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Research Paper

An Investigation of The Impact of Stress and Emotional Intelligence on The Effectiveness of College Faculty

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Abstract	Manuscript Information
<p>Stress and emotional intelligence are crucial attributes that significantly influence an individual's performance. The objective of this study is to enhance comprehension of the correlations among the stress levels, emotional state, and performance of faculty members. Faculty members can enhance their effectiveness and achieve more success by comprehending the factors that influence work performance. The sample was collected from 355 faculty members of the Doaba Region of Punjab. Emotional intelligence is a crucial component that significantly impacts the research productivity and teaching effectiveness of faculty members. The study employed a descriptive research design and utilized the questionnaire method for data collection. Regression analysis is employed to determine the factors that can predict work performance. Although stress does not appear to have a substantial impact on teacher effectiveness, controlling one's emotional intelligence seems to play a more important part in a teacher's ability to carry out their duties efficiently. By comprehending these dynamics, institutions can devise tactics to bolster faculty members in their jobs and consequently, elevate the general caliber of higher education.</p>	<ul style="list-style-type: none"> ▪ ISSN No: 2583-7397 ▪ Received: 03-06-2024 ▪ Accepted: 05-07-2024 ▪ Published: 13-07-2024 ▪ IJCRM:3(4); 2024: 37-41 ▪ ©2024, All Rights Reserved ▪ Plagiarism Checked: Yes ▪ Peer Review Process: Yes <p>How to Cite this Manuscript</p> <p>Damanpreet Kaur. An Investigation of The Impact of Stress and Emotional Intelligence on The Effectiveness of College Faculty. International Journal of Contemporary Research in Multidisciplinary.2024; 3(4): 37-41.</p>

KEYWORDS: Stress; Emotional Intelligence; Effectiveness; College faculty.

1. INTRODUCTION

A key component of society progress, education promotes civic involvement, economic growth, and social mobility. By teaching information, skills, and values, education empowers people to manage the complexity of the modern world and fosters creativity and critical thinking. Furthermore, via fostering tolerance, empathy, and respect among varied groups, education promotes social cohesiveness and cultural understanding. By strengthening underprivileged communities, promoting collective well-being, and creating inclusive learning environments, education promotes social justice and overcomes societal differences. Teachers are essential to

achieving education's transformative potential because they are both educators and social change agents. They transmit academic information, promote social and personal growth, inculcate morals, and encourage lifelong learning. Teachers create more just and equitable societies by advocating for inclusive policies and promoting social mobility through their dedication to equitable education. Teachers help people reach their full potential and contribute meaningfully to the common good by acting as mentors and role models, which helps to shape a better future for society. The way college teachers perform on the job is critical to the efficient delivery of education, the overall

educational experience of their students, and the growth of the institution. The notion of job performance for college teachers is complex and includes many facets of research, teaching, and service within an educational setting. It includes several facets of research, intellectual pursuits, topic understanding, and effective teaching. Mentorship programs, professional development opportunities, and a positive institutional culture can all make a big difference in how well college teachers perform on the job over time.

1.2 Teaching Profession

The teaching profession, with its vast obligations and deep influence, is essential to society. Educating and molding the next generation, fostering intellectual curiosity, and teaching vital life skills are all tasks that teachers play in education. They serve as mentors and educators, helping children overcome obstacles and fostering virtues like honesty and fortitude.

Teachers are driven by a strong sense of purpose to positively impact the lives of their students, even in the face of rigorous workloads and the constant need for adaptability due to changing educational contexts. Their commitment develops academic success and is essential to the advancement of society, igniting a lifelong love of learning and forming the next generation of leaders.

A wide range of characteristics are embodied by teachers that are crucial to their success in the classroom. Stronge (2007) ^[12] emphasizes the value of pedagogical expertise and in-depth subject knowledge in creating engaging classes that meet the needs of a wide range of students. According to Goleman (1995) ^[4], emotional intelligence is crucial because it helps teachers effectively manage classroom dynamics and attend to the emotional and academic needs of their pupils, creating a supportive learning environment. Marzano (2003) ^[9] highlights that effective teaching requires both verbal and organizational skills to ensure effective lesson delivery and student involvement. To adapt to changing teaching methods and technological advancements, instructors must continuously improve themselves and their professional development. This will enhance the educational experience and better prepare students for a world that is changing all the time, as noted by Darling-Hammond (2010) ^[3].

