

# EMOTIONAL INTELLIGENCE AND STRESSORS AMONG WORKING COUPLES

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# 1. INTRODUCTION

The Indian context - The transition of gender inequality and gender roles away from traditional to modern gender role expectations has been observed to constitute cultural universals that affect the work-family interface. The growing number of educated women in India who participate in the urban, organized, industrial sector in technical, professional, and managerial positions has been accompanied by a steady growth in dual earner families. Gender role expectations and gender-based socialization have led men to identify themselves with the family role. The participation of women in paid employment has therefore been hailed as a harbinger of changes in gender relations within the family, reflected in the term 'new families'.

As a concept, new families describe family systems defined by three characteristics:

- a. Egalitarian norms of family relationships.
- b. Equitable distribution of domestic labor, and
- c. Shared decision-making patterns and gender-free perceptions.

In the review of the evidence for the emergence of new families in terms of gender role, domestic division of labor, and decision making, Bharat (2003) noted that working women and their spouses continue to regard bread winning as essentially a man's job and home management as a woman's job (Bharat, 1995; Ramu, 1989). Hence, Indian women continue to bear the burden of household responsibility regardless of their employment status (Bharat, 1992). Despite evidence that men in dual-earner families have assumed household responsibilities for less taxing and masculine responsibilities (Bharat, 2003) concluded that the emergence of new families in India is a distant reality.

Specifically, it was noted that while social, legal, and economic reforms have helped women in, a small measure to join the work force, the continuing influence of normative attitudes and values have prevented them from altering society's and their own perceptions of sex roles and demand an equal distribution of domestic responsibilities (Bharat, 2003).

Although emergence of new families may be a distant reality, the direction of the changes suggests that family relations in India are characterized by a coexistence of traditional and modern gender role expectations. Consequently, compared to the West, there will be similarities and differences in men's and women's experiences of the work-family interface

Since Bandura (1977, 1982, 1997) proposed his theory of self efficacy, organizational researchers have recognized the many and varied applications of this construct. We believe that efficacy theory (both at the individual and group level) should be applied to occupational stress research for two major reasons. First, at the individual level, self-efficacy is likely to have an impact on the way in which employees cope with stressors in the work place (Leiter, 1991; Stumpf *et al.*, 1987). It has been shown that individuals with high levels self-efficacy tend to do something about stressors, whereas those with low self-efficacy have a greater tendency to worry about them.

It has been suggested that a strong sense of collective efficacy may contribute to both a positive interpersonal climate and greater co-operation and helping among group members. This positive interpersonal climate may buffer the effects of stressors by providing group members with emotional support during stressful periods (Cohen and Wills, 1985; Gore,1987), and may have a buffering effect by providing group members with the means necessary to actually reduce stressors (Beehr, 1995).

A common problem for dual-career couples is finding a satisfactory balance between equally prized family and professional identities (Gilbert, 1993). Levner (2000) has advised dual-career couples to think of the family as their "third career" or "the career of the family", proposing that balance to be sought.

The goal of every organization, whether profit or non-profit oriented, is to work towards achieving the objective for its existence. The major goal of the school at any level is towards attainment of academic excellence by the students. Although there may be other peripheral objectives but major emphasis is placed on the achievement of sound education.

The extent to which this goal can be actualized depends principally on the emotional intelligence of workforce-most especially the teaching personnel.

Stress has now become an area of concern for all types of occupations. There is little doubt, however, that some professions have fared worse than others. The transactional perspective of stress (Lazarus and Folkman, 1984) emphasizes the role of 'cognitive appraisal' and 'coping responses'. A stressful transaction begins with primary cognitive appraisal, which a situation requires as an effective response to avoid or reduce physical or psychological threat or harm, and a secondary appraisal that no completely effective response is immediately available. Any event or situation is not stressful in itself. It becomes a source of stress only when the focal person appraises it as to be a threat and to exceed his or her capability to deal with it. The person makes the best response possible and actively defines and shapes stressful transactions by means of his cognitive appraisals and coping responses. This is the reason that same situation or event is differently responded to by different persons. The concept of stress is bound to person, and is a subjective experience.

Teaching, by its nature demands that teachers demonstrate or display emotion they may not actually feel. For instance, teachers are expected to demonstrate unusual love and kindness to their students. They are also expected to serve as mentors and motivate students who are even unwilling to learn.

All these are in themselves stressful and amount to what Hochschild (1983) called 'emotional labor' which he defined as "the management of feeling to create a publicly observable facial and bodily display; emotional labor is sold for a wage and therefore has exchange value". These expectations lead to a kind of discrepancy between the expected and the actual emotion and thereby leading to emotional dissonance which is an aspect of emotional dissonance of emotional labor that is detrimental to one's health and well being.

Emotional intelligence (EI) has been heralded as the best predictor of work and life success (Goleman, 1995; 1998). Many claims have been made about the ability of this construct to predict work outcomes, such as job satisfaction, turn over (Goleman, 1998), and performance (Bachman *et al.*, 2000).

Mayer, Salovey *et al.* (2000b) suggested that Emotional intelligence may have an impact on many work-related outcomes, including job performance and interpersonal interactions, such as job interviews and interacting with co-workers on a daily basis. Research confirmed that IQ accounts for approximately 20 per cent of the variance in life success, but emotional intelligence accounts for the remaining 80 per cent of the variance (Neely-Martinez, 1997).

Thorndike (1920) conceptualized social intelligence as the ability to understand and manage men and women, boys and girls, to act wisely in human relations. Gardner (1983) in his theory of multiple intelligences, classified intelligence into 2 categories: namely, interpersonal and intrapersonal intelligences. He described interpersonal intelligence as the ability to understand other people, what motivates them, how they work, and how to work co-operatively with them. He identified teachers, politicians, sales persons, clinicians and religious leaders as individuals who are likely to have high degree of interpersonal intelligence. Intrapersonal intelligence is a correlative ability turned inward. It is a capacity to form a veridical model of oneself and to be able to use that model to operate effectively in life.

Emotional intelligence has been found to impact on psychological health-particularly occupational stress (Ciarrochi *et al.*, 2001).

Ciarrochi *et al.* (2000) posited that emotional intelligence protects people from stress and leads to better adaptation. They opined that an objective measure of emotion management skill is associated with a tendency to maintain an experimentally induced positive mood which has obvious implication for preventing stress.

The studies on the emotional intelligence and stress of the working couples are very few. Hence the present study is an attempt to focus on "Emotional intelligence and stress among working couples" with the following objectives:

1. To study the level of emotional intelligence among working couples.
2. To study the level of stress among working couples.

3. To know the relationship of emotional intelligence and stress.
4. To know the relationship of emotional intelligence and stress and demographic characteristics.

## 2. REVIEW OF LITERATURE

In a workplace like the educational organization, where success is dependent on teamwork, collaboration and good interpersonal relationships, the importance of emotional intelligence, which reflects one's ability to interact with others in an effective manner, cannot be over emphasized. A person skilled in managing other's emotions, help people to regulate moods in a positive direction and try to establish intimacy with them. Such behavior should lead to closer friendships and greater social support which could be of psychological benefit in terms of stress and crisis in the workplace.

Stress is an unavoidable characteristic of life and work. Occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and the capabilities, resources and needs of the employee to cope with job demands (Akinboye *et al.*, 2002). Emotional intelligence is a group of abilities that are distinct from the traditional dimensions of intelligence and that facilitate the perception, expression, assimilation, understanding and regulation of emotions, so as to promote emotional and intellectual growth. (Mayer and Salovey, 1997)

Successful individuals demonstrate exceptionally effective interpersonal skills. Above and beyond their technical expertise, they are adept at positively influencing other people. In the workplace this means understanding the underlying motivations of others, their thoughts and feelings, communicating effectively about these, which includes giving and receiving effective feedback, and enrolling people in doing what needs to be done with minimal stress, conflict and resistance. Literature related to stress and emotional intelligence are reviewed and presented as follows:

- 2.1 Concept of stress
- 2.2 Concept of Emotional intelligence
- 2.3 Demographic variables and stress
- 2.4 Demographic variables and emotional intelligence
- 2.5 Emotional intelligence and stress

### 2.1 CONCEPT OF STRESS

Stress is the sum total of all non-specific biological phenomenon elicited by adverse external influences. One feels stressed when one is confronted with the unexpected. It is a multi-dimensional concept and has variety of usage in different fields which varies according to specific focus and purpose.

#### 2.1.1 Definition of stress

There are three general approaches to conceptualizing stress:

- as a response
- as a stimulus and
- as an intervening variable

Stress can also be analyzed as a social construct, and some critics have argued that it is too broad a concept to be of scientific value. Cox (1978) has described three classes of definitions. Stress can be variously thought of *as a response*, *i.e.*, the stress response to an extreme stimulus; *as a stimulus i.e.*, as the stressor itself and *as an intervening variable*. Ryhal and singh (1996) stated that stress is the state of an organism it perceived that its well-being is endangered and that it must direct all its energies to its protection.

There are three different view points or approaches: medical, psychological and sociological. While the first construes stress typically as a defensive bodily response to environmental demands and involves physiological components; the second, places greater emphasis on the cognitive appraisal (mental picture) of threatening environmental conditions (the 'I.....cannot cope' type of situation) and the ensuing coping process. The third analyses stress as the resultant of stressful social conditions.

“Stress consists of any event in which environmental demands, internal demands, or both, tax or exceed the adoptive resources of the individual, social system or tissue system” (Farmer *et al.*, 1984).

### 2.1.2 Models of stress

General models that provide a general frame work for the understanding of the stress phenomenon can be categorized as follows:

1. Physiological models such as:

- The General Adaptation Syndrome (GAS), (Selye, 1950)

2. Load of information models:

- Stimulus overload/under load model (Suedfeld, 1979)
- Optimal information flow and mood (Hamilton, 1981)

3 Interactional models:

- Cognitive model of stress (Lazarus and Folkman, 1984)
- Person-environment fit (P.E. Fit) model (French, Rodgers and Cobb, 1974)
- Systems model (Lumsden, 1975)

It should be clarified that this is only a sample of the large No. of models constructed for the explanation of stress. This list is neither representative nor all inclusive.

### 2.1.3 Physiological model

General adaptation syndrome-SELYE (1950)

In the view of the fact that some processes which occurred in the body, following a stressor, help in the adaptation process, Selye named the conglomerate, the General Adaptation Syndrome (GAS). It is :

General, because the symptoms are nonspecific, for example when one gets a promotion one had set eyes on for a long time, or when one is fired from one's job.

Adaptation, because the reactions help one to face the changed situations.

Syndrome, since they tend to occur as a cluster which can be differentiated from other symptomatic clusters.

It consists of three stages:

#### Stage 1: Alarm Reaction

Alarm reaction occurs upon sudden exposure to any noxious stimulation to which the individual is not adapted. It consists of two phases:

- Shock Phase: is an immediate reaction accompanied by signs of injury such as increased heart rate (tachycardia) and many others.
- Counter-shock phase: is a rebound phase. After the initial shock when the body is caught unawares, it springs back into action.

Example: the sight of a person coming to rob one may cause one to freeze on the spot for a moment. However, one soon joins the fray and does whatever one can to protect himself.

The phase is marked by the mobilization of physical resources for defensive purposes. This alarm reaction is so potent that if the organism is made to maintain it for a few hours, it can lead to death. The reason is that the alarm reaction literally devours energy. That is why many people feel completely drained out as an after math of any stress combating event. If the living being survives this phase, the second stage sets in.

## Stage –2 Stage of Resistance

This is the stage when the organism becomes attuned to the stressor and there may be consequent improvement or even disappearance of symptoms. Gradually, he learns to cope with all the changed exigencies, Adaptation sets in. During this stage of resistance, the body turns towards anabolism, with a return towards normal body weight. In other words, his power of resistance builds up. At the same time, he resists any further exposure to the stressor. He feels unable to face any extra stressor. Curiously enough, after more exposure to the noxious agent, the acquired adaptation is lost. The stage of exhaustion has set in.

## Stage –3 Stage of Exhaustion

Since adaptability has definite limits, exhaustion must follow if the stressor persists. Symptoms reappear and death may ensue. Following exhaustion due to an excessively stressful activity, sleep and rest can restore resistance and adaptability almost to previous levels.

It is important to remember that complete restoration is probably impossible. It is generally believed that once adaptation is complete and energy is available, resistance should continue. But this does not happen. The body becomes worn out just as a machine undergoes wear and tear. This wear and tear is termed by Selye as 'irreversible chemical scars'.

### 2.1.4 Load of information models

#### 1. Stimulus overload/underload model –Suedfeld (1979)

It links stress not to the equality of environmental experiences (as in the Holmes and Rahe life events stress approach), but also to the structure of experiences. Thus, some events may be extremely aversive but may not involve stimulating levels outside the optimal zone. Conversely, events may be positive in nature, but their very bulk makes them stressful. In other words, too much of a good thing may be stressful. A U-shaped relationship is hypothesized between stimulus load and stress, with stress being caused by both stimuli under load and over load.

Ask any child and he will say that standing in the corner facing the wall is a far worse punishment than standing on the bench or being sent out of the class. In the former, the child stares at a blank wall, which is definitely a case of stimulus under load. Such effects of stimulus under load explain why a person gets most bored when he has the Maximum time; why monotonous work becomes stressful.

Isolation in natural settings, as in the case of solitary explorers, hermits, those on long sea voyages, army personnel posted for long periods in remote areas, is frequently accompanied by extreme emotional, intellectual and physical disruptions.

Too much of a good thing can also produce stress. As, for instance, stimulus over load. It may take many forms. It can either be quantitative *i.e.*, too much to do, or qualitative *i.e.*, too difficult to do.

A pervasive form of stimulus over load is the information explosion due to the easy availability of the electronic and print media.

#### 2. Optimal information flow and mood - Hamilton (1981)

Proposed by Hamilton (1981), it is along the same lines as stimulus overload/under load model. It posits the same type of U-shaped relationship between stress and stimulation. An additional aspect in Hamilton's model is the proposed relationship between optimal information flow and mood. Positive moods are an outcome of optimal information; negative moods (anxiety at the high end and boredom at the low end) reflect a mismatch between what is considered the optimal level and actually available stimulation. Negative moods will impact behavior negatively.

Attention Regulators (AR's) are voluntary mental (cognitive) mechanisms acting to optimize information flow.

Boredome is as much due to one's own frame of mind as it is to environmental conditions. One always has the 'take it' or 'leave it' option. However, it should be remembered

that while boredom or its other extreme, information over- load can be aversive and stressful, there is a middle level which is just right for a person. Each one has his/her own optimal level.

### 2.1.5 Interactional models

These models focus on the relationship between the individual and the environment. The basis of the relationship is a cognitive one. In other words, one is mentally evaluating or appraising one's relationship with the environment. Thus, whether an event will be stressful or not, will depend not on the objective characteristics of the event but on the subjective perception of those characteristics. The common core of all such theories is that an imbalance or mismatch between two aspects causes stress: resources/capabilities/needs of the person and demands/supplies made by the environment.

#### 1. Cognitive model of stress-Lazarus and Folkman (1984)

Authors of this model define stress as "a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his/her resources and endangering his/her well being."

Three major issues of the model:-

- a. **Primary Appraisal:** - It is a process of event evaluation leading to one of the three alternative perceptions. Considering that stress may have either positive or negative effects, the authors have classified even perception as being either irrelevant or having no implications for the person's well-being; benign positive, if it preserves the person's well being; and stressful the last may lead to harm or loss, threat or challenge. An event which goes against the person's commitments is more likely to be perceived as being stressful than one which has no relevance. Role conflict would lead to role stress only if the person is equally committed to both roles. Similarly, events that are novel, unpredictable, ambiguous and which occur at crucial moments would be perceived as more stressful than an event characterized by the opposite.
- b. **Secondary Appraisal:** - It is related to how the person deals with the situation once it has been perceived as being stressful, or the process of secondary appraisal, which determines the nature of coping to be adopted.

Two types of coping are possible:

- Emotion focused coping or
- Problem focused coping

The choice depends on the resources available to the person-health and energy resources, belief about control over the environment and problem solving skills, social skills and material resources.

- c. **Out comes of stress:** these refer to the pattern of reaction that defines the presence of stress. These may range from emotional experiences, motor manifestations, alterations in adaptive functioning to physiological reactions. A combination of these is also possible. The exact nature of the reaction will depend on the nature of the secondary appraisal, or the particular coping strategy decided upon.

#### 2. Person-environment fit model -French, Rodgers and Cobb (1974)

This model deals with how the characteristics of the person and those of the environment affect the well being of the person. The salient features are:

##### a. Needs-Supplies Fit and Abilities-Demands Fit

*Needs-supplies Fit* refers to the degree of commensuration between the needs of the person and supplies provided by the environment to fulfill those needs. *Abilities-Demands fit* refer to that between demands of the environment and the ability of the person to meet those demands.

*Person-environment fit* refers to both the amount of fit between what the person expects from the environment and the extent to which the environment can meet those needs; and the requirements demanded by the environment and the degree to which the person is able to cope with those demands. Both kinds of misfits may act as stressors.

#### b. Objective Fit Vs. Subjective Fit

Objective fit includes measures of the Person (P) and the Environment (E) free of bias introduced by the person, while that subjective fit includes this bias.

This leads to an objective Person (P) and an objective Environment (E) as well as to a subjective Person (P) and a subjective Environment (E).

- Correspondence between the objective and subjective Person (P) is called the *accuracy of self-assessment*.
- Correspondence between the objective and subjective Environment (E) denotes *contact with reality*.

Cognitive distortions produce discrepancies between the objective and subjective components of fit. It is this subjective fit which causes strain leading to illness.

#### 3. Systems model of stress- Lumsden (1975)

This model attempts to take into consideration all the salient features of the different models, and calls for a system analysis of stress. As the name suggests, the emphasis is on the word 'system', which signifies an inter-related constellation of parts. The stress system is conceived of as an open system, which is continually interacting with the environment. The stress process is conceptualized as being dynamic and homeostatic in nature rather than a simple equilibrium model.

The coping process over time due to either exogenous (such as natural disasters) or endogenous (such as sensory deprivation or blocking of goals.) Stressors are divided into three parts which are inter connected and inter related at each level. When the stressor impinges upon the person (said to be in a steady state), the process of appraisal begins. This includes detection, mediation and the actual appraisal of the stimulus as a stressor. Appraisal sets into motion the second process called coping, based on the response repertoire of the person.

The processes of appraisal and coping are circular, with the nature of the coping repertoire determining the nature of appraisal.

The individual copes with the stressor by bringing about certain changes in his responses. Changes may be physiological, psychological or behavioral or inter personal or societal and may be either adaptive or non-adaptive. It is these maladaptive responses (such as anxiety) which act as endogenous stressors in the future. While an adaptive response produces adequate coping, an over adaptive response may seemingly appear successful but prove to be maladaptive in the long run. Maladaptive responses produced repeatedly may result in the disintegration of the system.

Three sets of variables interact with each other to produce stress:

- Personality and experiences of the person.
- His activities and present aims
- And the socio cultural conditions.

## 2.2 CONCEPT OF EMOTIONAL INTELLIGENCE

The merging of emotion and intelligence under the caption of 'emotional intelligence' is a cognitive ability. It is defined as "ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions".

Emotional intelligence was conceptualized as a basic intelligence where "the facts, meanings, truth, relationships etc., are those that exist in the realm of emotion. Thus, feelings are facts, the meanings are felt meanings: the truths are emotional truths; the relationships are inter personal relationships. And the problems we solve are emotional problems, that is, problems in the way we feel". Emotional intelligence (EI) consists of "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize, and to hope". The main areas are:

- a. knowing one's emotions
- b. managing emotions
- c. motivating oneself
- d. recognizing emotions in others and
- e. Handling relationships.

Goleman posited that there may be certain aspects of individual such as credibility and commitment, which may be thought of as the prerequisites of emotional intelligence (EI) at work to align with the goals of a group or organization. He regards commitment as the integral part of emotional intelligence (EI) skills. In recent literature, the construct of commitment has been viewed as a composite of three main components consisting of:

1. The affective commitment: Employees with a strong affective commitment continue their employment with organization because *they want to do so*.
2. The normative commitment: this has been found to be distinct from affective commitment. Employees with strong normative commitment remain with the organizations because *they ought to do so*.
3. Continuance commitment: Employees whose primary links to the organization is based on continuance commitment remain because *they need to do so*.

How does emotional competence differ from emotional intelligence?

Saarni (1997) identified emotional competence as the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life. It includes self-awareness, emotional regulation working co-operatively and caring about oneself and others.

According to Goleman emotional intelligence (EI) includes abilities such as being able to motivate oneself and persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods and keep distress away. Emotional intelligence (EI) includes self-control, zeal and persistence.

Emotional Intelligence in the Indian context

The majority of the world's cultures hold conceptions of the person that can be more accurately described as "self in-relation to others" or as human beings as occupants of social roles and therefore less boundary oriented. The 'self' is construed as "interdependent" (Markus and Kitayama 1991), "socio centric" and "allocentric" (Shweder and Bourne, 1984), "ensembled" (Sampson, 1988), "embedded" (Tripathi, 1988) and "constitutive" (Misra, 1994). The interdependent self appears to be related to a monistic philosophical tradition in which the person is regarded as one of the substances of the nature. In such societies, collective sentiments and interests of family and caste predominate over individual's autonomy and liberty. The person is just a unit of the corporate system which determines his/her competence, goals and destiny.

The Indian society prefers social identity to highly preferred self accomplishments evaluation in the western agenda of self-actualization.

Example: Peace of mind and being free of worries have been emphasized as aspects of *self* in India. The private self is more organized around "we", "our" and "us" in India than in West.

Emotional learning in Indian context needs to be viewed as life-long processes of personal investigation (looking inward) towards the discovery of true self. This process is accompanied by concepts such as: yoga, Karma, Jitendriya, Dharma, Vratas, caring, benevolence, which provide the very basis for emotional expression and responsivity. The perceptions of people indicate that in contemporary Indian society people tend to construe emotional intelligence (EI) differently from the western view which lays emphasis on hierarchical acquisition of abilities, which are clearly distinguishable from traits such as warmth, sociability etc. The Indian view attaches greater importance to competency in displaying pro-social values and social sensitivity issues.

Being a collectivistic culture, concern for 'others' than for the 'self' is rightly predominant in the responses of parents, teachers and children. The response loading towards being sensitive to others exemplify the societal expectations and responsibilities in the Indian culture.

### 2.2.1 Models of Emotional Intelligence

The insight that emotion and intelligence (cognition) can complement each other became the basis of formulation of the various current models of emotional intelligence. At the core of these various models is the understanding of emotional intelligence as a construct to recognize the meaning of various emotional patterns and to reason and problem solve on the basis of them. (Salovey and Mayer, 1990)

At present the following major models of emotional intelligence are discussed:

1. Cognitive model of emotional intelligence by Salovey and Mayer (1997) (ABILITY MODEL)
2. Relational model of emotional intelligence by Bar On (2000) (MIXED MODEL)
3. Model of Affective Regulation by Dr. Daniel Goleman (1995) (MIXED MODEL).
4. Emotional Competence Model by Saarni (1997).

#### 1. Cognitive model of emotional intelligence

Peter Salovey and John Mayer primarily focused on the complex, potentially intelligent tapestry of emotional reasoning in everyday life. It is based on the assumption that emotions convey knowledge about a person's relationship with the world.

Example: Fear indicates the threat that the person is facing; Happiness indicates one's harmonious relationships with others; or Anger generally reflects injustice, thereby certain general rules and laws can be employed in recognizing and reasoning with feelings. Also, emotional reasoning extends into questions about relationships.

Example: humiliated person feels angry or ashamed- recognizing these reactions needs some kind of intelligence.

Mayer and Salovey (1997) revised their earlier model saying the former one "omits thinking about feelings". So, more emphasis was given to cognitive ability and the new model presents a hierarchy of mental abilities. Accordingly, the revised model consists of the following four abilities:

1. Perception, appraisal and expression of emotion: the core capacities are identifying feelings, and thoughts through proper and appropriate words in self as well as in others, and discriminating between real and unreal emotional expression.
2. Emotional facilitation of thinking: the core abilities are using emotions in thinking by giving proper attention to useful information; using emotions in appropriate judgment and memory concerning feelings. This ability also includes emotional facilitation to be optimistic, using emotion in tasks requiring reasoning as well as creativity.
3. Understanding and analyzing emotions, employing emotional knowledge: the core capacities are understanding the differences between emotions; the consequences of the emotions, identifying complex feelings, understanding the transitions of emotions; and
4. Reflective regulation of emotions to promote emotional and intellectual growth: the central ideas are one's "ability to stay open to feelings" including pleasant and unpleasant, capacity to be in and out of emotion depending on the importance through proper judgment, capacity to "monitor emotions" in terms of how much reasonable and clear they are; and "ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey."

Mayer *et al.* (2000) call their 1997 model as ability model and the other ones, *i.e.*, Bar-on (1997) and Goleman's as Mixed model.

Elements of emotional intelligence as given by Salovey and Mayer

Self awareness: It means

- Know one's emotions
- Recognize a feeling as it happens

Emotional Management: It means

- Manage emotions
- Handle feelings so that they are appropriate

Self motivation: It means

- Motivate oneself
- Delay gratification
- Marshal emotions in search of a goal.

Empathy: It means

- Recognize emotion in others
- Empathy build on self-awareness

Relationship: It means

- Handle relationships
- Manage emotions in others
- Social competencies

## 2. Relational model (By Bar-on, 2000)

This model is defined in terms of an array of emotional and social knowledge and abilities that influence our overall ability to effectively relate with environmental demands. It includes:

- a. the ability to be aware of, to understand, and to express oneself;
  - b. the ability to be aware of, to understand and to relate to others;
  - c. the ability to deal with strong emotions and control one's impulses and
  - d. the ability to adapt to change and to solve problems of a personal or a social nature.
- The five domains in this model are:

- intrapersonal skills
- interpersonal skills
- adaptability
- stress management
- general mood.

## 3. Model of Affective Regulation by Dr. Daniel Goleman (1995)

Goleman viewed emotional intelligence as "the ability to know and manage ones own emotions, recognize them in others and to handle relationships. It includes abilities such as being able to motivate oneself and persist in the face of frustration, it controls impulse and delay gratification, to regulate one's moods and keep distress from swamping the ability to think, to empathize and to hope."

The main areas are:

- a) Knowing one's emotions

- b) Managing emotions
- c) Motivating oneself
- d) Recognizing emotions in others and
- e) Handling relationships

Goleman calls emotional intelligence “*a master aptitude*” a capacity that profoundly affects all other abilities, either facilitating or interfering with them.

Elements of emotional intelligence as given by Goleman are:

1. Self awareness: It means:
  - Know own feelings
  - In touch with feelings
  - Use feelings to make decisions with confidence.
2. Emotional Management: It means:
  - Not reflecting on own moods
  - Focus on results (what needs to be done)
  - Express feelings (not passive)
3. Self-motivation: It means:
  - Delay gratification
  - Not use impulse in pursuing goals
  - Use anxiety to help perform well
  - Don't give up in face of setbacks
  - Maintain optimism
  - Enjoy focused concentration and peak performance
4. Empathy: It means
  - Sense what others are feeling
  - Feel rapport with others
  - Interactions go smoothly
  - Social effectiveness
  - Good at handling conflict
  - Good at handling emotional aspects
  - Can sense pulse of relationships in groups
  - Can articulate unstated feelings
  - Naturally take lead in organizing groups
  - People appreciate leadership
  - Talent for settling disputes
  - Talent for negotiating
  - Talent for deal making
5. Relationship: It means
  - Balance, compassion and caring
  - Persuade others to work to a common goal

- Help others to learn
- Promote social harmony
- Trust building
- Networking; build rapport with key network
- Promote and exhibit co-operation with others
- Effective team working
- Consensus building
- Collaboration

6. Communication: it means

- Open communication
- Listen
- Speak one's mind.

7. Personal style : it means

- Balance hard/soft in decision
- Stress management
- Accept personal responsibility
- Little need for control

4. Emotional competence model by Saarni (1997)

Saarni defined emotional competence in term of skills consisting of the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life. It includes self-awareness, emotional regulation, working cooperatively and caring about oneself and others. Saarni proposed eight skills indicating of an emotionally competent person are as follows:

- a) Be aware of one's own complex emotional state
- b) Able to discern other's emotional state
- c) Able to state and communicate our emotions
- d) Able to feel with and for others
- e) Able to understand that we and others don't always show emotions accurately.
- f) Able to cope with different emotional communication when relating to others
- g) Aware of emotional communications in interpersonal relationship
- h) Aware that one is in charge of one's feelings and may choose one's emotional response in a given situation.

## 2.3 DEMOGRAPHIC VARIABLES AND STRESS

The relationship between demographic variables viz., age, gender, occupation, type of family, type of institution and stress has been reviewed as below:

### 2.3.1 Age

Rastogi and Kashyap (2003) conducted a "study of occupational stress and work adjustment among working women". Sample consisted of 150 nurses, clerks and teachers each. The average age of the sample is quite matured and experienced, which help them to ignore the stress and maintain the smooth adjustment in the organization.

Aminabhavi and Kamble (2004) conducted a study on work motivation and stress coping behavior of technical personnel at a railway workshop. the sample comprised 30 technical personnel in the age range of 30 to 59 years. It was found that the middle-aged

technical personnel had significantly higher stress coping behavior when compared to the older technical personnel.

Vijayalaxmi and Triveni (2000) in their study found that age, sex, coping strategies of bank employees have not influenced their occupational stress.

All these studies reveal that young age is responsible for high stress as compared to older age. This may be due to lack of experience in handling situations.

### 2.3.2 Gender

Vijayalaxmi and Triveni (2002) conducted a study on "Gender difference in Occupational stress experience among professionals and non-professionals." Sample consisted of 300 professionals (Doctors, lawyers and Teachers) and 100 non-professionals. The results revealed that women professionals experience significantly higher occupational stress than men due to under participation.

Ushashree *et al.* (1995) conducted a study on 80 male and 80 female high school teachers in the age group of 25-40 year (adult) and 41-60 years (middle) age. It was to know the effect of gender on teacher's experience of job stress and job satisfaction. Analysis of data indicated significant effect of gender on job stress.

Pradhan and Khattri (2001) studied the effect of gender on stress and burnout in doctors. They have considered experience of work and family stress as intra-psycho variables. The sample consisted of 50 employed doctor couples. Mean age was 40 years for males and 38 years for females. The results indicated no gender difference in the experience of burn out, but female doctors experienced significantly more stress.

All these studies have revealed controversial results but gender of individuals has significant effect on experience of stress. In some situations, men experience more stress than women and vice versa.

### 2.3.3 Type of family

Pandey and Shipra (2000) had studied the female personnel working in railway, bank and teaching institutions. A sample of 96 females, 16 subjects in each professional area both from nuclear and joint family were taken. The study identified that respondents belonging to nuclear family had expressed more interpersonal work stress.

