



IMPACT OF EMOTIONAL INTELLIGENCE ON STRESS MANAGEMENT: STUDY OF SCHOOLS WITH BANKS IN JAFFNA DISTRICT

Iogendran Mayuran

BBA (hons) HRM special, Advanced Diploma in Management Accounting (CIMA),
Union Bank of Colombo PLC.

Abstract

Emotional intelligence has a significant effect on their stress and their ability to manage that perceived stress. A greater knowledge of EI and its effect can be beneficial for practicing leaders and decision makers.

This study explores the association between EI abilities and stress management in the school and Bank in Jaffna district. Specially, it was undertaken to determine whether selected EI abilities are potential determinants of stress management. Surveys were distributed to 14 schools and 17 banks. The self-administrated questionnaire was selected as a mode of data collection. Correlation and regression analysis were utilized to analyze the data.

The stress management amongst school teachers and bank staff was found to be moderate in this study and a moderate positive relationship was found between EI and stress management of school teachers.

Emotional recognition and expression, understanding others emotions, emotions direct cognitive and emotional control were identified as significant determinants of stress management of school teachers and weak positive relationship was found between EI and stress management of bank staff. Understanding others emotions, emotions direct cognition and emotional control were significant determinants of stress management of bank staffs.

Introduction

Today people are face with complex and challenging work life. When we observe around in the work place, too many problems occur. That all problems can make all people down in stress disease in small quantities, stress is good. It can motivate and help people more productive. However, too much stress or strong responses to stress are harmful.

Particularly, in service organizations sometimes called direct person related jobs i.e. banks, schools, and etc. in those jobs that primary task is to modify the clients/students physically or psychologically. In human services, the performance of service occupations is inherent to strain and emotions which may lead to sense of stress.

Regardless of where one lives in the world, one can't escape the defining forces of our time: globalization, information evaluation and speed of change. In this way, organization also has to set strategies, structure, process to achieve its goals and objectives. This complexity process is also the reason to cause a stress to employees. Review of literature highlights the need for examination of emotional intelligence as an overarching concept to management stress.

So, in this manner, most of the employees working in schools and banks have no proper prior planning or knowledge to manage their stress when it arises. This leads to unexpected effects on their work and life welfare.

In addition with that, management adds more responsibilities on the shoulders of employees, resulting in to a pressure on them, with increasing psychological problem i.e. stress, anxiety, depression, etc. However, the subject of emotional intelligence has gradually become the concern of researchers for the impact on stress and it is noted that very little research has examined EI skills and its impact on stress of both school teachers and bank staffs.

Occupational stress is defined as an imbalance between an individual perceived demands and their perceived ability to deal with these demands (Cox, 1978; Lazarus & Folkman, 1984). The role of emotion in the stress process is important and as noted by Lazarus emotions and stress are independent where there is stress there is also emotion.

The purpose of this research was to explore the relationship between Emotional Intelligence and occupational stress management

Literature Review

People who rise to the top of their field whether it is Management, Banking or teaching are not just good at their jobs. They are easy-going, flexible and optimistic. In other words, it takes more than traditional cognitive intelligence to be successful at work. It also takes 'emotional intelligence,' the ability to restrain negative feelings such as anger, self-doubt, stress, anxiety and instead focus on positive ones such as confidence, empathy and congeniality.

Over the last decade Emotional Intelligence (EI) has drawn significant interest from academics and HR practitioners throughout the world. The development of emotional intelligence skills is important because it is an area that is generally overlooked when skills development programs are designed. And yet research shows that emotions, properly managed, can drive trust, loyalty, and commitment. Many of the greatest productivity gains, innovations, and accomplishments of individuals, teams, and organizations have occurred within such a framework.

According to Salovey and Mayer (1990), emotional intelligence includes an "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". A related definition adds the "ability to adaptively recognize emotion, express emotion, regulate emotion and harness emotions". Personal or emotional intelligence has been found to vary by age or developmental level and gender.

Work stress is recognized world-wide as a major challenge to worker’s health and healthiness of their organization. Workers, who are stressed, are also more likely to be unhealthy, poorly motivated, less productive and less safe at work. Work related stress is the response people may have when presented with work demands and pressures that aren’t matched to their knowledge and abilities and which challenge their ability to cope.

