

## CHAPTER III

### THEORETICAL FRAMEWORK

#### 3.1. INTRODUCTION

Education is an illumination. It plays extremely significant role in the lives of individuals by empowering them with various abilities, skills, competencies, and thus paving way for enhancing the quality of life. Today higher education institutions face a tremendous pressure to have their students score well and get good placement. The needs and expectations of students, staffs and parents have changed. In addition educational institutions face problems, like students unrest, political influence, etc. Because of all such changes, work place in the educational sector now-a-days becomes a high stressed environment. In order to cope with such typed of problems the principals and the teachers need to posses some competencies such as Emotional Intelligence is a type of intelligence that has been widely studied in social sciences, psychology and business environments. But not in educational arena.

For the last few years stress is becoming a serious issue due to which the goals of organization are affected. When we are tired from same routine or facing problem for a long time we get annoying feeling/ pressure which is called stress. There a lot of reasons due to which we feel stress/ work Pressure. They are unhappy boss, family clashes etc. Sometimes, working environment and work load can build pressure on human minds. Stress can lead to burnout. The work nature could be a major cause of tension. This can lead to harmful psychological and physiological effects viz., employee fatigue, confusion disorder. Depletion also leads to a negative impact on turnover and unpleasantly affects the efficiency of the organization.

In the work place stress studies, several researchers presume that stress, job performance and Emotional Intelligence are dissimilar but strongly interconnected constructs. For instance, an employee with good ability to manage his and other colleagues emotions can easily cope with psycho- psychological job stressors, which will turnout ion higher job performance (Adler et al., 2006, Hourani et al., 2006, Wetzal et al., 2006, Hourani et al., 2006, Gillespie et al, 2001, Spector and Goh, 2010. Hence, a further investigation about the nature of this relationship is very important.

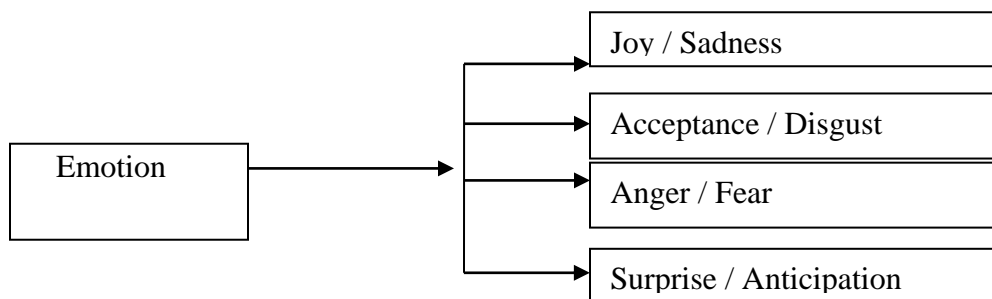
The present study is based on the presumption that application of Emotional Intelligence can increase the teachers' effectiveness and reduce the Occupational Stress among them. Emotional Intelligence Scale (EIS) was to measure the Emotional Intelligence of teachers. Work Performance Scale (WPS) was used to measure the effectiveness among teachers and Occupational Stress Index (OSI) was used to measure the stress among teachers.

## 3.2 EMOTIONS

### 3.2.1 EMOTIONS-Meaning

A mental state that arises spontaneously rather than through conscious effort and is often accompanied but physiological changes: a feeling: the emotions of joy, sorrow, reverence, hate and love. The word "emotion" dates back to 1579, when it was adapted from the French word *emouvoir*, which means "to stir up". The word emotion includes a wide range of observable behaviors, expressed feelings, and changes in body state. This diversity in intended meanings of the word emotion makes it hard to study. For many of us emotions are very personal state, difficult to define or to identify except in the most obvious instances. Moreover, many aspect of emotion seem to be unconscious for us. Even a simple emotional in categories For example, Wilhelm Wundt, the great nineteenth century psychologist, offered the view that emotions consist of three basic dimensions, each one of pair of opposite states: pleasantness/ unpleasantness, tension, Release, excitement and Relaxation. However, this list has become more complex over time. Plutchik suggests that there are eight basic emotions grouped in four pairs of opposites. All emotions are combination of these basic emotions.

**Fig. 3.1 Emotions**



### 3.2.2 Role of Emotions in the Work Place

Emotions are an integral and inseparable part of everyday organizational life. The experience of work is saturated with emotions, from moments of fear, joy, frustration or grief to an enduring sense of commitment or dissatisfaction (Ashforth and Humphrey, 1995)

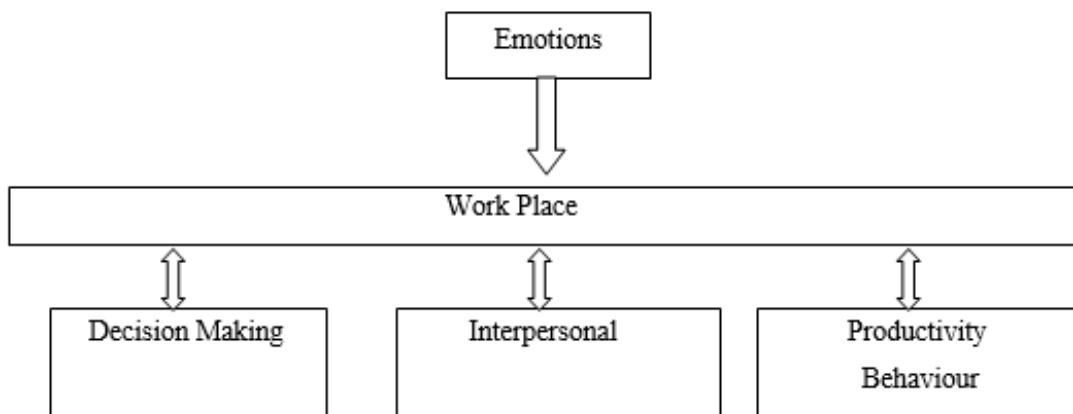
A review on emotions in work place Ashforth and Humphrey (1995) emphasized how past research fostered the belief that ‘emotion is the antithesis of rationality. They had argued that this belief is too simplistic and that their experience of work is saturated with emotion. Recent empirical work examining the relationship between emotions and aspects of work and strain has refers to the work of Hochschild (1983) who introduced the concept if emotional labour (Abraham, 1998: Morris and Feldman, 1997). An Emotional labour refers to the quality of interactions between employees and the person who is interacting with them (termed the ‘client’). During interactions with ‘clients’ the role of many employees is to express appropriate emotions, as their job requires. For instance, Hochschild (1983) investigated and published in her seminal book on “The Work of flight attendants”. She demonstrated that their job could not be fully described by the physical accepts of their work, sensor motor and cognitive demands, but that substantial part of their job was dealing with passengers and their emotions. Apart from having to work in tasks given to them, extending physical and or mental effort, employees are also required to manage their emotions aspart of their job. Based primarily on their work of Hochschild, Zapf suggests that emotion work (Emotion Labour) possesses three characteristics: it occurs in interactions with their client: emotions are displayed to influence others’ emotions, attitudes and behaviors: and any emotional display has to follow certain rules (appropriate to the job requirements) (Zapf, 2002)