Preeth Kamal and Jain (1988) conducted a study of 60 adult male subjects from joint and single families (30 each), belonging to the age group of 25-50 years. The study revealed that joint family had provided support to the individuals and hence lesser stress as compared to single family. Joint family provided culture based media for reducing stress.

From the above studies we can infer that nuclear family creates more stress compared to joint family. The support rendered from the members in the family acts as buffer against stress.

### 2.3.4 Type of Institution

Jamuna and Ushashree (1990) found that private and public school teachers differ significantly in their career satisfaction, perceived administrative support and coping with job related stress.

Tyler (1991) observed the stress of 156 nurses from both public and private sectors. They reported that high work load and the need to cope with death and dying as the most frequent sources of stress. Private sector nurses reported conflict with doctors and uncertainty over treatment as the common source of stress. Whereas workload related stress was more frequently reported by the public sector nurses.

Triveni and Vijayalaxmi (2000) revealed that nationalized bank employees have significantly higher occupational stress than non-nationalized bank employees, in the dimensions such as role conflict, unreasonable group/political pressure, intrinsic impoverishment and strenuous working conditions. Whereas, non-nationalized bank employees have significantly higher stress due to low status.

Aruna and Vani (2002) conducted a study with the objective of job stress among primary school teachers of missionary and government schools. The sample consisted of 100 women primary school teachers. The results indicated that majority of teachers have experienced medium stress in the areas related to students, poor remuneration, curriculum load etc. It was also observed that there was no significant difference in the status of stress among primary school teachers of missionary and Government schools.

From all these studies it can be concluded that individuals do experience stress of different levels; only their sources of stress vary according to the type of institution they work.

## 2.4 DEMOGRAPHIC VARIABLES AND EMOTIONAL INTELLIGENCE.

The relationship between demographic variables *viz.*, age and gender, medium of instruction, occupation and emotional intelligence has been reviewed as below:

### 2.4.1 Age and Gender

Tyagi (2004) conducted a study on “Emotional intelligence of secondary teachers in relation to gender and age.” Sample consisted of 350 males and 150 females belonging to secondary schools (urban and rural) from Dhule district, Maharashtra. Results revealed that there was no significant difference between age, gender and EI.

Pandey and Tripathi (2004) conducted a study on “Development of emotional intelligence –some preliminary observations.” The developmental changes in emotional intelligence (EI) were investigated in a sample (50males and 50 females) from five age groups. They completed the measure of EI consisting of identification of emotion, perception and recognition of emotion-with probing, perception and recognition of emotion-without probing, understanding emotional meaning and emotion intensity rating. The results indicated that there was increase in EI with age and females were more proficient in managing and handling their own emotions as well as of others.

The above studies reveal that there was no significant difference with regard to EI in gender.

### 2.4.2 Medium of instruction

Tiwari and Srivastava (2004) conducted a study on “Schooling and development of emotional intelligence.” Sample consisted of 270 primary school children drawn from different schools.

The result revealed that gender had no significant main effect while medium of instruction and grade had significant main effects on all the three components of EI. It was noted that children attending English medium schools scored higher followed by Hindi and mixed medium school children respectively. The older children of fifth grade scored higher than third and fourth grade children.

Uma and Uma Devi (2005) have examined the “relationship between the dimensions of emotional intelligence and selected Personal social variables.” The sample comprised of 120 parents and their children between the age range of 15-17 years from city of Vishakhapatnam. Results revealed that the education of parents has significant and positive relationship with the EI.

## 2.5 EMOTIONAL INTELLIGENCE AND STRESS

Hunt and Evans (2003) conducted a study on “Predicting traumatic stress using emotional intelligence”. The study investigated whether emotional intelligence (EI) can predict how individuals respond to traumatic experiences. The results showed that participants with higher emotional intelligence reported fewer psychological symptoms relating to traumatic experiences.

Humpel *et al.* (2001) conducted a study on “Exploring the relationship between work stress, years of experience and emotional competency” using a sample of Australian mental health nurses. Results showed that nurses with less than two years in the nursing profession

were found to experience significantly more personal self-doubt than nurses with greater nursing experience.

Pau and Croucher (2003) studied the emotional intelligence and perceived stress in dental undergraduates. Correlation analysis showed an inverse relationship between emotional intelligence and perceived stress. In conclusion, low EI scorers report more perceived stress.

Chapman and Clarke (2002) conducted a study on “Emotional intelligence is a concept that can be used in stress management” and found that there was a strong correlation between overall and each of the five EQ abilities and lower levels of stress, emotion management showing the strongest relationship.

Pau Micheal *et al.* (2007) conducted a study on “Emotional intelligence and Percieved stress in Dental Undergraduates: A Multinational Survey” in seven countries. First-year dental undergraduates attending a dental school in England, Greece, Romania, South Africa, Australia and the United States and three schools in Malaysia were invited to complete a set of questionnaires on age, gender, academic background, satisfaction with career choice, emotional intelligence and perceived stress. And it was found that the inverse relationship between emotional intelligence and perceived stress was confirmed in this heterogeneous sample representing diverse socio-cultural and academic contexts of dental undergraduates.

Brackett *et al* (2005) in their study on college-age couples on their EI and quality of their relationships found that individuals scoring low on MSCEIT reported the greatest unhappiness with their relationship, as compared to the happiness ratings of the other two groups. The couples in which both partners were emotionally intelligent were very happy. Furthermore, couples in which only one partner had high emotional intelligence tended to fall between the other groups in happiness.

### 3. MATERIAL AND METHODS

The present study titled “Emotional Intelligence and Stress among Working Couples” was conducted during the year 2006-07 in Dharwad city of Karnataka state. The materials and methods used in the study are discussed under the following headings:

- 3.1 Population and Sample
- 3.2 Research Design
- 3.3 Variables and their measurement
- 3.4 Tools used for the study
- 3.5 Procedure of Data collection
- 3.6 Methods of statistical analysis

#### 3.1 POPULATION AND SAMPLE

The study was conducted in Dharwad city of Karnataka state during the year 2006-07. The research design followed was an ex-post facto with snow-ball technique. The criteria for the respondents to be the part of the study included that both the couples should be employed but, either of the couples should be a primary school teacher who had been married for at least 5 years and having at least one child and who were willing to become the subjects. The standardized scales were administered on the respondents separately (Husband and wife separately). Total sample was of 310 couples consisting of 155 males and 155 females.

#### 3.2 RESEARCH DESIGN

This study was aimed to identify the level of stress and emotional intelligence and their relationship among working couples. This study was an ex-post facto analysis of stress and emotional intelligence.

#### 3.3 VARIABLES AND THEIR MEASUREMENT

The details of independent and dependent variables selected for the study are given below:

For the present study, emotional intelligence and demographic characteristics were selected as independent variables and stress as dependent variable.

Independent variables

**a) Emotional intelligence (EI)**

Goleman (1997) defined EI as knowing what you are feeling and being able to handle those feelings without them swamping you; being able to motivate yourself to get jobs done, to be creative and to perform at your peak; sensing what others are feeling and handling relationships effectively. Dulewicz and Higgs (2001) have given seven components of emotional intelligence viz., self awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness and conscientiousness.

**b) Demographic variables**

Age: The chronological age of the respondents in completed years at the time of investigation is referred to as 'age'. There were three categories of age:

Age (in years)	Category
18-40	Early adulthood
41-60	Middle-age
>60	Old age

Gender: It is a scheme of classification of the individuals based on biological differences as males and females.

Education: Years of education was counted for the respondent's educational level.

Type of family: Type of family was classified into two types depending on the structure

Nuclear family: It consists of husband, wife and their children.

Joint family : It consists of more than the primary family, that includes grand parents, uncles, aunts, cousins etc.,

Religion: Religion refers to religions community in which the respondent is born. The respondents were classified into five religions they are Hindu, Muslim, Christian, Scheduled Caste and Scheduled Tribe.

Medium of instruction: It refers to the mode of language in which the formal education of the respondent was carried out. It was grouped into six categories such as Kannada, English, Hindi, Urdu, Marathi and Tamil.

Schooling: It refers to the place/locale where the respondent's formal education was carried out. Two groups were made : Rural and Urban

Dependent variable

### 1. Stress

Akinboye *et al.* (2002) defined stress as an unavoidable characteristic of life and work. Occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and the capabilities, resources and needs of the employee to cope with job demands.

The stressors were categorized into six components which caused stress in the following aspects: self stressors, child stressors, spousal stressors, financial stressors, job stressors and health stressors.

### 3.4 TOOLS USED FOR THE STUDY

The tools and instruments used to carry out the present research are enumerated below:

3.4.1 Personal information schedule

3.4.2 Stress scale (Bhagwatwar, 2000)

3.4.3 Emotional intelligence questionnaire (Dulewicz and Higgs, 2001)

Description of the tools

#### 3.4.1 Personal information schedule

The personal information schedule consists of items to collect information of the respondents regarding age, gender, education, years of qualification, their occupation, no. of working hours, type of family, domicile, no. of children, type of housing, facilities available in the house, and the type of institution they work.

#### 3.4.2 Stress Scale

The scale developed by Bhagwatwar (2000) was adopted in this study to measure the level of stress. It consists of 80 items and is a 7 point scale.

Levels	Score
No stress at all (NS)	1
Little stress (LS)	2
Some stress (SS)	3
Moderately tolerable stress (MTS)	4
Substantial stress (SES)	5
High stress (HS)	6
Tremendously high stress (THS)	7

## Interpretation

The scale has been categorized into six components depending on the nature of stressors. Tremendously high stress (THS) was considered to classify the stressors from first-order to last-order stressors. The stressor for which more number of respondents answered THS was counted as the first-order stressor.

## Reliability

Stress was measured using the scale adopted with some modifications by Bhagwatwar (2000). A pilot study was conducted on 30 working female teachers residing in Dharwad city and they were not included in the final study. The data were subjected to test the reliability by split-half method. The coefficient of correlation for each of the stress components ranged between 0.45 to 0.834 and were significant at 0.01 level. The coefficient of correlation for overall stress was 0.756 which was also significant at 0.01 level.

### 3.4.3 Emotional intelligence (EI) questionnaire

Emotional intelligence questionnaire developed and standardized by Dulewicz and Higgs (2001). It consists of 84 statements with 7 subscales. Each subscale has 12 items. The score of each sub scale ranges from 12 to 84. description of the sub scales is as follows :

**Self Awareness :** The awareness of one's own feeling and ability to recognize and manage these feelings in a way which one feels that one can control. This factor includes a degree of self belief in one's ability to manage one's emotions and to control their impact in a work environment.

**Emotional resilience :** The ability to perform consistently in a range of situations under pressure and to adopt behavior appropriately. The ability to balance the needs of situation and tasks with the needs and concerns of individuals involved. The ability to retain the focus on a course of action or need for results in the phase of personal challenge or criticism.

**Motivation:** It refers to the drive and energy to achieve clear results and make an impact and also to balance short and long term goals with an ability to perceive demanding goals in the phase of rejection or questioning.

**Interpersonal sensitivity:** It is the ability to be aware of and take account of the means and perception of others in arriving at decisions and proposing solutions to problems and challenges.

The ability to build from this awareness and achieve the commitment of others to decisions and action ideas. The willingness to keep open one's thought on possible solutions to problems and to actively listen to reflect on the reactions and inputs from others.

**Influence:** It refers to the ability to persuade others to change a view point based on understanding of this position and recognition of the need to listen to this perspective and provide a rational for change.

**Intuitiveness:** It is the ability to arrive at clear decision and drive their implementation when present with incomplete or ambiguous information using both rational and emotional or intuitive perception of key issues and implications.

**Conscientiousness:** It is the ability to display clear commitment to a course of action in the phase of challenge and to 'match words with deeds' in encouraging others to support the chosen direction. The personal commitment to pursuing an ethical solution to a difficulty business issue or problem.

## Interpretation

The sten score of each component of emotional intelligence is identified with the help of raw score and norm table. A high score is derived from stens 7-10. In essence, scores of sten 7 or above indicate that the individual has a real strength in relation to either the overall construct or any of the 7 scale elements. Those who score highly on this scale are likely to adapt to a wide range of situations and to tolerate both criticism and challenge. They are also able to maintain consistent performance when under pressure. To ensure that they demonstrate this ability consistently, such people may wish to think about the behaviors they show in a range of situations and focus on the things they do, that enable them to remain

consistent in their responses. Becoming conscious of the skills they use may enable people to apply them more widely.

An average score is derived from stems 5-6. These scores refer to individuals who fall within the mid-band. Thus these people may be viewed as having neither clear strengths nor weaknesses in terms of the overall EI construct or individual scale elements. A score in this range could indicate that individuals tend to find some situations more difficult to handle than others. It might also indicate that their focus can occasionally be diverted due to the frustration of challenge or criticism, making it difficult for them to perform effectively. Such people could try and depersonalize criticism and challenge and view it as a challenge to the ideas, proposals and so on associated with the task rather than a personal attack. They may also find it useful to engage others in discussion to review the problem and task from different perspectives to find a successful way forward, and to reflect on those situations where they have maintained their focus on the task despite challenge or criticism.

A low score is derived from stems 1-4. The people who fall into this band have clear development needs, either on an overall EI basis, or in relation to specific EI elements. Those who score within 1-4 range may find it hard to perform consistently in situations when they are under pressure. They may become frustrated by challenge or criticism and find it difficult to perform effectively in these circumstances. Such people may find it helpful to depersonalize criticism and challenge and view it as a personal attack, but rather as a challenge to the ideas and proposals associated with occasions when they have kept focused on a task and have not been affected when challenged. Then they can identify what was different about the situation and apply that knowledge to help them in a similar situation.

#### Reliability

Dulewicz and Higgs (2001) conducted the test of reliability on the total of EIQ and each of the element are above the acceptable range of 67 to 77 alpha and also determined face validity, content validity and construct validity. Overall results indicate that EIQ is well established measure of emotional intelligence. This questionnaire was adopted in the present study by testing its reliability. A pilot study was conducted on 30 working female teachers residing in Dharwad city and they were not included in the final study. The data were subjected to test the reliability by split-half method. The coefficient of correlation of each component of emotional intelligence ranged between 0.742 to 0.874 and were significant at 0.01 level. The coefficient of correlation for overall emotional intelligence was 0.793 which was also significant at 0.01 level.

### 3.5 PROCEDURE OF DATA COLLECTION

The personal information schedule, stress scale and emotional intelligence questionnaire were used for data collection.

Firstly, teachers whose spouse is working were enlisted. 175 couples were selected randomly and contacted. Couples were requested to spare some of their free time for data collection. Couples were administered the questionnaire at their residence individually and were given the instructions. To establish good rapport with respondents, introduction was given about the objectives of the study, importance of their cooperation and their sincere responses just before the administration of questionnaire. They were also informed that the confidentiality of their information would be strictly maintained. The necessary clarifications were made as and when they raised doubts while answering the questionnaire. It took about one and half hour to answer all the questions. Out of 175 couples, 155 couples had given complete responses.

### 3.6 METHODS OF STATISTICAL ANALYSIS

The collected data was analyzed by using the following statistical techniques:

1. The analysis of frequency and percentage was used to interpret the demographic characteristics, status of the components of emotional intelligence and stress of the couples.
2. Chi-square analysis was used to find out the association between gender, emotional intelligence and stress.

$$\chi^2 = \frac{(O_i - E_i)^2}{E_i}$$

Where  $O_i$  = observed frequency

$E_i$  = expected frequency

The  $\chi^2$  value was compared with table values for  $(r-1) (c-1)$  degrees of freedom (df) 'r' denoting the number of rows, 'c' denoting number columns in the contingency table.

3. Correlation: Karl Pearson's correlation coefficient analysis was carried out to assess the degree of relationship between demographic variables, emotional intelligence and stress using the formula.

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where,

$r$  = Simple correlation coefficient

$x$  = Independent variable

$y$  = dependent variable

$\sum x$  = Sum of x values

$\sum y$  = Sum of y values

$\sum x^2$  = Sum of squares of x values

$\sum y^2$  = Sum of squares of y values

$\sum xy$  = Sum of squares of xy values

$n$  = Number of pairs of observations

The following hypotheses are based on the conceptual framework and the review of literature:

## HYPOTHESES

1. There is no significant association among the working couples on stress.
2. There is no significant association between emotional intelligence and gender.
3. There is no significant relationship between emotional intelligence and stress of the working couples.
4. There is no significant relationship between demographic characteristics and emotional intelligence of the working couples.
5. There is no significant relationship between demographic characteristics and stress of the working couples.

## 4. RESULTS

The results of the study entitled “Emotional intelligence and stress among working couples”, are presented under the following sub-headings:

- 4.1 Demographic characteristics of the couples
- 4.2 Relationship of demographic characteristics with emotional intelligence and stress
- 4.3 Status of emotional intelligence among the couples
- 4.4 Relationship between the couples on the components of emotional intelligence
- 4.5 Status of stress among the couples
- 4.6 Relationship between the couples on stress
- 4.7 Relationship between emotional intelligence and stress

### 4.1 DEMOGRAPHIC CHARACTERISTICS OF THE COUPLES

Regarding the demographic characteristics of the couples in Table 1 indicates that the age of the couples ranged between 24 and 69 years, in early adulthood, middle age and old age group. Among the couples, 52.9 percent females and 27.1 per cent males were in their early adulthood; 47.1 per cent females and 72.3 per cent males belonged to middle age group and 0.6 per cent males belonged to old age. None of the female respondents belonged to old age group.

Regarding religion, 75.5 per cent of the couples belonged to Hindu community; 5.8 per cent were from Muslim community; 16.1 per cent were from Christian community; 1.9 per cent belonged to scheduled caste and 0.6 per cent belonged to scheduled tribe.

Regarding schooling of the couples, 43.9 per cent females and 40 per cent males had their schooling in rural areas and 56.1 per cent females and 60 per cent males were educated in urban areas.

Medium of instruction included five languages. Among them 56.1 per cent females and 61.9 per cent males had Kannada as their medium of instruction. Among the couples who were educated in English medium, 39.4 per cent were females and 33.5 per cent were males; 0.6 per cent of the males had Marathi as their medium of instruction whereas, none of the female respondents were from Marathi medium. Among the couples who were educated in Urdu medium, 3.9 per cent were females and 2.6 per cent were males, 1.3 per cent of the male respondents were instructed through Hindi medium. 0.6 per cent of the female respondents were instructed in Tamil medium. There were no female respondents who were educated in Hindi and no male respondents who were educated in Tamil.

The type of institutions in which the couples worked was categorized into three classes. There were 34.2 per cent females and 25.2 per cent male respondents who worked in government institutions; 28.4 per cent of the female respondents and 27.1 per cent of the male respondents who worked under aided institutions; and 37 per cent of the female respondents and 46.5 per cent of the male respondents who worked under non-aided or private firms.

Regarding number of years of education, about 1.9 per cent of the female respondents and 8.4 per cent of the male respondents had their education for 8-10 years; 17.4 per cent of the female respondents and 7.7 per cent of the male respondents had their education for about 11-12 years; 29.7 per cent of the female respondents and 49 per cent of the male respondents had their education for 13- 15 years; 39.4 per cent of the female respondents and 26.5 per cent of the male respondents had their education for 16 and 17 years; 11.6 per cent of the female respondents and 8.4 per cent of the male respondents had their education for more than 17 years.

Regarding the type of occupation, 4.5 per cent of the males were doctors, 8.4 per cent of them were engineers; 89.7 per cent of the female and 35.5 per cent of the male respondents were in teaching profession. There were 7.7 per cent of the male respondents who were technicians; 2.6 per cent of the females and 24.5 per cent of the males were in

Table 1. Demographic characteristics of male and female respondents

Sl. No.	Variables	Male N=155	Female N=155	Total N=310
1	Age			
a	18-40	42 (13.6)	82 (26.4)	124 (40.00)
b	41-60	112 (36.1)	73 (23.5)	185 (59.67)
c	>60	1 (0.32)	-	1 (0.32)
	Mean age	45.01	40.10	42.55
2	Religion			
a	Hindu	117 (37.74)	117 (37.74)	234 (75.48)
b	Muslim	9 (2.90)	9 (2.90)	18 (5.80)
c	Christian	25 (8.06)	25 (8.06)	50 (16.12)
d	Scheduled-caste	3 (0.96)	3 (0.96)	6 (1.96)
e	Scheduled-tribe	1 (0.32)	1 (0.32)	2 (0.64)
3	Schooling			
a	Rural	62 (20.00)	68 (21.93)	130 (41.93)
b	Urban	93 (30.00)	87 (28.06)	180 (58.06)

Figures in the parentheses indicate percentage.

Table 1. Contd.....

Sl. No.	Variables	Male N=155	Female N=155	Total N=310
4	Medium of instruction			
a	Kannada	96 (30.96)	87 (28.06)	183 (59.03)
b	English	52 (16.77)	61 (19.67)	113 (36.45)
c	Marathi	1 (0.32)	0	1 (0.32)
d	Urdu	4 (1.29)	6 (1.93)	10 (3.22)
e	Hindi	2 (0.64)	0	2 (0.64)
f	Tamil	0	1 (0.32)	1 (0.32)
5	Type of institute			
a	Government	39 (12.58)	53 (17.06)	92 (29.67)
b	Aided	42 (13.54)	44 (14.19)	86 (27.74)
c	Non-aided	72 (23.22)	58 (18.70)	130 (41.93)
6	Years of education			
a	1-7	0	0	0
b	8-10	13 (4.19)	3 (0.96)	16 (5.16)
c	11&12	12 (3.87)	27 (8.70)	39 (12.58)
d	13-15	76 (24.51)	46 (14.83)	122 (39.35)
e	16&17	41 (13.22)	61 (19.67)	102 (32.90)
f	>17	13 (4.19)	18 (5.80)	31 (10.0)
7	Occupation			
a	Doctors	7 (2.25)	0	7 (2.25)
b	Engineers	13 (4.19)	0	13 (4.19)
c	Teaching	55 (17.74)	139 (44.83)	194 (62.58)
d	Technical	12 (3.87)	0	12 (3.87)

Figures in the parentheses indicate percentage.

Table 1. Contd.....

Sl. No.	Variables	Male N=155	Female N=155	Total N=310
e	Clerical	38 (12.25)	4 (1.29)	42 (13.54)
f	Self-employed	17 (5.48)	5 (1.61)	22 (7.09)
g	Miscellaneous	13 (4.19)	7 (2.25)	20 (6.45)
8	Number of working hours			
a	1-6	34 (10.96)	38 (12.25)	72 (23.22)
b	7-8	88 (28.38)	94 (30.32)	182 (58.70)
c	>8	33 (10.64)	23 (7.41)	56 (18.06)
9	Food habit			
a	Vegetarian	88 (28.38)	90 (29.03)	178 (57.41)
b	Non-vegetarian	67 (21.61)	65 (20.96)	132 (42.58)
10	Family type			
a	Nuclear	114 (36.77)	112 (36.12)	226 (72.90)
b	Joint	41 (13.22)	43 (13.87)	84 (27.09)
11	Housing			
a	Own	102 (32.90)	104 (33.54)	206 (66.45)
b	Rental	53 (17.09)	51 (16.45)	94 (30.32)

Figures in the parentheses indicate percentage.

clerical jobs; 3.2 per cent females and 11 per cent males were self-employed and lastly 4.5 per cent females and 8.4 per cent males were under miscellaneous fields.

The number of working hours per day was also analyzed and was found that 24.5 per cent of the female respondents and 21.9 per cent of the male respondents worked for 1-6 hours; 60.6 per cent females and 56.8 per cent males worked for 7-8 hours; and 14.8 per cent females and 21.3 per cent males worked for more than 8 hours per day. Regarding their food habits, 58.1 per cent of the females and 56.8 per cent of the male respondents were vegetarians and 41.9 per cent females and 43.2 per cent males had both vegetarian and non-vegetarian food habit. There were 72.9 per cent couples living in joint families and 27.1 per cent respondents living in nuclear families. Regarding their housing, 66.5 per cent lived in their own houses and 33.5 per cent lived in rented houses.

## 4.2 RELATIONSHIP OF DEMOGRAPHIC CHARACTERISTICS WITH EMOTIONAL INTELLIGENCE AND STRESS

Table 2 indicates the relationship of demographic characteristics with emotional intelligence and stress. Coefficient of correlation between age, medium of instruction, type of institute, years of education and emotional intelligence was -0.035, -0.080, -0.075, 0.100, -0.056, and -0.071 respectively.

Coefficient of correlation between age, medium of instruction, type of institute, years of education and stress was 0.057, -0.035, 0.081, 0.093, 0.206, and -0.051 respectively. These results indicated that there was significant negative correlation between number of working hours and stress whereas, there was significant positive correlation between occupation and stress.

## 4.3 STATUS OF THE COUPLES ON COMPONENTS OF EMOTIONAL INTELLIGENCE

The status of the couples on the components of emotional intelligence was identified on the basis of the sten scores. The sten scores 4 and below were classified under low score dimension, 5 and 6 sten score were indicators of average level, and from 7 to 10 sten scores were indicators of high score on the dimension of the components of emotional intelligence. Lower score was the indicator of lower level of development of a specific component/s of emotional intelligence. The high score was the indicator of higher level of development of a specific component/s of emotional intelligence. The average was the indicator of having the potentiality to develop higher level of emotional intelligence. Table 3 indicates the status of the components of emotional intelligence among the working couples.

### Self-awareness

Among the male respondents, Table 3 reveals that 1.3 per cent, 3.9 per cent, 1.3 per cent, 1.3 per cent, 3.2 per cent, 5.6 per cent, 1.9 per cent, 4.5 per cent, 2.6 per cent and 73.5 per cent were under 1,2,3,4,5,6,7,8,9, and 10 sten score respectively. Among the female respondents 1.3 per cent, 1.3 per cent, 1.3 per cent, 3.9 per cent, 5.2 per cent, 1.9 per cent, 9.0 per cent, 7.7 per cent and 68.4 per cent were under 1, 2,3,4,5,6,8,9 and 10 sten score respectively.

To conclude, 7.7 per cent of the male respondents and female respondents each were under low score dimension, 9.6 per cent of the male respondents and 7.0 per cent of the female respondents were under average score and 82.5 per cent of the male respondents and 85.1 per cent of the female respondents were under high score dimension of self-awareness. It means that around 83.87 per cent of the couples were having higher awareness about themselves. And only 8.38 per cent of the couples were average. The chi-square value was 0.6769 and was not significant even at the 0.05 level of significance. It indicated that there was no association between gender and self-awareness of the couples.

### Emotional resilience

The classification under this component of emotional intelligence among the male respondents 0.6 per cent, 3.9 per cent, 7.1 per cent, 0.6 per cent, 1.3 per cent, 5.8 per cent, 80.6 per cent were under 3,4,6,7,8,9, and 10 sten score respectively. Among the female

Table 2. Relationship of demographic characteristics with emotional intelligence and stress

(N=310)

Sl. No.	Demographic characteristics	Emotional intelligence	Stress
1	Age	-0.035 <sup>NS</sup>	0.057 <sup>NS</sup>
2	Medium of instruction	-0.080 <sup>NS</sup>	-0.035 <sup>NS</sup>
3	Type of institute	-0.075 <sup>NS</sup>	0.081 <sup>NS</sup>
4	Years of education	0.100 <sup>NS</sup>	0.093 <sup>NS</sup>

NS – Not significant

Table 3. Status of emotional intelligence among working couples

Sl. No.	Components of Emotional intelligence	Low score (1 to 4)		Average (5 and 6)		High score (7 to 10)		Chi-square
		Male	Female	Male	Female	Male	Female	
1	Self-awareness	12 (7.7)	12 (7.7)	15(9.6)	11(7.0)	128(82.5)	132(85.1)	0.6769 <sup>NS</sup>
2	Emotional resilience	7(4.5)	1(0.6)	11(7.0)	2(1.2)	137(88.3)	152(98)	11.5093 <sup>**</sup>
3	Motivation	22(14.1)	11(7.0)	11(7.0)	11(7.0)	122(78.7)	133(85.8)	6.2662 <sup>*</sup>
4	Interpersonal sensitivity	10(6.4)	8(5.1)	6(3.8)	3(1.96)	139(89.6)	144(92.9)	1.3106 <sup>NS</sup>
5	Influence	6(3.8)	8(5.1)	3(1.96)	6(3.8)	146(94.1)	141(90.9)	1.3728 <sup>NS</sup>
6	Intuitiveness	8(5.1)	0	0	6(3.8)	147(94.8)	149(96.1)	14.0135 <sup>**</sup>
7	Conscientiousness	18(11.6)	27(17.4)	20(12.9)	26(16.7)	117(75.4)	101(65.1)	3.6100 <sup>NS</sup>
	Emotional intelligence	18(11.6)	16(10.36)	12(7.87)	11(7.0)	125(80.64)	130(83.87)	0.3567 <sup>NS</sup>

Figures in the parentheses indicate percentage

NS – Not significant

\* - Significant at 0.05 level

\*\* - Significant at 0.01 level

For details refer Appendix III

respondents, 0.6 per cent, 1.3 per cent, 10.3 per cent, 3.9 per cent, 9.7 per cent and 74.2 per cent were under 4, 5, 7, 8, 9 and 10 sten scores respectively.

To conclude, the results in Table 3 indicate that 4.5 per cent of the male respondents and 0.6 per cent of the female respondents were under low score dimension, 7.0 per cent of the male respondents and 1.2 per cent of the female respondents were under average and 88.3 per cent of the male respondents and 98.0 per cent of the female respondents were under high score dimension of emotional resilience. It means that around 2.58 per cent of the couples were having lower emotional resilience. Couples under this category find it hard to perform consistently in situations when they are under pressure. Couples who were average in this component were 4.19 per cent. Couples under this category tend to find some situations difficult to handle than others. 94.51 per cent of the couples were having higher emotional resilience. Couples under this category are able to adapt to a wide range of situations and to tolerate both criticism and challenge. The chi-square value was 11.5093 with 0.01 level of significance. It indicated that there was association between gender and emotional resilience of the couples.

#### Motivation

In case of motivation, the results in Table 3 indicate that among the male respondents 6.5 per cent, 1.9 per cent, 2.6 per cent, 3.2 per cent, 1.9 per cent, 5.2 per cent, 1.9 per cent, 1.9 per cent, 72.9 per cent were under 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 sten scores respectively. Among the female respondents 1.3 per cent, 2.6 per cent, 3.2 per cent, 2.6 per cent, 4.5 per cent, 7.1 per cent, 12.3 per cent, 14.2 per cent and 52.3 per cent were under 1, 2, 4, 5, 6, 7, 8, 9, 10 sten scores respectively.