1.3 Stress in the Teaching Field

According to Kyriacou (2001) ^[8], the teaching profession is intrinsically stressful due to its heavy workload, ambiguous function, and tremendous accountability requirements from several stakeholders. According to Hargreaves (1998) ^[5], there is an additional layer of complexity brought about by the emotional work of controlling one's emotions while attending to the emotional and behavioral needs of kids. This requires a high level of emotional intelligence and resilience. According to Travers and Cooper (1996) ^[1], prolonged stress has a negative impact on the mental and physical health of teachers. It can cause burnout, depression, and higher absenteeism, all of which can lower the quality of instruction and raise teacher turnover.

As recommended by Greenberg *et al.*, (2016) ^[6], reducing these stressors entails establishing supportive administrative policies, offering stress management training, and enhancing school environments with initiatives that support emotional resilience and mental health resources to maintain teachers' well-being and enhance academic results. In their professional life, college teachers frequently deal with a variety of pressures. To lessen the effects of various stressors, it is critical to comprehend them. College teachers may experience stress due to a variety of factors, including their workload, administrative responsibilities, student conduct, academic performance, career advancement, publishing and research, work-life balance, emotional engagement, and institutional factors. Routine activities at work can cause physiological as well as psychological stress, depending on the stimuli involved. Professional stress can be caused by coworkers' and superiors' actions, performance-related activities, and environmental factors.

1.4 Emotional Intelligence

Teachers at colleges need to possess emotional intelligence (EI) since it affects how they interact with students, coworkers, and the classroom. Teachers who possess emotional intelligence demonstrate self-responsibility, self-regulation, compassion, and societal skills.

Mayer, J. D. (1990) ^[11] described emotional intelligence as the capacity to promote both intellectual and emotional development in addition to understanding and managing emotions. According to research by Story, P.A. (2011) ^[10] work performance, workplace happiness, work dedication, and job involvement are all predicted with emotional intelligence. Controlling one's emotions at work reduces negative emotions, which improves performance and increases job happiness. According to Jung, H. and Yoon, H. (2016) ^[7] those with high emotional intelligence are driven to finish all difficult activities and make a good impression on their peers and coworkers. Additionally, it enhances their engagement in organizational activities, evaluation, promotion, and training sessions M.C. (2019) ^[2]. Teachers with high emotional intelligence can enhance students' academic experience by creating a supportive and positive learning environment. This will also increase students' motivation and engagement. Gaining emotional intelligence is a continuous process that has a big impact on both students' success and teachers' effectiveness.

2. Significance of study

The study's findings are extremely important since stress in the teaching profession has a wide range of effects on teachers, students, and the educational system at large.

1. It is essential to recognize and manage the stressors that affect teachers to support their retention as professionals. High-stress levels have been linked to teacher burnout and high turnover rates, which have an impact on the standard of instruction given.
2. Stress among instructors has a direct impact on student performance and classroom dynamics, which emphasizes how crucial it is to assist teachers to maximize student achievement.
3. The application of interventions to enhance working

circumstances and lower stress levels among educators can be guided by the knowledge gained from stress research, which will ultimately increase teacher performance and job satisfaction.

3. OBJECTIVES OF STUDY

1. To determine how stressed-out HEI faculty members are.
2. To evaluate the emotional intelligence of faculty members at HEI.
3. To investigate the effectiveness, emotional intelligence, and stress in relationships.

Hypotheses

- H1:** HEI faculty members experience high levels of stress.
H2: HEI faculty members have high levels of emotional intelligence.
H3: There is a significant relationship between emotional intelligence and stress among HEI faculty members, indicating that higher emotional intelligence correlates negatively with stress levels.

4. RESEARCH METHODOLOGY

The population of this descriptive study consists of full-time faculty members employed by Punjab's Doaba region's higher education institutions. Full-time instructors teaching undergraduate and graduate courses in nearby universities' affiliated institutions made up the study's respondents. A structured questionnaire was utilized to gather data from a sample size of 100 respondents using the non-probability convenience sampling technique. The respondents rated the constructs on a 5-point Likert rating scale (5 = strongly agree, agree, neither agree nor disagree, disagree, 1 = strongly disagree), with the questionnaire consisting of demographic characteristics. There were 355 people in the sample and data was analyzed using SPSS 25.

5. Tool of the Study

The self-constructed scale was used for Teacher effectiveness. The 40-question UDAY SIT scale was used by the researcher. Wong and Law's (2002) urbanized EI scale had sixteen items used to measure the four aspects of Emotional Intelligence. Emotion regulation (ROE), use of emotion (UOE), others' emotion assessment (OEA), and self-emotion appraisal (SEA) are the four components (four items each) of the self-report measure used to evaluate emotional intelligence (EI).