Most of the work stress concern the way work is designed and the way in which organizations are managed because these aspects of work have potential for causing harm, they are called nine categories of a stress related hazards. Those are job content (meaning less tasks, ask of variety, unpleasant task, aversive tasks), work load and work place.(having too much or too little to do, working under time pressures),working hours (strict and in flexible working schedule ,long and unsocial hours, unpredictable working hours, badly designed shift systems)participation and control, career development, status and pay, role in an organization, interpersonal relationship, organizational culture, home-work interface.

Salovey and Mayer proposed a model that identifies different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, and the ability to manage emotions: The ability to tolerate stress depends on the individual’s emotional intelligence.

Emotional intelligence is emerging as valuable competence for work and life performance. EQ helps improve performance by mitigating the negative effect of stress. (Lorenzo fariselli, Joshua freedman 2008). The intertwined relationship between occupational stress and emotion has also been proposed to play a role in stress-out comes relationship. the utilizing EI was related to the experience of occupational stress and to outcomes of occupational stress such that employees who reported using EI were less likely to report feelings of stress.(Lisa Gardner,2005).

Saddam Hussain Rahim(2008)found that EI competencies have the profound impact on stress the psychological problems of employees and seeks to the solutions in the light of EI competencies have a positive and strong impact on stress. The emotional intelligence is very important factor for prediction of teachers’ health and also the correlation of emotional intelligence and occupational stress is significant (Mohammad AliMohammadyfar,2009).

Nina Ogniska(2005)confirmed an essential,but not very strong, the role of emotional intelligence in perceiving occupational stress and preventing employees of human services from negative health outcomes. The ability to effectively deal with emotions and emotional information in work place assists employees in coping with occupational stress. Therefore, It should be developed in stress managing trainings. The highly stressed intense but confused participants in particular because they have average emotional intelligence, but don’t appear to use it, presumable because they lack confidence in their emotional ability (Carol.L.Gohm, 2005).

Solvey and Mayer’s [1990] cited in Azman Ismail [2010] 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] cited in Azman ismail [2010] 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.

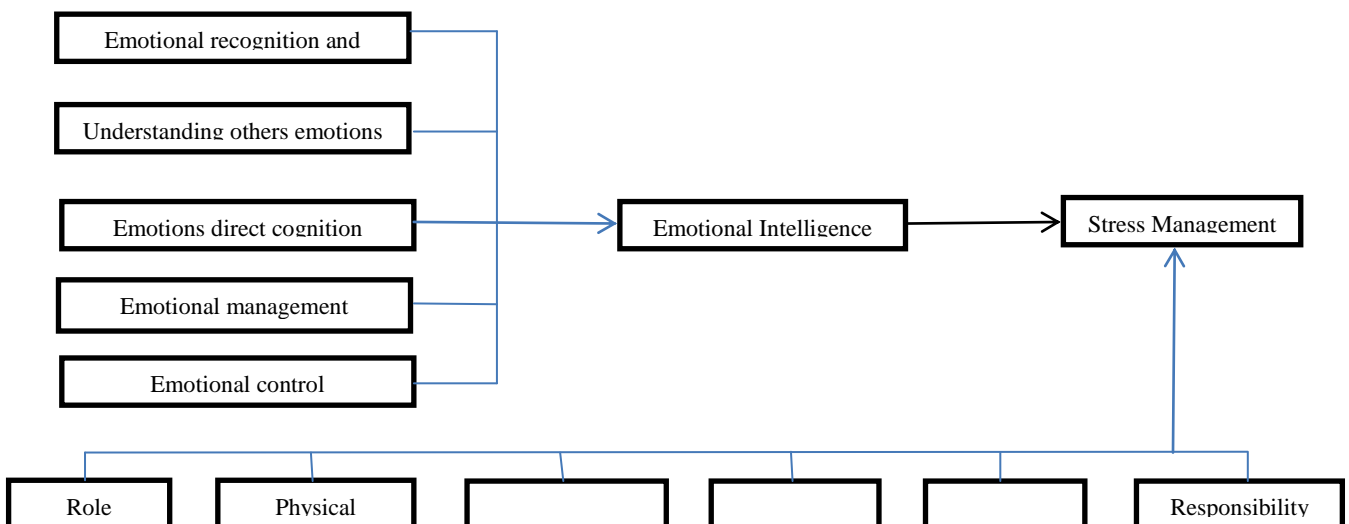
Application of emotional intelligence theories at the work place stress shows that the ability of employees to properly manage their interpersonal and intrapersonal skills will increase their abilities to cope with physiological and psychological stresses in implementing job (Guleryuzetal (2008) cited in Azman Ismail 2010).