To conclude 14.1 per cent, 7.0 per cent and 78.7 per cent of the male respondents were under low, average and high score dimension of motivation; and 7.0 per cent, 7.0 per cent and 85.8 per cent of the female respondents were under low, average and high score dimension of motivation. It means around 10.64 per cent of the couples were having lower motivation. Couples under this category had a tendency to focus on short term goals and actions rather than long term goals or aspirations. Couples who were average in their motivation were about 7 per cent. The results reveal that the couple's ability to maintain a focus on achieving a significant goal or result might vary from one situation to another. About 49.35 per cent of the couples had developed high motivation. These results revealed that they had high level of motivation and be focused on results or outcomes. The chi-square value was 6.2662 with 0.05 level of significance. It indicated that there was association between gender and motivation of the couples.

#### Interpersonal sensitivity

In case of interpersonal sensitivity, the results in Table 3 indicate that among the male respondents 1.3 per cent, 3.9 per cent, 1.3 per cent, 3.9 per cent, 5.2 per cent, 5.2 per cent, 1.3 per cent and 78.1 per cent were under 2, 3, 4, 6, 7, 8, 9, 10 sten score respectively. Among the female respondents 1.3 per cent, 1.9 per cent, 1.9 per cent, 1.9 per cent, 4.5 per cent, 7.7 per cent, 7.7 per cent and 72.9 per cent were under 2, 3, 4, 6, 7, 8, 9, 10 sten scores respectively.

To conclude 6.4 per cent of the male respondents and 5.1 per cent of the female respondents were under lower dimension of interpersonal sensitivity; 3.8 per cent of the male and 1.96 per cent of the female respondents were under average dimension and 89.6 per cent of the male and 92.9 per cent of the female respondents had higher interpersonal sensitivity. These results affirmed that those under lower dimension had a tendency to impose their own solutions on those with whom they were living and working without taking account of others views and reactions. Those under average score indicated that sometimes they had taken account of views and feelings of others. But there were some situations in which they might impose their own solutions with whom they work with. Those under high score dimension of interpersonal sensitivity indicate that they are likely to be highly sensitive to other people and are thus likely to engage others in problem-solving and decision making and take account of their views in finding a way forward. The chi-square value was 1.3106 and was not significant even at the 0.05 level of significance. It revealed that there was no association between the gender and interpersonal sensitivity of the couples.

## Influence

In this classification, the results in Table 3 indicate that among the male respondents 3.9 per cent, 1.9 per cent, 1.3 per cent, 3.2 per cent, 0.6 per cent and 89 per cent were under 3, 6, 7, 8, 9, 10 sten scores respectively. Among the female respondents 3.9 per cent, 1.3 per cent, 3.2 per cent, 0.6 per cent, 2.6 per cent, 5.2 per cent, 83.2 per cent were under 3, 4, 5, 6, 7, 9, 10 sten scores respectively.

To conclude, 3.8 per cent of the male respondents and 5.1 per cent of the female respondents were under low score dimension of influence; 1.96 per cent of the male and 3.8 per cent of the female respondents were under average and; 94.1 per cent of the male respondents and 90.9 per cent of the female respondents were under high score dimension of influence. Around 4.5 per cent of the couples had developed lower capacity to influence others over their viewpoint. 2.9 per cent of the couples had developed average capacity to influence others. It means that these couples would be successful in gaining support for their viewpoint. 92.58 per cent of the couples had developed high capacity to influence others. It means that these couples would be very effective at persuading others to adopt their interpretation of a situation and also effective in persuading others to change their viewpoint. The chi-square value was 1.3728 and was not significant even at the 0.05 level of significance. It revealed that there was no association between the gender and influence of the couples.

## Intuitiveness

In case of intuitiveness, the results in Table 3 indicate that among the male respondents, 1.3 per cent, 3.9 per cent, 1.3 per cent 93.5 per cent were under 2, 3, 8, 10 sten scores respectively. Among female respondents 1.3 per cent, 2.6 per cent, 7.1 per cent and 89 per cent were under 5, 6, 8, 10 sten scores respectively.

To conclude 5.1 per cent of the male respondents were under low score dimension of intuitiveness; 3.8 per cent of the female respondents were under average and; 94.8 per cent of the male respondents and 96.1 per cent of the female respondents were under high score dimension. It means there were 2.58 per cent of the couples who were lower in intuitiveness. These results conveyed that couples might be uncomfortable in making decisions unless they had full and unambiguous data available. Only 1.93 per cent of the couples were under average category which means that they could balance fact and intuition in decision. There were some situations in which they were uncomfortable in making decisions unless they had full and unambiguous data available; majority of them i.e., 95.48 per cent of the couples had developed higher intuitiveness. These couples were able to make decisions in difficult situations and when faced with incomplete or ambiguous information. The chi-square value was 14.0135 with 0.01 level of significance. It revealed that there was association between intuitiveness and gender.

## Conscientiousness

In case of conscientiousness, the results in Table 3 indicate that among the male respondents, 3.9 per cent, 2.6 per cent, 5.2 per cent, 1.3 per cent, 11.6 per cent, 9 per cent, 9.7 per cent, 7.1 per cent and 49.7 per cent were under 1, 2, 4, 5, 6, 7, 8, 9 and 10 sten scores respectively. Among the female respondents, 4.5 per cent, 3.9 per cent, 1.3 per cent, 7.7 per cent, 6.5 per cent, 10.3 per cent, 3.9 per cent, 21.3 per cent, 4.5 per cent, 35.5 per cent, were under 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 sten scores respectively.

To conclude, 11.6 per cent of the male respondents and 17.4 per cent of the female respondents were under lower dimension of conscientiousness; 12.9 per cent of the male respondents and 16.7 per cent of the female respondents were under average; 75.4 per cent of the male respondents and 65.1 per cent of the female respondents were higher in conscientiousness. It means 8.7 per cent of the couples had developed lower conscientiousness. Couples under this category might sometimes be willing to 'amend the rules' to get a task completed or to achieve a particular goal. 14.83 per cent of the couples had developed average conscientiousness. It means that the couple's actions were generally conforming to expected behaviors and rules, there might be patience when there were inconsistencies between what they said and what they did. 70.32 per cent of the respondents had developed high conscientiousness. These results conveyed that these couples had shown greater consistency in their words and actions and demonstrated a high degree of

personal commitment to their goals. The chi-square value was 3.610 and was not significant even at the 0.05 level of significance. It revealed that there was no association between the gender and conscientiousness of the couples.

#### Emotional intelligence

Considering overall emotional intelligence, the results in Table 3 indicate that among the male respondents 3.9 per cent, 1.9 per cent, 2.3 per cent, 3.2 per cent, 1.9 per cent, 5.8 per cent, 3.2 per cent, 3.2 per cent, 3.2 per cent and 70.9 per cent were under 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 sten scores respectively. Among the female respondents, 2.3 per cent, 2.3 per cent, 1.9 per cent, 3.2 per cent, 3.2 per cent, 1.9 per cent, 5.8 per cent, 9.0 per cent, 7.7 per cent, 61.29 per cent were under 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, sten scores respectively.

To conclude, 11.6 per cent of the male respondents and 10.36 per cent of the female respondents were under lower dimension of emotional intelligence; 7.87 per cent of the male respondents and 7.0 per cent of the female respondents were average in their emotional intelligence and; 80.64 per cent of the male respondents and 83.87 per cent of the female respondents were under high dimension of emotional intelligence. It means that 10.9 per cent of the couples had developed lower status of emotional intelligence. 7.4 per cent of the couples had developed average status of emotional intelligence, 82.25 per cent had developed high status of emotional intelligence. The chi-square value was 0.3567 and was not significant even at the 0.05 level of significance. It revealed that there was no association between the gender and emotional intelligence of the couples.

### 4.4 RELATIONSHIP BETWEEN THE COUPLES ON THE COMPONENTS OF EMOTIONAL INTELLIGENCE

Table 4 indicates the relationship between the couples on emotional intelligence and its components. Coefficient of correlation between the couples on self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, conscientiousness and emotional intelligence was 0.147, 0.267, 0.233, 0.194, 0.064, 0.306, 0.075 and 0.189 respectively. These results indicated that there was a significant positive relationship between male and female respondents on interpersonal sensitivity, and emotional intelligence. Also, there was a highly significant positive relationship between male and female respondents on emotional resilience, motivation and intuitiveness. Whereas, self-awareness, influence and conscientiousness were not significant.

### 4.5 STATUS OF THE COUPLES ON STRESS AND ITS COMPONENTS

The status of the couples on the components of stress was adjudged on the basis of frequency and percentage scores.

#### 4.5.1 Status of the couples on stressors related to self

The results in Table 5 indicate that the stressors related to self among the male respondents contributed from 0.6 per cent to 8.4 per cent stress always. The stressors such as isolation from relatives, unfulfilled ambitions, and quarrelling neighbors had contributed to stress always among 0.6 per cent, 1.9 per cent and 1.9 per cent of the male respondents respectively.

The stressors such as high expectations of the society, lower socio-economic class than that of the relatives, forced to live away from the family, rumors, cannot take up job in other city/town due to family responsibility, feeling ashamed of oneself had contributed to stress always among 2.6 per cent, 2.6 per cent, 3.8 per cent, 4.8 per cent, of the male respondents respectively.

Around 5.2 per cent to 6.4 per cent of the male respondents experienced stress always because of being involved in a legal dispute, having a considerable gap between the values of self and that of the society.

Around 6.4 per cent to 8.4 per cent of the male respondents experienced stress always because they lived away from their family and peers.

Table 4. Relationship between couples on the components of emotional intelligence

Sl. No.	Components of emotional intelligence	Coefficient of correlation
1	Self-awareness	0.147 <sup>NS</sup>
2	Emotional resilience	0.267 <sup>**</sup>
3	Motivation	0.233 <sup>**</sup>
4	Interpersonal sensitivity	0.194 <sup>*</sup>
5	Influence	0.064 <sup>NS</sup>
6	Intuitiveness	0.306 <sup>**</sup>
7	Conscientiousness	0.075 <sup>NS</sup>
	Emotional intelligence	0.189 <sup>*</sup>

\*\* - Significant at the 0.01 level

\* - Significant at the 0.05 level

NS- Not significant

The stressors related to self among the female respondents contributed from 1.3 per cent to 8.4 per cent stress always. The stressors such as high expectations by the society, unfulfilled ambitions, gap between the values of self and that of the society, being isolated from the relatives contributed to stress always among 1.3 per cent, 2.6 per cent and 3.2 per cent of the female respondents respectively.

The stressors which contributed stress always among 3.2 per cent, 3.8 per cent, 3.8 per cent, 4.8 per cent of the female respondents included rumors about self, quarrelling neighbors, cannot take up job in other city/town because of family responsibility and avoidance from close friends respectively.

Around 5.8 per cent to 8.4 per cent of the female respondents were always stressed due to legal disputes, peers and living away from the family.

To conclude, about 1.3 per cent to 8.1 per cent of the couples were stressed due to self stressors. The stressors such as lower socio-economic status of the relatives, feeling ashamed of the relatives after the improved status of self, isolation from relatives, high expectations of the society and unfulfilled ambitions had contributed to stress always among 1.3 per cent, 1.9 per cent, 1.9 per cent and 2.3 per cent of the couples respectively.

The stressors such as quarreling neighbors, avoidance by close friends, rumors about self, gap between the values of self and that of the society had contributed to stress always among 2.9 per cent, 3.3 per cent, 3.8 per cent, 4.2 per cent, 4.2 per cent of the couples respectively.

Around 5.1 per cent to 6.1 per cent of the couples experienced stress always because of legal disputes and living away from the family. About 8.1 per cent of them had experienced stress always due to peers. Chi-square value revealed that there was no association between gender and stressors of self of the couples.

#### 4.5.2 Status of the couples on stressors related to children

The results in Table 6 indicate that the stressors related to children among the male respondents contributed from 1.3 per cent to 6.4 per cent stress always. The stressors which contributed to stress always among 1.3 per cent, 1.3 per cent and 1.9 per cent of the male respondents included frequent complaints from the school about poor academic progress of children, children are in care of others and children's unsatisfactory academic progress respectively.

The stressors such as being disliked by the children, children's avoidance to interact, difference in the values of self and children, student's general misbehavior, not finding a suitable match for the daughter had contributed to stress always among 3.2 per cent, 3.2 per cent, 3.2 per cent, 3.8 per cent and 3.8 per cent of the male respondents respectively.

Around 4.5 per cent to 5.2 per cent of the male respondents were experiencing stress always because of bad treatment of children at the school and lack of opportunity.

About 5.8 per cent to 6.4 per cent of the male respondents were always stressed due to negative attitude of children towards the studies and children developing bad habits.

The stressors related to children among the female respondents contributed from 0.6 per cent to 7.1 per cent stress always. The stressors which contributed to stress always among 0.6 per cent, 0.6 per cent, 2.6 per cent and 2.6 per cent included getting complaints about children's poor academic performances, being disliked by the children, children's avoidance to interact and children criticizing the job.

The stressors such as bad treatment of children in the school, lack of opportunity, children's unsatisfactory academic progress and negative attitudes of children towards the studies had contributed to stress always among 3.2 per cent, 3.2 per cent, 3.2 per cent, 3.8 per cent of the female respondents respectively.

To conclude, stressors related to children had contributed to stress always from 0.9 per cent to 6.8 per cent of the couples. The stressors such as getting complaints from the school about poor academic performance of the children and being disliked by their children had contributed to stress always among 0.9 per cent and 0.9 per cent of the couples respectively. Whereas, around 2.5 per cent, 2.9 per cent and 3.2 per cent of the couples were

Table 5. Status of stressors related to self

Sl. No.	Stress statements	High stress			Medium stress			Low stress			No stress			Chi-square
		M	F	T	M	F	T	M	F	T	M	F	T	
	<b>SELF</b>													
1 <sup>st</sup> order	My one time peers (equals) are my bosses today.	13 (8.4)	12 (7.7)	25 (8.1)	14 (9.03)	14 (9.03)	28 (9.0)	31 (20)	26 (16.7)	57 (18.4)	97 (62.6)	103 (66.45)	200 (64.5)	0.1518 NS
2 <sup>nd</sup> order	I am forced to live away from my family	6 (3.8)	13 (8.4)	19 (6.1)	21 (13.5)	12 (7.7)	33 (10.7)	16 (10.3)	32 (20.6)	48 (15.5)	112 (72.2)	98 (63.2)	210 (67.7)	8.5749*
	I am involved in a major legal dispute	8 (5.2)	9 (5.8)	17 (5.4)	19 (16.2)	12 (7.7)	31 (11.0)	27 (17.4)	14 (9.03)	41 (13.3)	101 (65.1)	120 (77.4)	221 (71.3)	1.7867 NS
3 <sup>rd</sup> order	Because of family responsibility I cannot take up a job in other town/city which I desire very much	7 (4.8)	6 (3.8)	13 (4.2)	7 (4.8)	12 (7.7)	19 (6.2)	37 (23.9)	31 (20.0)	68 (21.9)	104 (67.0)	106 (68.4)	210 (67.7)	1.8829 NS
	There is a considerable gap between my values and of the society in which I stay	9 (5.8)	4 (2.6)	13 (4.2)	22 (14.1)	12 (7.7)	34 (11.0)	37 (23.9)	33 (21.3)	70 (22.6)	104 (67.0)	106 (68.4)	210 (67.7)	2.0617 NS
	Relatives / neighbors / friends spread rumors about me.	7 (4.8)	5 (3.2)	12 (3.8)	12 (7.7)	13 (8.4)	25 (8.1)	35 (22.6)	18 (11.6)	53 (17.1)	101 (65.1)	119 (76.7)	220 (71.0)	2.3189 NS
	I am staying in a much lower socio-economic class that that of my relatives.	4 (2.6)	6 (3.8)	10 (3.3)	8 (5.2)	3 (1.9)	11 (3.6)	39 (25.2)	35 (22.6)	74 (23.9)	104 (67.0)	111 (71.6)	215 (69.4)	2.3861 NS
	My close friends generally avoid me	3 (1.9)	7 (4.8)	10 (3.3)	12 (7.7)	3 (1.9)	15 (4.8)	46 (29.6)	37 (23.9)	83 (26.7)	94 (60.9)	108 (69.6)	202 (65.2)	6.2664 NS
	Neighbors are in the habit of picking quarrels	3 (1.9)	6 (3.8)	9 (2.9)	15 (9.6)	9 (5.8)	24 (7.8)	36 (23.2)	36 (23.2)	72 (23.2)	101 (65.1)	104 (67.0)	205 (66.1)	2.4163 NS
4 <sup>th</sup> order	My ambitions could not be fulfilled	3 (1.9)	4 (2.6)	7 (2.3)	15 (9.6)	7 (4.5)	22 (7.1)	55 (17.7)	52 (33.5)	107 (34.5)	82 (26.4)	92 (29.6)	174 (56.1)	2.4138 NS
	Society has very high expectations from me	4 (2.6)	2 (1.3)	6 (1.9)	17 (10.7)	4 (2.6)	21 (6.8)	60 (38.7)	52 (33.5)	112 (36.1)	74 (47.7)	97 (62.6)	171 (55.2)	5.6342 NS
	I am generally isolated from my relations	1 (0.6)	5 (3.2)	6 (1.9)	6 (3.8)	7 (4.5)	13 (3.2)	42 (27.1)	32 (20.6)	74 (23.9)	106 (68.4)	111 (71.6)	217 (70.0)	3.8372 NS

Figures in the parentheses indicate percentage  
M – Male, F – Female, T – Total, NS – Not significant

Table 6. Status of stress related to children

Sl. No.	Stress statements	High stress			Medium stress			Low stress			No stress			Chi-square
		M	F	T	M	F	T	M	F	T	M	F	T	
	CHILD													
1 <sup>st</sup> order	My child has developed bad habits	10 (6.4)	11 (7.1)	21 (6.8)	5 (3.2)	14 (9.0)	19 (6.1)	25 (16.1)	8 (5.2)	33 (10.6)	115 (74.1)	122 (78.7)	237 (76.5)	12.5122**
	The students general misbehavior	6 (3.8)	11 (7.1)	17 (5.5)	10 (6.4)	10 (6.4)	20 (6.4)	26 (16.7)	31 (20.0)	57 (18.4)	111 (73.0)	103 (66.4)	216 (69.7)	0.8550 <sup>NS</sup>
2 <sup>nd</sup> order	My child / Children's academic progress is very far from satisfactory	10 (6.4)	6 (3.8)	16 (5.1)	19 (16.2)	17 (10.7)	36 (11.6)	33 (21.3)	49 (31.6)	82 (26.4)	93 (60.0)	83 (53.5)	176 (56.8)	3.5063 <sup>NS</sup>
	I am not finding a suitable match for my daughter	6 (3.8)	10 (6.4)	16 (5.2)	14 (9.0)	11 (7.1)	25 (8.1)	27 (17.4)	31 (20.0)	58 (18.7)	108 (69.6)	103 (66.4)	211 (68.1)	1.3869 <sup>NS</sup>
	The negative attitude of children towards studies	9 (5.8)	6 (3.8)	15 (4.8)	21 (13.5)	13 (8.4)	34 (2.8)	28 (18.0)	38 (24.5)	66 (21.3)	97 (62.6)	98 (63.2)	195 (62.9)	3.9891 <sup>NS</sup>
	My child / Children is / are badly treated in the school	7 (4.5)	5 (3.2)	12 (3.9)	18 (11.6)	18 (11.6)	36 (11.6)	12 (7.7)	14 (9.0)	26 (8.4)	118 (76.1)	118 (76.1)	236 (76.1)	0.6343 <sup>NS</sup>
	My values of Child/Children are radically different from mine	5 (3.2)	6 (3.8)	11 (3.5)	17 (11.0)	18 (11.6)	35 (11.3)	58 (37.4)	60 (38.7)	118 (48.0)	75 (48.4)	71 (45.8)	146 (47.1)	0.0559 <sup>NS</sup>
	My children criticize my job/profession	7 (4.5)	4 (2.6)	11 (3.5)	12 (7.7)	2 (1.3)	14 (4.5)	28 (18.0)	19 (12.2)	47 (15.1)	108 (69.6)	130 (83.8)	238 (76.8)	3.2673 <sup>NS</sup>
3 <sup>rd</sup> order	Children are in care of others	2 (1.3)	8 (5.2)	10 (3.2)	17 (11.0)	18 (11.6)	35 (11.3)	30 (19.3)	24 (15.5)	54 (17.5)	106 (68.4)	105 (67.4)	211 (68.1)	4.2856 <sup>NS</sup>
	My children avoid interacting with me	5 (3.2)	4 (2.6)	9 (2.9)	16 (10.3)	20 (12.8)	36 (11.6)	24 (15.5)	21 (13.5)	45 (14.6)	110 (71.0)	110 (71.0)	220 (71.0)	0.7556 <sup>NS</sup>
	My child / Children's academic progress is very far from satisfactory	3 (1.9)	5 (3.2)	8 (2.5)	34 (21.9)	18 (11.6)	52 (16.7)	63 (40.6)	45 (29.0)	108 (34.8)	55 (35.5)	87 (56.1)	142 (45.8)	2.4155 <sup>NS</sup>
4 <sup>th</sup> order	My children dislike me	5 (3.2)	1 (0.6)	6 (1.9)	10 (6.4)	8 (5.2)	18 (5.8)	22 (14.1)	20 (12.8)	42 (13.5)	118 (76.1)	126 (81.3)	244 (78.7)	2.0445 <sup>NS</sup>
	Frequently I get complaints from the School/College about poor academic performance of my child/children	2 (1.3)	1 (0.6)	3 (0.9)	12 (7.7)	18 (11.6)	30 (9.7)	47 (30.3)	38 (24.5)	85 (27.5)	94 (60.0)	98 (63.2)	192 (61.9)	2.3534 <sup>NS</sup>

Figures in the parentheses indicate percentage, M – Male, F – Female, T – Total, NS – Not significant

always stressed due to children's poor academic progress, children's avoidance to interact and children being kept under the care of others respectively.

Around 3.5 per cent to 5.2 per cent of the couples were experiencing stress always because of children's criticism towards their job, difference in the values of self and that of children, children's unsatisfactory academic progress, bad treatment of children in the school, negative attitude of children towards the studies and not finding a suitable match for the daughter.

About 5.5 per cent to 6.8 per cent of the couples had experienced stress always because of the student's general misbehavior and children developing bad habits. Chi-square value revealed that there was no association between gender and stressors of children.

#### 4.5.3 Status of the couples on stressors related to spouse

The results in Table 7 indicate that the stressors related to spouse among the male respondents contributed from 1.9 per cent to 11.0 per cent stress always. The stressors such as comparing the high status of the neighbors to that of self by the spouse, spouse's criticizing behavior, spouse is dissatisfied with his/her job, spousal avoidance to interact, temperamental mismatch had contributed to stress always among 1.9 per cent, 1.9 per cent, 3.2 per cent and 3.2 per cent of the male respondents respectively.

Around 4.5 per cent of the male respondents were always stressed due to radical difference in the values of self and that of the spouse and spousal belief in corporal punishment to children.

About 6.4 per cent to 7.1 per cent of the male respondents were experiencing stress always due to criticism by the spouse and short tempered spouse. Consumption of alcohol by the spouse had contributed for stress always among 11.0 per cent of the male respondents.

The stressors related to spouse among the female respondents contributed from 1.9 per cent to 18.7 per cent stress always. The stressors such as spousal dissatisfaction from their job, spousal avoidance to interact, comparison with the high status of the neighbors by the spouse, radical difference in the values of self and spouse had contributed to stress among 1.9 per cent, 2.6 per cent, 3.2 per cent, 3.2 per cent of the female respondents respectively.

Around 3.8 per cent to 4.5 per cent among the female respondents were always stressed due to temperamental mismatch of the spouse, spousal belief in corporal punishment to children, criticizing behavior of the spouse.

About 7.7 per cent of the female respondents were always under stress because of their spouse's short temper and around 18.7 per cent of the female respondents were always stressed because their spouse had started drinking alcohol.

To conclude, 2.6 per cent to 14.8 per cent of the couples were always under stress due to spousal stressors. Stressors such as comparison by the spouse with the high status of the neighbors, spouse is dissatisfied with his/her job and spousal avoidance to interact contributed to stress always among 2.6 per cent, 2.6 per cent and 2.9 per cent of the couples respectively.

Around 5.5 per cent to 7.4 per cent of the couples had experienced stress always due to spousal criticism and short tempered spouse. About 14.8 per cent of the respondents were experiencing stress always due to spouse drinking alcohol. Chi-square value revealed that there was no association between gender and stressors of children of the couples.

#### 4.5.4 Status of the couples on the stressors related to finance

The results in Table 8 indicate that the stressors related to financial matters among the male respondents contributed from 1.3 per cent to 11.0 per cent. Around 1.3 per cent of the male respondents were always stressed due to the higher socio-economic status of the immediate neighbors followed by 4.5 per cent, 4.5 per cent and 11.0 per cent of them who were stressed always due to debts, unsatisfactory financial condition, had amassed wealth through corrupt practices and finding deficits in the financial matters respectively.

Table 7. Status of spousal stress

Sl. No.	Stress statements	High stress			Medium stress			Low stress			No stress			Chi-square
		M	F	T	M	F	T	M	F	T	M	F	T	
	SPOUSE													
1 <sup>st</sup> order	My spouse has started drinking alcohol	17 (11.0)	29 (18.7)	46 (14.8)	16 (10.3)	22 (14.2)	38 (12.8)	14 (9.0)	20 (12.9)	34 (10.9)	108 (69.6)	84 (54.1)	192 (61.9)	0.2663 NS
2 <sup>nd</sup> order	My spouse has short temper.	11 (7.1)	12 (7.7)	23 (7.4)	18 (11.6)	14 (9.0)	32 (10.3)	50 (32.2)	31 (20.0)	81 (26.1)	76 (49.0)	98 (63.2)	174 (56.1)	1.4802 NS
	My spouse criticizes me	10 (6.4)	7 (4.5)	17 (5.5)	17 (11.0)	10 (6.4)	27 (8.8)	49 (31.6)	48 (31.0)	97 (31.3)	79 (51.0)	90 (58.0)	169 (54.5)	1.5055 NS
3 <sup>rd</sup> order	My spouse believes in corporal punishment to children which I do not like	7 (4.5)	6 (3.8)	13 (4.2)	24 (15.5)	15 (9.6)	39 (13.5)	33 (21.4)	47 (30.4)	80 (25.8)	88 (56.7)	87 (56.1)	175 (56.5)	4.4868 NS
	My values of spouse are radically different from mine	7 (4.5)	5 (3.2)	12 (3.9)	31 (20.0)	14 (9.0)	45 (14.5)	65 (41.9)	71 (45.8)	136 (43.8)	52 (33.5)	65 (41.9)	117 (37.7)	6.1726*
	Temperamentally my spouse is not a match for me	5 (3.2)	6 (3.8)	11 (3.5)	11 (7.1)	4 (2.6)	15 (4.8)	35 (22.6)	26 (16.7)	61 (19.7)	104 (67.0)	119 (76.7)	223 (71.9)	2.1636 NS
	My spouse has criticizing behavior	3 (1.9)	7 (4.5)	10 (3.2)	9 (5.8)	6 (3.8)	15 (4.8)	57 (36.7)	51 (32.9)	108 (34.8)	80 (51.6)	91 (58.7)	177 (57.1)	2.3487 NS
4 <sup>th</sup> order	My spouse avoids interacting with me	5 (3.2)	4 (2.6)	9 (2.9)	13 (8.4)	12 (7.7)	25 (8.1)	35 (22.6)	27 (17.4)	62 (20.0)	102 (65.8)	112 (72.2)	214 (69.0)	0.1433 NS
	My spouse is dissatisfied of my job / profession	5 (3.2)	3 (1.9)	8 (2.6)	21 (13.5)	10 (6.4)	31 (10.0)	40 (25.8)	23 (14.8)	63 (20.4)	89 (57.4)	119 (76.7)	208 (67.1)	0.1828 NS
	My spouse always compares our status with the high status of our neighbors	3 (1.9)	5 (3.2)	8 (2.6)	13 (8.4)	6 (3.8)	19 (6.2)	38 (24.5)	31 (20.0)	69 (22.2)	101 (65.1)	113 (72.9)	214 (69.0)	2.3254 NS

Figures in the parentheses indicate percentage  
M – Male, F – Female, T – Total, NS – Not significant

The stressors related to financial matters among the female respondents contributed from 1.3 per cent to 9.6 per cent stress always. High socio-economic status of the neighbors caused stress always among 1.3 per cent of the female respondents. About 4.5 per cent, 4.5 per cent and 7.7 per cent of the female respondents had experienced stress always due to debts, unsatisfactory financial condition and amassed wealth through corrupt practices respectively. Having a considerable deficit in the financial matters caused stress among 9.6 per cent of the female respondents.

To conclude, stressors related to finance had contributed from 1.2 per cent to 10.3 per cent among the couples. Regarding financial matters, 1.2 per cent of the couples were experiencing stress always due to the higher socio-economic status of their immediate neighbors. Around 4.5 per cent and 5.1 per cent of the couples were experiencing stress always due to debts and unsatisfactory financial condition respectively. The couples having a considerable deficit in the financial matters were experiencing stress always who accounted for about 10.3 per cent of the couples. Chi-square value revealed that there was no association between gender and financial stressors of the couples.

#### 4.5.5 Status of the couples on job stressors

The results in Table 9 indicate that the job stressors among the male respondents had contributed to stress always to about 0.6 per cent to 10.9 per cent. The stressors such as the timing of the job, working under the superior with whom the relations are strained, have to work with the out-dated technologies, tiresome mode of commutation, too many job demands and expectations and caused stress always among 0.6 per cent, 0.6 per cent, 1.3 per cent, 1.3 per cent, 1.8 per cent, and 2.4 per cent of the male respondents respectively. Also 2.4 per cent of the males were stressed due to the relatives who showed no respect towards the job.

Around 3.2 per cent to 4.8 per cent of the male respondents had experienced stress due to over-burden of the organizational responsibilities, losing interest in the job, working in the organization whose values are entirely different, dislike towards the job, being isolated from the colleagues, poor professional achievements, no permission to take initiative, boss is dissatisfied with the job performance, work does not suit the ability, colleagues laugh at the way of functioning, colleague's non-cooperation, strained relations with the colleagues, feeling ashamed of the job, has to work under the hostile conditions etc.

Stressors which made 5.8 per cent to 7.7 per cent of the male respondents to be always stressed included working in the organization of low social status, unhealthy promotion policies of the organization, monotonous work, rare chances of promotion etc.

About 9.0 per cent and 10.9 per cent of the male respondents had experienced stress always due to non-cooperative sub-ordinates and unhealthy competition encouraged at work respectively.

The stressors which contributed to stress always among the female respondents was about 0.6 per cent to 2.4 per cent which included the timing of the job, disliking the job, monotonous work, too many job demands and expectations, working with the out-dated technologies, relatives showing no respect towards the job, over-burden of the organizational responsibilities, being isolated from the colleagues, poor professional achievements etc.

