^2$	5.48	6.82	7.82	6.45	6.54	7.88	24.6	
	Total	Low	M=	28.01	26.27	26.77	26.26	26.31	23.61	157.22	
		(N=90)	$\sigma^2$	5.58	6.69	7.04	6.49	6.08	8.15	22.47	
		High	M=	27.14	23.88	22.65	22.62	24.99	21.17	142.45	
		(N=78)	$\sigma^2$	5.43	6.97	7.66	6.29	7.02	7.71	23.95	
		Total	M=	27.61	25.16	24.86	24.57	25.7	22.48	150.36	
		(N=168)	$\sigma^2$	5.51	6.9	7.6	6.63	6.54	8.02	24.25	
	High Age	Without B.Ed	Low	M=	26.13	23.5	27.81	25.75	26	24.56	153.75
			(N=16)	$\sigma^2$	6.03	7.38	5.32	6.8	4.24	8.94	26.01
			High	M=	27.8	23.6	22.4	20.2	26	24.2	144.2
(N=10)			$\sigma^2$	8.65	6.19	10.78	8.15	6.13	10.72	39.36	
Total			M=	26.77	23.54	25.73	23.62	26	24.42	150.08	
(N=26)			$\sigma^2$	7.03	6.82	8.13	7.69	4.93	9.45	31.4	
Graduate With B.Ed		Low	M=	28.57	24.48	24.74	27.83	28.17	24.61	158.39	
		(N=23)	$\sigma^2$	4.4	6.79	5.59	6.16	6.33	7.59	22.96	
		High	M=	27.14	21.82	20.96	20.75	26.46	20.71	137.86	
		(N=28)	$\sigma^2$	4.88	5.17	5.69	6	5.6	7.45	18.31	
		Total	M=	27.78	23.02	22.67	23.94	27.24	22.47	147.12	
		(N=51)	$\sigma^2$	4.68	6.04	5.9	6.99	5.94	7.69	22.79	
Post Graduate		Low	M=	27.88	25.74	25.28	25.16	27.16	23.79	155	

	With B.Ed	(N=57)	$\sigma^2$	6.01	6.66	6.64	6.24	5.98	7.72	25.34
		High	M=	28.3	23.14	21.41	22.06	25.54	22.52	142.96
		(N=71)	$\sigma^2$	6.01	6.14	7	7.43	7.23	9.25	27.35
		Total	M=	28.11	24.3	23.13	23.44	26.26	23.09	148.32
		(N=128)	$\sigma^2$	5.99	6.48	7.08	7.07	6.73	8.59	27.04
	Total	Low	M=	27.75	25.06	25.57	25.9	27.21	24.11	155.6
		(N=96)	$\sigma^2$	5.67	6.8	6.23	6.34	5.8	7.83	24.7
		High	M=	27.95	22.84	21.39	21.55	25.82	22.21	141.76
		(N=109)	$\sigma^2$	5.99	5.89	7.05	7.13	6.71	8.94	26.51
		Total	M=	27.86	23.88	23.35	23.59	26.47	23.1	148.24
(N=205)		$\sigma^2$	5.83	6.41	6.98	7.1	6.32	8.47	26.54	
Total	Without B.Ed	Low	M=	27.19	23.08	25.86	25.97	26.97	24.24	153.32
		(N=37)	$\sigma^2$	5.75	7.07	6.33	7.04	3.62	8.16	23.66
		High	M=	27.93	22.38	22.72	22.34	25.21	20.9	141.48
		(N=29)	$\sigma^2$	6.44	6.43	8.18	7.28	7.38	8.56	31.03
		Total	M=	27.52	22.77	24.48	24.38	26.2	22.77	148.12
		(N=66)	$\sigma^2$	6.03	6.75	7.32	7.32	5.61	8.44	27.57
	Graduate With B.Ed	Low	M=	28.48	24.79	25.48	27.82	28.33	23.39	158.3
		(N=33)	$\sigma^2$	5.13	6.69	6.27	6	6.49	7.25	20.43
		High	M=	27.57	22.81	20.97	21.73	26.11	22.65	141.84
		(N=37)	$\sigma^2$	5.12	5.62	6.1	6.5	6.15	9.1	21.2
		Total	M=	28	23.74	23.1	24.6	27.16	23	149.6
		(N=70)	$\sigma^2$	5.11	6.18	6.54	6.94	6.36	8.23	22.29
	Post Graduate With B.Ed	Low	M=	27.92	26.71	26.43	25.6	26.27	23.89	156.82
		(N=116)	$\sigma^2$	5.72	6.46	6.87	6.26	6.32	8.16	24.5
		High	M=	27.55	23.64	22.01	21.99	25.34	21.72	142.25
		(N=121)	$\sigma^2$	5.82	6.58	7.47	6.82	6.94	8.25	25.32
		Total	M=	27.73	25.14	24.17	23.76	25.79	22.78	149.38
		(N=237)	$\sigma^2$	5.76	6.69	7.5	6.78	6.65	8.26	25.92
	Total	Low	M=	27.88	25.65	26.15	26.07	26.77	23.87	156.39

