



## **Unmasking the Stress-Eq Connection: Exploring Emotional Intelligence and Perceived Stress in UAE'S Primary and Secondary Teachers**

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**Abstract**

*TEACHER" The term "teacher" denotes an individual who assumes the role of a "guru" by imparting their expertise, erudition, and competencies to others with the aim of fostering a more knowledgeable society. In addition to the potential for financial gain, there exist a multitude of benefits associated with the profession of teaching. Educators are widely recognized as key contributors to the development of a nation globally, as they function as surrogate guardians. The development of students' abilities, skills, and creativity is contingent upon the guidance and instruction provided by educators. As accurately pointed out, it is widely acknowledged that teaching is the skillful practice of facilitating the process of uncovering knowledge. The vocation of teaching is centered on the dissemination of knowledge and the cultivation of individuals across various fields of study. The field of education presents an expanding array of career opportunities that contribute to the growth and development of the nation. When assessing the quality of teaching professionals in relation to other professional service providers, they distinguish themselves by cultivating a strong rapport with students throughout their high school and primary school. The aim of this study is to investigate the correlation between alliance formation among teaching professionals working in primary and secondary schools, while taking into account their perceived stress levels and emotional intelligence. The study's sample size (N=150) will include both male and female participants. Samples will be drawn from teachers who are employed by schools based in the United Arab Emirates. Perceived Stress Scale Various assessment tools were utilized to collect the data, including the Sheldon Cohen's (1983) tests, the Emotional Intelligence Inventory (EAI), and Dr. Immanuel Thomas' (2000) measures. The statistical analysis will be continued using the SPSS20 software.*

**Keywords:** *Perceived Stress, Emotional intelligence, teachers*

## Introduction

Education plays a crucial role in fostering the natural and harmonious development of an individual. The primary aim of education is to foster the comprehensive development of children across all domains. Within the context of the pedagogical framework, wherein an individual undergoes a transformative process, the educator assumes a pivotal position as the principal exemplar. An educator exerts an impact. During their crucial developmental stages, boys and girls represent a valuable resource to society, and it is the responsibility of educators to shape them into the desired forms. In contemporary times, locating a proficient instructor has become a challenging task. An effective educator can ignite a student's curiosity towards acquiring knowledge, while an exceptional educator is able to cultivate and sustain that inquisitiveness into an enduring passion. To influence the motivation of students to engage in academic pursuits, it is imperative that educators possess the necessary skills, personality traits, and behaviors. To foster a love for learning, it is imperative that every student establishes a sense of connection with their instructor. Instructors' pedagogical approaches have evolved in response to contemporary demands, rendering the conventional practice of delivering lectures in a classroom setting obsolete. The individual desires to attain the highest quality of life achievable. While individuals may share a common aspiration to excel in their respective professions, the significance of emotional intelligence cannot be overstated in terms of career progression. Contemporary educators encounter difficulties in regulating their emotions within the confines of the classroom. They are experiencing heightened frustration due to a seemingly insignificant issue. This can be attributed to the growing workload of educators. In addition to designing and delivering courses, they are required to fulfill supplementary academic responsibilities. Moreover, individuals are impacted by their personal concerns. Consequently, all of these factors exert an immediate impact on the emotions of the educators. Moreover, a teacher's ability to fulfill their responsibilities efficiently is contingent upon their comprehension of their own and their students' emotional states. In order to determine the impact of emotional intelligence on the professional development of educators, the researchers examined the correlation between emotional intelligence and the professional growth of secondary school teachers. It is noteworthy that teaching professionals are distinguished within the school and college sector due to their extensive and rigorous training required to meet formal requirements. The professional identity of teachers distinguishes them from other professionals, as it is characterized by a self-portrait that embodies kindness and compassion.

Educators who impart knowledge and instill values in young individuals are commonly referred to as teachers. According to the user's statement, it can be inferred that the act of creating the entire globe is attributed to God, while the task of constructing an entire country is likened to that of a teacher. Thus, the user posits that teachers are a remarkable gift from God. The influence of a teacher on a student's life is significant as they shape the entirety of their being through their knowledge, empathy, and affection. The transmission of academic knowledge, moral values, and ethical principles by educators plays a crucial role in fostering the personal growth and development of students. They demonstrate transparency and strive to disseminate their personal experiences with the aim of fostering a more promising future. Educators possess diverse strengths that enable them to excel in multiple domains and positively impact the lives of their students. The educator possesses a considerable degree of cognitive ability. It was imperative to proficiently articulate the self-governing and spontaneous modus operandi of educators.

Various factors come to mind when considering the experiences of individuals in the teaching profession, such as occupational demands, interpersonal strain, extended work hours, and exposure to practical realities. The experiences of educators demonstrate that teaching is a highly fulfilling and satisfying profession.

Individuals possessing robust cardiovascular systems, adept at effectively and enjoyably managing both their mental and physical well-being, represent the most suitable contenders for the esteemed vocation of teaching. The daily interactions they cultivate to enhance a child's well-being elucidate their vocational choice to aid children and prioritize positivity in them.

### **The attributes that define a teacher.**

To enhance students' concentration on academic pursuits, an educator utilizes innovative techniques within the instructional setting. Individuals possessing patience and confidence can assume the responsibility for shaping the future of students and are a valuable source of knowledge. The sole concerns of the educators are the achievement of success and happiness for their students. Educators hold a prominent position in society and are responsible for enhancing the well-being and cognitive abilities of the public through the transformative power of education. The perception of teachers by parents is predominantly favorable. Teachers serve as surrogate parents for children by aiding them in achieving equilibrium in their lives and maximizing their developmental years. Similar to parental figures, educators hold a pivotal position in facilitating our personal growth and development towards our desired future selves. Students have full confidence in their professors. In the past, educators were the primary recipients of students' attention due

to their extensive interaction with them. The role of the teacher varies between the classroom and recreational activities. A mentor is an essential component in an individual's life, and they may manifest in various forms. Their responsibility entails the creation of a future that is prosperous for all.

A teacher plays a pivotal role in all stages of life, not only for pupils. The individuals in question possess all the attributes that they impart to their students. An educator observes the aptitudes of individual pupils and tailors their instruction to align with their respective proficiencies, recognizing that learners do not possess identical abilities to absorb information. During the course of our existence, we have the potential to acquire a significant amount of knowledge and insight through the attentive reception of a teacher's teachings on topics such as sagacity, prosperity, and enlightenment. Each educator assists their students in selecting a career path. Teachers instruct their students to demonstrate reverence towards their elders. Teaching children about the distinction between respect and disrespect is among the various educational endeavors undertaken by parents. In order to facilitate consistent progress, educators furnish their students with knowledge, competencies, and positive behavior. Students acquire knowledge of time management and limitations from their educator. Competent instructors have a positive impact on students. According to the instructor, the act of imparting a lesson to the learner also involves bringing their attention to their errors when they occur. They inculcate in us the significance of fulfilling our professional obligations and the imperative of maintaining a presentable appearance, adhering to a healthy diet, refraining from consuming unhealthy food, and attending to filial responsibilities. Teachers are perceived as unique by their students for various reasons. Educators have a diverse range of duties to fulfill, serving as our confidants during periods of sorrow, our caretakers during times of distress, and our reliable sources of guidance. In instances where students produce exceptional work, educators may offer commendation. However, in situations where students acknowledge an error and recognize the need to discontinue a particular behavior, disciplinary action may be taken. The educational professionals who instruct children have a significant impact on both their current and future development. Throughout his lifetime of exemplary work in the field of education, he has also made significant contributions towards the establishment of a fair and equitable society. The nature of a student's affiliations and the milieu in which they operate can only be comprehended by their educator. Teachers can serve as inspiring role models. Teachers exert an influence on the decision-making process of students with regards to their academic choices. Dr. APJ Abdul Kalam, a highly esteemed former president of India, is recognized for his exceptional proficiency in the field of aerospace engineering, which he acquired through his educational pursuits. The teachings imparted by Mr. Siva Subramania Iyer regarding avian flight mechanics had a discernible influence on the societal contributions made by Dr.

