

# Influence of Hardiness and Emotional Intelligence on Occupational Stress Among the Personnel in Muscat

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## Abstract

The term "occupational stress" refers to a person's behavioral, physiological, and psychological responses when there appears to be disconnecting between their capacity to handle demands at work and those expectations themselves. Hardiness and emotional intelligence were selected as factors whose effects on work-related stress were assessed. The sample inculcated 101 working employees consisting of 38 males and 63 females in Muscat from various sectors. Data was collected through self-reported measures using an Emotional Intelligence Scale of 33 items, Dispositional Resilience (Hardiness) Scale of 45 items and Occupational stressors questionnaire of 55 items out of which only 25 were adopted in relevance to this research. The procured correlation between emotional intelligence and occupational stress indicated a significant positive linear correlation. The extracted correlation between hardiness and occupational stress indicated a significant positive linear correlation. A Multiple Linear Regression Model (MLRA) was used to identify significant predictors of occupational stress as a criterion and found hardiness to be a more significant predictor. The t-test was conducted to evaluate difference in scores pertinent to male and female highlighted females to have more emotional intelligence and hardiness while males were more prone to occupational stress. A comprehensive result was attained by examining the evidence demonstrating that gender, demographics, and workplace factors influence emotional intelligence, hardiness, and occupational stress in individuals. Consequently, the research hypothesis, objectives, and questions have been proved. The study also looked at the relationship between hardiness, emotional intelligence, and stress at work. A substantial positive linear link was discovered, suggesting that those with higher emotional intelligence.

**Keywords:** Occupational stress, Hardiness and Emotional Intelligence

## Introduction

When there seems to be a discrepancy between an individual's ability to manage demands at work and those expectations themselves, phrase "occupational stress" describes their behavioral, physiological, and psychological reactions. By assisting the person in applying their knowledge, behavior, and emotions in stressful situations and overcoming them with high performance under pressure, hardiness is thereby improved. When an individual is placed in a stressful work environment, emotional intelligence helps them adopt a more positive affective mentality, which increases their commitment to the organization and their ability to achieve their goals.

By increasing an individual's capacity to withstand by allowing them to be more solution-oriented, make accurate decisions without feeling weighed down or clouded, and exhibit momentum without having a breaking point, he demonstrated that hardiness is a tangible indicator of improved work performance under demanding occupational stress situations. This is made possible by the fact that emotional intelligence and resilience work in tandem to improve an individual's performance, behavior, and affective aspects when they are under stress at work. They do this by assisting in the identification of emotions, which in turn enhances the application of knowledge to better manage the stress.

Maddi et al. (2012) demonstrated that resilience serves as a solid foundation for improved work performance in challenging job-related stress scenarios by enhancing a person's capacity to endure. This enhancement allows individuals to adopt a more solution-focused approach, make sound decisions without being hindered by emotional turmoil, and maintain progress without reaching a breaking point. This synergy occurs because emotional intelligence and resilience collaborate to mitigate the performance, behavioral, and emotional aspects of an individual facing work-related stress. They assist in recognizing emotions, which in turn boosts the effective application of knowledge to better tackle job stress.

Goleman (1995) noted that emotional intelligence (EI) pertains to the capacity to identify, comprehend, regulate, and effectively utilize one's own emotions, in addition to the ability to observe, interpret, and react to the feelings of others. It encompasses a range of skills and abilities that extend beyond conventional assessments of cognitive intelligence, like IQ.

### **Review of Related Literature**

Kobasa, S. C. (1979) looked into job performance and hardiness. In order to gather information about employees' levels of toughness and job performance, Suzanne and Kobasa conducted interviews and administered questionnaires. She employed planned interviews and self-report questionnaires to assess hardiness. According to the study, those who exhibit high levels of hardiness are more productive at work because they view challenges in their careers as opportunities for development rather than obligations.

Salovey et al. (1990) researched on the relationship between emotional intelligence and hardiness. The purpose of the study is to determine how a person's job performance is affected by their combination of emotional intelligence and hardiness. The study's foundation was laid by the researchers' efforts, which also resulted in the creation of tools to assess a person's emotional intelligence.

Cherniss et al. (2001) conducted an investigation of emotional intelligence and achievement was carried out by This study determined that emotional intelligence is the ability to motivate oneself, persevere in the face of failure, control emotions, avoid concern from affecting one's ability to think clearly, empathize, hope, act, and be creative.

Palmer et al. (2002) studied successful leadership and emotional intelligence. The study looked into the relationship between emotional intelligence and effective leadership. 43 management-related participants had their emotional intelligence assessed using a modified version of the Trait Meta Mood Scale. Effective leaders were those that exhibited a transformational leadership style rather than a transactional one, per the findings of the multifactor leadership questionnaire.