	(N=186)	$\sigma^2$	5.61	6.75	6.64	6.4	5.94	7.97	23.6
High	M=		27.62	23.28	21.91	21.99	25.47	21.78	142.05
	(N=187)	$\sigma^2$	5.76	6.37	7.32	6.79	6.83	8.44	25.41
Total	M=		27.75	24.46	24.03	24.03	26.12	22.82	149.2
	(N=373)	$\sigma^2$	5.68	6.66	7.29	6.9	6.43	8.27	25.52

**High age: More than 35 years & Low age: Less than 35 years**

TABLE 2															
SUMMARY OF ANOVA FOR 2X2X3 DESIGN WITH RESPECT TO VARIOUS DIMENSIONS AND TOTAL OCCUPATIONAL STRESS IN RELATION TO AGE, QUALIFICATION AND EMOTIONAL INTELLIGENCE															
Source	Df	RO		RI		RA		RB		R		PE		OS total	
		MS	F	MSS	F	MSS	F	MSS	F	MSS	F	MSS	F	MSS	F
A	1	5.50	0.17	50.35	1.19	17.23	0.35	113.18	2.58	11.39	0.28	18.69	0.28	273.33	0.45
Q	2	9.17	0.28	131.77	3.12*	15.75	0.32	51.09	1.17	37.56	0.91	19.42	0.29	285.04	0.47
EI	1	0.07	0.00	133.01	3.15	1040.15	21.24*	1050.39	23.96*	170.79	4.13*	52.33	0.78	9362.19	15.35*
A×Q	2	29.97	0.92	63.69	1.51	66.77	1.36	23.46	0.54	12.01	0.29	83.54	1.25	422.51	0.69
A×EI	1	3.86	0.12	2.37	0.06	0.77	0.02	56.04	1.28	21.31	0.52	45.99	0.69	102.06	0.17
Q×EI	2	11.36	0.35	47.18	1.12	8.65	0.18	11.72	0.27	16.63	0.40	116.73	1.75	89.66	0.15
A×Q×EI	2	21.60	0.66	21.65	0.51	43.63	0.89	49.64	1.13	34.96	0.85	316.71	4.74*	679.58	1.11
Error	361	32.74		42.20		48.97		43.84		41.36		66.82		610.05	

Abbreviations: Age – A; Qualification – Q and Emotional Intelligence-EI  
\* Significant at 0.05 level of confidence; \*\* Significant at 0.01 level of confidence

The analysis of the results related to each hypothesis is given below:

### Age

It has been observed from the table 2 that F-ratio for the differences in various dimensions of occupational stress and total score of occupational stress between teachers of high and low age are not found to be significant even at the 0.05 level of confidence. This indicates that two groups of secondary school teachers i.e. teachers of high age and of low age do not differ significantly on various dimensions of occupational stress and total score of occupational stress. Thus, the data did not provide sufficient

evidence to reject the hypothesis (1), “There is no significant difference in the occupational stress of secondary school teachers of high and low age”. Meaning thereby that Age do not contribute to occupational stress.

