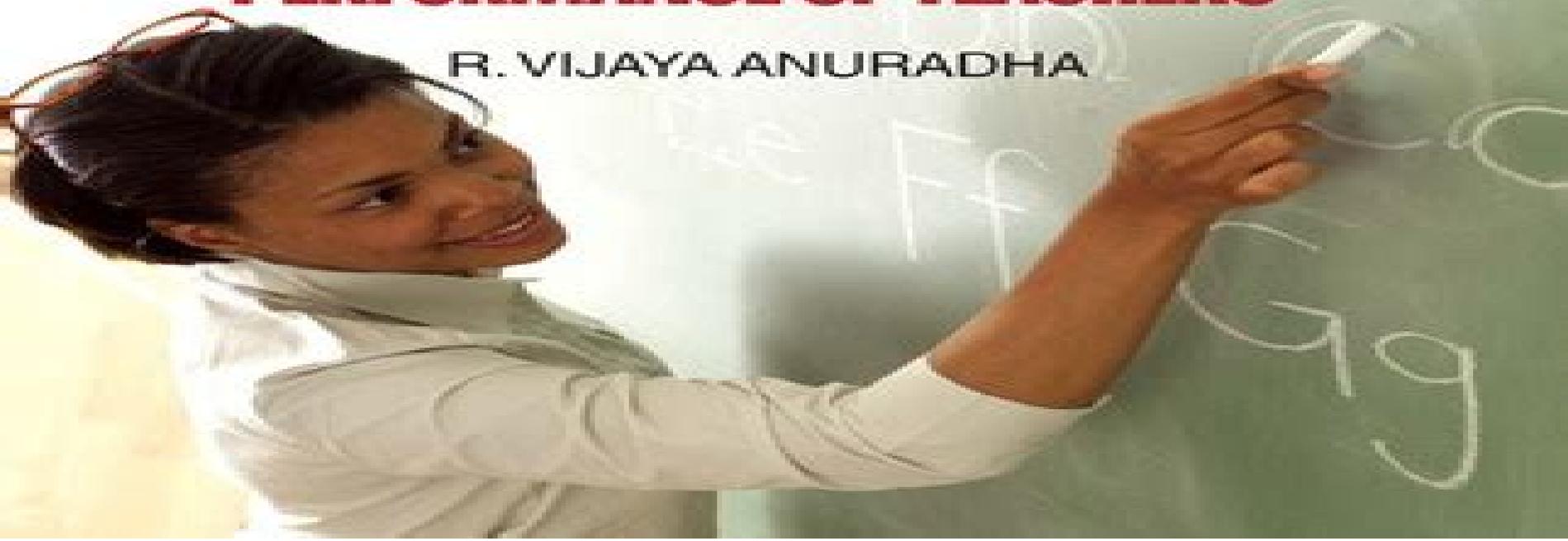




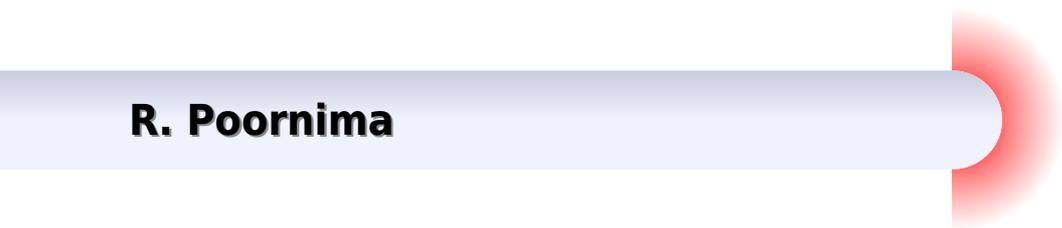
# **EMOTIONAL INTELLIGENCE OCCUPATIONAL STRESS AND JOB PERFORMANCE OF TEACHERS**