Around 3.2 per cent to 4.8 per cent of the female respondents were stressed always due to strained relations with the superior, lost interest in the job, no permission to take initiative, non-cooperative colleagues, strained relations with colleagues, feeling ashamed of the job, working in the organization of low social status etc.

Around 5.2 per cent to 6.4 per cent of the female respondents were stressed due to the mode of commutation, organization which has entirely different values, rare chances of promotion, non-cooperative sub-ordinates; work does not suit the ability, encouragement for unhealthy competition at work.

The stressors such as colleagues laugh at the way of functioning, hostile climate at work place and unhealthy promotion policies contributed to stress always in 7.1 per cent and 7.1 per cent of the female respondents.

To conclude, the job stressors contributed to stress always from 0.6 per cent to 8.7 per cent of the couples. The stressors such as timing of the job, too many job demands and

Table 8. Status of financial stressors

Sl. No.	Stress statements	High stress			Medium stress			Low stress			No stress			Chi-square
		M	F	T	M	F	T	M	F	T	M	F	T	
	<b>FINANCE</b>													
1 <sup>st</sup> order	There is a considerable deficit in the financial matters.	17 (11.0)	15 (9.6)	32 (10.3)	15 (9.6)	9 (5.8)	24 (7.7)	44 (28.4)	59 (38.0)	103 (33.2)	79 (51.0)	72 (46.4)	151 (48.7)	3.5081 NS
2 <sup>nd</sup> order	I have amassed wealth through corrupt practices	9 (5.8)	12 (7.7)	21 (6.7)	10 (6.4)	15 (9.6)	25 (8.1)	32 (20.6)	20 (12.8)	52 (16.8)	104 (67.0)	108 (69.6)	212 (68.4)	4.0413 NS
3 <sup>rd</sup> order	The income of spouse is less.	9 (5.8)	7 (4.5)	16 (5.1)	28 (18.0)	18 (11.6)	46 (14.9)	44 (28.4)	67 (43.2)	111 (35.8)	74 (47.7)	63 (40.6)	137 (44.2)	6.5166*
	Presently I am in debt	7 (4.5)	7 (4.5)	14 (4.5)	24 (15.5)	12 (7.7)	36 (11.7)	37 (23.9)	35 (22.6)	72 (23.2)	87 (56.1)	101 (65.1)	188 (60.6)	2.4817 NS
4 <sup>th</sup> order	Socio-economic status of my immediate neighbors is much higher than that of mine	2 (1.3)	2 (1.3)	4 (1.2)	15 (9.6)	4 (2.6)	19 (6.1)	48 (31.0)	37 (23.9)	85 (27.5)	90 (58.0)	112 (72.2)	202 (65.2)	3.4538 NS

Figures in the parentheses indicate percentage  
M – Male, F – Female, T – Total, NS – Not significant

Table 9. Status of job stressors

Sl. No.	Stress statements	High stress			Medium stress			Low stress			No stress			Chi-square
		M	F	T	M	F	T	M	F	T	M	F	T	
	JOB													
1 <sup>st</sup> order	Management always encourages unhealthy competition at work	17 (10.9)	10 (6.4)	27 (8.7)	6 (3.8)	11 (7.1)	17 (5.5)	42 (27.1)	31 (20.0)	73 (23.6)	90 (58.0)	103 (66.4)	193 (62.3)	3.5422 NS
	I have to work with non co-operative sub-ordinates	14 (9.0)	9 (5.8)	23 (7.5)	10 (6.4)	15 (9.6)	25 (7.8)	45 (29.0)	28 (18.0)	73 (23.6)	86 (55.4)	103 (66.4)	189 (61.0)	3.7311 NS
	I have to work in the organization where chances of promotion are rare.	12 (7.7)	9 (5.8)	21 (6.8)	13 (8.3)	11 (7.1)	24 (7.7)	27 (17.4)	29 (18.7)	56 (20.0)	103 (66.4)	106 (68.3)	209 (67.4)	0.5781 NS
	The management does not have healthy promotion policies	10 (6.4)	11 (7.1)	21 (6.8)	16 (10.3)	11 (7.1)	27 (8.7)	31 (20.0)	18 (11.6)	49 (15.8)	98 (63.2)	115 (74.1)	213 (68.7)	1.4889 NS
	I have to work where the climate is hostile to me	8 (4.8)	11 (7.1)	19 (6.2)	14 (9.0)	6 (3.8)	20 (6.4)	32 (21.2)	30 (19.4)	62 (20.0)	101 (65.1)	108 (69.6)	209 (67.4)	3.2688 NS
	I have to work in the organization of low social status	9 (5.8)	8 (4.8)	17 (5.5)	16 (10.3)	5 (3.2)	21 (6.8)	28 (18.0)	24 (15.4)	52 (16.8)	102 (65.0)	118 (76.1)	220 (71.0)	3.3912 NS
	My colleagues laugh at my way of functioning	6 (3.8)	11 (7.1)	17 (5.5)	12 (7.7)	8 (4.8)	20 (6.4)	37 (23.9)	35 (22.5)	72 (23.2)	100 (64.5)	101 (65.1)	201 (64.8)	2.3172 NS
2 <sup>nd</sup> order	My work does not suit my ability	6 (3.8)	10 (6.4)	16 (5.2)	12 (7.7)	1 (0.6)	13 (4.2)	33 (21.4)	39 (25.1)	72 (23.2)	104 (67.0)	105 (67.7)	209 (67.4)	10.788**
	I have to work in the organization, which has values entirely different from my own values	5 (3.2)	9 (5.8)	16 (5.2)	18 (11.6)	13 (8.3)	31 (10.0)	31 (20.0)	30 (19.3)	61 (19.7)	99 (63.8)	103 (66.4)	202 (65.2)	1.9287 NS
	I am ashamed of my job.	8 (4.8)	7 (4.5)	15 (4.8)	10 (6.4)	6 (3.8)	16 (5.1)	33 (21.4)	29 (18.7)	62 (20.0)	104 (67.0)	113 (72.9)	217 (70.0)	0.4581 NS
	Relations with colleagues are strained	8 (4.8)	7 (4.5)	15 (4.8)	11 (7.1)	11 (7.1)	22 (7.1)	23 (14.8)	21 (13.5)	44 (14.2)	113 (72.9)	116 (74.8)	229 (73.9)	0.0465 NS
	I want to implement several new changes but colleagues do not co-operate with me	8 (4.8)	6 (3.8)	14 (4.5)	7 (4.5)	6 (3.8)	13 (4.2)	53 (34.1)	38 (24.5)	91 (29.4)	87 (56.1)	105 (67.7)	192 (61.9)	0.0915 NS

Figures in the parentheses indicate percentage, M – Male, F – Female, T – Total, NS – Not significant

Table 9. Status of job stressors (Contd.....)

Sl. No.	Stress statements	High stress			Medium stress			Low stress			No stress			Chi-square
		M	F	T	M	F	T	M	F	T	M	F	T	
3 <sup>rd</sup> order	My boss is generally dissatisfied with my performance	6 (3.8)	6 (3.8)	12 (3.9)	8 (4.8)	6 (3.8)	14 (4.5)	36 (23.2)	36 (23.2)	72 (23.2)	105 (67.7)	107 (69.0)	212 (68.4)	0.2450 <sup>NS</sup>
	My work is too monotonous	10 (6.4)	2 (1.3)	12 (3.9)	10 (6.4)	11 (7.1)	21 (6.8)	45 (29.0)	31 (20.0)	76 (24.6)	90 (58.0)	111 (71.6)	201 (64.8)	4.0649 <sup>NS</sup>
	My mode of commutation to work place is tiresome	2 (1.3)	9 (5.8)	11 (3.6)	22 (14.1)	8 (4.8)	30 (9.7)	32 (20.6)	44 (28.3)	76 (24.5)	99 (63.8)	94 (60.6)	193 (62.3)	12.6921 <sup>**</sup>
	My boss does not allow me to take initiative	6 (3.8)	5 (3.2)	11 (3.6)	20 (12.9)	12 (7.7)	32 (10.3)	49 (31.6)	44 (28.3)	93 (30.0)	80 (51.6)	94 (60.6)	174 (56.1)	2.1656 <sup>NS</sup>
	My professional achievements are poor	6 (3.8)	4 (2.4)	10 (3.2)	14 (9.0)	12 (7.7)	26 (8.5)	26 (16.7)	37 (23.9)	63 (20.4)	109 (70.4)	102 (65.8)	211 (68.1)	1.9895 <sup>NS</sup>
	At present I have lost interest in my job	5 (3.2)	5 (3.2)	10 (3.2)	21 (13.5)	11 (7.1)	32 (10.3)	41 (26.4)	28 (18.0)	69 (22.3)	88 (56.7)	111 (71.6)	199 (64.2)	0.8448 <sup>NS</sup>
	I am generally isolated from my colleagues	6 (3.8)	4 (2.4)	10 (3.2)	8 (4.8)	6 (3.8)	14 (4.5)	22 (14.1)	23 (14.8)	45 (14.5)	119 (76.7)	122 (78.7)	241 (77.7)	0.5786 <sup>NS</sup>
4 <sup>th</sup> order	I have to work in the organization where I am over-burdened with the responsibilities	5 (3.2)	4 (2.4)	9 (2.9)	15 (9.6)	6 (3.8)	21 (6.8)	33 (21.3)	28 (18.0)	61 (19.7)	102 (65.0)	117 (75.4)	219 (70.6)	1.9588 <sup>NS</sup>
	I do not like my job	6 (3.8)	2 (1.2)	8 (2.6)	18 (11.6)	8 (4.8)	26 (8.4)	29 (18.7)	15 (9.6)	44 (14.2)	102 (65.8)	130 (83.8)	232 (74.8)	0.2863 <sup>NS</sup>
	Relatives have no respect towards my job	4 (2.4)	4 (2.4)	8 (2.6)	8 (4.8)	8 (4.8)	16 (5.1)	33 (21.4)	18 (11.6)	51 (16.5)	110 (71.0)	125 (80.6)	235 (75.8)	1.4706 <sup>NS</sup>
	Daily I have to work under the superior with whom my relations are strained	1 (0.6)	5 (3.2)	6 (1.9)	19 (12.2)	19 (12.2)	38 (12.3)	34 (21.9)	17 (10.9)	51 (16.4)	101 (65.1)	114 (73.5)	215 (69.4)	6.6795 <sup>*</sup>
	Daily I have to work with out-dated technology	2 (1.2)	4 (2.4)	6 (1.9)	20 (12.9)	13 (8.4)	33 (10.6)	48 (30.9)	38 (24.5)	86 (27.8)	85 (54.8)	100 (64.5)	185 (59.7)	1.5364 <sup>NS</sup>
	Job demand and expectations from me are too many	3 (1.8)	3 (1.8)	6 (1.9)	14 (9.0)	12 (7.7)	26 (8.4)	47 (30.3)	39 (25.1)	86 (27.8)	91 (58.7)	101 (65.1)	192 (61.9)	0.0509 <sup>NS</sup>
	The timing of my job is	1 (0.6)	1 (0.6)	2 (0.6)	8 (4.8)	7 (4.5)	15 (4.8)	40 (25.8)	35 (22.6)	75 (24.2)	106 (68.4)	112 (72.2)	218 (70.3)	0.0087 <sup>NS</sup>

M – Male, F – Female, T – Total, NS – Not significant

expectations, working with out-dated technologies, working under the superior with whom the relations are strained, relatives showing no respect towards the job, disliking the job had contributed to stress always among 0.6 per cent, 1.9 per cent, 1.9 per cent, 1.9 per cent, 2.6 per cent, and 2.6 per cent of the couples respectively.

Working in the organization where one was over-burdened with the responsibilities, being isolated from the colleagues, losing interest in the job, poor professional achievements, no permission to take the initiative, tiresome mode of commutation, monotonous work, boss is dissatisfied with the job performance were the stressors which caused stress always among 2.9 per cent, 3.2 per cent, 3.2 per cent, 3.2 per cent, 3.6 per cent, 3.6 per cent, 3.9 per cent and 3.9 per cent of the couples respectively.

Around 4.5 per cent to 5.5 per cent of the couples were always stressed due to non-cooperation of the colleagues, strained relations with colleagues, feeling ashamed of the job, working in the organization which has entirely different values, work does not suit the ability, colleagues laugh at the way of functioning and working in the organization of low social status.

About 6.2 per cent, 6.8 per cent, 6.8 per cent, 7.5 per cent and 8.7 per cent among the couples were experiencing stress always due to hostile work climate, unhealthy promotion policies, rare chances of promotion, have to work with non-cooperative sub-ordinates and encouragement of unhealthy competition at work respectively. Chi-square value revealed that there was no association between gender and job stressors of the couples.

#### 4.5.6 Status of the couples on the stressors related to health

The results in Table 10 indicate that the stressors related to health matters contributed from 0.6 per cent to 4.5 per cent of stress among male respondents. Physical weakness was the stressor which caused stress among 0.6 per cent of the male respondents. About 1.3 per cent and 3.8 per cent of the male respondents were always stressed due to a major illness and experiencing sickness very often respectively.

Permanent illness of a family member contributed to stress always among 4.5 per cent of the male respondents.

The stressors related to health matters contributed from 1.9 per cent to 7.1 per cent among the female respondents. About 1.9 per cent of the female respondents had experienced stress always due to physical weakness. Around 5.2 per cent and 5.2 per cent of the female respondents were always stressed because of a major illness and sickness that occurred very often. About 7.1 per cent of the females had experienced stress always because of a permanently ill family member.

To conclude, the stressors related to health among the couples contributed to stress always. The stressors related to health among the couples contributed to stress always from 1.3 per cent to 5.8 per cent. Physical weakness was the stressor which contributed to stress always among 1.3 per cent of the couples. Suffering due to a major illness had contributed stress always among 3.2 per cent of the couples were experiencing stress always due to the experience of sickness very often. About 5.8 per cent of the couples were always under stress due to a family member suffering from an incurable disease. Chi-square value revealed that there was no association between gender and health stressors of the couples.

### 4.6 RELATIONSHIP BETWEEN COUPLES ON STRESS AND ITS COMPONENTS

Relationship between male and female respondents on stress and its components is indicated in Table 11. The results reveal that all the six components of stress *i.e.*, self, child, spouse, finance, job and health were positively and significantly correlated at the 0.01 level of significance.

Table 10. Status of stressors related to health

Sl. No.	Stress statements	High stress			Medium stress			Low stress			No stress			Chi-square
		M	F	T	M	F	T	M	F	T	M	F	T	
	HEALTH													
1 <sup>st</sup> order	A family member in my house is suffering from an in curable disease (Permanently ill)	7 (4.5)	11 (7.1)	18 (5.8)	12 (7.7)	22 (14.1)	34 (11.0)	26 (16.7)	23 (14.8)	49 (15.8)	110 (71.0)	99 (63.8)	209 (67.4)	2.8495 <sup>NS</sup>
2 <sup>nd</sup> order	I often experience sickness.	6 (3.8)	8 (5.2)	14 (4.4)	13 (8.4)	14 (9.0)	27 (8.7)	48 (31.0)	27 (17.4)	75 (24.2)	88 (56.7)	106 (68.4)	194 (62.6)	3.4938 <sup>NS</sup>
3 <sup>rd</sup> order	I am suffering from a major illness	2 (1.3)	8 (5.2)	10 (3.2)	19 (12.2)	9 (5.8)	28 (9.0)	48 (31.0)	34 (21.9)	82 (26.5)	87 (56.1)	103 (66.4)	190 (61.3)	7.0196*
4 <sup>th</sup> order	I am physically weak	1 (0.6)	3 (1.9)	4 (1.3)	14 (9.0)	11 (7.1)	25 (8.1)	39 (25.2)	31 (20.0)	70 (22.6)	101 (65.1)	110 (71.0)	211 (68.1)	1.4682 <sup>NS</sup>

Figures in the parentheses indicate percentage  
M – Male, F – Female, T – Total, NS – Not significant

Table 11. Relationship between the couples on stressors

Sl. No.	Components of stress	Coefficient of correlation
1	Self	0.391**
2	Child	0.409**
3	Spouse	0.506**
4	Finance	0.327**
5	Job	0.373**
6	Health	0.353**
	Stressors	0.418**

\*\* - Significant at 0.01 level

## 4.7 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STRESS

Relationship between emotional intelligence and stress of the couples has been indicated in Table 12. Coefficient of correlation between self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness, conscientiousness and emotional intelligence was -0.033, -0.277, 0.048, -0.204, -0.056, 0.229, -0.057 and -0.102 respectively. Results in Table 12 indicated that there was significant negative correlation between emotional resilience and stress of the couples and also between interpersonal sensitivity and stress; whereas there was significant positive correlation between intuitiveness and stress. There was no significant correlation between self-awareness, motivation, influence, conscientiousness, emotional intelligence and stress.

Table 12. Relationship between emotional intelligence and stress

(N=310)

Sl. No.	Components of emotional intelligence	Stress
1	Self-awareness	-0.033 <sup>NS</sup>
2	Emotional resilience	-0.277 <sup>**</sup>
3	Motivation	0.048 <sup>NS</sup>
4	Interpersonal sensitivity	-0.204 <sup>**</sup>
5	Influence	-0.056 <sup>NS</sup>
6	Intuitiveness	0.229 <sup>**</sup>
7	Conscientiousness	-0.057 <sup>NS</sup>
	Emotional intelligence	-0.102 <sup>NS</sup>

\*\* - Significant at the 0.01 level

NS- Not significant

## 5. DISCUSSION

Mathew and Zeidner (2001), in their study found that there was a strong correlation on overall and each of the five EQ abilities (self-awareness; managing emotions; self-motivation; relating to others and emotional mentoring) and lower levels of stress, emotion management showing the strongest relationship. These findings suggest that successful coping with stressful encounters is central to emotional intelligence. It suggests emotional intelligence makes a difference to the experience of stress and also widens the view of the experience of stress within the broader context of emotions offers up real prospects for stress management for a real difference to the quality of working life and emotional well-being of individuals and offers a real possibility of re-humanizing organizations, fit to house the human spirit (Chapman, 2002).

In this study an analysis of emotional intelligence and stressors and their relationship is undertaken. The results of the present study are discussed and interpreted under the following sub-headings:

- 5.1 Demographic characteristics of the couples
- 5.2 Relationship of demographic characteristics with emotional intelligence and stress of the couples
- 5.3 Status of emotional intelligence among the couples
- 5.4 Relationship between the couples on the components of emotional intelligence
- 5.5 Status of stress among the couples
- 5.6 Relationship between the couples on stressors
- 5.7 Relationship between emotional intelligence and stress

### 5.1 DEMOGRAPHIC CHARACTERISTICS OF THE COUPLES

The data (Table 1) regarding demographic characteristics of the couples revealed that the age of the couples ranged between 24 and 69 years. Majority of the couples were in the middle age *i.e.*, between 41 and 60 years. On the basis of this information it means that around 60 per cent of the couples belonged to 41-60 years and around 40 per cent of them belonged to 24 and 40 years.

Most of the couples were from Hindu religion *i.e.*, around 75 per cent while 16 per cent were Christians followed by Muslims, scheduled caste and scheduled tribe who comprised around 5.8 per cent, 1.9 per cent and 0.6 per cent respectively.

Around 58 per cent of the couples had their schooling in urban areas while, 41.9 per cent had their schooling in rural areas.

Most of the couples had Kannada as their medium of instruction and about, 41.9 per cent of them were working in the non-aided institutions.

Regarding literacy status of the couples, number of years of education was considered. Most of the couples had completed about 13-15 years of education and worked for about 7-8 hours per day and were vegetarians and were living in nuclear families residing in their own houses. Majority of the couples were in teaching profession.

### 5.2 RELATIONSHIP OF DEMOGRAPHIC CHARACTERISTICS WITH EMOTIONAL INTELLIGENCE AND STRESS

The analysis of the relationship (Table 2) between the demographic characteristics of the couples *viz.*, age, medium of instruction, type of institute, years of education and emotional intelligence mean that there was no significant relationship between the above mentioned demographic characteristics of the couples and emotional intelligence. Therefore the proposed hypothesis that there is no significant relationship between the demographic characteristics and emotional intelligence of the couples was accepted. These results are supported by the study conducted by Biradar.S (2006) where it was found that there was no significant relationship between demographic characteristics and emotional intelligence.

The analysis of the relationship (Table 2) between the demographic characteristics of the respondents *viz.*, age, medium of instruction, type of institute, years of education and stress mean that there was no significant relationship. Hence the proposed hypothesis that there is no significant relationship between the demographic characteristics and stress of the couples was accepted.

### 5.3 STATUS OF EMOTIONAL INTELLIGENCE AMONG THE COUPLES

Emotional intelligence is a psychological capacity, part of which is innate and part of it can be learnt from the experience of life and later, part may improve through practice and experience (Mayer *et al.*, 1997). Salovey argued that many skills are part of emotional intelligence and can be learnt and the individual can become better educated emotionally. The status of components of emotional intelligence and emotional intelligence as a whole was interpreted on the basis of sten scores. The sten scores ranged from 1-10.

#### Status of self-awareness

Self-awareness refers to individual's ability to recognize and control his/ her feelings similar to that of the comparison group. This could mean that while the individual is generally aware of his feelings and emotions in the situations, there are some situations in which this may not be the case. It may be that, even though the individual is unable to impact on the way in which the individual behaves as much as he would like (Dulewicz and Higgs, 2001).

Understanding of self is a pre-requisite and directs the individual to deal with the demands of the situation more or less effectively.

The results of (Table 3 and Fig. 1) signify that the state of self -awareness of few of the male and female couples (8 % and 8% respectively) and some of the couples (8%) were low in self-awareness. It means that these couples were not always aware of their emotions in interpersonal relationships and work situations. Alternatively, they might find that in some situations, although they were aware of their feelings, relationships at work which made them less effective. To develop this ability to recognize and manage their feelings, these couples have to think of an occasion when they were able to do this successfully. This is possible only when they are able to answer critically the following questions:

- What was it about the situation that made them aware of their feelings and able to control them?
- What can they learn from the present situation that would enable them to apply the present understanding to other situations?

Among the couples some of the males (10%) and some of the females (7%) some of the couples (8%) were average in self-awareness. It means that the couples were generally aware of their feelings and emotions in interpersonal and work situations, though there were some situations in which this might not be the case. They might find that even though they were aware of their feelings and emotions, they were unable to control their impact on the way in which they behaved as much as they would like. To develop their self-awareness, they have to reflect on specific situations in which they felt in control of their feelings and emotions. This is possible to the couples only when they critically answer to the following questions and adapt the understanding in their life:

- What did they do in that situation that was helpful?
- Can they identify the critical factors that made the difference?
- How might they then apply these in different situation that arouses strong feelings and emotions?

Subsequently, majority of the males (83%) and females (86%) and majority of the couples (84%) had developed high self-awareness. It means that they were highly likely to be aware of their own feelings in a range of interpersonal and work related situations and can remain in control of their emotions and feelings. These couples have the potentiality to develop their self-awareness further and ensure that they would use the ability consistently, by reflecting on the following ways:

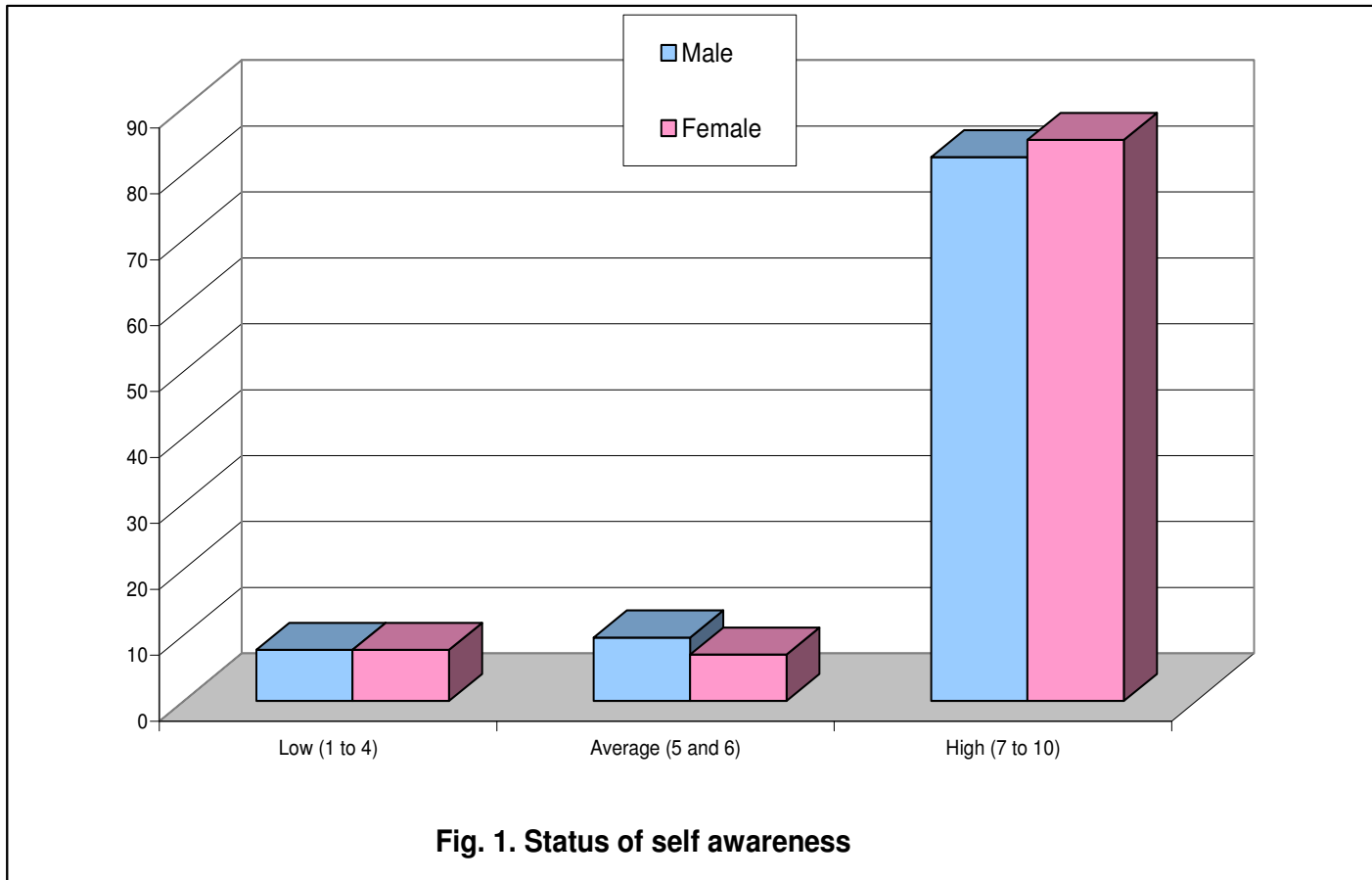


Fig.1. Status of self awareness

- What factors are particularly critical in enabling them to be aware of their feelings?
- What helps them to use their feelings and emotions effectively at work?

Observation of overall results connoted that more or less same percentage of male and female respondents had developed higher self-awareness. Also, more or less same percentage of male and female respondents had developed average level of self-awareness.

On the whole, 84 per cent of the couples had developed high level of self-awareness, and about 8 per cent of the couples had developed average and low level of self-awareness. Chi-square results confirmed that male and female respondents were similar in their self-awareness.

#### Status of emotional resilience

Each individual finds some situations as more difficult to handle than others due to frustration of challenge or criticism. The individual may, therefore, find it difficult to perform effectively in these circumstances. A hopeful way out is through individual's emotional resilience. It directs the individual to try and depersonalize criticism and challenge and view it as a challenge to the ideas, proposals and so on associated with the task rather than a personal attack. In such situations, the person engages others in discussion to review the problem and task from different perspectives to find a successful way forward.

It also guides to reflect on those situations where individual has maintained his/her focus on the task despite of challenge or criticism. The results of emotional resilience in Table 3 and Fig. 2 confirmed that very few of the males (5%) and the females (0.6) and very few of the couples (2.5%) were categorized under low score. These results mean that very few couples found it hard to perform consistently in situations when they were under pressure. They might have become frustrated by challenge or criticism and found it difficult to perform effectively in real life situations. These couples would face such situations by personalizing criticism and challenge by viewing it as a personal attack but only as a challenge to the ideas and proposals associated with the situations. Their success over challenges depends if they think about the occasions when they have kept focused on a task and had not been affected when challenged and frustrated. Then, they can identify what was different about the situation and apply that knowledge to help them in similar situation.

Among the couples about 7.0 per cent of the males and 1.2 per cent of the females and around 4.0 per cent of the couples were categorized on 5 and 6 sten scores. These results indicated that these couples tend to find some situations more difficult to handle than others; their focus can occasionally be diverted due to frustration of challenge or criticism and making it difficult for them to perform effectively in social situations. To be successful, these respondents should try to depersonalize criticism and challenges and to view it as a challenge to the ideas, proposals and so on associated with the task rather than a personal attack. They may also find it useful if they involve in discussion to review the problem and task from different perspectives to find a successful way forward and if they reflect on those situations where they have maintained their focus on the task despite challenge or criticism.

On the emotional resilience continuum, majority of the male respondents (88%) and female respondents (98%) and majority of the couples (94%) were having high emotional resilience. The results revealed that these couples were able to maintain consistent performance when under pressure; such couples who wish to think about the behaviors they show in a range of situations and focus on the things they would do that enable them to remain consistent in their responses. Chi-square results indicated that there was association between gender and emotional resilience. It means that more number of female respondents have developed emotional resilience compared to male respondents. This may be due to the fact that in Indian culture, under the socialization process, it is indirectly taught and trained to manage with expression of emotions and maintain emotional resilience. Even then, the results confirm that majority of the male and female couples had developed emotional resilience.