**Qualification**

It has been observed from the table 2 that F-ratio for the differences in ‘Role Insufficiency’ dimension of occupational stress between teachers of different qualifications is found to be significant at the 0.05 level of confidence. Thus, the data provide sufficient evidence to reject the hypothesis (2), “There is no significant difference between occupational stress of secondary school teachers with different qualifications”. In order to find out the significant differences between means of various sub groups, scheffe post hoc test was applied and the obtained results have been presented in the table 3.

TABLE 3				
SUMMARY OF SCHEFFE POST HOC TEST WITH RESPECT TO ‘ROLE INSUFFICIENCY’ DIMENSION OF OCCUPATIONAL STRESS DUE TO QUALIFICATION				
Qualification	Qualification	Critical Difference	Mean Difference	Std. Error
Without B.Ed	Grad with B.Ed	2.22	0.9701	1.11454
Without B.Ed	PG with B.Ed	2.22	2.3665*	.90411
Grad with B.Ed	PG with B.Ed	2.22	1.3964	.88367
*. The mean difference is significant at the .05 level.		The error term is Mean Square (Error) = 42.198.		

From the table 3, it is clear that mean difference between the pair of postgraduate teachers with B.Ed qualification and teachers without B.Ed qualification is found to be significant at the 0.05 level of confidence. The mean analysis suggests that the postgraduate teachers with B.Ed qualification had scored higher than teachers without B.Ed qualification on the ‘role insufficiency’ dimension of occupational stress. This means that postgraduate teachers with B.Ed qualification had more thought on individual’s trainings, education, skills, and experience are appropriate to job requirements than teachers without B.Ed qualification. Meaning thereby that postgraduate teachers with B.Ed qualification think that they are a poor fit between their skills and the job they are performing than teachers without B.Ed qualification. Also, postgraduate teachers with B.Ed qualification perceive that they are not recognized and they will not get success than teachers without B.Ed qualification. Postgraduate teachers with B.Ed qualification also felt more boredom than teachers without B.Ed qualification. The above finding is in tune with Aftab and Khatoon (2012).

**Emotional Intelligence**

It has been observed from the table 2 that F-ratio for the differences in ‘Role Ambiguity’, ‘Role Boundary’, ‘Responsibility’ and total score of occupational stress between teachers of high and low emotional intelligence are found to be significant either at the 0.05 or 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the hypothesis (3), “There is no significant difference between occupational stress of secondary school teachers with high and low emotional intelligence”. From the means table 1, the means analysis suggests that secondary school teachers with low emotional intelligence has scored higher on ‘role ambiguity’, ‘Role Boundary’, ‘Responsibility’ dimensions and total score of occupational stress than secondary school teachers with high emotional intelligence. Meaning thereby that teachers with low emotional intelligence are not clear of what they are expected to do, spend their time



and are being evaluated than teachers with high emotional intelligence. Teachers with low emotional intelligence experience more conflicting demands from supervisors and feel that they are more caught between conflicting supervisory demands and factions than teachers with high emotional intelligence. Also, they are more unclear about authority lines and having more than one person telling them what to do than their counterparts. They are more worried that others will not perform well and they will be sought out for leadership to respond to other's problems than their counterparts. Finally, teachers with low emotional intelligence are experiencing maladaptive stress than teachers with high emotional intelligence. The above finding is in tune with Kauts and Saroj (2010); Holeyannavar and Itagi (2012); Jude (2011).