R. VIJAYA ANURADHA



# Emotional Intelligence Occupational Stress Job Performance Of Teachers

**R. Poornima**



## **Emotional Intelligence Occupational Stress Job Performance Of Teachers:**

*EMOTIONAL INTELLIGENCE, OCCUPATIONAL STRESS AND JOB PERFORMANCE OF TEACHERS* R. Vijaya Anuradha,2014-04 The present book is an attempt to identify the levels of emotional intelligence EI occupational stress OS and job performance JP of teachers and brought out the relationship between the emotional intelligence occupational stress and job performance of teachers working at higher secondary level Keeping the above in mind the author of this book has clearly explained the procedure in developing the rating scales to assess the EI OS and JP of higher secondary teachers

**EMOTIONAL INTELLIGENCE, OCCUPATIONAL STRESS AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS** G. Susmitha,2016-04 In any educational system a teacher plays a vital role The teachers role changes from time to time depending upon the social needs of the society in which she he is working As a change agent he she not only transacting the curriculum into practice but also to transform the communities into active partners in the development process of the country The multiplicity roles to be played by the teachers demands social consciousness and emotional intelligence

Occupational Stress: Breakthroughs in Research and Practice Management Association, Information Resources,2019-11-01 There are many different types and causes of trauma and stress in the workplace that can impact employee behavior and performance Corporations have a social responsibility to assist in the overall wellbeing of their employees by ensuring that their leaders are emotionally intelligent and that their organization is compliant with moral business standards Occupational Stress Breakthroughs in Research and Practice examines the psychological physical and physiological effects of a negative work environment It also explores how to cope with work related stress Highlighting a range of topics such as job satisfaction work overload and work life balance this publication is an ideal reference source for managers professionals researchers academicians and graduate level students in a variety of fields

Emotional Intelligence in the Digital Era Pushan Kumar Dutta,Sachin Gupta,Shafali Kashyap,Anita Gehlot,Rita Karmakar,Pronaya Bhattacharya,2025-06-06 With research perspectives on elements of psychology and technology Emotional Intelligence in the Digital Era Concepts Frameworks and Applications provides insight into the intersection of emotional intelligence and digital technologies including artificial intelligence AI It explains how technology has the potential to enhance emotional intelligence and promote positive psychological outcomes It also discusses the role of technology in facilitating social connections that support mental health and promote self reflection and personal growth The main themes explored in the book revolve around understanding human psychology in the context of digital technology in the post pandemic environment The book delves into how emotional intelligence plays a crucial role in adapting to virtual environments It also examines how AI and other digital technologies can enhance engagement and effectiveness Emphasizing the need for a balanced approach to integrating technology in the field of psychology the book highlights the potential benefits of technology in promoting emotional intelligence and positive psychological outcomes while also acknowledging the potential risks and ethical considerations

associated with its use Covering such aspects of human psychology as cognitive and emotional processing personality motivation and decision making the book discusses the role of technology in improving human psychological perspectives and emotional intelligence especially within a post pandemic context It also examines the use of virtual reality teletherapy and other digital tools in mental health interventions Written for researchers academics and mental health professionals the book is a deep dive into research investigating human psychology emotional intelligence and technology

**International Journal of Indian Psychology, Volume 6, Issue 2, (No. 1)** IJIP.IN,2018-07-30

**Communication, Emotions and Well-Being in Emotionally Charged Workers** Vicente Javier Prado-Gascó,María del Carmen Giménez-Espert,Orlando Antonio Llanos-Contreras,Shane Sinclair,2022-04-21

**Organizational Stress Around the World** Kajal Sharma,Cary Cooper,D.M. Pestonjee,2021-01-28 Stress is defined as a feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize It can occur due to environmental issues such as a looming work deadline or psychological for example persistent worry about familial problems While the acute response to life threatening circumstances can be life saving research reveals that the body s stress response is largely similar when it reacts to less threatening but chronically present stressors such as work overload deadline pressures and family conflicts It is proffered that chronic activation of stress response in the body can lead to several pathological changes such as elevated blood pressure clogging of blood vessels anxiety depression and addiction