Sanjay kumar singh, (2008) found that no significant difference in the level of EI and perceived role of stress between genders, but significantly negative relationships of EI with organizational role of stress for both gender and medical professionals as a whole.

Objectives of the Study

- ✓ To determine the impact of emotional intelligence on stress of school teachers
- ✓ To determine the impact of emotional intelligence on stress perceived by bank staffs
- ✓ To compare the impact of emotional intelligence on stress perceived between school teachers and bank staffs.

Conceptualization



Independent Variable- Emotional Intelligence
Dependent Variable – Stress Management

Hypotheses

H1: There is significant impact of emotional intelligence on managing stress perceived by employees of bank

H2: There is significant impact of emotional intelligence on managing stress perceived by employees of School teachers

Methodology

Sample: Random sampling technique will be used in the selection of sample of the study. this study will be conducted on a random sample of 60 teachers from different schools and 60 staffs from different Banks.

Research sample: Employees for this study were recruited from banks in Jaffna district. Due to excessive cost and time involved, they were selected on the basis of simple random sampling method.

Data collection technique: In his research, primary has been used. Mainly this data are collected issuing to copies of self administrated structured questionnaire to employees of 17 banks.

Questionnaire consisted of two main themes aimed at capturing information on two variables.this questionnaire consisted the swinbure university emotional intelligence test(palmer& stough,1001 cited in Lisa Gardner 2005) and occupational roles questionnaire from the occupational stress inventory revised edition(osipow,1998 cited in lisa gardner 2005)

Data Analysis and Findings

To make proper conclusion for a research, it is necessary to carry out analysis from the data obtained through the questionnaire. For this purpose, correlation, regression and t-test analysis techniques are used in research.

Correlation analysis

Independent variable	Dependent variable(level of stress management of bank staff)	Dependent variable(level of stress management of teachers)
Emotional recognition & expression	-0.142	0.581**
Understanding others emotions	0.281*	0.425**
Emotions direct cognition	0.335**	0.483**
Emotional management	0.331**	0.563**
Emotional control	0.184**	0.295**
Emotional intelligence	0.308**	0.672**

** Correlation is significant at the 0.01 level (1-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

As shown in the table, correlation between emotional recognition and expression and stress management of school teachers is 0.581. It indicates that there is average positive relationship between emotional recognition & expression and stress management. When employees have the ability to identify their positive and negative emotions, then they have the ability to manage their stress at average level. Correlation between emotional recognition and expression and stress management of bank staff is -0.142. It didn't correlate significantly. So school teachers have high level of ability to manage their stress by using emotional recognition and expression rather than those using by bank staff.

Correlation between understanding emotions of school teachers emerged as significant predictor between and the correlation is 0.425. It indicates that there is a moderate positive relationship between understanding emotions and stress management. Correlation between understanding emotions of bank staffs emerged as significant predictor between and the correlation is 0.281. It indicates that there is a weak positive relationship between understanding emotions and stress level. So based on those results bank staffs have lower level of ability to understand others emotions than school teachers.

Correlation exhibited between emotions direct cognition and ability to reduce stress of the bank staff is 0.335 and Correlation between emotions direct cognition and ability to reduce stress of school teachers is 0.483. This indicates that there is weak and moderate positive relationship between emotion and ability to reduce stress level perceived at workplace. Here also, school teachers have higher the level of impact of emotional management on stress management than bank staff.

Correlation between emotional management and stress management of bank staff and school teachers are 0.331 and 0.563 respectively. There is a weak positive relationship between Emotional management and stress management of bank staff and Moderate level of positive relationship between emotional management and stress level of school teachers.

Correlation between emotional control and stress management of bank staff is 0.184 and school teacher is 0.295. Both exhibited weak positive relationship.

Correlation between emotional intelligence and management of stress of bank staff is 0.308. It indicates that there is a weak positive relationship between emotional intelligence and impact on managing stress. When employees of bank have the ability to reduce their stress level perceived at work place. In that way, bank staffs have lower level of EI so its impact on managing stress is also in lower level. That means their stress management ability is in the lower level

Significant relationship was found between EI and level of managing stress experienced at workplace by school teachers. Correlation is 0.672. This means that there is moderate positive relationship between EI and stress management ability and vice versa. When employees have moderate level of awareness regarding their ability to identify, express, manage and control their emotions, they also have ability to manage their stress moderate by perceived by them at workplace.