Kalam. There exist multiple occurrences wherein professors have exerted an impact on the professional trajectories of athletes, as well as their academic pursuits. Sachin Tendulkar, a renowned cricketer, is a notable illustration, and he attributes his accomplishments to Mr. Ramakant Achrekar, his mentor and trainer. There exist numerous occurrences of educators having a noteworthy impact on the personal and academic development of their students across diverse disciplines such as dance, music, drama, fine arts, and science.

### **The dynamic between students and educators is a crucial aspect of the educational experience.**

In ancient times, the relationship between the teacher and student was considered sacred, despite the high level of education that was achieved. The establishment of a strong bond between students and teachers is a prominent motif in numerous biblical narratives. Eklavya's act of sacrifice, which demonstrated his affection for his teacher, is the most significant. Regrettably, there has been a recent decrease in this association. Currently, it is commonly perceived solely as a profession. The profession, which was once regarded as a noble vocation, has now transformed into a commercial enterprise or a means of generating income. It is imperative to exercise prudence in avoiding the deterioration of the esteemed profession by presenting a positive example that fosters trust in educators. As per the Indian conception, the instructor is regarded as the spiritual and intellectual parent of the student. The guidance of a teacher is an indispensable component of any conceivable educational experience. He is widely recognized as a trader, confidant, and mentor, who has earned the moniker "Guru." During ancient times in India, knowledge was transmitted orally and the teacher played a crucial role as the sole custodian of this knowledge. In ancient times, the relationship between a teacher and student was amicable and advantageous.

The requirement for compassionate educators is evident in the prolonged duration it may take to assist a student in overcoming a negative encounter within the academic setting. As opposed to perceiving every student as a liability, the individuals in question view each pupil as a collective responsibility. When a teacher engages in interactions with a student, they have the opportunity to facilitate comprehensive learning by acknowledging the student's positive attributes and motivating them to persist. The expression of unfavorable comments by students can hinder a teacher's progress, hence it is imperative for them to maintain a positive demeanor at all times. The capacity to listen attentively is a vital aspect of executive functioning, and it is imperative that educators possess proficiency in this domain. In addition to monitoring students' advancement along the educational continuum, teachers should also be cognizant of all factors that

contribute to the enhancement of students' psychological and physiological welfare. By engaging with students and demonstrating a vested interest in their well-being through the utilization of active listening skills, teachers can foster an environment that is conducive to learning. It is noteworthy that the job description for this role mandates stringent disciplinary actions for instances of tardiness and disruption.

## **Stress**

As per the assertions made by Hans Selye in 1956, the phenomenon of "stress" can potentially yield either favorable or unfavorable outcomes. Various scholarly inquiries have revealed that stress is perceived differently by authors, as evidenced by their varying viewpoints. There exist notable differences between the definition of stress and the criteria for what is deemed appropriate as a theme. The primary characteristics of stress. Numerous artists exhibit a keen interest in the human response to stress, whereas others concentrate on identifying the sources of stress. Engaging in a debate regarding a seemingly straightforward and intuitive concept may appear superfluous; however, a comprehensive analysis of the existing literature necessitates acknowledging the potential impact of the definition of "stress" on studies pertaining to this phenomenon.

Hans Selye, an endocrinologist, conceptualized stress as a physiological state that is devoid of any inherent emotional or psychological connotations. He characterized stress as a generalized response of the body to various demands, which he termed as the General Adaptation Syndrome. Within these conceptual frameworks, the term "stress" can be perceived as either a catalyst or a hazard, possessing both advantageous and disadvantageous qualities. The topic of interest is the concept of emotional intelligence as it pertains to educators. The concept of emotional intelligence has emerged as a significant psychological construct in recent times (Zeidner, Matthews, & Roberts, 2011). After a span of two decades, the term "intelligence" has been observed to be the most frequently employed word in scholarly research articles.

Previously, it had been inadvertently employed in the context of literary analysis. Over the course of time, there have been various concepts that have been generated, and among them, "emotional intelligence" has garnered significant attention in the academic literature, with a multitude of studies dedicated to defining, exploring, and measuring this construct (Mayer, Salovey, & Caruso, 2004). This notion surfaced during a period in which societal inclinations disregarded emotions and endeavors to ascertain an individual's worth intensified. Assessing or predicting the abilities of students is a crucial task for educators, and as such, tests of emotional intelligence play a vital role in this process. The significance of emotions in our daily lives

renders this subject matter crucial to the advancement of civilization. As per the proponents of emotional intelligence, individuals possessing this trait may have a greater propensity to experience life with ease and contentment, leading to a more fulfilling existence (Zeidner, Matthews, & Roberts, 2011). Emotional intelligence is a significant indicator in the educational domains of vocation and profession. When the instructor adeptly utilizes this skill, emotional intelligence leads to a valuable existence. Given that teachers' emotional literacy is reflected in their assessment of their own emotional literacy, it is imperative that they prioritize the emotional literacy of their students. In order to facilitate academic excellence among their students, educators must possess a comprehension of the disparities between cognitive and emotional intelligence, as stated by Zeidner, Matthews, and Roberts (2011). Educators who possess emotional intelligence exhibit concern for their pupils, establish a favorable emotional atmosphere within the classroom that enhances the educational encounter for young learners, and aid in the development of teachers' proficiency in ensuring academic success. Research has revealed that the emotional intelligence of educators has a significant influence on their degree of ease, sense of self-efficacy, job contentment, and the efficacy of their interpersonal interactions with pupils. Jennings and Greenberg (2009) assert that emotional intelligence significantly impacts the instructional methods and knowledge acquisition of students. To foster emotional development and intellectual achievement among students, it is imperative to prioritize classroom emotions at present. Effective instructors ideally possess a high level of emotional competence. Emotional intelligence governs all aspects of education as it is a reliable predictor of favorable outcomes across various domains of life. It is imperative that educators receive instruction in emotional intelligence to effectively regulate their own emotions and provide support to their pupils. Singh (2015) demonstrates the significance of emotional intelligence for both educators and learners.

### **The significance of emotional intelligence in the realm of education.**

The significance of emotional intelligence is paramount in the realm of education, as well as in the practical application of pedagogy. Teachers who possess emotional intelligence are capable of achieving a deeper comprehension of their students. Educators may devise a pedagogical strategy to identify the requirements of their students and establish goals for them. In order to cultivate emotional intelligence, it is imperative for educators to actively engage with their students and gain insight into their respective backgrounds and cultural identities. This is because empathy serves as a cornerstone principle of emotional intelligence. The utilization of motivation and social competencies associated with emotional intelligence may facilitate the



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process of teachers in formulating goals for their instructional sessions. The enhancement of social and life skills through emotional intelligence may facilitate the attainment of educational goals for both educators and students. According to Brockbank and McGill's (2007) research, students who enroll in educational institutions that offer workshops and instructional programs aimed at enhancing the emotional intelligence of their instructors tend to exhibit higher levels of contentment, emotional maturity, and readiness for professional pursuits. Hence, it is imperative for educators to exert more effort in comprehending the affective aspects of the learning process. To guarantee the academic success and goal attainment of their students, educators must employ emotional intelligence within the classroom setting. Regrettably, a significant number of educators lack an understanding of the significance of emotional intelligence within the educational setting. Educators tend to prioritize their extensive personal and academic knowledge over the development of emotional intelligence among their students. To encourage students to remain attentive during lectures, it is necessary for instructors to address them by their names. To enhance the emotional experience of children, it is imperative to provide affirmative prospects or a classroom setting that fosters emotional engagement. According to Hargreaves (1998), the quality of experiences for both instructors and students is expected to be enhanced. Educators may value the level of grooming exhibited by students during classroom instruction. Educators must possess a high level of expertise in their respective fields, a comprehensive understanding of the learning process of children, proficiency in effective pedagogical strategies, and the ability to develop educational materials that stimulate and motivate students to engage in learning.