Rooy et al. (2004) presented emotional intelligence as a meta-analysis of homological net and predictive validity. The association between employment outcomes and emotional intelligence was examined using meta-analytical techniques. Together with other factors like general mental ability (GMA) and the Big 5

Personality Traits, 69 studies in this study showed a relationship between emotional intelligence and employment results. The findings of several subgroup analyses provided guidance for next studies.

Ziesman, A. J. (2005) investigated how hardiness affected both physical and mental health. According to their research, hardiness reduced a person's susceptibility to illnesses and physical and mental stress. It was also observed that individuals with higher hardiness depicted coping strategies and seemed to use a transformative coping strategy. Hardiness was also found to be stronger than optimism.

Gill et al. (2006) looked at the relationship between employee emotional intelligence and affective commitment, job stress, and intention to leave the restaurant industry. The study's sample consists of 250 non-supervisory employees from casual dining establishments in the Midwest of the US. Both structural equation modeling and path analysis are used to examine the proposed hypotheses.

Shahzad et al. (2011) investigated how Pakistani telecom workers' performance was affected by the four main components of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. Questionnaires were used to collect data from five telecom companies. The results demonstrated that there is a positive correlation between social awareness, relationship management, and performance, but not between self-awareness or self-management and performance.

## RESEARCH METHODOLOGY

### Problem Statement

To evaluate the influence of hardiness and emotional intelligence on occupational stress among the personnel in Muscat

### Research Objectives

1. To recognize the influence of emotional intelligence and hardiness on job stress among employees in Muscat.
2. To find the influence of emotional intelligence and hardiness on job stress among female employees in Muscat.
3. To categorize the influence of emotional intelligence and hardiness on job stress among male employees in Muscat.

### Research Hypothesis

$H_1$  : There is an influence of emotional intelligence and hardiness on job stress among employees in Muscat.

$H_0$  : There is no influence of emotional intelligence and hardiness on job stress among employees in Muscat.

$H_2$  : There is an influence of emotional intelligence and hardiness on job stress among female employees in Muscat.

$H_0$  : There is no influence of emotional intelligence and hardiness on job stress among female employees in Muscat.

$H_3$  : There is an influence of emotional intelligence and hardiness on job stress among male employees in Muscat.

$H_0$  : There is no influence of emotional intelligence and hardiness on job stress among male employees in Muscat.

### **Significance & Scope of the Study**

Grasping and adeptly managing emotions is fundamental to the exploration of emotional intelligence. This allows individuals to enhance their social skills, self-awareness, and empathy. Those with emotional intelligence are more proficient at handling relationships, conveying messages effectively, and resolving disputes in a more constructive manner. Conversely, the investigation of hardiness centers on cultivating resilience and the ability to cope with stress and adversity. Hardiness empowers individuals to surmount challenges, maintain a positive outlook, and adapt to transitions. People benefit from their resilience, which also contributes to fostering a more compassionate and supportive community.

### **Research Design Adopted**

Both quantitative and qualitative research methods were employed in this study; quantitative research design refers to taking into account the numerical data that was gathered, while qualitative research design takes into account the gathering and assessment of non-numerical data. While quantitative methods offer numerical precision, qualitative methods focus on depth. In order to achieve a thorough knowledge without necessarily quantifying things, qualitative approaches probe the depth and subtleties of the human experience. On the other hand, quantitative approaches place more emphasis on numerical accuracy and use statistical methods to find trends and connections that apply to broader groups.

### **Data Collection**

Three distinct surveys were given to employees who worked in Muscat and were at least 20 years old in order to gather the data. Three standardized questionnaires were given to 101 employees—38 of whom were male and 63 of whom were female—who were stationed in Muscat in order to gather the data. These participants worked in a variety of departments and organizations, including the finance department, the deanship department, the admission and registration department, the IT department, the quality assurance department, the human resources department, the Foundation department, the business and economics department, the humanities department, and the English department. To maintain a better record and formality, the following questions were provided via link and administered via Google form with pertinent instructions.

### **Tools Used**

1. Emotional Intelligence Questionnaire
2. Dispositional Resilience (Hardiness) Scale
3. Occupational stressors Questionnaire

### **Data Analysis**

Following the gathering of data via a Google Form survey, the researchers examined the responses utilizing various statistical techniques. The statistical techniques applied included descriptive statistical analysis and inferential statistical analysis. The descriptive statistical analysis involved measures such as mean, standard deviation, and standard error of the mean. The inferential statistical analysis employed methods like inter-correlation and a multiple regression model.

