EMOTIONAL INTELLIGENCE AND EMPLOYEE STRESS IN PRIMARY AGRICULTURAL CREDIT SOCIETIES

by

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2018

DECLARATION

DECLARATION

I hereby declare that this project report entitled '**Emotional intelligence and employee stress in Primary Agricultural Credit Societies**' is a bonafide record of work done by me during the course of project work and that it has not previously formed the basis for the award to me for any degree/diploma, associateship, fellowship or other similar title of any other University or Society.

Vellanikkara,

Date :

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(2016-31-029)

CERTIFICATE

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CERTIFICATE

Certified that this project report entitled ' **Emotional Intelligence and employee stress in Primary Agricultural Credit Societies** ' is a record of project work done independently by **Mr. Jobin John** under my guidance and supervision and that it has not previously formed the basis for the award of any degree, fellowship or associateship to him.

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For any errors or inadequacies that may remain in this work, of course, responsibilities are entirely mine.

Jobin John

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ABBREVIATIONS

LIST OF ABBREVATIONS

ASSET	- A Shortened Stress Evaluation Tool
BM	- Burnout Measure
CBI-	- Copenhagen Burnout Inventory
EI	- Emotional Intelligence
EQ	- Emotional quotient
IQ	- Intelligence Quotient
LEAS	- Levels of Emotional Awareness Scale
MBI	- Malsch Burnout Inventory
MSCEIT	- Mayer, Salovey and Caruso Emotional Intelligence Test
NABARD	- National Bank for Agriculture and Rural Development
NCDC	- National Cooperative Development Corporation
NS	- Non-Significant
OSI	- Occupational Stress Index
PACS	- Primary Agricultural Credit Societies
PET	- Positron emission tomography
SCB	- State Cooperative Bank
SRRS	- Social Readjustment Rating Scale
SUEIT-	- Swinburne University Emotional Intelligence Test
TTSC	- Transactional Theory Of Stress And Coping
USA	- United State of America

Chapter I

DESIGN OF THE STUDY

Chapter - I

DESIGN OF THE STUDY

1.1 Introduction

Emotional intelligence is the ability to recognise, understand and manage emotions of oneself and also influence others. It is considered as one of the important criteria for selecting, developing and retaining the employees because emotional control, self-balance and good relationship management skills in employees are necessary for ensuring organization growth and success in any sector whether manufacturing, service or cooperatives (Cooper and Sawaf, 1997). An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work.

"Homeostasis." Is defined as maintenance of internal environment in the face of changing environment. Cannon (1929). Selye (1956) deducted that "stress" represent the effects of anything that seriously affect homeostasis. Though stress is natural, adaptive process, Selye observed that continuous exposure to stress may lead to tissue damage and resultantly, diseases. Due to the fact that job stress has become a common negative outcome of today's dynamic work life, growing number of people complain about stress as a result of work overload, job insecurity and increasing pace of life. Prolonged exposure to stress have proved to adversely impact the performance and well-being of the individuals both in their work place as well as their family.

India is an agrarian economy with 68.84% of its total population residing in rural areas. (Census, 2011) The required services in daily life of rural life are met by plethora of co-operative societies. The seeds of cooperation in India were sown in 1904 when the first Cooperative Societies Act was passed. Since then, the cooperative movement has made significant progress. Cooperatives have extended across the entire country and there are an estimated 230 million members nationwide, serving both urban and rural India. One of the predominant type of the cooperative are the primary agricultural credit societies (PACS). They are the credit life line of rural and

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agrarian economy. PACS are organized at the grass roots level of a village or a group of small villages. It is this basic unit which deals directly with the grass root level customers. It serves as the final link between the ultimate borrowers on the one hand and the higher financing agencies, namely the SCB's, NABARD, NCDC etc. The success of the PACS depends on the human resources at its disposal. A stressful work environment in the organisation will significantly hinder the working of the PACS. Thus it is vital understand the level of stress prevailing in this vital grass root level banking units and the level of emotional intelligence to cope with the stress. Primarily, the study aims to find out the possible existence of a moderator such as emotional intelligence for employee stress in primary agricultural credit societies.

1.2 Statement of the problem

"A cooperative with vigilant members and a weak financial base will be preferred to a cooperative with casual members having strong financial base." The words of Luzatti, famous Italian co-operator have significance in current Indian Cooperative Scenario.

Cooperatives, which used to cater to the underserved rural population are facing increased competition from public sector institutions, private sector institutions, non-governmental organisations etc. Cooperatives are trying to manage growth, cost, and risk in the face of ever changing economies, market instability, shifting savings pattern, disruption by technologies and shifting demographics.

The stress is directly borne by the employees of cooperatives. When the external equilibrium is disturbed, it is found that certain internal factors of an employee comes to fore in reacting, confronting and overcoming the externalities. – The Emotions.

Emotions which were considered as counterproductive in organizational context, has gained much importance in recent times. Emotional intelligence is considered as one of the most important skill apart from technical and traditional Intelligence skill (IQ) for the management while hiring the workforce for the organization. (Downey, Papageorgiou, & Stough, 2006). Work in any given

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organization comes with its own set of difficulties such as an aggressive superior, laid back subordinates, meeting unrealistic deadlines, ensuring efficient and highly satisfactory customer dealing which may result in a multitude of negative feelings. Yet the role of emotional intelligence in facing the uncertain market condition and increasingly strenuous customer demands and resultant stress, find very less mention in the mainstream academia and research, especially in the vital cooperative sector.

1.3 Objectives of the study

1) To study the relation between selected demographic variables and emotional intelligence.
2) To examine the relation between selected demographic variables and employee stress.
3) To study the relationship between emotional intelligence and stress among the employees of selected cooperatives.

1.4 Methodology

1.4.1 Selection of respondents

The study was conducted among fifty employees working in selected cooperatives from Thrissur taluk of Kerala. While purposive sampling technique was used to select seven cooperatives from Thrissur taluk of Kerala, Census method of sampling was used to collect the response from the employees within selected co-operatives.

1.4.2 Data collection

Primary data was collected using a structured questionnaire, which was divided into three parts,viz.

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a) Personal information questionnaire: The personal information questionnaire was used to collect information of the respondents on demographic characteristic like age, gender, cadre, marital status, family structure. Experience, promotions received etc.

b) Emotional intelligence appraisal questionnaireQuestionnaire on emotional intelligence was developed on the basis of the items from the standard scale of Bradberry and Greaves (2003) based on Goleman's Refinement model of Emotional Intelligence (2001). The overall emotional intelligence were measured for the four competencies of emotional intelligence namely self-awareness, self-management, social-awareness and relationship management. 27 standard question were used to collect the data from respondents, where they rated themselves over a five point scale varying from strongly agree to strongly disagree. The normalised scores were arrived at for each of the subjects by using the formula $x - s/\sigma$ and reached at the level of efficacy by comparing with the table below.

Table 1.1 Bradberry and Greaves normalised scores of EI

Normalised score	Emotional Efficacy level	Interpretation
90-100	Very high	Strength to capitalize on
80-89	High	Strength to build on
70-79	Average	Improvement needed
60-69	Low	Need to work on it
59 and below	Very low	Concern to be addressed

c) Occupational stress index questionnaire: The Occupational Stress Index developed by Srivastava and Singh (1974) was modified to suit the needs of cooperatives. The scale consists of 46 items, each to be rated on the five point scale. Out of 43 items, 28 are 'true-keyed' and rest 18 are 'false keyed'.

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Table 1.2 Srivatsava and Singh's norm for OSI scoring scales

Overall scores	Scale of Stress	Measure
46-122	Low	Below -1σ
123-155	Moderate	Between ± 1σ
156-230	High	Above + 1σ

The item relate to almost all relevant components of the job life which cause stress in some way or the other, such as, role overload, role ambiguity, role conflict, group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability. The following scores were used to rate both emotional intelligence and stress questions.

Table 1.3 Category of responses and weighted scores

Categories of response	Scores	
	True- Keyed items	False Keyed items
Strongly agree	5	1
Agree	4	2
No opinion	3	3
Disagree	2	4
Strongly disagree	1	5

Secondary data for the study was collected from the research papers, online journals, literature reviews, case studies thesis, term papers, e-articles, books and e-books, periodicals, published texts and statistic.

1.5 Variables under study

Emotional Intelligence: self – awareness (emotional-awareness, self-assessment, self-confidence), self–management (adaptability, initiative, achievement

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drive), social awareness(empathy, organisational awareness, service orientation), relationship management(change catalyst, building bonds, conflict management, developing others), Employee stress (co-worker support, work-life balance, role expectations) and demographic variables including gender, age, educational qualifications, years of experience, position held in the organisation, income and marital status.

1.6 Statistical tools

Statistical tools like correlation, Karl Pearson's Moment correlation and percentages were used for the analysis of data. While demographic variables were analysed using percentages. The levels of the overall emotional intelligence and the subcomponents of emotional intelligence were calculated for four categories of employees namely, attenders, analysts, clerks and secretaries. Similarly stress levels prevailing among these categories were analysed too. In order to find out relationship between demographic variables with emotional intelligence and stress, following scores were assigned.

Table 1.4 Assigned scores of demographic characteristic

Demographic characteristics	Scores
Educational qualification	
No formal education	1
Primary	2
Secondary	3
Higher secondary	4
Graduate	5
Technical	6
Age (In years)	
18-30	1
30-42	2
42-54	3
above54	4
Length of service (In years)	
Less than 1	1
1-5 years	2
5– 10 years	3
10-20 years	4
More than 20	5

The relationship between demographic variables and emotional intelligence levels, the relationships between demographic variables and stress as well as the relationship between stress and emotional intelligence were calculated using Karl Pearson's product moment correlation.

$$r = \frac{N\sum XY - (\sum(X)\sum Y)}{\sqrt{(N(\sum X - \sum X.X)(N\sum Y.Y - \sum Y.Y)}}$$

Where,

X= Independent variables (Self-awareness, Social-awareness, self-management, relationship management and overall emotional intelligence levels) and Y= Stress, for calculations of relationship between EI and stress.

X= Demographic characteristics and Y= Stress, Self-awareness, Social-awareness, self-management, relationship management and overall emotional intelligence levels for calculations of relationship between demographic variables, EI and stress.

1.7 Scope of the study

This study aims to bring out the relationship of emotional intelligence and employee effectiveness in cooperatives. The result of the study would also help in exploring dimensions of work culture for better participation of employees in organizational decision making. Importance of emotional intelligence could be established in the cooperatives and help in designing intervention programmes for employees at distress. The present research study will mainly contribute in the extension of research work related to emotional intelligence in cooperative sector employees on which not much of the studies have been conducted in past.

1.8 Limitations of the study

The study was limited due to time, cost and physical reasons. The study was conducted in the month of October and November, the time of cooperative audit and the employee would be overburdened and would be reflected in their response.

1.9 Chapterization

Chapter 1: Design of the Study.

Chapter 2: Review of literature.

Chapter 3: Theoretical Framework

Chapter 4: Analysis, Findings and Discussion.

Chapter 5: Summary of Findings, Suggestions and Conclusion.

Chapter II
REVIEW OF LITERATURE

Chapter - II

REVIEW OF LITERATURE

This chapter strives to examine the inter-relationships among the variables of the present investigation by tracing the related theoretical and empirical studies. Emotional intelligence studies have been conducted in the arenas of business, civic administration, organisation and education, where it has been widely accepted as an indispensable force. This chapter portrays the review of information about the development of research on emotional intelligence over the years and which is related to the current research. It also attempts to identify the research gap. The following review substantiates the relationship between emotional intelligence and the work-related stress.

Ciarrochi & Caputi (2000) after examining the relationship between an individual's emotion intelligence quotient and intelligence quotient, revealed that emotional intelligence were independent to IQ level of an individual. They further concluded that when IQ plays a crucial role in understanding the emotional processes, EI was helpful in managing emotions and subsequent moderating effect on ones behaviour.

Fredrickson (2001) suggested that flourishment of human mind and body is contingent on positive emotions, which develops human strength. Thus these emotions and ability to manage them broadens horizons of mind leading to better physical and intellectual health. Thus he stressed on the emotional intelligence on the all-round well-being of people.

Ashby & Rice (2002) in their study of perfection, attitudes and esteem examined the relationship between the adaptive and maladaptive factors of perfectionism and self-esteem. The results study indicated that perfectionism was directly and positively related to self-esteem component of the emotional intelligence. Thus concluded that

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self-esteem component of intelligence to be socially effective. Hence special attention was needed to address self-esteem of the individuals.