A theoretical paper by (1999) outlines reasons why the role of emotions in the workplace has generally been ignored unresearch. Firstly Briner highlights that the workplace gas traditionally been viewed as a rational, logical and a non-emotions have been considered irrelevant or even unnecessary to effective workplace performance. Emotions are transient and therefore difficult to assess in self- report techniques such that many researchers and practitioners tent to avoid this area of study and instead focus on

more easily measurable constructs such as attitude or satisfaction. Briner attributes the recent resurgence in interest in emotions in the workplace to the notions that psychology as a whole has begun to pay more attention to affect, and due to an increase in the number of employees working in service has risen, and finally, because of the popularization of the construct of Emotional Intelligence.

Since the work of Hochschild (1983) and Ashforth and Humphrey (1995), researches have begun to integrate two areas of workplace research (job satisfaction and Occupational Stress) with the emotion research. Although this research is limited, a number of papers have been published relating emotions to job satisfaction and Occupational Stress.

**Fig. 3.2. Role of Emotions in the Work Place**



### **DECISION MAKING**

Peters et al. (2006) indicate two independent channels for processing decision-making tasks: a 'cold', logical channel, which tends to be fact based and relatively slow, and a 'hot', affect- based channel, which is available relatively quickly, and which we tend to think of as leading to irrational decisions. However there is evidence that this second channel may not be entirely irrational decisions. However there is evidence that this second channel may not be entirely irrational: affect may be a result of past learning about similar circumstances or products, and therefore be informative. Equally, the two 'hot' and 'cold' channels interact. We take both rational and affect information into account.

## **INTERPERSONAL BEHAVIOUR**

“Affect” influences how we communicate with one another. Evidence suggests that affect can have either a positive or negative effect on interpersonal interactions, depending on specific situational specific factors (Forgas, 1995). Forgas (2002) suggests that affect plays a crucial and instrumental role on relationship behavior, group behavior and organizational behavior.

## **PRODUCTIVITY**

The indirect effects such as those of motivation, organizational commitment, and the effects of organizational culture are present in the literature. Poor effect in the workplace- whether that is anger, frustration, distraction, or other emotions that detract from the task at hand, are costly to the organization. The most common reason cited for people to leave their job is related to the behavior of their boss. Equally, positive workplace have fewer turnovers, higher levels of organizational commitment (Podsakoff et al., 2009)

## **EMOTIONS AND EMOTIONAL INTELLIGENCE**

Emotions in workplace are not so old that the historical development of the concept of Emotional Intelligence is not so extensive and it dates back to the start of the 20<sup>th</sup> century. It was Thorndike during 1921, who became the first psychologist to explore the idea of Social Intelligence (Thorndike and Stein, 1937). During 1940s Wechsler started working on non- intellective and intellective factors, which he considered vital for attaining success in life (Wechsler, 2012). In 1970s, the researchers started investigating the effects of Emotions on Human Cognitions. The concept of Emotional Intelligence got more popularity when researcher like Gardner described Emotional Intelligence in terms of personal Intelligence and during 1990s this topic became very popular when Salovey and Mayer introduced the Ability- Based Emotional Intelligence Theory (Gottman, Goleman and Declaire, 2011: Shapiro, 2010).

### **1.4 EMOTIONAL INTELLIGENCE**

Emotional Intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that Emotional Intelligence can be learned and strengthened, while others claim it is an inborn characteristic. The leading researchers

Peter Salovey and John Mayer (1990) have defined Emotional Intelligence in their influential article, as the subset of Social Intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

#### **1.4.1 Emergence on Emotional Intelligence**

What is the secret of human happiness and fulfillment? Philosophers, prophets, and other sages have debated this question since ancient times without arriving at a satisfactory resolution. The advance of psychology in the last century has raised the hope of the scientific answer. Perhaps, systematic empirical study of human success and failure will tell us how we should live. Recently psychologists have proposed that understanding the emotions of oneself and others is the key to a satisfying life. Those people who are self-aware and sensitive to others manage their affairs with wisdom and grace, even in adverse circumstances. On the other hand, those who are "emotionally illiterate" blunder their way through lives marked by misunderstandings, frustrations, and failed relationships. A scientific understanding of Emotional Intelligence may allow us train our emotional skills so that we can live more fulfilling and productive lives.

Emotional Intelligence (EI) is a relatively new and growing area of behavioral investigation, having matured recently with the aid of lavish international media attention. Emotional Intelligence refers to the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in the self and others. The construct has received widespread, international acceptance.

Although first mentioned in the psychological literature nearly two decades ago, it is only in the past five years or so that Emotional Intelligence has received wide spread public attention. Daniel Goleman's book on the topic appeared on the New York Times Best List in 1995, the same year in which a Time Magazine article was developed to detailed exposition of the topic. More recently, the influential e-zine Salon devoted a lengthy article to discussion of its application (both potentially and realized) in the work force. Moreover, the last year or so has witnessed a plethora of trade texts dealing with self-help and management practices, assessment, and other practical applications implicit to the concept of Emotional Intelligence (Gibbs, 1995).

Few fields of psychological investigation appear to have touched so many disparate areas of human endeavor, since its inception, as has Emotional intelligence. Seemingly acknowledging this fact, the American Dialect society selected it among the most useful new words or phrases of the late 1990s (American Dialect Society, 1999). Indeed, the sub discipline devoted to the study of Emotional Intelligence is a pivotal area of contemporary psychology. Thus, Emotional Intelligence has been touted as a panacea for modern business (Druskat and Wolff, 2001) and the essential but often neglected ingredient in the practice of nursing (Bellack et al., 2001), Medicine (Carrothers et al., 2000) and Engineering (Marshall, 2001). In some commentators' view, the educational reforms at primary, secondary, and tertiary levels of schooling can be done by Emotional Intelligence (Bodine and Crawford, 2000; Hargreaves, 2000).

