

**EMOTIONAL INTELLIGENCE, OCCUPATIONAL STRESS AND
ITS IMPACT ON WORK PERFORMANCE – A STUDY AMONG
TEACHERS IN ARTS AND SCIENCE COLLEGES**

Thesis submitted to the Bharathiar University for the award of the Degree of
DOCTOR OF PHILOSOPHY IN COMMERCE

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PSGR Krishnammal College for Women



UGC-certified College of Excellence • Autonomous • Affiliated to Bharathiar University • Accredited with 'A' Grade by NAAC • ISO 9001:2015 Certified • Ranked 10th in NIRF2020 by MHRD

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Peelamedu, Coimbatore - 641004
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CHAPTER VIII

FINDINGS, SUGGESTIONS AND CONCLUSION

The present study has brought some novel contributions towards Emotional intelligence, occupational stress and its impact on work performance of college teachers. Along with the improvement of Emotional intelligence, the present study aims to throw light on the occupational stress and effectiveness in the work performance on different perspectives.

OBJECTIVE I

To study the emotional intelligence of teachers working in arts and science colleges.

PERCENTAGE ANALYSIS

➤ Demographic and Academic profile of teachers

- The result shows that, out of 429 respondents taken for the study 49% are in the age group of 25-35 years. Its shows may young people are working in Arts and science colleges
- It has been found that 64.8 per cent of the Teachers are Female and 79.7 per cent of the Teachers are married
- The analysis shows that, 37.1 per cent of the Teachers have More than four members in their family and 54.1 per cent of the Teachers live in a Nuclear family set up.
- It's found that, 63.6 per cent of the Teachers have two earning members and 32.9 per cent of the teachers have family income up to Rs.40, 000.
- Out of 429 teachers, 52.2 per cent of the teachers reside in urban area.
- With respect to educational qualification, 48.3 per cent of the teachers completed their M.Phil degree, 55.9 per cent of the teachers have other additional qualification and 35 per cent of the teachers have between 6 to 10 years of experience.
- Majority (74.8 per cent) of the teachers is employed in Self-Financing Colleges and majority of the teachers are (83 per cent) Assistant Professors.

- With respect academic work, 64.6 per cent of the teachers handle classes between 17-20 hours per week and 34.4 per cent of the teachers spent Less than 5 hours per week for other related academic work.
- It is observed from the findings that, 57.3 per cent of the teachers belong to Commerce & Management and 39 per cent of the teachers said that their team consist 6 to 10 members in the department.
- Out of 429 respondents majority (78.6 per cent) of the teachers work in Autonomous college. 86.5 per cent of the teachers stated Yes for Accreditation Status, 86.2 per cent of the teachers working under ISO Certified institution.

Descriptive Statistics

- Descriptive statistics has been applied to find mean rating for emotional intelligence. Four different factors have been identified under emotional intelligence. The factors include self awareness, self management, social awareness and relationship management. High score indicates high level of self awareness in relation to the emotional intelligence. The high rating has been given for the statement ‘I am aware of my emotions as I experienced them’ (4.39) which comes under Self awareness factor of emotional intelligence.

ANOVA

Personal Factors Vs Self Awareness

- The personal factors namely marital status, Size of family, Monthly Income Total Family Income and Area of Residence has significantly differed in the Self Awareness Score in Emotional intelligence and have played a vital role in the Self Awareness of emotional intelligence

Job factors Vs Self Awareness

- Its observed from the analysis that, the job factors namely designation, years of experience and number of members in the department have played an essential role in the self awareness score of emotional intelligence. These factors have significantly differed in the self awareness score of teachers. The teachers who are associate

professors and having more than 20 years of experience found to be different from other teachers

Personal Factors Vs Self-Management

- The self management score indicates that, the personal factors namely, Type of family, Size of family, Monthly Income and Number of Earning Members have significantly differed in the Self-Management factor.

Job factors Vs Self Management

- Self Management scores are significantly differed with respect to Designation and years of experience. The teachers in professor designation and teachers having more experience are able to manage things effectively when compared to others.

Personal factors Vs Social Awareness

- The personal factors namely Age group, Size of family, Number of Earning Members and Area of Residence have played a vital role in the Social Awareness of emotional intelligence. Hence, these factors have significantly differed in the Social Awareness of teachers in Emotional intelligence. The teachers in the age group of 35-45 years have more social awareness scores and they understand other teachers' emotions and feelings.