### Two order Interaction

It has been observed from the table 2, that F-ratio for the interaction between age and qualification, age and emotional intelligence, & emotional intelligence and qualification of secondary school teachers on various dimensions of occupational stress and total score of occupational stress are found to be not significant even at the 0.05 level of confidence. Thus, the data do not provide sufficient evidence to reject the hypothesis (4), "There is no interaction effect of age and qualification, age and emotional intelligence, & emotional intelligence and qualification on the occupational stress of secondary school teachers".

### Three order Interaction

#### Age × Qualification × Emotional Intelligence

It has been observed from the table 2, that F-ratio for the interaction between age, emotional intelligence and qualification of secondary school teachers on 'Physical environment' dimension of occupational stress is found to be significant at the 0.01 level of confidence. Thus, the data provide sufficient evidence to reject the hypothesis (5), "There is no interaction effect of age, emotional intelligence and qualification on the occupational stress of secondary school teachers". To further analyze the significant difference between various groups, t-values for the various sub groups were calculated and from the analysis it has been found that t values for 9 pairs of sub groups were found to be significant either at the 0.05 level of confidence.

<b>SUMMARY OF T-VALUES FOR THE SUB GROUPS IN RESPECT TO 'PHYSICAL ENVIRONMENT' DIMENSION OF OCCUPATIONAL STRESS</b>												
Group			Parameter			Group			Parameter			t value
Age	Qualification	EI	M	$\sigma$	N	Age	Qualification	EI	M	$\sigma$	N	t value
Low Age	Without B.Ed	High	19.16	6.88	19	Low Age	Without B.Ed	Low	24	7.73	21	2.09*
Low Age	Without B.Ed	High	19.16	6.88	19	Low Age	Grad with B.Ed	High	28.67	11.47	9	2.30*
Low Age	Without B.Ed	High	19.16	6.88	19	Low Age	PG with B.Ed	Low	23.98	8.62	59	2.49*
Low Age	Without B.Ed	High	19.16	6.88	19	High Age	Grad with B.Ed	Low	24.61	7.59	23	2.44*
Low Age	Without B.Ed	High	19.16	6.88	19	High Age	PG with B.Ed	Low	23.79	7.72	57	2.46*
Low Age	PG with B.Ed	High	20.58	6.51	50	Low Age	Grad with B.Ed	High	28.67	11.47	9	2.06*

Low Age	PG with B.Ed	High	20.58	6.51	50	Low Age	PG with B.Ed	Low	23.98	8.62	59	2.34*
Low Age	PG with B.Ed	High	20.58	6.51	50	High Age	Grad with B.Ed	Low	24.61	7.59	23	2.20*
Low Age	PG with B.Ed	High	20.58	6.51	50	High Age	PG with B.Ed	Low	23.79	7.72	57	2.33*

From means analysis, in table 4, it is clear that high emotionally intelligent, low age teachers without B.Ed qualification have scored less than other sub groups on ‘physical environment’ dimension of occupational stress. Meaning thereby, that high emotionally intelligent, low age teachers without B.Ed qualification felt that they are exposed to low levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than low emotionally intelligent, low age teachers without B.Ed qualification {(In tune with Kauts and Saroj (2010); Jude (2011); Holeyannavar and Itagi (2012))}; highly emotionally intelligent, low age teachers without B.Ed qualification {in tune with Aftab and Khatoon (2012)}. Meaning thereby that highly emotionally intelligent, low age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification.

From means analysis, in table 4, it is clear that low emotionally intelligent, low age postgraduate teachers with B.Ed qualification have scored more than highly emotionally intelligent, low age teachers without B.Ed qualification on ‘physical environment’ dimension of occupational stress. Meaning thereby that low emotionally intelligent, low age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification {in tune with Aftab and Khatoon (2012)}.

From means analysis, in table 4, it is clear that low emotionally intelligent, high age graduate teachers with B.Ed qualification have scored more than highly emotionally intelligent, low age teachers without B.Ed qualification on ‘physical environment’ dimension of occupational stress. Meaning thereby that low emotionally intelligent, high age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification.

