The Relationship Between Emotional Intelligence And Job Stress In Teacher's Of Physical Education And Non Physical Education

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ABSTRACT

The Present research was conducted to study the relationship between emotional intelligence and job stress. To this end, 89 teachers of physical education teachers and 89 teachers of non-physical education teachers were selected by class sampling. The subjects completed Shring’s emotional intelligence questionnaire (0.81 validity) and Hell Rich and John’s job stress questionnaire (0.84 validity). Data obtained from this study was analyzed by using Pearson correlation method, Spearman, two cluster correlation coefficient of Kolmogorov-Smirnov test to determine the normality of variables and independent t- test. Results showed that:

-There is a significant but inverse relationship between emotional intelligence and job stress.
-There is a significant difference between job stress of physical education teachers and non- physical education teachers and non- physical education teachers’ stress is higher.
-There is no significant relation between individual characteristics and teachers’ emotional intelligence
-There is no significant relation between individual characteristics and teachers’ job stress and results suggest that there is a significant relation only between gender and job stress and male teachers’ job stress is higher.

Key words: emotional intelligence, job stress

Introduction

Work is a part of life which has attracted attention of many researchers. There is stress in living of any individual who works in one of various professions of the society, and it somehow puts them under pressure. Although any job has its own specific stress, but teachers have to bear some special pressures such that cannot be found in any other professions. One of the most important and sensitive jobs which has high importance in society with significant present and future influences are teaching. Teaching, like other occupations, has its unique stressors. Planning to teach a variety of courses, teaching students lacking motivations and having problems, the large volume of work and time pressure, being under evaluation, teaching space structure, maintaining discipline in the classroom, insufficient income, conflict with colleagues, unfavorable working conditions and struggling for being promoted have been listed as a part of teachers’ stress resources. In fact, teaching is considered one of high tension jobs, especially because daily work of teacher is based on social interaction and teacher, in addition to controlling his/her emotions, should try to control emotions of students, parents and coworkers. Positive feelings of teacher increase his and his students’ health and facilitate learning by creating a suitable and positive atmosphere. Unrealistic expectations between educating people and reality of teaching, lack of clear performance standards and constructive feedback, increasing in expectations and responsibilities, mental and physical insecure workplace leads to dissatisfaction and job stress in teachers. Emotional intelligence is a set of abilities and non-cognitive skills which increases individual's success in resisting pressures and environmental requirements and it is one of the ways for resisting against tension.

Emotional intelligence is describes as capacity and perception skill, evaluation and managing individual and others emotions which increases success in encountering pressures and environmental requirements. Individuals with higher emotional intelligence express their feeling and emotions more
emotional intelligence in an interview: Emotional intelligence has created many discussions. Goldman [12] defined the famous book (1995) in daily conversation and "emotional intelligence" for the first time. This term is used to describe people who are more successful [33]. Emotional intelligence in physical education teachers and other teachers to find that there is any significant relationship between a set of personal traits with job stress in both communities and answers this question that how much is the job stress of physical education teachers and other teachers? Is there any difference between two groups? How much is the emotional intelligence of physical education teachers and other teachers? Is there any difference between both groups? Is there any relationship between emotional intelligence and job stress of physical education teachers and other teachers?

Theoretical and Previous Research:

Job stress is a chronic disease which is created as a result of hard occupational conditions and influences individual performance and mental and physical health. Main reason for numerous mental and physical problems is directly arises from job stress. Stress in work environment in some cases even creates inability in person. In other words, job stress is a set of stressors and a group of opportunities related to job that most people agree on their stressing nature. In other words, in these conditions of mutual interaction, condition of job and individual traits of employees is so that demands of wok environment and its pressures emerge more than ability to resist [43]. Job stress is resulted from the interaction between the worker and his/her working conditions, and individual differences can be effective factors in predicting the stressfulness of some jobs. In other words, what is stressful for one person may not affect another person [10, 11, 20, 25]. Emotional intelligence concept has important role in teaching [2]. Those with higher emotional intelligence are more successful [33]. Emotional intelligence empowers individuals for regulating feelings for effective resistance with stress and by adapting organizational changes increase performance [18]. Papan (1984) has used the term "emotional intelligence" for the first time. This term has widely applied after publication of Golman's famous book (1995) in daily conversation and created many discussions. Golman [12] defines emotional intelligence in an interview: Emotional intelligence is another kind of intelligence which consists of identifying one's feelings and using it for suitable decision-making. Ability for desired managing of mental condition, mode and tensions is a factor that creates motivation and hope in person in the time of failure [47].