Nikolaou and Tsaousis (2002) studied the relationship between emotional intelligence and sources of occupational stress and outcomes and organizational commitment on a sample of professionals in mental health institutions. The results showed a negative correlation between emotional intelligence and stress at work, indicating that high scorers in overall emotional intelligence suffered less stress related to occupational environment. The study brought out a new role of emotional intelligence in an organisation, as it could find a positive correlation between emotional intelligence and organisational commitment, which according to the ASSET model can act as a determinant of employee loyalty to organization.

Farmer (2004) examined the relationship between emotional intelligence, job satisfaction, and burnout among nurses in early nursing practice. 235 participants (215 females and 20 males) were recruited from a listing of newly licensed nurses obtained from the Division of Occupational Licensing in Utah, USA. Emotional intelligence was measured using the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT; Mayer, Saovey, & Caruso, 2002) and burnout was assessed using the Maslach Burnout Inventory – Human Survey (MBI-HSS; Maslach et al., 1996).Depersonalization (a component of burnout) was found to have a significant negative relationship with a component of emotional intelligence i.e. use of emotion. However, personal accomplishment (another component of burnout) had significant positive correlations with two components of emotional intelligence viz. Understanding emotions and managing emotions.

Sharma,(2005) conducted a study on understanding the relationship between emotional intelligence and organizational commitment of the executives working in manufacturing and service sectors with at least 10 years of service. The findings state the fact that the employees who are emotionally intelligent are able to find themselves more concerned with the organisations their emotions get pacified with the working

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environment, which make them more committed. Emotional intelligent employees show their concern for the organizations by discharging their duties with responsibility and keep their spirits high even in the critical times.

Chan (2006) investigated the relationships among four components of emotional intelligence (emotional appraisal, positive regulation, empathic sensitivity, and positive utilization) and three components of teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) in a sample of 167 Chinese secondary school teachers in Hong Kong. Study suggested that emotional exhaustion, influenced by emotional appraisal and positive regulation, was causally prior to depersonalization and personal accomplishment, but personal accomplishment could develop relatively independently from the burnout components through the influence of positive utilization of emotions.

Brand (2007) explored the relationship between burnout, occupational stress, and emotional intelligence in the nursing industry. The sample comprised of 220 registered, enrolled, and auxiliary nurses (109 females and 11 males) working in hospitals in Western Cape, South Africa. Emotional intelligence was measured using the Swinburne University Emotional Intelligence Test and burnout was assessed using the MBI-HSS. Total emotional intelligence and two dimensions of emotional intelligence – emotional management and emotional control, were found to be negatively related to two components of burnout viz. emotional exhaustion and depersonalization, and positively related with one component of burnout i.e. personal accomplishment. Understanding external emotions and emotional recognition and expression (dimensions of emotional intelligence) were positively correlated with all components of burnout; while emotions direct control (a dimension of emotional intelligence) was negatively related to emotional exhaustion and personal accomplishment but positively related to depersonalization.

Findlay (2007) conducted a study to explore the relationship between emotional intelligence and burnout among Australian surgeons and surgical trainees. There were

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126 participants in the study out of which 93 were males and 33 females. It was hypothesized that there exists an inverse relationship between emotional intelligence and burnout. Emotional intelligence was measured using the Swinburne University Emotional Intelligence Test (SUEIT) and burnout was measured using the Copenhagen Burnout Inventory (CBI). The results revealed that there exists a significant inverse relationship between total emotional intelligence levels and all forms of burnout.

Boyatzis (2008) in the study Emotional, social and cognitive intelligence and personality as predictors of sales leadership performance opined that successful directors and pioneers are endowed with techniques and capabilities which concentrate on emotional capabilities, which in turn, predicts efficiency and effectiveness in professional, administration and leadership roles in various segments of the society and the organization.

Chakrabarty and Sayeed (2008) carried out an investigation to examine the relationship between emotional intelligence and burnout stress syndrome. The sample comprised of 700 medical staff including doctors and nurses from both private and public sector hospitals in Kolkata. Emotional intelligence was measured using the General Emotional Intelligence Scale and burnout was measured using the Maslach Burnout Inventory. Results revealed that there exists a significant negative relationship between emotional intelligence and emotional exhaustion. Additionally there also exists a significant positive relationship between emotional intelligence and personal accomplishment.

Dette (2008) conducted a study to examine the relationship between emotional intelligence and burnout of police constables of the South African Police Services in the Western Cape. A simple random sample of 108 police constables were considered in the study. Emotional intelligence was measured using The Emotional Quotient Inventory (EQ-i) and burnout was measured using the Burnout Measure (BM). Negative relationships were found between emotional intelligence dimensions: self-

awareness, self-regulation, motivation, empathy and social skills with total burnout levels. The results indicated that the more self-aware, self-regulated, motivated, empathetic, and socially inclined police officers were, the less likely police officers were to experience burnout.

Furnell (2008) explored the relationship between burnout, emotional labour, and emotional intelligence. The sample comprised of 195 call centre representatives (91 females and 104 males) in two branches of a leading South African telecommunication company's call centres located in Western Cape. Emotional intelligence was measured using the Swinburne University Emotional Intelligence Test (SUEIT) and the Maslach Burnout Inventory was used to assess burnout. Emotional exhaustion was found to have significant negative relationships with two components of emotional intelligence viz. Emotional management and emotional control. Results revealed significant positive correlations between personal accomplishment and emotional intelligence-total score, and four components of emotional intelligence viz. emotional regulation and expression, understanding emotions, emotional management, and emotional control.

Salami (2008) investigated the relationships of demographic factors (age, marital status, gender, job tenure, and educational level), emotional intelligence, work-role salience, achievement motivation and job satisfaction to organisational commitment of industrial workers. The results showed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors except gender significantly predicted organisational commitment of the workers.

Wu, Yu, and Song (2008) examined the impact of emotional intelligence on burnout. Based on the data analyses of the sample comprising of 197 students selected from MBA students and supervisors. Emotional intelligence of subordinates had a significant negative impact on their job burnout including the three dimensions (exhaustion, cynicism, and inefficacy). Emotional intelligence of supervisors had a significant negative impact on subordinate's cynicism, and supervisors' emotional

intelligence moderates the relationship between subordinates emotional intelligence and job burnout.

Sunil and Rooprai (2009) examined two null hypotheses that investigate the measurement of emotional intelligence as a predictor in managing Stress and Anxiety. 120 Management students were taken for the study. Emotional Intelligence Scale, Stress Inventory and General Anxiety test were used for the measurement of all the variables. Results indicate that there was a significant relationship between Emotional Intelligence and the variables of Stress and Anxiety. Stress management component and anxiety component; emerge as statistically significant with respect to the relationship with Emotional Intelligence.

Wen-Hai et al. (2009) investigated 520 frontline employees of six life insurance companies in Taiwan. The researchers examined the relationships among job satisfaction, job involvement, job stress, and customer orientation behaviours. The results revealed that both job satisfaction and job involvement positively influence customer orientation behaviours, and job stress negatively influences customer orientation behaviours. Emotional intelligence moderates the relationship between job stress and customer orientation behaviours.

Huang, Chan, Lam, and Nan (2010) examined the joint effect of leader member exchange and emotional intelligence on burnout and work performance. Results based on data collected from 493 leader-member dyads in the call centre of a large Chinese telecommunication company indicated that burnout mediated the link between use of emotion and work performance. Results also showed that leader member exchange was associated with burnout and work performance more strongly for service workers with lower levels of self-emotion appraisal. More surprisingly, the link between leader member exchange and work performance was stronger for service workers with higher levels of use of emotion.

Lee (2010) investigated the relationship between emotional intelligence and emotional labour and its effect on job burnout in Korean organizations. 398 employees (87 women and 311 men) from various electronic, financial, heavy industry, retail, manufacturing and engineering, resort, and security companies participated in the study. Emotional intelligence was assessed using Moon's Emotional Intelligence Test and burnout was measured using the Korean version of Maslach Burnout Inventory validated by You, Lee, and Lee. Correlational analyses revealed that emotional intelligence was negatively correlated with two components of burnout viz. emotional exhaustion and depersonalization; and positively correlated with the third component i.e. personal accomplishment.

Vigoda-Gadot and Meisler (2010) examined the impact of emotional intelligence and organizational politics among Public Sector employees. The sample comprised of 308 employees (240 females and 68 males) from a variety of departments (tax collection, human resources, engineering, city development and maintenance, welfare services, culture and sports), from different jobs and occupations (clerks, accountants, engineers, social workers, technical occupations), and from different hierarchical levels in the two municipalities located in the centre of Israel organizations (low and mid-level managers). Emotional intelligence was assessed using the Wong & Law Emotional Intelligence Scale and burnout was measured by a six-item scale taken from the Maslach Burnout Inventory. Emotional intelligence was found to have a significant negative relationship with burnout.

Akomolafe and Popoola (2011) conducted a study to examine the interactive and relative effect of emotional intelligence and locus of control on burnout among secondary school teachers in Nigeria. The sample consisted of 300 teachers (156 females and 144 males) randomly selected from 10 secondary schools in Ondo State, Nigeria. Emotional intelligence was measured using Emotional Intelligence Questionnaire developed by Schutte et al., (1998), locus of control was measured by Locus of Control Scale developed by Craig, Franklin, and Andrew (1984) and burnout was measured using the Teacher Burnout Scale developed by Richmond, Wrench, and

Gorham (2001). Results revealed a significant negative relationship between emotional intelligence and burnout.

Delpasand, Nasiripoor, Raiisi, and Sahabi (2011) carried out a study to examine the relationship between emotional intelligence and occupational burnout among nurses in critical care units in Iran. Participants were 150 nurses of social security hospitals in Tehran. Emotional intelligence was measured using Shrink's Emotional Intelligence questionnaire and burnout was measured using Maslach Burnout Inventory. Results revealed that there exists a significant negative correlation between all dimensions of emotional intelligence and emotional exhaustion and a significant positive relationship between all dimensions of emotional intelligence and personal accomplishment. There also existed a significant negative correlation between total emotional intelligence and emotional exhaustion and a significant positive relationship between total emotional intelligence and personal accomplishment.

Kafetsios, Nezlek, and Vassiou (2011) examined the relationship firstly, between leaders' emotional intelligence and subordinate's emotion and work attitudes and secondly, between leaders; and subordinates emotional intelligence and work outcomes. 33 school directors/supervisors (26 men, 7 women) and 179 teachers (i.e., subordinates; 59 males 120 females) from schools in secondary and primary education in northern and central Greece participated in the study. The Greek version of the Maslach Burnout Inventory and the self-report Wong and Law Emotional Intelligence Scale were used to assess burnout and emotional intelligence. Results indicated that while one component of burnout (personal accomplishment) had a significant positive correlation with self-emotion appraisal (a dimension of emotional intelligence); another component of burnout (emotional exhaustion) had significant negative correlations with two dimensions of emotional intelligence – other' emotion appraisal and utilization of emotion. The third component of burnout (depersonalization) did not have any significant correlations with any of the dimensions of emotional intelligence.

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Sachin (2011) assessed the emotional intelligence and burnout among female teachers of private schools. A sample of 150 female teachers from different English medium schools of Hisar, Haryana were taken. The Emotional Intelligence Scale and the Maslach Burnout Inventory (Maslach & Jackson, 1986) were used to measure emotional intelligence and burnout respectively. Results indicated that there existed significant negative relationships between emotional intelligence and two components of burnout namely exhaustion and cynicism. Emotional intelligence however had a significant positive correlation with the third component of burnout i.e. professional efficacy.

Singh and Kanupriya (2011) carried out a study to investigate the relationship between emotional intelligence and burnout among middle level executives. The sample comprised of 125 middle level managers belonging to different private organizations. The Multidimensional Measures of Emotional Intelligence and the Maslach Burnout Inventory – General Survey were used to measure emotional intelligence and burnout respectively. Exhaustion was found to have significant negative correlations with four components of emotional intelligence viz. managing emotions, motivating oneself, self-awareness, and handling relation. Results also indicated that professional efficacy had significant positive correlations with four dimensions of emotional intelligence viz. managing emotions, motivating oneself, self-awareness, and handling relation.

Moon and Hur (2011) examined how emotional intelligence affects emotional exhaustion (a component of burnout) resulting from emotional labour, and how emotional exhaustion influences an individual's job performance in terms of organizational commitment and job satisfaction. The sample comprised of 295 retail sales employees in South Korea. Of the 4 factors identified in the emotional intelligence model developed by Schutte et al. (1998), three (appraisals of emotions, optimism, and social skills) were found to be negatively associated with emotional exhaustion but the fourth factor of utilization of emotion showed no significant links with emotional exhaustion.

Vaezi and Fallah (2011) investigated the relationship between emotional intelligence and burnout among 104 Iranian teachers (52 females and 52 males). To evaluate EI researchers employed Bar-On EI Test and burnout was measured using the Maslach Burnout Inventory-Educator's Survey (MBI-ES) The results indicated that there exists a significant negative correlation between all 15 components of emotional intelligence and burnout.