Hence, when comparing these two types of organization' EI and its impact on managing stress, this analyses revealed that both organization have significant impact of emotional intelligence on managing stress experienced at

workplace and the school teachers have higher level of ability manage their stress level by using their emotional intelligence than those using by bank staff.

Regression

Model summary (Bank staff)

(Constant)B	2.002
EI	0.341
t-statistics	3.582(sig-0.000)
Standard error of estimate	0.42140

From above output, the regression equation can be derived as follows:

$$Y=2.002+0.341x$$

According to above equation, if EI score increases by 1, stress management score would increase by 0.341. This indicates positive relationship between the EI and stress management.

T-statistics

To test whether the model fits the data, have to focus on t-statistics. The value of the above output is t=3.582 with a significance of 0.000. Therefore, at 1% significance level, a linear relationship exists between EI and stress management of bank staff.

Model summary (school teachers)

(Constant)B	0.692
EI	0.818
t-statistics	9.264(sig-0.000)
Standard error of estimate	0.43084

From above output, the regression equation can be derived as follows:

$$Y=0.692+0.818x$$

According to above equation, if EI score increases by 1, stress management score would increase by 0.818. This indicates positive relationship between the EI and stress management of school teachers.

T-statistics- Bank staff

To test whether the model fits the data, have to focus on t-statistics. The value of the above output is t=3.582 with a significance of 0.000. Therefore, at 1% significance level, a linear relationship exists between EI and stress management of bank staff.

T-statistics- school teachers

To test whether the model fits the data, have to focus on t-statistics. The value of the above output is t=9.264 with a significance of 0.000. Therefore, at 1% significance level, a linear relationship exists between EI and stress management of school teachers

F-test

F (bank staff) 12.830(sig-0.000)

F (school teachers) 85.831(sig-0.000)

For T-Test of EI and stress management of bank staffs, the hypothesis is H1 and H2 there is a significant impact of EI on managing stress perceived by bank staffs and school teachers. Based on the F-Test, calculation value=0.0000<0.05there fore,H1 and H2 are supported at 1% significance level, so a conclusion was obtained that there is a significant relationship between Emotional Intelligence and stress management of bank staff and school teachers.

Suggestions for future research in this field

This research aimed at studying the relationship between EI and stress management of bank staffs and school teachers. The researcher used five dimensions of EI and Six dimensions of occupational stress. But there are so many other EI dimensions and stress management dimensions. So when future researchers consider many others dimension that will give valid insights.

This research has considered considering staff of 17 banks in Jaffna district and 14 schools in Jaffna district. Further research will extend this sampling selection so will give powerful result about emotional intelligence.

References

- ✓ Amie Stevense(2009) association between stress and emotional intelligence, Emotional Regulation and personality in university students
- ✓ AzmanIsmail,AmyYao,ElizabethYeo(2010)“Occupationalstress features, Emotional Intelligence and job satisfaction:An Emprical study in private institutons, Scientific journal of management Science
- ✓ Carol L.Gohm,Grant C.Croser,David V.Dalsky (2005) “Emotional intelligence under stress”,published in personality and individual ddifferences,vol.39
- ✓ Kumar Sunil(2009) “Role of Emotional Intelligence in managing stress and Anxiet at work place”,ASBBS Annual Conference,Vol.16,No.1
- ✓ Lazarus,R.S.(1999), stress and emotion: A new synthesis, New York: Springer publishing company
- ✓ Lisa Gardner PhD(2005), emotional intelligence and occupational stress
- ✓ Lorenzofariselli,JoshuaFreedman(2008)“stress,emotional intelligence and performance in Healthcare”

- ✓ Mohammad Ali Mohammadyfar, Mohammad S.Khan, and Bahman Kord Tamini(2009) “the effect of emotional intelligence and job burnout on mental and physical health”, Journal of Indian Academy of Applied Psychology, Vol.35, No.2
- ✓ Nina Ogniska(2005) “Emotional intelligence in the work place; Exploring its effects on occupational stress and health outcomes in human service workers”, International journal of Occupational medicine and environmental health, vol.18.No.2
- ✓ Prof.M.Nadarajasundram(2010) “understanding of modern management” volume 2
- ✓ Saddam Hussain Rahim(2010) “Emotional intelligence and stress”: An Analytical study of Pakistan Banks. Economic survey of Pakistan 2008-09, ministry of Finance.
- ✓ Sanjay kumar Singh (2008) “managing role of stress through Emotional Intelligence”; a study of Indian medico professionals, International journal of Indian Culture and Business Management, Vol.1, No.4