Emotional intelligence is a crucial attribute that educators possess and bring to the classroom setting. In order to gain a comprehensive understanding of information, learning, subject matter, and teaching techniques, educators must incorporate emotional intelligence into their pedagogical approach. According to Mortiboys (2005), if certain conditions are not met, the value of everything would decrease. The decline of all things is inevitable. The potential for achieving favorable outcomes or fostering a dynamic and affective pedagogical milieu within the educational setting. According to Hargreaves (1998), the enhancement of both instructors' and students' experiences will be a resultant effect.

The effectiveness of educational institutions is contingent upon the development of social and emotional competence. In order to achieve success in the academic setting, it is imperative for an educator to possess a high level of emotional intelligence. The acquisition of socioemotional competencies is a crucial aspect for educators to advance in their careers. The possession of adaptability in education, self-awareness, and

emotion control is deemed crucial in effectively managing both sensitive and realistic situations, as posited by Frijda (1999). It is imperative for educators to possess a substantial amount of administrative expertise. To fulfill the requirements of their profession, educators must possess a comprehensive understanding of their personal competencies, obligations, and position within the scholarly sphere. In order to identify areas of improvement, educators should seek guidance from professionals and industry experts.

In order to proficiently manage the socioemotional growth of children, educators must possess the requisite competencies. In order to effectively address behavioral issues among students in the classroom, such as instances of bullying, antagonism, and non-responsiveness, it is imperative that educators possess a sound understanding of socio-emotional competencies (Cooper & Travers, 1996).

In order to operate as proficient practitioners in the field of education, it is imperative that teachers possess a high level of proficiency in academic coursework and curricula pertaining to early education, special education, primary education, and secondary education. The pre-service teachers enrolled at Griffith University are required to complete a course in human development that aims to enhance their administrative and interpersonal competencies. The attainment of a professional degree in the field of education necessitates a four-year period of academic study. Pre-service special education, primary, and secondary teachers are provided with program-specific studies that focus on their professional duties, responsibilities, and self-management skills in order to effectively address student behavior during the program's culminating year. According to Davies and Bryer (2003), it is imperative for pre-service teachers to acquire proficiency in interpersonal and intrapersonal skills prior to, during, and subsequent to the completion of their educational programs. The primary objective of education is to facilitate the holistic development of students. The development of emotional intelligence encompasses various facets such as heightened emotional sensitivity, regulation, and mindfulness towards emotions. There is a debate among experts regarding the development of emotional intelligence. While some argue that it can be cultivated over time, others contend that it is an inherent trait (Skinner & Belmont, 1993). The achievement of this objective is significantly reliant on educators. The primary goal of teacher training is to produce proficient educators who can enhance the quality of education. As part of their professional development, educators should be introduced to programs and strategies that facilitate the development of emotional intelligence. It is crucial for educators to demonstrate a sufficient degree of emotional maturity to proficiently address the emotional requirements of their students. Singh (2015) posits that teacher preparation programs have the objective of fostering emotional intelligence in educators, which encompasses a range of facets including

self-awareness, self-regulation, motivation, empathy, and social skills. In contemporary times, there has been a noteworthy emphasis on the stress encountered by individuals in the field of education. Numerous factors have been associated with occupational stress experienced by educators. Mearns and Chain's (2003) research highlights several variables that are of utmost significance. These variables encompass business needs, a diverse range of activities within the school environment, inadequate professional recognition, challenges with classroom behavior management, bureaucratic procedures, insufficient support, workload, time constraints, and inadequate benefits. According to a theoretical framework, educators may face emotional, psychological, and vocational challenges when they perceive an imbalance between their contributions to their pupils, colleagues, and educational institution and the reciprocation they receive (Van Horn, Schaufeli, & Taris, 2001). The stressors encountered by educators are distinct to their personal characteristics and are influenced by the dynamic interplay between their disposition, values, and competencies within a particular context. The aforementioned pressures have been identified as factors that are correlated with burnout among educators. Burnout syndrome is a phenomenon characterized by emotional exhaustion that arises from prolonged exposure to stress, particularly among individuals who are involved in professional interactions with others. Montgomery and Rupp (2005) have identified depersonalization, deficiency in personal accomplishment, and emotional exhaustion as the three primary constituents of this phenomenon. Studies have shown that novice educators who exhibit a sincere propensity towards resignation are more susceptible to burnout. Scholars hold divergent views regarding the assertion that burnout is exclusively caused by excessive work-related pressure. Various factors have been identified as potential sources of stress for educators. These include values such as role ambiguity and role conflict, workload, time constraints, a dearth of autonomy and self-motivation, a lack of participation in decision-making, competitive relationships between the teacher and his/her colleagues or superiors, a lack of recognition of the professional role, and methods of disengaging from a stressful situation. These findings have been reported by Kantas (1995), Tsiakkiros and Piasiardis (2002), and Olivier and Williams (2005). The findings of Fernet, Guay, Senectal, and Austin's (2012) research indicate that modifications in instructors' perceptions of classroom overload and students' disruptive behavior are negatively associated with changes in autonomous motivation.

Moreover, alterations in self-driven motivation exhibit an adverse correlation with modifications in emotional fatigue. Schwab, Jackson, and Schuler (1986) have emphasized the importance of demographic variables, such as age, gender, academic standing, marital status, and cultural heritage, in the determination of teacher burnout.

**The topic of discussion pertains to the concept of stress and its various sources that affect teachers.**

Turna (2014) posits that stress experienced by teachers may have an adverse impact on their performance, leading to significant repercussions for students and society at large. This illustrates the concept that people may have varying perspectives on a common event (Tutar, H.; 2000). Turna (2014) has identified a range of stressors that have the potential to impact teachers. These stressors include, but are not limited to, students who exhibit a lack of motivation, time constraints, a demanding workload, a rigid work environment, the need to adapt to new situations, evaluation by others, interpersonal conflicts, status, administrative challenges, conflicting responsibilities, and unfavorable working conditions. Tutar (2000) posits that research conducted in the United States of America (U.S.A.) has revealed that teachers encounter stress as a result of various factors, including occupational illiteracy, group structure, coworker relationships, and workload. Ertekin (1993) has identified that instructors encounter stress as a result of a range of factors, including administrative support, financial stability, work-related concerns, and student disciplinary issues. Similarly, Pehlivan (1992) has categorized sources of stress that are associated with the educational system, administrators and supervisors, students, and employment-related factors. Ylmaztürk (2013) conducted a thorough investigation into the diverse stressors that teachers encounter, which included aspects such as school infrastructure and supervision, administrative procedures, the characteristics of the teaching profession, peer associations, student conduct, and parental involvement. A study was conducted by Manthei, Gilmore, Tuck, and Adair (1996) to investigate the effects of stress on teachers. The research findings indicate that increased levels of stress are associated with a decline in job satisfaction and a decrease in commitment over a prolonged duration. The uniformity of stressors experienced by teachers, as outlined in the literature, cannot be guaranteed. The prolonged accumulation of stressors can lead to various complications and have a negative impact on the academic environment. Consequently, it is crucial to augment endeavors focused on enabling educators to comprehend the fundamental elements that contribute to stress-related concerns and efficacious coping mechanisms.