Weng, et al. (2011) conducted a study to examine the associations between emotional intelligence and doctor burnout, job satisfaction, and patient satisfaction in Taiwan. This study was carried out on 110 interns and 2872 patients. Emotional intelligence was measured using the Wong and Law Emotional Intelligence Scale (2002) and burnout was measured using the Maslach Burnout Inventory (MBI). Results indicated that there existed a significant negative correlation between all dimensions of emotional intelligence (i.e. self-emotion appraisal, others" emotion appraisal, use of emotion and regulation of emotion) and all dimensions of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment).

Wu (2011) studied the effects of emotional intelligence on the relationship between job stress and job performance with a sample of employees in the Taiwanese finance sector. The results indicated that emotional intelligence had a positive impact on job performance and moderated this relationship. In this respect, highly emotionally intelligent employees are more likely than are low emotional intelligence employees to be able to reduce or transform the potential negative effects of job stress on job performance. The results of this study clarified knowledge of stress effects and, thus, the usefulness of stress management practices in organisational context.

Ahmadzadeh and Alavinia (2012) carried out a study which sought to explore the association between emotional intelligence and burnout in a sample of 75 high school teachers (38 females and 37 males) in West Azerbaijan. Emotional intelligence was measured using Bar-On's Emotional Quotient Inventory and burnout was measured

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using Maslach's Burnout Inventory-Educators's Survey. Results indicated that there existed a significant negative correlation between emotional intelligence and burnout.

Baik and Yom (2012) examined the effects of social support and emotional intelligence on the relationship between emotional labour and burnout among clinical nurses. The sample consisted of 382 nurses from four hospitals located in Seoul or Gyunggi Province. It was found that emotional intelligence had a negative effect on burnout.

Brunetto et al. (2012) confirmed that, emotional intelligence leads to job satisfaction and well-being, with positive path relationships leading to employee engagement and organisational commitment, thereby affecting turnover intentions. Organisational commitment was found to partially mediate the causal relationship between employee engagement and turnover intentions by collecting survey responses from 193 police officers in Australia. Which were analysed using partial least squares path modelling. The findings of this research have important theoretical and practical implications for police officer retention.

Gorgens-Ekermans and Brand (2012) investigated the inter-relationships between work stress, burnout and if emotional intelligence was a moderator in the stress-burnout relationship in a group of nurses. The sample comprised of 122 nurses (109 females and 13 males) across various levels in the nursing profession in private hospitals in the Western Cape Province, South Africa. The Swinburne University Emotional Intelligence test and the Maslach Burnout Inventory – Human Service Survey were used to measure emotional intelligence and burnout. Results indicated that there existed significant negative correlations between emotional exhaustion, depersonalization (components of burnout) and overall emotional intelligence, Personal accomplishment (a component of burnout) was found to have significant positive correlations with overall emotional intelligence and two dimensions of emotional intelligence namely emotional management and emotional control.

Khanifar, Maleki, Nazari, and Emami (2012) investigated the relationship between emotional intelligence and burnout. There were 84 participants in the study, who were official personnel of Ghom public universities. Emotional intelligence was measured using the Mayer Salovey Emotional Intelligence Test and burnout was measured using the Maslach Burnout Inventory. The results revealed a positive relationship between emotional intelligence and burnout. Also, there existed a positive relationship between self-control dimension of emotional intelligence and emotional exhaustion dimension of burnout.

Lee and Ok (2012) investigated the direct and indirect effects of employees" emotional intelligence on two different forms of emotional labour, burnout job satisfaction. Data was collected from 309 customer contact hotel employees and managers (178 females and 131 males) in the United States. The Wong and Law Emotional Intelligence Scale and the Maslach Burnout Inventory were used to assess emotional intelligence and burnout. Results of structural equation modelling showed that emotional intelligence had a direct, positive effect on personal accomplishment and a direct, negative effect on depersonalization.

Aftab and Qadeer (2013) investigated the relationship of emotional intelligence and burnout in a sample of 100 managers (37 females and 63 males) working in various organizations in Karachi, Pakistan. Emotional intelligence was measured using the 33-item Assessing Emotions Scale and burnout was assessed using the Burnout Questionnaire. Perception of emotions and managing one's own emotions emerged as significant predictors of burnout.

Ruiz-Aranda (2014) examined the influence of perceived stress on the relationship between EI and well-being. Female students from the School of Health Sciences (n = 264) completed an ability measure of emotional intelligence. After twelve weeks, participants completed the Perceived Stress Scale, Satisfaction with Life Scale and Subjective Happiness Scale. Participants with higher EI reported less perceived stress and higher levels of life satisfaction and happiness. The results of this study suggest

that perceived stress mediates the relationship between EI and well-being indicators, specifically life satisfaction and happiness. These findings suggest an underlying process by which high emotional intelligence may increase well-being in female students in nursing and allied health sciences by reducing the experience of stress.

Kwon & Kim (2015) studied the effects of emotional labour and emotional intelligence on burnout in a sample of 200 nurses. The Wong and Law Emotional Intelligence Scale adapted by Lim and the Maslach Burnout Inventory was adapted by Choi and Jeong to measure emotional intelligence and burnout. Results revealed that emotional intelligence had a significant negative correlation with burnout.

Sharma et al. (2016) examined the extent to which work–family conflicts cause stress among nursing staff and its subsequent impact on their psychological health by carrying out a survey of 693 nursing staff associated with 33 healthcare institutions in Uttarakhand, India. They used hierarchical multiple regression analysis to understand relationships shared by independent (work–family conflicts) and dependent (psychological health) with the mediator (stress) as well as the moderator (emotional intelligence). They concluded that stress acted as a mediator between work–family conflict of the nursing staff and their psychological health. However, the emotional intelligence level acted as a moderator between the subjects' stress level and psychological health.

Bamberger et al. (2017) studied emotional intelligence of 17 physicians and 10 nurses prospectively with Bar-On's EI tool with pre-intervention and post-intervention training programmes by keeping non attendant physicians as control. The results of the study concluded that Emotional intelligence intervention programmes led to significant improvement in satisfaction of patients treated by the EI trained physicians as compared to the control physicians.

Nazeer and Kumar (2017) in their study titled Effectiveness of public sector banks focus on raising the emotional intelligence of their officers, studied 30 Controlling

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officers and 30 junior officers of public sector banks of Mysore region of India, utilized purposive or judgment sampling under the nonprobability method and concluded that bank officers come under a great amount of stress and suggested improving emotional intelligence of the officers through training as a mitigative measure.

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Chapter III

*EMOTIONAL INTELLIGENCE AND STRESS - A
THEORETICAL FRAMEWORK*

Chapter – III
EMOTIONAL INTELLIGENCE AND STRESS –
A THEORETICAL FRAMEWORK

3.1 Emotional Intelligence

Emotions are involved in everything people do: every action, decision and judgement. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The overall result of researches suggest that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making both at job and in private life.

A brief history of EQ

Edward Thorndike in early 1930s described for first time the concept of "social intelligence". He described social intelligence as the ability to get along with other people. Humanistic psychologists such as Abraham Maslow further described how people can build emotional strength and lead their life effectively. Hence giving birth to the concept of Emotional Intelligence. Dr. Michael Beldoch a clinical psychologist, in 1964 was first coin the term 'Emotional Intelligence'. The concept of multiple intelligences was first introduced by, Howard Gardner in his book of 'The shattered Mind' in the year 1975. This lead to mainstreaming of the idea of emotional intelligence among the other popularly accepted form of intelligences especially in the academic circles.

This was relegated to obscurity until the landmark article of Peter Salovey and John Mayer in 1990 titled Emotional intelligence. The public's attention was entrapped by Daniel Goleman's best-selling book, *Emotional intelligence- why it can matter more than IQ.*

3.1.1 Definitions

There are different prominent school of thoughts which have tried to comprehensively define the concept of emotional intelligence.

According to Salovey and Mayer (1990) emotional intelligence is: "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

Reuven Bar-On (1996) defined emotional intelligence: "An array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures."

According to Peter Salovey and John Mayer (2002) emotional intelligence is: "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth."

According to Travis Bradberry and Jean Greaves (2009), "Emotional intelligence is the ability to recognize and understand emotions in oneself and others, and the ability to use this awareness to manage behaviour and relationships, effectively."

3.1.2 Emotional Intelligence Models

The work of early theorists such as Thorndike and Gardner laid foundations for the concept of emotional intelligence. In the present time the theoretical framework of emotional intelligence is based on two distinct perspective, Ability or mixed models. The chief proponent of ability model were John Mayer and Peter Salovey. The envisioned emotional intelligence as a pure form of mental ability, and hence a pure intelligence. Mental ability is combined with the concept of personality

characteristics such as optimism and well-being to form the 'mixed model' of emotional intelligence. Two mixed models of emotional intelligence have been proposed, each within a somewhat different conception. Reuven Bar-On has put forth a model based within the context of personality theory. In contrast, Daniel Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001).

Salovey and Mayer: An Ability Model of Emotional Intelligence

Peter Salovey and John Mayer made famous the term "emotional intelligence" in 1990 (Salovey & Mayer, 1990) and have since continued to conduct research on the significance of the construct. Their pure theory of emotional intelligence integrates key ideas from the fields of intelligence and emotion. From intelligence theory comes the idea that intelligence involves the capacity to carry out abstract reasoning. From emotion research comes the notion that emotions are signals that convey regular and discernible meanings about relationships and that at a number of basic emotions are universal (Mayer, Salovey, & Caruso, 2002). They propose that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. They then posit that this ability is seen to manifest itself in certain adaptive behaviours (Mayer, Salovey, & Caruso, 2000).

Thoughts promote
emotional, intellectual,
and personal growth

The implications of
emotion, from their
feeling to their
meaning, are
considered

Management
encourages
openness to
feelings

4. Emotional Management

Emotional
signals about
relationships
are understood,
along with their
interactive and
temporal
implications

3. Emotional
Understanding

**EMOTIONAL
INTELLIGENCE**

1.
Emotional
Perception

Emotions
are
perceived
and
expressed

2. Emotional Integration

Emotions and
emotion-related
information is
attended to

Emotions are sensed,
and begin automatic
influences on cognition

Emotions enter the
cognitive system as
noticed signals and as
influences on cognition

Figure 3.1 Salovey and Mayer's model of Emotional Intelligence

Mayer and Salovey's conception of emotional intelligence is based within a model of intelligence, that is, it strives to define emotional intelligence within the confines of the standard criteria for a new intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2003). It proposes that emotional intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them). Each area is further divided into two branches that range from basic psychological processes to more complex processes integrating emotion and cognition. The first branch, *emotional perception*, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes

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the ability to distinguish between honest and dishonest expressions of emotion. The second branch, *emotional assimilation*, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes.

The third branch, *emotional understanding*, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other. Lastly, the fourth branch, *emotion management*, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation (Mayer & Salovey, 1997

Bar-On: A Mixed Model of Emotional Intelligence
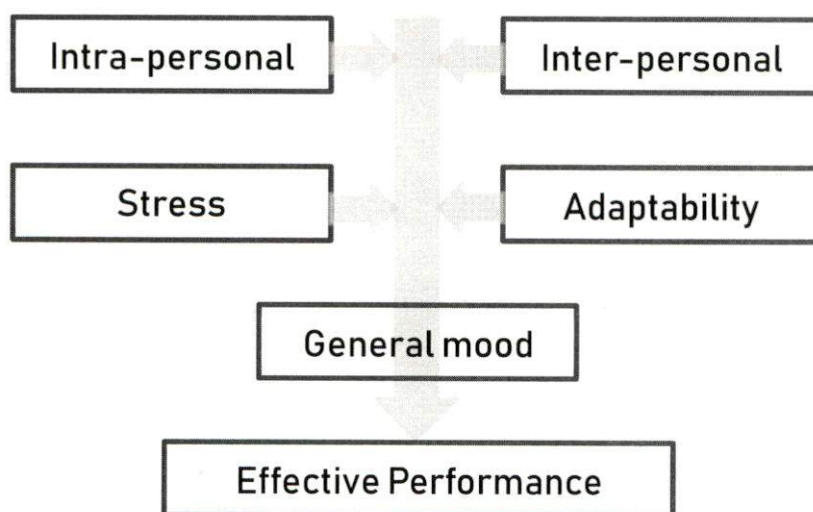
Figure 3.2 Bar-On's model of Emotional Intelligence

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On developed one of the first measures of emotional intelligence that used the term "Emotion Quotient". Bar-On's model of emotional intelligence relates to the *potential* for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented. It focuses on an array of emotional and social abilities, including the ability to be aware of, understand, and express oneself, the ability to be aware of,

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understand, and relate to others, the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). In his model, Bar-On outlines 5 components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood. Bar-On posits that emotional intelligence develops over time and that it can be improved through training, programming, and therapy (Bar-On, 2002).

