EMOTIONAL INTELLIGENCE:

**COPING AND WELL-BEING
AMONGST HIGHER EDUCATION ACADEMICS.**

**ARE THEY RELATED?
HOW ARE THEY EXPERIENCED?**

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STATEMENT OF ORIGINALITY

The accompanying thesis submitted for the degree of PhD/ entitled

Emotional intelligence: Coping and well-being amongst higher education academics. Are they related? How are they experienced?

is based on work conducted by the author in the School of Education at The University of Northampton mainly during the period between 2012 and 2016.

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ABSTRACT

EMOTIONAL INTELLIGENCE:
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ACADEMICS. ARE THEY RELATED? HOW ARE THEY EXPERIENCED?

Woods (2010) points out that research in emotional intelligence has been carried out at school level, but little research has been undertaken with academics in higher education. Research around emotions within the organisational context also appears to be limited in higher education (Briner, 1999, 2005; Kumar and Rooprai, 2009). There, therefore, appears to be an area in which research can be carried out.

The overall aim of this study was to evaluate the concept of emotional intelligence (trait EI) in the higher educational context (*University*) and to investigate the relationship between emotional intelligence, coping and well-being. The research explored: how university academics cope emotionally with interpersonal relationships; if there was a significant correlation between emotional intelligence and well-being; if emotional intelligence can help academics cope; the emotionally challenging experiences academics have and how they cope with them.

Mixed methodology was used in this research using a sequential, explanatory approach. Triangulation brings together the findings from the analysis of quantitative and qualitative data.

The quantitative aspect of the research included a sample size of 100% (N =533); 45.8% (N = 244) male, with a mean age of 48.78 (SD = 10.9); and 54.2% (N = 289) female, with a mean age of 47.29 (SD = 9.78). All participants worked for universities in different countries around the world.

Pearson's product moment correlation coefficient was used to analyse the quantitative data associated with: coping (Carver, Scheier and Weintraub, 1989), managing emotions (Petrides, 2009a); perceived stress scale (PSS) (Cohen, Kamarck and Mermelstein, 1983); emotional demands (COPSOQ) (Copenhagen Psychosocial Questionnaire, 2003); and home/work recovery (Querstret and Cropley, 2012). The analysis showed that there was an inverse correlation between PSS and managing emotions (r = -0.52) suggesting a relationship between managing emotions and perceived stress. There appeared to be less significant relationships between the other instruments. Curvature analysis was undertaken on the relationship between emotional intelligence (EI squared) and Perceived stress (PSS). The findings identified a small R squared change of 0.007, while the sig F change is 0.036 which suggests significance as it is less than 0.05. However, it is very small. The nonlinear effect (the addition) of the EI squared variable which is associated with the 0.007 change was 4.41 (F change) which again, appeared very small when compared with the linear F change of 168.32.

Moderation was undertaken using Hayes' (2016) "Process" model. The findings showed that when there was a low level of coping there was a significant negative relationship between PSS and EI (b = -0.16, 95% CI [-0.21, -0.11], t = -6.36, p =00). At the mean value of coping, there was a negative relationship between PSS and EI (b = -0.19, 95% CI [-0.22, -0.15], t = -10.92, p =00). When there was a high level of coping there was a significant negative relationship between PSS and EI (b = -0.21, 95% CI [-0.25, -0.17], t = -9.33, p =00). The findings suggest that notwithstanding how well academics cope there was a negative relationship between PSS and EI. The conditional effect of x on y values of the moderators showed that at low levels of coping there was a (negative) significant effect (p less than 0.05) of PSS on EI (-12.01, p < 0.05). At average levels of coping there was negative significant

effect of PSS on EI (0, $p < 0.05$). At high levels of coping there was a positive significant effect.

Mediation analysis was also undertaken to find out the effect PSS has on EI influenced by coping. The findings suggest that there was a small significant indirect effect of PSS on EI, through coping where $b = 0.02$, 95% CI [-0.05, 0.08].

The qualitative aspect of the research included interviews with 11 academics aged 29 to 58. Thematic analysis (TA) was undertaken identifying examples of emotional challenges and experience that are integrated into the study to contextualise the findings. The findings suggest that each person has his/ her own coping strategies which may overlap. This does not come out from findings of the questionnaire/ survey, exemplifying the advantages of undertaking interviews. The findings from the interviews were used to provide greater depth and explanation, than if quantitative data was used alone.

Limitations identified include individual differences and challenges in generalising beyond the sample size. A further limitation was that different sample types, models and instruments may have been used in earlier research. Fuzzy generalisations are, therefore, made that replace the certainty of scientific generalisations that help contribute to theory and future research.

Overall, it was apparent from the findings from the interviews that, whereas academics experience stressful/ challenging experiences, they use emotional intelligence to help them cope in a constructive manner using ways of coping such as: humour, emotional/ instrumental support. The findings from the quantitative data showed that as perceived stress goes down, emotional intelligence goes up. Each of the methods undertaken in this study support the view that academics do use emotional intelligence to help them cope with stressful and

challenging experiences, dependent upon context and circumstances that he/ she experience.

Recommendations are made that include training academics to understand their own emotions and to identify emotions in others and then to manage the emotions. This could help increase awareness of emotional intelligence. It is recommended that training be voluntary and be extended to all stakeholders. To embed the training into the organisational procedures and to help communication of emotional intelligence, policies should be developed to help academics and other stakeholders to cope with stressful and challenging experiences to help improve student experience.