From means analysis, in table 4, it is clear that low emotionally intelligent, high age postgraduate teachers with B.Ed qualification have scored more than highly emotionally intelligent, low age teachers without B.Ed qualification on ‘physical environment’ dimension of occupational stress. Meaning thereby that low emotionally intelligent, high age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification.

From means analysis, in table 4, it is clear that high emotionally intelligent, low age graduate teachers with B.Ed qualification have scored more than high emotional intelligence, low age postgraduates teachers with B.Ed qualification on ‘physical environment’ dimension of occupational stress. Meaning thereby that high emotionally intelligent, low age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotional intelligence, low age postgraduates teachers with B.Ed qualification { in tune with Aftab and Khatoon (2012)}.

From means analysis, in table 4, it is clear that low emotionally intelligent, low age postgraduate teachers

with B.Ed qualification have scored more than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification on 'physical environment' dimension of occupational stress. Meaning thereby that low emotionally intelligent, low age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification {in tune with Kauts and Saroj (2010); Jude (2011); Holeyannavar and Itagi (2012)}.

From means analysis, in table 4, it is clear that low emotionally intelligent, high age graduate teachers with B.Ed qualification have scored more than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification on 'physical environment' dimension of occupational stress. Meaning thereby that low emotionally intelligent, high age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification {in tune with Kauts and Saroj (2010); Jude (2011); Holeyannavar and Itagi (2012)}.

From means analysis, in table 4, it is clear that low emotionally intelligent, high age postgraduate teachers with B.Ed qualification have scored more than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification on 'physical environment' dimension of occupational stress. Meaning thereby that low emotionally intelligent, high age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification {in tune with Kauts and Saroj (2010); Jude (2011); Holeyannavar and Itagi (2012)}.

## VI. Discussion on Findings

Mayer and Salovey (1997) regard emotional intelligence as a mental ability and Goleman (1998) regards it as everything but IQ. From the various definitions of stress, the researchers conclude that the definition of stress comprises the following: demands or perceived stressors on a person; individual characteristics, skills and abilities to meet demands; the cognitive appraisal or interpretation of a situation; and the outcomes of behaviour (psychological, physiological, disease and observable behaviour). The 'individual characteristics, skills, abilities to meet the demands and cognitive appraisal or interpretation of the situation' reflect the mental and mixed models of emotional intelligence, while the 'demands on the person or perceived stressors' and 'the outcomes of the behaviour (psychological, physiological, disease and observable behaviour)' reflect the stress aspect of stress. In evaluating the relationship between emotional intelligence and stress Management, the researchers are thus of the opinion that stress management (the ability to cope with stress) is a component of emotional intelligence. The variable wise discussion on the results is as follows.

### Age

Though age has not come out as factor influencing occupational stress and high and low age teachers were found to equally perceive that job demands exceeds resources (personal and workplace); individual's trainings, education, skills, and experience are appropriate to job requirements; extent to which priorities, expectations, and evaluation criteria are clear to all; experiencing conflicting role demands and loyalties in the work setting; extent to which felt for the responsibility for performance and welfare of others on the job; and, exposed to high levels of environmental toxins or extreme physical conditions. The finding is in tune with findings of (Lath, 2012), who reported similar stress levels on all the scales i.e. Role Insufficiency, Role Ambiguity, Role Boundary, Responsibility and Physical Environment except role overload; (Suri, 2013), who concluded that age is not a factor in influencing stress among women teachers. Contrarily, some previous studies reflect that younger teachers are likely to

experience less occupational stress than old age teachers (**Jeyaraj, 2013; Khurshid, Butt, and Malik, 2011**).

