

Impact of Emotional Intelligence on Stress: With Special Reference to Government School Teachers

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Abstract

Today, people face 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.

Emotional intelligence has a significant effect on their stress and their ability to manage that perceived stress. Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents.

In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well.

Keywords: Emotional Intelligence, Teachers, Workplace

Introduction

Today, people face 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.

Emotional intelligence has a significant effect on their stress and their ability to manage that perceived stress. Emotional Intelligence plays a vital role in social sciences; it has direct impact on the teacher's behavior working in an organization and it is important for the success of their profession. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents.

In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well.

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Emotional Intelligence

Emotional Intelligence (EQ) is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work and lead a more fulfilling life. The emotional intelligence comprises of four mental processes:

- **Perception:** Perceiving and identifying emotions.
- **Assimilation:** Integrating emotions into thought patterns.
- **Understanding:** understanding one's own and others emotion.
- **Managing:** managing emotions.

Statement of the Problem

In teaching profession, the primary task is to mold the students. Teachers need to spend extra hours every day to be effective and productive in their profession. Moreover, teachers not only look forward towards teaching but need to focus on soft skills and life skills so that they not only produce good professionals but also develop good citizens. So the performance of the teacher's service is inherent to strain and emotions which may lead to sense of stress. The present study is intended to focus on the level of stress and impact of Emotional intelligence on stress.

Significance of the Study

The importance of this study is as follows:

- This study helps to identify the phenomena related to emotional intelligence among teachers at Government educational institutions in Sivakasi.
- It helps to establish interpersonal relationships and managing emotions with others.

- This may help the Government educational institutions to initiate some change in work environment so as to increase the level of emotional intelligence among the teachers at their work place.

Scope of the Study

The study provides a foundation in exploring the impact of emotional intelligence of teachers in personal, academic and career success which will further help the institutions to create best ideas and draw suitable plans to increase the level of emotional intelligence of their teachers.

Objectives

This study has the following objectives:

- To examine the level of emotional intelligence among teachers in Government Schools.
- To analyse the level of stress among the Government school teachers.
- To determine the effect of emotional intelligence on stress among school teachers.
- To study the relationship between the work stress and emotional intelligence of Government school teachers.
- To find out the factors influencing the emotional intelligence and stress.

Hypotheses

There is no significant relationship between age of the respondent and level of Emotional intelligence.

Conceptual Definition

Emotional Intelligence

According to Salovey and Mayor defined emotional intelligence as "the ability to monitor the feelings of the self and others, discriminate among them and use this information to guide one's thinking and action".

Stress

According to Bheer and Newman defined stress as "stress is a condition arising from the interaction of people and their jobs and characterized by changed within the people that force them to deviate from their normal functioning".

Government Teachers

A teacher who works either in the Government Schools or Government aided Schools are referred to as a Government teachers. Simply says, a teacher who receives salary directly from the Government is often referred to Government Teachers.

Methodology

Methodology is the Systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge.

Sources of Data

The study is based on primary data. The data are collected from Government School Teachers in Sivakasi.

Primary Data

The First hand data has been collected by preparing an interview schedule. The data are collected directly from the teachers of government salaried teachers.

Sampling Design

The present study has been undertaken from the teachers employed in Government schools and Government Aided Schools in Sivakasi. In Sivakasi, there are 8 Government and Government Aided Schools namely:

AVT Higher Secondary School

- Coronation Girls Higher Secondary School
- Velankanni Matha Higher Secondary School
- SCMS Girls Higher Secondary School
- CMS. Middle School

Hence the researcher has used Convenient Sampling Method. Total number of respondents in the study is 80.

Period of the Study

The study covers a period of five months from December 2015 to March 2016.

Limitations of the Study

The study has the following limitations:

- The respondents were limited to a convenience sample of Government teachers in Sivakasi.
- The study covers the Sivakasi Government and Government Aided Schools only.
- The study is confined to limited samples and only focused on Government salaried teachers only.

Statistical Tool used

For analysis and interpreting the data, the researcher has used the following tools:

- Chi-Square
- Percentage Analysis

Data Presentation

For presenting the data, the researcher has used the following data presentation tools:

- Tables

Review of Literature

Review of related literature is an important step in undertaking research. It helps in clarifying and defining the problem, stating the objectives, formulating hypotheses, selecting appropriate design and methodology of research as well as interpreting the results in the light of the research work already undertaken. In this chapter, an attempt has been made to provide an overview of various aspects of this study through the review of literature. The sources referred to include various journals, books, magazines, internet sites, etc.