#### **1.4.2 The Popularity of Emotional Intelligence**

The idea that people differ in Emotional Intelligence has prospered because of a number of converging factors, including contemporary cultural trends and orientations. To begin with, Emotional intelligence has been target of widespread interest owing to the personal importance attributed to emotion management for people in modern society. It is believed that Emotional Intelligence can be trained and improved in various social contexts (educational, occupational, and interpersonal) and that personal and social benefits will follow from investments in programs to increase Emotional Intelligence. There is currently a growing impetus towards the provision of personal, educational, and workplace interventions that purport to increase Emotional Intelligence.

The first time that the term "Emotional Intelligence" appears to be used in an English treatise is an unpublished doctoral dissertation by (Payne, 1986). Parenthetically, given widespread interest in Emotional Intelligence, Payne may well go on to be one of the most cited authors never to have made it through the peer-review process. In something of a visionary statement, Payne advocated the fostering of Emotional Intelligence in schools by liberating emotional experiences through therapy. Much of Payne's thesis is polemic in nature. For example, he also foreshadows an age where emotion and intelligence are integrated into the educational system, and governments are responsive to the feelings of the individual.

### 1.4.3 Models of Emotional Intelligence

#### Model 1: Mayer and Salovey

Emotional Intelligence as originally conceptualized by Salovey and Mayer (1990) involves the ability to perceive accurately, appraise and express Emotion; the ability to access and / or generate feelings when they facilitate thought; the ability to understand Emotion and Emotional knowledge; and the ability to understand Emotions to promote Emotional and Intellectual growth. Mayer and Salovey (1993) suggested that there are individual differences in Emotional Intelligence relating to differences in our ability to appraise our own emotions and those of others. They further suggested that individuals higher in Emotional Intelligence might be more open to internal experience.

Salovey and Mayer (1990) initially posed that the mental processes involving emotional information included the appraisal and expression of emotion, regulation of emotion and adaptive use of emotions. However, this framework also included personality traits; for instance, Emotional Intelligence was hypothesized to be able to distinguish between individuals who were ‘genuine and warm’ compared to those who were ‘oblivious and boorish’. Because the concept of Emotional Intelligence would be more useful if it was separated from personality traits and confined to a mental ability, the model was revised by Mayer and Salvoes (1997) to give greater emphasis to the cognitive components of Emotional Intelligence and to highlight the potential for emotional and intellectual growth. The revised Emotional Intelligence model is ordered hierarchically from basic psychological processes to more psychologically integrated processes and includes four branches. This model is presented in Table 3.1 below:

**Table 3.1 Mayer and Salovey’s (1997) Model of Emotional Intelligence**

S. No.	Emotional Intelligence Dimension	Emotional Abilities
1	Perception, appraisal and expression of Emotion.	The accuracy with which individuals can identify Emotions and Emotional content.
2	Emotional facilitation of thinking	Describes emotional events that assist intellectual processing
3	Understanding and analyzing Emotions and employing Emotional knowledge.	The ability to recognize, label and interpret emotions.
4	Reflective regulation of Emotions to promote intellectual Growth	Conscious, reflective regulation of Emotions to enhance growth.



Each of the stages in the model (presented in Table 3.1) includes levels of abilities which is hypothesized that an individual completes in sequence before progression to the next stage or branch. Those who have higher levels of Emotional Intelligence are believed to progress through these abilities quicker than those with lower levels of Emotional Intelligence.

**Model 2: Goleman**

Goleman (1995, 1998) popularized the concept of Emotional Intelligence with the publication of two books. In his first book, Goleman describes Emotional Intelligence to include “Self-control, zeal and persistence and the ability to motivate oneself” (1995a); and as being able to “control impulse and delay gratification,” to “keep distress from swamping the ability to think; to empathize and to hope” (1995a). He later defined Emotional Intelligence in his second book as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships” (1998).

Goleman (1998) has expanded Mayer and Salovey’s (1997) definition of Emotional Intelligence by incorporating what he terms personal and social competencies. His model consists of five dimensions of Emotional Intelligence and twenty-five emotional competencies and is presented in detail in Table 1.2 below. Interestingly, Goleman’s conceptualisation of Emotional Intelligence closely parallels the earlier ideas of social intelligence (Thorndike, 1920) and personal intelligence (Gardner, 1993); however, it departs significantly from Salovey and Mayer’s ability model (see Table 1.2 and Table 1.3).

**Table 3.2 Goleman’s (1998) Model of Emotional Intelligence**

S. No.	Emotional Intelligence Dimension	Emotional Competencies
<b>Personal Competencies</b>		
1.	Self-awareness	Emotional awareness, accurate self-assessment and self-confidence.
2.	Self-regulation	Self-control, trustworthiness, conscientiousness, adaptability and innovation.
3.	Motivation	Achievement drive, commitment, initiative and Optimism.

<b>S. No.</b>	<b>Emotional Intelligence Dimension</b>	<b>Emotional Competencies</b>
<b>Social Competencies</b>		
4.	Empathy	Understanding others, developing others, service orientation, leveraging diversity and political awareness.
5.	Social skills	Influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation and team capabilities.

Goleman (2001) further developed his Emotional Intelligence model. Statistical analysis collapsed the original twenty-five competencies into twenty, and the five domains into four. This revised model of Emotional Intelligence is presented in detail in Table 3.3.

**Table 3.3 Goleman’s (2001) Model of Emotional Intelligence**

<b>S. No.</b>	<b>Emotional Intelligence Dimension</b>	<b>Emotional Competencies</b>
<b>Personal Competencies</b>		
1.	Self-awareness	Emotional awareness, accurate self-assessment and self-confidence.
2.	Self-management	Self-control, trustworthiness, initiative adaptability, conscientiousness and achievement drive.
<b>Social Competencies</b>		
3.	Social awareness	Empathy, service orientation and organizational awareness.
4.	Relationship management	Developing others, communication, conflict management, leadership, change catalyst, building bonds and teamwork and collaboration

Table 3.2 and Table 3.3 outline the development of Goleman’s (1998, 2001) model of Emotional Intelligence. His original model is presented in Table 3.2 incorporated a large number of competencies; all which Goleman believed belonged to the construct Emotional Intelligence. Further work with his model outlined in Goleman (2001) collapsed the model into a more concise framework presented in Table 1.3. However, because of the large scope of attributes covered in Goleman’s framework of Emotional Intelligence, researches have questioned which adaptive attributes Goleman wouldn’t consider part of Emotional Intelligence (Mayer, Salovey and Caruso, 2000a). Goleman’s

definition of Emotional Intelligence, unlike the ability model presented in Table 3.1 incorporates a combination of personality traits, abilities and emotional traits (for example, as shown in Table 3.3 his model includes attributes such as conscientiousness, trust worthiness and leadership).