### **Qualification**

The influence of qualification on occupational stress came out strongly. The results suggests that postgraduate teachers with B.Ed qualification had more thought on individual's trainings, education, skills, and experience are appropriate to job requirements than teachers without B.Ed qualification. Meaning thereby that postgraduate teachers with B.Ed qualification think that they are a poor fit between their skills and the job they are performing than teachers without B.Ed qualification. Further, postgraduate teachers with B.Ed qualification perceive that their career is not progressing and they has little future than teachers without B.Ed qualification. Also, postgraduate teachers with B.Ed qualification perceive that they are not recognized and they will not get success than teachers without B.Ed qualification. Postgraduate teachers with B.Ed qualification also felt more boredom than teachers without B.Ed qualification. This finding is in tune with findings of (**Khurshid, Butt, and Malik, 2011; Aftab and Khatoon, 2012; Suri, 2013**) which states that higher qualified teachers reported higher occupational stress than lower qualified teachers. It is primarily because of large number of teachers being churned out of the teacher education institutes, which had resulted in large number of more qualified teachers getting jobs lower to their qualification. Also, being a slow career advancement opportunities in teaching career develops the feeling of stagnation among teachers.

### **Emotional Intelligence**

One of the important finding of the study is that emotional intelligence influences all aspects of occupational stress among the teachers. From the results, it is concluded that teachers with low emotional intelligence are not clear of what they are expected to do, spend their time and are being evaluated than teachers with high emotional intelligence. Teachers with low emotional intelligence experience more conflicting demands from supervisors than teachers with high emotional intelligence. Similarly, teachers with low emotional intelligence felt more caught between conflicting supervisory demands and factions than teachers with high emotional intelligence. Also, they are more unclear about authority lines and having more than one person telling them what to do than their counterparts. Also, teachers with low emotional intelligence feels and take more responsibility for the performance and welfare of other teachers in the school than the teachers with high emotional intelligence. Meaning thereby, that teachers with low emotional intelligence are more worried that others will not perform well and they will be sought out for leadership to respond to other's problems than their counterparts. Also, the teachers with low emotional intelligence are of the view of having poor relationships with people at work and feel more pressure to work with difficult teachers or the public than the teachers with high emotional intelligence. In totality, teachers with low emotional intelligence are experiencing maladaptive stress than teachers with high emotional intelligence. This finding is in tune with the findings of **Kauts and Saroj (2010); Jude (2011); Holeyannavar and Itagi (2012)**. Contrarily, on three dimensions teachers of low and high emotional intelligence reported similar occupational stress. The teachers with high and low emotional intelligence equally perceive that job demands exceeds resources (personal and workplace); extent to which individual's trainings, education, skills and experience are appropriate to job requirements; and, exposed to high levels of environmental toxins or extreme physical conditions.

## **VII. Interactional Effects**

The results of the interactional effects also suggests that sub groups of secondary school teachers as a result of interaction between age and qualification equally perceive that job demands exceeds resources

(personal and workplace); individual's trainings, education, skills, and experience are appropriate to job requirements; extent to which priorities, expectations, and evaluation criteria are clear to all; experiencing conflicting role demands and loyalties in the work setting; extent to which felt for the responsibility for performance and welfare of others on the job; and, exposed to high levels of environmental toxins or extreme physical conditions. This finding is in tune with findings of (Suri, 2013) which states that interaction of age and qualification revealed no changes in occupational stress. Thus, we can conclude that with increasing age teachers with low or high qualification able to cope up with the situational demands of the profession and adjust in the scenario. Similarly sub groups of secondary school teachers as a result of interaction between age and emotional intelligence, & interaction between emotional intelligence and qualification equally perceive that job demands exceeds resources (personal and workplace); individual's trainings, education, skills, and experience are appropriate to job requirements; extent to which priorities, expectations, and evaluation criteria are clear to all; experiencing conflicting role demands and loyalties in the work setting; extent to which felt for the responsibility for performance and welfare of others on the job; and, exposed to high levels of environmental toxins or extreme physical conditions.

