

## Study of Emotional Intelligence and Stress among College Teachers

Vishal Yashawant Mahire<sup>1\*</sup>, Dr. Sahebrao Uttam Ahire<sup>2</sup>

### ABSTRACT

The present study aimed to understand the relationship between Emotional Intelligence and stress among college teachers and to determine if there is any significant gender difference between Emotional Intelligence and stress. The included a total of 150 participants equality divided between male college teacher (75) and females college teacher (75). Sample collected from the Nandurbar districts colleges. Stress was measured Perceived Stress test-: (Sheldon Cohen) The perceived stress scale (PSS) is most widely used psychological instrument for measuring the perception of stress and Emotional intelligence measured with the inventory Mangal Emotional Intelligence Inventory (MEII) by Dr. S. K. Mangal and Mrs. Shubhra Mangal. The study concluded that Females college teachers have higher emotional intelligence than male college teachers. Male college teachers are more stressful than female college teachers.

**Keywords:** *Emotional Intelligence, Stress, College Teachers*

Role of college teachers in national development is pivotal. As agents of human resource development, teachers shape the knowledge, skills, and attitudes of future professionals who contribute to various sectors of society. Teachers are instrumental in developing a nation's human capital. Teachers nurture the next generation of leaders, thinkers, and innovators. By fostering critical thinking, creativity, and ethical values, teachers help students develop the capacity to address complex challenges and drive positive change in society.

### *Emotional Intelligence*

Peter Salovey and John D. Mayer introduced the theory of emotional intelligence in the early 1990s, defining it as the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Daniel Goleman later popularized the concept with his book "Emotional Intelligence" published in 1995. Goleman expanded on Salovey and Mayer's work by suggesting that emotional intelligence (EQ) could be more important than IQ in determining personal and professional success. Goleman's framework includes five key components Self-awareness, Self-regulation, Motivation, Empathy. Social skills.

<sup>1</sup>Research Scholar, KBCNMU, Jalgaon, Maharashtra

<sup>2</sup>Assistant Professor, G. T. Patil Arts, Commerce and Science College, Nandurbar, Maharashtra

\*Corresponding Author

Received: August 07, 2024; Revision Received: October 27, 2024; Accepted: November 01, 2024

## Study of Emotional Intelligence and Stress among College Teachers

Effective leaders often possess high EQ. They inspire and motivate their teams, understand and address their team members' needs and concerns, and create an inclusive and supportive workplace culture. High EQ allows individuals to be more adaptable and resilient in the face of change. They can manage stress, stay positive, and adjust their strategies as needed, which is especially important in a rapidly changing global economy. EQ contributes to better mental health and well-being. Individuals with high EQ are more self-aware, manage their emotions effectively, and maintain a positive outlook, which can lead to greater overall life satisfaction.

While there are many components of emotional intelligence, five key elements stand out as being indispensable to develop. These are: emotional self-awareness, self-regulation, motivation, empathy, and social skills.

- **Emotional self-awareness:** Emotional self-awareness refers to the ability to recognize and comprehend one's own emotions, including their triggers and impact. It involves being in tune with one's thoughts and feelings, and being able to identify them as they arise.
- **Self-regulation:** Self-regulation involves managing one's own emotions and behaviour, even in challenging or stressful situations. It involves being able to control impulses and resist temptation, and to stay focused on long-term goals by delaying gratification.
- **Motivation:** Motivation refers to the drive and persistence to pursue one's goals, even in the face of obstacles or setbacks. It involves being able to set and achieve goals, and to stay committed to long-term projects or objectives.
- **Empathy:** "Only the wearer knows where the shoe pinches" Empathy involves being able to put oneself in someone else's shoes, and to respond to their needs and feelings with sensitivity and compassion.
- **Social skills:** Social skills refer to the ability to communicate effectively with others, build and maintain strong relationships, and work collaboratively towards shared goals. It involves being able to express oneself clearly and assertively, as well as being able to listen actively and respond with empathy and understanding.