Despite of the limitations of Goleman's (1998, 2001) models of Emotional Intelligence, in his books he theoretically outlines linkages between Emotional Intelligence and workplace variables which have not been previously explored in any detail. He hypothesized that Emotional Intelligence accounts for which individuals would excel at any given jobs, who would be an outstanding leader, and that an emotionally intelligent organization is better equipped to survive than one which is not. Although Goleman himself does not empirically test these claims, they exist as an important basis for future directions of research on Emotional Intelligence. Goleman hypothesizes that the dimension of self awareness (refer to Table 3.3) is essential in being able to recognize one's own strengths and weaknesses and that accurate self-assessment leads to superior performance in the workplace. Interestingly Goleman believes that each of the twenty Emotional competencies in his revised model, presented in Table 3.3, are job skills that can be learned, a hypothesis yet to be empirically confirmed.

### **Model 3: Bar-On**

A third model of Emotional Intelligence has been proposed by Bar-On (1997), who defines Emotional Intelligence as "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures". Bar-On's (Bar-On, Brown, Kircaldy and Thome (2000); Bar-On (1997) model of Emotional Intelligence is presented in detail in Table 3.4. As outlined in Table 3.4 below, Bar-On's (1997) model of Emotional Intelligence incorporates five Emotional Intelligence dimensions, which is similar in size to the model presented by Mayer and Salovey (1997), however differs markedly in content to their model outlined in this chapter (refer to Table 3.1). Bar-On's model is more aligned with Goleman's (2001) model of Emotional Intelligence than with the Mayer and Salovey model, with both of these models suggesting the Emotional Intelligence includes self awareness, maintaining relationships with others and self-control (see Table 3.3 and Table 3.4).

**Table 3.4 Bar-On's (1997) Model of Emotional Intelligence**

S. No.	Emotional Intelligence Dimension	Emotional Competencies
<b>Personal Competencies</b>		
1.	Intra – personal skills	Being aware of and understanding oneself and one's emotions, expressing one's feelings and ideas.
2.	Inter – personal skills	Being aware of, understanding and appreciating other's feelings, establishing and maintaining satisfying relationships with others.
3.	Adaptability	Verifying feelings with external cues, sizing up immediate situations, being flexible in altering feelings and thoughts with changing situations and problem solving.
4.	Stress management	Coping with stress and controlling impulses.
5.	General mood	Being optimistic and being able to feel and express positive emotions.

A difficulty with the competencies of the Bar-On (1997) model of Emotional Intelligence is that they theoretically map onto measures of personality. For instance, the California Psychological Inventory (CPI) includes dimensions of self-assurance, interpersonal effectiveness, self acceptance, self-control, flexibility, and empathy (Cohen, Swerdlik and Smith, 1992). Competencies in Bar-On's Emotional Intelligence framework include self-regard, assertiveness, interpersonal effectiveness, social responsibility, impulse control, flexibility, and empathy (Bar-On, 2000; Mayer et al., 1999; Mayer etc.

**3.5.1. Causes of Stress in the Workplace**

There are many difference ways that stress can be categorized

- a) Intrinsic to job
- b) Career Development
- c) Interpersonal relationships
- d) Work stressors

- e) Role stressors
- f) Organizational climate stressors

### **A. Intrinsic to Job**

Not every teacher suffers stress, but there is concrete evidence that teaching is one of the most stressful jobs possible. Some of the intrinsic factors to the job may cause stress include poor working environment, excessive work pressure, working hours, work overload and work load due to down sizing, job insecurity, etc. It is also important to recognize that the way the work is designed can have significant impact on the stress levels. For example: “Leaving work at work” has become virtually impossible. Employees now are reached by cell phones and e-mails, at any time regardless of working hours. Laptops and internet at home have made it all too easy for employees to work at home. This capability may be beneficial to employees who choose to tele-communicate; it extends the work place at home. This technology makes issues of working conditions, long hours and work overload even more pressing and complex.

### **b) Career Development**

The personal development factor is closely associated with the level of stress experienced by the employees in the organization. It is directly related to progression or otherwise in a career within the organization. It may be created by

- Lack of job security due to continuing changes within the organization structure;
- Over promotion due, perhaps, to incorrect selection or there being no one else available to fill the post effectively.
- Under promotion, creating a feeling of “having been overlooked”.
- Not being paid as well as others who do similar jobs.

Upadhyay and Singh (1999) compared the Occupational Stress level experienced by the 20 College teachers and 20 executives. The teachers showed significant higher levels of stress than executives on intrinsic impoverishment and status factors. They experienced stress because their personal wishes and strong desire for better and prosperous career were felt to be blocked by others.

Gaur and Dhawan (2000) examined the relationship between work related stressors and adaptation pattern among women professionals. A sample of 120 women professionals (30 teachers, 30 doctors, 30 bank officers and 30 bureaucrats) participated in the study. It showed that teachers experienced more stress as far as opportunities and obstacles of career development are concerned.

Tang et al. (2001) reported that teachers experience a great deal of stress in the course of their career. Burn out represents teachers negative response to the mismatch between job requirements and their perceived abilities, self-efficacy and proactive attitude.

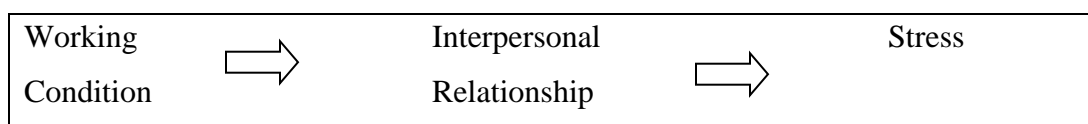
Triveni et al. (2006) concluded that the major sources of job stress perceived by 90 veterinary assistant were numerous meeting, work load, lack of personal growth, lack of facilities and monotonous nature of work.

Latha and Panchanatham (2007) found out the job stressors and their implications on the job performance of 40 software professionals. More than 50% of the respondents do not feel stressed by the working conditions and promotional opportunities.

**e) Interpersonal Relationship Stressors**

The Interpersonal relationship factor is closely associated with the level of stress of experienced by the employees in the organization. It constitutes the day of day interaction between co-workers or with sub-ordinates or with student or with technical staffs, etc. These relations are a natural part of the work environment and are usually pleasant and creative, but sometimes the source of tension and frustration. Interpersonal relationship at work can be described from an individualistic view point or an organizational view point. The individual perspective refers to how each individual evaluates the relationships. These evaluations are then measured using questionnaire. The results are then aggregated to present and average evaluation of the relationships.