The interaction effect of Emotional Intelligence, Qualification and Age on the occupational stress was however found to have highlighted the role of emotional intelligence and qualification to a large extent and to some extent of age in different subgroups comparisons. For example, low emotionally intelligent, low age teachers without B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age teachers without B.Ed qualification. Highly emotionally intelligent, low age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification. Low emotionally intelligent, low age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification. Low emotionally intelligent, high age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification. Low emotionally intelligent, high age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than highly emotionally intelligent, low age teachers without B.Ed qualification. High emotionally intelligent, low age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotional intelligence, low age postgraduates teachers with B.Ed qualification. Low emotionally intelligent, low age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification. Low emotionally intelligent, high age graduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification. Low emotionally intelligent, high age postgraduate teachers with B.Ed qualification felt that they are exposed to high levels of noise, moisture, dust, heat, cold, light and poisonous substances, or unpleasant odors than high emotionally intelligent, low age postgraduates teachers with B.Ed qualification.

Thus, it can be concluded that occupational stress is managed by teachers who are good at emotional intelligence and are having good qualifications. Therefore, the authorities should concentrate on the factor of emotional intelligence while recruiting the teachers for schools. This is emphasized by **Cooper &**

**Sawaf, 1997; Goleman, 1998 and Ryback, 1998** whom concluded that Emotional intelligence (EI) is an essential factor to social and organizational success of individuals and organizations.

#### VIII. References

- Aftab, M. and Khatoon, T. (2012). Demographic Differences and Occupational Stress of Secondary School Teachers. *European Scientific Journal*, Vol. 8, No. 5.
- Antoniou, A. S., Polychroni, F., & Vlachakis, A. N. (2006). Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. *Journal of Managerial Psychology*, Vol. 21 No. 7, pp. 682-690.
- Bar-On, R., Brown, J. M., Kirkcaldy, B. D. and Thorne, E. P. (2000). Emotional expression and implications for occupational stress: an application of the Emotional Quotient Inventory (EQ-I). *Per Individual Differences*, Vol. 28, pp. 1107-18.
- Blix, A. G. and Others (1994). Occupational Stress among University Teachers. (EJ487448), *Educational Research*, Vol. 36. No.2, pp. 157-69.
- Brackett, M. A. (2001). Personality and its expression in the life space. Unpublished Master's thesis, University of New Hampshire.
- Caruso, D. R., Mayer, J. D., & Salovey, P. (2002). Emotional Intelligence and Emotional Leadership. In F. J. Pirozzolo (Ed.), *Multiple Intelligences and Leadership*. Lawrence Erlbaum Associates, Inc., Publishers, Mahwah, NJ.
- Chaplain, R. P. (1995). Stress and Job Satisfaction: A Study of English primary school teachers. *Educational Psychology*, Vol. 15, No. 4, pp.473-489.
- Chaplain, R. P. (2001). Stress and Job Satisfaction among Primary Head teachers: A Question of Balance? (EJ629337), *Educational Management & Administration*, Vol. 29, No. 2, pp. 197-215.
- Chen, M. and Miller, G. (1997). Teacher Stress: A review of the International Literature. ERIC Document ED410187.
- Cooper, R., & Sawaf, A. (1997). *Executive EQ: Emotional intelligence in leadership and organizations*. Grosset/Putnam, New York.
- Dollard, M. F., Dormann, C., Boyd, C.M., Winefield, H.R. and Winefield, A. H. (2003). Unique aspects of stress in human service work. *Australian Psychologist*, Vol. 38, No. 2, pp. 84-91.
- Dunham, J. (1992). *Stress in Teaching*. Routledge, New York (2nd ed.).
- Eskridge, D. H. and Coker, D. R. (1985). *Teacher Stress: Symptoms, Causes, and Management techniques*. The Clearing House, Vol. 58, pp. 387-390.
- Farber, B. A. (1984). Teacher Burnout: Assumptions, myths and issues. *Teacher college records*, Vol. 86, No. 9, pp. 275-278.
- Gardner, L. J. and Stough, C. (2003). Exploration of the relationship between workplace, emotional intelligence, occupational stress and employee health. *Australian Journal of Psychology*, Vol.55, pp. 181-95.
- Gersch, I. and Teuma, A. (2005). Are Educational Psychologists Stressed? A Pilot Study of Educational Psychologists' Perceptions (EJ694763). *Educational Psychology in Practice*, Vol. 21, No. 3, pp. 219-233.
- Goleman, D. (1998). *Working with Emotional Intelligence*. Bantam Books, New York.
- Guthrie, R. (2006). Teachers and Stress. *Australia & New Zealand Journal of Law & Education*, Vol. 11, No. 1, pp. 5-18.
- Holeyannavar, P. G. and Itagi, S. K. (2012). Stress and Emotional Competence of Primary School Teachers. *Journal of Psychology*, Vol. 3, No. 1, pp. 29-38.