Bar-On hypothesizes that those individuals with higher than average E.Q.'s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. Problems in coping with one's environment is thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life (Bar-On, 2002).

Goleman: A Mixed Model of Emotional Intelligence

Daniel Goleman, a psychologist and science writer who has previously written on brain and behaviour research for the New York Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote *Emotional Intelligence* (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman's model outlines four main emotional intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).
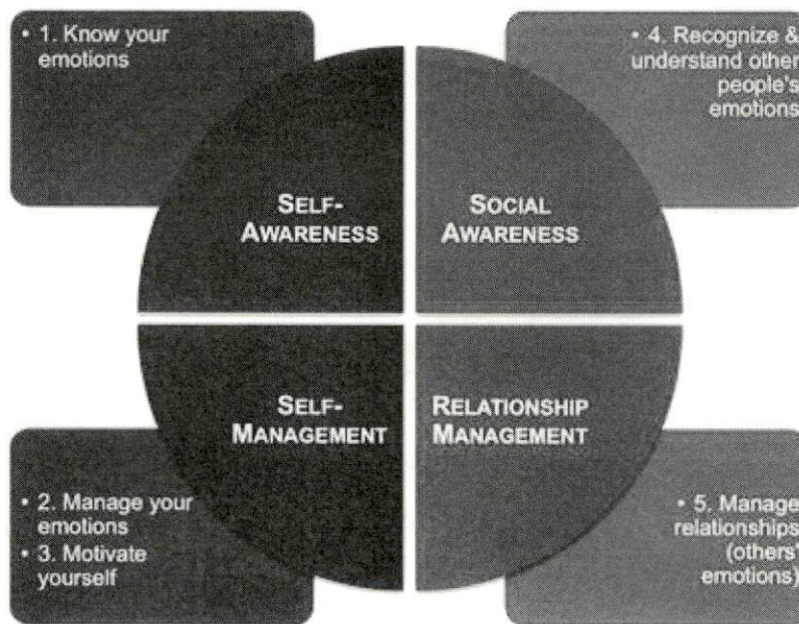
Figure 3.3 Goleman's model of Emotional Intelligence

Goleman includes a set of emotional competencies within each construct of emotional intelligence. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other. Figure 3.3 illustrates Goleman's conceptual model of emotional intelligence and corresponding emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

Other Models and Measures

Several measures of emotional intelligence used in scientific research, particularly those sold for use in industrial and organizational settings, are not based on any of the aforementioned theories of emotional intelligence. Two of these measures: the Levels of Emotional Awareness Scale (LEAS) and the Self-Report Emotional Intelligence Test (SREIT) are described in the following section.

The Levels of Emotional Awareness Scale (LEAS)

The Levels of Emotional Awareness Scale is a self-report measure of emotional intelligence intended to assess the extent to which people are aware of emotions in both themselves and others. The measure is based on a hierarchical theory of emotional intelligence, more specifically of emotional awareness, which consists of five sub-levels: physical sensations, action tendencies, single emotions, blends of emotion, and blends of these blends of emotional experience. The Levels of Emotional Awareness Scale consists of 20 scenarios involving two people and an emotion-eliciting situation. The participant must indicate how they would feel in the situation and how the other person in the scenario would feel in the situation. Each scenario receives a score from 0-5 (corresponding to the Lane and Schwartz (1987) theory of emotional awareness). The participant receives a score for self (awareness of emotions in oneself), for other (awareness of emotion in others), and a total emotional awareness score.

The Self-Report Emotional Intelligence Test (SREIT)

The Self Report Emotional Intelligence Test is a 33 item self-report measure of emotional intelligence developed by Schutte and colleagues (1998). Initially based on early writings on emotional intelligence by Mayer and Salovey, the Self Report Emotional Intelligence Test has been criticized for not properly mapping onto the Salovey and Mayer model of E.I. and thus measuring a different concept of emotional intelligence. This criticism stems from the fact that the original Self Report Emotional Intelligence Test consisted of 62 items which mapped into the original model of

emotional intelligence by Salovey and Mayer. However, factor analysis resulted in a single-factor, 33 item measure which did not accurately reflect the principles of the model. Participants are asked to indicate their responses to items reflecting adaptive tendencies toward emotional intelligence according to a 5-point scale, with "1" representing strong agreement and "5" representing strong disagreement.

3.1.3 Criticism of Emotional Intelligence

The publication of Daniel Goleman's *Emotional Intelligence* in 1995 allowed the non-academic world to read about and understand the concept of emotional intelligence, as well as apply Goleman's model in their homes and workplaces. Although many people have adopted emotional intelligence as a new and exciting idea, others are not quite as convinced. Opponents have called emotional intelligence a "buzzword" which in reality holds little meaning, while others have proposed that it is just a new word for a collection of already established competencies. Goleman's claims stating emotional intelligence's significance in predicting success is over and above that of I.Q., and the conflicting evidence regarding these claims, resulted in many researchers doubting the legitimacy of the construct.

In his review of research surrounding emotional intelligence, Becker (2003) criticized emotional intelligence on two fronts. The first is the lack of valid and reliable measures in the area. Becker argues that since the construct cannot yet be measured with reasonable accuracy, it is impossible to know whether it is rooted in reality or imagination. The second criticism stems from the fact that emotional intelligence appears to be based on problematic conceptualization, with Becker stipulating that emotional intelligence is nothing more than general intelligence aimed at emotional phenomena.

Another group of researchers suggest that while the theory development surrounding emotional intelligence is weak, there is much potential for its application towards improved leadership effectiveness and human resource performance improvements, among other things. Hedlund and Sternberg (2000) hypothesize that the problem with emotional intelligence is not the concept itself, but in the lack of consistency in how constructs are conceptualized and operationalized. Specifically,

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they take issue with the fact that definitions of emotional intelligence range from encompassing purely cognitive factors to including cognitive factors as well as many personality traits.

3.1.4 Neurological Evidence for Emotional Intelligence

In spite of the negative and unsupportive outlooks on emotional intelligence, neurological evidence does exist to support the hypothesis that emotional intelligence is a separate and distinct idea from I.Q. Researchers in the area of affective neuroscience stress that their findings cannot support one model of emotional intelligence over another, rather their findings endorse the existence of a set of emotional abilities that comprise a form of intelligence which is distinct and different from standard intelligence, or IQ (Bechara, Tranel, & Damasio, 2000). While intellectual abilities such as verbal fluency, spatial logic, and abstract reasoning (the components of I.Q.) are based primarily in the neocortex, the components that constitute emotional intelligence have been found to exist as more of a neurological circuitry that links the limbic areas for emotion (amygdala and its corresponding networks) to the prefrontal cortex (the brain's executive centre). Lesions in this area were found to produce deficits in hallmark abilities of emotional intelligence (Damasio, 1999). In particular, those patients who had suffered from ventromedial prefrontal lesions (or frontal lobe syndrome) preserved their intellectual abilities while developing severe impairments in personal and social decision making. They experienced trouble making plans for their day or their future and had difficulties choosing friends, partners, and activities. They began to make disadvantageous choices which they were not known to make before their brain injuries, could not learn from their previous mistakes, and suffered from deficits in their ability to process emotional signals and to cope effectively with environmental and social demands (Bechara, Tranel, & Damasio, 2000).
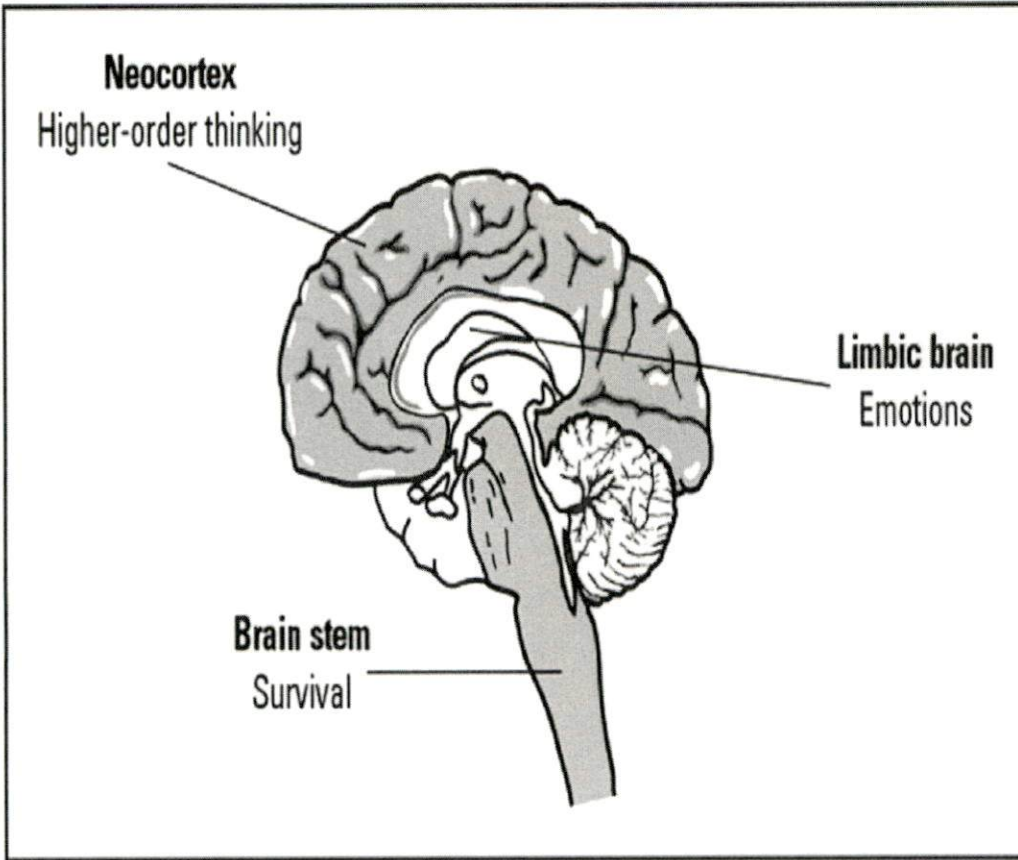
Figure 3.4 Representation of parts of brain viz., functions.

Such affective neurological studies have found support for several of the main components of emotional intelligence which are universal across all models. For example, the recognition of emotions in others is a unanimous element of emotional intelligence. Studies of patients with amygdalal lesions found that the amygdala is essential for recognition of emotions through facial expressions and in judging the trustworthiness of a given individual. In addition, the neural connections which underlie these inabilities to interpret facial expressions overlap with those involved in decision making, thus researchers believe that deficits in emotional processing can have adverse consequences on social decision making (Bechara, Tranel, & Damasio, 2000). The effective management of one's emotions is likewise a universal aspect of emotional intelligence. Research by Davidson, Jackson, and Kalin using PET scans (positron-emission tomography) found that increased activity in the amygdala led to

an increase in negative emotions. However, this activity is mediated by the medial pre-frontal cortex, which produces neurons which inhibit the activity of the amygdala. Thus, it appears that within the circuit between the amygdala and the medial pre-frontal cortex lies the ability to regulate negative affect. Such studies of the neurology underlying emotions are new to the field, and much more work needs to be done in this area. However, the ability to neurologically distinguish cognitive intelligence (I.Q.) and emotional intelligence (E.Q.) is a significant contribution to the legitimacy of the emotional intelligence construct.

3.2 Stress

The concept of stress was predominantly used in physical sciences, referring to the force applied on a unit area. Later in late 1920s the word Stress was co-opted into medical and consequently into psychological studies and literature. In common usage, stress is often referred to as 'nonspecific response of body to any demand made on it'. To be more comprehensive, it is defined as an adaptive response, mediated by individual differences and/or psychological processes that is a consequence of any external action, situation, or event that places excessive psychological and/or physical, and/or demands upon a person. Stress is an interaction between individuals and any source of demand (stressor) within their environment.

Thus it is said that stress is experienced by each and every individual, be it a pauper on streets to multibillionaire CEOs in the board rooms. All human being fight regular war with one or other manifestation of stress in their life.

3.2.1 Definitions of Stress

The concept of stress is elusive because it is poorly defined. There is no single agreed definition of 'stresses in existence. It is a concept, which is familiar to both layman and professional alike; it is understood by all when used in general context but by few when a more precise account is required, and this seems to be the central problem.

Hans Selye who is credited as being the modern day father of stress defined stress in 1936 as "the non-specific response of the body to any demand for change". Hans Seyle's stress definition later expanded in 1979 as he explained further that "stress is a 'perception'. It is the demands that are imposed upon us because there are too many alternatives".

