



Relationship Between Emotional Intelligence And Stress Coping Styles Among Teacher Educators

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Abstract

Emotional intelligence is one of the biggest factors that contribute to the success of individuals who assume various tasks and roles in modern life. It is also important in determining how individuals cope with the stress that can potentially limit their emotional relationships, decrease their efficiency, and reduce the pleasure of life. The main purposes of this study were to consider the concepts of emotional intelligence and stress, and to conduct an applied study of the relationship between these two variables. The Teacher educators who worked at some of the private colleges of education in the Trichy District were studied, and this present study identified a significant relationship between emotional intelligence and stress. This is undergone with the survey method of research and purposive sampling technique was adapted. In the present study 100 Teacher educators from various colleges of education was selected as a sample. Majority teacher educators showed active problem and emotional coping behavior; however, a strong, positive correlation between emotional intelligence and stress coping style was found for the domains associated with Active Emotional and Problem Coping ($\alpha \leq 0.05$). It revealed that teacher educators are efficient in utilizing stress coping strategies and recommended that principals should provide guidance to students regarding emotional intelligence and stress coping styles.

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INTRODUCTION

It is conceptualized in terms of perception, appraisal and expression of emotion; emotional facilitation of thinking; understanding, analyzing and employing emotional knowledge, and reflective regulation of emotions. Using the scale developed by Schutte et al., four factors have been identified.

1. Optimism/mood regulation — the ability to maintain a positive emotional outlook or to control emotions when under pressure, eg 'I use good moods to keep myself trying in the face of obstacles.'
2. Utilization of emotions — the ability to use the emotional impact of major events to guide personal development, eg 'Some of the major events of my life have led me to re-evaluate what is important and not important.'

3. Appraisal of emotions — the ability to recognize and perceive emotions in self and others, eg 'By looking at their facial expressions, I recognize the emotions people are experiencing.'
4. Social skills — the ability to empathize and relate with other people, eg 'When another person tells me about an important event in his or her life, I almost feel as if I have experienced this event myself.'

The EI construct focuses on a relatively limited set of skills and abilities, those dealing with people and emotions, when viewed in the context of a range of intelligences proposed by Gardner (1999) in his theory of multiple intelligences. In other words, other significant

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outcomes. Although the prescriptions of those promoting EI in education have been challenged (Carr, 2000) in some quarters of health care education, EI has also been recommended as a criterion for the selection of medical and nursing students, and proposed as an important attribute of professional competence. It has also been suggested that medical school physicians' EI is associated with patients' satisfaction. The increasing interest in EI is in part due to suggestions that skills and behaviours associated with EI can be improved or developed (Watkin, 2000, Lynn 2002). EI is an attribute that may enable individuals to recognize and manage emotions evoked by stressful experiences. High EI individuals may apply coping strategies with more positive outcomes. This study aimed to explore, by using unstructured face-to-face interviews, how Teacher educators with different levels of emotional intelligence coping with stress management.

OBJECTIVES

1. To study the emotional intelligence and stress coping style of the Teacher educators of the Colleges of Education.
2. To find out the relationship between emotional intelligence and stress coping style of the Teacher educators of the Colleges of Education.
3. To see the associations between emotional intelligence and stress coping style of the Teacher educators of the Colleges of Education with demographic variables.
4. To find out the impact of emotional intelligence on stress level of Teacher educators of the Colleges of Education.
5. To suggest and make recommendation for enhancing emotional intelligence.

Methodology

The present study has been adapted with cross sectional analysis method. The tools have been used to find out the relationship between Emotional Intelligence and style of stress coping methods. 100 Teacher Educators from various colleges of Education taken as a sample.

Emotional intelligence scale

Emotional intelligence (EI) scale was used in this study. Participants' emotional intelligence was measured on the basis of **Goleman's** Theory of

Emotional Intelligence. The identification and determination of the level of emotional intelligence in the study sample was carried out according to the following procedure:

- Dimensions of emotional intelligence that included self-awareness, self-organization, motivation, empathy, and social skills were identified.
- Several items were developed for each dimension which corresponded to the age at which the scale was applied.

In particular, 34 items were formulated and listed under the relevant dimensions as given: 7 items for self-awareness, 6 items for motivation, 6 items for self-regulation, 8 items for empathy, and 7 items for social skills. Validity of the instrument and its appropriateness for data collection was checked through content and construct validity. A pilot testing was also conducted in which scale was

applied to a random sample of 40 individuals that fall in the inclusion criteria other than the original sample population. This was done to extract the indicators of construct validity of the emotional intelligence scale. Correlation coefficients between each of the emotional intelligence scale items and their dimension ranged between 0.493 and 0.821 are further presented.

2. Stress Coping Style Inventory were utilized for this present study.

- Dynamic Issue Adapting comprised of 8 things and alluded to the strategy for managing pressure by dissecting the underlying driver of the issue, inspecting the primary explanation of stress, following a quiet and hopeful methodology through continuous preparation and, whenever required, achieving help from outer sources like educators or companions.
- Dynamic Close to home Adapting included 6 things. This aspect alluded to the strategy wherein various systems were embraced during pressure. The procedures included good sensations of reasoning and self-advancement, creating close to home equilibrium by redirecting consideration, evolving feeling, looking for outer assets to



assist in acquiring profound control and looking for ways of getting with freeing of strain.

- Detached Issue Adapting included 8 things. It alluded to the strategy where people mirrored a profound separation, get away from aversion (to have living in fantasy land to keep away from the issue), removing restraint conduct to get away from issue.
- Detached Profound Adapting included 6 things and it is connected with the pessimistic disposition of a person that he shows while confronting pressure and incorporates close to home frenzy, for example, limited feelings, self-fault or fault on God and others and loss of close to home control like crabbiness. The correlation coefficients between each stress and scale measures ranged from 0.405 to 0.781, which were acceptable and relevant correlation coefficients for this study.