**Organizational Stress Around the World Research and Practice** aims to present a sound theoretical and empirical basis for understanding the evolving and changing nature of stress in contemporary organizations It presents research that expands theory and practice by addressing real world issues across cultures and by providing multiple perspectives on organizational stress and research relevant to different occupational settings and cultures Personal occupational organizational and societal issues relevant to stress identification along with management techniques approach to confront stress and its associated problems at individual and organizational level are also explored It will be of value to researchers academics practitioners and students interested in stress management research

**Emotional Intelligence, Occupational Stress & Job Satisfaction of Special Education Teachers** R. Poornima,2016-04 Study conducted in Chennai Tamil Nadu India

**Emotions and Leadership in Organizations and Educational Institutes** Osman Titrek,Anna Stavicka,Ana Campina,Gozde Sezen-Gultekin,Carlos Francisco De Sousa Reis,2023-11-28 Emotion management is an important source of social capital and synergy for organizations Managers have a great role in the creation of this synergy A manager who can cope with their emotions indirectly contributes to organizational effectiveness This situation is especially important in human oriented organizations providing services rather than goods such as educational institutions Leadership is a process of social influence which maximizes the efforts of others towards the achievement of a goal Leadership stems from social influence rather than authority or power In terms of system approach the input output process and feedback of educational organizations are

always related to human behaviors Therefore organizations must address the nature of human beings in all of their managerial processes Although organizations in which people are at the foreground try to continue their functioning on a rational and formal basis throughout the managerial process they sometimes have to manage emotional and informal phenomena In this case there is a need for managers and school leaders who can shape the rationale in line with the requirements of human nature What is expected from this administrator is that they do not ignore human needs and emotions while providing the management of educational institutions For this reason these managers should be leaders rather than executives who only work in a formal framework of organization management Moreover principals and teachers should also be leaders in all educational processes Emotions are the main catalyst of positive organizational culture Leaders can create an effective organizational culture with the main source of positive emotions between employers Positive emotions also motivate employees for organizational purposes If a leader wishes to create and maintain an effective organizational culture it is essential to support positive behavior and emotional climate in their institutes and schools Leaders school managers and teachers therefore need to develop emotion management abilities Educational organizations need to shape their organizational culture climate and psychology to support their leaders in efficiently managing their employees emotions Up to now this topic has been usually addressed as the main catalyst and a sub dimension of emotional intelligence Moreover current evidence classifies social and empathy skills as other sub dimensions of emotional intelligence For this reason this collection of peer reviewed articles will draw attention to the contemporary term emotional management and contribute to educational fields by means of exploring the relationship between emotions and leadership

The Australian Journal of Education ,2006     **Journal of Psychology in Africa** ,2009     **Striving for Teaching Success** Ashley Katherine Vesely-Maillefer,2015 Research has confirmed job dissatisfaction and high levels of occupational stress and burnout resulting from the emotional demands of teaching This dissertation focuses on a potential solution to support teachers psychological wellbeing in their paramount role to society training in emotional intelligence Recent research has demonstrated not only the positive role of emotional intelligence EI in enhancing stress management coping skills psychological wellbeing and resilience but that EI can be developed through EI training Empirical evidence has recently shown support for EI training specifically within the teaching population However there remains a dearth of applicable empirically based training programs aimed at effectively helping to manage teacher stress in the classroom Building upon the success that EI training programs have had in a range of populations the present research focused not only on the evaluation of one specific program but also sought further understanding regarding the mechanisms through which EI influences positive outcomes The current work follows the administration of three rounds of one such program Managing Occupational Stress Through the Development of Emotional Intelligence Gardner Stough Hansen 2008 to a group of pre service teachers These studies provide a comprehensive theory driven evaluation of 1 the short term and intermediate outcomes and 2 the implementation and

processes with slight modifications of this program between training sessions The nature of the mixed method evaluation design involved both quantitative and qualitative analyses of each training component to examine the assumptions underlying service delivery and processes It also allowed for a more direct exploration of causal effects Results indicated not only that EI improves compared to controls post program and at follow up 1 and 6 month but also that stress indicators decrease coincidental with an increase in adaptive coping and teacher efficacy Finally the assessment of participant responses comprehension skills application and feedback offers a critical understanding regarding how EI impacts outcomes along with insight regarding the agents of change that may drive learning and application processes