According to Golman success in work is 80% dependent on emotional intelligence and only 20% depends on intelligent quotient [38]. Emotional intelligence is a key factor in occupational success [33] because its components are suitable in helving employees for decision-making in group work, productivity and communication [46] and shows a revolution in analyzing thoughts and emotions [14] and it is called EI. Its measurement criteria is called emotional intelligence quotient (EQ) which implies ability, capacity or skill in perception, measuring and managing emotions and creates hopes in life. It is influenced by genetic factors, deals with education and is acquired [1, 7, 23].

Mayer and Salovey [27] consider emotional intelligence as a kind of social intelligence consisting ability for controlling self and other emotions and distinguishing them and using information for thought and action strategy. It consists of inter person and within person components of Gardner which has summarized in 5 categories:

1) Self-awareness means knowing self and ability to diagnose emotions as they are [8].
2) Self-management means controlling emotions and feelings with a suitable method and finding origin of these emotions and ways for controlling fears, emotions, anger and etc [24].
3) Self-motivating means directing emotions and feelings toward a goal, delaying wants and inhibiting attempts.
4) Social awareness means sensitivity toward emotions and feelings of others, tolerating their point of views and valuing differences between people relating emotions about objects and works [8].
5) Managerial skills mean controlling emotions and having social capacities and skills [24].

Today knowledge related to feelings and emotions is used for improving performance of organizations and this knowledge help people in process of decision-making, motivation, interpersonal contradictions and unnatural behaviors in workplace [40].

Noorbakhsh in a study "investigating job stressors for physical education teachers of Khuzestan state and determining their mental health" showed that women have higher stress than men and teachers lower than 30 years are more exposed to job stressors than old teachers. [31]

Ramazaninejad et a conducted a research which was called as "studying the work-related stressor factors for teachers of physical education and sport", whose results showed that the lack of offering collaboration by other courses’ teachers, and ignorance about difficulty of their job and their burnout had the highest score among the all occupational stressor factors. Comparing these factors with individual characteristics of teachers
demonstrated that there is no significant difference between the prevalence of stressor factors in male and female teachers, teachers of physical education and other teachers, inexperienced and experienced teachers, and teachers with academic degrees lower than bachelor and teachers with higher academic degrees. [39]

Samari and La’lifz in a study about mutual relations between personality features and job stress concluded that there is a significant relationship between individuals’ education and mental pressures; the more increase in education level the more increase in pressure. [44]

Dehshiri in a study "investigating relationship between emotional intelligence and time management with job stress of teachers in high schools of Yazd" showed that emotional intelligence significantly determines 50 percent of job stress changes and emotional intelligence components especially self-control, sympathy and self-awareness have significant effect in predicting job stress. [9]

Islamian and Fatehichenar in their study "investigating amount of job stress in 6 different job groups in three cities Kerman, Rafsanjan and Zarand" showed that stress has relationship with age, gender, marital condition and service years but there was no significant relationship with number of children, education, income and workplace. [15]

Samari and Tahmasebi in a study by the title "study of relationship between emotional intelligence and education progress in students" showed that there is a significant and positive relationship between emotional intelligence and age and there is no difference between male and female in total score of emotional intelligence. [45]

Keshtidar in a study related to emotional intelligence and time management with job stress in managers and employees of physical education office in South Khorasan showed that there was a significant relationship between emotional intelligence components and time management with job stress of managers and employees of physical education office in South Khorasan. Time management and emotional intelligence significantly predicts job stress and among components of emotional intelligence self-awareness, sympathy and self-motivational components have effective role in predicting job stress. Time management and emotional intelligence significantly predicts job stress of managers and employees of physical education office. [19]

Naghizade et.al in a study about relationship of emotional intelligence with job tension in managers and employees of educational hospitals related to Medical Sciences University of Tabriz showed that there is a significant reverse relationship between emotional intelligence with job tension and components of emotional intelligence especially self-awareness and sympathy, self-motivation had significant relationship in predicting job tension. [29]

Mazinani studied the relationship between emotional intelligence and stress in principals. He found that emotional intelligence can better control stress of life and decreasing stress leads to optimal use of time. He considered power of individuals as an essential component for changing stressors environment and not leaving this environment. [28]

Mansour et.al in a study about relationship between job stress and emotional intelligence among employees of Shahid Beheshti University concluded that there is a negative significant relationship between emotional intelligence and job stress of employees and there is a significant negative relationship between job stress and emotional intelligence components especially self-confidence, interpersonal relations, measuring reality, flexibility, tension control and happiness. [21]