Hypothesis

H1a. Teacher Educators of few selected Colleges of education has high level of Emotional Intelligence.

H1b. Teacher Educators of few selected Colleges of education have high level of Stress Coping Styles.

H2. There is a positive and significant relationship emotional intelligence and stress coping styles.

H3a. There is a positive and significant relationship between gender and stress coping styles.

H3b. There is a positive and significant relationship between marital status and stress coping styles.

HYPOTHESIS TESTING

Table-1

- Teacher Educators of few selected Colleges of education has high level of Emotional Intelligence.
- Teacher Educators of few selected Colleges of education have high level of Stress Coping Styles.

	Mean	SD	N
EI	32.9248	4.89326	100
SCS	52.4987	9.86549	100

SCS = Stress Coping Styles
 EI = Emotional Intelligence

Table-2 There is a positive and significant relationship emotional intelligence and stress coping styles.

Gender	EI			SCS
	N	Mean	SD	Std. Error Mean
SCS Male	46	81.3184	12.88567	1.89989
Female	54	73.6101	9.75239	1.31501
EI Pearson Correlation	1			.204*
N	100			.040
SCS Pearson Correlation	.204*			1
N	100			100

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

Table-33a

There is a positive and significant relationship between gender and stress coping styles.

SCS = Stress Coping Styles An independent-sample t-test was conducted to compare the stress coping styles for male and females. There was no significant difference in score of males (M=81.3184, SD=12.88567) and females [M=73.6101, SD=9.75239; t(99)=.100]. The magnitude of the difference in the mean value is not very large. From above it is proved that there is positive and significant relationship between gender and stress coping style. From the above result, it can be concluded that the hypothesis H3 is accepted.

Table-43b

There is a positive and significant relationship between marital status and stress coping styles.

	Sum of squares	Df	Mean Square	F	Sig.
Between Groups	741.601	2	370.801	2.721	.071
Within Groups	13354.513	97	136.271		
Total	14096.114	99			

SCS = Stress Coping Styles A one-way between groups ANOVA was conducted to explore the impact of marital status on stress coping style, as measured by life orientation test (LOT). Subjects are divided into three groups (group 1 - married, group 2 - unmarried, group 3 - single). Here the significant value .071 it is greater than .05. There is a no positive and significant relationship between marital status and stress coping styles. From the above result, it can be concluded that the hypothesis H3b is not accepted.

FINDINGS

Findings of the study are based on the result of the hypothesis tested in the present study. The results are as follows:

H1. Teacher Educators of few selected Colleges of education have high level of Emotional Intelligence. The hypothesis was supported as the level of the



emotional intelligence among Teacher Educators was above the scale mean.

H2. Teacher Educators of few selected Colleges of Education have high level of Stress Coping Styles.

The hypothesis was supported as the level of the stress coping style among Teacher Educators was above the scale mean.

H3. It is expected that Teacher Educator's high emotional intelligence would be more effective to manage stress.

The hypothesis was supported as that they are not highly correlated but they are moderately correlated with each other. If Teacher Educators are highly emotional intelligent then they can easily manage their stress.

H4. There is a positive and significant relationship between gender and stress coping styles.

The hypothesis was supported that magnitude of the difference in the mean value is not very large. There is positive and significant relationship between gender and stress coping style.

H5. There is a positive and significant relationship between marital status and stress coping styles.

The hypothesis was supported that significant value 0.71 is greater than 0.05 . And there is a positive and significant relationship between marital status and stress coping styles.

Discussion

The ongoing review is huge since it distinguishes the current states of understudies

in regard to their degree of stress and the capacity to understand people on a deeper level. To propose significant circumstances, certain constraints were considered in the review. Initial, a little size

of the review test might diminish the probabilities of speculation of the outcomes for a much bigger gathering. Also, the review test included understudies of just three fields of review, and this condition recommends the likelihood that the states of the capacity to understand people on a deeper level and stresses could be different for understudies of different

divisions. The outcomes were additionally restricted as this cross-sectional review neglected to recognize the common state of mind and inspiration level of under study to partake during the time spent in information assortment. Besides, self-regulated poll was utilized that requested people to envision what is happening and present their responses to that.

Conclusion

The relationship between emotional intelligence and stress is a well-established fact. However, keeping in view the growing concern in this field of interest, the present study examines the relationship between emotional intelligence and the style of coping stress in university students. Findings of the study indicated no significant difference between the stress coping styles with respect to the variables such as gender and marital status. However, a statistically significant difference was found in the stress coping styles depending upon education and specialization constructs. On the basis of the study findings and above-mentioned discussion, it can be concluded that students were capable of efficiently utilizing stress controlling strategies. It is, however, strongly suggested that researchers should conduct a more comprehensive study by using a much larger study sample that should include students of different fields of studies and of different universities.

The current study investigated the relationship of emotional intelligence and the style of coping with psychological stress in university students. The study highlighted that stress coping styles are important and adaptable skills which should be an integral part of the personality of students of all levels. It has mainly focused on the changes in student's academic and social environment. The study also recommended that the university professors should be well aware of the concept of emotional intelligence, stress coping styles and its dimensions and their importance so that they can give comprehensive guidance to students about ways of dealing with stress.

Therefore, future studies need to address the concepts of emotional intelligence and stress with respect to other samples and



environments while linking them to different study variables. Moreover, it is also suggested that educational seminars and awareness campaigns should be conducted on regular basis to strengthen social bonds in different university students and introduce the concept of emotional intelligence and its dimensions to them.

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