6. Data Analysis and Discussion

The goals of the study were taken into consideration when analysing the data gathered using a structured questionnaire. To facilitate future analysis, the data was first converted into numerical values and imported into SPSS version 25.0. When analysing data, descriptive and inferential statistics are employed. Mean and standard deviation were used in descriptive statistics. The Multiple Regression was used to check the impact of independent variables on dependent ones.

7. RESULTS & DISCUSSION

7.1 Descriptive Statistics

In Table 1 it depicts there are no missing values in the descriptive statistics for Teacher Effectiveness, Stress, and Emotional Intelligence. All three variables have complete data. With a mean score of 4.18, a median and mode of 4, and a standard deviation of 0.587, Teacher Effectiveness scores are somewhat above average and generally consistent. The stress level was reported by all participants, as indicated by the mean, median, and mode of 5.00, and the lack of variability (standard deviation and variance of 0). With a mean, median, and mode of 4, as well as a standard deviation of 0.601, emotional intelligence exhibits moderate variation. While stress levels are consistently high, there is some variation in the overall rankings for teacher effectiveness and emotional intelligence.

Table 1: Descriptive Statistics

	Teacher effectiveness	Stress	Emotional Intelligence
Valid	355	355	355
Missing	0	0	0
Mean	4.18	5.00	4.23
Median	4.00	5.00	4.00
Mode	4	5	4
Std. Deviation	.587	.000	.601
Variance	.344	.000	.362
Range	4	0	3

Source: Author- Self- constructed

7.2 Multiple Regression

Table 2: Multiple Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.231a	.053	.051	.572

a Predictors: (Constant), Stress, Emotional Intelligence

ANOVAa						
Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	6.483	1	6.483	19.841	.000b
	Residual	115.337	353	.327		
	Total	121.820	354			
a. Dependent Variable: Teacher effectiveness						
b. Predictors: (Constant), Stress, Emotional Intelligence						

Coefficientsa						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	3.164	.226		14.026	.000
	Emotional Intelligence	.204	.055	.209	3.693	.000
	Stress	.038	.041	.053	.940	.348
a. Dependent Variable: Teacher effectiveness						

Source: Author- Self- constructed

According to Table 2, the summary of the multiple regression analysis, the model that uses emotional intelligence and stress as variables explains 5.3% of the variation in teacher effectiveness (R Square = 0.053). A statistical significance of the model is found (F (1, 353) = 19.841, p <.001). According to the model coefficients, stress ($\beta = 0.053$, p = 0.348) does not substantially predict teacher effectiveness, however emotional intelligence ($\beta = 0.209$, p <.001) does. A one-unit increase in emotional intelligence is linked to a 0.204 rise in teacher effectiveness, according to the unstandardized coefficient for emotional intelligence, which stands at 0.204. The average difference between the actual and anticipated values is indicated by the estimate's standard error, which is 0.572. Therefore, in summary:

Emotional Intelligence Alternate Hypothesis is accepted. Higher Emotional Intelligence predicts greater Teacher Effectiveness.

The stress: Alternate Hypothesis is rejected. Stress levels do not significantly influence Teacher Effectiveness.

8. Findings and Implications

The results of the study have several social ramifications. Considering that emotional intelligence greatly increases teacher effectiveness, politicians and educational institutions should think about funding initiatives that help teachers hone their emotional intelligence. Such programs might result in higher-quality instruction, which would benefit students' outcomes and the performance of the college. On the other hand, the lack of a substantial correlation between stress and teacher effectiveness implies that, although stress management is crucial for general health, it might not have a direct impact on effectiveness in the classroom. Therefore, rather than concentrating only on stress reduction programs, resources can be better dedicated to the development of emotional intelligence. Through improved educational experiences and results for students, this strategy can develop a more emotionally intelligent and productive teaching workforce, which will ultimately benefit society and the larger educational system.

9. CONCLUSION

The study's conclusion—which emphasizes the significance of emotional abilities in improving teaching performance—states that emotional intelligence is a strong predictor of teacher effectiveness. Although stress does not appear to have a substantial impact on teacher effectiveness, controlling one's emotional intelligence seems to play a more important part in a teacher's ability to carry out their duties efficiently. According to these results, to create a teaching staff that is both more effective and emotionally resilient, educational institutions should give special attention to the development of emotional intelligence in their professional development programs. By addressing this issue, we can help students learn in a more encouraging setting and achieve better academic results.

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