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Emotional Intelligence and Job Stress: Investigating Their Interplay Among Faculty Members in Government Medical Institutions

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Abstract: This study examines the relationship between emotional intelligence (EI) and job stress among faculty members in six government medical institutions in India. Using a composite EI score and a multidimensional approach to job stress, the research draws on descriptive, correlational, and multivariate analyses. Results reveal no significant institutional differences in emotional intelligence (EI) levels but indicate that EI significantly mitigates stress related to promotion, workload, low status, and responsibility. Findings offer nuanced insights into how emotional competencies shape faculty experiences in demanding healthcare education environments.

Keywords: emotional intelligence, job stress, faculty, government medical colleges, multivariate analysis, role stress

1. Introduction

Peter Salovey and John Mayer coined the term "emotional intelligence," which was popularised by Daniel Goleman, Mehta, and Singh (2013). Goleman broadened his view of emotional intelligence. He asserted that EI is a way of knowing what one is feeling, managing them without being overwhelmed by them, motivating oneself, being innovative, and performing at one's peak while also sensing others' feelings and managing relationships efficiently (Jena & Pradhan, 2014). Robert K. Cooper defines emotional intelligence (EI) as the ability to perceive, understand, and effectively apply the strengths and wisdom of emotions as a source of human

energy, information, communication, and power (Houston, 2021). Similarly, Byron Stock defines emotional intelligence as the inherent ability to sense, use, communicate, identify, recall, learn from, cope with, comprehend, and explain emotions (Tripathy, 2018). Travis Bradberry and Jean Greaves define EI as "the ability to recognise and comprehend emotions in oneself and others, as well as the ability to apply that knowledge to handle behaviours and relationships" (Tripathy, 2018). Emotional intelligence (EI), the ability to perceive, understand, and manage emotions, has emerged as a critical determinant of professional well-being and performance. In academic institutions, particularly government medical colleges where faculty are subjected to heavy workloads, hierarchical pressures, and emotionally demanding interactions, EI may serve as a buffer against job stress. Job stress, a multidimensional construct encompassing role overload, ambiguity, conflict, and institutional constraints, has been linked to burnout, dissatisfaction, and turnover.

This paper examines the impact of Emotional Intelligence (EI) on job stress among faculty members in six prominent government medical colleges. The study evaluates both the general and specific dimensions of stress to determine whether individuals who are emotionally intelligent experience less strain.

2. Objectives and Hypotheses

- To assess emotional intelligence among faculty members.
- To study the level and nature of job stress in faculty.
- To investigate the impact of emotional intelligence on job stress.

Hypotheses:

- H0: Emotional intelligence has no significant impact on job stress.
- H1: Emotional intelligence significantly impacts specific dimensions of job stress.

3. Literature Review:

Goleman (1998) and Mayer et al. (2004) highlighted the synergistic functioning of emotional intelligence (EI) competencies. Treating EI as a composite construct aligns with its practical applications in high-pressure environments, such as hospitals. Research by Law et al. (2004)

and Zeidner et al. (2004) supports the notion that emotional intelligence (EI) enhances resilience and performance.

Cockerton (2007) studied emotional intelligence and its relationship with stress, coping, and psychological well-being in the workplace, focusing on police work and performance. The findings show a positive relationship between emotional intelligence and perceived stress. **Freshwater (2004)** stated that EI should be at the center of any health-related training; however, she cautioned that for such an initiative to be successful, a greater effort should be put towards the support of stressed and discouraged teachers, who must train these student teachers and find themselves in an equally uncaring environment.

Job stress, in contrast, arises from a variety of sources. Cooper et al. (2001) emphasized role-related pressures in academic settings, whereas Bakker and Demerouti's (2007) JD-R model suggests that personal resources, such as emotional intelligence (EI), interact with stressors differentially. Treating EI as a personal resource, and stress as job demands, this framework helps understand the nuanced dynamics at play.

4. Methodology

- **Sample:** 390 faculty members from AIIMS Delhi, PGIMER Chandigarh, IGMC Shimla, DMC Dehradun, PGI Rohtak, and GMC Amritsar.
- **Instruments:**
    - EI measured using a composite score derived from dimensions like self-awareness, empathy, emotional stability, etc.
    - Job stress assessed across 12 dimensions including role overload, ambiguity, conflict, and commuting demand.
- **Statistical Tools Used:** SPSS, Welch's ANOVA, GLM, Regression, Correlation, Kruskal-Wallis

5. Results and Analysis

5.1 Descriptive Analysis of Emotional Intelligence

Statistic	Value
N	390
Mean	3.82
SD	0.230
Skewness	0.848
Kurtosis	0.019
Shapiro-Wilk p	<0.001

Interpretation: The mean EI score of 3.82 suggests moderate-high emotional competence. Positive skewness shows a tendency toward higher self-rating. The Shapiro-Wilk p-value indicates non-normal distribution, but large sample size justifies parametric testing.

5.2 Comparison of EI Across Institutions

Hospital	N	Mean EI	SD
AIIMS (Delhi)	65	3.80	0.231
PGIMER (Chandigarh)	65	3.83	0.237
IGMC (Shimla)	65	3.81	0.230
DMC (Dehradun)	65	3.83	0.232
PGI (Rohtak)	65	3.80	0.225
GMC (Amritsar)	65	3.82	0.233

Welch's ANOVA Result: F = 0.233, df = (5,179), p = 0.947

Conclusion: No significant difference in EI scores across hospitals.

5.3 Multivariate Analysis: EI vs. Job Stress Constructs

Test	Value	F	df (Hyp/Err)	p-value	Partial Eta²
Wilks' Lambda	0.600	20.740	12/373	<0.001	0.400

EI significantly affects the combination of job stress constructs, explaining 40% of total variance.

5.4 Between-Subjects Effects (GLM): EI → Individual Stress Dimensions

Stress Dimension	F	p-value	Partial Eta²	Result
Promotion Opportunities	28.526	<0.001	0.069	Significant
Responsibility for Persons	4.219	0.041	0.011	Significant
Low Status	49.349	<0.001	0.114	Significant
Workload & Commuting Demand	15.531	<0.001	0.039	Significant
Others (e.g. Role Ambiguity)	NS	>0.05	—	Not Significant

5.5 Correlation Between EI and Stress Dimensions

Dimension	r	p-value
Role Overload	-0.354	<0.01
Role Ambiguity	-0.325	<0.01
Low Status	-0.222	<0.01

These negative correlations suggest that higher emotional intelligence (EI) is associated with lower perceived stress in these areas.

5.6 Regression Analysis: Composite Stress

Model	F	p-value	R^2	Result
EI → Avg. Stress	0.144	0.704	< 0.01	Not Significant

While EI did not significantly predict overall stress, it influenced specific domains as GLM showed.

6. Discussion The findings align with the JD-R model, supporting the idea that EI operates as a valuable personal resource. Although it did not reduce job stress uniformly, it significantly impacted stress arising from status concerns, workload, and responsibilities—areas typically linked to perception and emotional coping. The lack of significance in structural stressors (such as role ambiguity or powerlessness) suggests that institutional policies and systemic challenges

require administrative reforms rather than emotional training. Overall, this supports a dual approach: developing emotional intelligence (EI) through faculty training and reforming institutional stressors to improve well-being.

7. Conclusion Emotional intelligence demonstrates selective but meaningful influence on job stress. It serves as a psychological buffer in certain high-pressure domains but does not resolve structural or systemic stressors. Future policies in medical academia should combine emotional skill development with organizational improvements to foster healthier work environments.

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