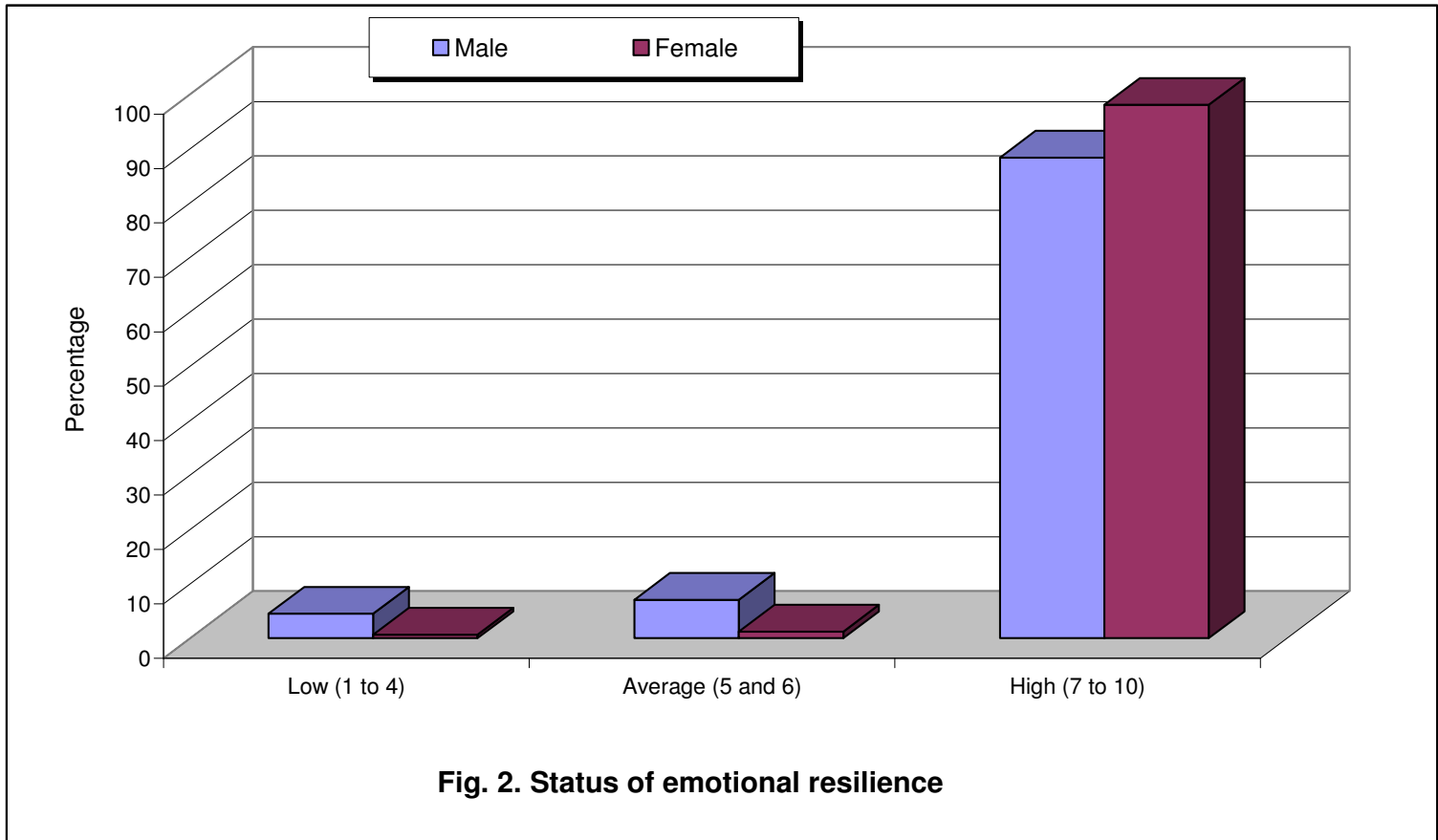


Fig.2. Status of emotional resilience

To conclude, among the couples 2.0 per cent of them had developed lower emotional resilience, 4.0 per cent of them were average. Majority of them *i.e.*, 94.0 per cent of them had developed higher level of emotional resilience.

#### Status of motivation

Motivation refers to high level of commitment to a focus on long term goals and results even in the phase of rejection or challenges in perceiving long term goals. The results of (Table 3 and Fig. 3) of the study means that some of the male and female respondents (14% and 7% respectively) and few of the couples low score. These results mean that these couples had a tendency to focus on short term goals and actions rather than long term goals or aspirations. It means that the couples had no strong long term goals to which they felt sufficiently committed. To develop their focus on long term goals they have to consider where they feel they are heading, both personally and in professional contexts. They could then, try to identify the long term goals they believe to be essential for realizing high aspirations, enabling them to achieve more of a balance between short term goals and actions and long term goals.

Similarly very few of the male respondents (7%) and female respondents (7%) and few of the couples (7%) classified under average category. These results expressed that the couple's ability to maintain a focus on achieving a significant goal or result might vary from one situation to another. It means, in some situations such respondents might tend to focus on short term goals and actions at the expense of clear long term goals or aspirations. To develop a strong motivation they should think of situations in which they have successfully sustained long term performance, identify factors that motivated them and use new understanding about commitment and apply to a wider range of situations.

Correspondingly, majority of the males (79%) and females (86%) and majority of the couples (82%) were high score category. These results indicated that these couples had high level of motivation and be focused on results or outcomes. They also had shown high levels of commitment too and focused on long term goals and results- even in the phase of rejection or challenge. Such couples would consider extending their personal motivation by identifying the critical factors that maintain their drive and focus. These couples apply those factors to other areas of their work and retain high level of motivation and a balance between short term and long term goals. Chi-square results indicated that female respondents were higher in their level of motivation compared to male respondents. In liberalized era, female employees are encouraged to express and develop their potentialities for long term and short term goals in each of their family and job life. Therefore, there is every possibility of developing higher level of intrinsic motivation among females compared to males. Even then, majority of the male and female respondents had developed higher level of motivation.

These results mean that among the couples 11.0 per cent, 7.0per cent and 82.0 per cent of them had developed lower average and higher level of motivation respectively.

#### Status of interpersonal sensitivity

Interpersonal sensitivity is the potentiality to engage others in problem solving and decision making and to take account of other's view points in finding a way forward. It is the potentiality in dealing with others by listening carefully; acknowledging other's uncertainties, needs, views and opinions in accomplishing common goals of the society.

The results in Table 3 and Fig. 4 shows that among the couples few of the male respondents (6%) and few of the female respondents (5%) and few of the couples (6%) were under low score of interpersonal sensitivity continuum. These results affirmed that these couples had a tendency to impose their own solutions on those with whom they were living and working without taking account of other's views and reactions. This tendency had developed because the couples had not spent enough time in listening to others and so they were unaware of other's needs and views.

Correspondingly, very few of the male respondents (4%) and few of the female respondents (2%) and few of the couples (3%) were average. These results signified that these couples sometimes had taken account of views and feelings of others. But, there were some situations in which they might impose their own solutions on those they work with. To develop interpersonal sensitivity among these couples, it is necessary for them to think about

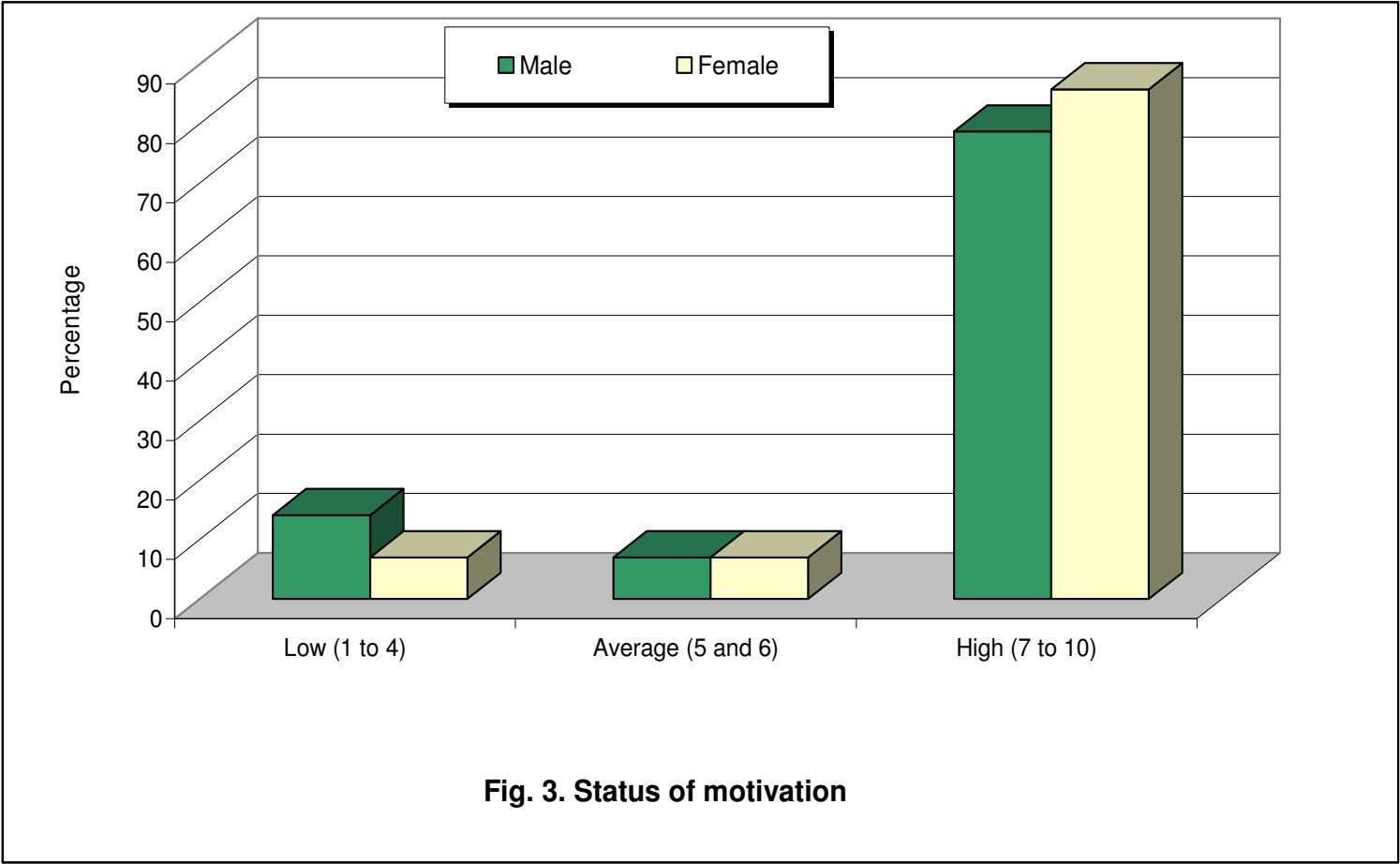


Fig.3. Status of motivation

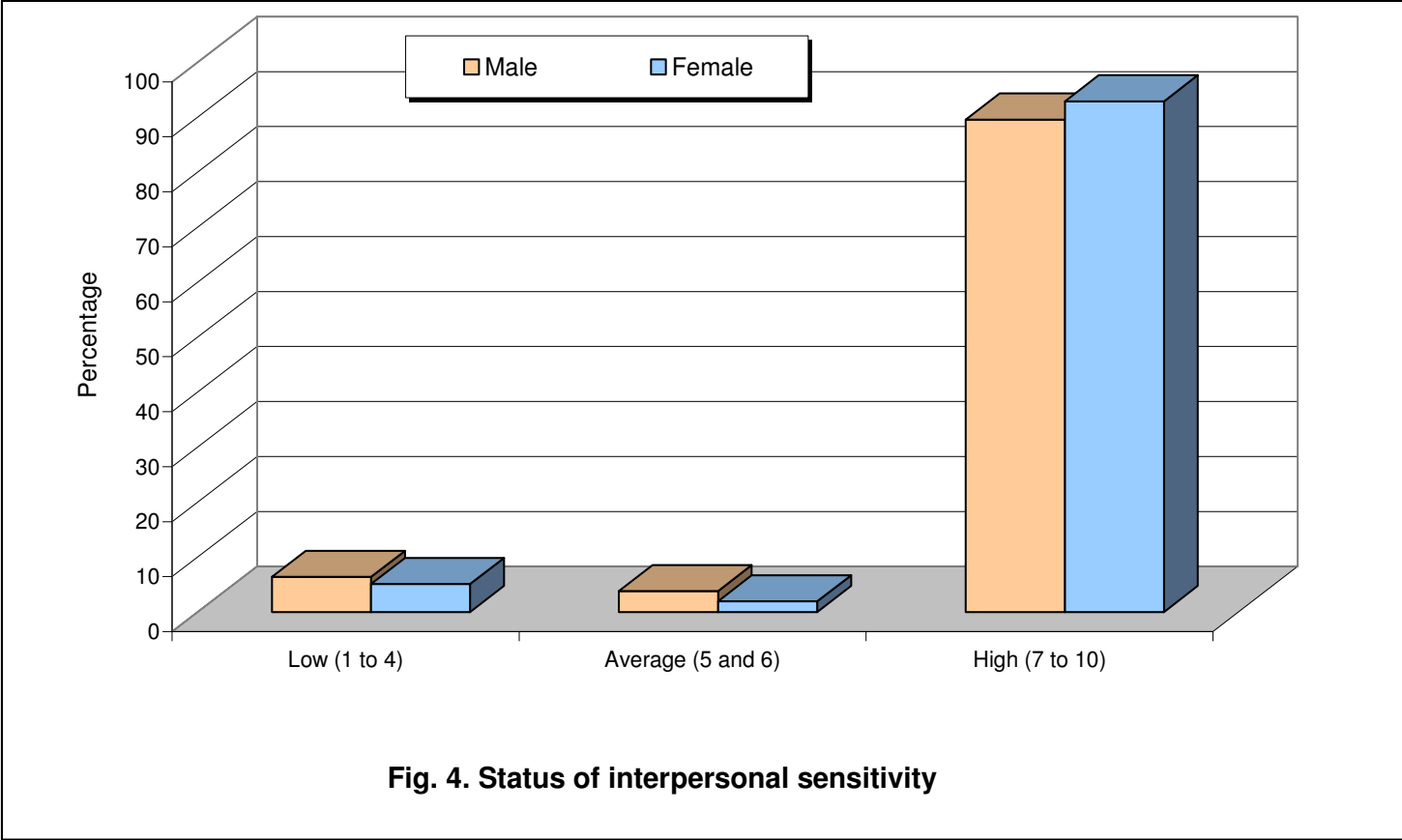


Fig.4. Status of interpersonal sensitivity

the situations in which they feel they have successfully listened to and taken account of the views of the others, identify the behaviors they have adapted in these situations and try to apply these behaviors more generally when they work with others.

Further, on high score of interpersonal sensitivity, majority of the male (89%) and female (93%) and majority of the couples (91%) were categorized. These results connoted that these couples are likely to be highly sensitive to other people and are thus likely to engage others in problem solving and decision making, and take account of their point of view in finding a way forward. This tendency and potentiality has developed because they listen carefully to others and acknowledge their uncertainties, needs, views and opinions. Such people may find it useful to identify the behaviors which enable them to demonstrate this understanding. They could think about their skills they use to engage and involve others in all social relationships and situations. Chi-square results reveal that male and female respondents had developed similar levels of interpersonal sensitivity.

These results mean that among the couples around 6.0 per cent, 3.0 per cent and 91.0 per cent had developed lower, average and higher level of interpersonal sensitivity respectively.

#### Status of influence

Influence is the ability to persuade others and make them to accept the influencer perspective. A hopeful way of developing capability of influencing is to reflect on those situations in which the individual has been successful in influencing others. In doing this, it is necessary to identify the behaviors or strategies that worked and then try to apply them whenever there is necessity and need to influence others.

Table 3 and Fig. 5 reveals that some of the male respondents (4%) and some of the female respondents (5%) and some of the couples (6%) had developed low score. These results indicated that these couples might find it difficult to influence others over their view point and be frustrated on the occasions by their lack of success in persuading to change their view point or an opinion on an issue. This type of experience would occur if the couples who are not trying to see a situation from the perspective of those they seek to influence could be successful in giving individuals an insight into how to represent their case. To influence others it is necessary to try to represent their ideas in such a way which takes account of other's perspectives and show how their needs might be met. The successful influence depends on thinking about these situations where they have been successful in persuading someone else round to their point of view, identify the approaches they used and led to the success and using those same approaches more generally can also be helpful.

Subsequently, the results in Table 3 pointed out that few of the males (2%) and few of the females (4%) and few of the couples (3%) were classified average category. These results expressed that these couples although on some occasions would be successful in gaining support for their views, they might also feel frustrated by their inability to persuade others to change their viewpoint or opinion on an important issue. This type of ambivalence capability to influence others is dependent on inconsistency in reflecting their successful experiences and not taking other's perspective and expectations in the process of interpersonal influence. A hopeful way for such couples to develop capability to influence is to reflect on those situations in which they have been successful in influencing others, identify the behaviors or strategies that worked and then to apply them to all situations in which they need to influence others.

The results in Table 3 indicated that majority of the male respondents (94%) and female respondents (91%) and majority of the couples (92%) were categorized under higher level of influence. It revealed that these couples would be very effective in persuading others to adopt their interpretation of a situation and also effective in persuading others to change their viewpoint or opinion on important issues. These respondents had developed this potentiality because they have developed the tendency to reflect on occasions when they had been successful in persuading and influencing, identified what specific behaviors they had demonstrated and consider how they might apply these in all their dealings with other people where influence would be important. Chi-square results indicated that there was no association between gender and influencing capacity.

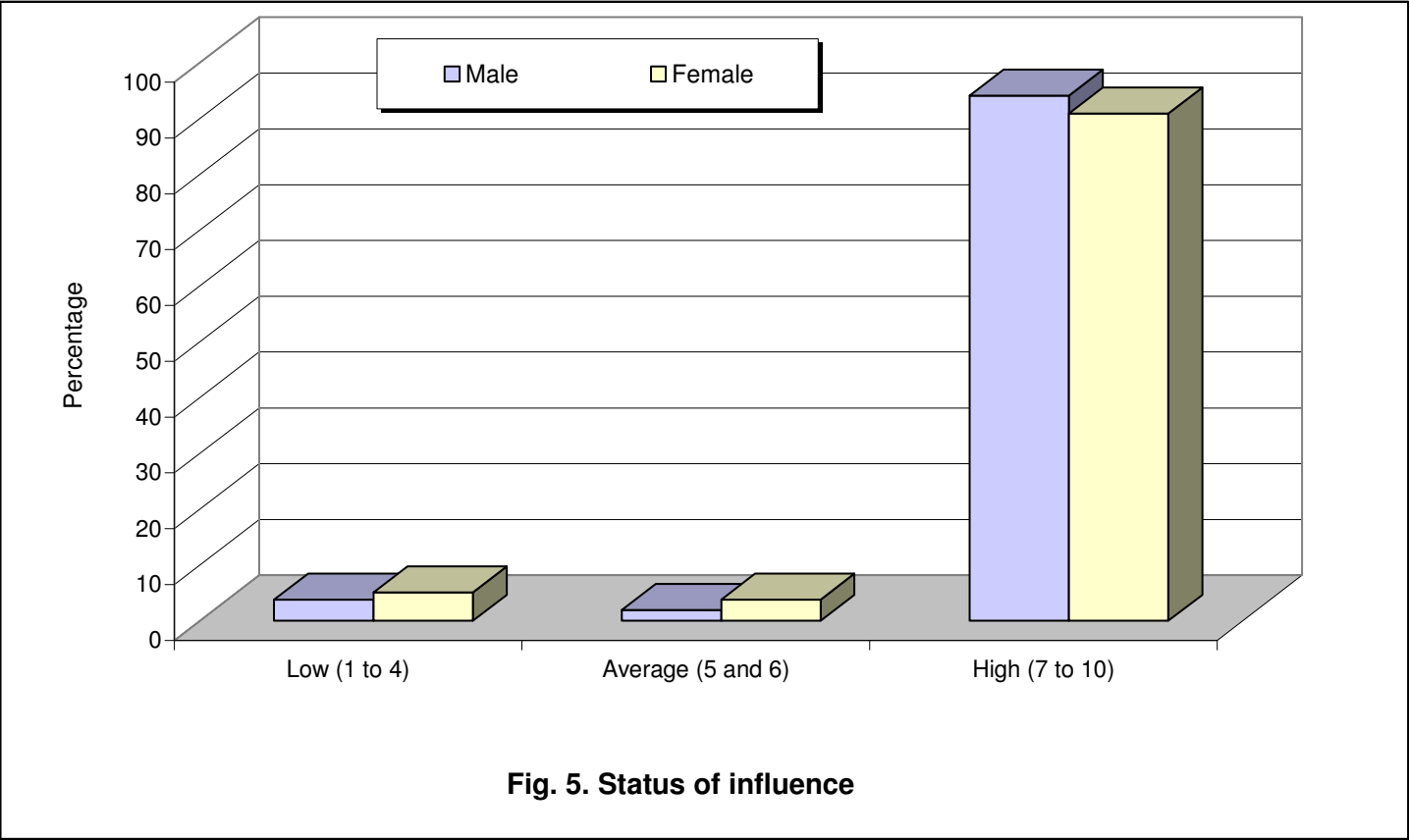


Fig.5. Status of influence

To conclude, among the couples 6.0 per cent of them had developed lower influence, 3.0 per cent of them were average. Majority of them *i.e.*, 91.0 per cent of them had developed higher level of influence.

#### Status of intuitiveness

Intuitiveness is the tendency to arrive at clear decisions and drive their implementation when experienced with incomplete or ambiguous information using both rational and emotional or intuitive perceptions of key issues and implications. The results in Table 3 and Fig. 6 suggest that few of the males (5%) and very few of the couples (3%) categorized under lower intuitiveness. There were no females who had developed low score in intuitiveness. These results conveyed that these couples might be uncomfortable in making decisions unless they had full, clear and reliable data available. This would mean that perhaps they lack the confidence to use their own experience when information is missing or ambiguous or, believe such intuitive behavior to lead to an incorrect or bad decision. One useful way of developing capabilities in intuitiveness is for such couples to reflect on past experiences and decisions they have made before they had all the information they felt to be necessary and then compare their decision to the final decision they actually made.

Further, on the intuitive continuum, some of the females (4%) and some of the couples (2%) were grouped under average category. These results affirmed that these couples could balance fact and intuition in decision, there were some situations in which they were uncomfortable in making decisions unless they had full and unambiguous data available. Perhaps there were situations in which these couples either lack the confidence to use their own experience and intuition where facts were missing, or believe such intuitive behavior would lead to incorrect or bad decisions. These couples should try to identify the type of decision in which they felt is essential to have the full data and then think about the extent to which any additional data changed the 'intuitive' decision then, they can see how different their final decision was from the one they would have made intuitively on the basis of incomplete information and can try applying this insight to future decisions.

On the continuum of intuitiveness, majority of the male respondents (95%) and female respondents (96%) and majority of the couples (95%) were categorized under higher level of intuitiveness. These results confirmed that these couples were able to make decisions in difficult situations and when faced with incomplete or ambiguous information. This is possible only when they use their previous experience as a basis for making an intuition as assessment of a decision that needs to be made. These couples should understand and make consistent and appropriate use of their potentiality, it might be helpful for these couples to reflect on the way in which they make intuitive decisions and the way they communicate them to others. Chi-square results mean that female respondents are more prone to make intuitive decisions compared to male respondents. These results may be due to the nature of gut-feeling which is prominent and active in females compared to males. Therefore, there is some percentage of variation found among the couples on intuitiveness. Even then, more or less similar percentage of male and female couples had developed high intuitiveness.

To conclude, among the couples 3.0 per cent of them had developed lower intuitiveness, 2.0 per cent of them were average. Majority of them *i.e.*, 95.0 per cent of them had developed higher level of intuitiveness.

#### Status of conscientiousness

Conscientiousness is a high degree of personal commitment to the goals, to achieve high levels of performance without resorting to pragmatic behavior, to demonstrate high ethical standards. The development of conscientiousness depends on the socialization of the respondents. The results in Table 3 and Fig. 7 reveal that some of the males (12%) and females (17%) and some of the couples (15%) were grouped under low conscientiousness. These results indicate that most of the couples might sometimes be willing to 'amend the rules' to get a task completed or to achieve a particular goal. It means that they were overtly pragmatic in their desire to achieve their goals and others would perceive these couples as inconsistent in their words and actions in real life situations. These couples may develop a

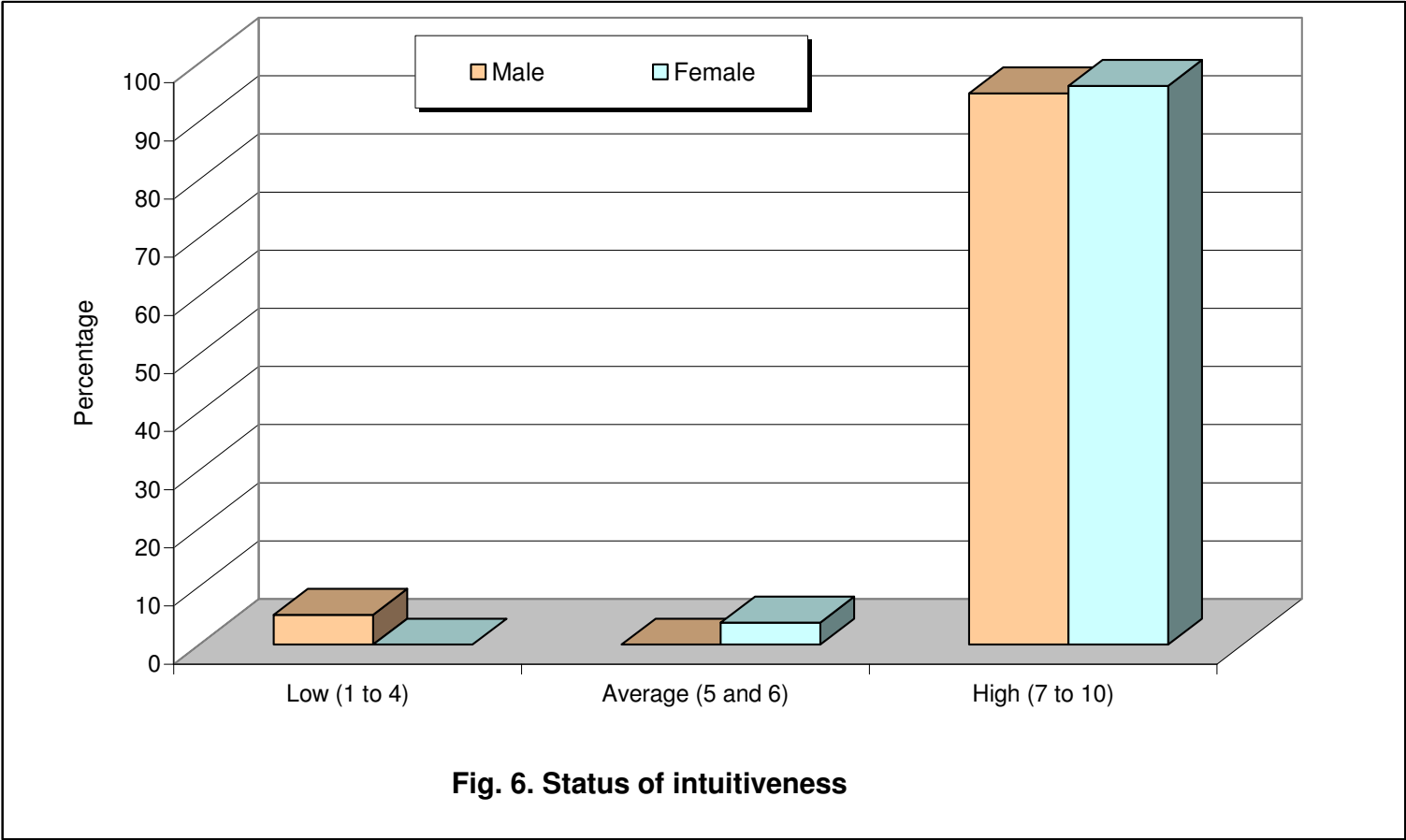


Fig.6. Status of intuitiveness



Fig.7. Status of conscientiousness

greater sense of conscientiousness by finding ways of achieving results within the society's existing standards of behavior.

Subsequently, some of the males (13%) and females (17%) and some of the couples (15%) were categorized under average conscientiousness. These results signified that these couple's actions were generally conformed to expected behaviors and rules. There might be patience when there were inconsistencies between what they said and what they did. Such behaviors are not the result of critical thinking before acting, and test whether their proposed action is on par with what they have said to others about a task, situation or problem. Dulewicz and Higgs (2001) have categorically suggested that by thinking about situations where their actions have been consistent with the society's existing standards of behaviors, such individuals can identify in what way about the situation that enabled them to demonstrate a consistent approach and consider the benefit to them and their relatives and primary members.

Correspondingly, majority of the male respondents (75%) and female respondents (65%) and majority of the couples (70%) were distributed under high conscientiousness. These results conveyed that these couples had shown great consistency in their words and actions and demonstrated a high degree of personal commitment to their goals. The development of such potentiality depends on not resorting to pragmatic behavior and inculcating ethical standards in everyday life. These couples think about the impact of their behaviors on others and try and identify the critical factors that enable them to demonstrate consistently. Chi-square results reveal that there was no association between gender and conscientiousness.

To conclude, among the couples 15.0 per cent of them had developed lower conscientiousness, 15.0 per cent of them were average. And 70.0 per cent of them had developed higher level of conscientiousness.

#### Status of emotional intelligence

The nature of emotional intelligence is such that it is possible to enhance the overall level depending on self-awareness, emotional resilience, motivation, interpersonal sensitivity, influence, intuitiveness and conscientiousness by planned and sustained personal development depending on the present status of seven components of emotional intelligence. The overall result in Table 3 and Fig. 8 indicates the status of emotional intelligence among the couples. The results indicated that some of the males (12%) and females (10%) and some of the couples (11%) were lower in their emotional intelligence. These results co notated that there is necessity to develop the status of each component of emotional intelligence, especially motivation, self-awareness and conscientiousness and these components are fundamental resources for the development of emotional resilience, interpersonal sensitivity, influence and intuitiveness.

Among the couples some of the males (8%) and females (7%) and some of the couples (7%) were placed average score of emotional intelligence continuum. These results mean that very less percentage of the couples have developed average emotional intelligence.

The observation of high score category denoted that majority of the male (82%) and female (88%) and majority of the couples (85%) had developed higher level of emotional intelligence. Chi-square results indicated that there was no association between gender and emotional intelligence.

To conclude, among the couples 11.0 per cent of them had developed lower emotional resilience, 7.0 per cent of them were average. And 82.0 per cent of them had developed higher level of conscientiousness.