- Jude, A. M. (2011). Emotional Intelligence, Gender and Occupational Stress among Secondary School Teachers in Ondo State, Nigeria. *Pakistan Journal of Social Sciences*, Vol. 8, No. 4, pp. 159-165. DOI: 10.3923/pjssci.2011.159.165.
- Kauts, A. and Saroj, R (2010). Study of Teacher Effectiveness and Occupational Stress In Relation To Emotional Intelligence among Teachers at Secondary Stage. *Journal of History and Social Sciences*, Vol. 1 No. 1.
- Kyriacou, C. (1984). Teacher stress and Burnout: An International review. *Educational Research*, Vol. 29, pp. 146-152.
- Kyriacou, C. (2001). Teacher Stress: Directions for Future Research. *Educational Review*, Vol. 53, No. 1, pp. 27-35.
- Laughlin, A. (1984). Teacher Stress in an Australian Setting: The Role of Biographical mediators. *Educational Studies*, Vol. 10, No. 1, pp. 7-22.
- Manthei, R. and Gilmore, A. (1996). Teacher Stress in Intermediate Schools. *Educational Research*, Vol. 38, No. 1, pp. 3-19.
- Mayer, J. D., Salovey, P. and Caruso, D. R. (2004b). A further consideration of the issues of emotional intelligence. *Psychological Inquiry*, Vol. 15, pp. 249-255.
- Mayer, J.D. and Salovey, P. (1995). Emotional Intelligence and the construction and regulation of feelings. *Applied and Preventive Psychology*, Vol. 4, No. 3, pp. 197-208.
- Munt, V. (2004). The Awful Truth: A Microhistory of Teacher Stress at Westwood High. *British Journal of Sociology of Education*, Vol. 25, No. 5, pp.578-591.
- Phillips, B. M. (1993). Stresses of teachers in public schools. In: *Educational and psychological perspectives on Stress in students, teachers, and parents* (pp.185-200). Clinical Psychology Publishing Co., Brandon, V. T.
- Plash, S. and Piotrowski, C. (2006). Retention Issues: A Study of Alabama Special Education Teachers (EJ765810). *Education*, Vol. 127, No. 1, pp.125-128.
- Punch, K. F. and Tuetteman, E. (1996). Reducing Teacher Stress: The effects of support in the work environment. *Research in Education*, Vol. 56, pp. 63-72.
- Ryback, D. (1998). Putting emotional intelligence to work: Successful leadership is more important than IQ. Butterworth-Heinemann, Boston.
- Schamer, L. A. and Jackson, M. J. (1996). Coping with stress: Commonsense about teacher burnout. *Education Canada*, Vol. 36, No. 2, pp. 28-31.
- Slaski, M. and Cartwright, S. (2002). Health, performance and emotional intelligence: An exploratory study of retail managers. *Stress Health*, Vol. 18, pp. 63-68.
- Sowa, C. J. and Others (1994). Occupational Stress within the Counseling Profession: Implications for Counselor Training. (EJ494322), *Counselor Education and Supervision*, Vol. 34, No. 1, pp. 19-29.
- Thorndike, E.L. (1920). Intelligence and its uses. *Harper's Magazine*, Vol. 140, pp. 227-235.