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**S Mohan**  
Ph.D., Research Scholar,  
Department of Education,  
Annamalai University,  
Annamalai Nagar-608002.

**Dr. D Mohana**  
Associate Professor,  
Annamalai University,  
Annamalai Nagar-608002.

## **Contribution of occupational stress, emotional intelligence and quality of life on the work motivation of teachers (Regression)**

**S Mohan, Dr. D Mohana**

### **Abstract**

The aim of the study to find contribution of occupational stress of teachers in relation to their emotional intelligence, quality of life and work motivation, for which the survey method has been adopted. Random sampling technique has been used for the present study for the selection of sample. The sample of the study includes that the different teachers working in schools of Cuddalore district of Tamil Nadu. The occupational stress scale constructed by S. Mohan (2014). There is a significant contribution of the occupational stress and quality of life on the work motivation of teachers. The emotional intelligence not significantly contributed to work motivation. 34.8 % of the total variance in occupational stress is attributed occupational stress, emotional intelligence and quality of life on the work motivation of teachers.

**Keywords:** Occupational Stress, Emotional Intelligence, Quality of Life and Work Motivation

### **Introduction**

Occupational stress is a state of arousal that involves both the mind and body in response to demands made upon a person by the varying working condition. Emotional intelligence of a teacher is operationally defined as, the ability of the teachers to perceive emotions, to understand emotions and to regulate emotions to promote emotional growth. It refers to the quality of life of the teachers which include financial security, Job satisfaction, family life, health and safety. It refers to the internal force within the teachers which help them to achieve success.

### **Need and Significant Of Study**

Teachers are the pivot in the learning process and he is moulder of learner's behavior. If the teachers get satisfaction in their job it will lead them in a good manner in their job. Teachers in the society face many problems like physical, psychosexual problems, these factors that will determine their satisfaction and their involvement in teaching process. All these factors that teachers are facing in the 21st century have been linked to increased stress levels. Researchers and social commentators have pointed out that the computer and communications revolutions have made companies more efficient and productive than ever before. This boon in productivity however, has caused higher expectations and greater competition, putting more stress on the teachers.

### **Objective of the Study**

To find out whether is any significant contribution emotional intelligence, quality of life, work motivation on the occupational stress of teachers.

### **Hypothesis of the Study**

There is no significant contribution emotional intelligence, quality of life, work motivation on the occupational stress of teachers.

### **Methodology**

In this study, the investigator followed normative survey as a method. The investigator collected data from the school teachers in Cuddalore district. In the present study, 800 school teachers were selected as sample.

### **Correspondence**

**S Mohan**  
Ph.D., Research Scholar,  
Department of Education,  
Annamalai University,  
Annamalai Nagar-608002.

**Statistical Techniques Employed**

Regression analysis is a statistical technique for estimating the relationship among the variables. It includes many techniques for analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. More specifically, regression analysis helps one to understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are held fixed. In regression analysis, it is also of interest to characterize the variation of the dependent variable around the regression function, which can be described by a probability distribution.

**Regression Analysis**

The regression analysis has been carried to find out the significant contribution of emotional intelligence, quality of

life and work motivation on the occupational stress of teachers. The results of the analysis are presented in table 1 to 3.

**Table 1:** Contribution of Occupational Stress, Emotional Intelligence and Quality Of Life on the Work Motivation of Teachers

Model	R	R square	Adjusted R square	Std. Error of the Estimate
1	0.590	0.348	0.346	13.85488

The table 1 Shows the R square value, which is found to be 0.348. It is evident that 34.8 % of the total variance in work motivation is attributed by occupational stress, emotional intelligence and quality of life on the work motivation of teachers.

**Table 2:** Anova for Contribution of Occupational Stress, Emotional Intelligence and Quality Of Life on the Work Motivation of Teachers

Model	Sum squares	Df	Mean square	F	Significance
Regression	81602.482	3	27200.827	141.702	Significant at 0.01 level
Residual	152798.298	796	191.958		
Total	234400.780	799			

It is evident from the table - 2 that the F value is found to be 141.702. Which is significant at 0.01 level. It indicates that there is a significant contribution of occupational stress,

emotional intelligence and quality of life on the work motivation of teachers. Hence, the null hypothesis rejected.

**Table 3:** ‘t’ Value Of Occupational Stress, Emotional Intelligence And Quality Of Life On The Work Motivation Of Teachers

3	Un standardized coefficients		Standardized	t	Level of significance
	B	Std. Error	Beta		
(constant)	30.968	3.338		9.278	0.000
Occupational Stress	0.052	0.009	0.160	5.556	0.000
Emotional Intelligence	0.013	0.012	0.030	1.020	0.308
Quality of Life	0.701	0.038	0.545	18.396	0.000

The table 3 shows the “t” value, which reveals that the occupational stress (‘t’ =5.556) and quality of life (‘t’ = 18.396) significantly contributed to the work motivation of teachers. The emotional intelligence not contributed significantly to the work motivation of teachers.

**Findings of the Study**

The present study reveals that there is a significant contribution of the occupational stress and quality of life on the work motivation of teachers. 34.8 % of the total variance in occupational stress is attributed occupational stress, emotional intelligence and quality of life on the work motivation of teachers.

**Conclusion**

The present study reveals that there is a significant contribution of occupational stress and quality of life on the work motivation of teachers. The teachers from all walks of life face occupational stress in one way the other, in a broad sense occupational stress and modern life go is the one of the most important psychological problem faced by the majority of the teachers all around the world. Provide to proper training and good environment for the school teachers. It helps to teaching and increase academic results in schools and society.

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