(Lazarus, 1966), Richard Lazarus defined stress as a relationship between the person and the environment that is appraised as personally significant and as taxing or exceeding resources for coping.

Whereas, Skinner in 1985 defined stress as "a reaction of a particular individual to a stimulus event"

Later in 1988, Eliot concluded that "stress may be viewed as the body's response to any real or imagined event perceived as requiring some adaptive response and/or producing strain

In 1990, Steinberg and Ritzmann considered that "stress can be defined as an underload or overload of matter, energy or information input to, or output from, a living system.

Later in 1992, Humphrey found that "stress can be considered as any factor, acting internally or externally that makes it difficult to adapt and that induces increased effort on the part of the person to maintain a state of equilibrium both internally and with the external environment".

Robert Holden (1992) put forth that, stress is an umbrella term for a comprehensive catalogue of words that include anxiety, tension, conflict, pressure strain, panic etc. Essentially stress is a reaction to a basic threat and the basic threat is a perceived inability to cope. However a distinction has to be made between productive or functional stress (eustress) and dysfunctional stress (distress).

Levi (1996) in his research concluded that "stress is caused by a multitude of demands (stressors), such as an inadequate fit between what we need and what we are capable of, and what our environment offers and what it demands of us"

3.2.2 Models of stress

Stress generally involves emotional and physiological responses to circumstances that an individual views as threatening. Most theories of stress claim that stress involves the interaction between problems people face and their resources for dealing with them. A wide range of theories emphasize physiological responses, environmental circumstances, cognitions, personal coping skills, personal characteristics, or some combination of these factors.

Response Based Model of Stress

Stress as a **response** model, initially introduced by Hans Selye (1956), describes stress as a *physiological response pattern* and was captured within his **General Adaptation Syndrome (GAS)** model. This model describes stress as a dependent variable and includes three concepts:

1.   Stress is a defensive mechanism.

2.   Stress follows the three stages of *alarm, resistance,* and *exhaustion.*

3.   If the stress is prolonged or severe, it could result in diseases of adaptation or even death.

The General Adaptation Syndrome

One enters a period of chronic, unabated stress (loss of job, divorce, death of loved one, entering Emergency Medicine, etc.)

Normal Level of Arousal

Resistance Phase
...then one gets used to it...

Exhaustion Phase
...and finally, one cannot stand it any longer.

Hypertension, MCI, Depression, Suicide, etc.

Alarm Phase
At first, the experience is very stressful...

Time

Figure 3.5 General Adaption Syndrome model of stress.

Later, in *The Stress Concept: Past, Present and Future* (1983), Selye introduced the idea that the stress response could result in positive or negative outcomes based on cognitive interpretations of the physical symptoms or physiological experience. In this way, stress could be experienced as eustress (positive) or dystress (negative). However, Selye always considered stress to be a physiologically based construct or response. Gradually, other researchers expanded the thinking on stress to include and involve psychological concepts earlier in the stress model.

The response model of stress incorporates coping within the model itself. The idea of adaptation or coping is inherent to the GAS model at both the alarm and resistance stages. When confronted with a negative stimulus, the alarm response initiates the sympathetic nervous system to combat or avoid the stressor (i.e., increased heart rate, temperature, adrenaline, and glucose levels). The resistance response then initiates physiological systems with a *fight or flight* reaction to the stressor, returning the system to homeostasis, reducing harm, or more generally accommodating the stressor, which can lead to adaptive diseases such as sleep deprivation, mental illness, hypertension, or heart disease. Thus, along with the early conceptualization of stress

as a physiological response, early research on coping was also born. As early as 1932, Walter Cannon described the notion of self-regulation in his work *The Wisdom of the Body.*

The Stimulus-Based Model of Stress

The theory of stress as a **stimulus** was introduced in the 1960s, and viewed stress as *a significant life event or change that demands response, adjustment, or adaptation.* Holmes and Rahe (1967) created the Social Readjustment Rating Scale (SRRS) consisting of 42 life events scored according to the estimated degree of adjustment they would each demand of the person experiencing them (e.g., marriage, divorce, relocation, change or loss of job, loss of loved one). Holmes and Rahe theorized that stress was an independent variable in the health-stress-coping equation — the cause of an experience rather than the experience itself. While some correlations emerged between SRRS scores and illness, there were problems with the stress as stimulus theory. The stress as stimulus theory assumes:

1.   Change is inherently stressful.

2.   Life events demand the same levels of adjustment across the population.

3.   There is a common threshold of adjustment beyond which illness will result.

Rahe and Holmes initially viewed the human subject as a passive recipient of stress, one who played no role in determining the degree, intensity, or valence of the stressor. Later, Rahe introduced the concept of interpretation into his research (Rahe & Arthur, 1978), suggesting that a change or life event could be interpreted as a positive or negative experience based on cognitive and emotional factors. However, the stress as stimulus model still ignored important variables such as prior learning, environment, and support.

Transaction Based Model of Stress

In attempting to explain stress as more of a dynamic process, Richard Lazarus developed the **transactional theory of stress and coping** (TTSC), which

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presents *stress as a product of a transaction between a person (including multiple systems: cognitive, physiological, affective, psychological, neurological) and his or her complex environment.* Stress as a transaction was introduced with the most impact when Dr. Susan Kobasa first used the concept of hardiness (Kobasa, 1979). Hardiness refers to a pattern of personality characteristics that distinguishes people who remain healthy under life stress compared with those who develop health problems. In the late 1970s, the concept of hardiness was further developed by Salvatore Maddi, Kobasa, and their graduate students at the University of Chicago. Hardiness has some notable similarities with other personality constructs in psychology, including locus of control (Rotter, 1966), sense of coherence (Antonovsky, 1987), self-efficacy (Bandura, 1997), and dispositional optimism (Scheier & Carver, 1985), all of which will be discussed in the next section. Researchers introduced multiple variables to the stress-as-transaction model, expanding and categorizing various factors to account for the complex systems involved in experiencing a stressor (Werner, 1993). The nature of stress was described in multiple ways: acute, episodic or intermittent, and chronic. Different types of stressors emerged, such as event, situation, cue, and condition, which then fell into categories based on locus of control, predictability, tone, impact, and duration. Figure 3.7 illustrates theories of stress as a response, stimulus, and transaction.
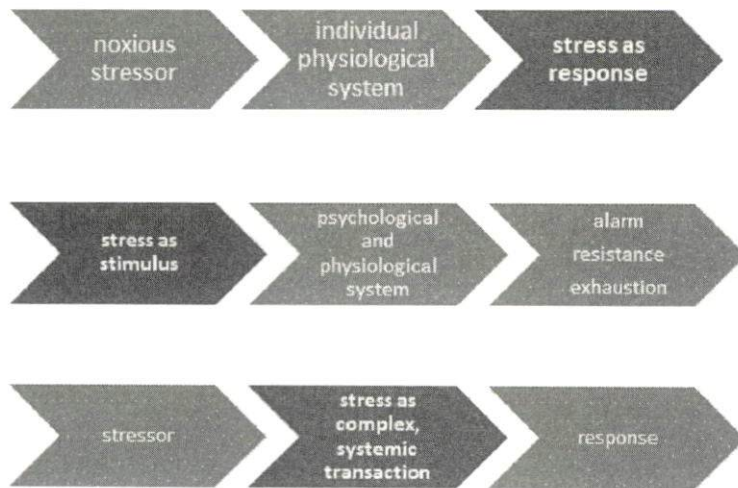
Figure 4.6 Stress as response, stimulus and transaction

In his book *Psychological Stress and the Coping Process* (1966), Lazarus presented an elegant integration of previous research on stress, health, and coping that placed a person's appraisal of a stressor at the centre of the stress experience. How an individual appraises a stressor determines how he or she copes with or responds to the stressor. Whether or not a stressor is experienced as discomforting is influenced by a variety of personal and contextual factors including capacities, skills and abilities, constraints, resources, and norms (Mechanic, 1978).

Lazarus& Folkman (1980) proposed the third approach. They criticized the first and the second models mentioned above as treating people as machines. They believe that people have the capacity to think, evaluate, and then react. Thinking can make stress either better or worse. Lazarus developed an interaction theory, which emphasize the role of cognition. This theory proposed that people engage in two- stage process of appraisal:

A Primary Appraisal Process: Determine whether the event represents a threat to the individual. This results in three outcomes:

1. Events regarded as irrelevant.

2. Events regarded as positive to wellbeing.

3. Events regarded as negative to wellbeing.
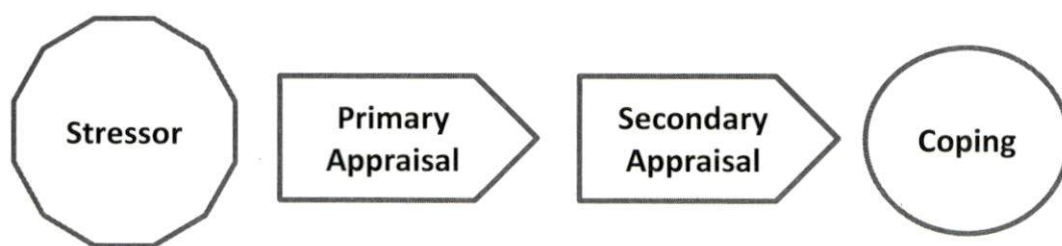
Figure 4.7 Transaction based model of stress.

This negative appraisal leads to:

A secondary appraisal process: here the individuals assess their coping resources. These resources include environmental factors, social support or help, knowledge, and skills to reduce this threat. When coping outcomes are positive such as accepting the death of a relative or passing an exam, a psychological adjustment or adaptation takes place. However, unsuccessful coping leads anxiety and depression or exacerbate other physical and mental disease. Maladjustment or maladaptation is more frequently associated situation when Primary or Secondary Appraisals fail to identify an appropriate course of action. These may include: Uncertainty, unpredictability and uncontrollability. Stress generally involves emotional and physiological responses to circumstances that an individual views as threatening. Most theories of stress claim that stress involves the interaction between problems people face and their resources for dealing with them. A wide range of theories emphasize physiological responses, environmental circumstances, cognitions, personal coping skills, personal characteristics, or some combination of these factors.

3.2.3 Types of stress

Stress though often carries an implied negative connotation for an unignited mind, yet there are different types of stress, both positive and negative in outlook. Few of the clinically and psychologically accepted stress classification are given below.

Eustress

Eustress is considered as positive form of stress as it is a natural physical reaction by human body which increases blood flow to muscles, resulting in a higher heart rate along with secretion of host of hormones like adrenalin and oxytocin. Thus providing an individual with biological conditioning to unlock one's potential.

Distress

It is considered as a negative form of stress. This occurs when the mind and body is unable to cope with changes, and usually occurs when there are deviations from the norm. They can be categorized into acute stress and chronic stress. Acute stress is intense, but does not last for long. On the other hand, chronic stress persists over a long period of time.

Hyper stress

It is another form of negative stress which occurs when the individual is unable to cope with the workload. Examples include highly stressful jobs, which require longer working hours than normal.

Hypo stress

Hypo stress occurs when a person has nothing to do with his time and feels constantly bored and demotivated. Such kind of stress as this will cause productivity and mindfulness to fall.

Neustress

It the stress for the day to day adaptability of man to his environment and results in the maintenance of internal steady state (homeostasis) it is known as neustress. For example, one produces neustress in order to breath, work.

Chronic stress

Chronic stress is stress that lasts a long time or occurs frequently. Chronic stress is potentially damaging. Symptoms of chronic stress can be: upset stomach, headache, backache, insomnia, anxiety, depression, anger, panic disorder.

3.2.4 Occupational stress

Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities resources or the worker. Or in other words, Occupational stress describes the physical, mental, and emotional reactions of workers who perceive that their work demands exceed their abilities and/or their resources to do the work. Occupational stress is also important because of its impact on society as a whole. It is unlikely that a person experiencing constant stress on the job will function effectively in his or her others social roles.

Factors affecting occupational stress

Organisational psychologists have classified the factors affecting occupational stress into four distinct factors, they are

1. Organizational factors:

Organizational structure and management: Psychological damages often due to the management style inside an organization. The factors relating to organizational climate that allow employees little sharing in decisions touching their work; lack of enough communication between managerial and non-managerial levels, limited chance for advancement, inadequate performance feedback, performance appraisal events being too little and biased be in command of systems and culture within the organization, may be perceived as stressors.

Relationship at work: Negative relations and the nonattendance of support from colleagues can be major stress for employees. The quality of interpersonal associations at work is important in that helpful relationships are less likely to create force associated with competition. In addition, the relationship can be potentially stressful

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when the leadership style is demanding and acknowledgment and praise for effort are valuable for boss subordinate association. In combination with this, point to that in situation where the relationship between supervisor and subordinate is harmful, problems of emotional unsteadiness may occur.