The present study aims to investigate the correlation between emotional intelligence and stress levels among teachers.

It is expected that individuals working in the education sector possess the necessary skills to adeptly navigate difficult situations, such as effectively managing work-related stress and maintaining appropriate classroom conduct. Moreover, as per Pithers' (1995) account, burnout is a phenomenon that is commonly

experienced by educators owing to the heightened levels of stress that they regularly face. The possession of essential competencies by instructors is crucial in managing their own and their students' emotional well-being, particularly due to the strenuous nature of their occupation and the probability of encountering burnout. According to Neale et al. (2011), a fundamental aspect of attaining emotionally intelligent leadership and coaching involves the capacity to actively recognize the characteristics of others while concurrently acknowledging one's own areas of expertise. Similarly, educators possess the capacity to promote the scholarly progress of their students by acknowledging and employing their unique abilities, thus empowering them to overcome their shortcomings.

Ismail and Idris (2009) conducted a study that involved analyzing the personalities of instructors in Malaysia. The study aimed to investigate the correlations between the emotions displayed by the instructors and their interactions with students in the classroom. Empirical studies have indicated that an increased display of negative emotions in the academic environment can hinder students' learning process, thus highlighting the significant impact of a teacher's unfavorable personality characteristics on their effectiveness as an educator. Pianta's (1999) study indicates that cultivating favorable teacher-student interactions within the classroom setting can promote the development of students' psycho-social and academic proficiencies.

It is crucial to acknowledge that educators who exhibit emotional intelligence are capable of effectively functioning in the classroom environment by promptly and accurately evaluating their own emotions and those of their students, thus promoting optimal classroom performance. The trait emotional intelligence is linked to the effective regulation of emotions through the attribute of emotionality. Cooper and Sawaf (1997) posited that the adept management of emotions necessitates the ability to effectively employ emotions in the service of making sound judgments.

According to the research conducted by Basow and Hativa (2000), the instructors who were deemed exceptional possessed qualities such as helpfulness, compassion, and expertise. Referenced in the publication authored by Hwang (2006). Money (1992) delineated a number of essential qualities that typify an exceptional educator, such as mastery of the subject matter, proficient communication skills, a meticulously organized syllabus, the ability to stimulate and encourage learners, an amiable and accessible demeanor, and adeptness in classroom administration. Hwang (2006) referenced these findings. Gardner's theory on "multiple intelligence" provides a concise explanation of the distinct intellectual capacities that have been developed within an individual. According to the individual's statement, the concept of

interpersonal intelligence pertains to the capacity to understand individuals, including their motivations, operational tactics, and methods of collaboration. As per Goleman's (1995) research, individuals exhibiting high levels of interpersonal intelligence tend to exhibit exceptional performance in various professions, including but not limited to sales, legislation, education, counseling, and religious leadership.

The way teachers operate within educational institutions has a noteworthy influence on their emotional intelligence and perceived stress levels, particularly among those teaching at the primary and secondary levels. Educators in diverse settings face unique challenges and responsibilities that can impact their overall well-being. The duties pertaining to the management of the classroom, creation of lesson plans, adherence to the curriculum, and provision of academic and emotional assistance to pupils may result in increased levels of stress. The role of emotional intelligence in mitigating and managing stress is of paramount importance. Educators who demonstrate high emotional intelligence possess the ability to recognize and regulate their own emotions, exhibit empathy towards their students, and cultivate positive relationships, ultimately creating a more inclusive and supportive learning environment. By emphasizing the cultivation of emotional intelligence skills among educators and implementing adequate support systems, educational institutions can alleviate stress and promote comprehensive well-being, leading to improved educational results that are mutually beneficial for both instructors and students.

## **Methodology**

### **Significance of the Study**

The teaching profession is often associated with a significant level of stress, necessitating the possession of emotional intelligence and adaptability to effectively manage various conditions. Despite receiving a low wage rate, teachers persevere in their duties of providing care and facilitating education for those who seek their services, despite being overworked. Individuals who are required to exert a significant amount of effort may perceive their stressful circumstances in a distinct manner compared to the broader populace. It is probable that they will possess emotional intelligence. In addition to their teaching responsibilities, educators are also expected to attend to the educational needs of the offspring of administrators, counselors, and supervisors. The simultaneous management of familial responsibilities and the demanding nature of their profession results in an imbalanced physiological and psychological state for individuals.

The aim of this study is to examine the emotional quotient and perceived stress levels of teachers in both elementary and secondary schools. The present study enhances our comprehension of the stress and emotional intelligence encountered by teachers in the United Arab Emirates (UAE). Such awareness is crucial for ensuring that employees are treated with the respect and compassion that they are entitled to. The primary objectives of the present investigation are to identify the factors that influence this esteemed profession and to examine the impact of emotional intelligence and perceived stress.

### **Statement of the problem.**

The objective of this study is to assess the perceived levels of stress and emotional intelligence of primary and secondary school teachers employed in educational institutions located in the United Arab Emirates.

### **Objective of the Study**

- The objective of this study is to examine the correlation between emotional intelligence and perceived stress levels among educators.
- The aim of this research is to investigate the differences in emotional intelligence levels among primary and secondary educators who are currently employed in educational institutions situated in the United Arab Emirates.
- The aim of this investigation is to analyze the differences in perceived stress levels among primary and secondary school teachers working in educational establishments situated in the United Arab Emirates. Additionally, the objective is to explore the variations in emotional intelligence between teachers who are married and those who are unmarried.
- The aim of this investigation is to analyze the perceived levels of stress among educators who are married and those who are not.

### **Hypothesis of the Study**

- The proposed null hypothesis posits that there will be no significant statistical correlation between emotional intelligence and perceived stress levels among teachers.

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- The research aims to test the null hypothesis that there are no significant differences in emotional intelligence levels between primary and secondary teachers who are currently employed in the educational sector.
  - The null hypothesis (H0 3) postulates that there will be no significant statistical differences in the perceived stress levels between primary and secondary teachers employed in the educational sector.
  - The hypothesis under investigation is the null hypothesis, which posits that there exists no significant statistical difference in emotional intelligence levels between teachers who are married and those who are unmarried.
  - The research hypothesis posited in this study is that there exists no statistically significant difference in the perceived stress levels between teachers who are married and those who are unmarried.

### **Operational Definitions**

Perceived stress is a construct that encompasses a range of emotional experiences, including a sense of helplessness and unpredictability in one's life circumstances, frequent interpersonal conflict and frustrating challenges, the degree of change and upheaval experienced in one's life, and one's perceived self-efficacy in managing and enduring adversity over the course of one's life. It is advisable to assess an individual's cognitive appraisal of the common stressors in their life and their ability to cope with similar stressors, rather than simply quantifying or classifying the types of stressful experiences they have encountered. The probability of individuals encountering diverse stressors and comparable unfavorable living circumstances exhibits variability.

The development of emotional maturity precedes the recognition of the need and complexity of expressing emotions, which are prominently demonstrated in the optimal position by researchers. The attainment of consciousness and emotional maturity are crucial factors in achieving inclusion. The concept entails enabling the capacity to connect rational discourse with practical implementation.