### *Stress*

Stress fascinating how our bodies and minds react to various stimuli. When faced with stressors, our sympathetic nervous system kicks in, releasing hormones like adrenaline and cortisol. These physiological changes prepare us for a "fight or flight" response. However, chronic stress can have negative effects on our health, so finding healthy coping mechanisms is essential. Remember to take breaks, practice relaxation techniques, and seek support when needed.

Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree.

### **Types of stress**

There are three main kinds of stress: acute, episodic acute and chronic

1. **Acute stress:** Acute stress is short-term stress that comes and goes quickly. It can be positive or negative. It's the feeling you get when you're riding on a rollercoaster or having a fight with your boyfriend. Everyone experiences acute stress from time to time.

## Study of Emotional Intelligence and Stress among College Teachers

2. Episodic acute stress: Episodic acute stress is when you experience acute stress on a regular basis. With this kind of stress, you don't ever get the time you need to return to a calm, relaxed state. Episodic stress frequently affects people working in certain professions, like healthcare providers.
3. Chronic stress: Chronic stress is long-term stress that goes on for weeks or months. You may experience chronic stress due to marriage troubles, issues at work or financial problems. It's important to find ways to manage chronic stress because it can lead to health issues.

### LITERATURE REVIEW

Salovey and Mayer's (1997) definition of Emotional Intelligence (EI) highlights its critical components, such as the ability to recognize emotions in oneself and others, self-control, persistence, zeal, and self-motivation. This concept has gained significant attention in fields like management, education, and psychology due to its strong correlation with enhanced work performance across various domains. Their work emphasizes the multifaceted nature of EI and its importance in achieving success and effectiveness in professional settings.

Goleman's (1998) emotional intelligence stresses that the level of emotional intelligence will increase individual's competencies and this may help them to decrease environmental strain and increase leadership effectiveness in organization.

Kayastha, D.P. & Kayastha, R (2012) conducted an empirical study to disclose the relationship between occupational stress and job satisfaction among corporate higher secondary school teachers in Nepal. The researchers used the Occupational Stress Index by Srivastava & Singh (1981) to determine occupational stress and the Job Descriptive Index by Smith et al. (1969) to assess job satisfaction. The study revealed a significant relationship among job stressors, job stress, and job satisfaction within the group of teachers. This indicates that higher levels of occupational stress are associated with lower job satisfaction among these teachers.

Khan, Anwar et al. (2012) Khan, Anwar et al. (2012) conducted a study examining the relationship between teachers' stress and their performance at work, focusing on the moderating effect of workplace resources on this relationship. The study concluded that various environmental stressors negatively impact teachers' performance. However, it also found that the availability of resources at the workplace can mitigate these negative effects. These resources help moderate the impact of stress, thus aiding in the maintenance of teachers' performance despite the presence of stressors. The environmental factors identified in this study provided valuable insights that assisted the researchers in developing tools to measure work stress in their study.

Raina & Khatri, 2015. The study you mentioned focuses on the relationship between emotional intelligence (EI) of teachers and their engagement in the classroom. Most teachers had an average level of emotional intelligence. Teachers with average emotional intelligence effectively engaged students in the classroom. Teachers' perceptions of engagement with students, colleagues, and the school environment were identified. Moderate attachment to school climate, colleagues, and students influenced classroom engagement.

Ali, & Asif, M, (2019). Yes, Emotional Intelligence (EI) is indeed crucial for teachers, as it involves managing and utilizing emotions effectively within the classroom and broader educational environment. In the context of teaching, EI encompasses several key aspects by

## Study of Emotional Intelligence and Stress among College Teachers

integrating EI into their professional practice, teachers can create a supportive and emotionally healthy classroom atmosphere that fosters student learning and well-being. The ability to manage emotions in line with the expectations and norms of the teaching profession not only enhances the effectiveness of teaching but also contributes to the overall satisfaction and resilience of teachers.