Lack of reward recognition: One of the major causal factors to job stress is lack of rewards and recognition.

2. Job stress:

Working Conditions: Seyle believes that a positive level of stimulation is needed for performance but when the stimulation exceeds over ability to meet the demand placed on the employee a feeling of suffer exhaustion is experienced. In contrast, when employees are not comfortable or do not believe that their contribution is valued and poor morale are qualified. Working conditions of job have been linked to mental health. It was found that poor psychological health related directly to disagreeable working conditions, physical-effort and speed in job performance and extreme, not convenient working hours.

Quantities and qualitative overload: Qualitative excess as a source of stress is linked to low levels of self-esteem as individual slack the necessary ability to do a new job. In contrast, qualitative under load is damaging as the individual is not given the chance to use acquired skills and abilities, resulting in feelings of powerlessness to demonstrate talents.

Work environmental factors: Environmental factors reason stress are those universal factors that are not intrinsic to workers but depend on the environment of the organization. Cooper and Bright (2001) stated that along with the work environment, the person role at work has been identified as the major source of stress because of role conflict, accountability for people and conflict of role border. Career development is another area having stress impact and lack of safety.

3. Role stress: The most greatly researched-dimensions of role stress are role vagueness and role conflict.

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Role ambiguity: Role ambiguity refers to the degree to which employees be short of clarity about their role or the task stress at work. It occurs when an employee does not know or realize the prospect and demands of the job.

Role conflict: Role conflict happens when an employee experiences mismatched stress or incompatible goals nearby tasks linked with their job that can persuade negative emotional response due to apparent inability to be effective on the job. Furthermore, having to do tasks that are not perceived to be part of one's job role can potentially lead to stress linked with role conflict.

Role overload: The number of dissimilar roles an individual has to complete can lead to extreme demands on the individual's time and may create doubt about the ability to do these roles adequately.

4. Individual factors: Individual dissimilarity may play a major role in the affiliation between work-related stressors and psychological strain. When organisational goals and objectives clashes with the individual's values and goals, chances of conflict exemplifies.

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Chapter IV
EMOTIONAL INTELLIGENCE AND STRESS
-AN ANALYSIS

Chapter – IV

EMOTIONAL INTELLIGENCE AND STRESS –
A THEORETICAL FRAMEWORK – AN ANALYSIS

The objectives of the present study is to find out the level of emotional intelligence, level of stress and the relationship between emotional intelligence and stress among employees of the PACS in the Thrissur taluk. The findings are analysed and discussed under the following heads:

1) Demographic characteristic of the respondents.
2) Level of emotional intelligence among the respondents.
3) Relationship between demographic characteristic of respondents and emotional intelligence.
4) Level of stress among the respondents.
5) Relationship between demographic characteristic of the respondents and stress.
6) Relationship between emotional intelligence and stress.

4.1 Demographic characteristic of the respondents.

The characteristics like age, gender, marital status, educational levels, length of service, etc. were examined to understand the demographic composition of the respondents.

Table 4.1 Demographic characteristics of the respondents.

Sl. No	Characteristic	Attender	Analyst	Clerks	Secretary	Total
1	Age(In years)					
	18-30	2(40)	1(20)	2(40)	0(0)	5(10)
	30-42	6(31.6)	6(31.6)	7(36.8)	0(0)	19(38)
	42-54	4(21.1)	4(21.1)	6(31.6)	5(26.3)	19(38)
	Above 54	2(28.6)	1(14.3)	1(14.3)	3(42.9)	7(14)
	Total	**14(28)**	**12(24)**	**16(32)**	**8(16)**	**50(100)**
2	Gender					
	Male	4(30.8)	5(38.5)	3(21.3)	1(7.7)	13(26)
	Female	10(27)	7(18.9)	13(35.1)	7(18.9)	37(74)
	Total	**14(28)**	**12(24)**	**16(32)**	**8(16)**	**50(100)**

Sl. No	Characteristic	Attender	Analyst	Clerks	Secretary	Total
3	**Marital Status**					
	Married	10(29.4)	9(26.5)	10(29.4)	5(14.7)	34(68)
	Unmarried	3(25)	3(25)	4(33.3)	2(16.7)	12(24)
	Divorcee	0(0)	0(0)	1(100)	0(0)	1(2)
	Widow	1(33.33)	0(0)	1(33.33)	1(33.33)	3(6)
	Total	**14(28)**	**12(24)**	**16(32)**	**8(16)**	**50(100)**
4	**Educational Qualification**					
	Primary	1(100)	0(0)	0(0)	0(0)	1(2)
	Secondary	4(100)	0(0)	0(0)	0(0)	4(8)
	Higher Secondary	2(28.6)	4(57.1)	1(14.3)	0(0)	7(14)
	Graduate or Higher	4(12.9)	8(25.8)	12(38.7)	7(22.6)	31(62)
	Technical	3(42.9)	0(0)	3(42.9)	1(14.3)	7(14)
	Total	**14(28)**	**12(24)**	**16(32)**	**8(16)**	**50(100)**
5	**Family**					
	Nuclear	10(28.6)	9(25.7)	9(25.7)	7(20)	35(70)
	Joint	4(26.7)	3(20)	7(46.7)	1(6.7)	15(30)
	Total	**14(28)**	**12(24)**	**16(32)**	**8(16)**	**50(100)**
6	**Children**					
	With children	11(35.5)	4(12.9)	10(32.3)	6(19.4)	31(62)
	No children	3(15.8)	8(42.1)	6(31.6)	2(10.5)	19(38)
	Total	**14(28)**	**12(24)**	**16(32)**	**8(16)**	**50(100)**
7	**Job promotions**					
	No promotions	13(43.3)	7(23.3)	5(16.7)	5(16.7)	30(60)
	One job promotion	1(7.7)	5(38.5)	7(53.8)	0(0)	13(26)
	Two job promotion	0(0)	0(0)	2(100)	0(0)	2(4)
	Three job promotion	0(0)	0(0)	1(100)	0(0)	1(2)
	Four job promotion	0(0)	0(0)	1(50)	1(50)	2(4)
	Five or more promotion	0(0)	0(0)	0(0)	2(100)	2(4)
	Total	**14(28)**	**12(24)**	**16(32)**	**8(16)**	**50(100)**
8	**Years of service**					
	Less than 1 year	1(33.33)	1(33.33)	1(33.33)	0(0)	3(6)
	1-5 years	5(41.57)	3(25)	3(25)	1(8.3)	12(24)
	5-10 years	5(38.5)	3(23.1)	5(38.5)	0(0)	13(26)
	10-20 years	2(13.3)	5(33.3)	6(40)	2(13.3)	15(30)
	More than 20	1(14.3)	0(0)	1(14.3)	5(71.4)	7(14)
	Total	**14(28)**	**12(24)**	**16(32)**	**8(16)**	**50(100)**

Source: Compiled from primary data.

Note: Figures in brackets denotes percentage to totals

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Composition of the employees: study covers four categories of the employees of PACS, namely secretary, clerks, specialists/analysts and attenders. The study was conducted among eight secretaries (sixteen percent), sixteen clerks (thirty two present), twelve analysts (twenty four percent) and fourteen attenders (twenty eight percent). Out of the secretarial posts, two were assistant secretaries. While secretaries look after the day to day operations and take functional decisions with approval of board of members, clerks are mainly concerned with the banking operations and accounts maintenance. Analysts are specialist officer who acts an analysing pledge gold and jewellery. Attenders assist the clerks and analyst to discharge their duties effectively.

It is evident from the table that majority of employees are married females, with the age group of 30-42 years and 42-54 years. Seventy percent of people are from joint family and 62 percent of employees are with kids. When 30 percent of employees have served in cooperatives for 10-20 years, 60 percent of employees are yet to receive promotions. Women are employed in significantly large numbers in cooperatives (74 percent) and are predominantly occupying crucial positions chiefly that of clerks and secretaries as compared to their male counterparts. This may be due to fact that women are better suitable to handle the job with patience and offer much needed stability to tenure as they are less likely to quit the cooperatives

4.2 Level of Emotional Intelligence among the respondents.

The emotional intelligence was assessed by administering the modified Emotional Inventory Appraisal (2003) tool developed by Bradberry and Grieves. This measures the emotional intelligence of an individual based on the Goleman's model of the E.I.

4.2.1   Level of self – awareness

The Self-awareness was the first construct is defined by Goleman in 1998 as the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions (Emotional Awareness). It also involves having a realistic understanding of our own abilities (accurate self-assessment) and a strong sense of self-confidence. It ultimately measures ones understanding of oneself. The self-

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assured individuals, who possess ability to understand and evaluate ones emotions score high on this scale.

Table 4.2 Level of self – awareness

Category of respondent	Level of Self-Awarenes			Total
	Very High	**High**	**Average**	
Attender	1(7.1)	9(64.3)	4(28.6)	14(100)
Analyst	2(16.7)	9(75)	1(8.3)	12(100)
Clerk	4(25)	8(50)	4(25)	16(100)
Secretary	1(12.5)	4(50)	3(37.5)	8(100)
Total	**8(16)**	**30(60)**	**12(24)**	**50(100)**

Source: Compiled from primary data.

Since the employees of cooperatives are working directly in contact with general public, it's essential to understand excitements and frailties' of oneself in organizational and personal context. While majority of employees are having high levels of self-awareness (sixty percent), it is observed that sixty four percent of attenders are having high levels of self-awareness and twenty percent of clerks are reporting very high level of self-awareness. This may be due to the fact that along with prevalence of higher levels of education among the clerks as well as continuous exposure of themselves in front of the customers which might have in turn helped themselves to be aware of themselves. It is concerning to note that thirty seven percent of secretaries are showing average self-awareness. Though self-awareness is a subjective construct, enhanced levels of it will be beneficial for the overall development of cooperative societies as well as for their individuals as it increases self-confidence and understanding.

4.2.2   Level of self – management

Self-management is the second construct which involves controlling emotions and impulses and the ability to adapt to changing environments. It also involves delaying gratification and also recovering well from stress. Self-management involves six competences. The individuals with high degree of Self-Control, Trustworthiness,

Conscientiousness, Adaptability, Achievement Drive and Initiative score high on this scale.

Table 4.3 Level of self – management

Category of respondent	Level of Self-Management				
	High	**Average**	**Low**	**Very low**	**Total**
Attender	3(21.4)	8(57.1)	2(14.3)	1(7.1)	14(100)
Analyst	3(25)	8(66.7)	1(8.3)	0(0)	12(100)
Clerk	4(25)	10(62.5)	2(12.5)	0(0)	16(100)
Secretary	1(12.5)	5(62.5)	2(25)	0(0)	8(100)
Total	**11(22)**	**31(62)**	**7(14)**	**1(2)**	**50(100)**

Source: Compiled from primary data.

Adaptation to evolving situation and changing microclimate is a pre-requisite in today's fast paced world. The persons with ability of self-management will find it easy to adapt to stressful situations and perform exceptionally. The levels of self-management was found to be average for majority of respondents (sixty two percent) in cooperative societies of Thrissur district. This may be due to the facts that once the employees get into cooperatives, their chances to upgrade their skill sets will be reduced as very less cooperative has institutionalised training and skill upgradation of the employees in cooperatives. While twenty percent of clerks and analyst have high level of self-management competency, Seven percent of attenders were found to be with very low self-management skills, which may prove to be a hindrance in the organisational development if adequate measures are not taken to rectify it.

4.2.3   Level of social awareness

Social awareness, the third component of Goleman's model of emotional intelligence, includes the ability to sense, understand, and react to other person's

emotions while comprehending social interactions. It is defined as "sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people" (Goleman, 1998). The individuals with Empathy, Service Orientation and Organizational Awareness as their strong points tend to score high in social awareness.

Table 4.4 Level of social awareness

Category of respondent	Level of Social-Awareness					
	Very high	High	Average	Low	Very low	Total
Attender	0(0)	7(50)	2(14.3)	5(35.7)	0(0)	14(100)
Analyst	1(8.3)	5(41.7)	1(8.3)	5(41.7)	0(0)	12(100)
Clerk	1(6.3)	7(43.8)	4(25)	4(25)	0(0)	16(100)
Secretary	1(12.5)	3(37.5)	2(25)	1(12.5)	1(12.5)	8(100)
Total	**3(6)**	**22(44)**	**9(18)**	**15(30)**	**1(2)**	**50(100)**

Source: Compiled from primary data.