The concept of Interpersonal Efficacy (IPE) constitutes a crucial component of the Overall Emotional Effectiveness (OEE) framework. It enables individuals to acquire a fundamental understanding and awareness of how to effectively interact within a social context. When examining individuals whose scores exceed the norm, it is important to take into account their adherence to social norms and their ability to engage in socially acceptable interactions, as well as the quality of their social relationships. These

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individuals exhibit robust personalities and present their optimal versions. Individuals who effectively engage with the group are able to assume the role of team captains.

Intrapersonal efficacy pertains to an individual's self-perceived capability to effectively execute tasks and attain objectives within their own being. The idea is that it creates a sense of positive reinforcement in individuals who do not experience stress and negative thoughts, which may hinder their personal growth. Additionally, it constitutes the third significant element of Overall Equipment Effectiveness (OEE). Individuals who exhibit low levels of InPe are at a higher risk of experiencing stress and negative affect, resulting in feelings of frustration and reluctance to acknowledge their surroundings. Both of these attributes of Overall Equipment Effectiveness (OEE) encompass an internal perception of diminished self-respect and tension.

The capacity to experience and acknowledge all of an individual's emotions facilitates a more comprehensive comprehension of their psychological condition and empowers one to react in manners that foster objective thinking. This facilitates an individual's comprehension of humor and the significance of existence. Humor can play a significant role in fostering emotional growth and cultivating positive relationships, provided that the context permits its use. The validation of situations is achieved through an examination of the demand.

The concept of personal efficacy (PE) is a widely recognized construct in academic literature. Individual efficacy facilitates an individual's ability to understand and appreciate diverse situations by carefully considering and comprehending their respective demands. The OEE metric encompasses a significant proportion of the PE metric. Individuals with high scores in PE exhibit advanced cognitive abilities, conscientious conduct, and a self-regarding lifestyle.

Research methods are employed to interpret the subject of study and evidence that it has been meticulously examined. Educators distinguish themselves from other professionals in the field of education by engaging in significant contributions to the advancement of children's teaching and learning. This includes the creation of lesson plans, evaluation of the effectiveness of personalized intervention plans that cater to the unique needs of each child, and provision of medical aid, particularly in collaboration with school clinics, such as administering medication.

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## **Participants**

The research included both male and female educators from different schools. The total number of specimens used in the research is 150, hence the N value is also 150. One hundred and fifty (150) respondents were chosen at random from the primary school sector, and another 150 were chosen at random from the secondary school sector; the samples were obtained from educators working in a variety of schools throughout the UAE. The ages of those involved vary from 21 to 49. The two groups of working teachers in primary and secondary schools were compared using a comparative study methodology. The variables that were being compared were emotional intelligence and perceived stress levels.

## **The criteria of inclusion**

There was a total of 150 people in the population, including 75 teachers who worked in the primary part and 75 teachers who worked in the secondary sector.

## **Measures**

The aforementioned metrics are employed for the purpose of gathering data, alongside socio- demographic data. The Perceived Stress Scale is a tool commonly used in research to measure an individual's subjective perception of stress. Cohen (1983) conducted a study on the topic. The Emotional Intelligence Inventory (EAI) is a tool used to assess an individual's emotional intelligence. According to Thomas (2003), Dr. Immanuel's research findings suggest...The Perceived Stress Scale (PSS) was developed by Sheldon Cohen, a prominent stress researcher, as a widely recognized instrument for assessing stress levels. Despite its inception in 1983, this device remains a compelling option for assisting individuals in comprehending how diverse situations influence their emotions, including their perceptions of stress. The present study scrutinizes the sentiments and concepts expressed in the preceding month, using a standardized measurement instrument. On each occasion, the participant will be instructed to indicate the frequency with which they experienced a specific emotion or thought. The Perceived Stress Scale (PSS) is a widely used psychological instrument for assessing an individual's perception of stress. The construct measures an individual's subjective appraisal of the level of stressfulness in their life circumstances. The objective of the aforementioned items was to assess the extent to which the respondents perceived their lives as being characterized by unpredictability, unmanageability, and excessive demands. The measuring instrument also

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poses a series of direct inquiries pertaining to the current level of experienced stress. Moreover, the questions exhibit a lack of specificity towards any particular subpopulation as they possess a broad nature. The Perceived Stress Scale (PSS) comprises inquiries pertaining to affective and cognitive experiences within the preceding month. On each occasion, participants are queried regarding the frequency with which they encountered a particular affective state. The study comprised of ten inquiries designed to evaluate an individual's perceived level of stress experienced within the preceding month.

### **Reliability**

The internal consistency of Cohen's perceived stress scale has been established with a Cronbach's alpha coefficient of 0.78.

### **Validity**

There is a positive correlation between validity and other stress measures.

The Emotional Intelligence Inventory was developed by Thomas and Sushama (2003) at the Department of Psychology in the University of Kerala. The systematic methodology employed throughout each stage of the development of this evaluation, including its inception, item generation, item scrutiny, and item curation, played a crucial role in ensuring the test's validity. The rating system comprises fifty categories, which is deemed sufficient for evaluating the emotional intelligence of the participants. The reliability of the Emotional Intelligence Inventory

(EII) was assessed using two methods. The first method involved calculating the Cronbach alpha coefficient, which yielded a value of 0.88 based on a sample size of 432. The second method involved an odd-even split-half reliability analysis, which yielded a value of 0.86 after correcting for overall amplification, also based on a sample size of 432. The distinct interpretations of EII have been categorized into four distinct groups.

The concept of personal efficacy (PE) is being referred to.

This refers to an individual's ability to perform optimally across various social contexts. Physical Education (PE) constitutes a fundamental component of Overall Equipment Effectiveness (OEE). The possession of certain traits is indicative of individuals who score high on this scale. These traits include a proclivity for

introspection and self-sufficiency, a strong sense of self-worth and accountability, sincerity, recognition of the importance of dedication, and the capability to regulate one's own behavior.

The term "Overall Emotional Efficacy" (OEE) is used to refer to a measure of an individual's ability to effectively manage and regulate their emotions in various situations.

This refers to a metric pertaining to an individual's emotional growth, level of maturity, overall psychological well-being, and related factors. The measure in question identifies several traits commonly exhibited by individuals who score highly on it. These include a tendency towards measured and restrained responses, adeptness in accurately interpreting the emotional states of others and adjusting one's own behavior accordingly, possession of a good sense of humor, proficiency in establishing and nurturing positive interpersonal connections, and a capacity for emotional equilibrium.

Interpersonal efficacy, commonly referred to as IPE, is a term used to describe an individual's ability to effectively interact and communicate with others in various social contexts.

The capacity and inclination to foster cohesion and maintain harmonious relationships among individuals is a pivotal element in collective endeavors and the shaping of viewpoints within groups. Additionally, the aptitude to exert control over one's own social media presence rather than succumbing to external influence is crucial, as is the ability to consistently cultivate a favorable image.

The term "Intrapersonal efficacy" (InPe) refers to an individual's belief in their ability to successfully perform a task or achieve a goal through their own internal resources and capabilities. This refers to a metric that gauges the degree to which an individual is liberated from psychological discord and stressors that impede the growth of their character. Individuals who score low in the InPe dimension of OEE tend to be highly susceptible to emotional reactions and frequently encounter internal struggles, feelings of frustration, self-deprecation, anxiety, and other related traits.

### **Reliability**

The Cronbach alpha coefficient, which yielded a value of 0.88 (N=432), has been utilized to establish the reliability of the EII. The study yielded an odd-even split-half reliability coefficient of 0.86 (N=432) after adjusting for attenuation.