### *Aim*

The aim of the present research was to study of emotional intelligence and stress among college teachers.

### *Objectives*

1. To find out the difference in Emotional Intelligence among College teachers.
2. To find out the difference in stress among Senior College teachers.

### *Hypotheses*

1. There is no significant difference between male and female college teachers in terms of emotional intelligence.
2. There is no significant difference between male and female college teachers in terms of stress.

## **METHODOLOGY**

### *Sample*

The sample was comprised of 150 male college teachers, in which 75 were female college teachers and 75 were male college teachers.

### *Tools*

1. **Emotional Intelligence Scale-** Mangal Emotional Intelligence Inventory (MEII) (Dr. S. K. Mangal and Mrs. Shubhra Mangal). This inventory is based on five-point scale and there will contain 100 items.
2. **Perceived Stress test-** (Sheldon Cohen) The perceived stress scale (PSS) is most widely used psychological instrument for measuring the perception of stress. This inventory is based on five-point scale and there will contain 10 items.

## **RESULTS**

*Table-01 Mean, SD and t-value of emotional intelligence of male and female college teachers*

Group	N	M	SD	't'	df	Level of sig.
Male	75	130.54	15.25	12.81	148	0.01
Female	75	154.35	21.45			

The table no. 1 shown that the mean, SD and t value of male and female college teachers on the measure of emotional intelligence. The mean score of male college teachers is 130.54, SD is 15.25 The mean score of female college teachers is 154.35 and SD is 21.45, the mean value of male college teachers is lower than the mean score of female college teachers. The t value show that there is significant difference between male college teachers and female college teachers among emotional intelligence. So, hypothesis is rejected significant at .01 level of significance and it can be said that female college teachers have higher emotional intelligence than male college teachers.

## Study of Emotional Intelligence and Stress among College Teachers

**Table -02 Mean, SD and t-value of Stress of male and female college teachers**

Group	N	M	SD	't'	df	Level of sig.
Male	75	87.55	20.85	3.46	148	0.01
female	75	79.41	16.55			

The table no.02 shown that the mean, SD and t value of male and female college teachers on the measure of stress. The mean score of male college teachers is 87.55, SD is 20.85 The mean score of female college teachers is 79.41 and SD is 16.55 the mean value of male college teachers is higher than the mean score of female college teachers. The t value show that there is significant difference between male college teachers and female college teachers' stress. So, hypothesis is rejected significant at .01 level of significance and it can be said that female college teachers have higher emotional intelligence than male college teachers.

### CONCLUSION

1. Females college teachers have higher emotional intelligence than male college teachers.
2. Male college teachers are more stressful than female college teachers.

### REFERENCES

- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103
- Cohens (1994). Perceived stress scale (PSS), Mind Garden Inc, (650) 322-6300.
- Coleman Vern (1992), *Stress Management Techniques*, Bombay IBH Publishers.
- Negi, S. (2011). A study of emotional intelligence of teachers working in government and private Senior Secondary Schools, *Journal of educational research*, 1(2), PP. 80-86.
- Salovey, P. & Mayer, J.D. (1990) Emotional Intelligence Imagination, Cognition & Personality *Journal of Social Psychology*, 9, 185-211.
- Sutherland VJ & Cooper CL,1999 (Understanding Stress, A psychological perspective for health professionals), London, Chapman & Hall
- Upadhyaya, P. (2006). Personality of emotionally intelligent student teachers. *Journal of Educational Studies*, 4(1&2), 37-39.

### Acknowledgment

The author appreciates all those who participated in the study and helped to facilitate the research process.

### Conflict of Interest

The author declared no conflict of interest.

**How to cite this article:** Mahire, V.Y. & Ahire, S.U. (2024). Study of Emotional Intelligence and Stress among College Teachers. *International Journal of Indian Psychology*, 12(4), 858-862. DIP:18.01.079.20241204, DOI:10.25215/1204.079