**Fig. 3.3. Interpersonal relationship Stressors**



As per the report by Madhu et al. (1990) the contribution of interpersonal relation factors to job stress were found significant among the employees in the steel industry.

Potter et al. (2002) concluded that the interpersonal stressors at work place have the influence on the employees. Interpersonal conflicts experienced in the work place also predict diseases and well being declines. Results proved that psycho-social environment of work place have unique effects on employee.

Osmany and Khan (2003) conducted a study on Organizational stress in working women by taking 30 married and 30 unmarried working women. He found that unmarried working women reported high stress at work place due to political pressure and or married women, it may be due to poor relation.

Bhattacharya and Guha (2006) conducted a study titled “stress and coping; A study on lady criminal lawyers of Kolkata city”. A group of 34 lady criminal lawyers were selected for the study. The significant factors which are generating stress are busy schedule of work, odd duty hours, poor interaction, leading tendency of superiors, and poor interpersonal relationship among the colleagues in the work environment.

#### **d) Work Stressors**

Work-related stress occurs when there is a mismatch between the demands of the job and resources and capabilities of the individual worker to meet those demands. The work factor is closely associated with the level of stress experienced by the employees in the organization. There are many sources to teacher stress. Some of the causes are given below :

- ❖ Pressure on professional skills (e.g. introduction of new teaching methods, changes in curriculum and courses);
- ❖ Students (e.g. increased class size per teacher, lack of pupil motivation, attention and interest, having to meet new teaching targets or student attainment level);
- ❖ Difficult parent / teacher relations (perhaps from new demands regarding roles of the teacher or decreased parent participation);
- ❖ Poor planning and programming (e.g. constant restructuring, frequent reforms in the vocational educational system, working alone and the transition to team work,

- lack of personnel and poor allocation, strong administrative hierarchy with a lack of support, insufficient financial resource);
- ❖ social and personal pressures (such as concerns about the quality of education, lack of coherence between personal goals and professional obligations, no recognition or acknowledgment, lack of public esteem);
  - ❖ The Educational Institution as stressful workplace (from excessive workload and house of work, lack of time, lack of control and autonomy, environmental noise, poor ventilation, lack of solidarity and morale, excessive paperwork and administrative duties); and
  - ❖ Economic pressures (inadequate salary, job insecurity)

Tharakaran (1993) studied on Occupational Stress and job satisfaction among working women. He observed that professional women experienced graters work related stress than non-professional women. The expectation of technocrats was much higher than the non technocrats.

Fulcheri et al. (1995) also observed that the work load assigned, the complexity of tasks and responsibility are the major sources of stress factors. The reasons for frustration are delay in career development and a slow erosion of status among the mangers.

Aminabhavi and Triveni (2000) revealed that nationalized bank employees have significantly higher Occupational Stress than non nationalized bank employees. in the dimensions such as role conflict, unreasonable group / political pressure, intrinsic impoverishment and strenuous working conditions.

#### **e) Role Stressors**

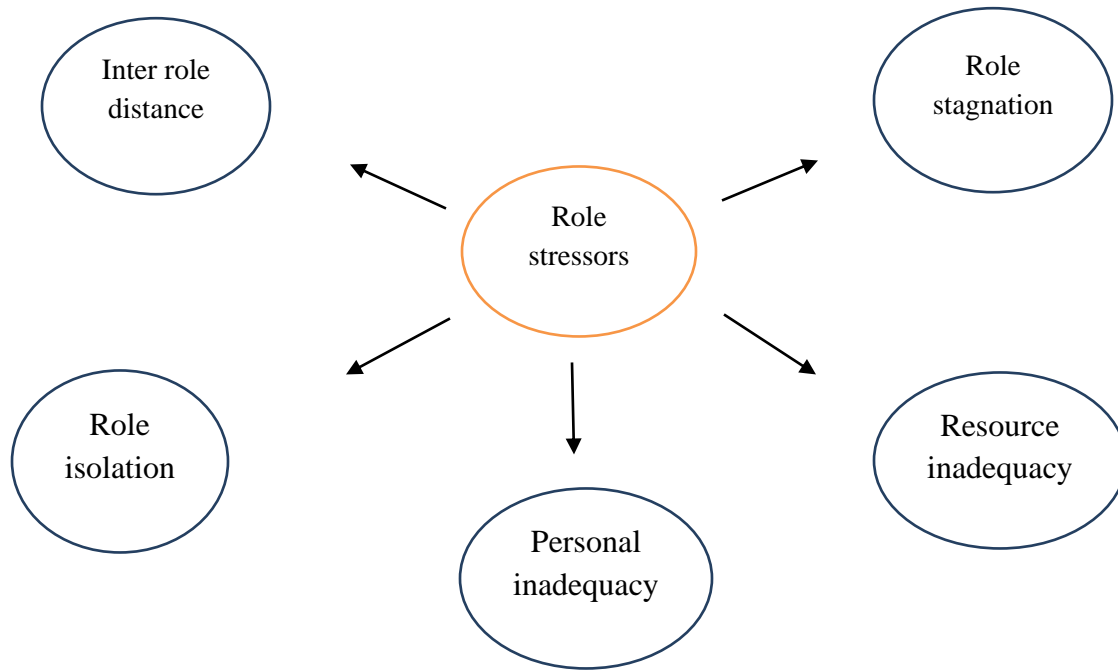
Role stress is experienced by people because of their role (job) in the organization. They assume a role based on the expectations of the self and others at work place. The role factor is closely associated with the level of stress experienced by the employees in the organization. Some of the role stressors in the organizations are :

- Inter role distance (Playing more than one role);
- Role stagnation (Lack of growth in one's role);
- Resource inadequacy (Resources not available to perform role);



- Personal inadequacy (Lack of skills to perform) and
- Role isolation (Lack of co-ordination with peers and boss).

**Fig. 3.4 Role Stressors**



Madhu et al. (1990) conducted a study “Role stress: difference influences of some antecedent factors”. 173 managerial personnel from steel organization and 76 from petroleum organization participated in the study. They attempted to compare the influence of the antecedent factors namely, personal, organizational, job, superior, leadership styles and communication factors on role conflict and role ambiguity. It was found that role conflict role ambiguity experienced by the employees were most significant in the petroleum organization.