### **Validity**

The utilization of a rigorous methodology throughout various stages of the test's development, such as

conceptualization, item generation, item analysis, and item curation, contributed to the improvement of the test's validity. The 50-item scale has been deemed sufficient for assessing the emotional intelligence of the participant. The Cronbach alpha coefficient has been utilized to establish the reliability of the Emotional Intelligence Inventory (EII), resulting in a value of 0.88 (N=432). Furthermore, the odd-even split-half reliability has been calculated to be 0.86 (N=432) following attenuation correction. The trait interpretations of the EII are primarily categorized into four distinct groups.

### **Procedure**

The study involved a sample of 150 participants as research subjects. A total of 150 participants were included in the study, with 75 individuals selected at random from both the primary and secondary school sectors. The sample was comprised of teachers who were employed at various schools located in the United Arab Emirates. The survey instrument is administered to the participant. The participant was provided with the subsequent instructions. Several assertions exist concerning the relationship between emotional intelligence and perceived stress. The inquiries posed are straightforward and do not possess a definitive or erroneous response. Please respond with as much honesty and accuracy as possible. A time constraint has not been specified for responding to the inquiries. The participants were instructed to complete the questionnaire in accordance with the guidelines provided within each respective questionnaire. The participants were instructed to provide their personal information including their name, age, gender, and marital status.

### **Scoring**

The items comprising the Perceived Stress Scale pertain to an individual's affective and cognitive experiences over the course of the preceding month. The PSS scores are derived through the reversal of responses (where 0 is equivalent to 4, 1 is equivalent to 3, and 2 is equivalent to 2.3) to the four items that are positively stated (namely, items 4, 5, 7, and 8). The summation of all items across the scales is then performed. It is possible to derive a concise 4-item scale by utilizing questions 2, 4, 5, and 10 from the 10-item scales of the Perceived Stress Scale (PSS). The perceived stress scale (PSS) yields individual scores

that span from 0 to 40, with elevated scores indicating greater levels of perceived stress. Stress levels can be evaluated based on scores within the range of 0-13, which would be classified as low stress. Moderate stress can be defined as scores falling within the range of 14-26. Perceived stress levels that fall within the range of 27-40 would be classified as high.

The Emotional Intelligence Inventory is a tool used to assess an individual's emotional intelligence. The standardization score is a metric that facilitates comprehension of the degree to which an individual's score deviates from the mean score. This inventory includes three distinct types of standardized scores, namely EIQ, T scores, and percentile ranks. Below are provided interpretations for each of them. Given their mutual complementarity, any of the three may be chosen based on personal preference. The aforementioned items, namely 1, 2, 4, 6, 7, 8, 9, 10, 13, 15, 16, 17, 19, 20,

22, 28, 30, 31, 33, 34, 36, 37, 38, 39, 41, 42, 44, 46, and 48, have been designated as positive scores.

The integers 3, 5, 11, 12, 14, 18, 21, 23, 24, 25, 26, 27, 29, 32, 35, 40, 43, 45, 47, 49, and 50 have been designated as negative values.

## **Data analysis**

The process of examining and interpreting data to extract meaningful insights and draw conclusions is commonly referred to as Data analysis. The collected data is sorted and coded in MS Excel format after the scoring process. The statistical software SPSS is utilized to conduct a thorough analysis of the data, with the aim of identifying any correlations between the variables.

Additionally, a t-test is employed to determine whether there are any significant differences between the groups in relation to the variables being studied.

## **Result**

This section presents an overview of the statistical analysis performed on the collected data to determine the correlation between emotional intelligence and perceived stress tolerance among primary and secondary teachers in the United Arab Emirates, as examined in the study. The objective of the discourse is to interpret and elucidate the findings and their significance in connection to the existing knowledge on the subject

matter being studied, while also expounding on any fresh insights and innovative concepts that have surfaced because of incorporating the outcomes. The present investigation sought to examine the levels of perceived stress and emotional intelligence among educators employed in the primary and secondary levels of schooling within the United Arab Emirates. The study objectives were examined using a range of statistical analyses, and the data was subjected to analysis using SPSS20. The research focused on educators between the ages of 21 and 49 who were employed in primary and secondary education. The data was gathered from schools located in Dubai and Abu Dhabi, which are both situated in the United Arab Emirates. A total of 150 teachers were included in the sample, with 75 being primary school teachers and the other 75 being secondary teachers, selected through a random process. The findings have been acquired and will be further analyzed for enhanced comprehension.

<b>Perceived Stress</b>		
<b>EQ</b>	<b>Pearson Correlation</b>	<b>0.018</b>

Table 1 : correlation between perceived stress and emotional intelligence among teachers

The aforementioned table presents the results of a correlation analysis conducted to examine the relationship between emotional intelligence and perceived stress. The association coefficient between the perceived stress measure and emotional intelligence is 0.018. The null hypothesis positing that there exists no significant association between emotional intelligence and perceived stress among teachers is supported by the data, as the correlation coefficient indicates a modest and weak correlation between the two variables.

Research findings suggest a positive correlation between emotional intelligence and perceived stress. The absence of a correlation found in the present study could potentially be attributed to individual differences in personality traits and diverse perspectives on spirituality and religion. Furthermore, individuals may experience a variety of familial events that can impact their emotional capacity and level of stress. The findings indicate a positive association between the perceived stress scale and emotional intelligence variable, although this association does not reach statistical significance.

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	<b>Groups</b>	<b>N</b>	<b>Means</b>	<b>Standard Deviation</b>	<b>t</b>
<b>EQ</b>	<b>Teachers</b>	75	193.3250	13.98972	0.02
	<b>Secondary</b>	75	193.4250	17.73447	0.02

**Table 2** shows the mean standard deviation t values of emotional intelligence subscales among teachers working in primary and secondary sector.

Based on the data presented in the table above, it can be concluded that there are no noteworthy discrepancies in emotional intelligence levels between teachers in the primary and secondary sections. Therefore, the null hypothesis, which states that there will be no significant differences between primary and secondary teachers employed in the educational sector, is upheld.



	Groups	N	Mean	St. Deviation	t
Personal efficacy	Primary teachers	75	93.9500	8.67046	0.9
	Secondary teachers	75	97.1750	12.99090	
interpersonal efficacy	Primary teachers	75	41.3250	4.05045	1.49
	Secondary teachers	75	41.6500	4.97970	
Intrapersonal efficacy	Primary teachers	75	31.2000	8.11836	0.56
	Secondary teachers	75	33.4000	7.79941	

**Table 3** shows the mean standard deviation t values of emotional intelligence subscales among teachers working in primary and secondary sector.

Based on the data presented in the aforementioned table, it can be inferred that there exists no noteworthy variations in the emotional intelligence subscales of teachers belonging to the primary and secondary education sectors.

	Marital status	N	Mean	St. Deviation	t
EQ	Married	73	173.1818	14.28385	
	Unmarried	77	173.5106	16.18490	

**Table 4:** The present study conveys an analysis of the mean, standard deviation, and t-value of emotional intelligence and its subscales among teachers who are married and unmarried.

Based on the data presented in the table above, it can be inferred that there is no statistically significant variance in emotional intelligence between married and unmarried teachers. As a result, the null hypothesis, which posits that there will be no significant differences in emotional intelligence between married and unmarried teachers, is deemed acceptable.