**Ibadan Journal of the Social Sciences** ,2012 *Music Therapists' Burnout and Job Satisfaction Levels Across Work Settings* Rebecca West,2009

*Emotional Intelligence* Mourad Ali Eissa,2008 Counterpoints publishes the most compelling and imaginative books being written in education today Grounded on the theoretical advances in criticalism feminism and postmodernism in the last two decades of the twentieth century Counterpoints engages the meaning of these innovations in various forms of educational expression Committed to the proposition that theoretical literature should be accessible to a variety of audiences the series insists that its authors avoid esoteric and jargonistic languages that transform educational scholarship into an elite discourse for the initiated

**Competency & Emotional Intelligence Quarterly** ,2000 *Occupational Stressors and Management for Elementary School Teachers* Cinderella C. Noquera,2024-11-11

Teaching is often considered one of the most rewarding professions yet it is also among the most stressful The Burden of the Chalk Understanding and Managing Occupational Stress in Teaching provides a comprehensive exploration of the occupational stress experienced by educators particularly elementary school teachers With increasing demands curriculum expectations administrative tasks and student behavior management teachers face immense pressure that can impact their job satisfaction psychological well being and overall effectiveness in the classroom This book is designed to serve as a critical resource for educators administrators and policymakers by shedding light on the realities of teacher stress its causes and effective coping mechanisms Through empirical surveys case studies and expert insights it provides practical solutions to mitigate stress prevent burnout and enhance teacher resilience Inside the Book Chapter 1 Understanding Occupational Stress in Teaching This chapter lays the foundation by defining occupational stress in the context of teaching It explores the nature of stress in the classroom and its implications for teachers mental and physical well being Chapter 2 Common Stressors Faced by Elementary School Teachers Teaching comes with its own set of unique challenges This chapter identifies the most common stressors including workload student discipline administrative pressure and societal expectations which contribute to teacher stress Chapter 3 Job Satisfaction Job satisfaction plays a critical role in teacher retention and performance This chapter examines how stress influences job satisfaction and what factors contribute to a fulfilling teaching experience Chapter 4 Psychological Effects of Chronic Stress on Teachers Chronic stress can take a significant psychological toll on educators This chapter delves into the

mental health implications of prolonged stress including anxiety depression and emotional exhaustion Chapter 5 Sources of Stress Survey Using a data driven approach this chapter presents findings from a survey assessing the primary sources of stress among teachers The insights provide a clearer picture of the stress landscape within the profession Chapter 6 Coping Strategies for Teachers Stress Management Practical solutions for stress management are discussed including mindfulness time management peer support and relaxation techniques Teachers will find actionable strategies to help them navigate workplace challenges Chapter 7 The Role of Leadership in Mitigating Teacher Stress School leadership has a significant impact on teacher well being This chapter explores how administrators and school leaders can create supportive environments that help teachers manage stress more effectively Chapter 8 Coping Mechanisms Survey This chapter presents data from a survey on the various coping mechanisms that teachers use to handle workplace stress It highlights trends in stress management and areas for improvement Chapter 9 Burnout and its Impact on Teacher Effectiveness Burnout is one of the most severe consequences of chronic stress This chapter examines how burnout affects teaching performance student learning outcomes and the overall school climate Chapter 10 Coping Strategies for Teachers Managing Stress in the Classroom Beyond general stress management this chapter focuses specifically on techniques for handling stress within the classroom setting including behavioral interventions lesson planning and classroom organization Chapter 11 Job Satisfaction Survey Understanding how stress and job satisfaction intersect this chapter presents findings from a survey analyzing teacher satisfaction levels and what factors contribute to a positive work experience Chapter 12 Creating a Supportive School Environment Leadership and Policy for Teacher Well Being School culture plays a crucial role in teacher stress This chapter discusses policies and leadership strategies that promote teacher well being including workload distribution mentorship programs and wellness initiatives Chapter 13 Teacher Burnout Causes Consequences and Prevention Delving deeper into the issue of burnout this chapter identifies the root causes and outlines preventive measures to help teachers sustain long term careers without succumbing to exhaustion Chapter 14 Relationship of Sources of Stressors with Work Satisfaction By examining the correlation between stressors and job satisfaction this chapter offers insights into how reducing stress can lead to greater teacher retention and job fulfillment Chapter 15 Building Resilience in Teachers Strategies for Long Term Well Being The final chapter presents a roadmap for teachers to develop resilience against occupational stress Through mindset shifts self care practices and long term planning educators can thrive in their profession