Hafezi et.al in a study "investigating relationship between emotional interest and time management with job stress of Bidboland Refinery employees showed that emotional intelligence and time management significantly determine job stress and have significant role in predicting job stress. These two variables together determine 57 percent of job stress. Among emotional intelligence components self-control, sympathy, self-awareness and time management have significant role in predicting job stress. [13]

Baezzat and Sharifzade studied the relationship between spiritual intelligence and emotional intelligence with job stress of university employees. Findings showed that emotional intelligence components determine 17 percent of changes related to job stress in these employees. According to this study we can say that emotional interest is a good predictor for job stress. Emotional intelligence components including self-control, sympathy and social skills can predict changes related to job stress more than other factors. [3]

Ogin’ska-Bulik in one found the ratio between emotional intelligence and mental pressure. He studied workplace stress using a sample consisting 330 participants from various occupations (70 physicians, 70 nurses). Results showed that individuals with higher emotional intelligence experience less mental pressure. [34]

Perlini and Halverson in a study about relationship between emotional intelligence and anxiety on 76 hockey athletes found that those that their mean emotional intelligence was higher than others have better scores interpersonal relations, anxiety management, self-awareness, emotion management and tolerating anxiety. [37]

Carmen et.al in a study with the title "emotional intelligence, stress and health" concluded that emotional intelligence has positive relations with health and negative relations with stress. There is a positive relationship between age and service years. [26]
Lambert et al. through a research showed that job stress has no significant relationship with age, gender and education level. [22]

Boyas and Wind, demonstrated by a research that job stress has no significant relationship with age, marital status and education level. [6]

O. ‘Lanre, through a research depicted that job stress has a significant relationship with age and gender, while has no relationship with work experience and training. [32]

**Hypotheses:**

H1: There is a relationship between emotional intelligence and job stress in PE and non-PE teachers.

H2: There is no relationship between emotional intelligence in PE and non-PE teachers.

H3: There is no relationship between job stress in PE and non-PE teachers.

H4: There is a relationship between demographic characteristics (age, gender, education level, work experience) and emotional intelligence.

H5: There is a relationship between demographic characteristics (age, gender, education level, work experience) and job stress.

**Research Method:**

Regarding nature of this study which seeks to study emotional intelligence and job stress, it is a descriptive correlation and causative study. In order to study effect of personal characteristics of subjects on research variables and comparing these variables between both groups of physical education teachers and other teachers, causal-comparative method was used. Statistical sample of this research includes all teachers in Kashmar, Khalilabad and Bardscan. Total numbers of these teachers based on statistics of Education Office of Razavi Khorasan is 3292. Among 3292 teachers in Education Office of Bardscan, Khalilabad and Kashmar 89 individual of physical education teachers and 89 other teachers were randomly selected.

Two questionnaires: job stress questionnaire Donhel Richard and John with validity 0.86 and Sheering's emotional intelligence with validity 0.81 that was credited by Mogheemi in 2006.

Job stress questionnaire includes 10 questions in three sections including physical environment, job contradiction and role vagueness. Emotional intelligence questionnaire includes 33 questions with 5 subscales self-awareness, self-management, social awareness, social skills and self motivation. Reliability of questionnaires in this study was evaluated with Cronbach alpha.

**Table 1:** Cronbach's Alpha Coefficients for the Research Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Alpha Coefficients</th>
<th>Chapters</th>
<th>Questions</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non physical education</td>
<td>0/74</td>
<td>0/60</td>
<td>job stress</td>
<td>1</td>
</tr>
<tr>
<td>physical education</td>
<td>0/68</td>
<td>0/67</td>
<td>emotional intelligence</td>
<td>2</td>
</tr>
</tbody>
</table>

In this research, two types of descriptive and inferential statistical methods have been used. In descriptive statistical method, frequency tables and percentages, averages and standard deviations have been employed, and in inferential statistical method, Kolmogorov-Smirnov test, Pearson correlation test, 2-string Spiritman test, t-test and Mann-Whitney U have been used. Furthermore, Spss software package has been applied for calculations.