Job factors Vs Social Awareness

- Years of experience have played important role in the **Social Awareness Score of** emotional intelligence. The teachers having 16-20 years are able to understand others feelings when compare to other teachers. More experience might help to understand other teacher's feelings.

Personal factors Vs Relationship Management

- Size of family, Monthly Income, Number of Earning Members, Total Family Income and Area of Residence have played a essential role in the Relationship Management of emotional intelligence and significantly differed. The teachers in urban and semi urban are having good relationship score when compared to other teachers.

Job factors Vs Relationship Management

- Relationship Management Score have significantly differed with respect to Nature of employment, years of experience, department and number of members in the department. The teachers in self financing colleges, having experience between 11-15 years, the teaches working in commerce& management department and more number of members in the department are comparative able to maintain good relationship in the department.

Rank Analysis – Reason for Selecting Teaching Profession

- It is inferred from the rank analysis for selecting teaching profession most of the teachers have given top priority for ‘Ambition’ (2.50) The Kendall’s W found for the 6 items is 0.229. This shows that there is very low similarity among the respondents in assigning the ranks.

Rank Analysis - Emotional Intelligence

- It is observed from the rank analysis that the lowest mean rank is 3.32 is found for the factor ‘Positive Thinking’. The highest mean rank is 7.30 is found for ‘Surrendering Control’. The Kendall’s W found for the 10 items is 0.146. This shows that there is very low similarity among the respondents in assigning the ranks.

Regression Analysis - Emotional Intelligence

- The regression table shows that among the 14 independent variables considered for the regression analysis. The variables such as, marital status, residential area, nature of employment and years of experience have positive effect on overall emotional intelligence score, which means increase in these variables will increase the emotional intelligence score proportionately and age have negative effect on overall emotional intelligence score.

OBJECTIVE II - To know the level of Occupational Stress of teachers

Descriptive Statistics

- **Intrinsic of Job** - The results of descriptive statistics reveals that, highest rating has been given for the statement 'Stress due to excessive work pressure' (3.69) and the least score has been found for the statement and 'Social status of the job increases stress'(3.38).
- **Career Development** - The highest rating has been found for the statement 'I am facing my hurdles in developing career' (3.44). The least score has been found for the statement, 'I feel that I am not fully qualified to handle the job' (2.93).
- **Interpersonal relationship** - The highest rating has been assigned for the statement 'My sub-ordinates feel free to discuss their personal problems with me' (3.86) and the last score has been found for the statement, 'Affectionate behavior from my colleagues is unimaginable to me' (3.48).
- **Work stress** - The highest rating has been found for the statement 'The complex nature my work does not confuse me' (3.67). The least score has been found for the statement, 'The norms and expectations put a curb on my enthusiasm' (3.49).
- **Role stress** - The highest rating has been assigned for the statement 'I am exposed to opportunities to enhance my efficiency' (3.52) and the least score has been found for the statement, 'I am constrained in my role fulfillment, due to lack of knowledge & skill'(3.04).
- **Organisational Climate** - The highest rating has been found for the statement the monarchical organizational system which belong to; suffocating its function & The sub-ordination subjected to the role in the organization gives an unpleasant feeling (3.35). The least score has been found for the statement, 'My point of view is ignored in the organization' (3.22).

ANOVA

Personal factors Vs Intrinsic of Job

- The personal factors namely Age, Size of family, Monthly Income, and Total Family Income have significantly differed in the Intrinsic of Job factor of teachers

Job factors and Intrinsic of Job

- Educational qualification, years of experience and number of members in the department have played a vital role in the Intrinsic of Job Score of occupational stress. Hence, these factors have significantly differed in the Intrinsic of Job Score of teachers in occupational stress.

Personal factors Vs Career Development

- Career Development Score of teachers have significantly differed in the personal factors namely Age, Marital status, Size of family, and Area of Residence. The teachers in the age group of 25years, unmarried teachers and respondents residing in urban are facing more occupational stress when compare to other teachers.

Job factors and Career Development

- The job related factors, namely, nature of employment, department and number of members in the department have played a vital role in the Career Development Score of occupational stress. Hence, these factors have significantly differed in the Career Development Score of teachers. The teachers who are assistant professor and having more experience facing more career development stress when compare to other teachers.