Mishra and Dixit (1995) attempted to reveal the coping styles of 300 allopathic doctors. It was found that each of the four type of job stress namely role based stress, task based stress, boundary spanning stress and conflict mediating stress influenced burn out among the doctors and role based stresses such as role conflict and role ambiguity are related with feeling of lack of personal accomplishment.

Peterson (1995) explored role conflict; role ambiguity and role overload as reported by industrial workers and also found that managers are more stressed due to role overload from his study “organizational issues for managers”.

#### **(f) Organizational Climate Stressors**

Work related stress is very much influenced by the organizational climate. It is something that can be perceived by the employees rather than something that can be recognised cognitively. In other words, it is a set of attributes or characteristics of the organization that is perceived by the employees. Organizational climate is a relatively enduring quality of the internal environment that is experienced by its members, influences their behaviour and can be described in terms of the value of a particular set of characteristics of the organization (Jain Mathew, 2008). Organizational climate is perceived either positive or negative by the employees. If it is positive then it reduces the stress. The organizational climate factors are closely associated with the level of stress experienced by the employees in the organisation.

Basha and Ushashree (1997) studied on job stress and coping as related to perceptions of organizational climate. Significant negative relationship was found between perception of organizational climate and the amount of stress experienced by the employees.

Newstrom and Davis (1998) found that when job autonomy provided to managers is high; they enjoy their work and have freedom to do the task according to their own will so that they feel less stress.

Das and Singhal (2003) explored the effect of job autonomy on Occupational Stress among managers, 300 male managers were selected for the study. The findings of the study revealed that the managers with high job autonomy show less stress than the managers with low job autonomy.

Rastogi and Kashyap (2003) conducted a study on “Occupational Stress and work adjustment among working women”. The sample consisted of 150 nurses, clerks, and teachers. The results concluded that maximum Occupational Stress is found among nurses as compared to other two groups. Nurses work under the most severe occupational environment. Teachers perceive the minimum Occupational Stress because their working climate is the best in comparison to the other two groups.

Vashishtha and Mishra (2004) explored the relative contribution of social support and Occupational Stress to organizational Stress to organizational commitment of supervisors (N=200). The result revealed that the social support and Occupational Stress significantly predict the degree of organizational commitment of supervisors.

Latha and Panchanatham (2007) found out the job stressors and their implications on the job performance of 40 software professionals. More than 50% of the respondents do not feel stressed by the working conditions and promotional opportunities. It was found that IT industry is providing better working environment.

It was quite obvious that Occupational Stress influences employee's experiences in different aspects of their job, such as job performance and job satisfaction. Apart from this, Occupational Stress in turn gets influenced by the factors like work, role, interpersonal relationship, personal development and organizational climate.

### **1.5.2 Inducing Factors of Work Stress**

The following eight risk factors have been identified as being associated with work-related stress.

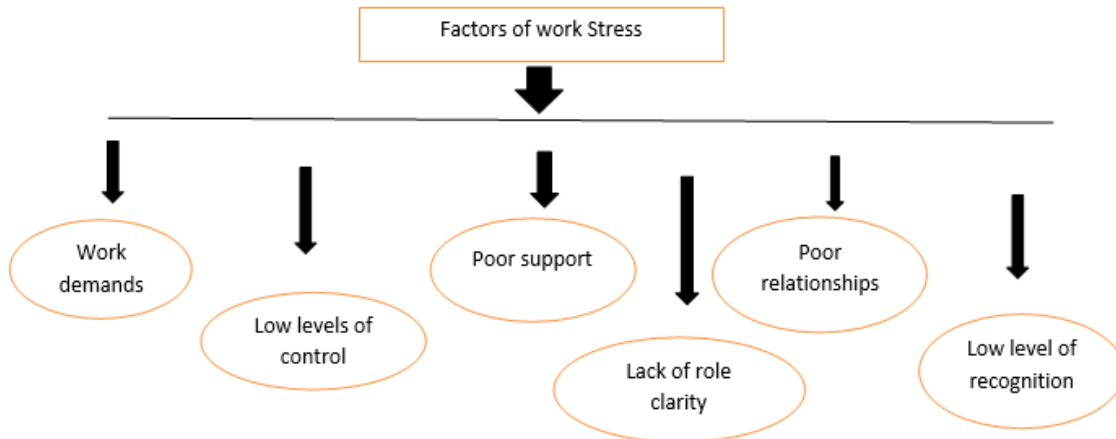
#### **1. Work Demands**

Everyone has a given capacity for work and if a person's capacity is exceeded, the person may experience work-related stress.

Some common work demands include:

- Working too hard or too fast with difficult targets.
- High mental task demands such as work that requires high-level decision making or prolonged periods of concentration.
- Work that is monotonous and dull or does not utilize a worker's range of skills or previous training.
- Working long hours or overtime, working through breaks or taking working home.
- Shift rosters that are unpredictable and/ or affect amount and quality of sleep, or make it difficult to balance work and family life.

**Fig. 3.5 Factors of Work Stress**



## **2. Low Levels of Control**

The risk factor of ‘control’ refers to how much influence a person has in meeting their task demands and how they perform their work in general. Unnecessary levels of supervision and surveillance, excessive responsibility but little authority or decision making will lead to stress.

## **3. Poor Support from Supervisors and / or Co- Workers**

This important risk factor covers aspects such as whether workers feel they are given constructive feedback, whether they can talk to their supervisor and peers about work problems, whether their supervisor helps fix work problems, whether peers help out when things are tough and whether it is possible to talk to, and form relationships with, work colleagues. The way workers are supported is a key to reducing or moderating work-related stress.

## **4. Lack of Role Clarity**

Role confusion arises when workers do not have clarity regarding their work objective and key accountabilities. A wide range of situations can create confusion, for instance beginning a new job or starting in a new organisation, a transfer, a new supervisor or manager or a change in the structure of a work unit. Role conflict occurs when a worker is required to perform a role that conflicts with their values or when they are torn between incompatible job demands. The greater the role conflict, the higher the likelihood of a worker experiencing work-related stress.

## **5. Poorly Managed Relationships**

Colleagues can be important sources of support but they can also be potential sources of stress. Relationships with bosses, peers and subordinates can positively or negatively affect the way a worker feels and it is likely that wherever groups of people work together, some conflict will arise from time to time. Conflict becomes a risk factor however, where it remains unresolved or becomes particularly intense. This may include prolonged friction and anger between colleagues, strained relationships or harassment and bullying. It is important that proactive steps be taken by the individuals and / or by management to resolve conflict early.