**Hypothesis Testing and Data Analysis:**

**Table 2:** descriptive information related to subjects characteristics and features

<table>
<thead>
<tr>
<th>Non Physical</th>
<th>Physical</th>
<th>Demographic</th>
<th>Sex</th>
<th>Age</th>
<th>Level of Education</th>
<th>Work experience</th>
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</thead>
<tbody>
<tr>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
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<tr>
<td>25/8</td>
<td>23</td>
<td>39/3</td>
<td>35</td>
<td></td>
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<tr>
<td>74/2</td>
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<td>32/6</td>
<td>29</td>
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<td>28/1</td>
<td>25</td>
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<tr>
<td>10/1</td>
<td>9</td>
<td>14/6</td>
<td>13</td>
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<tr>
<td>62/9</td>
<td>56</td>
<td>44/9</td>
<td>40</td>
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<td></td>
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<tr>
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<td>17</td>
<td>5/6</td>
<td>5</td>
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<td>34/8</td>
<td>31</td>
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<tr>
<td>9</td>
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<td>3/4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>31/5</td>
<td>28</td>
<td>27</td>
<td>24</td>
<td></td>
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<td></td>
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<tr>
<td>58/4</td>
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<td>36</td>
<td>32</td>
<td></td>
<td></td>
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<tr>
<td>1/1</td>
<td>1</td>
<td>5/6</td>
<td>5</td>
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<tr>
<td>3/4</td>
<td>3</td>
<td>5/6</td>
<td>5</td>
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<tr>
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<td>5/6</td>
<td>5</td>
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<tr>
<td>16/9</td>
<td>15</td>
<td>9</td>
<td>8</td>
<td></td>
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<tr>
<td>7/6</td>
<td>68</td>
<td>30/6</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/1</td>
<td>1</td>
<td>29/2</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. There is a relationship between emotional intelligence and job stress in PE and non-PE teachers. (H1)

Table 3: correlation test between two variables job stress and emotional intelligence in subjects

<table>
<thead>
<tr>
<th></th>
<th>Physical</th>
<th>Non Physical</th>
<th>Total</th>
<th>Test statistics</th>
<th>Statistic-t</th>
<th>SD</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation coefficient</td>
<td>0/49</td>
<td>-0/45</td>
<td>-0/49</td>
<td>Correlation coefficient</td>
<td>0/074</td>
<td>-0/03</td>
<td>-0/075</td>
</tr>
<tr>
<td>Significant level</td>
<td>0/022</td>
<td>0/022</td>
<td>0/022</td>
<td>Physical</td>
<td>0/022</td>
<td>0/022</td>
<td>0/022</td>
</tr>
</tbody>
</table>

In this study there is a reverse and significant relationship between emotional intelligence and job stress and by increasing emotional intelligence job stress decreases. Therefore, this hypothesis was confirmed

2. There is no relationship between emotional intelligence in PE and non-PE teachers. (H2)

Table 4: descriptive information related to emotional intelligence in subjects and t-test results for comparing two variables between two physical education and non-physical education groups

<table>
<thead>
<tr>
<th>Significant level</th>
<th>Statistic-t</th>
<th>Standard Deviation</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/63</td>
<td>0/47</td>
<td>0/46</td>
<td>113/43</td>
</tr>
<tr>
<td></td>
<td>9/56</td>
<td>112/59</td>
<td></td>
</tr>
</tbody>
</table>

Degree of emotional intelligence is (113.43) for physical education teachers and (112.59) for non-physical education teachers and this indicates that there is no significant difference between emotional intelligence of physical education teachers and non-physical education teacher.

3. There is no relationship between job stress in PE and non-PE teachers. (H3)

Table 5: descriptive information related to job stress in subjects and t-test results for comparing two variables between physical education teachers and non-physical education teachers.

<table>
<thead>
<tr>
<th>Significant level</th>
<th>Statistic-t</th>
<th>Standard Deviation</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/46</td>
<td>4/80</td>
<td>12/80</td>
<td>48/18</td>
</tr>
<tr>
<td></td>
<td>15/29</td>
<td>37/57</td>
<td></td>
</tr>
</tbody>
</table>

In this study degree of job stress for physical education teachers and other teachers were 48.18 and 37.57, respectively and this indicates that there is significant difference between job stress of physical education teacher and other teachers and job stress of physical education teachers is higher than other teachers.