Social-awareness is a subjective phenomenon and is acquired by individuals over their course of life. It is beneficial quality for an individual, especially an employee to understand and empathies with people whom they meet in their day to day jobs. Having high degree of social-awareness is conducive to create a functional organizational climate. The table 4.4 revels that when there are forty four percent of individuals with high levels of social-awareness, thirty persons have tendency to exhibit low levels of it. Clerks and analyst have exhibited high levels of social-awareness (forty four and forty two percent respectively). Fifty percent of attenders exhibited high levels of self-awareness. It is observed that twelve and half percent of people in secretarial posts tend to exhibit very low amount of social-awareness competency, which may lead to compounding organisational problems.

4.2.4 Level of relationship management

Relationship management, the final yet most critical component in the organizational context is concerned with the skill or adeptness in inducing desirable reactions and subsequent response in others. It is basically measured by rating the competencies like leadership, change catalyst, influence, developing others, conflict management, team work and collaboration.

Table 4.5 Level of relationship management

Category of respondent	Level of Relationship- Management				
	Very high	High	Average	Low	Total
Attender	1(7.1)	6(42.9)	5(35.7)	2(14.3)	14(100)
Analyst	1(8.3)	1(8.3)	7(58.3)	3(25)	12(100)
Clerk	2(12.5)	3(18.8)	8(50)	3(18.8)	16(100)
Secretary	0(0)	6(75)	1(12.5)	1(12.5)	8(100)
Total	**4(8)**	**16(32)**	**21(42)**	**9(18)**	**50(100)**

Source: Compiled from primary data.

Table 4.5 reveals that the level of relationship management in the cooperative is predominantly average with forty two employees in this category. Though the secretarial level employees have scored high (seventy five percent) in the relationship management competency, it is observed that clerks and analysts are scoring predominantly average (fifty and fifty eight percent respectively) in this competency. Since cooperative service societies are catering to needs of the people in the service sector, it is essential for the employees of the society to have very high levels of relationship management skills for betterment of the organization.

4.2.5 Level of overall Emotional Intelligence

Overall emotional intelligence is summation of the findings of all the four other components of the emotional intelligence.

Table 4.6 Level of overall Emotional Intelligence

Category of respondent	EI level			
	High	Average	Low	Total
Attender	5(35.7)	8(57.1)	1(7.1)	14(100)
Analyst	3(25)	9(75)	0(0)	12(100)
Clerk	9(56.3)	6(37.5)	1(6.3)	16(100)
Secretary	2(25)	6(75)	0(0)	8(100)
Total	**19(38)**	**29(58)**	**2(4)**	**50(100)**

Source: Compiled from primary data.

Emotional intelligence of an individual holds a mirror to the life of an individual. Emotional intelligence have been recognised as an indicator of success, a moderator in burn out and a tool of personal mastery and upliftment. Thus the study conducted for assessing EI levels reveals that majority (fifty eight percent) of individual ranked average in their levels of overall emotional intelligence. When there are large segment (fifty six percent) of clerks exhibiting high levels of emotional intelligence, there are a few clerks (six percent) and attenders (seven percent) who exhibit low level of emotional intelligence.

4.3 Relationship between demographic characteristic of respondents and Emotional Intelligence

Further an attempt was made here to examine the relationship between the emotional intelligence levels and select demographic variables.

Table 4.7 Relationship between demographic characteristic of respondents and Emotional Intelligence

Demographic Characteristic	Self-Awareness	Self-Management	Social Awareness	Relationship Management	EI
Age	.020 NS	.086 NS	-.057 NS	-.160 NS	-.041 NS
Gender	.090 NS	-.139 NS	-.072 NS	.164 NS	.001 NS
Marital Status	-.103 NS	.042 NS	-.025 NS	.018 NS	-.010 NS
Educational	-.059 NS	.061 NS	-.012 NS	.198 NS	.082 NS
Family	-.058 NS	-.207 NS	-.235 NS	-.067 NS	-.207 NS
Children	.119 NS	.305*	.298*	.091 NS	.294*
Job promotions	-.026 NS	.074 NS	-.169 NS	-.156 NS	-.092
Years of service	-.188 NS	-.310*	-.388**	-.057 NS	-.334*

Source: Compiled from primary data.
*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
NS: Non Significant

The relationship between demographic variables and emotional intelligence and its components were evaluated using Karl Pearson product-moment correlation. Employees with children were found to be having statistically significant amount of positive correlation at 0.05 percent level in terms of self-management , social-awareness and overall emotional intelligence. Caring for children may have enabled employees to better manage themselves and also to empathise with others. Table 4.7 also reveals that employees are showing negative correlation towards the competencies of self-management, social-awareness and overall emotional

intelligence with the increased time duration, they are in service. Employees when they join the cooperatives, join for serving the members of locality. Once they start working in the cooperatives for longer durations, they may be losing the urge for working for the common good of the society as a whole. This points out that employees may be turning self-centred as they are longer in the service, which may not bode well for the betterment of the cooperative societies and the community at large.

4.4 Level of stress among the respondents.

Stress is one of the common problems that employees confront with increasing frequency. Recently job stress is proving to be a malice of epidemic proportions in work environment. Stress is a multi-dimensional concept and has a variety of usage in different fields which varies according to focus and purpose. Stress is exemplified when individuals are faced with demands, constraints, and opportunities that have important but uncertain outcomes.

One of the objective of this study was to measure the level of stress among the respondents. Hence Occupational Stress Index created by Dr. A.K. Srvastava & Dr. A. P. Singh comprehensively stress with elevating variables like such as, role overload, role ambiguity, role conflict, group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability.

Table 4.8 Level of stress

Category of respondent	Level of Stress			Total
	Low	Medium	High	
Attender	8(57.1)	6(42.9)	0(0)	14(100)
Analyst	4(33.3)	8(66.7)	0(0)	12(100)
Clerk	10(62.5)	5(31.3)	1(6.3)	16(100)
Secretary	5(62.5)	3(37.5)	0(0)	8(100)
Total	**27(54)**	**22(44)**	**1(2)**	**50(100)**

Source: Compiled from primary data.

Table 4.8 classifies the different levels of stress experienced by employees of cooperative societies. From the table it is evident that though employees experience stress in their offices,

the majority of respondents experience low (fifty four percent) and medium (forty four) levels of stress. This may be due to laid back nature of the work in the cooperatives as well as other social factors like the service motive of society, nearness of the work place to homes etc. Moderate amount of stress is experienced by analysts (sixty seven percent) and very high stress was reported by six percent of clerical staff. The predominant cause of stress reported by employees were mainly the influence of political parties in decision making, salary inadequacy at the lower cadre and lack of sufficient staff for the job role. Thus removal of these stressors may be helpful in removing stress from the employees.

4.5 Relationship between demographic characteristic of the respondents and stress.

Demographic characteristics of the respondents may influence the stress levels, hence to examine the relationship between the variables correlation coefficient was used.

Table 4.9 Relationship between demographic characteristic of the respondents and stress

Demographic Characteristic	Pearson Correlation coefficient (R)
Age	.058^{NS}
Job promotions	.084 ^{NS}
Gender	-.060 ^{NS}
Family	-.289*
Children	-.043 ^{NS}
Years of service	-.027 ^{NS}

Source: Compiled from primary data
*. Correlation is significant at the 0.05 level (2-tailed).
NS: Non significant

The above table examined the relationship between demographic variables (age, job promotion and years of service) with stress of the employees of the cooperatives. The correlations were non-significant in case of demographic variables like age, job promotion, gender having or not having children and years of service and stress. Yet there was a significant negative correlation observed between stress and family

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structure, indicating that the employees from joint families are tend to be under lower stress levels as opposed to that of the employees coming from nuclear families. This may be occurring due to the fact that the people from joint families maybe habituated with multiple and differing opinions from their young age and they may be adept at multitasking as opposed to employees from the nuclear family.

So it can be safely concluded that demographic variables does not largely affect stress levels of employees of cooperatives, apart from the family structures of the employees. The expertise of members from joint families can be used as an informal source of learning for the other employees to cope with stress and burnout.

4.6 Relationship between Emotional Intelligence and stress.

Slaski and Cartwright (2002) found that people who scored higher in emotional intelligence scale suffered less subjective stress, experienced better health and well-being, and demonstrated better management performance. The link between EI and stress was also well documented in academic literatures. To find out existence of any such relationship in the primary credit society, Karl Pearson's product – moment correlation was used and tested for significance.

Table 4.10 Relationship between Emotional Intelligence and stress

Self-Awareness and stress	Pearson Correlation	$-.297^*$
	Covariance	-27.513
Self-Management and stress	Pearson Correlation	$-.134$ NS
	Covariance	-12.328
Social Awareness and stress	Pearson Correlation	$-.170$ NS
	Covariance	-26.867
Relationship Management and stress	Pearson Correlation	$-.234$ NS
	Covariance	-26.556
EI and stress	Pearson Correlation	$-.281^*$
	Covariance	-25.320

Source: Compiled from primary data

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

NS: Non Significant

It is evident from table that there exists a significant negative correlation between Emotional intelligence and stress at 0.05 significant level. This may be observed due to the moderating influence of the emotional intelligence that has been observed among the employees of the cooperative. It is also observed that there is significant negative correlation between self-awareness and stress. Individuals with high levels of self- awareness competency may be able to perceiving even the unfelt component of the stress, which are usually not addressed with individuals with weak self-awareness, hence enabling the high self-aware people to address stressors effectively. Thus it could be concluded that a cooperative society employee could reduce their stress by developing self- awareness and overall emotional intelligence.

Chapter V

SUMMARY OF FINDINGS, SUGGETIONS AND CONCLUSION

Chapter - V

SUMMARY OF FINDINGS, CONCLUSION AND SUGGESTIONS

Emotional intelligence is the ability to recognise, understand and manage emotions of oneself and also influence others. It is considered as one of the important criteria for selecting, developing and retaining the employees because emotional control, self-balance and good relationship management skills in employees are necessary for ensuring organization growth and success An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work. Usually moderating negative aspects in work place and providing capability for individuals to face workplace stressors.

The present study was designed to study the relationship between emotional intelligence and stress faced by employees of primary cooperative societies of the Thrissur taluk, with following objectives.

1. To study the relation between selected demographic variables and emotional intelligence.
2. To examine the relation between selected demographic variables and employee stress.
3. To study the relationship between emotional intelligence and stress among the employees of selected cooperatives.

The study was conducted in the cooperatives of Thrissur taluks in the months of October and November, 2018. Primary data was collected through survey using structured questionnaire. The survey was conducted among fifty employees of seven primary cooperative societies.

The standard scale of Bradberry and Greaves (2003) based on Goleman's Refinement model of Emotional Intelligence was used to measure emotional intelligence and the Occupational Stress Index developed by Srivastava and Singh (1974) was used to measure overall stress levels.In order to examine relationship between the emotional intelligence, stress and demographic variables, Karl Pearson's Product – moment correlation was used.

5.1 Findings

The major findings of the study are as follows

5.1.1 Demographic characteristics of the respondents

The study summarises demographic characteristics like age, gender, marital status, educational levels, family type, number of promotions received etc. were examined to understand the demographic composition of the respondents. It is evident from the study that majority of employees are married females, with the age group of 30-42 years and 42-54 years. Seventy percent of people were from joint family and 62 percent of employees are with kids. When 30 percent of employees have served in cooperatives for 10-20 years, 60 percent of employees are yet to receive promotions.

5.1.2 Level of emotional intelligence among the respondents

The study on levels of emotional intelligence are summarised as follows.

Level of self – awareness: Self-awareness was the basic construct on which Daniel Goleman's emotional intelligence is based on. It is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. The study reveals that majority of employees are having high levels of self-awareness (sixty percent), it is observed that sixty four percent of attenders are having high levels of self-awareness and twenty percent of clerks are reporting very high level of self-awareness. It is concerning to note that thirty seven percent of secretaries are showing average self-awareness. Since people with self-awareness exhibit high amount of concern towards their behaviours and its impact on others.

Level of self – management: Self-management is the tool in the hands of an individual which one uses to regulate ones behaviour. It involves controlling impulses and emotions and the ability to handle oneself in changing situations. The study reveals that the levels of self-management was found to be average for majority of respondents (sixty two percent) in cooperative societies of Thrissur district. While twenty percent

of clerks and analyst have high level of self-management competency, Seven percent of attenders were found to be with very low self-management skills.

Level of social awareness: Social awareness is the ability of individuals to look beyond themselves and trying to understand reasons and motivations of the other members of the society. Employees with better social awareness are better suited to uplift of organisation as they can understand the emotions of the co-workers as well as the customers who comes across. The study reveals that there are forty four percent of individuals with high levels of social-awareness, thirty persons have tendency to exhibit low levels of it. Clerks and analyst have exhibited high levels of social-awareness (forty four and forty two percent respectively). Fifty percent of attenders exhibited high levels of self-awareness. It is observed that twelve and half percent of people in secretarial posts tend to exhibit very low amount of social-awareness competency.

Level of relationship management: leaders are lifeblood of a successful organisation. Organisations of excellence is built by developing leaders at all the levels of organisation. The relationship management competency of Goleman's model directly deals with managing relationship and influencing others, i.e. creating an organisational culture of leadership. The study indicated that level of relationship management in the cooperative is average with forty two employees in this category. Though the secretarial level employees have scored high (seventy five percent) in the relationship management competency, it is observed that clerks and analysts are scoring predominantly average (fifty and fifty eight percent respectively) in this competency.

Level of overall emotional intelligence: the study conducted for assessing EI levels indicates that majority (fifty eight percent) of individual ranked average in their levels of overall emotional intelligence. When there are large segment (fifty six percent) of clerks exhibiting high levels of emotional intelligence, there are a few clerks (six percent) and attenders (seven percent) who exhibit low level of emotional intelligence. Thus the overall level of emotional intelligence is just about satisfactory, which could be improved to increase organisational effectiveness.

5.1.3 Relationship between demographic variables and emotional intelligence

Karl Pearson product-moment correlation was used to find out relationship between emotional intelligence and demographic variables of the respondents. The study revealed that employees with children were found to be having statistically significant amount of positive correlation at 0.05 percent level in terms of self-management , social-awareness and overall emotional intelligence. Caring for children may have enabled employees to better manage themselves and also to empathise with others. Study also reveals that employees are showing negative correlation towards the competencies of self-management, social-awareness and overall emotional intelligence with the increased time duration, they are in service.

5.1.4 Level of stress among respondents

Stress and life are inseparable. All person encounter stress in one form or another in life. If it's in moderation, than stress can be a force of good. The organisational stress faced by individuals are generally persistent in nature either in the form of difficult customers or frequent changes in technology, haughty colleagues etc. It is evident that though employees experience stress in their offices, the majority of respondents experience low (fifty four percent) and medium (forty four) levels of stress. This may be due to laid back nature of the work in the cooperatives as well as other social factors like the service motive of society, nearness of the work place to homes etc. Moderate amount of stress is experienced by analysts (sixty seven percent) and very high stress was reported by six percent of clerical staff.

5.1.5 Relationship between demographic variables and stress

Demographic characteristics of the respondents may influence the stress levels, hence Karl Pearson correlation coefficient was used to discern relationship between stress levels and the demographic variables

Age: relationship between age and stress levels were examined and the correlation coefficient ($.058^{NS}$) indicated that there exists no significant correlation between them.

Job promotions: relationship between job promotion and stress levels were examined and the correlation coefficient (.084 [NS]) indicated that there exists no significant correlation between them

Years of service: relationship between years and stress levels were examined and the correlation coefficient (-.027 [NS]) indicated that there exists no significant correlation between them.

Family: relationship between family structure and correlation (-.289*) coefficient indicated that there exists significant negative correlation between them. Hence the people from the joint families are better armed in combat against the stress at work place.

5.1.6   Relationship between emotional intelligence and Stress

Emotional intelligence encompasses the crucial life skills like the ability to manage oneself as well as others. Hence it is believed that there exists a significant relationship between level of emotional intelligence and Stress and life are inseparable. Hence the relationship between components of emotional intelligence and stress it is evident from results that there exists a significant negative correlation between Emotional intelligence and stress at 0.05 significant level. It is also observed that there is significant negative correlation between self-awareness and stress.

5.2   Suggestions

Human beings are hard-wired to exhibit emotional reactions to circumstances even before having a chance to respond logically. Since it is not possible to leave emotions out of the equation, managing oneself and one's relationships means first we need to be aware of the full range of feelings, both positive and negative. If an individual cannot master his, emotions, his/her emotions will surely master them.

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1) Generic suggestions

Workplace stress decrease effectiveness of the individuals and subsequently the productiveness of organisation as a result. Hence it is beneficial to increase the level of emotional intelligence of the employees as it will empower them to combat stress in their workplace. Some of the simple methods of improving emotional intelligence are

Self-awareness strategies:

Keeping journal about ones emotions.

Seeking feedback from friends and co-workers occasionally.

Stop treating emotions as good or bad.

Self-management strategies:

Taking control of the self-talks

Using visualisation techniques

Delaying immediate response by 'counting to ten' or 'sleeping on it'

Social-awareness strategies:

Planning ahead for social gathering

Practicing the art of listening to people

Seeking the whole picture to a problem.

Relationship-management strategies:

Making feedbacks direct and constructive.

Acknowledging other persons feeling and complementing their emotions or situations.

Tackling difficult conversations.

2) Specific suggestions

- Since relationship management competency has been found lacking in the secretarial level employees, specific training intervention are needed to address this Achilles heel.

- Since increasing self-awareness can help in combating organisational stress, it will be helpful in increasing the levels of self-awareness among the employees, either by in house training or specific out of the door training activities.

- One of the major stressors in the cooperatives were the excess workload of individuals due to less number of staffs available, especially in the lower ranks which has to be addressed by increasing number of staffs or providing shifts of work.

- To tackle political pressures on workers, management should give special attention in following due adherence to the formal procedures at all the times and not encouraging preferential treatments.

5.3   Conclusion

The objectives of the present study is to find out the level of emotional intelligence, level of stress and the relationship between emotional intelligence and stress among employees of the PACS in the Thrissur taluk. Hence fifty employees from seven selected cooperatives of Thrissur taluk were selected for the study. The study revealed that overall levels of the emotional intelligence were average and high for the employees and low level of stress prevailed among the employees.

Relationship between overall emotional intelligence as well the sub components of EI and stress were calculated using Karl Pearson's correlation coefficient. It revealed that the emotional intelligence and stress are negatively correlated. That is if a person can improve their emotional intelligence, they can successfully combat stress at work place

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APPENDIX

KERALA AGRICULTURAL UNIVERSITY

COLLEGE OF CO-OPERATION, BANKING AND MANAGEMENT

MBA AGRIBUSINESS MANAGEMENT

Emotional Intelligence and stress among employees of Primary Agricultural Credit Society

Section: A

Name	:
Name of the Cooperative	:
Age	:
Present Cadre	:

1. Gender   ☐ M ale   ☐ Female

2. Marital Status

     ☐ Married   ☐ Unmarried

     ☐ Divorcee   ☐ Widow/Widower

3. Educational Qualification

     ☐ No formal education   ☐ Primary

     ☐ Secondary   ☐ Higher Secondary

     ☐ Graduate or higher   ☐ Technical education/ Diploma

4. Family

     ☐ Nuclear   ☐ Joint

5. Whether the employee has children?

     ☐ Yes

     ☐ No

6. Total job promotions received: -------------------------------------(in numbers)

7. Total length of service in Cooperative sector (In years)

- ☐   Less than 1 year
- ☐   1-5 years
- ☐   5– 10 years
- ☐   10-20 years
- ☐   More than 20 years

SECTION B

Emotional intelligence is the ability to understand and manage one's own emotions as well as understand and influence emotions in others. The questionnaire consists of some statements that employees say or feel about various components and condition of their job. You are required to select any one of the following five responses to indicate the extent to which you agree or disagree with each statement to describe the nature and conditions of your job and also your own experiences and feelings about your job. *Your responses will be kept strictly confidential.*

Abbreviations used for the questions				
SD -Strongly disagree	**D -Disagree**	**N-No Opinion**	**Agree**	**SA-Strongly agree**

(Self – awareness)

Sl. No	Statements	SA	A	N	D	SD
1.	I have confidence in my abilities.					
2.	I accept my disabilities and failure.					
3.	I understand my excitements and know that when to come forward.					
4.	I can notice the impact of my behaviour on others.					

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Sl. No	Statements	SA	A	N	D	SD
5.	I can understand the emotional impact of others on my mood.					
6.	I have a role, in difficult encounters of my life.					

(Self – management)

Sl. No	Statements	SA	A	N	D	SD
7.	I can manage myself well during most of the stressful situations.					
8.	I accept the changes soon.					
9.	I can tolerate disappointment without discomfort.					
10.	I consider different solutions possible before taking any decision.					
11.	I try to make up in every situation, whether good or bad.					
12.	I can resist against the impulse to speak or act rashly, when that situation is getting worse .					
13. *	When I get upset, I do things which bring regret later.					
14. *	When I am sad, I push others from myself.					
15.	I accept criticism.					

(Social awareness)

Sl. No	Statements	SA	A	N	D	SD
16.	I understand the feelings of others.					
17.	I quickly understand the atmosphere of the room.					

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Sl. No	Statements					
18.	I really understand the purpose of my opponent.					
19.	Between job and social work, I am solitary and silent.					
20.	In difficult situations, I directly get in contact with others.					

(Relationship management)

Sl. No	Statements	SA	A	N	D	SD
21.	I manage to get along well with others.					
22.	I communicate clearly and effectively with others.					
23.	I indicate to others that what I feel as important.					
24.	I can resolve conflicts and problems effectively.					
25.	To control the effective interaction, I display my attention to others feelings.					
26.	To better cope with others, I get more information about them.					
27.	I can explain my intention and feelings to others.					

SECTION C

Stress is a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. You are required to select any one of the following five responses to indicate the extent to which you agree or disagree with each statement to describe the nature and conditions.

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Abbreviations used for the questions				
SD -Strongly disagree	**D -Disagree**	**UD- Undecided**	**Agree**	**SA-Strongly agree**

Sl.No	Statements	SD	D	UD	A	SA
1.	I have to do a lot of work in this job					
2.	The available information relating to my job-role and outcomes are vague and insufficient.					
3.	My different officers often give contradictory instructions regarding my works.					
4.	Sometimes it becomes complied problem for me to make adjustment between political/group pressures and formal rules and instructions.					
5.	The responsibility for the efficiency and productivity of many employees is thrust upon me.					
6.	Most of my suggestions are heeded and implemented here					
7.	My decisions and instructions concerning distribution of assignments among employees are properly followed.					
8.	I have to work with people whom I like.					
9.	My assignments are of monotonous nature.					
10.	Higher authorities do care for my self-respect.					
11.	I get less salary in comparison to the quantum of my labour/work.					
12.	I do my work under tense circumstances.					
13.	Owing to excessive work load I have to manage with insufficient number of employees and resources.					
14.	The objectives of my work-role are quite clear and adequately planned.					

Sl.No	Statements	SD	D	UD	A	SA
15.	Officials do not interfere with my jurisdiction and working methods.					
16.	I have to do some work unwillingly owing to certain group/political pressures.					
17.	I am responsible for the future of a number of employees.					
18.	My Co-operation is frequently sought in solving the problems at higher levels.					
19.	My suggestions regarding the training programme of the employees are given due significance.					
20.	Some of my colleagues and subordinates try to defame and malign me as unsuccessful.					
21.	I get ample opportunity to utilize my abilities and experience independently.					
22.	This job has enhanced my social status.					
23.	I am seldom rewarded for my hard labour and efficient performance.					
24.	Some of my assignments are quite risky and complicated.					
25.	I have to dispose off my work hurriedly owing to excessive work load					
26.	I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of my jurisdiction and authorities.					
27.	I am not provided with clear instructions and sufficient facilities regarding the new assignments entrusted to me.					
28.	In order to maintain group conformity sometimes I have to do / produce more than the usual.					

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Sl.No	Statements	SD	D	UD	A	SA
29.	I bear the great responsibility for the progress and prosperity of this organization					
30.	My opinions are sought in framing important policies of the organization / department					
31.	Our interests are duly considered in making appointment for imp posts.					
32.	My colleagues do co-operate with me voluntary in solving problems.					
33.	I get ample opportunity to develop my aptitude and proficiency properly.					
34.	My higher authorities do not give due significance to my post and work.					
35.	I often feel that this job has made my life cumbersome.					
36.	Being too busy with official work I am not able to devote sufficient time to my domestic and personal problems.					
37.	It is not clear what type of work and behaviour my higher authorities and colleague except from me.					
38.	Employees attach due importance to the official instructions and formal working procedures.					
39.	I am compelled to violate the formal and administrative procedures and policies owing to group/political pressures					
40.	My opinion is sought in changing or modifying the working system, instrument conditions.					
41.	There exists sufficient mutual co-operation and team spirit among employees of this organization / department					
42.	My suggestions and co-operation are not sought in solving even those problems for which I am quite competent.					

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Sl.No	Statements	SD	D	UD	A	SA
43.	Working conditions are satisfactory here from the point of view of our welfare and convenience.					
44.	I have to do such work as ought to be done by others.					
45.	It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of already in practice.					
46.	I am unable to carry out my assignment to my satisfaction on account of excessive load of work and lack of time.					