Reviews

Mr. Arvind Hans and et al. (2013) in their study, the researcher was made an attempt to examine the level of Emotional Intelligence among teachers working in the private institutions in Muscat, Sultanate of Oman. It also emphasizes the importance of Emotional Intelligence in personal, academic and career success. Descriptive research design was adopted and proportionate stratified random sampling was chosen for study. Sampling fraction of 25% was taken to divide the population into a homogeneous subgroup. The academic staffs who were teaching in management and engineering programs were taken up for the study. Questionnaires on Emotional

Intelligence were distributed. Result indicated that the private educational institutions teachers in Sultanate of Oman have fairly high level of Emotional Intelligence.

Anuradha Mehta (2013) this study is based on the assumption that application of emotional intelligence can increase teacher effectiveness and reduce occupational stress among teachers. Three hundred secondary school teachers were selected as a sample for the study. The result is that, the main assumption of the research has been proved according to the relationship between emotional intelligence and occupational stress and shows that by increasing the emotional intelligence we can reduce the occupational stress of employees and improve their work. As individuals, the employees of different schools have also experienced the effect of emotional intelligence and in this research, we saw that the effects of emotional intelligence can have a role in occupation and has a meaningful impact upon the employees' occupational stress.

Fatimah Hanim Abdul Rauf and et al.(2013) this study aims to examine the impact of demographic background on Emotional Intelligence among accounting students in PU. The demographic background is categorized into personal factors (gender, ethnicity, region of origin and hometown location), family factors (family income, parents' employment and parents' level of education) and academic factors (year of degree, academic performance, type of secondary school and prior education level). Data of the study has been collected through a distribution of self-administered questionnaire to the 300 accounting students during their class hour. The result found that there is a significant positive relationship between year of degree and level of EI where the final year students have higher level of EI compared to second and third year students.

Logendran Mayuran (2013) 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.

Bhadouria Preeti (2013) this study is to determine the factors which are affecting the development of emotional intelligence and its role in academic achievement for students. In this research secondary data has been collected out of which we find out the correlation between emotional intelligence and academic achievement and teaching emotional and social skills at school not only positively influence academic achievement during the year when these were taught but also leaves the impact in long term achievement. Findings of this paper present that academic achievement without emotional intelligence does not indicate future success and absence of emotional intelligence also indicate the weak personality and ability to build relations at working place as well in schools and it is highly important for quality education.

Nuzhath Khatoon (2013), The objectives of the study was, to find out the level of emotional intelligence of the entrepreneurs and the difference between the group, gender and age and to find out the percentage of growth of the entrepreneurs and how emotional intelligence has an impact on its growth. The sample for the study consisted of 50 entrepreneurs which are selected randomly from different locations of Hyderabad. These samples again sorted out based on the monthly turnover above Rs.100,000. The study states that there is no significant difference between the scores of emotional intelligence regarding gender and age. It also states that there is a significant difference between the scores of emotional intelligence and growth percentage of the entrepreneurs. So, emotional intelligence has a greater impact on the growth of entrepreneurs.

Dr. Rashid Saeed and et al. (2013) The reason to conduct this research is to integrate the Stress, Emotional intelligence and its impact on the Employee's performance. Does Stress have a negative or positive impact on employee's performance or employee performs well in stress. On the other hand either employee has the abilities to understand the behavior of other employees or not. In this research the researcher collected data from well reputed banks in Pakistan. They collected data by questionnaire. There sample size was 144 employees of banking employees. There targeted audience was managers, cashiers, and other

employees in the bank. Results elaborate that Stress does not have effect on employee's performance positively. And emotional intelligence has positive impact on employee's performance and it is directly related with each other.

Nikoo Yamani and et al. (2012) this study aims to investigate the relationship between EI and JS in the faculty members of Isfahan University of Medical Sciences (IUMS). This was a correlational study performed on 202 faculty members of IUMS. The data was gathered through two valid and reliable questionnaires. The result is that there was an inverse correlation between the total score of EI and the level of JS. Moreover, among the factors of EI, self-awareness and self-management scores had significant inverse relationship with the level of JS. Individuals with high EI have less JS. Since the EI can be taught, it can be expected that the JS of faculty members can be reduced through training them on emotional intelligence.