4. There is a relationship between demographic characteristics (age, gender, education level, work experience) and emotional intelligence. (H4)

Table 6: Correlation Test between Individual Characteristics and Variable of emotional intelligence in Subjects

<table>
<thead>
<tr>
<th>Correlation coefficient</th>
<th>Significant level</th>
<th>non Physical</th>
<th>Physical</th>
<th>non Physical</th>
<th>Physical</th>
<th>Education Level</th>
<th>Work Experience</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/74</td>
<td>0/47</td>
<td>0/36</td>
<td>-0/03</td>
<td>0/08</td>
<td>-0/25</td>
<td>-0/25</td>
<td>-0/25</td>
<td></td>
</tr>
<tr>
<td>0/104</td>
<td>0/021</td>
<td>0/70</td>
<td>0/138</td>
<td>0/25</td>
<td>0/05</td>
<td>0/05</td>
<td>-0/324</td>
<td></td>
</tr>
<tr>
<td>0/09</td>
<td>0/07</td>
<td>0/14</td>
<td>0/19</td>
<td>0/07</td>
<td>-0/322</td>
<td>-0/322</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0/001</td>
<td>0/049</td>
<td>0/48</td>
<td>-0/324</td>
<td>-0/25</td>
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</table>

Based on results obtained from the table, emotional intelligence has no significant relationship with age, gender, work experience and education level of PE teachers and non-PE teachers. Hence this hypothesis was rejected.

5. There is a relationship between demographic characteristics (age, gender, education level, work experience) and job stress. (H5)

Table 7: Correlation Test between Individual Characteristics and Variable of Job Stress in Subjects

<table>
<thead>
<tr>
<th>Correlation coefficient</th>
<th>Significant level</th>
<th>non Physical</th>
<th>Physical</th>
<th>non Physical</th>
<th>Physical</th>
<th>Education Level</th>
<th>Work Experience</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>0/74</td>
<td>0/47</td>
<td>0/36</td>
<td>-0/03</td>
<td>0/08</td>
<td>-0/25</td>
<td>-0/324</td>
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<td></td>
</tr>
<tr>
<td>0/104</td>
<td>0/021</td>
<td>0/70</td>
<td>0/138</td>
<td>0/25</td>
<td>0/05</td>
<td>0/05</td>
<td>-0/322</td>
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<td>0/09</td>
<td>0/07</td>
<td>0/14</td>
<td>0/19</td>
<td>0/07</td>
<td>-0/322</td>
<td>-0/322</td>
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</tbody>
</table>

There is no significant relation between individual characteristics (age, education level, work experience) and teachers’ job stress and results suggest that there is a significant relation only between gender and job stress and male teachers’ job stress is higher.

Summary and Concluding:

In this study there is a significant and reverse relationship between emotional intelligence and job stress and this indicates that emotional intelligence
has high importance while many people in society did not know its meaning. Emotional intelligence can create a hope point in life because despite IQ which is influenced by genetic factors, it deals with education it is acquired and helps people to resist against difficulties; control their tensions; therefore, emotional intelligence along with average IQ can predict success in various stages of life. If people of society especially those in sensitive jobs like teachers try to arm themselves with emotional intelligence value they can prevent many failures, difficulties, job pressures and losses. Therefore, it is on education authorities that include improving emotional intelligence in their programs.

Results of this study is consistent with results Dehshiri's research [9], Keshtidar [19], Naghizade et al [29], Mazinani [28], Mansoor et al, Hafiz et al [13], Ogniskabalic [34], Perlini and Halvorsen [37] m Mariadel Karmen et al [26] indicating that individuals with higher emotional intelligence have ability for resisting against events and stressor conditions. We can determine that according to Baron's definition of emotional intelligence individuals with subscales emotional intelligence including self-control, optimism, courage, problem-solving and etc can manage positive and negative feelings and emotions for the benefit of themselves and others. This individual can defend himself against undesirable events and stressing conditions by preserving positive attitude.

In this study degree of emotional intelligence for physical education teachers and other teachers are 113.43 and 112.59, respectively.

In this study degree of job stress are 48.18 and 37.57 for physical education teachers and other teachers, respectively and this indicates that there is a significant relationship between job stress for physical education teachers and other teachers and job stress in physical education teachers is higher than other teachers. This topic was described in Ramazaninejad et al [39], Boyas and Wind [6], and Lambert et al [22] indicating lack of relationship between age and education with job stress but is not consistent with results of Maridel Karmen et al, Olaner [32], Islamian and Fatehichenar [15] indicating relationship between age and job stress. This result is consistent with Ramazaninejad et al [39] results indicating lack of relationship between service years and job stress but is not consistent with results of Noorbaksh [31], Islamian and Fathichenar and Maridel Karmen et al indicating positive relationship between service year and stress.