## 5.4 RELATIONSHIP BETWEEN THE COUPLES ON COMPONENTS OF EMOTIONAL INTELLIGENCE

Self-awareness is the feeling of one's own and ability to recognize and manage these feelings in the way in which one feels that one can control. This factor includes a degree of self belief in one's own ability to manage one's own emotions and to control their impact in the work environment. The results (Table 4) clearly mean that the relationship of couples on self-

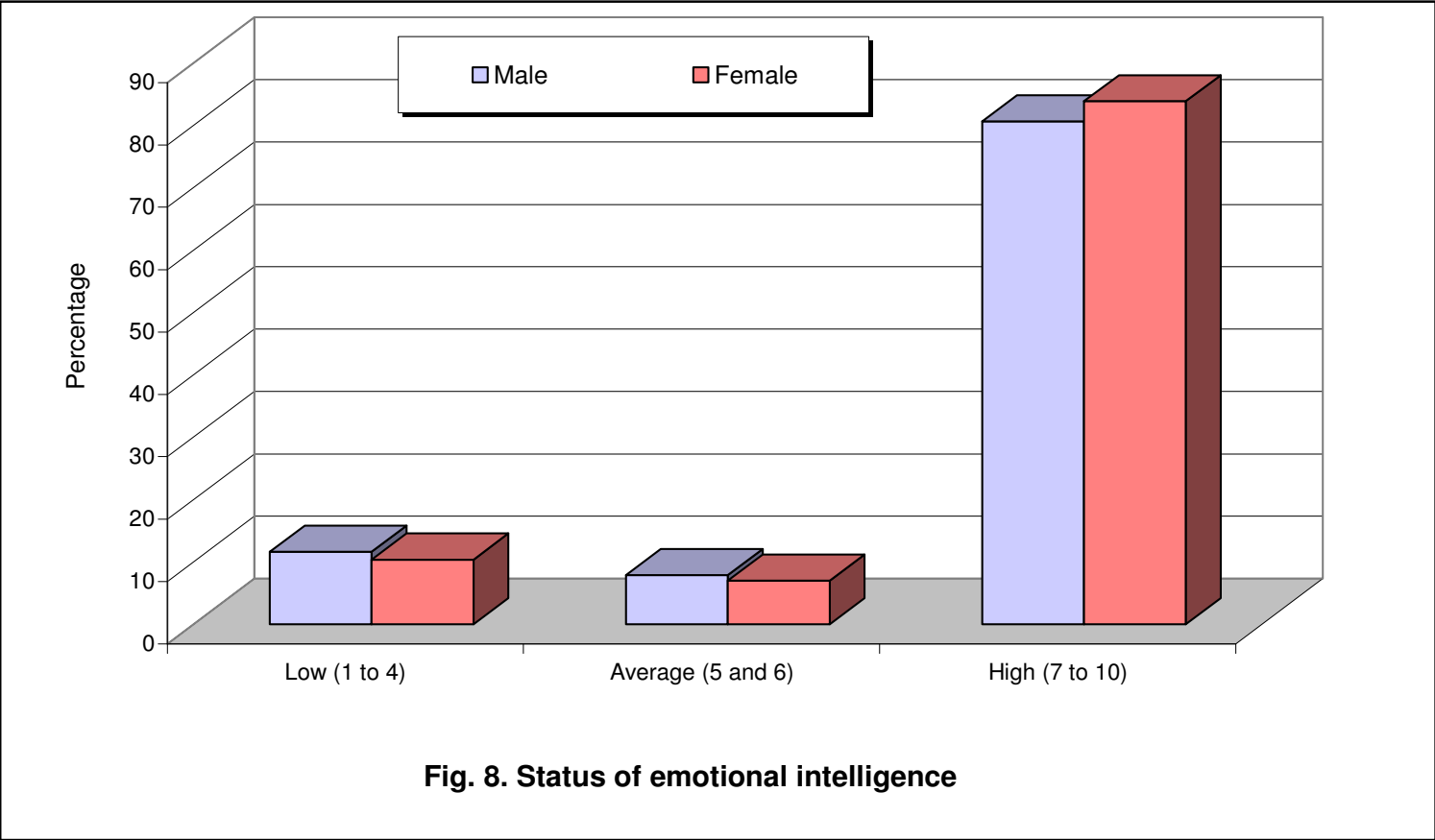


Fig.8. Status of emotional intelligence

awareness was not significant. It means that the couple's development of self had taken place in different socialization process and socio-economic set-up. Therefore, there is every possibility that there would not be similar degree of self belief amongst the couples.

Emotional resilience is the ability to perform consistently in a range of situations even under pressure and to adopt behavior appropriately. Since, the couples were under a committed institution called 'marriage', they need to balance the situations and tasks of family and job life with the needs and concerns of other people. The results (Table 4) clearly mean that the relationship of couples on emotional resilience was significant. It means that the couples involved, had a greater balance even in the phase of criticism or rejection. Therefore, they need to conform to the societal expectations as family on whole. Hence, the couples had a similar degree of emotional resilience.

Motivation is the drive and energy to achieve clear results, and make an impact and also to balance short term and long term goals. Couples are the major elements through which a family sustains. Couple's perceiving the demanding goals is one of the important components to have a successful and fruitful family. The results (Table 4) reveal that the couples had a significant relationship on motivation. Therefore, there is every possibility that these would have similar degree of drive and energy to sustain as a family.

Interpersonal sensitivity is the ability to be aware of and take account of, the means and perception of others in arriving at decisions and proposing solutions to problems and challenges. The results (Table 4) suggest that there was a significant relationship between the couples on interpersonal sensitivity. Since, the couples need to keep open one's thoughts on possible solutions to the problems that arise in the family and job situations and to actively listen to each other to reflect on the reactions and input from others; there needs to be similar pattern of interpersonal sensitivity. They need to understand each other and co-workers both at family and job level respectively, in order to solve the problems that may arise in the family and job life.

Influence is the ability to persuade others to change a view point based on understanding of their position, and recognition of the need to listen to this perspective and provide a rationale for change. The results (Table 4) clearly mean that the relationship of couples on influencing each other and family members was not significant. It means that the couple's development of the capacity of influencing each other and the family members was different. Therefore, the influence that the male members have on a family is more prominent than that of the females because it is a male dominant society. Even though, females do have their influence, it was not significant as that of the males.

Intuitiveness is the ability to arrive at clear decision and drive their implementation when present with incomplete information. The results (Table 4) reveal a significant relationship between the couples on intuitiveness. It means that the couples, in order to achieve their long term goals and have a secured future, they made decisions based on their experiences and gut-feeling. Hence, they had developed similar degree of intuitive behavior.

Conscientiousness is the ability to display clear commitment to a course of action in the phase of challenge and to 'match words with deeds' in encouraging others to support the chosen direction. The results (Table 4) clearly mean that the relationship of couples on conscientiousness was not significant. It may be due to the difference in commitment to face the challenge and difference in matching words with deeds and also in perceiving ethical and moral codes in solving the problem.

Emotional intelligence consists of abilities such as being able to motivate one self and persist in the phase of frustration; to control impulse and delay gratification, to regulate one's moods and keep distress away. Emotional intelligence includes self-control, zeal and persistence. The results (Table 4) reveal that the couples had a significant relationship on emotional intelligence. It means, in spite of the couple's development having taken place in different socialization process, difference in the capacity of influencing others, and having a difference in commitments to face the challenges and overcome frustrations; they had developed similar degree of emotional intelligence. It may be due to the fact that emotional

intelligence can be learnt and also emotional learning in Indian context has been viewed as a life-long process.

## 5.5 STATUS OF STRESSORS AMONG THE WORKING COUPLES

The modern world which is said to be a world of achievements and competition, whether it be within the family, business organization or any other social or economic activity, the expectations, demands and pressures are increasing. Perceived complexity of demands and pressures is responsible for the experience of stress. In any job, there are wide variety of potential causes of stress, some of which are common to both men and women, and others are specific to each group.

### 5.5.1 Status of the couples on self stressors

Stress is the most pervasive phenomenon in one's life in work as well as in family. According to Cooper and Marshal (1978) occupational stress is the by-product of complex industrial organizations. Many researches have highlighted the importance of cognitive factors in stress (Lazarus and Folkman, 1984; Evans and Carrere, 1991).

Researches on dual-career families also indicate that conflicts between professional and parental roles are especially stressful for the female spouse. Given uneven societal expectations regarding work and family roles among men and women, factors contributing to burn-out would vary with their sex roles. Given the emphasis placed in our society on familial roles for women (regardless of whatever extra familial roles they enact), it is expected that variables related to familial roles will be more important for women in the experience of burn-out than in men.

Stress caused due to the behavior of an individual or the environmental circumstances due to which an individual is under stress are grouped as 'self stressors'. It consisted of 12 stressors which denoted stress caused due to the individual.

Stressors which caused more number of couples to be stressed always were grouped as 'first-order' stressor. It included the stressors living away from the family. First-order stressor was different for male and female respondents. Table 5 shows that around 8.4 per cent of the males were stressed because of peers whereas, 8.4 per cent of the female respondents were stressed because they were forced to live away from their family.

Second-order stressor caused the couples to be always under stress from 5.4 per cent to 6.1 per cent. It included being involved in a legal dispute, living away from the family.

The third-order stressor contributed from 2.9 per cent to 4.2 per cent among the couples. It included quarrelling neighbors, avoidance from friends, lower socio-economic status, gap in the values of self and that of the society, rumors, cannot take up job in other city/town, lack of opportunity to acquire higher skills and feeling ashamed of one self. Among the 12 stressors related to self, 2 stressors viz., living away from the family and avoidance from friends had developed high stress among female respondents. The stressor that high expectations from the society had developed high stress among male respondents compared to female respondents. Whereas, other 8 stressors had developed more or less similar stress among the couples.

Stressors such as lower socio-economic status, isolation from the relatives, high expectations by the society and unfulfilled ambitions contributed from 1.3 per cent to 2.3 per cent among the couples formed the fourth- order stressor.

### 5.5.2 Status of the couples on stressors related to children

Stress caused due to the children- their feelings, behavior, habits, academic performance and progress, marriage etc., were included under the stressors related to children. It included 12 stressors and are enlisted in Table 6. The first-order stressor contributed to stress always among 5.5 per cent to 6.8 per cent of the couples. It included bad habits of the children and student's general misbehavior. First-order stressor in-relation to male and female respondents was same *i.e.*, bad habits of the children. But, this had developed higher level of stress among the female respondents compared to male respondents.

The second-order stressors included children's criticism, difference in the values of self and that of the children, bad treatment of children in the school, negative attitude of children towards studies and finally, not finding a suitable match for the daughter. All these stressors contributed to stress always among 3.5 per cent to 5.2 per cent of the couples.

The stressors such as children's unsatisfactory academic progress, children's avoidance to interact and children are in care of others formed the third-order stressors and contributed to stress always among 2.5 per cent to 3.2 per cent of the couples.

Being disliked by the children and getting complaints about children's poor academic progress formed the fourth-order stressors and had contributed to stress always among 1.0 per cent to 2.0 per cent of the couples. All the stressors had developed more or less similar level of stress among the couples.

### 5.5.3 Status of the couples on stressors related to spouse

Spousal stressors indicate the stress that occurred due to either of the spouse's behavior, feelings, habits, spouse's job dissatisfaction, temperament etc. There were 10 stressors indicating spousal stressors and are enlisted in Table 12. The more number of couples were always stressed because their spouse had started drinking alcohol. Hence it was the first-order stressor and accounted for up to 14.8 per cent of the couples. Both males and females were always stressed because of this stressor only.

The second-order stressors included short-temper of the spouse and criticism by the spouse. It contributed for stress always around 6.0 per cent and 7.0 per cent of the couples.

The third-order stressors which caused stress always among 3.2 per cent to 4.2 per cent of the couples included criticizing behavior of the spouse, temperamental mismatch of the spouse, and difference in the values of self and that of the spouse and spousal belief in corporal punishment to children.

Spousal avoidance to interact, spouse is dissatisfied with the job; comparison with the high status of the neighbors by the spouse formed the fourth-order stressor and contributed to stress always around 3.0 per cent of the couples.

### 5.5.4 Status of the couples on financial stressors

Statements concerning financial matters such as amassed wealth through corrupt practices, deficit in financial status, debts etc., were categorized under this category. There were 5 stressors which denoted the nature of financial stressor.

Table 8 shows that having a considerable deficit of finance caused more number of couples to be stressed *i.e.*, around 10.0 per cent. It was the first-order stressor. In this condition, the first-order stressor was similar for both males and females *i.e.*, having a deficit in financial condition.

The second-order stressor was amassed wealth through corrupt practices which contributed for stress always around 6-8 per cent of the couples.

The stressors such as debts and unsatisfactory financial condition were grouped under third-order stressor. It contributed around 5.0 per cent of the couples to be stressed always.

The higher socio-economic status of the immediate neighbors caused stress always among 1.2 per cent of the couples. Hence, it was grouped as fourth-order stressor. Among 5 stressors, the stressor related to spousal income had developed more stress always among male respondents than female respondents.

### 5.5.5 Status of the couples on job stressors

The term 'stress' has increasingly become an integral part of everyday use. The reviews of the research on stress have identified a number of stressors in work environment. It consisted of 26 stressors which are indicated as job stressors in Table 9. The more number of couples were always stressed due to hostile work climate, unhealthy promotion policies, and rare chances of promotion, non-cooperative sub-ordinates and unhealthy competition at work. It accounted for stress in about 6-9 per cent of the couples; and hence was grouped as first-order stressor. Unhealthy competition at work gave stress always among

more number of male respondents whereas; unhealthy promotion policies gave stress always among more number of females.

The second-order stressors included non-cooperative colleagues, strained relations with colleagues, difference in the values of self and that of the organization, work does not suit the ability, and colleagues laugh at the way of functioning and low social status of the organization. It contributed to stress among 5 and 6 per cent of the couples.

The third-order stressors contributed to stress in about 3.0 per cent and 4.0 per cent of the couples. They included stressors such as over-burden of the organizational responsibilities, isolation from the colleagues, losing interest in the job, poor professional achievements, and no permission to take initiative, tiresome mode of commutation, monotonous work and dissatisfaction of the boss.

The fourth-order stressors included the timing of the job, too many job demands and expectations, working with the out-dated technologies, strained relations with the superior, neighbors feeling ashamed of the job, high –status jobs of the friends, relatives show no respect towards the job, and finally dislike towards the job. All the above stressors contributed to stress always around 0.6 per cent to 2.6 per cent among the couples.

Among 26 stressors related to job, 3 stressors *viz.*, my work does not suit the ability, tiresome mode of commutation to job, and strained relations with the superior had contributed high stress among greater percentage of female respondents compared to male respondents.

#### 5.5.6 Status of the couples on health stressors

Health is one of the important conditions of well-being of the individuals. There were 4 stressors concerning health stressors such as physical ill health, weakness, ill person in the family *etc.*

Table 10 shows that the first-order stressor contributed to stress always around 5.8 per cent of the couples. Family member's permanent illness was the first-order stressor and was same for both male and female couples.

Often experiencing sickness caused stress around 4.0 per cent of the couples and was categorized as second-order stressor.

Suffering from a major illness formed the third-order stressor and contributed to stress among 3.0 per cent of the couples.

Finally, physical weakness was the fourth-order stressor and contributed to stress always around 1.0 per cent of the couples. Among 4 stressors related to health, the stressors *i.e.* suffering from a major illness contributed high stress among female respondents compared to male respondents.

## 5.6 RELATIONSHIP BETWEEN THE COUPLES ON STRESSORS

Stress is inevitable component of any profession and there is no way out but cope up with stress or fight out with it. The stress which an individual experience in an environment is carried with him in another environment also, thus increasing the stress and causing stress to others also. Pittman *et al.* (1996) also revealed that stress originating from non-family setting such as job can spillover into home and vice-versa.

#### Stressors of self

The results of stressors of self (Table 11) clearly mean that the couples had experienced stress similarly in living away from the family, legal disputes, family responsibilities, values, socio-economic condition, avoidance from friends, neighbors, ambitions, expectations and relatives.

#### Stressors of children

The results of stressors of children (Table 11) revealed that the couples had experienced stress similarly on children's bad habits, general misbehavior, children's unsatisfactory academic progress, not finding a suitable match for the daughter, negative attitude of children towards the studies, bad treatment of children in the school, difference in

the values, their criticism, avoidance, children kept in care of others, children disliking them, and getting complaints about children.

#### Stressors of spouse

The results of stressors of spouse (Table 11) revealed that the couples had experienced stress similarly in spouse's consumption of alcohol, short temper, criticism, belief in corporal punishment, difference in the values, mismatch of the temperament, their avoidance, spouse's dissatisfaction with the job, and making comparisons.

#### Stressors of finance

The results of stressors of finance (Table 11) indicated that the couples had experienced stress similarly in deficits in financial matters, amassed wealth through corrupt practices, low income of the spouse, debts and higher socio-economic status of the neighbors.

#### Stressors of job

The results of stressors of job (Table 11) indicated that the couples had experienced stress similarly because of unhealthy competition at work, non-cooperative sub-ordinates, rare chances of promotion, unhealthy promotion policies, hostile work climate, low social status of the organization, colleagues making fun-of, work does not suit the ability, difference in the values, feeling ashamed of the job, strained relations at work place, non-cooperative colleagues, dissatisfaction of the boss, monotonous job, tiresome mode of commutation to job, poor professional achievements, isolation from the colleagues, no interest in the job, over burden of the organizational responsibilities, relatives showing no respect, strained relations with the superior, working with out-dated technologies, timing of the job and too many job demands and expectations.

#### Stressors of health

The results of stressors of health (Table 11) revealed that the couples had experienced stress similarly when they had a permanently ill family member, often experiencing sickness, a major illness and physical weakness.

## 5.7 RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND STRESS OF THE COUPLES

"Where there is stress, there are emotions" (Clarke, 2000) treating stress and emotions as separate fields is somewhat absurd. Rather, they both are inter-dependent. In the present study, it was proposed to study the relationship between emotional intelligence and stress. The results of the stressors and emotional intelligence clearly mean that there was positive and significant relationship between the couples on emotional intelligence and stressors. Therefore, the relationship between emotional intelligence and stress was analyzed by taking the results of the couples on emotional intelligence and stress as single-unit for the analysis of co-efficient of correlation.

#### Relationship between self-awareness and stress

The results (Table 12) clearly mean that there was no significant relationship between self-awareness and stress. But, even then, the result signified that there was negative relationship between self-awareness and stress. It means that the couple's feeling of one's own, ability to recognize and manage their feeling had the potentiality to decrease the experience of stress.

#### Relationship between emotional resilience and stress

The results (Table 12) clearly mean that there was a significant relationship between emotional resilience and stress. But, even then, the result signified that there was negative relationship between emotional resilience and stress. It means that the couple's ability to perform consistently, balance the needs of the situation with the needs and concerns of other individuals and retain their focus had a potentiality to decrease the experience of stress.

#### Relationship between motivation and stress

The results (Table 12) clearly mean that there was no significant relationship between motivation and stress. But, even then, the result signified that there was a positive relationship between motivation and stress. It means that the couple's drive and energy towards achievement, making an impact and also balancing between short term and long term goals had a potentiality to increase the experience of stress.

#### Relationship between interpersonal sensitivity and stress

The results (Table 12) clearly mean that there was no significant relationship between interpersonal sensitivity and stress. But, even then, the result signified that there was a positive relationship between interpersonal sensitivity and stress. It means that the couple's being aware of and taking account of, perceiving others and arriving at decisions and proposing solutions to problems had a potentiality to decrease the experience of stress.

#### Relationship between influence and stress

The results (Table 12) clearly mean that there was no significant relationship between influence and stress. But, even then, the result signified that there was a negative relationship between influence and stress. It means that the couple's ability to persuade others and listening to each other's perspectives and provide a rationale for change had a potentiality to decrease the experience of stress.

#### Relationship between intuitiveness and stress

The results (Table 12) clearly mean that there was a significant and positive relationship between intuitiveness and stress. It means that the couple's decision making ability in the phase of incomplete information using both rationale and 'emotional' or intuitive perception had a potentiality to increase the experience of stress *i.e.*, it is quite sure that when decision has to be made, keeping incomplete information as a base, an individual becomes anxious or tensed. Hence, leading towards stressful conditions.

#### Relationship between conscientiousness and stress

The results (Table 12) clearly mean that there was no significant relationship between conscientiousness and stress. But, even then, the result signified that there was a negative relationship between conscientiousness and stress. It means that the couple's commitment towards a course of action, to 'match words with their deeds', and ethical solution to a difficult issue or a problem had a potentiality to decrease the experience of stress.

#### Relationship between emotional intelligence and stress

The results (Table 12) clearly mean that there was no significant relationship between emotional intelligence and stress. But, even then, the result signified that there was a negative relationship between emotional intelligence and stress. It means that knowing what the couples feel and being able to handle those feelings, motivating themselves to get a job done, to be creative and sensing what others are feeling and handling relationships effectively; had a potentiality to decrease the experience of stress. The higher an individual is on emotional intelligence, lesser is the stress experienced by him/her.

#### Suggestions for future research

1. Comparison between the couples of teaching profession and managerial cadre
2. Compare the emotional intelligence and stress among working and non-working wives
3. Compare the emotional intelligence and stress among working couples with and without children
4. Compare literate and illiterate couples on their emotional intelligence and stress
5. Analyse emotional intelligence and stress among unmarried females
6. To identify the pattern of management of stress among high and low criterion group of emotional intelligence

## 6. SUMMARY AND CONCLUSIONS

Attributes *viz.*, egalitarian norms of family relationships, equitable distribution of domestic labor, and shared decision-making patterns and gender-free perceptions nowadays are becoming the attributes of dual-earner families. Couples nowadays view home-management as a 'third career' *i.e.* career of the family. Hence, in Indian context, emergence of new families may not be a distant reality. Research on dual-career families most often focuses on the built-in potential for partner distress due to overload and role-conflict. Persistence of the overload and role conflict state will create stressful situation for the couples. Emotional intelligence is a relatively new construct stemming from the increased interest in emotions in the work place. Many claims have been made about the ability of this construct to predict work outcomes, such as, job satisfaction, turnover, and performance. In the context of dual career couples, it becomes important for them to assist each other in outlining their values and priorities relative to family and work expectations and assessing how well they match time outlays and responsibility load, through which couples gain a better understanding of how the attitudes and behaviors of one partner affect the other.

The present study was designed to study the state of emotional intelligence and stress among working couples with the following objectives:

1. To study the level of emotional intelligence among working couples.
2. To study the level of stress among working couples.
3. To know the relationship of emotional intelligence and stress.
4. To know the relationship of demographic characteristics, emotional intelligence and stress.

The above objectives are explained by accepting or rejecting the following hypotheses:

1. There is no significant association among working couples on emotional intelligence.
2. There is no significant association among working couples on stress.
3. There is no significant relationship between emotional intelligence and stress of the working couples.
4. There is no significant relationship between demographic characteristics and emotional intelligence of the working couples.
5. There is no significant relationship between demographic characteristics and stress of the working couples.

The study was conducted in Dharwad city of Karnataka state during the year 2006-07. The research design followed was an ex-post facto with randomization. The criteria for the respondents to be the part of the study included that both the couples should be employed but, either of the couples should be a primary school teacher who had been married for at least 5 years and having at least one child and who were willing to become the subjects. Thus, the final sample consisted of 155 working couples.

Emotional intelligence was measured using emotional intelligence questionnaire developed by Dulewicz and Higgs (2001).

Stress scale developed by Bhagwatvar (2000) was used to measure the level of stress. The information about demographic characteristics was obtained using a personal information schedule. The questionnaire was administered to the couples individually at their homes. The data collected was subjected to frequency, percentage, Karl-Pearson correlation analysis and chi-square analysis.

The major general inferences drawn from the study were as follows:

Background of the couples:

- 1) The age of the couples ranged between 24 years and 69 years, with mean age of males 45.01 years and mean age of females 40.10 years. Majority of the couples were in their middle-age followed by early adulthood.

- 2) Majority of the couples were from Hindu religion.
- 3) Most of the couples had completed their schooling in urban areas.
- 4) Majority of the couples had Kannada as their medium of instruction.
- 5) Most of them were employed in non-aided institutions.
- 6) Most of them had completed 13-15 years of education.
- 7) Majority of the couples were in teaching profession.
- 8) Most of them were working for 7-8 hours per day.
- 9) Majority of the couples were vegetarians and were from nuclear families living in their own houses.

#### Relationship of demographic characteristics with emotional intelligence and stress

- 1) There was no significant relationship between medium of instruction, type of institute, years of education and stress.

#### Status of components of emotional intelligence among the working couples

- 1) Among the couples, about 11, 7 and 82 per cent had developed lower, average and higher emotional intelligence.

#### Relationship between emotional intelligence and stress of the couples

- 1) There was no significant relationship between self-awareness, motivation, influence, conscientiousness, emotional intelligence and stress.
- 2) There was a significant and negative relationship between emotional resilience, interpersonal sensitivity and stress.
- 3) There was a positive and significant relationship between intuitiveness and stress.

#### Status of components of stress among the working couples

- 1) The first-order stressor among the self stressors was due to peers which contributed to stress always among 8.1 per cent of the couples.
- 2) The first-order stressor among the stressors related to children was bad habits of the children which contributed to stress always among 6.8 per cent of the couples.
- 3) The first-order stressor among the spousal stressors which contributed to stress always among 14.8 per cent of the couples was "my spouse had started drinking alcohol".
- 4) The first-order stressor among the financial stressors which contributed to stress always among 10.3 per cent of the couples was having a deficit in the financial matters.
- 5) The first-order stressor among the job stressors which contributed to stress always among 8.7 per cent of the couples was encouragement of unhealthy competition at work.
- 6) The first-order stressor among the health stressors which contributed to stress always among 5.8 per cent of the couples was a family member suffering from an incurable disease.

#### Relationship between the couples on stressors

- 1) There was a positive and significant relationship between self stressors, child stressors, spousal stressors, financial stressors, job stressors, health stressors and couples.

#### Relationship between emotional intelligence and stress

- 1) There was no significant relationship between self-awareness, influence, conscientiousness, emotional intelligence and stress of the couples. But, even then, it signified a negative relationship.

- 2) There was no significant relationship between motivation and stress. But, even then, it signified a positive relationship.
- 3) There was a significant negative relationship between emotional resilience, interpersonal sensitivity and stress.
- 4) There was a positive and significant relationship between intuitiveness and stress.

#### IMPLICATIONS

The study reveals that about 80 per cent of the respondents have developed higher level of emotional intelligence. Even then, about 15 per cent of the respondents have been experiencing maximum stress always in the marital relationship. This is significant information to create awareness among family members to resolve stressors of marital relationship by using their emotional intelligence effectively.

Similarly about 10 per cent of the respondents are experiencing high stress due to financial matters, about 7 per cent of the respondents are experiencing high stress in relation to their children and around 9 per cent of the respondents are experiencing high stress in the job situation. These results signify that among the working couples 8-15 per cent of the couples are experiencing high stress. This is to be a significant indicator of future anomaly. Therefore there is the need of effective management of the stressors by making use of emotional intelligence potentiality by effective counseling.

There is inverse relationship between the components of emotional intelligence and stress which clearly is an indicative of effective measures to manage stressors in day-to-day life. So, it is important to develop understanding among the couples to face and resolve the state of stress by making use of their emotional potentiality at appropriate time consciously.

The study has revealed a remarkable status between the couples that the relationship between the couples on the components of stress that the development of stress in their partner is a significant contributor for development of stress among themselves. Therefore it is prime perspective to resolving the couple stress by discussing the stressors which are responsible for the stress. Otherwise, both will experience detrimental effect of stressors.

Similarly it is confirmed that the potentiality of emotional intelligence of a life partner will have positive reinforcing effect on the development of emotional potentiality of another partner.

So, it is necessary to express the emotional reaction genuinely and share the experience genuinely to resolve consequential effect and develop affirmative emotional perspectives.

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# APPENDIX I

## EMOTIONAL INTELLIGENCE QUESTIONNAIRE (EQi) (Dulewicz and Higgs, 2001)

Dear respondent, the purpose of this survey is to study Emotional Intelligence of working couples. The results are used for counselling to develop satisfactory family life. Please give information to develop successful personalities. Please give information to Part A, B honestly by reading instructions carefully and you can get clarification for the doubts from the researcher.

### PART-A

#### BIO DATA

1	Name:	2	Gender: Male/Female
3	Age:	4	Religion: Category:
5	Schooling: Rural/Urban	6	Medium of Education :
7	Occupation of wife:	8	Occupation of Father:
9	Qualification of wife	10	Qualification of father:
11	No of working hours :	12	Number of children:
13	Vegetarian/ Non-vegetarian/both	14	Joint/Nuclear family:
15	Own/Rental House?	No. of Rooms:	
16	Facilities in home: Radio/T.V./ V.C.R./V.C.P./Computer/Two Wheeler/Car/ Phone/Mobile Phone? Cooking gas/ Solar Water heater/ Lighting		
17	Whether the institute in which you work is Govt/Aided/Non-aided?		

Please Note: Normally, Part A,B responding takes around 60 minutes.

### Part – B

#### INSTRUCTIONS

In this measure you will find 163 statements about your feelings and your behaviour. To respond, use seven alternative responses : Always (A), Very Frequently (V.F), Frequently (F.), Often (O), Rarely (R),Very Rarely (V.R.) Never (N). select one of the responses, which more or less describes you and write a check mark under Response column.

Don't think much about each statement give the first natural answer that occurs to you. But, at the same time, don't rush your responses or respond without giving due consideration to each statement. please answer honestly.

Please don't miss any statements.

ಕೃಷಿ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ

ಆತ್ಮಿಯರೇ ಉದ್ಯೋಗಸ್ಥ ದಂಪತಿಗಳ ಸಂವೇಗಾತ್ಮಕ ಬುದ್ಧಿಶಕ್ತಿ ಅಧ್ಯಯನ ಮಾಡುವುದೇ ಈ ಪ್ರಶ್ನಾವಳಿಯ ಉದ್ದೇಶವಾಗಿದೆ. ಇದರ ಫಲಿತಾಂಶವನ್ನು ಸಂತೋಷದಾಯಕ ಕುಟುಂಬ ಜೀವನ ವಿಕಾಸದ ಉಪಯೋಗವಾಗಿಯೆ ಉಪಯೋಗಿಸಲಾಗುವುದು. ಆದುದರಿಂದ ದಯವಿಟ್ಟು ಪ್ರಶ್ನಾವಳಿಯ 'ಅ' ಮತ್ತು ಭಾಗ 'ಆ' ಗಳಿಗೆ ಪ್ರಾಮಾಣಿಕವಾಗಿ ಮಾಹಿತಿಯನ್ನು ನೀಡಿ ಮತ್ತು ನಿಮಗೇನಾದರೂ ಅರ್ಥವಾಗದಿದ್ದಲ್ಲಿ ಸಂತೋಧಕರನ್ನು ಕೇಳಿ ತಿಳಿದುಕೊಳ್ಳಬಹುದು.

