Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

# Stress, Well-Being and Emotional Intelligence in the Workplace

A thesis presented in partial fulfillment of the requirements for the degree of

Masters of Science

in

Psychology

at Massey University, Auckland, New Zealand.

Amy-Kate Scott

2008

#### **Abstract**

The aim of this study is to investigate the relationships between Emotional Intelligence (EI) and demands, coping and outcomes in a transactional stress process (Lazarus & Folkman, 1984). The specific focus is whether EI acts to mediate or moderate any of the relationships in the stress process. The secondary objective is to explore the relationships between workplace demands, coping and the outcome variables of job satisfaction and psychological health.

The sample comprised of 186 New Zealand professional staff, from all role levels in industries including banking, insurance, exporting and consulting. The findings indicate that EI partially mediates between pressure from workplace relationships and positive outcomes, suggesting EI is particularly useful in dealing with interpersonal demands in the workplace. EI also mediates relationships between coping and outcomes. There was no support for the moderating role of EI. Such findings demonstrate that EI has an important role to play in the stress process.

#### Acknowledgements

I would first like to thank my thesis supervisor, Dr Dianne Gardner, for all of the valuable knowledge and support she has given me during this long process. Her help has been thoroughly appreciated. I would also like to thank Dr Paul Englert, of OPRA Group Ltd, for his ever-useful guidance and advice. Thank you sincerely to Genos Pty Ltd. for allowing me to use the Genos EI questionnaire free of charge, and for generously providing all participants with complimentary reports. In addition, thank you to Resource Systems for the use of the Pressure Management Indicator. I graciously thank the organisations who agreed to support this research, and each of the individual participants who took the time to complete the questionnaires. Without you this research would not have eventuated. Finally, I would like to thank my wonderful partner and parents. I do not know how I would have got here without your amazing support, ongoing encouragement and understanding.

This project was approved by Massey University's Human Ethics Committee: Northern; application number 07/064.

### **Table of Contents**

Absti	act	2	
Acknowledgements			
Table	e of Contents	4	
List	of Tables	7	
List	of Figures	8	
CHA	PTER ONE		
Intro	duction	9	
CHA	PTER TWO		
Stres	s and the transactional approach1	2	
2.1	Background	2	
2.2	Transactional theory of stress and coping	3	
2.3	Outcomes of the stress process	5	
2.4	Demands	6	
2.5	Primary appraisal	9	
2.6	Secondary appraisal	0	
2.7	Coping2	I	
2.8	Coping in a transactional model	4	
2.9	Demands – Coping relationships	5	
2.10	Coping – Outcome relationships	6	
2.11	Coping as a mediator	7	
2.12	Coping as a moderator	8	
2.13	Individual differences in the stress process	0	
CHA	PTER THREE		
Emotional Intelligence			
3.1	Introduction	1	
3.2	Background	1	

3.3	Defining	g emotional intelligence	. 33
3.4	Concept	tual and measurement issues	. 34
3.5	Self-rep	ort measures of emotional intelligence	. 35
3.6	Emotion	nal intelligence and workplace stress	36
3.7	Emotion	nal intelligence's impact on the stress process	40
3.8	Emotion	nal intelligence as a mediator of the stress process	. 41
3.9	Emotion	nal intelligence as a moderator of the stress process	. 44
CHA	APTER F	OUR	
Metl	hodology		45
4.1	Procedu	re	. 45
4.2	Survey	delivery	48
4.3	Participa	ants	49
4.4	Stress/w	vell-being measure (PMI)	.51
	4.4.1	Workload	. 52
	4.4.2	Workplace relationships	52
	4.4.3	Problem-focused coping	. 52
	4.4.4	Social support	. 53
	4.4.5	Job satisfaction	. 53
	4.4.6	State of mind	, 53
4.5	EI meas	ure (Genos)	54
	4.5.1	Demographic information	. 55
	4.5.2	Overall EI	55
	4.5.3	Emotional self awareness	. 55
	4.5.4	Emotional expression	. 55
	4.5.5	Understanding others emotions	. 55
	4.5.6	Emotional reasoning	.,56
	4.5.7	Emotional self management	. 56
	4.5.8	Emotional management of others	. 56
	4.5.9	Emotional self-control	. 56
4.6	Data An	alysis	. 57

	4.6.1	Statistical Assumptions			
	4.6.2	Bivariate correlations57			
	4.6.3	Mediation analysis58			
	4.6.4	Moderation analysis59			
CHA	APTER FI	VE			
Resu	Results62				
5.1	Demographic variables62				
5.2	Emotional intelligence correlations				
5.3	Demand	s, coping and outcomes			
5.4	Mediatio	on of the Demand and Outcome relationship by problem-focused			
	Coping				
5.5	Moderat	ion of the Demand and Outcome relationship by Social Support66			
5.6	Emotional intelligence, demands, coping and outcomes				
5.7	Emotion	al intelligence as a mediator of the stress process67			
5.8	Emotion	al intelligence as a moderator of the stress process			
CHA	APTER SI	X			
Disc	ussion	74			
6.1	Associat	ions between demands, coping and outcomes			
6.2	Emotion	al intelligences' association with the stress process			
6.3	Emotion	al intelligence as a mediator of the stress process			
6.4	Limitation	ons			
6.5	Implicat	ions for Practice79			
7.	Reference	ee list81			
8.	Appendi	ces			
App	endix A				
Appendix R					

## **List of Tables**

Table 1	Demographic summary of all participants
Table 2	Correlation Matrix 64
Table 3	Mediation effect of EI on the relationship between workplace relationships and job satisfaction (hypothesis 20).
Table 4	Mediation effect of EI on the relationship between workplace relationships and state of mind (hypothesis 21).
Table 5	Mediation effect of EI on the relationship between problem-focused coping and state of mind (hypothesis 24).
Table 6	Mediation effect of EI on the relationship between problem-focused coping and job satisfaction (hypothesis 25).

## **List of Figures**

Figure	Theoretical model of the stress process - adapted from Lazarus & Folkman, 1986
Figure	2
Figure	3
Figure	4
Figure	5
Figure	6
Figure	7
Figure	8
Figure	9
	10
Figure	11
Figure	12