

**THE RELATIONSHIP BETWEEN STRESS AND JOB
DISSATISFACTION AMONG ENGINEERING COLLEGE
TEACHERS: EMOTIONAL INTELLIGENCE AS A COPING
STRATEGY**

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Abstract

Keywords:

Stress;

Job dissatisfaction;

Emotional intelligence;

Job satisfaction is very important for teachers because when teachers possessed high level job satisfaction they care about the quality of their work and more committed to their students and academic profession. Teachers are expected to play different roles and possess a multifaceted personality including motivate the students by words and their deeds because teachers are the most important group of student's future. They can be the effective source of knowledge among students and also a great representative of society. But They also face innumerable challenges in his or her institution. There are numerous reasons which create job dissatisfaction among teachers therefore it is natural that they feel stress which does not only affect their professional and personal life but also decrease their job satisfaction. So some strategies should be taken into account as determinants of job satisfaction and proper adjustment of teachers in educational institute. Thus emotional intelligence must be taken into consideration along with other factors for job satisfaction of the teachers of engineering college. Emotional intelligence has direct impact on teacher's behaviour and it may help reducing stress for giving job satisfaction. Emotional intelligence is an ability, which includes to control own and others emotions and the ability to use these emotions at appropriate place. This skill can make the individual to deal with their stress and can help the regulation of negative feelings and thus he or she can give better performance in their job, which leads to job satisfaction. Presently stress and job dissatisfaction of teachers has become an important topic among researchers. This article has emphasized on relationship of stress and job dissatisfaction of engineering college teachers and with special emphasized on emotional intelligence as a coping strategy which could be helpful not only solving academic problems but also giving job satisfaction.

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1. Introduction

Among many professions, teaching is one of the noble profession and most important group of our nation. Teachers play a vital role to teach children and imparting knowledge upon them, as great teachers help to create great students. Good teaching is very important for students. Whenever students need advice and guidance they look to their teachers. Teaching job is not only a job, it is a great responsibility because it has direct impact on the growth of children and well being of the nation. So, teachers are like a role model for students who inspires, encourages and helps them for their better future and also motivate them by words and deeds. Teachers are responsible to guide students by providing clear directions in order to educate the future generation. Thus teacher is expected to multiple personality and has to face many challenges. In addition, she or he has to play different roles in educational institute and in their professional life. Under these circumstances it is quite obvious, that teachers feel stress which negatively affects their personal and professional life. According to the American Psychological Association (2007) “stress is a growing concern in today’s society. One third of people in the United States regularly report experiencing extreme level of stress, and one in five reports, that they experience the highest level of stress fifteen or more days per month”.

In my article I have taken the stress of engineering college teachers, because stress is increasing day by day among the faculty of engineering colleges. Thus teachers experience high level of stress due to various factors such as tight deadlines, high workload, high targets, long working hours and lack of job satisfaction etc. As they experience pressure to increase efficiency at their work, also they have to meet out the expectations of college management as well as they have to play an important role in shaping the behavior of students. Living with the consequences of inclusion, teachers are faced with challenging behavior and display some negative emotions.

These causes lead to stress and result in high level of job dissatisfaction among engineering college teachers. This is an important issue or factor in today’s college scenario because a teacher who is satisfied with his job can perform his or her duty effectively but under stress they cannot give their best; this also becomes the major reason for teachers to leave the profession. Among many reasons poor salary, insecurity of job, role conflict harassment and biasness in promotions are some major reasons of stress among engineering college and they feel high level of job dissatisfaction. (Geetha Nema. Dhanashree Nagar and Yogita Mandhanya ,2010). Therefore the existence of high level of stress and job dissatisfaction among the faculties of engineering college demands the need for some coping strategies and there is need to develop suitable interventions to promote the well being of teachers and providing job satisfaction in their profession. Antoniou and Polychroni (2006) reported in his study that stress affected the efficiency of teachers. Job stress represents a large emotional cost to teachers wellbeing and puts a negative effect on their performance (Blackburn, Horowitz and Klos, 1986; Skakan, Nielsen, Borg and Guzman, 2010).