	Marital status	N	Mean	St. Deviation	t
Personal efficacy	Married	73	94.05	6.915	2.01*
	Unmarried	77	97.20	12.7	
Interpersonal efficacy	Married	73	43.54	6.500	1.48
	Unmarried	77	41.74	3.06	
Intrapersonal efficacy	Married	73	30.35	6.54	1.32
	Unmarried	77	33.52	7.43	

\*\*Significant at 0.05 levels

The table presented above demonstrates a significant difference in personnel efficacy between teachers who are married and those who are unmarried. The table presented above indicates the presence of statistically significant disparities in the 't' values (2.01) pertaining to personal efficacy. The average score among teachers who are categorized as "unmarried" is 97.2, with a standard deviation of 12.99090. In contrast, teachers who are classified as "married" have an average score of 94.1, with a standard deviation of 6.91521. Therefore, the findings suggest that individuals who are not married exhibit a higher degree of personal efficacy when compared to those who are married. Unmarried teachers tend to have a relatively wide range of emotional expressions available to them. Individuals are not constrained by the alterations that are required in a marital union.

	Groups	N	Mean	St. Deviation	t
Perceived stress	Primary	75	19.38	4.2	2.52**
	Secondary	75	15.7	4.9	

\*\* Significant at 0.01 level

**Table 5:** shows the mean standard deviation 't' values of perceived stress among primary teachers and secondary teachers.

The table presented above displays the mean values for primary and secondary teachers in relation to their perceived stress levels. Specifically, it was determined that the mean value for perceived stress among primary teachers was 19.38 (SD = 4.2), while the mean value for perceived stress among secondary teachers was 15.7 (SD=4.9).

The obtained 't' value of 2.52 suggests a statistically significant distinction in stress perception between primary and secondary teachers. Teachers in the primary department exhibit a higher mean value. Numerous studies have indicated that the primary sector experiences a greater degree of stress in comparison to the secondary sector. This may be attributed to factors such as age differences among students, the teaching methods employed, as well as staff shortages and an overwhelming workload. The additional primary stressors that have been identified include inadequate or ineffective communication between school

administrators and educators, insufficient encouragement and reinforcement, unanticipated termination of teaching personnel, insufficient opportunities for rest and relaxation, and insufficient collaboration from parents, colleagues, supervisors, and team leaders. The null hypothesis, which posits that there will be no significant differences in perceived stress levels between primary and secondary teachers working in schools in the United Arab Emirates, has been rejected.

	Groups	N	Mean	St. Deviation	t
Perceived stress	Married	73	18.6	5.01	0.85
	Unmarried	77	16.5	4.62	

**Table 6:** shows the mean standard deviation and t values of perceived stress among married and unmarried teachers.

The table presented above indicates that there are no statistically significant variations in the perceived stress levels between teachers who are married and those who are unmarried.

Therefore, the null hypothesis stating that "there will be no significant differences in perceived stress between married and unmarried individuals" has been accepted. The present investigation sought to examine the levels of perceived stress and emotional intelligence among educators employed in primary and secondary educational institutions within the United Arab Emirates. In order to examine the objectives, a range of statistical analyses were employed and the data was subjected to analysis using SPSS20. The research focused on educators between the ages of 21 and 49 who were employed in primary and secondary educational settings. The data was gathered from the regions of Dubai and Sharjah. The study's sample comprised of 75 primary school teachers and 75 secondary school teachers. The following section elucidates the findings that were obtained for enhanced understanding. The findings of the study indicate that there exists a positive correlation between emotional intelligence and perceived stress. The absence of correlation observed may be attributed to idiosyncratic differences in personality traits, as well as variations in spiritual or religious beliefs. Furthermore, individuals may encounter diverse

family-related life occurrences that can potentially impact their emotional intelligence and stress perception. The findings of a study conducted in 2022 by Kunmin Ding et al. indicate that teachers who exhibit traits of extroversion, agreeableness, and conscientiousness tend to exhibit higher levels of cognitive and emotional engagement.

Additionally, the findings suggest that unmarried teachers demonstrate higher levels of personal efficacy in comparison to their married counterparts. Possibly due to the inclination of unmarried educators towards autonomy and self-centeredness. They monitor and manage the factors that contribute to their personal satisfaction and well-being. Instances of disagreement and conflict between spouses do not necessarily warrant concern. They possess the autonomy to independently determine their purchasing decisions. Individuals could create their own exercise regimen, which may result in a heightened sense of self-efficacy. As per the research conducted by Dr. Mujibul Hasan Siddiqui and his team in Aligarh in 2018, it was found that educators who undergo marital separation and familial problems tend to display reduced personnel efficacy.

Conversely, those who have stable marital relationships tend to exhibit higher levels of self- efficacy. Unmarried individuals may exhibit higher levels of personal effectiveness compared to their married counterparts due to their self-sufficiency and autonomy in life, which is an additional factor that can be observed.

## **Discussion**

According to the extensive research that was conducted before the present study, there were no clear publications on the potential relationship between emotional intelligence and perceived stress tolerance among primary and secondary teachers in the United Arab Emirates. This is based on the findings of the research that was done before this study. In addition, studies that investigate the level of emotional intelligence and perceived stress tolerance held by primary and secondary school teachers in the United Arab Emirates have not been carried out in recent times. Given the significance of these considerations within the industry, this absence is particularly remarkable. As a result, the objective of this study is to establish whether there is a correlation between emotional intelligence and the amount of stress that is believed to be experienced by instructors. It is especially high among primary school teachers who are single and have never been married. This is one of the core components of the emotional intelligence scale, which shows that primary school teachers are under a significant amount of stress. Specifically, one of the most important parts is one's own sense of effectiveness. This study is one of the very few that has been conducted up to this point that takes into consideration the possibility of a relationship between the two factors that were selected and the socioeconomic demography of the U.AE.

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According to puniya Vandana et al. (2018), the objective of this study is to determine whether there is a difference between married and unmarried instructors with regard to their susceptibility to sense stress and emotional intelligence.

This research was carried out with the intention of assessing and comparing the levels of emotional intelligence and levels of perceived stress experienced by primary and secondary school teachers working in schools situated in the United Arab Emirates. According to the results of the study, there is not a statistically significant difference in the degree of emotional intelligence possessed by educators working in elementary and secondary schools. According to the findings of the study of the perceived stress score, primary school teachers seem to suffer a greater level of perceived stress, which suggests that they are under a large amount of stress linked to their jobs. The age range of the pupils with whom instructors in elementary schools often interact is one factor that could help to explain this phenomena. These educators are often asked to handle difficult behavioral difficulties and to fulfill the expectations of parents, both of which may result in increased levels of stress that are experienced on a regular basis. According to the findings of the research, personal efficacy is much better among educators who are single. This phenomenon might be related to the individual's capacity for autonomy and agency, which allows them to exercise personal judgment and determine the trajectory of their own lives.

According to the results of the research, teachers who work in the primary divisions of schools in the United Arab Emirates (UAE) have reported having a greater degree of stress in comparison to their colleagues who work in the secondary divisions of the same institutions' secondary divisions. The aforementioned occurrence may be ascribed to the heightened levels of stress that instructors in the primary education sector go through, which is especially relevant when taking into consideration the age range and the developmental complexity that young learners offer. Educators working in elementary and secondary schools share core beliefs and practices about the importance of emotional intelligence (EI). In addition to this, it was shown that single women had higher levels of personal efficacy, which may be attributed to the fact that they lead more autonomous lifestyles. The next section provides a summary that was conducted on the data that were obtained in order to uncover the association between the two variables—emotional intelligence and perceived stress tolerance among primary and secondary teachers in U.A.E.—that were included in the study. This was done so that the results of the research could be presented in a more concise manner. The purpose of doing this investigation was to establish whether or not there was a connection between the two variables in question.