Mondal and et al. (2012) analyzed the nature and extent of emotional intelligence among secondary level schools teachers of Burdwan district in west Bengal (India). 300 teachers in urban and rural areas encompassing different gender, age, teaching experience, qualification and training were taken for the study. The results revealed that few demographic factors positively impacted on the level of teacher's emotional intelligence while some were not significant.

Kauts, A & Saroj, R⁰ (2012) the researcher was studied on 600 secondary school to identify the relationship among emotional intelligence, teacher effectiveness and occupational stress. The result indicated that teachers with high emotional intelligence were having less occupational stress and more teachers' effectiveness, whereas teachers with low emotional intelligence were having more occupational stress and less teacher effectiveness. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

Analysis of Emotional Intelligence of Government School Teachers

In this work the researcher has made an attempt to analyze the Emotional Intelligence of Government School teachers in Sivakasi. For this purpose, the researcher has gathered socio-economic profile of the respondents like nature of residence, gender, age, marital status, educational

qualification, nature of family, monthly income of the respondents, number of earning members and year of experience of the respondents and detail regarding emotional intelligence about government school teachers. To fulfill the objectives of the study analysis has been made by using Percentage and Chi-Square test. The details of the analysis are presented in the following tables.

Table 1: Socio – Economic Status Wise Classification

S.No	Socio – Economic Variables	No. of Respondents	Percentage
Nature of Residence Wise Classification			
1	Urban	17	21.2
2	Semi-Urban	26	32.5
3	Rural	37	46.2
Gender wise classification			
1	Male	12	15.0
2	Female	68	85.0
Age wise classification			
1	Less than 30 years	2	2.50
2	31-40 years	11	13.75
3	41-50 years	50	62.50
4	Above 50 years	17	21.25
Marital Status wise classification			
1	Married	79	98.75
2	Unmarried	1	1.25
Children wise classification			
1	Have children	33	73.3
2	Do not have children	12	26.7
Number of children wise classification			
1	1	7	18.4
2	2	24	63.2
3	3	5	13.2
4	Above 3	2	5.2
Type of Family Wise Classification			
1	Nuclear Family	60	75
2	Joint Family	20	25
Income wise classification			
1	10,001-20,000	2	2.5
2	20,001-30,000	5	6.25
3	30,001-40,000	22	27.5
4	More than 40,000	51	63.75
Number of Family Members Wise Classification			
1	Below 3	12	15
2	3-5	48	60
3	5-7	6	7.5

S.No	Socio – Economic Variables	No. of Respondents	Percentage
4	Above 7	14	17.5
Number of years Experience wise Classification			
1	Less than 5 years	2	2.5
2	6-10 years	15	18.75
3	11-15 years	21	26.25
4	16-20 years	27	33.75
5	21-25 years	11	13.75
6	More than 25 years	4	5.0
Total		80	100.0

Source: Primary data

The findings of the Socio-Economic variables status are summarized as below:

- It is understood that most of the 37 respondents (46.2%) nature of residence are rural area.
- It is inferred that majority of the respondents 85% (68) are female.
- It is clear that most 62.50% (50) of the respondents belong to the age group of 41-50 years.
- It is found that majority of the respondents 98.75% (79) are married.
- It is clear that majority of the 33 respondents (73.3%) are having children.
- It is evident from the above table that majority of the 24 respondents (63.2%) are having two children.
- It is reveals that majority 75% (60) of the respondent are from Nuclear Family.
- It is inferred that majority 60% (48) of the respondent having 3-5 members in the family.
- The study reveals that most of the respondent 63.75% (51) earns the income of above Rs 40,000.
- It is easily understood that most of the respondents 33.75% (27) gain an experience of 16-20 years.

Acceptance level regarding emotional self-awareness

The survey further reveals that the researcher has also analyzed the acceptance level regarding emotional self-awareness of the respondents. It has been displayed in the following Table 2.

Table 2: Acceptance Level Regarding Emotional Self-Awareness

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	18	22.5
2.	High	20	25
3.	Moderate	36	45
4.	Low	6	7.5
5.	Very Low	0	0
Total		80	100

Source: Primary Data

It is a striking disclosure from the Table 2 that out of 80 respondents, 45 per cent (36) of the respondents having moderate level of emotional self-awareness, 25 per cent (20) of the respondent having high level of emotional self-awareness, 22.5 per cent (18) of the respondent having very high level of emotional self-awareness, and the remaining 7.5 per cent (6) of the respondent having low level of emotional self-awareness.

It is vivid that most of the respondents 45% (36) having moderate level of emotional self-awareness.

Acceptance Level Regarding Accurate Self-Assessment

The researcher has also investigating the acceptance level regarding accurate self-assessment of the respondents. The details are presented in the following Table 3.

Table 3: Acceptance Level Regarding Accurate Self-Assessment

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	17	21.25
2.	High	20	25
3.	Moderate	37	46.25
4.	Low	5	6.25
5.	Very Low	1	1.25
Total		80	100

Source: Primary Data

It is explicit from the Table 3 that out of 80 respondents, 46.25 per cent (37) of the respondents having moderate

level of accurate self-assessment, 25 per cent (20) of the respondent having high level of accurate self-assessment, 21.25 per cent (17) of the respondent having very high level of accurate self-assessment, 6.25 per cent (5) of the respondent having low level of accurate self-assessment and the remaining 1.25 per cent (1) of the respondent having very low level of accurate self-assessment.

It is understand that most of the respondents 46.25% (37) having moderate level of accurate self-assessment.

Acceptance Level Regarding Self-Confidence

The researcher has made an attempt to investigate the acceptance level regarding self-confidence of the respondents. Table 4 represents the following details.

Table 4: Acceptance Level Regarding Self-Confidence

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	24	30
2.	High	31	38.75
3.	Moderate	23	28.75
4.	Low	2	2.5
5.	Very Low	0	0
Total		80	100

Source: Primary Data

Table 4 observed that out of 80 respondents, 38.75 per cent (31) of the respondents having high level of self-confidence, 30 per cent (24) of the respondent having very high level of self-confidence, 28.75 per cent (23) of the respondent having moderate level of self-confidence and the remaining 2.5 per cent (2) of the respondent having very low level of self-confidence.

It is lucid that most of the respondents 38.75% (31) having high level of self-confidence.

Acceptance Level Regarding Self-Control

The researcher has also extended to know the acceptance level regarding self-control of the respondents. This can be analyzed and presented in the following Table 5.

Table 5: Acceptance Level Regarding Self-Control

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	20	25
2.	High	25	31.25
3.	Moderate	32	40
4.	Low	3	3.75
5.	Very Low	0	0
Total		80	100

Source: Primary Data

From the Table 5 it is limpid that out of 80 respondents, 40 per cent (32) of the respondents having moderate level of self-control, 31.25 per cent (25) of the respondent having high level of self-control, 25 per cent (20) of the respondent having very high level of self-control and the remaining 3.75 per cent (3) of the respondent having low level of self-control.

It is crystal clear that most of the respondents 40% (32) having moderate level of self-control.

Acceptance level regarding self-consciousness.

The survey was made among the respondent to know the acceptance level regarding self-consciousness. This can be presented in the following Table 6.

Table 6: Acceptance Level Regarding Self-Consciousness

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	24	30
2.	High	24	30
3.	Moderate	31	38.75
4.	Low	1	1.25
5.	Very Low	0	0
Total		80	100

Source: Primary Data

It is transparent from the Table 6 that out of 80 respondents, 38.75 per cent (31) of the respondents having moderate level of self-consciousness, 30 per cent (24) of the respondent having very high level of self-consciousness

and also the same level of respondent having high level of self-consciousness and the remaining 1.25 per cent (1) of the respondent having low level of self-consciousness.

It is unambiguous that most of the respondents 38.75% (31) having moderate level of self-consciousness.

Acceptance Level Regarding Innovativeness

The study also extended to know the acceptance level regarding innovativeness of the respondents. It has been displayed in the following Table 7.

Table 7: Acceptance Level Regarding Innovativeness

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	11	13.75
2.	High	25	31.25
3.	Moderate	41	51.25
4.	Low	3	3.75
5.	Very Low	0	0
Total		80	100

Source: Primary Data

From the Table 7 it is coherent that out of 80 respondents, 51.25 per cent (41) of the respondents having moderate level of innovativeness, 31.25 per cent (25) of the respondent having high level of innovativeness, 13.75 per cent (11) of the respondent having very high level of innovativeness and the remaining 3.75 per cent (3) of the respondent having low level of innovativeness.

It is understand that majority of the respondents 51.25% (41) having moderate level of innovativeness.

Acceptance Level Regarding Achievement Drive

The researcher has made an attempt to analyse the acceptance level regarding achievement drive of the respondents. It has been analyzed and displayed in the following Table 8.

Table 8: Acceptance Level Regarding Achievement Drive

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	8	10
2.	High	42	52.5
3.	Moderate	30	37.5
4.	Low	0	0
5.	Very Low	0	0
Total		80	100

Source: Primary Data

It is observed from the Table 8 that out of 80 respondents, 52.5 per cent (42) of the respondents having high level of Achievement drive, 37.5 per cent (30) of the respondent having moderate level of Achievement drive and the remaining 10 per cent (8) of the respondent having very high level of Achievement drive.

It is understand that majority of the respondents 52.5% (42) having high level of Achievement drive.

Acceptance Level Regarding Commitment

The survey further reveals that to analyse the acceptance level regarding commitment of the respondents. The details are presented in the following Table 9.

Table 9: Acceptance Level Regarding Commitment

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	11	13.75
2.	High	39	48.75
3.	Moderate	28	35
4.	Low	2	2.5
5.	Very Low	0	0
Total		80	100

Source: Primary Data

It is apparent from the above Table 9 that out of 80 respondents, 48.75 per cent (39) of the respondents

having high level of commitment, 35 per cent (28) of the respondent having moderate level of commitment, 13.75 per cent (11) of the respondent having very high level of commitment and the remaining 2.5 per cent (2) of the respondent having low level of commitment.

It is visible that most of the respondents 48.75% (39) having high level of commitment.

Acceptance Level Regarding Optimism

A survey was made among the respondent to analyse the acceptance level regarding optimism. The details are disclosed in the following Table 10.

Table 10: Acceptance Level Regarding Optimism

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	18	22.5
2.	High	28	35
3.	Moderate	32	40
4.	Low	2	2.5
5.	Very Low	0	0
Total		80	100

Source: Primary Data

Table 10 explicit that out of 80 respondents, 40 per cent (32) of the respondents having moderate level of optimism, 35 per cent (28) of the respondent having high level of optimism, 22.5 per cent (18) of the respondent having very high level of optimism and the remaining 2.5 per cent (2) of the respondent having low level of optimism.

It is vivid that most of the respondents 40% (32) having moderate level of optimism.

Acceptance Level Regarding Service Orientation

The researcher has also analyzed the acceptance level regarding service orientation of the respondent. Table 11 expresses the following details.

Table 11: Acceptance Level Regarding Service Orientation

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	22	27.5
2.	High	31	38.75
3.	Moderate	27	33.75
4.	Low	0	0
5.	Very Low	0	0
Total		80	100

Source: Primary Data

From the Table 11 it is inferred that out of 80 respondents, 38.75 per cent (31) of the respondents having high level of service orientation, 33.75 per cent (27) of the respondent having moderate level of service orientation and the remaining 27.5 per cent (22) of the respondent having very high level of service orientation.

It is evident that most of the respondents 38.75% (31) having high level of service orientation.

Acceptance Level Regarding Developing Others

The study also extended to know the acceptance level of the respondent regarding developing others. This can be analysed and presented in the following Table 12.

Table 12: Acceptance Level Regarding Developing Others

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	22	27.5
2.	High	34	42.5
3.	Moderate	24	30
4.	Low	0	0
5.	Very Low	0	0
Total		80	100

Source: Primary Data

It is a striking disclosure from the Table 12 that out of 80 respondents, 42.5 per cent (34) of the respondents having

high level of acceptance regarding developing others, 30 per cent (24) of the respondent having high level of acceptance regarding developing others and the remaining 27.5 per cent (22) of the respondent having high level of acceptance regarding developing others.

It is explicit that most of the respondents 42.5% (34) having high level of having high level of acceptance regarding developing others.

Acceptance Level Regarding Social Awareness

The study further reveals that the researcher has also analysed the acceptance level regarding social awareness of the respondent. This can be presented in the following Table 13.

Table 13: Acceptance Level Regarding Social Awareness

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	25	31.25
2.	High	35	43.75
3.	Moderate	19	23.75
4.	Low	1	1.25
5.	Very Low	0	0
Total		80	100

Source: Primary Data

It is clear from the Table 13 that out of 80 respondents, 43.75 per cent (35) of the respondents having high level of social awareness, 31.25 per cent (25) of the respondent having very high level of social awareness, 23.75 per cent (19) of the respondent having moderate level of social awareness and the remaining 1.25 per cent (1) of the respondent having very low level of social awareness.

It is explicit that most of the respondents 43.75% (35) having high level of social awareness.

Acceptance Level Regarding Leadership Skill

The researcher has also analyzed the acceptance level regarding leadership skill of the respondent. This can be analyzed and presented in the following Table 14.

Table 14: Acceptance Level Regarding Leadership Skill

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	23	28.75
2.	High	25	31.25
3.	Moderate	24	30
4.	Low	8	10
5.	Very Low	0	0
Total		80	100

Source: Primary Data

It is understandable from the Table 14 that out of 80 respondents, 31.25 per cent (25) of the respondents having high level of leadership skill, 30 per cent (25) of the respondent having very moderate level of leadership skill, 28.75 per cent (23) of the respondent having very high level of leadership skill and the remaining 10 per cent (8) of the respondent having very low level of leadership skill.

It is limpid that most of the respondents 31.25% (25) having high level of leadership skill.

Acceptance Level Regarding Conflict Management

The researcher has made an attempt to analyse the acceptance level regarding conflict management of the respondent. Table 15 expresses the following details.

Table 15: Acceptance Level Regarding Conflict Management

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	7	8.75
2.	High	20	25
3.	Moderate	36	45
4.	Low	15	18.75
5.	Very Low	2	2.5
Total		80	100

Source: Primary Data

It is crystal clear from the Table 15 that out of 80 respondents, 45 per cent (36) of the respondents having

moderate level of conflict management, 25 per cent (20) of the respondent having very high level of conflict management, 18.75 per cent (15) of the respondent having low level of conflict management, 8.75 per cent (7) of the respondent having very high level of conflict management and the remaining 2.5 per cent (2) of the respondent having very low level of conflict management.

It is inferred that most of the respondents 45% (36) having moderate level of conflict management.

Acceptance Level Regarding Team Capacity

The research has also extended to analyse the acceptance level regarding team capacity of the respondent. This can be analysed and presented in the following Table 16.

Table 16: Acceptance Level Regarding Team Capacity

S.No.	Particulars	No. of Respondents	Percentage
1.	Very High	16	20
2.	High	35	43.75
3.	Moderate	28	35
4.	Low	1	1.25
5.	Very Low	0	0
Total		80	100

Source: Primary Data

Table 16 upshots that out of 80 respondents, 43.75 per cent (35) of the respondents having high level of team capacity, 35 per cent (28) of the respondent having very moderate level of team capacity, 20 per cent (16) of the respondent having very high level of team capacity and the remaining 1.25 per cent (1) of the respondent having low level of team capacity.

It is obvious that most of the respondents 43.75% (35) having high level of team capacity.

Testing of Hypotheses

Relationship Between Gender and Causes of Stress of the Respondents

Depending upon the gender of the respondents their causes of stress is varying from each gender. So the researcher has identified the relationship between gender and the causes of stress of the respondents.

Hypothesis I

“There is no significant relationship between gender and causes of stress”

To test the above hypothesis Pearson’s Chi-Square test is applied and the result is presented in the following Table 17.

Table 17: Association between Gender and Causes of Stress of the Respondent Result of Cross Table

Gender	Causes of stress				Total
	Agree	No Opinion	Disagree	Strongly Disagree	
Male	0.3	6.9	3.4	1.4	12.0
Female	1.7	39.1	19.6	7.6	68.0
Total	2	46	23	9	80

Source: Computed Primary Data

Table 18: Relationship between Gender and Causes of Stress of the Respondent Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.435 ^a	3	.015
Likelihood Ratio	14.829	3	.002
Linear-by-Linear Association	6.313	1	.012
N of Valid Cases	80		

a.4 cells (50.0%) have expected count less than 5.

b.The minimum expected count is .30.

It is a striking disclosure from the Table 18 it is found that the p-value (0.015) is less than the Pearson’s Chi-Square Value (10.435) at 5 per cent level. Hence the null hypothesis is rejected. So it is concluded that there is a relationship between the gender and the causes of stress of the respondent.

Relationship Between Age and Level of Emotional Intelligence of the Respondents

Depending upon the age of the respondents their level of emotional intelligence is varying from each age group. So the researcher has identified the relationship between age and the level of emotional intelligence of the respondents.

Hypothesis II

“There is no significant relationship between age and level of emotional intelligence”

To test the above hypothesis Pearson’s Chi-Square test is applied and the result is presented in the following table 19.

Table 19: Association between Age and Level of Emotional Intelligence of the Respondent

Age	Level of Emotional Intelligence			Total
	Moderate	High	Very High	
Less than 30	0.2	1.2	0.6	2
31-40 years	1.1	6.5	3.4	11
41-50 years	5.0	29.4	15.6	50
Above 50	1.7	10.0	5.3	17
Total	8	47	25	80

Source: Computed Primary Data

Table 20: Relationship between Age and Level of Emotional Intelligence of the Respondent

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.729 ^a	6	.259
Likelihood Ratio	10.863	6	.093
Linear-by-Linear Association	.185	1	.667
N of Valid Cases	80		

a. 6 cells (50.0%) have expected count less than 5.
 b. The minimum expected count is .20.

From the table 20 it is apparent that the p-value (0.259) is less than the Pearson’s Chi-Square value (7.729) at 5 per cent level. Hence the null hypothesis is rejected. So it is concluded that there is a relationship between the age of the respondent and the level of the emotional intelligence.

Relationship Between Years of Experience and Level of Stress of the Respondents

Depending upon the years of experience of the respondents their level of stress is varying from each experience group. So the researcher has identified the relationship between years of experience and the level of stress of the respondents.

Hypothesis III

“There is no significant relationship between years of experience and the level of stress”

To test the above hypothesis Pearson’s Chi-Square test is applied and the result is presented in the following table 21

Table 21: Association between Years of Experience and Level of Stress of the Respondents

Years of Experience	Stress		Total
	Stress	High Stress	
Less than 5 Years	1.2	1.8	3
6-10 Years	6.0	9.0	15
11-15 Years	8.4	12.6	21
16-20 Years	12.0	18.0	30
Above 20 years	4.4	6.6	11
Total	32	48	80

Source: Computed Primary Data

Table 22: Association Between Years of Experience and Level of Stress of the Respondents

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.503 ^a	4	.033
Likelihood Ratio	11.726	4	.020
Linear-by-Linear Association	3.263	1	.071
N of Valid Cases	80		

a. 3 cells (30.0%) have expected count less than 5.
 b. The minimum expected count is 1.20.

From the table 22 it is apparent that the p-value (0.033) is less than the Pearson’s Chi-Square value (10.503) at 5 per cent level. Hence the null hypothesis is rejected. So it is concluded that there is a relationship between the year of experience and level of stress of the respondents.

Rank the Level of Emotional Intelligence

The researcher has to collect the data relating to respondents level of Emotional Intelligence. The results are shown in Table 23.

Table 23: Ranking the Stress Relieving Entertainment Program

S. No	Entertainment Program	1	2	3	4	5	Total
1	Self – Awareness	14	11	13	2	4	44
2	Self – Regulation	0	10	10	11	13	44
3	Self – Motivation	5	5	4	14	16	44
4	Empathy	13	8	12	7	4	44
5	Social Skill	10	0	17	7	10	44

Source: Primary Data

Table 24: Calculation of Garret Score

S. No	Entertainment Program	(100) Rij-0.5/ Nij	Table value
1	Self – Awareness	1-0.5/5=10	75
2	Self – Regulation	2-0.5/5=30	60
3	Self – Motivation	3-0.5/5=50	50
4	Empathy	4-0.5/5=70	39
5	Social Skill	5-0.5/5=90	24

Source: Primary Data

From the Table 24 shows the garret score value. By multiplying the score value of Table 19 to Table 24. Then the researcher adds the each column in the entertainment program. The total Garret score values are presented in the Table 25.

Table 25: Garret Score of Entertainment Program

S.No	Factor	1	2	3	4	5	Total
1	Self – Awareness	1050	825	975	150	300	3900
2	Self – Regulation	0	600	600	660	780	2640
3	Self – Motivation	250	250	200	700	650	2050
4	Empathy	507	312	468	273	156	1716
5	Social Skill	240	0	408	168	240	1056

Source: Primary Data

From the Table 25 total score value is divided by the number of respondents. The result is presented in the Table 26

Table 26: Average Score of Entertainment Program

S. No	Factor	Total Score	Average Score	Rank
1	Self – Awareness	3900	49	I
2	Self – Regulation	2640	33	II
3	Self – Motivation	2050	26	III
4	Empathy	1716	21	IV
5	Social Skill	1056	13	V

Source: Computed Value

From the Garret Ranking Method, The respondents give first Rank to Self – Awareness, Second Rank to Self – Regulation Third Rank to Self – Motivation, Fourth Rank to Empathy and Fifth Rank given to the Social Skill.

Findings and Suggestions

In the recent years, the concept of the emotional intelligence among teachers has been taken attention in the educational institutions due to its great importance. In fact, emotional intelligence is a type of social intelligence that includes to control own and others emotions; make a choice between them and the ability of using these emotions to set his life. Therefore this skill is really required to make the teachers performance very effective. This skill can make the teachers not only able to deal with their students but with their colleagues as well. So this chapter shows the overall findings, suggestions and conclusion of the study.

Findings

In this chapter an attempt is made to present a brief summary of findings and suggestions of the present research entitled as “Impact of Emotional Intelligence on Government School Teachers in Sivakasi”.

The Findings of the study are presented below

- It is vivid that most of the respondents 45% (36) having moderate level of emotional self-awareness.
- It is understand that most of the respondents 46.25% (37) having moderate level of accurate self-assessment.
- It is lucid that most of the respondents 38.75% (31) having high level of self-confidence.
- It is crystal clear that most of the respondents 40% (32) having moderate level of self-control.
- It is unambiguous that most of the respondents 38.75% (31) having moderate level of self-consciousness.
- It is understand that majority of the respondents 51.25% (41) having moderate level of innovativeness.
- It is understand that majority of the respondents 52.5% (42) having high level of Achievement drive.
- It is visible that most of the respondents 48.75% (39) having high level of commitment.
- It is vivid that most of the respondents 40% (32) having moderate level of optimism.

- It is evident that most of the respondents 38.75% (31) having high level of service orientation.
- It is explicit that most of the respondents 42.5% (34) having high level of having high level of acceptance regarding developing others.
- It is clear that most of the respondents 43.75% (35) having high level of social awareness.
- It is limpid that most of the respondents 31.25% (25) having high level of leadership skill.
- It is inferred that most of the respondents 45% (36) having moderate level of conflict management.
- It is obvious that most of the respondents 43.75% (35) having high level of team capacity.

Suggestions

- At the entry point of teacher education courses itself, the level of emotional competence in teachers can be assessed so as to plan programme for them to improve in these skills.
- Innovative programme of emotional intelligence can be practiced within teacher education programme to provide teachers with additional skills to meet the challenges of an increasingly diverse student population.
- The study has implications for future policy recommendations for teacher preparation institutions especially B.Ed. colleges.
- Provide emotional intelligence based training program that focus on up to date knowledge, relevant skills and good moral values.
- Management should take work-life balance initiative to reduce the employee job stress, for instance, organize company trips for the employee to relax their mind and body.
- Suggest some meetings to increase self-awareness in individual and teach skills of making and preserve a relationship to increase the emotional intelligence.

If these suggestions are heavily considered this will increase the capability of employees to manage their personal emotions and use their positive emotions to create good interactional style with other employees. This

working situation may decrease occupational problems and increase job performance in organizations.

Conclusion

As emotion is an important aspect of one's life and its disturbance creates fears, worries, anxieties, annoyance, anger, resentment and irritability and makes it hard to achieve the desired goal. This study further suggests that properly managed emotions in implementing job will strongly increase the capability of employees to cope with occupational stress problems. As a result, it may lead to higher positive attitudinal and behavioral outcomes (e.g. Satisfaction, commitment, and good moral values). Thus, these positive outcomes may lead to sustained and achieved organizational strategy and goals. Furthermore, we recommend some problem solving meetings to use the decision making situations and making sensitive conditions to control emotions and correct decision making in the organization.

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