ACKNOWLEDGEMENTS

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GLOSSARY

Number	Acronym	Description
1	ANOVA	Analysis of variance
2	BOS	Bristol Online Services
3	CIPD	Chartered Institute of Personnel and Development
4	COPE	Coping Orientation to Problems Experienced.
5	COPSOQ	Copenhagen Psychosocial Questionnaire
6	DV	Dependent variable.
7	ECI	Emotional competence inventory
8	EI	Emotional intelligence
9	HE	Higher Education
10	HSE	Health and Safety Executive
11	IQ	Intelligence quotient (cognitive intelligence)
12	LFS	Labour Force Survey
13	MANOVA	Multivariate analysis of variance
14	MSCEIT	Mayor-Salovey-Caruso Emotional Intelligence Test (Mayor, Salovey, Caruso, 2002) Ability Model
15	NASUWT	The National Association of Schoolmasters Union of Women Teachers

1 INTRODUCTION

1.1 Preamble

General intelligence -Intelligence quotient (cognitive intelligence) (IQ) does not appear to capture how gifted a person may be in areas such as: music, emotions, sport, and interpersonal / intrapersonal relationships. Intelligence can, therefore, be thought of in different ways (Gardner, 1983, 1999). For example, a person who may be talented at sport may not have high IQ scores. A person with high IQ may not be so talented at personal interaction and picking up social cues. People experience the world in different ways undergoing different emotional and social reactions and feelings.

A debate that exists is being able to define what intelligence is and having a consensual view that there may be multiple intelligences. Within this debate decision making is not necessarily controlled by rationality.

Emotions may play a part and influence the decision making process. A person may be good at managing, regulating and identifying emotions in others using intuitive "intelligence" to his/ her advantage. He/she may rely on emotional decision making and not just making use of rationalistic thinking. The term that is used to explain this is emotional intelligence.

Whereas there appears to be an agreed approach to measuring general intelligence, different theories and models are associated with measuring emotional intelligence. There is no standardised test. It is unclear as to what emotional intelligence actually is and if/ how it can be improved. To add to the debate emotional intelligence may not even exist and simply be part of personality. However, the research undertaken does appear to suggest that there is more to a person than general intelligence and that may include abstract and intuitive reasoning associated with emotional intelligence. It is on the premise

that this study accepts the existence of emotional intelligence. Further research is needed to help define and measure the concept of emotional intelligence

Since the 1990s theorists, interested in emotional intelligence, have shown growing interest in the workplace. It appears that it is no longer a question as to whether or not emotions have a role in the work place. The focus appears to be more on how emotions can be managed, how staff in organisations cope with emotions, and how this may impact on other factors within the working environment.

The workplace is traditionally considered as being logical, rational and non-emotional with the idea that emotions are irrelevant (Briner, 1999). The workplace is also regarded as a rational environment in which emotions are considered to be the antithesis of rational thinking (Ashforth and Humphrey, 1995; Ashkanasay, Zerbe and Hartel, 2002). However, with an increase in those working in the service industry, staff are required to be more emotionally engaged with customers and this leads to greater interest being given to emotional intelligence, emotions, and psychology in the work place (Briner, 1999). As Ashforth and Humphrey (1995) point out work is "saturated with emotions" (p. 97) that include joy, frustration and fear and to regard emotions as being antitheses of rationality is too simplistic.

Leuner (1966) appears to be the first person to use the term emotional intelligence in a German publication: "Praxis der Kinderpsychologie und Kinderpsychiatrie". Payne (1986) appears to be the first person to use "emotional intelligence" in an English unpublished dissertation. Salovey and Mayer (1990) brings emotional intelligence to mainstream academia. However, it becomes a popular construct following the publication of Goleman's (1995) book titled "Emotional Intelligence: Why It Can Matter More than IQ."

Researchers (for example: Bar-On, 1997; Goleman, 1995, 1998a; Petrides and Furnham, 2001; Mayer and Salovey, 1997; Salovey and Mayer, 1990; Salovey, Hsee and Mayer 1993) identify different models (for example: ability, mixed, trait) and assert the existence of emotional intelligence. The challenge is that there does not appear to be consensus as to the definition, and means of measuring emotional intelligence.

Gardner (1983) first put forward the idea of multiple intelligences that include: spatial, musical, verbal, language. However, multiple intelligences may not exist. Emotional intelligence could, therefore, simply be a popular fad (Zeidner, Matthews and Roberts 2012). The aims and objectives of this study are not to seek to prove or disprove the existence of emotional intelligence. Further research is required. Until this research is carried out, and there is a definitive break through, assumptions need to be made. This study is, therefore, based upon the premise that emotional intelligence exists.

Redman and Wilkinson (2002) argue that emotional intelligence is associated with social interactions, individual adaptability and psychological well-being. It is "the competence to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate both positive and negative emotions in one's self and others" (Matthews, Zeidner and Roberts et al, 2002: Preface). Emotional intelligence is, therefore, an important construct in enabling a person to express, understand and perceive feelings and to be able to control emotions (Redman and Wilkinson, 2002).

1.2   Explanation of emotion and emotional intelligence.

Emotions affect judgement as this is based upon the way a person thinks (Forgas, 2001). Solomon (1993) argues that feelings always accompanies emotions and are a bodily reaction to the experience. Emotions, therefore, appear to affect the way in which a person processes and retrieves information and responds to social situations.

Emotions appear to affect the way a person thinks; by colouring the way he/she experiences an event.

Morton (2010) in Goldie argues that emotions are a vital part of human psychology and make up who a person is, identifying them with personality (Lazarus, 1991). Emotions are internal states of judgement (Solomon, 1993) and lie at the core of social experience (Lazarus, 1991). They have been shown to influence well-being (Davidson, Jackson and Kalin, 2000; Frijda, 1994, 1998, 2000; