

International Multidisciplinary  
Research Journal

Golden Research  
Thoughts

Chief Editor  
Dr.Tukaram Narayan Shinde

---

Publisher  
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor  
Dr.Rajani Dalvi

Honorary  
Mr.Ashok Yakkaldevi

---

## Welcome to GRT

RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### *International Advisory Board*

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Ecaterina Patrascu Spiru Haret University, Bucharest	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Anurag Misra DBS College, Kanpur	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences Al. I. Cuza University, Iasi	.....More
Titus PopPhD, Partium Christian University, Oradea,Romania		

### *Editorial Board*

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalikalr Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India  
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.org

A STUDY OF IMPACT OF EMOTIONAL INTELLIGENCE ON JOB STRESS OF SECONDARY SCHOOL TEACHERS



Darshana Sharma

Professor of Education , Directorate of Distance Education , University of Jammu.

Short Profile

Darshana Sharma is a Professor at Department of Education in Directorate of Distance Education , University of Jammu. She has completed Ph.D.(Education). She has professional experience of 22 years and research experience of 24 years. She has published 2 books. She has done one research academic project.



ABSTRACT:

The Study seeks to explain the impact of Emotional Intelligence on Job Stress among secondary school teachers. The sample of the present investigation is drawn from Govt. and Private Schools of Jammu Province by making use of simple random sampling technique and comprised of 600 teachers (300 male and 300 Female). Emotional intelligence inventory developed and validated by Dr. (Mrs.) Shubra Mangal and Job Stressors Scale developed and validated by Dr. (Mrs.) Meena Buddhisagar Rathod and Dr. Madhulika Verma was used in the study. Data analysis involved the use of three way analysis of variance to investigate the impact

of emotional intelligence on job stress. The results revealed that emotional intelligence and Job stress were dependent on each other and there was significant impact of emotional intelligence on job stress of secondary school teachers. It was found that, teachers with high emotional intelligence were having less job stress. On the basis of findings it is suggested that, emotional intelligence programming will benefit teachers immensely in coping with stress.

KEYWORDS

*Emotional intelligence, Job Stress, secondary School Teachers.*

Article Indexed in :

DOAJ  
BASE

Google Scholar  
EBSCO

DRJI  
Open J-Gate

## INTRODUCTION :

Stress is the mental or physical tension caused by some urgency or pressure. Some amount of stress is inevitable and essential in mobilizing the potentialities of the individuals to work more efficiently. But increased amount for prolonged period it will have deleterious effects on the physical and mental health of the individual. Jones and Bright (2001) maintain that, the term stress “ Should be used as an umbrella term that, includes a range of potentiality demanding environmental stimuli and response and other variables, such as personality factors that, influence the relationship between two”. Lazarus (1999) emphasizes the transactional and emotional aspects of stress, maintaining that stress is most accurately viewed from a systematic prospective as a dynamic relationship between person and environment. Stress is an unavoidable characteristic of life and work. It is a generalized non-specific response of the body to any demand made on it. Job stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and the capabilities, resources and need of the employee to cope with job demands (Akinboye, Ankieboye and Adeyemo, 2002). Job stress (JS) refers to one’s emotional response to work environment that appears threatening to workers (Gill, Flaschner & Shachar, 2006). Many people consider stress an excess of demands over resources. This makes them believe that stress is caused by external factors. But pressure also come from within, from our beliefs, attitudes and expectations about the world and us, from habits and from our personality (Alkinson, 1999).

Stress at workplace has touched almost all professions, and teachers are no exceptions. Just like anyone else, teachers get stressed when they are not coping with their work load or other pressure of the job. Teachers’ stress is found to involve physical, emotional and attitudinal exhaustion generated by excessive demands upon individual’s energy, emotions and resources and common symptoms include diminished pleasure in teaching, increased use of sick leave, drugs and alcohol, irritability, fatigue, depression, insomnia and physical problems. Important consequences of teachers’ stress are poor turnover, physical and mental illness and poor quality of teaching. In teaching profession the source s of job stress are daily interaction with the students, parents and co-workers (DeRabbio and Iwanicki, 1996; Brotheridge and Grandly, 2002; Antoniou and Polychroni, 2006), pressure due to reforms efforts, inadequate administrative support, poor working conditions, lack of participation in decision making, the burden of paper work and lack of resources (Hammond and Onikama, 1997), social and recreational activities (Singh, 2005), management expectations for optimum utilization of minimum resources, one’s own pressure to develop professionally and managing co curricular activities to meet the needs of quality school functioning (Kauts & Saroj, 2010). Moreover teaching by its nature demands that teachers demonstrate or display emotion they may not actually feel. For instance, teachers are expected to demonstrate unusual love and kindness to their students. They are also expected to serve as mentors and motivate students who are even unwilling to learn. All these are in themselves stressful and amount to what Hochschild (1983) called emotional labor which he defined as ‘the management of feeling to create a publicly observable facial and bodily display; emotional labor is sold for a wage and therefore has exchange value’. These expectations lead to a kind of discrepancy between the expected and the actual emotion and thereby leading to emotional dissonance which is an aspect of emotional labor, that is detrimental to one’s health and well being. Studies have argued that ,such expected emotions are closely related to Job stress and burn out (Grandey, 2002; Morris and Fredman, 1996; Tolich, 1993; Wharton, 1993).

Emotional intelligence is a social intelligence that, enables people to recognize their own and other peoples' emotions. Moreover, emotional intelligence enables people to differentiate those emotions, and to make appropriate choices for thinking and action (Cooper and Sawaf, 1997; Mayer & Salovey, 1993). It is an intelligence that may be learned, developed and improved (Perkins, 1994; Sternberg, 1996). According to Salovey & Mayer, (1990), emotional intelligence includes an "ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". A related definition adds the "ability to adaptively recognize emotion, express emotion, regulate emotion and harness emotions" (Schutte et al., 1998). Emotional intelligence may be defined as, the ability to use your awareness and sensitivity to discern the feelings underlying interpersonal communication, and to resist the temptation to respond impulsively and thoughtlessly, but instead to act from receptivity, authenticity and candour (Ryback, 1998). At its best, emotional intelligence is about influence without manipulation or abuse of authority. It is about perceiving, learning, relating, innovating, prioritizing and acting in ways that take into account and legitimize emotions, rather than relying on logic or intellect or technical analysis alone (Ryback, 1998). The domain of EQ is personal and interpersonal relationship, it is responsible for one's self esteem, self awareness social sensitivity and social adaptability. Emotional awareness brings our inner world into focus. It enables one to strike mutually healthy balance between one's own needs and the needs of others (Segal 2000). Emotional intelligence is a critical component of an individual's personality and must form part of any research on stress.

Slaski and Cartwright (2002) Explain the link between Emotional intelligence and Stress by stating that it is "founded on the notion that, negative emotions and stress are the result of some of dysfunctional relationship between aspects of the self and the environment, and that the ability (Emotional intelligence) to 'read' and manage emotions in the self and others is a moderator in this process." Emotional intelligence was found to have a moderating role in the relationship between stress and the other measures of psychological health such as depression, hopelessness and suicidal proneness. This is indicative of negative relationship between stress, poor health and levels of emotional intelligence (Ciarrochi, Deane and Anderson; 2002). The ability to effectively deal with emotions and emotional information in the workplace has been found to assist employees in coping with occupational stress (Oginska et al., 2005). A survey conducted to gain some understanding of explanatory factors of stress and an evaluation of the role that emotional intelligence plays in the experience of perceived stress revealed that, low emotional intelligence is associated with stress. (Naidoo et al., 2008). An employee with high emotional intelligence is able to respond appropriately to work place stress and emotional behaviour of his co worker (Dong, 2006). Gohm et al., (2005) recommended that, emotional intelligence can be beneficial in managing stress for some people but not for others. They argued that, those individuals who are overwhelmed, confused and intense about their emotional capability are less likely to be benefited by the fruits of emotional intelligence and be a victim of stress most of the times. Mathews et al., (2006) compared Emotional intelligence and personality factors of five factors model (FFM) as predictors of task- induced stress responses. Results confirmed that, low Emotional intelligence was related to worry states and avoidance coping, even with the FFM statistically controlled.

Studies have also reported that ,female teachers experienced significantly higher level of occupational stress, specially with regards to interaction with students and colleagues than male colleagues (Maslach et al, 1996; Antoniou and Polychroni, 2006).

High emotionally intelligent individuals appears to experience significantly less stress at work than emotionally counterparts. They had better psychological well being and demonstrate in role job performance. (Bar-on: 1997; Salski and Catwright; 2002; Nikolaou; 2002).

Studies have argued that, EI significantly contributes to reducing job stress by better identifying feelings of frustration and stress, consequently regulating those emotions. Employees with high EI tend to have ability to understand the cause of stress and to promote positive work environment which makes them suffer less job stress (Tolich, 1993; Wharton, 1993; Morris and Feldman, 1996; cooper and sawaf, 1997; Grandey, 2002). Emotional intelligence has been found to impact on psychological health particularly occupational stress (Ciarrochi, Chan & Bajgar, 2001). Ciarrochi, Chan and Caput; (2000), for example, posit that, emotional intelligence may protect people from stress and lead to better adaptation. They opine that, an objective measure of emotional management skill is associated with a tendency to maintain an experimentally induced positive mood which has obvious implication in preventing stress. Again, Bar-On (2003) found that there was a moderate yet significant relationship between emotional and social intelligence and psychological health. The aspect of emotional and social intelligence competencies that, were found to impact on psychological health are: (a) The ability to manage emotion and cope with stress, (b) The drive to accomplish personal goals in order to actualize one's inner potential and lead a more meaningful life and (c) The ability to verify feelings and thinking.

Keeping in view the role of emotional intelligence on determination of job stress, the present study intends to explore the effect of emotional intelligence on job stress of secondary school teachers. Although Emotional Intelligence has gained considerable attention through a wide variety of research in the field of management & industry, limited efforts have been made to study it within the teaching sector. Given the scarcity of studies on the employees' emotional intelligence in teaching sector, this study attempts to narrow down the research by empirically examining how the emotional intelligence of teachers affects their job stress level.

#### OBJECTIVES:

- 1.To study job stress among secondary school teachers belonging to high and low emotional intelligence group.
- 2.To find sex difference in job stress among secondary school teachers.
- 3.To study job stress among teachers having different level of teaching experience.
- 4.To study interaction between emotional intelligence and sex with job stress among secondary school teachers as a dependent variable.
- 5.To study interaction between sex and experience with job stress among secondary school teachers as a dependent variable.
- 6.To study interaction between emotional intelligence and experience with job stress among secondary school teachers as a dependent variable.
- 7.To study interaction between emotional intelligence, sex and experience when job stress among secondary school teachers was taken as dependent variable.

### HYPOTHESES:

1. There will be significant difference in job stress among secondary school teachers belonging to high and low emotional intelligence groups.
2. There will be no significant sex difference in job stress among secondary school teachers.
3. There will be no significant difference in job stress among teachers with different level of teaching experience.
4. There will be no significant interaction between emotional intelligence and sex when stress among secondary school teachers will be taken as dependent variable.
5. There will be no significant interaction between emotional intelligence and experience when stress among secondary school teachers will be taken as dependent variable.
6. There will be no significant interaction between sex and experience when stress among secondary school teachers will be taken as dependent variable.
7. There will be no significant interaction between emotional intelligence, sex and experience when stress among secondary school teachers will be taken as dependent variable.

### METHODOLOGY:

#### Sample:

Simple random sampling technique was used in the selection of sample of the present study. The study was conducted on a random sample of 600 (300 males and 300 females) teachers of secondary schools of Jammu province.

#### Tools:

For the present research study the following tools were used:

**Teachers Job Stressors Scale:** The respondents were administered job stressors scale developed and validated by Dr. Meena Buddhi Sagar Rathod and Dr. Madhulika Verma. Teacher's job stressors scale is an instrument to measure the tensions and pressure usually experienced at place of work. In the present scale six main job stressors for teachers were identified. Those are mainly related with school situation and adversely affect the teacher's performance. Those are: Overloadness, Role conflict, Powerlessness, Role ambiguity, Motivelessness, Frail interpersonal relationship.

**Teachers Emotional Intelligence Inventory:** Teachers emotional intelligence inventory developed and validated by Dr. (Mrs.) Shubra Mangal was administered. In the present inventory four factors were identified those are: Awareness of self and others, Professional Orientation, Interpersonal Management or self regulation, Intarpersonal Management.

It is standardized on 1273 secondary and senior secondary school teachers. It has percentile norms.

Statistical Techniques:

Mean and three way Anova 2x2x2 were employed to realize the objectives of the study.

ANALYSIS AND INTERPRETATION

Table 1: Summary of Three-Way Anova (2x2x2 Factorial Designs) in respect of job stress in relation to emotional intelligence, sex and teaching experience

Source of variance	Ss	Df	MS	F-ratio	Significance
Emotional intelligence	34155.1	1	34155.1	201.9**	Significant
Sex	1683.6	1	1683.6	9.95**	Significant
Experience	1757.8	1	1757.8	10.3**	Significant
E.I x Sex	7546.6	1	7546.6	44.6**	Significant
E.I x Experience	1102.5	1	1102.5	6.51*	Significant
Sex x experience	27.65	1	27.65	0.16	Not Significant
E.I x sex x experience	86.3	1	86.3	0.51	Not Significant
Within	12176.9	72	169.1		

\*\* Significant at 0.01 level of confidence.

\* Significant at 0.05 level of confidence.

Table 2: Mean Values of Teachers' Job Stress Scores.

	A <sub>1</sub>		A <sub>2</sub>	
	B <sub>1</sub>	B <sub>2</sub>	B <sub>1</sub>	B <sub>2</sub>
C <sub>1</sub>	149.4	199.9	161.8	175.3
C <sub>2</sub>	131.7	104	163.1	170.1

A<sub>1</sub>= 146.25                  B<sub>1</sub> = 151.5                  C<sub>1</sub>=171.6  
 A<sub>2</sub>=167.58                  B<sub>2</sub> = 162.32                  C<sub>2</sub>=142.2

Main Effects:

Emotional intelligence (A):

A perusal of table 1 reveals that ,the value of F for the variable emotional intelligence is 201.9 which is significant at 0.01 level of significance. It can thus be said that, there exists significance difference in job stress among secondary school teachers with high and low level of emotional intelligence. Furthermore, table 2 reveals that, mean value of job stress with high and low emotional intelligence is 146.25 and 167.58. It can thus be said that, the teachers with high emotional intelligence are less stressed with job in comparison to the one with low emotional intelligence. Hence, the hypothesis there will be significant differences in job stress among secondary school teachers belonging to high and low emotional intelligence groups was accepted.



### Sex (B):

It may be observed from the table 1 that, the value of F for the variable sex is 9.95 which is significant at 0.01 level of significance for df 1 and 72. It indicates that, there exists significant sex difference in job stress among secondary school teachers labelled on emotional intelligence. Furthermore, Table 2 reveals that, the mean values of job stress of male and the female teachers are 151.5 and 162.32. It can thus be said that, male teachers with high emotional intelligence are less stressed in comparison to the female teachers. Hence, the hypothesis there will be no significant sex difference in job stress among secondary school teachers was rejected.

### Teaching Experience (C):

A careful examination of table 1 reveals that the value of F for the variable teaching experience is 10.3 which is significant at 0.01 level of significance. It can thus be said that, there exists significant difference in job stress of teaches having different level of teaching experience. Furthermore, table 2 indicates that, teachers with more experience are less stressed in comparison to ones with less experience, their mean values of job stress are 171.6 and 142.2 respectively. Hence, the hypothesis there will be no significant differences in job stress among teachers with different level of experience was rejected.

### Interactions:

#### Emotional intelligence and Sex (A x B):

A perusal of table 1 reveals that, the value of F for the variable emotional intelligence and sex on job stress is 44.6 which is significant at 0.01 level of significance for df 1 and 72. It can be thus said that, there exists significant difference in the job stress of secondary school teachers due to the interaction effect of emotional intelligence and sex. Furthermore, table 2 reveals that, high emotionally intelligent male teachers are less stressed in comparison to female teachers. Hence, the hypothesis there will be no significant interaction between emotional intelligence and sex when stress among secondary school teachers will be taken as dependent variable was rejected.

#### Emotional intelligence and Experience (A x C):

A perusal of table 1 reveals that, the value of F for the interaction effect of variable emotional intelligence and experience on job stress is 6.51 which is significant at 0.05 level of significance which reflects that there exist significant differences in job stress among secondary school teachers with high and low level of emotional intelligence. The null hypothesis of no interaction effect of emotional intelligence and experience was rejected.

#### Sex and Experience (B x C):

A perusal of table 1 reveals that, the value of F for the interaction effect of variable sex and

experience is 0.16 which is not significant even at 0.05 level of significance. It can thus be said that there exists no significant difference in job stress among secondary school teachers due to the interaction effect of sex and experience. Hence, the hypothesis that, there will be no significant interaction between sex and experience when stress among secondary school teachers will be taken as dependent variable was accepted.

#### Emotional intelligence, Sex and Experience (A x B x C):

A close examination of table 1 reveals that, the value of F for the interaction effect of variables emotional intelligence, sex and experience is 0.51 which is not significant even at 0.01 level of confidence. It indicates that, there is no significant interaction effect of the variables i.e. emotional intelligence, sex and length of teaching experience on job stress among secondary school teachers. The null hypothesis formulated in this case was rejected.

#### DISCUSSIONS OF RESULTS:

1. In the present investigation the teachers with high emotional intelligence are found to have low job stress. This result is not surprising. By the nature of the construct of emotional intelligence, it is expected that, the understanding of one's and other people's emotions, and one's ability to regulate and manage them will have a buffering effect on work related stress. The findings of the present study corroborate the assertion of Ciarrochi et al (2001) that, an objective measure of emotion management skills is associated with a tendency to maintain an experimentally induced positive mood which has obvious implications for preventing stress. The finding of Ciarrochi, Chan & Caputi (2001), Nikolaou (2002); Sutton & Whitley (2003); Mendes (2003); Bar-On (2003); Oginska (2005); Suresh & Joshith (2008); & Naidoo et al, (2008) lend additional support to the present findings. In a work place like education industry where success is depend upon team work, collaboration and good interpersonal relationships, the importance of emotional intelligence, which reflects one's ability to interact others in an effective manner cannot be over emphasized. People skilled in managing other's emotions help people regulate moods in a positive direction and try to establish intimacy with them (Schutte et al 1998). Such behaviour should lead to closer friendships and greater social support which could be of psychological benefits in terms of stress and crises in the work place. Female teachers have been found to have more job stress than male. The findings are in tune with the results of study conducted by Singh (2005) but not in agreement with the findings of Maslach et al. (1996) and Antonion & Ploychroni (2006). The result of the study also reveals that, teachers having more experience were less stressed in comparison to those having less experience. The findings of the present study corroborate the assertion of Mendes (2003) who found that, teachers with more experience were better at identifying emotions. There was significant interaction between emotional intelligence and sex and emotional intelligence and experience when the scores of job stress of teachers was an independent variable. No significant interaction between Sex & Experience and among emotional intelligence, sex & experience has been found on the scores of teachers' job stress.

**CONCLUSIONS:**

Emotional intelligence is the ability to restrain negative feelings such as anger, self doubt, stress and understand others' feelings and manage those. Emotional intelligence focuses on positive feelings such as confidence, empathy & congeniality. A number of implications have emerged from the results of the present study. First, when a stressful situation arises in the work place, preventive strategies could include the enhancement of teachers' emotional intelligence. For instance, helping teachers to acquire emotional intelligence competencies (e.g. perception, appraisal and expression of emotion, emotional facilitation of thinking, understanding and analyzing emotion and employing emotional knowledge) may have a buffering effect on the occupational stress of teachers. Keeping in view the impact of emotional intelligence on the job stress, it is suggested that emotional intelligence training should be included in the teacher education program.

**REFERENCES:**

1. Akinboye, J.O., Akinboye, D.O. & Adeyemo, D.A. (2002). Coping with stress in life and workplace. Stirlin-Horden Publisher (Nig.) Ltd.
2. Alkinson, J.M. (1999). Coping with stress at work. New Delhi: Harper Collins India Pvt. Ltd.
3. Antonious, A.S. & Polychroni, F. (2006). Gender and age difference in occupational stress and professional burnout between primary and high school teachers in Greece. *British Journal of education Psychology*, 21.
4. Bar-On, R. (1997). The emotional quotient inventory (EQ-I) Technical manual Toronto, Canada: Multi Health Systems.
5. Bar-On, R. (2003). How important is to educate People to be Emotionally and Socially Intelligent, and Can It Be Done?. *Perspectives in Education*, 21(4), 3-13.
6. Brotheridge, C.M. & Grandly, A.A. (2002). Emotional Intelligence and Burnout: comparing two perspective of 'people work'. *Journal of Vocational Behaviour*, 60, 17-39.
7. Ciarrochi, J., Deane, F., Anderson, S. (2002). Emotional intelligence moderates the relationship between stress and mental health. *Personality and Individual Differences*. 32, 197-209.
8. Ciarrochi, J., Chan, A. & Bajgar, J. (2001). Measuring Emotional Intelligence in Adolescents. *Personality and Individual Differences*. 28, 539-561.
9. Ciarrochi, J., Chan, A. & Caputi, P. (2000). A critical Evaluation of the Emotional Intelligence Construct. *Personality and Individual Differences*. 28, 539-561.
10. Copper, R.K. and Sawaf, A (1997). *Executive EQ: Emotional intellig*
11. *ence in Leadership and Organizations*, New York: Grosset/Putnam.
12. DeRabbio, R.A. & Iwanicki, E. (1996). Factors Accounting for Burnout among Secondary School Teachers. Paper presented at the annual conference of the American Educational Research Association. New York.
13. Dong, Q. (2006). Emotional Intelligence, Employee Trust and Job satisfaction. *Competition Forum*, 4(2), 381. [www.Proquest.com](http://www.Proquest.com). Retrieved on 24/06/2014.
14. Gill, A.S., Flaschner, A.B., & Shachar, M. (2006). Mitigating stress and burnout by implementing transformational leadership. *International journal of contemporary hospitality management*, 18(6), 469-481.

15. Gohan, C.L., Corser, G.C & Dalski, D.I. (2005). Emotional intelligence under stress: useful unnecessary or irrelevant? *Personality and Individual Differences*, 39, 1017-1028.
16. Grandey, A.A. (2002). Emotional regulation in the workplace: A new way to Conceptualize emotional labour. *Journal of Occupational Health Psychology*, 5 (1), 95-110.
17. Hammond, O.W. & Onikama, D.L. (1997). *At Risk Teacher*. Pacific Resources for Education & Learning. Honolulu.
18. Hochschild, A.R. (1983). *The Managed Heart: Commercialization of Human Feeling*. Berkley, C.A.: University of California Press.
19. Hunt, N. & Evans, D. (2004). Predicting traumatic stress using Emotional intelligence. *Behaviour research Therapy*, 42, 791-798.
20. Ismail, A., Yao, A., Yao, E., Lai-Kaun K, Soon- Yew J (2010). Occupational stress features, Emotional intelligence and job features: An Empirical Study in private institutions of higher learning. *Scientific e-journal. Mgt. Science*. 615, 5-33.
21. Jones, F. & Bright, J. (2001). *Stress: Myth, theory and research*. London: Pearson Education Limited.
22. Lazarus, R. (1999). *Stress and Emotion: A new Synthesis*, NY: Springer Publishing Company.
23. Maslach, C., Jackson, S.E., Leiter, M. Maslach (1996). *Burnout inventory manual*. 3. CA : Consulting Psychologists Press.
24. Mathews, G., Emo, A.K. Funk, G., Robert R.D., Casta, P.T. Jr and schulze, R. (2006). Emotional intelligence, Personality and task- induced stress. *Journal of Experimental Psychology Applied*, 12(2) 96-107.
25. Mayer, J.D., Caurson, D.R. and Salovey, P. (1993). Selecting a measure of emotional intelligence. The case for ability scales In R. Bar-On and J.D.A. Parker (eds). *The hand book on Emotional intelligence; theory, development, assessment and application at home school and in the workplace*. San Francisco; Jossey Bass Zooo.
26. Mayer, J.D., DiPaolo, M. & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54(3&4), 772-781.
27. Morris, J.A., & Feldman, D.C. (1996). The dimensions, antecedents, and consequences of emotional labour. *Academy of management Review*, 21(4), 986-1010.
28. Naidoo, S., and Pau, A. (2008). Emotional intelligence and perceived stress. *SADJ: journal of the South African Dental Association= tydskrif van die Suid-Afrikaanse Tandheelkundige Vereniging*, 63(3), 148-51.
29. Nikolaou, I (2002) Emotional Intelligence in the Workplace: Exploring its Effects On Occupational Stress and Organizational Commitment. *International Journal of Organizational Analysis*, 10(4), 327-342.
30. Oginska-Bulik, N. (2005). Emotional intelligence in the workplace: Exploring its effects on occupational stress and health outcomes in human service workers. *International Journal of Occupational Medicine and Environmental Health*. 18(2) 167-75.
31. Perkins, D. (1994). *Outstanding IQ: The Emerging Science of Learnable Intelligence*, New York: The Free Press.
32. Ryback, D. (1998). *Putting Emotional Intelligence to Work: Successful Leadership is more than Just IQ*. Boston: Butterworth – Heinemann.
33. Salvo, P., and Mayer, J.D. (1990). Emotional Intelligence. *Imagination, Cognition, and Personality*. 9, 185-211.

34. Schutte, N.S., Malouff, J.M. Hall, L.E. Haggerty, D.J., Cooper, J.T. Golden, C.J. and Dornheim, L, (1998). Development and Validation of a Measure of Emotional Intelligence. *Personality and Individual Differences*, 25, 167-177.
35. Segal, J. (2000). *Rising your Emotional intelligence*. Mumbai: Megna Publishing Company Limited.
36. Singh, V.P. (2005). Managing Examination Stress to Attain Success. *Journal of Community Guidance & Research*, 22(3), 276-291.
37. Slaski, M. & Cartwright, S. (2002). Health, Performance and Emotional Intelligence: An exploratory study of Retail Managers. *Stress and Health*, 18, 63-68.
38. Sternberg, R.J. (1996). *Successful Intelligence*, Simon-Schuster: New York.
39. Suresh, K.J., and Joshith, V.P. (2008). Emotional Intelligence as a Correlate of Stress of Student Teachers. *Edutracks*, 7(12), 26-32.
40. Sutton, R.E & Whitely, K.F. (2003). Teachers Emotions and Teaching: a Review of the Literature and Directions for future Research. *Educational Psychology Review*, 5(4), 327-358.
41. Tolich, M.B.(1993). Alienating and liberating emotions at work. *Journal of Contemporary Ethnography*, 22(3), 361-381.

# Publish Research Article

## International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

### Associated and Indexed, India

- ★ International Scientific Journal Consortium
- ★ OPEN J-GATE

### Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts  
258/34 Raviwar Peth Solapur-413005, Maharashtra  
Contact-9595359435  
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com  
Website : [www.aygrt.isrj.org](http://www.aygrt.isrj.org)