Personal factors Vs Interpersonal Relationship

- Age group, Marital status, Size of family, Total Family Income and Area of Residence have played have significantly differed in the Interpersonal Relationship Score of teachers. The teachers in the age group of 45-55 years, the teachers earning a total family income up to Rs.40000 are facing stress with respect to interpersonal relationship

Job factors and Interpersonal Relationship

- The factors namely, educational qualification, nature of employment department, years of experience and number of members have significantly differed in the Interpersonal Relationship. The teachers who have only post graduation qualification, teachers working in aided colleges, teachers having experience more than 20 years and departments having below 5 members are significantly differed when compare to other teachers.

Personal factors Vs Work Stress

- Age group, Type of family, Size of family and Monthly Income have played a vital role in the Work Stress Score of Occupational Stress. Hence, these factors have significantly differed in the Work Stress Score. The teachers in the age group of 45-55 years and teachers earning more income are facing more work stress when compare to other teachers.

Job factors and Work Stress

- The job factors namely, nature of employment, department, designation, years of experience and number of members in the department have played a vital role in the Work Stress Score of occupational stress. The teachers working in aided colleges, the teachers who are professors, teachers having more than 20 years experience and the department having below 5 members have significantly differed in the Work Stress.

Personal factors Vs Role Stress

- Age group, marital status, Monthly Income, Number of Earning Members, Total Family and Area of Residence has significantly differed in the Role Stress Score of Teachers in Occupational Stress. The teachers in the age group of less than 25 years, teachers earning less salary are facing role stress when compare to other teachers.

Job factors and Role Stress

- Numbers of members in the department have played a vital role in the Role Stress Score of occupational stress. Hence, these factors have significantly differed.

Personal factors and Organisational Climate

- The personal factors namely Age group, Marital status, Monthly Income, Number of Earning Members and Area of Residence have played a vital role and these factor have significantly differed in the Organizational Climate Score of Teachers in Occupational Stress.

Job factors and Organisational Climate Stress

- Designation, years of experience number of members in the department have played a vital role in the Organisational Climate Stress Score of occupational stress. Hence, these factor have significantly differed in the Organisational Climate Stress Score of teachers.

Rank Analysis - Occupational Stress

- The lowest mean rank is 4.57 has been found for 'Occupational stress'. The highest mean rank is 6.87 has been found for Uncertainty in life. The Kendall's W found that there is very low similarity among the respondents in assigning the ranks.

OBJECTIVE III - To find the Work Performance of teachers working in Arts and Science colleges.

Descriptive Statistics

- **Punctuality** - The results of descriptive statistics reveals that, highest rating has been given for the statement 'I Usually enter the class room well in advance' (4.53) and the least score has been found for the statement and 'I regularly evaluate students performance in diversified fields'(4.29).
- **Teaching methodology** - The results of descriptive statistics reveals that, highest rating has been given for the statement 'I motivate my students towards their career development' (4.48) and the least score has been found for the statement and 'I devote an adequate time for work assignments and resource allocation' (4.27).
- **Work Consciousness** - The results of descriptive statistics reveals that, highest rating has been given for the statement 'I always show a strong sense of responsibility when a task is assigned to me' (4.43) and the least score has been found for the statement

and 'I serve as a resource person, providing consultancy to the needy in which I am specialized' (4.16).

- **Perseverance** - The results of descriptive statistics reveals that, highest rating has been given for the statement 'I continue to put a special effort on slow learners' (4.33) and the least score has been found for the statement and 'I face lot of difficulties to look after my own words career'(4.09).

ANOVA

Personal factors and Punctuality

- Age group, Size of family, Number of Earning Members and Total Family Income have played a vital role in the Punctuality Score of Work Performance. Hence, these factors have significantly differed. The teachers in the age group of 45-55 years are more punctual than other teachers.

Job factors and Punctuality

- The factors namely nature of employment and department, years of experience, department and number of members in the department have significantly differed in the Punctuality Score of teachers. The teachers working in self finance colleges, the teachers having more experience and the teachers in commerce and management department are significantly differed when compare to other teachers.

Personal factors Vs Teaching Methodology

- Size of family, Monthly Income, Number of Earning Members and Total Family Income have played a vital role in the Teaching Methodology Score of Work Performance. Hence, these factor have significantly differed.

Job factors and Teaching Methodology

- The factors namely nature of employment, department and number of members in the department have significantly differed in the Teaching Methodology Score of teachers. The teachers working in self finance colleges, the teachers in commerce and management department and the department having more members are significantly differed when compare to other teachers.

Personal factors Vs Work Consciousness

- Marital status and Total Family Income have played a vital role in the Work Consciousness Score of Work Performance. Hence, these factors have significantly differed in the Work Consciousness Score of teachers in Work Performance.