## **6. Low Levels of Recognition and Reward**

Rewarding workers' efforts and recognizing individual and team contributions and achievements within the organization is important when trying to minimize the risk of work-related stress. Appraisal and recognition can be achieved through tangible rewards or through feedback on task performance and providing opportunities for the development of skills. Worker recognition is a communication tool that reinforces and rewards the actions and behaviours' you most want people to repeat. Providing worker recognition by saying "thank you" encourages more of the same actions and thinking. Workers who feel appreciated are more positive about themselves and their ability to contribute.

### **3.6 WORK PERFORMANCE**

Work Performance is an individual output in terms of quality and quantity expected from every employee in a particular job. Individual performance is most of the time determined by motivation and the will and the ability to do work.

#### **3.6.1 Factors Influencing the Quality of Work Performance**

Many people emphasize the importance of good teachers, and many local, state and federal policies are designed to promote teacher quality. Research using student scores on standardized tests confirms the common perception that some teachers are more effective than others and also reveals that being taught by an effective teacher has important consequences for student achievement. There are certain factors which will influence the quality of a teacher. They are:

- a) Punctuality
- b) Teaching methodology
- c) Work consciousness
- d) Perseverance
- e) Work Attitude
- f) Social interaction

**a) Punctuality**

The role of the teacher in a classroom is very significant; therefore, it must be executed with excellence. If a teacher enters the class early, this will prevent troublesome students from carrying out their disturbances. This is good because the teacher will immediately go ahead with the day's lesson without the need to focus on maintaining order and discipline. The syllabus that must be completed before the end of the semester and to allow for revision and exams; all these require enough time. If the teacher is not smart enough to be organized and punctual, valuable time will be wasted. So punctuality and good time management will produce a class that is well focussed and organized and in this way, the target of the semester or the year will be achieved.

**b) Teaching Methodology**

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of teaching method or methods to be used depends largely on the information or skill that is being taught, and it may also be influenced by the aptitude and enthusiasm of students.

**c) Work Consciousness**

Consciousness in individuals happens through reflectivity, the use of systemic frameworks and other practices. Individuals, who are self-motivated learners, particularly if they have overcome hardships, may develop themselves. Higher levels of consciousness allow us to mobilize more intelligence, responsibility and energy. When there is a consciousness at work then, a strong sense of responsibility will be there if a task is

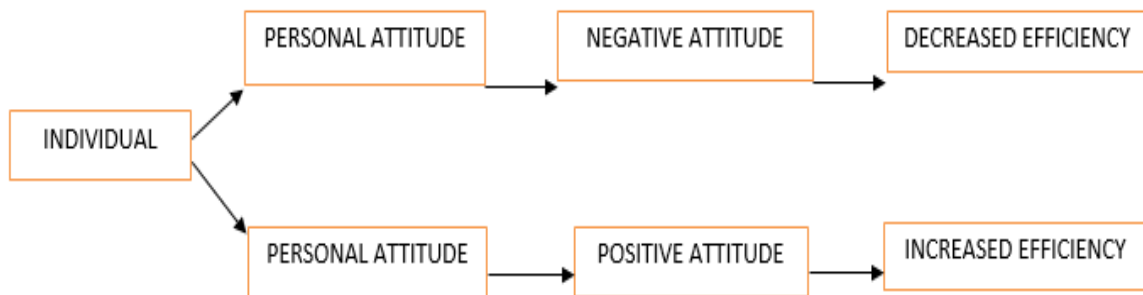
assigned to them. Hence a teacher can serve competently among all departmental faculties in completing College / University responsibilities and also they dedicate most of their time to the students' community by avoiding all kind of favouritism and nepotism.

#### **d) Perseverance**

Perseverance is a very important character trait for a teacher to be successful in their career. It means working hard regardless of any odds or obstacles that may face / exist. It is to insist and to be firm on getting something done and not giving up. A person who has perseverance is strategic, creative, optimistic, resilient and determined. Teachers instinctively know the importance of “stick-to-intuitiveness” in the classroom. Special education teachers in particular support students whose disabilities can leave them frustrated and discouraged with reading and writing. But they know that these youngsters have tremendous potential, and they are constantly seeking and employing strategies to encourage their students to not give up.

#### **e) Work Attitude**

Work Attitude is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think, say or do. It is more important than appearance, giftedness, or skill. It will make or break an institution. The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students.



**Fig. 3.6 Work Attitude**

By examining prior educational experiences, pre-service teachers can discuss what they should or should not do with a class of students. The five frequently discussed attitudes and actions include: a genuine caring and kindness of a teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students and an enthusiasm for stimulating the students' creativity.

#### **f) Social Interaction**

The opportunity for social interactions with others is very important for the development of the students. Through social interactions, students begin to establish a sense of "self" and to learn what others expect of them. Schools and classrooms are dynamic, interactive, social places, where teachers and students communicate, share information, and challenge each other's ideas. Teachers guide student learning by posing problems, encouraging student questions and offering opportunities for students to find solutions. The resources and interaction in a classroom depend on the curriculum the class is working on and the beliefs of the teacher and institution.

### **3.7 LINKAGE BETWEEN EMOTIONAL INTELLIGENCE, OCCUPATIONAL STRESS AND WORK PERFORMANCE**

A recent emotional based theory that is Emotional Intelligence theory generally explains that individuals who have sufficient interpersonal and intrapersonal competencies can properly manage their emotions (i.e., self-awareness, self-regulation, and motivation) and other employee emotions (i.e. Empathy and social skills) to cope with emotional challenges (Bar-On, 1997; Goleman, 1998, 2003; Salovey and Mayer, 1990, 1997). Specifically, Bar-On (1997) model of emotional-social intelligence posits that the level of Emotional Intelligence will increase individuals' competencies, and this may help them to decrease external demands and pressures, as well as increase human well-being.

Salovey and Mayer's (1990,1997) ability-based model of Emotional Intelligence explains that the level of Emotional Intelligence will increase individuals' competencies and this can increase their ability to decrease stress situations and increase positive individual attitudes and behaviors.