**Emotional Intelligence** Ralf Schulze, Richard D. Roberts, 2005 The concept of Emotional Intelligence EI the ability to perceive express understand and regulate emotions is still the subject of scientific debate despite its intuitive appeal and widespread popular interest in areas such as human resources education and organizational psychology This book brings together leading experts from around the world to present their perspectives on the current status of EI It covers theories of EI and assessment approaches in depth as well as theoretical concepts and research findings on the antecedents

and consequences of EI in occupational educational and clinical settings The contributions provide an overview of the empirical evidence that supports as well as contradicts many common assumptions about EI and its relation to other forms of intelligence The book thus reflects the diverse approaches to finding solutions for the still unresolved conceptual and empirical problems and offers a critical appraisal of the current status of EI

**Burnout Immunity** Kandi Wiens, 2024-04-23  
A USA Today Bestseller had happier careers and lives and were free from the physical and mental ravages of exhaustion negativity and inefficacy that characterize burnout The good news is that everyone can build and boost emotional intelligence and use EI based skills to manage workplace stress before it leads to breaking down or burning out Burnout Immunity shows readers how to Build self awareness to identify what makes you vulnerable to burnout Manage your stress triggers and response and tap into moments of good stress Regulate your thoughts and emotions to remain effective in the midst of stress Develop healing connections to keep burnout at bay Recover from moments of burnout reconnect to things that bring you joy and reimagine a new way forward Bolstered with research exercises self assessments and real life stories from people with natural burnout immunity and those who've cultivated it Burnout Immunity teaches workers how to positively cope with stress and to enjoy healthier and happier relationships with work

Educator Stress Teresa Mendonça McIntyre, Scott E. McIntyre, David J. Francis, 2017-08-28 This book brings together the most current thinking and research on educator stress and how education systems can support quality teachers and quality education It adopts an occupational health perspective to examine the problem of educator stress and presents theory driven intervention strategies to reduce stress load and support educator resilience and healthy school organizations The book provides an international perspective on key challenges facing educators such as teacher stress teacher retention training effective teachers teacher accountability cyber bullying in schools and developing healthy school systems Divided into four parts the book starts out by introducing and defining the problem of educator stress internationally and examining educator stress in the context of school education system and education policy factors Part I includes chapters on educator mental health and well being stress related biological vulnerabilities the relation of stress to teaching self efficacy turnover in charter schools and the role of culture in educator stress Part II reviews the main conceptual models that explain educator stress while applying an occupational health framework to education contexts which stresses the role of organizational factors including work organization and work practices It ends with a proposal of a dynamic integrative theory of educator stress which highlights the changing nature of educator stress with time and context Part III starts with the definition of what constitute healthy school organizations as a backdrop to the following chapters which review the application of occupational health psychology theories and intervention approaches to reducing educator stress promoting teacher resources and developing healthy school systems Chapters include interventions at the individual individual organizational interface and organizational levels Part III ends with a chapter addressing cyber bullying a new challenge affecting schools and teachers Part IV discusses the

implications for research practice and policy in education including teacher training and development In addition it presents a review of methodological issues facing researchers on educator stress and identifies future trends for research on this topic including the use of ecological momentary assessment in educator stress research The editors concluding comments reflect upon the application of an occupational health perspective to advance research practice and policy directed at reducing stress in educators and promoting teacher and school well being

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