Job factors and Work Consciousness

- The factors namely designation and number of members in the department have significantly differed in the Work Consciousness Score of teachers. The teachers who are Associate professor and department having 16-20 are significantly deferred when compare to other teachers.

Personal factors Vs Perseverance

- The personal factors namely Size of family and Total Family Income have significantly differed in the Perseverance Score.

Job factors and Perseverance

- Designation and number of members in the department have played a vital role in the Perseverance Score of occupational stress. Hence, these factors have significantly differed in the Perseverance Score of teachers.

Rank Analysis - Work Performance

- The lowest mean rank is 3.80 has been found for 'Professionalism'. The highest mean rank is 7.60 has been found for Evaluation of Students' Creativity. The Kendall's W found that there is very low similarity among the respondents in assigning the ranks.

Regression Analysis of Overall Work Performance

- The regression table shows that among the 14 independent variables considered for the regression analysis 2 variables have been included among the several independent variables.
- Nature of employment and years of experience have positive effect on Overall Work Performance score, which means increase in these variables will increase the Overall Work Performance score proportionately. Age and total family income have negative effect on overall work performance.

Chi-Square Test

- Chi-Square test has been applied to find out the association, if any, with respect Job factors and the Work Performance of the teachers.
- Nature of employment, years of experience, department and number of members in the department have significant association with the Work Performance of the teachers.

OBJECTIVE IV- To analyze the relationship between Emotional Intelligence, Occupational Stress and Work Performance of teachers.

Correlation - Emotional intelligence

- Correlation analysis between Self awareness, Self management, Social awareness and Relationship management reveals there exists less correlation between Self awareness and Relationship management

Correlation - Occupational Stress

- There exist the highest correlation between Role stress and Organizational climate stress and moderate correlation between Work stress and Role stress

Correlation - Work performance

- The highest correlation exists between Work Consciousness and Perseverance followed by Punctuality and Teaching Methodology.

Correlation - Work Performance, Emotional Intelligence and Occupational Stress.

- All the three variables have a significant relationship with other variables. Among the three variables, the highest positive correlation exists between Emotional Intelligence and Work performance.
- There exist moderate negative correlation between Work Performance and Occupational Stress and there exist less negative correlation between Emotional Intelligence and Occupational Stress

Regression Analysis -Work Performance

- The variables such as 'Career Development', 'role stress' and 'Intrinsic to job' have contributed less to the work performance of teachers. It implies that emotional intelligence can help to reduce the occupational stress and improve the job performance of teachers.
- A good organizational culture with adequate faculty improvement programmes, good pay scale and healthy relationship between colleagues helps in reduction of stress. Furthermore, the academic institutions can create different motives with different methods in employees to recognize their emotional intelligence.

Structural Equation Model

- Structural Equation Modeling (SEM) has been proposed to study the relationship of Emotional Intelligence, Occupational stress and the Work Performance of teachers working in Arts and Science colleges. A research model has been developed based on the items included in the questionnaire which theoretically explains the relationship of Emotional Intelligence, Occupational stress and the Work Performance.
- The structural Equation Model depicts the direct relationship between Occupational stress and Work Performance, Emotional Intelligence and Work performance and Occupational stress and Emotional Intelligence individually establishing a significant direct relationship with Work performance when there has been no mediating variable. However, it has been assumed that, the Occupational stress factor also has an indirect effect on Work Performance viz., the study attempts to find out whether Emotional Intelligence has a significant mediation effect between Occupational Stress and Work Performance.
- The direct effects of Occupational stress on Emotional Intelligence and Work Performance have an inverse relationship. The regression coefficient shows that, the direct effect of Occupational stress on Emotional Intelligence with a regression weight of -0.27 explains more compared to the direct effect of Occupational stress on Work Performance (-0.05).

- The model has also observed that the direct relationship between Occupational Stress, Emotional Intelligence and Work Performance. The total effect indicates that, the independent variables namely, Occupational Stress, Emotional Intelligence have both positive and negative effect on Work Performance and implies that, Emotional Intelligence factors facilitate the Work Performance where the Occupational Stress factors impede the Work Performance .
- The study has revealed that, teachers who adopt positive thinking in the organization culture, who always welcome suggestions/recommendations of others and who maintains healthy interpersonal relationship with their sub-ordinates improves their work performance. On the other side, Stress due to excessive work pressure, facing hurdles in developing their career and teachers who are exposed to opportunities to enhance their efficiency has resulted in impediment of Work performance.