**Results**

The outcomes of the study were derived using descriptive and inferential statistical analyses conducted with SPSS software. The descriptive statistical methods employed comprised the mean, standard deviation, and standard error of the mean. The inferential statistical technique utilized included correlation analysis. A t-test was performed to assess the differences between genders and their association with the variables.

**Table 1: Representing the descriptive Statistics of Occupational stress, Hardiness and Emotional Intelligence among employees**

<i>Variables</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N (total number of employees)</i>
Occupational stress (total)	65.27	17.864	101
Hardiness (total)	71.86	17.707	101
EI (total)	117.95	20.162	101

The table 1 presents the analyzed outcomes of descriptive statistics concerning occupational stress, hardiness, and emotional intelligence among a total of 101 employees. The average score for occupational stress stands at 65.27, reflecting the typical level of stress encountered by these workers. The standard deviation for occupational stress is noted to be 17.864. In a similar fashion, the average hardiness score is recorded at 71.86, indicating the degree of resilience demonstrated by the employees, accompanied by a standard deviation of 17.707. Lastly, the mean score for emotional intelligence is measured at 117.95, illustrating the level of emotional intelligence present among employees, with a standard deviation of 20.162.

**Table 2: Representing the correlation between Occupational stress, Emotional Intelligence and Hardiness among Employees**

<i>Variables</i>	<i>Occupational stress</i>	<i>Hardiness</i>	<i>Emotional Intelligence</i>
Occupational stress	1	.405**	.220*
Hardiness		1	.461**
Emotional Intelligence			1

The relationship between emotional intelligence, hardiness, and occupational stress is seen in the table. There is a .405, .220, and .461 association between emotional intelligence and occupational stress, hardiness and occupational stress, and hardiness and emotional intelligence, respectively. Significant positive linear correlations between emotional intelligence and occupational stress ( $r=.220, p<0.001$ ), hardiness and occupational stress ( $r=.405, p<0.001$ ), and a significant positive correlation between emotional intelligence and hardiness ( $r=.461, p<0.001$ ) are all displayed in the above table.

**Table 3: Emotional Intelligence and Hardiness as Predictors of Occupational stress (criterion) among employees**

<i>Measures</i>							
	<b>R</b>	<b>R<sup>2</sup></b>	<b>ΔR<sup>2</sup></b>	<b>F</b>	<b>B</b>	<b>Sig.</b>	<b>f<sup>2</sup></b>
<i>Model2</i>	(Model $Y_1 = a + \beta_1 X_2$ ) Constant 35.936						
<i>Hardiness(X<sub>2</sub>)</i>	.405	.164	-	19.375	.405	0.000	.19

Multiple Linear Regression Model

Criterion Variable: Occupational stress (Y<sub>1</sub>)

Predictor Variable: emotional intelligence(X<sub>1</sub>), hardiness(X<sub>2</sub>)

Using emotional intelligence and hardiness as predictors of occupational stress (a criteria) among employees, the table creates a multiple linear regression model. It was looked at occupational stress as a criteria variable and emotional intelligence and hardiness as predictors. The data also shows that the only predictor that emerged was hardiness, which accounted for a considerable amount of the variance in occupational stress (R<sup>2</sup> = 0.164, F (99) = 19.375, p < 0.000). It can be concluded that 16.4% of the variation in employees' occupational stress was explained by hardiness. Furthermore, f<sup>2</sup>=0.19 indicates a medium level of connection between occupational stress and hardiness.

### Conclusion

The purpose of this study was to examine the relationship between employees' workplace stress and emotional intelligence and resilience. There were 101 participants in all, 38 of whom were men (38%) and 63 of who were women (63%). Participants came from a variety of industries. The study also looked at the relationship between hardiness, emotional intelligence, and stress at work. A substantial positive linear link was discovered, suggesting that those with higher emotional intelligence are better able to control their emotions, create coping strategies, and become resilient when faced with challenges at work.

### Limitations of the Study

- Limitations pertinent to sample size:
- Self-Reported data:
- Difference due gender differences and demographics:
- Predictors corresponding Occupational stress

### Suggestions

- To increase employee emotional intelligence and resilience, organizations can create customized training programs that emphasize self-awareness, self-management, empathy, and effective communication.
- Motivate people to embrace a growth mind-set, viewing challenges as opportunities for personal development.
- Promote solid interpersonal relationships and team-building exercises to strengthen social support systems.

- Workers who develop emotional intelligence and resilience are more equipped to handle challenges in the workplace, which reduces stress and improves general wellbeing.

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