So to reduce the negative consequences of stress among teachers of engineering college and order to cope up with numerous problems and professional stress, teachers need to possess some skills and competencies, such as emotional intelligence. So in this article emotional intelligence has been taken as a coping strategy for reducing stress that leads to job satisfaction and better adaptation with educational environment. It is the part of the human spirit which motivates us to perform well in workplace and it acts like preventive measures against negative behavior, frustration, depression, boredom which are

collectively taken as stress. It is for this reason I believe that we cannot ignore this concept for engineering teachers. This has become an important tool because good teachers need a strong emotional intelligence. Importantly, it is useful to consider about the concept of emotional intelligence for engineering college teachers which might help to decrease stress and reduce burnout. Additionally, satisfaction in the college of teachers in India is a little understood area, thus the necessity for such article is evident.

Causes of stress and job dissatisfaction

Teachers especially working in technical colleges are under a great deal of stress. Teaching has often characterized by physically wearing and psychologically stressful occupation (Sarah Basu, 2009). Occupational stressors contribute to organizational inefficiency and decreased job satisfaction. Teachers are the most important group of our nation. They are considered as a core stone of successful education system. If teachers feel dissatisfaction, they will not be able to cope well with the educational objectives in effective way (Iwanicki, 2001). Stress, in college is a fact of modern life that seems to have been on the increase, and prolonged experience of stress leads to professional burnout. The experience of stress is the manifestation of negative emotions triggered by threats or challenges (Slaski and Cartwright, 2003). Hans Selye first introduced the concept of stress in 1936. He defined stress “The force, pressure, or strain exerted upon a material object or person which resist these forces and attempt to maintain its original state”. A survey at a research university, found most faculty described their job fairly stressful due to competing demands and high work load (Olsen and Maple, 1993). Job stress of engineering college teachers are linked to reduced job satisfaction, lower performance, higher absenteeism, poor physiological and psychological health and intention to quit from the job (Hobsor, Delunas and Kesic , 2001).

A study by Anida (2000) shows that many teachers have expressed their dissatisfaction towards their job due to the heavy work load which give them high stress. Teachers of technical college are pressured with higher expectations and when it is not fulfilled and employees have difficulties to process information in a short time it gives stress and it caused job dissatisfaction. Engineering faculty experience the highest amount of stress because of additional factors rather than psychological factors..Many researches were conducted on stress in teaching professions which importantly found that workload of faculties plays a significant role in producing stress (Dewe,1986; Manthei and Solman, 1988). In addition, lack of recognition and rewards, inefficient administrative system and interpersonal relationship may cause to perform poorly that lead to stress and job dissatisfaction. Geetika Singla (2006) found during her study that teachers and doctors face high level of stress as compare to the employees from other professions.It also revealed that females are most stressed as compared to male. Distracting and troublesome behavior by students was also found to be one of the important stressors that gives job dissatisfaction to faculty members in engineering college (Griffith , Steptoe , Croypley 1999 ; Kyriacou, 2001).

In educational sector whether it is technical or non technical, stress is increasing day by day because of heavy work load. Antoniou and Polychroni (2006) reported that increased occupational stress is becoming the major cause of low efficiency among the teachers. In addition, poor working circumstances, lack of resources and minimal administrative

support can cause stress among educators which can lead to job dissatisfaction (Hammond and Onikama, 1997). Stress in the educational sector, especially in the technical field, is increasing day by day worldwide, which results in job dissatisfaction and substantial loss both to employees and organizations (Cotton and Hart, 2003). Jayashree (2000) found that an individual who feels more stress in their job is likely to have greater job dissatisfaction. A study conducted by Montgomery and Rupp (2005) found a positive correlation between teacher stress and several variables including working environment, personal adjustment, emotional response, and personal support. Coates and Thorsen (1976) identified in his study that only internal stressors like, lack of educational supplies, large class size, extra duties and difficulties with students are not responsible for stress in engineering college but also some external stressors including, students' misbehavior and work demand are highly correlated with teachers' stress and dissatisfaction.

Coping strategies

It is true that constructive and a certain amount of stress is natural because without stress the whole world is boring. Stress within our comfort zone can help us perform under pressure, motivate us to do our best and help us to meet challenges. But when stress becomes overwhelming it can damage our life and also lead to serious mental and physical health. So the existence of a high level of stress among engineering faculties, it can be said that for reducing stress and increasing teacher's effectiveness, development of emotional intelligence among engineering teachers is a must. Emotional intelligence to the employees can be effective in coping with the stress or occupational tension (Nourian, Gasparyan, Sharif, Zulalid, Moghimi and Hosseini, 2011). The emergence of emotional intelligence has led to a new focus on the role of emotions in the workplace. Emotional intelligence can do much better than general intelligence in making the individual successful in educational settings and work. Sehyran (2007) found in a study with adolescents that teaching emotional intelligence skills significantly reduced psychological stress. These studies also showed that emotional intelligence should be considered in predicting job stress as well as other stress.