ಭಾಗ 'ಅ'

1.	ಹೆಸರು :	2.	ಲಿಂಗ : ಗಂಡು /ಹೆಣ್ಣು
3.	ವಯಸ್ಸು :	4.	ಧರ್ಮ : ಪಂಗಡ
5.	ವಿದ್ಯಾಭ್ಯಾಸ : ಪಟ್ಟಣ / ಗ್ರಾಮೀಣ	6.	ಕುಟುಂಬದ ಸದಸ್ಯರ ಸಂಖ್ಯೆ
7.	ಹೆಂಡತಿಯ ವಿದ್ಯಾರ್ಹತೆ :	8.	ಗಂಡನ ವಿದ್ಯಾರ್ಹತೆ :
9.	ಹೆಂಡತಿಯ ಉದ್ಯೋಗ :	10.	ಗಂಡನ ಉದ್ಯೋಗ :
11.	ಅವಿಭಕ್ತಕುಟುಂಬ / ವಿಭಕ್ತ ಕುಟುಂಬ	12.	ಒಟ್ಟು ಮಕ್ಕಳು
13.	ಸಸ್ಯ ಹಾರಿ / ಶಾಖಾಹಾರಿ / ಎರಡೂ	14.	ಸ್ವಂತಮನೆ ಬಾಡಿಗೆಮನೆ? ಕೋಣೆಗಳ ಸಂಖ್ಯೆ :
15.	ಮನೆಯಲ್ಲಿನ ಸೌಲಭ್ಯಗಳು : ರೇಡಿಯೋ./ ಟಿವಿ. ಫ್ಲಿಪಿ.ಆರ್./ ವಿ.ಸಿ.ಪಿ./ ಕಂಪ್ಯೂಟರ್ / ದ್ವಿಚಕ್ರವಾಹನ / ಕಾರು / ಪೋನ್ / ಮೊಬೈಲ್ / ಗ್ಯಾಸ್ / ಸೋಲಾರ್ ಹೀಟರ್.		
16.	ಕೆಲಸದ ಒಟ್ಟು ವೇಳೆ / ಗಂಟೆಗಳು :		
17.	ಕೆಲಸ ಮಾಡುವ ಸಂಸ್ಥೆ : ಸರ್ಕಾರಿ / ಅನುದಾನಿತ / ಅನುದಾನರಹಿತ		

ಭಾಗ - 'ಆ'

ನಿರ್ದೇಶನಗಳು : ಈ ಮಾಪನದಲ್ಲಿ ನಿಮ್ಮ ಮನೋಭಾವ ಮತ್ತು ನಡವಳಿಕೆಗೆ ಸಂಬಂಧಿಸಿದ 163 ಹೇಳಿಕೆಗಳಿವೆ. ಅವುಗಳಿಗೆ ಉತ್ತರಿಸಲು 7 ಪರ್ಯಾಯ ಉತ್ತರಗಳಿವೆ: 1) ಯಾವಾಗಲೂ, 2) ತುಂಬಾ ಮೇಲಿಂದ ಮೇಲೆ, 3) ಮೇಲಿಂದ ಮೇಲೆ, 4) ಆಗಾಗ್ಗೆ, 5) ವಿರಳವಾಗಿ, 6) ತುಂಬಾ ವಿರಳವಾಗಿ, 7) ಇಲ್ಲವೇ ಇಲ್ಲ. ಈ ಉತ್ತರಗಳಲ್ಲಿ ಯಾವುದು ಹೆಚ್ಚು ಕಡಿಮೆ ನಿಮ್ಮನ್ನು ವಿವರಿಸುತ್ತೋ ಅದಕ್ಕೆ ಸರಿ (✓) ಅದನ್ನು ಉಪಯೋಗಿಸಿ ಉತ್ತರಿಸಿರಿ.

ದಯವಿಟ್ಟು ಪ್ರತಿಯೊಂದು ವಾಕ್ಯದ ಮೇಲೆ ತುಂಬಾ ಯೋಚನೆ ಮಾಡಬೇಡಿ. ನಿಮಗೆ ಮೊದಲು ಬಂದ ಉತ್ತರವನ್ನು ಕೊಡಿ. ಆದರೆ ಯಾವುದೇ ಹೇಳಿಕೆಗೂ ಸರಿಯಾಗಿ ಆಲೋಚನೆ ಮಾಡದೇ ಉತ್ತರಿಸಬೇಡಿ. ಯಾವ ಉತ್ತರವು ಸಮಂಜಸವಾದುದೋ ಅದನ್ನು ಪ್ರಾಮಾಣಿಕವಾಗಿ ಉತ್ತರಿಸಿರಿ.

ದಯವಿಟ್ಟು ಎಲ್ಲ ಹೇಳಿಕೆಗಳಿಗೂ ತಪ್ಪದೇ ಉತ್ತರಿಸಿ.

Sl No	Statement	A	V F	F	O	R	V R	N
1	I will break the rules at work if it will help me to achieve my goals ನನ್ನ ಗುರಿಗಳು ಈಡೇರುವಂತಿದ್ದರೆ ಕೆಲಸದಲ್ಲಿ ಪಾಲಿಸಬೇಕಾದ ನಿಯಮಗಳನ್ನು ಉಲ್ಲಂಘಿಸುತ್ತೇನೆ.							
2	Decisions I make are based on facts ನಾನು ತೆಗೆದುಕೊಳ್ಳುವ ನಿರ್ಧಾರಗಳು ವಾಸ್ತವಾಂಶಗಳನ್ನು ಅವಲಂಬಿಸಿರುತ್ತವೆ.							
3	It is easy for me to change other people's opinions ನನಗೆ ಬೇರೆಯವರಲ್ಲಿ ಅವರ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಬದಲಾಯಿಸುವುದು ಸುಲಭದ ಕೆಲಸ.							
4	I give people ample time to express their views. ನಾನು ಬೇರೆಯವರಿಗೆ ಅವರ ಅಭಿಪ್ರಾಯಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಲು ಸಾಕಷ್ಟು ಸಮಯ ಕೊಡುತ್ತೇನೆ.							
5	I put all my energy into works that I believe are important ನನಗೆ ಮಹತ್ವ ಎಂದೆನಿಸಿದ ಕಾರ್ಯಗಳಲ್ಲಿ ನನ್ನ ಎಲ್ಲಾ ಶಕ್ತಿಯನ್ನು ತೊಡಗಿಸುತ್ತೇನೆ.							
6	Even when I feel bad, I easily find ways to come out of it ನನಗೆ ದುಃಖವೆನಿಸಿದಾಗಲೂ ಸಹ ಅದರಿಂದ ಹೊರಬರುವ ರೀತಿಗಳನ್ನು ಸುಲಭವಾಗಿ ಕಂಡುಹಿಡಿಯುತ್ತೇನೆ.							
7	If I am in bad mood, I am able to hide it. ನನಗೆ ಬೇಸರವಾಗಿದ್ದರೂ ಅದನ್ನು ಮರೆಮಾಚಲು ಶಕ್ತನಿದ್ದೇನೆ.							
8	I challenge unethical behaviour whenever I meet it at home ಯಾವಾಗಲಾದರೊಮ್ಮೆ ಮನೆಯಲ್ಲಿ ಅನೈತಿಕ ವರ್ತನೆಗೆ ಒಳಗಾದರೆ ಅದನ್ನು ನಾನು ಪ್ರತಿಭಟಿಸುತ್ತೇನೆ.							
9	When making a decision, I ignore my feelings as they only confuse the issue ನಿರ್ಧಾರವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವಾಗ ನಾನು ನನ್ನ ಭಾವನೆಗಳನ್ನು ಕಡೆಗಣಿಸುತ್ತೇನೆ. ಏಕೆಂದರೆ ಅವು ವಿಷಯವನ್ನು ಗೊಂದಲಗೊಳಿಸುತ್ತವೆ.							
10	In group, I prefer to let other people make the decisions ಗುಂಪಿನಲ್ಲಿದ್ದಾಗ ನಾನು ನಿರ್ಧಾರವನ್ನು ತೆಗೆದುಕೊಳ್ಳಲು ಬೇರೆಯವರಿಗೇ ಬಿಡುತ್ತೇನೆ.							
11	I have enough of my own problems without spending time listening to other people's ನನಗೆ ನನ್ನದೇ ಆದ ಸಮಸ್ಯೆಗಳಿರುವುದರಿಂದ ಬೇರೆಯವರ ಸಮಸ್ಯೆಗಳಿಗೆ ಸಮಯ ಕೊಡುವುದಿಲ್ಲ.							
12	Any obstacles I encounter are likely to prevent me from completing a task ಯಾವುದೇ ಅಡೆತಡೆಗಳು ನನಗೆ ಎದುರಾದಲ್ಲಿ ಅವು ನನಗೆ ಕೆಲಸ ಪೂರ್ತಿಗೊಳಿಸದಂತೆ ತಡೆಯುತ್ತವೆ.							
13	I lose confidence when my work is criticized ನನ್ನ ಕೆಲಸವನ್ನು ಟೀಕಿಸಿದರೆ ಧೈರ್ಯವನ್ನು ಕಳೆದುಕೊಳ್ಳುತ್ತೇನೆ.							
14	I recognize my own moods and make specific attempts to change them ನನ್ನ ಮನಸ್ಥಿತಿಯನ್ನು ಗುರುತಿಸಿ ಅವುಗಳನ್ನು ಬದಲಿಸಲು ನಿರ್ದಿಷ್ಟ ಪ್ರಯತ್ನಗಳನ್ನು ಮಾಡುತ್ತೇನೆ.							
15	I avoid distasteful tasks ಇಷ್ಟವಿರದ ಕಾರ್ಯಗಳನ್ನು ನಾನು ತಳ್ಳಿ ಹಾಕುತ್ತೇನೆ.							
16	I need to know other people's opinion before I make a final decision in a group ಗುಂಪಿನ ಅಂತಿಮ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುವುದಕ್ಕಿಂತ ಮುಂಚೆ ಬೇರೆಯವರ ಅಭಿಪ್ರಾಯವನ್ನು ತಿಳಿದುಕೊಳ್ಳುತ್ತೇನೆ.							
17	I find it difficult to change friends minds ಗೆಳೆಯರ ಮನಸ್ಸನ್ನು ಬದಲಾಯಿಸುವುದು ನನಗೆ ಕಷ್ಟದಾಯಕ							
18	I encourage my colleagues to work together as a team ಗುಂಪಿನಲ್ಲಿ ಕೆಲಸ ಮಾಡುವಂತೆ ನಾನು ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳನ್ನು ಪ್ರೇರೇಪಿಸುತ್ತೇನೆ.							
19	I am not distracted from my long-term goals ದೀರ್ಘಾವಧಿಯ ಗುರಿಗಳಿಂದ ನಾನು ವಿಚಲಿತನಾಗುವುದಿಲ್ಲ.							
20	Whenever I experience a setback, it takes me a long time to bounce back ನಾನು ಮುಗ್ಧರಿಸಿದಾಗ ಮರಳಿ ಮೊದಲಿನಂತಾಗಲು ಬಹಳ ಸಮಯ ಬೇಕಾಗುತ್ತದೆ.							
21	I feel out of control emotionally ನಾನು ಸಂವೇಗಾತ್ಮಕ ನಿಯಂತ್ರಣದಲ್ಲಿದ್ದು ಎಂದೆನಿಸುತ್ತದೆ.							
22	I will not do something if I know it is wrong ನನಗೆ ಯಾವುದೇ ವಿಷಯ ತಪ್ಪೆಂದು ತಿಳಿದರೆ ಅದನ್ನು ನಾನು ಮಾಡುವುದಿಲ್ಲ							
23	I work on the principle that it is better to be safe than sorry "ವ್ಯಥೆಪಡುವುದಕ್ಕಿಂತ ಸುರಕ್ಷಿತತೆ ಒಳ್ಳೆಯದು" ಎಂಬ ಸಿದ್ಧಾಂತದ ಮೇಲೆ ನಾನು ಕೆಲಸ ಮಾಡುತ್ತೇನೆ.							

Sl No	Statement	A	V F	F	O	R	V R	N
24	When other people's views are different from mine, I Do not consciously attempt to influence them ಬೇರೆಯವರ ವಿಚಾರಗಳು ನನ್ನಿಂದ ಬೇರೆ ಇದ್ದಾಗ ನಾನು ಅವರ ಅಭಿಪ್ರಾಯ ಬದಲಿಸಲು ಪ್ರಯತ್ನಿಸುವುದಿಲ್ಲ.							
25	I take my friend's opinion to win a team game ಗುಂಪಿನ ಪಂದ್ಯ ಗೆಲ್ಲಲು ನಾನು ನನ್ನ ಗೆಳೆಯರ ಅಭಿಪ್ರಾಯ ಪಡೆಯುತ್ತೇನೆ.							
26	I strive to produce ever better results in my work ನನ್ನ ಕೆಲಸದಲ್ಲಿ ಒಳ್ಳೆಯ ಫಲಿತಾಂಶಗಳನ್ನು ಹೊಂದಲು ನಾನು ಶ್ರಮಿಸುತ್ತೇನೆ.							
27	When under pressure, I become irritable ಒತ್ತಡದಲ್ಲಿ ನಾನು ಕಿರಿಕಿರಿಗೊಳಗಾಗುತ್ತೇನೆ.							
28	It is possible to control my own feelings ನನ್ನ ಭಾವನೆಗಳನ್ನು ನನಗೆ ತಡೆದುಕೊಳ್ಳಲು ಸಾಧ್ಯವಿದೆ.							
29	In group, I ensure that what I say and what I do are the same ಗುಂಪಿನಲ್ಲಿ ನಾನು ಮಾತನಾಡುವುದು ಹಾಗೂ ಮಾಡುವುದು ಒಂದೇ ಆಗಿರುವಂತೆ ತೋರಿಸುತ್ತೇನೆ.							
30	I like to think all the pros and cons before making a decision ನಿರ್ಧಾರವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವುದಕ್ಕಿಂತ ಮುಂಚೆ ನಾನು ಅದರ ಅನುಕೂಲ ಹಾಗೂ ಪ್ರತಿಕೂಲ ವಿಷಯಗಳನ್ನು ಪರಿಗಣಿಸುತ್ತೇನೆ.							
31	When discussing problems I find that others agree with my ideas and suggestions ಸಮಸ್ಯೆಗಳನ್ನು ಚರ್ಚಿಸುವಾಗ, ಬೇರೆಯವರು ನನ್ನ ವಿಚಾರ ಹಾಗೂ ಸಲಹೆಗಳಿಗೆ ಸಮ್ಮತಿಸುವುದನ್ನು ಕಾಣುತ್ತೇನೆ.							
32	When trying to decide what to do, I take account of the views of others/friends ಏನು ಮಾಡಬೇಕೆಂಬುದು ನಿರ್ಧಾರವನ್ನು ತೆಗೆದುಕೊಳ್ಳಲು ಪ್ರಯತ್ನಿಸುವಾಗ, ನನ್ನ ಗೆಳೆಯರ/ಬೇರೆಯವರ ವಿಚಾರಗಳನ್ನು ಪರಿಗಣಿಸುತ್ತೇನೆ.							
33	I have a sufficient energy to complete the tasks and assignments ಕೆಲಸ ಹಾಗೂ ಸೂಚಿಸಿದ ಕಾರ್ಯಗಳನ್ನು ಪೂರೈಸಲು ನನ್ನ ಬಳಿ ಸಾಕಷ್ಟು ಶಕ್ತಿ ಇದೆ.							
34	I am able to maintain my effectiveness after being insulted by others ಬೇರೆಯವರಿಂದ ಅಪಮಾನಕ್ಕೊಳಗಾದರೂ ನಾನು ನನ್ನ ಕಾರ್ಯ ಸಮರ್ಥತೆಯನ್ನು ಕಾಯ್ದುಕೊಳ್ಳಲು ಸಮರ್ಥನಾಗಿದ್ದೇನೆ.							
35	When my ideas or suggestions are rejected, I feel hurted ನನ್ನ ವಿಚಾರಗಳು ಅಥವಾ ಸಲಹೆಗಳು ತಿರಸ್ಕೃತವಾದಲ್ಲಿ ನನಗೆ ನೋವಾಗುತ್ತದೆ.							
36	No matter how difficult the problem, I work to find a solution ಸಮಸ್ಯೆ ಎಷ್ಟೇ ಕಠಿಣವಾದರೂ ಪರಿಹಾರ ಕಂಡುಹಿಡಿಯಲು ಕೆಲಸ ಮಾಡುತ್ತೇನೆ.							
37	When making decisions, I try to minimize the risks ನಿರ್ಧಾರವನ್ನು ತೆಗೆದುಕೊಳ್ಳುವಾಗಲೇ ನಾನು ಗಂಡಾಂತರಗಳನ್ನು ಕಡಿಮೆಗೊಳಿಸಲು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ.							
38	I find it easy to establish rapport with strangers ಅಪರಿಚಿತರ ಜೊತೆ ಬೆರೆಯುವುದು ನನಗೆ ಸರಳವಾದದ್ದೆನಿಸುತ್ತದೆ.							
39	I encourage co-operative behaviour when working with friends ಗೆಳೆಯರ ಜೊತೆ ಕೆಲಸ ಮಾಡುವಾಗ ನಾನು ಸಹಕಾರ ವರ್ತನೆಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುತ್ತೇನೆ.							
40	I set high, stretching goals for myself ನನಗಾಗಿ ಉನ್ನತ-ದೀರ್ಘಕಾಲೀನ ಗುರಿಗಳನ್ನು ನಾನು ನಿರ್ಧರಿಸುತ್ತೇನೆ.							
41	When faced with unfair criticism, I find it difficult to remain focused on my work ಇಲ್ಲಿ ಸಲ್ಲದ ಹೀಯಾಳಿಕೆ ಎದುರಾದಾಗ ನನಗೆ ಚಿತ್ತದಿಂದ ಕೆಲಸ ಮಾಡಲಾಗುವುದಿಲ್ಲ.							
42	I feel so influenced by my own feelings that I cannot function properly ನನ್ನ ಸ್ವಂತ ಭಾವನೆಗಳಿಂದ ನಾನು ಎಷ್ಟೋಂದು ಪ್ರಭಾವಗೊಳ್ಳುತ್ತೇನೆಂದರೆ, ನನಗೆ ಕೆಲಸ ಸರಿಯಾಗಿ ನಿರ್ವಹಿಸಲಾಗುವುದಿಲ್ಲ.							
43	I adhere to the standards of personal conduct expected at work ಕಾರ್ಯ ನಿರ್ವಹಿಸುವಾಗ ನಿರೀಕ್ಷಿತ ವೈಯಕ್ತಿಕ ನಡವಳಿಕೆಯಂತೆ ನಾನು ನಡೆಯುತ್ತೇನೆ.							
44	When faced with complex decisions, I balance fact with my intuition or confidential feeling ಅತಿಮುಖ್ಯವಾದ ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುವಾಗ ನಾನು ಸತ್ಯ ಸಂಗತಿ ಹಾಗೂ ನನ್ನ ಒಳ ಅರಿವನ್ನು ಸಮತೋಲನದಲ್ಲಿಡುತ್ತೇನೆ.							
45	When faced with resistance, I find it difficult to persuade others to change their position ಬೇರೆಯವರು ಪ್ರತಿಭಟಿಸಿದಾಗ, ಅವರ ಅಭಿಪ್ರಾಯವನ್ನು ಬದಲಾಯಿಸುವಂತೆ ಶ್ರಮಿಸುವುದು ನನಗೆ ಕಷ್ಟವೆನಿಸುತ್ತದೆ.							
46	Before making decisions I discuss them with others and take account of their views							

Sl No	Statement	A	V F	F	O	R	V R	N
	ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುವ ಮುನ್ನ ನಾನು ಬೇರೆಯವರೊಂದಿಗೆ ಚರ್ಚಿಸಿ ಅವರ ವಿಚಾರಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುತ್ತೇನೆ.							
47	I can achieve results in a consistent way when dealing with different tasks ವಿವಿಧ ಕಾರ್ಯಗಳನ್ನು ನಿರ್ವಹಿಸುತ್ತಿರುವಾಗ ನಾನು ಸಮತೋಲದ ಫಲಿತಾಂಶಗಳನ್ನು ಸಾಧಿಸುತ್ತೇನೆ.							
48	I find it difficult to maintain my performance when faced with disappointments ನಿರಾಶೆಗೊಳಗಾದಾಗ ನನ್ನ ಕಾರ್ಯ ನಿರ್ವಹಣೆ ಸಮತೋಲನದಲ್ಲಿರಿಸಲು ನನಗೆ ಕಷ್ಟವಾಗುತ್ತದೆ.							
49	I have a positive outlook on life ಜೀವನದ ಬಗ್ಗೆ ನಾನು ಸಕಾರಾತ್ಮಕ ದೋರಣೆಯನ್ನು ಹೊಂದಿರುತ್ತೇನೆ.							
50	My commitment to a decision or course of action is critical to its success ನನ್ನ ಅರ್ಪಣೆ ನಿರ್ಧಾರವು ಅಥವಾ ಕಾರ್ಯನುಖವು ಗೆಲುವಿಗೆ ಸೀಮಿತವಾಗಿರುತ್ತದೆ.							
51	I am happy to make decisions or act on the basis of information that may not be true ಸತ್ಯವಿರದ ಸೂಚನೆಯ ಮೇರೆಗೆ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳಲು ಅಥವಾ ಕಾರ್ಯ ಮಾಡಲು ನನಗೆ ಸಂತೋಷವೆನಿಸುತ್ತದೆ.							
52	I do not have difficulty in influencing others to change their viewpoint ಬೇರೆಯವರು ಅವರ ಅಭಿಪ್ರಾಯ ಬದಲಿಸಿಕೊಳ್ಳುವ ಹಾಗೆ ಮಾಡುವುದು ನನಗೆ ಕಷ್ಟವಲ್ಲ.							
53	When working with a group, I make an effort to gain my friends agreement to goals and targets. ಗುಂಪಿನಲ್ಲಿ ಕೆಲಸಮಾಡುವಾಗ ಅದರ ಗುರಿಗಾಗಿ ನಾನು ಗೆಳೆಯರ ಸಮ್ಮತಿ ಪಡೆಯಲು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ.							
54	I am willing to accept average performance from my friends ನನ್ನ ಸ್ನೇಹಿತರಿಂದ ಸಾಮಾನ್ಯವಾದ ಕಾರ್ಯ ಸಾಧನೆಯನ್ನು ಒಪ್ಪಲು ನಾನು ಸಿದ್ಧನಿದ್ದೇನೆ.							
55	I am able to adapt my behaviour to a range of different situations ಬೇರೆ ಬೇರೆ ಪರಿಸ್ಥಿತಿಗಳಿಗೆ ಒಗ್ಗುವಂತೆ ನಾನು ನನ್ನ ವರ್ತನೆಯನ್ನು ಹೊಂದಿಸಿಕೊಳ್ಳುತ್ತೇನೆ.							
56	I recognize my own feelings and moods, and accept them ನನ್ನ ಭಾವನೆಗಳನ್ನು ಹಾಗೂ ಮನಃಸ್ಥಿತಿಯನ್ನು ಗುರುತಿಸಿ ನಾನು ಅವುಗಳನ್ನು ಸ್ವೀಕರಿಸುತ್ತೇನೆ.							
57	I am dissatisfied with only average personal performance ಸರಾಸರಿಯ ವ್ಯಯುಕ್ತಿಕ ಕಾರ್ಯ ನಿರ್ವಹಣೆಯಿಂದ ನಾನು ಅಸಂತುಷ್ಟನಾಗಿದ್ದೇನೆ.							
58	I am uncomfortable when having to make decisions based on confidential feeling ವಿಶ್ವಾಸದ ಭಾವನೆಗಳ ಆಧಾರದ ಮೇಲೆ ನಿರ್ಧಾರ ಮಾಡುವುದರಲ್ಲಿ ನನಗೆ ಅಸಮಾಧಾನ ಎನಿಸುತ್ತದೆ.							
59	I am effective in getting my friends commitment to goals and targets ಗುರಿಸಾಧನೆಗಾಗಿ ನನ್ನ ಗೆಳೆಯರ ಅರ್ಪಣಾ ಭಾವನೆಯನ್ನು ಮೂಡಿಸುವಲ್ಲಿ ನಾನು ಪರಿಣಾಮಕಾರಿಯಾಗಿದ್ದೇನೆ.							
60	I am receptive to ideas and suggestions from my friends ನನ್ನ ಗೆಳೆಯರ ವಿಚಾರ ಹಾಗೂ ಸೂಚನೆಗಳನ್ನು ನಾನು ಸ್ವಾಗತಿಸುತ್ತೇನೆ.							
61	I encourage friends to perform to the very best of their ability ನನ್ನ ಗೆಳೆಯರ ಸಾಮರ್ಥ್ಯಕ್ಕೆ ಮಟ್ಟಕ್ಕೆ ತಕ್ಕಂತೆ ಸಾಧಿಸಲು ಅವರನ್ನು ಪ್ರೇರೇಪಿಸುತ್ತೇನೆ.							
62	When I am under pressure, others do notice change in my behaviour ನಾನು ಒತ್ತಡದಲ್ಲಿದ್ದಾಗ ನನ್ನ ವರ್ತನೆಯಲ್ಲಿ ಆಗುವ ಬದಲಾವಣೆಗಳನ್ನು ಬೇರೆಯವರು ಗಮನಿಸುತ್ತಾರೆ.							
63	I feel influenced by my own moods that I cannot function properly ನನ್ನ ಮನಃಸ್ಥಿತಿಯು ನನ್ನ ಮೇಲೆ ಪರಿಣಾಮವನ್ನುಂಟುಮಾಡಿದಕ್ಕಾಗಿ ನನಗೆ ಸಮರ್ಪಕವಾಗಿ ಕೆಲಸ ಮಾಡಲು ಆಗುವುದಿಲ್ಲ.							
64	I adhere to the accepted standards of behaviour in my home ನನ್ನ ಮನೆಯಲ್ಲಿ ಸ್ವೀಕೃತವಾದ ಘನತೆಯ ನಡವಳಿಕೆಗೆ ನಾನು ಬದ್ಧನಾಗಿದ್ದೇನೆ.							
65	I am happy to make decisions or act on the basis of incomplete information ಅಪೂರ್ಣ ಮಾಹಿತಿಯ ಆಧಾರದ ಮೇಲೆ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳಲು ಅಥವಾ ಕಾರ್ಯ ನಿರ್ವಹಿಸಲು ನನಗೆ ಸಂತೋಷವೆನಿಸುತ್ತದೆ.							
66	I do not find it easy to establish the support of friends ನನಗೆ ಗೆಳೆಯರ ಬೆಂಬಲವನ್ನು ಪಡೆಯುವುದು ಸುಲಭವೆನಿಸುವುದಿಲ್ಲ.							
67	In dealing with problems and decisions I take account of the needs of others ಸಮಸ್ಯೆ ಹಾಗೂ ನಿರ್ಧಾರಗಳನ್ನು ನಿಭಾಯಿಸಲು ಬೇರೆಯವರ ಅವಶ್ಯಕತೆಗಳನ್ನು ಪರಿಗಣಿಸುತ್ತೇನೆ.							
68	I have unfinished work to do							

Sl No	Statement	A	V F	F	O	R	V R	N
	ಅಪೂರ್ಣವಾದ ಕೆಲಸ ಮಾಡುವುದು ಬಾಕಿ ಇದೆ.							
69	I allow my feelings to influence my decisions ನನ್ನ ಭಾವನೆ ನನ್ನ ನಿರ್ಧಾರಗಳ ಮೇಲೆ ಪರಿಣಾಮ ಬೀರಲು ನಾನು ಅನುವುಮಾಡಿಕೊಂಡುತ್ತೇನೆ.							
70	I am aware of my own moods when dealing with work problems and issues ಕೆಲಸದಲ್ಲಿಯ ತೊಂದರೆ ಹಾಗೂ ವಿಷಯಗಳ ಬಗ್ಗೆ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುವಾಗ ನನಗೆ ನನ್ನ ಮನೋಸ್ಥಿತಿಯ ಅರಿವು ಇರುತ್ತದೆ.							
71	Others accept my personal commitment to a decision or course of action ನಿರ್ಧಾರವನ್ನು ಅಥವಾ ಕಾರ್ಯನಿರ್ವಹಿಸುವಾಗ ಬೇರೆಯವರು ನನ್ನ ವೈಯಕ್ತಿಕ ಸಮರ್ಪಣೆಯನ್ನು ಒಪ್ಪಿಕೊಳ್ಳುತ್ತಾರೆ.							
72	I avoid using confidential feeling when making decisions ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುವಾಗ ವಿಶ್ವಾಸದ ಭಾವನೆಗಳನ್ನು ನಿರ್ಲಕ್ಷಿಸುತ್ತೇನೆ.							
73	Others tend to take account of my views and comments ಬೇರೆಯವರು ನನ್ನ ಅಭಿಪ್ರಾಯ ಹಾಗೂ ಟಿಪ್ಪಣಿಗಳನ್ನು ಪರಿಗಣಿಸುತ್ತಾರೆ.							
74	I am able to listen to communication from others without pre-judging its value ನಾನು ಬೇರೆಯವರ ಸಂವಾದವನ್ನು ಅದರ ಮೌಲ್ಯ ಪೂರ್ವ ನಿರ್ಧರಿಸಿದಂತೆ ಕೇಳುತ್ತೇನೆ.							
75	Others respond positively to my views on how we might achieve our goals ನಮ್ಮ ಗುರಿಯನ್ನು ಹೇಗೆ ತಲುಪಬಹುದು ಎನ್ನುವುದರ ಬಗ್ಗೆ ಇರುವ ನನ್ನ ಅಭಿಪ್ರಾಯಕ್ಕೆ ಬೇರೆಯವರು ಸಕಾರಾತ್ಮಕವಾಗಿ ಪ್ರತಿಕ್ರಿಯಿಸುತ್ತಾರೆ.							
76	My performance remains the same when I am under pressure ನಾನು ಒತ್ತಡದಲ್ಲಿರುವಾಗಲೂ ನನ್ನ ಕಾರ್ಯ ಸಾಧನೆ ಒಂದೇ ರೀತಿ ಆಗಿರುತ್ತದೆ.							
77	I know what my feelings are ನನ್ನ ಭಾವನೆಗಳು ಏನು ಎನ್ನುವುದು ನನಗೆ ಗೊತ್ತು.							
78	I conform to accepted ethical standards in the decisions I take ನಾನು ತೆಗೆದುಕೊಳ್ಳುವ ನಿರ್ಧಾರಗಳಲ್ಲಿ ನೈತಿಕತೆಗೆ ನಾನೇ ಬದ್ಧನಾಗಿರುತ್ತೇನೆ.							
79	I am able to make judgements based on incomplete information ಅಪೂರ್ಣ ಮಾಹಿತಿಗಳ ಆಧಾರದ ಮೇಲೆ ನಾನು ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳಲು ನಾನು ಸಮರ್ಥನಾಗಿದ್ದೇನೆ.							
80	I do not find it easy to establish rapport with people ಜನರೊಂದಿಗೆ ಆತ್ಮೀಯ ಸಂಬಂಧ ಸ್ಥಾಪಿಸುವುದು ಸುಲಭವಲ್ಲ ಎಂದು ನನಗನಿಸುತ್ತದೆ.							
81	I take account of the feelings of others when making decisions ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುವಾಗ ಬೇರೆಯವರ ಭಾವನೆಗಳನ್ನು ನಾನು ಪರಿಗಣಿಸುತ್ತೇನೆ.							
82	I make a high level of contribution to projects and tasks ಪ್ರಮುಖ ಕೆಲಸ-ಕಾರ್ಯಗಳಿಗೆ ನಾನು ಹೆಚ್ಚಿನ ಪ್ರಮಾಣದ ನೆರವು ನೀಡುತ್ತೇನೆ.							
83	I find it easy to adjust to new situations and circumstances ಹೊಸ ಪರಿಸ್ಥಿತಿಗಳಿಗೆ ಹಾಗೂ ವಾತಾವರಣಗಳಿಗೆ ಹೊಂದಿಕೊಳ್ಳುವುದು ನನಗೆ ಸುಲಭವೆನಿಸುತ್ತದೆ.							
84	It is possible to control my own moods ನನ್ನ ಮನಃಸ್ಥಿತಿಯನ್ನು ಹತೋಟಿಯಲ್ಲಿಡಲು ನನ್ನಿಂದ ಸಾಧ್ಯವಿದೆ.							