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## Conclusion

The summary provides a comprehensive overview of the research findings and pertinent information pertaining to the topic under investigation. Furthermore, the objective of any research is to arrive at a conclusion that can be utilized for generalization and paves the way for further investigation.

Emotional intelligence refers to an individual's capacity to identify and differentiate between their own emotions and those of others, accurately label various emotional states, utilize emotional data to inform cognitive processes and actions, and regulate or modify emotions in order to effectively navigate different contexts or attain personal objectives. The construct of emotional intelligence is comprised of three primary factors. The constructs of personnel efficacy, interpersonal efficacy, intrapersonal efficacy, and perceived stress are of interest in academic research. The construct pertains to the extent to which individuals evaluate the circumstances in their lives as inducing stress. The designed items aimed to evaluate the degree of unpredictability, uncontrollability, and overload that individuals perceive in their lives. The measurement instrument also comprises a number of explicit inquiries regarding present levels of perceived stress. The purpose of this study was to evaluate and contrast the perceived stress levels and emotional intelligence of primary and secondary educators employed in schools located in the United Arab Emirates. The findings indicate that there is no statistically significant variance in emotional intelligence between educators at the primary and secondary levels. The results of the perceived stress score analysis suggest that primary school teachers experience a higher level of perceived stress, indicating that they are under significant job-related stress. One possible explanation for this phenomenon is the age group of students with whom primary sector teachers work. These educators are often required to manage challenging behavioral issues and meet the demands of parents, which can result in heightened levels of stress that are encountered on a daily basis. The study revealed that unmarried teachers exhibit higher levels of personal efficacy. This phenomenon could be attributed to the individual's autonomy and agency in exercising personal judgment and directing their own life course.

As per the findings of the study, educators working in the primary divisions of schools in the United Arab Emirates (UAE) have reported experiencing a higher degree of stress in comparison to their peers in the secondary divisions of the same institutions. The aforementioned phenomenon can be attributed to the elevated levels of stress that educators in the elementary education sector undergo, particularly in light of the age spectrum and developmental complexities that young learners present. There exists a similarity in emotional intelligence values between educators operating within the primary and secondary education

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sectors. Furthermore, it was found that single women exhibited elevated levels of personal efficacy, which can be ascribed to their independent way of living.

## Major Findings

The findings suggest that primary school teachers experience a higher level of perceived stress in comparison to their secondary school counterparts. Additionally, unmarried teachers exhibit higher levels of personal efficacy than their married counterparts. However, the study did not find a significant correlation between emotional intelligence and perceived stress scale.

## Tenability of the Hypothesis

**H01.** There will be no significant relationship between emotional intelligence and perceived stress among teachers, thus it is accepted.

**H02.** There will be no significant differences between primary teachers and secondary teachers working in the school sector in emotional intelligence, is accepted.

**H03.** There will be no significant differences between perceived stress in primary and secondary teachers in UAE school sector, is rejected.

## Limitations of the Study

Although the study was conducted with a scientific and systematic approach, it still has several inherent limitations, including the following:

- The study's sample was limited to teachers in Dubai, Abu Dhabi and Sharjah, without comparison to teachers in other regions.
- The research focused on only two parameters; however, the correlational analysis implies the possibility of additional factors contributing to the outcome.
- The socio-demographic data collected in the forthcoming study was not utilized to draw any conclusions.



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### **Scope of the Study**

The present investigation centered on educators who were employed in the primary and secondary educational levels within schools situated in the United Arab Emirates. One potential area of research could be the examination of the stress levels among primary school teachers in the United Arab Emirates who teach students with special needs across multiple schools. Given that primary school teachers are more prone to experiencing perceived stress, further investigation is warranted to explore effective strategies for facilitating their identification of the underlying causes of such stress.

### **Implications of the study**

This research examines the perceived stress levels and emotional intelligence of primary and secondary school educators operating within schools in the United Arab Emirates. The study underscores the significance of the mental well-being of teachers during the current challenging circumstances. Additional research should be conducted by scholars to explore the various factors and origins of stress experienced by primary educators operating in diverse regions of the United Arab Emirates. Educational institutions can adopt diverse methodologies, such as instructional sessions, that can effectively alleviate the possible risks associated with stress that educators may encounter.

### **Recommandation**

The amount of work assigned to teachers can be excessive, encompassing extensive preparation of lessons, evaluation of student work, administrative duties, and additional obligations outside of regular classroom hours. Elevated work demands have the potential to result in heightened levels of stress and challenges in effectively managing conflicting obligations.

Effective classroom management involves the skillful management of student behavior and the creation and maintenance of a conducive learning environment, which can present a formidable challenge to educators. Educators who encounter difficulties in managing their classrooms may encounter elevated levels of stress and encounter challenges in fostering emotional intelligence.

The student body exhibits a heterogeneous composition with varying academic and socio-emotional requirements stemming from their diverse backgrounds. Catering to the unique requirements of pupils can

pose a challenge, particularly in situations where there is a dearth of resources or assistance. Educators who perceive themselves as lacking the necessary skills to cater to the varying requirements of their students may encounter heightened levels of strain and diminished emotional quotient.

Inadequate support and resources can impede the cultivation of emotional intelligence among educators. This may manifest in the form of insufficient backing from administrative personnel, a dearth of opportunities for professional growth, and restricted access to materials and resources.

Educators frequently encounter temporal limitations when accomplishing assignments, fulfilling due dates, and managing personal and occupational obligations. A restricted timeframe may result in heightened levels of stress and reduced chances for introspection and emotional development.

In the realm of education, there are certain expectations and obligations placed upon teachers with regards to their role and accountability. Specifically, teachers are held to rigorous academic standards, tasked with facilitating student achievement, and entrusted with fulfilling a range of administrative duties. The expectation to achieve high academic standards and assume responsibility for student achievements may lead to heightened levels of stress and have an impact on one's emotional welfare.

The amount of work assigned to teachers can be quite burdensome, encompassing a wide range of duties such as developing detailed lesson plans, evaluating student work, managing administrative duties, and overseeing extracurricular activities. Elevated work requirements have the potential to result in heightened levels of stress and challenges in effectively managing conflicting obligations.

The task of managing student behavior and fostering a conducive learning environment in the classroom can pose a significant challenge. Educators who encounter difficulties in managing their classrooms may encounter elevated levels of stress and encounter challenges in fostering emotional intelligence.

The student body exhibits a heterogeneous composition with varying academic and emotional requirements stemming from their diverse backgrounds. Addressing the unique requirements of students can pose a challenge, particularly in situations where there is a dearth of resources or assistance. Educators who perceive themselves as lacking the necessary skills to cater to the varying needs of their students may encounter heightened levels of stress and diminished emotional intelligence.

Inadequate support and resources can impede the growth of emotional intelligence among educators. This may manifest in the form of insufficient backing from administrative personnel, a dearth of opportunities for professional development, and restricted access to materials and resources.

Educators frequently encounter temporal limitations when accomplishing assignments, fulfilling due dates, and managing personal and occupational obligations. A restricted timeframe may result in heightened levels of stress and reduced chances for introspection and psychological development.

In the realm of education, there exist certain role expectations and accountability measures that teachers are required to adhere to. Specifically, educators are expected to maintain a level of academic rigor that is commensurate with high standards, facilitate student achievement, and discharge a range of administrative duties. The demand to achieve high performance standards and assume responsibility for student achievements may exert pressure and impact one's emotional welfare.

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