Emotional intelligence is "the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions, and to regulate emotions to promote personal growth" (Mayer and Salovey, 1997). Emotional imbalances create frustration, anxiety and tension but emotional intelligence of a teacher contributes to the effectiveness of the performance and work. Emotional intelligence includes many characteristics like self-motivation, self-enjoyment, having hope and strength in face of defeat (Golman, 2004). Emotional intelligent person can take quick job decisions and improve his/her performance well. EI can improve professional activities of teachers and help them to learn better job skills in educational settings. (Aghayar, Sharifi and Sharifi, 2006). It is a lifelong learned process through experiences, as a person becomes overall mature in emotional skills that leads to a happy life and employee becomes an expert to perform better at workplace. Emotional intelligence makes the person capable to do well in his work, to think creative and positive that gives better results at workplace for teachers.

If the people have high emotional intelligence they can do better in their job because they know how to control their mood because it includes human qualities such as self-awareness, control excitement and emotions etc. For Mayer, Salovey and Caruso (2000), one of the basic personality characteristics of an individual is their emotional or affective intelligence. In 1995 Goleman explained with the help of existing body of Emotional Intelligence research that how emotions work in the brain and also added some practical examples of how 'Emotional Intelligence' was being cultivated in schools and workplace in USA. Therefore he took bits of both Gardner's and Mayer and Salovey's definitions to

put together his own version of Emotional intelligence that “comprising knowing one’s emotions, managing one’s emotions, motivating oneself, recognizing emotions in others and handling relationship skillfully”. “It is the part of the human spirit which motivates us to perform, which gives us energy to demonstrate behaviors such as creativity, persistence, impulse control, compassion and integrity.”

In educational institute employee’s communication under load and communication over load, affect the overall levels of job satisfaction, because when employees are overloaded in communication, they find difficulties to process the whole information in short period of time that creates stress and caused dissatisfaction with job (Farace, Monge and Russell, 1977). So it is beneficial for organization that their selection of employees would be on the basis of emotional intelligence. Usually people who are more emotional intelligent possesses high level of optimistic quality and can handle the negative situations effectively (Salaski and Gartwright, 2002). Goleman(1998) argued that emotional intelligence includes all abilities related to cognitive and affective skills. Mayer and Salovey (1993) defined “emotional intelligence as the ability to monitor one’s own and other’s feelings and emotions to discriminate among them, and to use this information to guide one’s thinking and action”.

Emotional intelligence proposed an important predictor of job satisfaction at work place. Employees who have the ability of emotional intelligence, can work in harmony in his/her thoughts and a feeling, that’s why emotional intelligent is important for educational institutes (Daus and Ashkanasy, 2005).Emotional intelligence resolve conflicts and also helps teachers to improve psychological abilities such as memory, clarity of thinking and decision making .Goleman (2004) examined the relationship between emotional intelligence and effective performance for leadership. He addressed five elements of emotional intelligence. These are self awareness, self control, motivation, empathy and social skills. Goleman claimed that emotional intelligence improves with aging. Kinman and Jones (2008) noted that teachers who perceived less control over work, less support from their colleague and their boss, they felt higher level of stress and job dissatisfaction and lower levels of psychological well being. Several studies report higher levels of stress and lower job satisfaction among teachers (Leung, Siu, Spector 2000; Oshagbemi 1997; Oshagbemi 2003).

Emotional intelligence is one of the biggest factors that contribute job satisfaction and success, who assume various tasks in educational settings. It is also important in determining how teachers of engineering college cope with the stress that can decrease their efficiency to fulfill the major roles of college. Usually individuals use various methods to handle stress with the help of different intelligence, especially their emotional intelligence (Sirin, 2007).Emotional intelligence determines the basic sources of stress (Ucar, 2004). Psychological stress is characterized by anxiety, depression, anger and aggression in behavior. The repetition of these negative behaviors leads to job dissatisfaction among teachers. Lazarus (1999) suggested that stress and emotions are inter-dependent, so managing emotions may help in reducing stress and to manage an emotion that’s why, we need emotional intelligence. According to Bar-On (1997) individual with high emotional intelligence can manage their negative emotions well and can regulate them in a way that promotes a healthy life style. Emotional intelligent includes person’s competencies and skills that influence one’s ability to succeed in coping with environmental demands. If teachers of engineering college use their skills of EI and show more emotional clarity for managing stress, they will feel less job dissatisfaction.