APPENDIX II

STRESS SCALE (BHAGWATWAR, 2000)

ನಿರ್ದೇಶನಗಳು :

ನಿಮ್ಮ ಜೀವನದ ಅನುಭವ ಹಾಗೂ ಸಂಗತಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಕೆಲವು ವಾಕ್ಯಗಳಿವೆ ನಿಮ್ಮ ಜೀವನದಲ್ಲಿ ಅನುಭವಿಸಿದ ಒತ್ತಡವನ್ನು ಸೂಚಿಸಲು ಕೋಳಿಕೊಳ್ಳುತ್ತೇನೆ. ಒತ್ತಡವನ್ನು ಸೂಚಿಸಲು 7 ಉತ್ತರಗಳನ್ನು ಕೊಡಲಾಗಿದೆ. ಅವುಗಳಲ್ಲಿ ನಿಮಗೆ ಯಾವುದು ಸೂಕ್ತವೋ ಅದನ್ನು ವಾಕ್ಯದ ಮುಂದೆ ಸೂಚಿಸಲು ವಿನಂತಿಸಿಕೊಳ್ಳುತ್ತೇನೆ.

ಉತ್ತರಗಳು

- ಒತ್ತಡ ಇಲ್ಲವೇ ಇಲ್ಲ.
- ಕೊಂಚ ಒತ್ತಡ
- ತುಸು ಒತ್ತಡ
- ಮಧ್ಯಮ ಮಟ್ಟದ ಒತ್ತಡ
- ಹೆಚ್ಚಿನ ಒತ್ತಡ
- ಪ್ರಬಲವಾದ ಒತ್ತಡ
- ಭಯಂಕರವಾದ ಒತ್ತಡ

Instruction :

Here are some statements related to your life experiences. Depending on your experience you have to indicate experienced stress by selecting the alternative responses which more or less represents the degree of stress experienced by you.

- No stress at all (NS)
- Little Stress (LS)
- Some Stress (SS)
- Moderately Tolerable stress (MTS)
- Substantial Stress (STS)
- High Stress (HS)
- Tremendously High Stress (THS)

Sl. No.		NS	LS	SS	MTS	StS	HS	THS
1.	My child / Children's academic progress is very far from satisfactory ನನ್ನ ಮಕ್ಕಳ ಶೈಕ್ಷಣಿಕ ಪ್ರಗತಿಯು ತೃಪ್ತಿಕರವಾಗಿಲ್ಲ							
2.	My values of spouse are radically different from mine ನನ್ನ ಅರ್ಧಾಂಗಿಯ ಮೌಲ್ಯಗಳು ನನಗಿರುವ ಮೌಲ್ಯಗಳಿಗಿಂತ ಭಿನ್ನವಾಗಿವೆ							
3.	My values of Child/Children are radically different from mine ನನ್ನ ಮಕ್ಕಳ ಮೌಲ್ಯಗಳು ನನಗಿರುವ ಮೌಲ್ಯಗಳಿಗಿಂತ ಭಿನ್ನವಾಗಿವೆ							
4.	Relatives of quarrelling nature are staying with us ಜಗಳಗಂಟ ಸ್ವಭಾವದ ಸಂಬಂಧಿಕರು ನಮ್ಮ ಜೊತೆಗೆ ವಾಸವಾಗಿದ್ದಾರೆ							
5.	According to my expectations the financial condition is far from satisfactory ನಮ್ಮ ಆರ್ಥಿಕ ಪರಿಸ್ಥಿತಿಯು ನನ್ನ ನಿರೀಕ್ಷೆಗನುಗುಣವಾಗಿಲ್ಲ							
6.	My spouse is dissatisfied of my job / profession ನನ್ನ ಅರ್ಧಾಂಗಿಗೆ ನನ್ನ ಕೆಲಸದ ಬಗ್ಗೆ ಅತ್ಯಪ್ಪಿಯಿದೆ.							
7.	My children criticize my job/profession ನನ್ನ ಮಕ್ಕಳು ನನ್ನ ಉದ್ಯೋಗವನ್ನು ಟೀಕಿಸುತ್ತಾರೆ							
8.	I do not like my job ನಾನು ಮಾಡುವ ಉದ್ಯೋಗ ನನಗಿಷ್ಟವಿಲ್ಲ							
9.	A family member in my house is suffering from an incurable disease (Permanently ill) ಕುಟುಂಬದ ಸದಸ್ಯರಲ್ಲಿ ಶಾಶ್ವತ ಅನಾರೋಗ್ಯದಿಂದ ಬಳಲುತ್ತಿದ್ದಾರೆ							
10.	My children dislike me ನನ್ನ ಮಕ್ಕಳು ನನ್ನನ್ನು ಇಷ್ಟಪಡುವುದಿಲ್ಲ							
11.	My ambitions could not be fulfilled ನನ್ನ ಆಸೆ ಆಕಾಂಕ್ಷೆಗಳು ಈಡೇರುವುದಿಲ್ಲ							

Sl. No.		NS	LS	SS	MTS	StS	HS	THS
12.	I am ashamed of my job ನನ್ನ ಕೆಲಸದ ಬಗ್ಗೆ ನನಗೆ ಅಸಹ್ಯವೆನಿಸುತ್ತದೆ							
13.	Frequently I get complaints from the School/College about poor academic performance of my child/ children ನನ್ನ ಮಗುವಿನ / ಮಕ್ಕಳ ಕಳಪೆ ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಯ ಬಗ್ಗೆ ನನಗೆ ಪದೇ ಪದೇ ದೂರುಗಳು ಬರುತ್ತವೆ.							
14.	I am not finding a suitable match for my daughter ನನ್ನ ಮಗಳಿಗೆ ತಕ್ಕ ವರ ಸಿಗುತ್ತಿಲ್ಲ.							
15.	The timing of my job is ನನ್ನ ಸಂಸ್ಥೆಯ ಕೆಲಸದ ವೇಳೆ							
16.	Temperamentally my spouse is not a match for me ಭಾವನಾತ್ಮಕವಾಗಿ ನನ್ನ ಅರ್ಧಾಂಗಿಯು ನನಗೆ ತಕ್ಕಂತಿಲ್ಲ							
17.	I am physically weak ನಾನು ದೈಗಿಕವಾಗಿ ಅಶಕ್ತನಾಗಿದ್ದೇನೆ							
18.	My professional achievements are poor ನನ್ನ ವೃತ್ತಿಪರ ಸಾಧನೆಗಳು ತುಂಬಾ ಕಳಪೆ ಮಟ್ಟದ್ದಾಗಿವೆ							
19.	My spouse avoids interacting with me ನನ್ನ ಅರ್ಧಾಂಗಿಯು ನನ್ನೊಂದಿಗೆ ಸಂಭಾಷಿಸಲು ಇಷ್ಟಪಡುವುದಿಲ್ಲ							
20.	My children avoid interacting with me ನನ್ನ ಮಕ್ಕಳು ನನ್ನೊಂದಿಗೆ ಸಂಭಾಷಿಸಲು ಇಷ್ಟಪಡುವುದಿಲ್ಲ							
21.	I have amassed wealth through corrupt practices ನಾನು ಅನೈತಿಕವಾಗಿ ಸಾಕಷ್ಟು ಸಂಪತ್ತನ್ನು ಗಳಿಸಿದ್ದೇನೆ							
22.	My spouse believes in corporal punishment to children which I do not like ನನ್ನ ಅರ್ಧಾಂಗಿಯು ಮಕ್ಕಳನ್ನು ನಿಯಂತ್ರಿಸಲು 'ಶಿಕ್ಷಿಸುವ' ತತ್ವವನ್ನು ನಂಬುತ್ತಾರೆ, ಅದು ನನಗೆ ಇಷ್ಟವಿಲ್ಲ.							
23.	There is a considerable deficit in the financial matters. ಹಣಕಾಸಿನ ವಿಷಯಗಳಲ್ಲಿ ಸಾಕಷ್ಟು ಕೊರತೆಯಿದೆ							
24.	Children are in care of others ನನ್ನ ಮಕ್ಕಳು ಬೇರೆಯವರ ಪಾಲನೆಯಲ್ಲಿದ್ದಾರೆ							
25.	My spouse has short temper ನನ್ನ ಅರ್ಧಾಂಗಿಯು ಮುಂಗೋಪಿಯಾಗಿದ್ದಾರೆ							
26.	My spouse has started drinking alcohol ನನ್ನ ಅರ್ಧಾಂಗಿಯು ಮದ್ಯಪಾನ ಸೇವಿಸಲು ಪ್ರಾರಂಭಿಸಿದ್ದಾರೆ							
27.	My child has developed bad habits ನನ್ನ ಮಗ/ಮಗಳು ಕೆಟ್ಟ ಚಟಗಳನ್ನು ಬೆಳೆಸಿಕೊಂಡಿದ್ದಾರೆ							
28.	My spouse criticizes me ನನ್ನ ಅರ್ಧಾಂಗಿಯು ನನ್ನನ್ನು ಟೀಕಿಸುತ್ತಾರೆ.							
29.	I am forced to live away from my family ಪರಿಸ್ಥಿತಿಯ ಒತ್ತಡದಿಂದಾಗಿ ನಾನು ನನ್ನ ಕುಟುಂಬದಿಂದ ದೂರವಿಡಬೇಕಾಗಿದೆ.							
30.	I am involved in a major legal dispute ನಾನು ಒಂದು ಪ್ರಮುಖ ಕಾನೂನು ವಿವಾದದಲ್ಲಿ ಸಿಲುಕಿದ್ದೇನೆ							
31.	Presently I am in debt ಸದ್ಯದ ಪರಿಸ್ಥಿತಿಯಲ್ಲಿ ನಾನು ಸಾಲಗಾರನಾಗಿದ್ದೇನೆ.							
32.	At present I have lost interest in my job ಸದ್ಯಕ್ಕೆ ನಾನು ನನ್ನ ಕೆಲಸದಲ್ಲಿ ಆಸಕ್ತಿ ಕಳೆದುಕೊಂಡಿದ್ದೇನೆ.							
33.	I am suffering from a major illness ನಾನು ಪ್ರಮುಖ ದೈಹಿಕ ಸಮಸ್ಯೆಯಿಂದ ಬಳಲುತ್ತಿದ್ದೇನೆ.							
34.	Relatives have no respect towards my job ನನ್ನ ಸಂಬಂಧಿಕರಿಗೆ ನಾನು ಮಾಡುವ ಉದ್ಯೋಗದ ಬಗ್ಗೆ ಗೌರವವಿಲ್ಲ							
35.	My mode of commutation to work place is tiresome ನನ್ನ ಕಛೇರಿಗೆ ಹೋಗಿ-ಬರುವ ದಾರಿ ಪ್ರಯಾಸವಾದದ್ದು.							
36.	Society has very high expectations from me ಸಮಾಜವು ನನ್ನಿಂದ ಉನ್ನತ ನಿರೀಕ್ಷೆಗಳನ್ನು ಹೊಂದಿದೆ							

Sl. No.		NS	LS	SS	MTS	StS	HS	THS
37.	I am staying in a much lower socio-economic class that that of my relatives. ನಾನು ನನ್ನ ಸಂಬಂಧಿಕರಿಗಿಂತ ಕೆಳಮಟ್ಟದ ಸಾಮಾಜಿಕ ಹಾಗೂ ಆರ್ಥಿಕ ಸ್ಥಿತಿಯಲ್ಲಿ ಜೀವಿಸುತ್ತಿದ್ದೇನೆ.							
38.	The negative attitude of children towards studies ವಿದ್ಯಾಭ್ಯಾಸದ ಬಗ್ಗೆ ಮಕ್ಕಳಿಗೆ ನಕಾರಾತ್ಮಕ ಧೋರಣೆಯಿದೆ.							
39.	Because of family responsibility I cannot take up a job in other town/city which I desire very much ಅತಿಯಾದ ಕೌಟುಂಬಿಕ ಜವಾಬ್ದಾರಿಗಳಿಂದಾಗಿ ನಾನು ಬೇರೆ ಸ್ಥಳದಲ್ಲಿ/ ಊರಲ್ಲಿ ಕೆಲಸ ಮಾಡುವ ಇಷ್ಟವಿದ್ದರೂ ಕೆಲಸ ಮಾಡಲಾಗದು.							
40.	There is a considerable gap between my values and of the society in which I stay ನಾನು ಹೊಂದಿರುವ ವ್ಯಕ್ತಿಗತ ಮೌಲ್ಯಗಳಿಗೂ ಹಾಗೂ ಸಮಾಜದ ಮೌಲ್ಯಗಳ ನಡುವೆ ತುಂಬಾ ಅಂತರವಿದೆ.							
41.	Socio-economic status of my family is much lower than my relatives ನನ್ನ ಕುಟುಂಬದ ಸಾಮಾಜಿಕ - ಆರ್ಥಿಕ ಸ್ಥಿತಿಯು ನನ್ನ ಸಂಬಂಧಿಕರಿಗಿಂತ ಕಡಿಮೆ ಇದೆ.							
42.	The students general mis-behavior ವಿದ್ಯಾರ್ಥಿಗಳು ಸಾಮಾನ್ಯವಾಗಿ ದುರ್ವರ್ತಿಸುತ್ತಾರೆ.							
43.	I am generally isolated from my relations ನನ್ನನ್ನು ಸಂಬಂಧಿಕರು ದೂರವಿರಿಸಿದ್ದಾರೆ							
44.	My close friends generally avoid me ನನ್ನ ಆತ್ಮೀಯ ಗೆಳೆಯರು ನನ್ನಿಂದ ತಪ್ಪಿಸಿಕೊಳ್ಳುತ್ತಿದ್ದಾರೆ.							
45.	Socio-economic status of my immediate neighbors is much higher than that of mine ನನ್ನ ನೆರೆಹೊರೆಯವರ ಸಾಮಾಜಿಕ-ಆರ್ಥಿಕ ಸ್ಥಿತಿಯು ನನಗಿಂತ ತುಂಬಾ ಉತ್ತಮವಾಗಿದೆ							
46.	My spouse always compares our status with the high status of our neighbours ಯಾವಾಗಲೂ ನನ್ನ ಅರ್ಧಾಂಗಿಯು ನೆರೆಹೊರೆಯವರ ಅಂತಸ್ತಿನೊಂದಿಗೆ ನಮ್ಮ ಅಂತಸ್ತನ್ನು ಹೋಲಿಸುತ್ತಾರೆ.							
47.	My spouse has criticizing behavior ನನ್ನ ಅರ್ಧಾಂಗಿಯು ಟೀಕಿಸುವ ಪ್ರವೃತ್ತಿಯವರು							
48.	Neighbors are in the habit of picking quarrels ನನ್ನ ನೆರೆಹೊರೆಯವರು ಜಗಳಗಂಟರಾಗಿದ್ದಾರೆ.							
49.	Relatives / neighbors / friends spread rumors about me. ಸಂಬಂಧಿಕರು / ನೆರೆಹೊರೆಯವರು / ಗೆಳೆಯರು ನನ್ನ ಬಗ್ಗೆ ಸುಳ್ಳು ಸುದ್ದಿ / ವದಂತಿಗಳನ್ನು ಹಬ್ಬಿಸುತ್ತಾರೆ.							
50.	My child/Children is/are badly treated in the school ನನ್ನ ಮಕ್ಕಳನ್ನು ಶಾಲೆಯಲ್ಲಿ ಕೆಟ್ಟದಾಗಿ ನಡೆಸಿಕೊಳ್ಳುತ್ತಾರೆ							
51.	My work does not suit my ability ನಾನು ಮಾಡುತ್ತಿರುವ ಕೆಲಸವು ನನ್ನ ಸಾಮರ್ಥ್ಯಕ್ಕನುಗುಣವಾಗಿಲ್ಲ							
52.	Daily I have to work under the superior with whom my relations are strained ನಾನು ಪ್ರತಿನಿತ್ಯವೂ ಉತ್ತಮ ಸಂಬಂಧ ಹೊಂದಿರದ ಮೇಲಧಿಕಾರಿಯ ಜೊತೆ ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ.							
53.	I have to work in the organization, which has values entirely different from my own values ನಾನು ಹೊಂದಿರುವ ಮೌಲ್ಯಗಳಿಗಿಂತ ಭಿನ್ನ ಮೌಲ್ಯಗಳನ್ನು ಹೊಂದಿರುವ ಸಂಸ್ಥೆಯಲ್ಲಿ ನಾನು ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ.							
54.	I have to work in the organization where I am over-burdened with the responsibilities ಹೊಣೆಗಾರಿಕೆ ಹೆಚ್ಚಾಗಿರುವಂತಹ ಸಂಸ್ಥೆಯಲ್ಲಿ ನಾನು ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ.							

Sl. No.		NS	LS	SS	MTS	StS	HS	THS
55.	I have to work in the organization where chances of promotion are rare. ಬಡ್ಡಿ ಸಾಧ್ಯತೆಗಳು ಅತಿ ಕಡಿಮೆ / ಇಲ್ಲದಿರುವ ಸಂಸ್ಥೆಯಲ್ಲಿ ನಾನು ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ.							
56.	I have to work in the organization of low social status ಸಮಾಜದಲ್ಲಿ ಕಡಿಮೆ ಸ್ಥಾನಮಾನ ಹೊಂದಿರುವ ಸಂಸ್ಥೆಯಲ್ಲಿ ನಾನು ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ.							
57.	My one time peers (equals) are my bosses today. ಒಂದು ಕಾಲದಲ್ಲಿ ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳಾಗಿದ್ದವರು ಈಗ ನನ್ನ ಮೇಲಧಿಕಾರಿಗಳಾಗಿದ್ದಾರೆ.							
58.	I have to work with non co-operative sub-ordinates ಅಸಹಕಾರ ಸ್ವಭಾವದ ಸಹೋದ್ಯೋಗಿಗಳೊಂದಿಗೆ ನಾನು ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ.							
59.	My colleagues laugh at my way of functioning ನನ್ನ ಕಾರ್ಯ ವೈಖರಿಯಿಂದ ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ನಗುತ್ತಾರೆ.							
60.	I want to implement several new changes but colleagues do not co-operate with me ನಾನು ಹಲವಾರು ಹೊಸಬಗೆಯ ಬದಲಾವಣೆಗಳನ್ನು ಮಾಡಬೇಕೆಂದಿದ್ದೇನೆ. ಆದರೆ, ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ಸಹಕರಿಸುತ್ತಿಲ್ಲ.							
61.	My boss does not allow me to take initiative ನನ್ನ ಮೇಲಧಿಕಾರಿ / ಯಜಮಾನರು ನನಗೆ ಮುನ್ನುಗ್ಗಲು ಬಿಡುವುದಿಲ್ಲ							
62.	The management does not have healthy promotion policies ಸಂಸ್ಥೆಯು ಉತ್ತಮ ಬಡ್ಡಿ ನಿಯಮಾವಳಿಗಳನ್ನು ಹೊಂದಿಲ್ಲ.							
63.	My boss is generally dissatisfied with my performance ನನ್ನ ಮೇಲಧಿಕಾರಿಯು ನನ್ನ ಕಾರ್ಯನಿರ್ವಹಣೆಯ ಬಗ್ಗೆ ಅಸಂತುಷ್ಟರಾಗಿದ್ದಾರೆ.							
64.	Daily I have to work with out-dated technology ನಾನು ದಿನನಿತ್ಯವೂ ಹಳೆಯ ತಂತ್ರಜ್ಞಾನದೊಂದಿಗೆ ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ.							
65.	My work is too monotonous ನನ್ನ ಕೆಲಸವು ತೀರಾ ಒಂದೇ ತರನಾಗಿದೆ							
66.	Job demand and expectations from me are too many ನನ್ನ ಕೆಲಸದ ಬೇಡಿಕೆಗಳು ಹಾಗೂ ನಿರೀಕ್ಷೆಗಳು ಅತಿಯಾಗಿವೆ.							
67.	Management always encourages unhealthy competition at work ಸಂಸ್ಥೆಯು ಅನಾರೋಗ್ಯಕರ ಸ್ಪರ್ಧೆಯನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುತ್ತದೆ.							
68.	Relations with colleagues are strained ಸಹೋದ್ಯೋಗಿಗಳ ಜೊತೆ ನನ್ನ ಸಂಬಂಧವು ಅಷ್ಟೇನೂ ಚೆನ್ನಾಗಿಲ್ಲ							
69.	I have to work where the climate is hostile to me ವಿರೋಧಾಭಾಸಗಳಿಂದ ಕೂಡಿದ ವಾತಾವರಣದಲ್ಲಿ ನಾನು ಕೆಲಸ ಮಾಡಬೇಕಾಗಿದೆ							
70.	I often experience sickness ನಾನು ಆಗಾಗ್ಗೆ ಅನಾರೋಗ್ಯದಿಂದ ಬಳಲುತ್ತೇನೆ.							
71.	I have a secured job ನಾನು ಸುರಕ್ಷಿತವಾದ ವೃತ್ತಿಯನ್ನು ಹೊಂದಿದ್ದೇನೆ.							
72.	I am ashamed of myself ನನಗೆ ನನ್ನ ಬಗ್ಗೆ ಅಸಹ್ಯವೆನಿಸುತ್ತದೆ							
73.	There is lack of opportunity for me to acquire higher skills / education ನನಗೆ ಉನ್ನತ ಶಿಕ್ಷಣ ಅಥವಾ ಕಾರ್ಯಕೌಶಲ್ಯಗಳನ್ನು ಪಡೆಯುವ ಅವಕಾಶಗಳ ಕೊರತೆಯಿದೆ.							
74.	There is lack of time to prepare lessons for the class ಬೋಧನೆಯ ಸಿದ್ಧತೆ ಮಾಡಿಕೊಳ್ಳಲು ನನಗೆ ಸಮಯದ ಅಭಾವವಿದೆ							
75.	My friends have very high status jobs compared to me							

Sl. No.		NS	LS	SS	MTS	StS	HS	THS
	ನನ್ನ ಗೆಲೆಯರು ನನಗಿಂತ ಉತ್ತಮ ಸ್ಥಾನ-ಮಾನ ಹೊಂದಿದ್ದಾರೆ							
76.	My friends are questioning about my responsibility in my job ನನ್ನ ಗೆಲೆಯರು ನನ್ನ ಕೆಸಲದ ಹೊಣೆಗಾರಿಕೆಯನ್ನು ಪ್ರಶ್ನಿಸುತ್ತಿದ್ದಾರೆ							
77.	Neighbours are ashamed of me and my job ನನ್ನನ್ನು ಹಾಗೂ ನನ್ನ ಕುಟುಂಬವನ್ನು ಕಂಡರೆ ನೆರೆಹೊರೆಯವರು ಅಸಹ್ಯ ಪಡುತ್ತಾರೆ.							
78.	I am generally isolated from my colleagues ನನ್ನ ಸಹೋದ್ಯೋಗಿಗಳು ನನ್ನನ್ನು ದೂರವಿರಿಸಿದ್ದಾರೆ.							
79.	I am ashamed of my relatives now after my improved socio-economic status, because they disliked me in the past ನನ್ನ ಈಗಿನ ಸುಧಾರಿತ ಸಾಮಾಜಿಕ ಹಾಗೂ ಆರ್ಥಿಕ ಸ್ಥಿತಿಗತಿಯ ಹಿನ್ನೆಲೆಯಲ್ಲಿ, ಒಂದು ಕಾಲಕ್ಕೆ ನನ್ನನ್ನು ಕೀಳಾಗಿ ಕಾಣುತ್ತಿದ್ದ ಸಂಬಂಧಿಕರನ್ನು ಕಂಡರೆ ನನಗೀಗ ಅಸಹ್ಯವೆನಿಸುತ್ತದೆ.							
80.	Authorities of the school in which my children are studying hold unhealthy attitudes towards children ನಮ್ಮ ಮಕ್ಕಳು ಓದುತ್ತಿರುವ ಶಾಲೆಯ ಅಧಿಕಾರಿಗಳು ಮಕ್ಕಳ ಬಗ್ಗೆ ಒಳ್ಳೆಯ ಧೋರಣೆ ಹೊಂದಿಲ್ಲ							

## APPENDIX III

### Status of emotional intelligence among working couples

Sl. No.	Components of Emotional intelligence	Low score								Average				High score								Chi-square
		1		2		3		4		5		6		7		8		9		10		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1	Self-awareness	2 (1.3)	2 (1.3)	6 (3.9)	2 (1.3)	2 (1.3)	2 (1.3)	2 (1.3)	6 (3.9)	5 (3.2)	8 (5.2)	10 (6.5)	3 (1.9)	3 (1.9)	0	7 (4.5)	14 (9.0)	4 (2.6)	12 (7.7)	114 (73.5)	106 (68.4)	0.6769 <sup>NS</sup>
	TOTAL	M.12(7.7)+F.12(7.7)=T.24(7.74)								M.15(9.6)+F.11(7.0)=T.26(8.38)				M.128(82.5)+F.132(85.1)=T.260(83.87)								
2	Emotional resilience	0	0	0	0	1 (0.6)	0	6 (3.9)	1 (0.6)	0	2 (1.3)	11 (7.1)	0	1 (0.6)	16 (10.3)	2 (1.3)	6 (3.9)	9 (5.8)	15 (9.7)	125 (80.6)	115 (74.2)	11.5093 <sup>**</sup>
	TOTAL	M.7(4.5)+F.1(0.6)=T.8(2.58)								M.11(7.0)+F.2(1.2)=T.13(4.19)				M.137(88.3)+F.152(98)=T.293(94.51)								
3	Motivation	10 (6.5)	2 (1.3)	3 (1.9)	4 (2.6)	4 (2.6)	0	5 (3.2)	5 (3.2)	3 (1.9)	4 (2.6)	8 (5.2)	7 (4.5)	3 (1.9)	11 (7.1)	3 (1.9)	19 (12.3)	3 (1.9)	22 (14.2)	113 (72.9)	81 (52.3)	6.2662 <sup>*</sup>
	TOTAL	M.22(14.1)+F.11(7.0)=T.33(10.64)								M.11(7.0)+F.11(7.0)=T.22(7.09)				M.122(78.7)+F.133(85.8)=T.255(82.2)								
4	Interpersonal sensitivity	0	0	2 (1.3)	2 (1.3)	6 (3.9)	3 (1.9)	2 (1.3)	3 (1.9)	0	0	6 (3.9)	3 (1.9)	8 (5.2)	7 (4.5)	8 (5.2)	12 (7.7)	2 (1.3)	12 (7.7)	121 (78.1)	113 (72.9)	1.3106 <sup>NS</sup>
	TOTAL	M.10(6.4)+F.8(5.1)=T.18(5.80)								M.6(3.8)+F.3(1.96)=T.9(2.90)				M.139(89.6)+F.144(92.9)=T.283(91.29)								
5	Influence	0	0	0		6 (3.9)	6 (3.9)	0	2 (1.3)	0	5 (3.2)	3 (1.9)	1 (0.6)	2 (1.3)	4 (2.6)	5 (3.2)	0	1 (0.6)	8 (5.2)	138 (89.0)	129 (83.2)	1.3728 <sup>NS</sup>
	TOTAL	M.6(3.8)+F.8(5.1)=T.14(4.51)								M.3(1.96)+F.6(3.8)=T.9(2.90)				M.146(94.1)+F.141(90.9)=T.287(92.58)								
6	Intuitiveness	0	0	2 (1.3)		6 (3.9)	0	0	0	0	2 (1.3)	0	4 (2.6)	0	0	2 (1.3)	11 (7.1)	0	0	145 (93.5)	138 (89.0)	14.0135 <sup>**</sup>
	TOTAL	M.8(5.1)+F.0=T.8(2.58)								M.0+F.6(3.8)=T.6(1.93)				M.147(94.8)+F.149(96.1)=T.296(95.48)								
7	Conscientiousness	6 (3.9)	7 (4.5)	4 (2.6)		0	2 (1.3)	8 (5.2)	12 (7.7)	2 (1.3)	10 (6.5)	18 (11.6)	16 (10.3)	14 (9.0)	6 (3.9)	15 (9.7)	33 (21.3)	11 (7.1)	7 (4.5)	77 (49.7)	55 (35.5)	3.6100 <sup>NS</sup>
	TOTAL	M.18(11.6)+F.27(17.4)=T.45(14.5)								M.20(12.9)+F.26(16.7)=T.46(14.83)				M.117(75.4)+F.101(65.1)=T.218(70.32)								
8	Emotional intelligence	6 (3.9)	4 (2.3)	3 (1.9)		4 (2.3)	3 (1.9)	5 (3.22)	5 (3.22)	3 (1.9)	5 (3.22)	9 (5.8)	6 (1.9)	5 (3.22)	9 (5.8)	5 (3.22)	14 (9.03)	5 (3.22)	12 (7.7)	110 (70.96)	95 (61.29)	0.3567 <sup>NS</sup>
	TOTAL	M.18(11.6)+F.16(10.36)=T.34(10.96)								M.12(7.87)+F.11(7.0)=T.23(7.41)				M.125(80.64)+F.130(83.87)=T.255(82.25)								

M – Male, F – Female, T – Total, NS – Not significant

# **EMOTIONAL INTELLIGENCE AND STRESSORS AMONG WORKING COUPLES**

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## **ABSTRACT**

This was an ex-post-facto study to analyse emotional intelligence and stress among working couples conducted on a sample of 310 working couples of Dharwad city. The age of the respondent ranged between 24 and 69 years. The couples (respondents) were selected based on the criteria that both of them should be working for atleast 5 years, either of the couples should be a primary school teachers, who had been married for atleast 5 years and having atleast one child. Emotional intelligence questionnaire developed by Dulewicz and Higgs (2001) was used to measure emotional intelligence. Stress scale developed by Bhagwatwar (2000) was used to measure stress. The results revealed that there was no significant relationship between demographic characteristics and emotional intelligence and stress. On the basis of overall results of emotional intelligence it can be concluded that among the couples about 11, 7 and 82 per cent of them had developed lower, average and higher level of emotional intelligence, respectively. It was also found that there was a significant relationship between the couples on stressors.

There was no significant relationship between emotional intelligence and stress. Even then emotional resilience and interpersonal sensitivity were negatively related to stress among the couples. Contrarily, intuitiveness and stress were positively related. But self-awareness, conscientiousness and overall emotional intelligence were not related to stress among the couples.