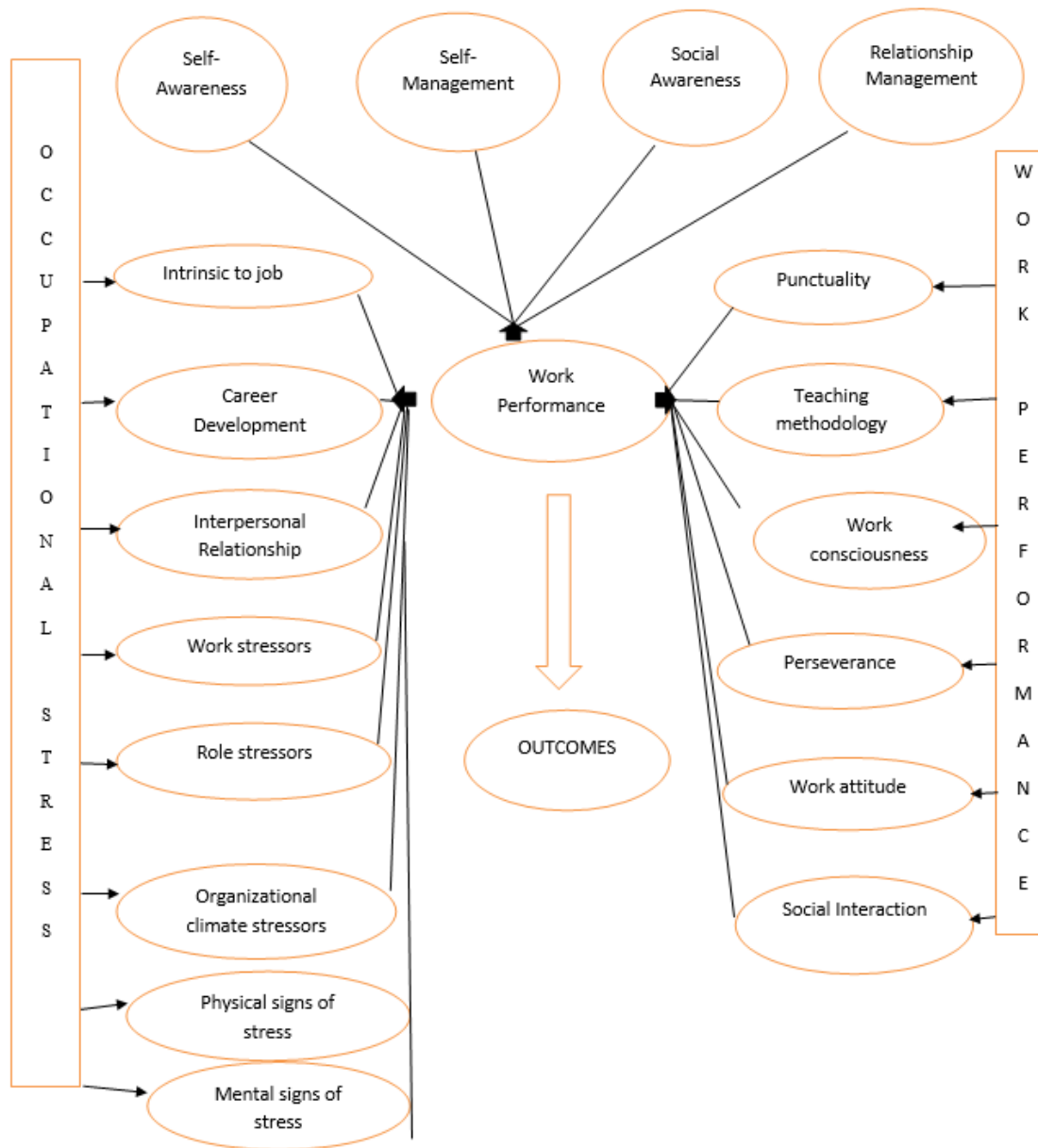
Goleman's (1998, 2003) Emotional Intelligence stresses that the level of Emotional Intelligence will increase individuals' competencies and this may help them to decrease environmental strains and increase leadership effectiveness in organizations. Application of the Emotional Intelligence theories at the workplace stress shows that the ability of employees to properly manage their interpersonal and intrapersonal skills will increase their abilities to cope with physiological and psychological stresses in implementing job. As a result, it may lead to higher positive personal outcomes, such a job satisfaction at the workplace.

Several studies used an indirect effects model to examine the workplace stress based on different samples, such as 146 adult mix sample (Thiebaut et al., 2005), 187 food service employees from 9 different locations of the same restaurant franchise (Sy et al., 2006), 267 nurses working at different departments in Nursing Services Administration (Guleryuz, 2008), 523 educators who completed the Wong Law Emotional Intelligence scale (Kafetsios and Zampetakis, 2008) and 23 nursing teams (Quoidah and Hansenne, 2009). These studies found that the level of physiological and psychological stresses did not decrease job performance and job satisfaction if, employees could properly manage their emotions and other employee emotions in the organization.

Emotional Intelligence may be especially important in the service institutions in order to manage emotions and stress and also for better performance. If a leader in a high on Emotional Intelligence would be better at helping their employees and maintain positive moods while interacting with their students and their peers. The importance of emotional labour to job performance is greater now that the service sector of the economy has grown while the manufacturing sector has declined (Bono and Vey, 2007).

Although emotional labour has been conceptualized primarily in terms of service work, leaders high on Emotional Intelligence may perform emotional labour in order to influence the moods, motivations and performance of their team members (Humphrey et al., 2008).

**Fig. 3.7 Factors influencing Emotional Intelligence, Occupational Stress and Work Performance and its own impact on Work Performance**



In this regard, the researcher had selected some of the factors which will influence the Emotional Intelligence, Occupational Stress and Work Performance. The factors of Emotional Intelligence chosen for analysis purpose are: Self awareness, Self Management, Social awareness and Relationship Management.

The factors of Occupational Stress chosen for analysis purpose are: Intrinsic to job, Career Development, Interpersonal Relationships, Work Stressors, Role Stressors,

Organizational Climate Stressors, Physical signs of stress and Mental signs of stress. The factors of Work performance chosen are: Punctuality, Teaching Methodology, Work consciousness, perseverance, work attitude and social interaction.

The linkage between Emotional Intelligence, Occupational Stress and Work Performance is simple in nature but with dominance of complexity in workplace, these concepts also become complex and multidimensional. By keeping in view of all this complexity, it was found that work stress is a globally recognized workplace hazard, whereas it has a negative relationship with employees' work performance and emotional intelligence. In this regard, the employees can be given regular training for developing strong emotional competencies which will ultimately help them boost their performance and combat stress in a proactive way.

### **3.8 CONCLUSION**

In line with the previous researches of Emotional Intelligence and Occupational Stress and its impact on Work performance, the present study also expressed the relationship between emotional intelligence, occupational stress and work performance. In this research, the four conceptual categories of Daniel Goleman's (2001) model of Emotional Intelligence were used. It is presumed that Emotional Intelligence has a positive impact on Work Performance with a negative coefficient of occupational stress.