In this research lack of relationship between education and job stress is because of closeness of education in teachers, perhaps if wide statistical society except than intellectuals and teachers with near education levels were selected, other results will obtain and lack of significant difference between service years and job stress is because all sample teachers have more than 10 years service.

Significant difference between gender and job stress in physical education teachers and other teachers and higher job stress in male teachers is consistent with Islamian and Fatehichenar and Olaner [32] but it is not consistent with results Noorbaksh [31], Ramazaninejad et al [39], Lambert et al [22] that female teachers have higher stress.

Relationship between gender and job stress is related to culture and certain structure of life that impose more burden on families.

In explaining results we can say that because research society samples are educated individuals and different views and these individuals could eliminate gender differences and without considering gender increase their recognition and control emotions, sympathy with others, preserving desirable results and finally, they will have same emotional intelligence.

We must consider that this society consists of 25 percent men and 74 percent women and this influences results. Lack of relationship between age, service years and education level with emotional intelligence interprets that emotional intelligence is a category that can taught it to individuals and improve its level. Because emotional intelligence is an acquired trait individuals can enhance this capacity in every age and education level and service years.

In this study there is significant relationship between age, education and service years with job stress in physical education teachers and other teachers but there is no significant relationship between gender and job stress and job stress of men is higher. This finding is consistent with Maridel Karmen et al, Olaner [32], Islamian and Fatehichenar [15] indicating relationship between age and job stress. This result is consistent with Ramazaninejad et al [39] results indicating lack of relationship between service years and job stress but is not consistent with results of Noorbaksh [31], Islamian and Fathichenar and Maridel Karmen et al indicating positive relationship between service year and stress.

In explaining results we can say that because research society samples are educated individuals and different views and these individuals could eliminate gender differences and without considering gender increase their recognition and control emotions, sympathy with others, preserving desirable results and finally, they will have same emotional intelligence.

We must consider that this society consists of 25 percent men and 74 percent women and this influences results. Lack of relationship between age, service years and education level with emotional intelligence interprets that emotional intelligence is a category that can taught it to individuals and improve its level. Because emotional intelligence is an acquired trait individuals can enhance this capacity in every age and education level and service years.

In this study there is significant relationship between age, education and service years with job stress in physical education teachers and other teachers but there is no significant relationship between gender and job stress and job stress of men is higher. This finding is consistent with Maridel Karmen et al, Olaner [32], Islamian and Fatehichenar [15] indicating relationship between age and job stress. This result is consistent with Ramazaninejad et al [39] results indicating lack of relationship between service years and job stress but is not consistent with results of Noorbaksh [31], Islamian and Fathichenar and Maridel Karmen et al indicating positive relationship between service year and stress.

In this research lack of relationship between education and job stress is because of closeness of education in teachers, perhaps if wide statistical society except than intellectuals and teachers with near education levels were selected, other results will obtain and lack of significant difference between service years and job stress is because all sample teachers have more than 10 years service.

Significant difference between gender and job stress in physical education teachers and other teachers and higher job stress in male teachers is consistent with Islamian and Fatehichenar and Olaner [32] but it is not consistent with results Noorbaksh [31], Ramazaninejad et al [39], Lambert et al [22] that female teachers have higher stress.

Relationship between gender and job stress is related to culture and certain structure of life that impose more burden on families.

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strengths but some of teachers left their jobs and selected a second job which is as inhibitory factor in reaching educational aims.

However, results of this study showed that individuals especially those in sensitive jobs like teachers must try to arm themselves to valuable weapons for resisting stress like emotional intelligence; therefore, they can prevent most of difficulties, problems, job pressures and damages. It is necessary that education authorities analyzes job stressors and apply suitable solutions for resisting them to decrease problems in future years.

It is suggested that educational courses for improving emotional intelligence and training sessions for coping stress were held by education office for teachers. Regarding major economic problems for teachers their problems must be resolved to prevent them from selecting unrelated jobs. Manner of evaluating and improving teachers must have certain regulations and their appraisals form must be revised and factors included in it that relate to job and responsibility.

It is suggested that similar researches with wider statistical sample in various provinces have been conducted for achieving results and findings and comparing provinces and there must be other researches about other social jobs like professors, nurses, managers and etc.

Researches must be conducted about relation of emotional intelligence with variables like stress management, organizational communication, motivation, creativity and innovation, entrepreneurship, analysis and job design, managing political behaviors and negotiation management. There are limitations in this research for researchers such as emotional intelligence and job stress are internal feelings and its measurement is very difficult and participants’ accuracy was not determined for researcher.

References

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