Goswami and Talukdar (2013) found significant relationship between emotional intelligence and job stress. Thus teachers with high levels of emotional intelligence may experience less stress and are less likely to report lower job job dissatisfaction.

Emotional intelligence at the workplace means how beautifully we handle our emotions and how well we acknowledge them. People always vary in the abilities and skills which they use their own emotions and react to the emotions of others. Emotional intelligence is an intelligence that may be learned, developed and improved (Perkins, 1994; Sternberg, 1996). Research on stress in the field of medical and technical education has been focused only in the last few years. Research indicates that emotions play an important part in managing stress and anxiety among teachers. Adeyemo and Ogunyemi (2005) found that emotional intelligence helps to our overall thinking and also enhances emotional competence. Ismail Suh-Suh , Ajis and Dollah (2009) showed that Emotional intelligence significantly correlated with reducing stress and job performance. Sutton and Wheatly (2003) have stated that emotional intelligence is an important skill of teachers that increases the effectiveness and quality of teaching. Hwang (2006) also found that those faculty members who had superior emotional intelligence tended perform better in handling stress and in overall teaching effectiveness.

Teachers with high level of emotional intelligence are better able to manage their behavior in the educational settings and manage their relationship with everybody including, students. Krishnamurthy and Varalakshmi (2011) conducted a study to know the emotional intelligence in educational settings and found that improvement in emotional intelligence would increase the motivation and effectiveness and performance of the employees. There need to promote the emotional intelligence for better efficiency in professional courses, like engineering college so as to reduce anxiety and stress among faculty members. Kauts and Saroj (2012) studied to identify relationship between emotional intelligence and occupational stress. The result indicated that the teachers with high level of emotional intelligence have less stress and more job satisfaction, whereas teachers with lower level of emotional intelligence have more stress and less job satisfaction. Higher work load gives stress and this become the major reason of job dissatisfaction among technical teachers. Mehta (2013) concluded in his study that emotional intelligence can reduce anxiety, negative thoughts and work stress among teachers. Salim (2012) found positive relationship between emotional intelligence and job satisfaction

Thus emotional intelligence was found to be helpful in reducing occupational stress. Role of teacher in our society is socio-emotional development of students. This can be improved with effective intelligence of the teachers. Thus emotional intelligence helps to overcome to their burnout and also how they can overcome it and to understand how they can deal with the problems. Emotional intelligence is not only important in organizational environment but it is also proposed as an important predictor of educational outcomes including job satisfaction of teachers (Van Rooy and Viswesvaran, 2004). Emotional intelligence plays an important role to reduce the stress level among teachers of engineering college (Kaut and Kaur, 2013). Sometimes stress and job dissatisfaction occurs because of environmental changes in educational institute but the teachers who have high level of emotional intelligence can properly adapt to those changing conditions (Burger, 2009). Thus emotional intelligence was found to be helpful in reducing stress of teachers and enhancing their job satisfaction and effectiveness in teaching. Daniel Goleman indicates technically excitement does not work alone. He says “cognitive skills

can lead you up to the company's door but emotional intelligence will help you even after employment" (Aghayar, Sharifi and Sharifi, 2006).

4. Conclusion

Satisfaction in job and competence of teachers is necessary and this can be improved with effective intelligence of the teachers. So we need to develop emotional skills on a daily basis among engineering college teachers because teachers high in emotional intelligence are more likely to regulate their emotions and shows more satisfaction in their professional career and personal life. Hence here comes the importance of emotional intelligence. It is in this sense that emotional intelligence is a capacity to increase ability to succeed in coping with environmental demands and pressure of everyday life. "As a general rule, the smarter an individual is in terms of IQ and EQ, the more opportunity for that person to be a great teacher." Emotionally intelligent teachers are resilient in response to negative stress and likely to overwhelm themselves with pessimism frustration and strong negative emotions which are likely to mitigate job dissatisfaction. In academic world the topic of emotional intelligence is relatively new; therefore, it is important to implement effective emotional intelligence training into engineering colleges so teachers can develop key skills for controlling and managing overwhelming stress and could get high job satisfaction.

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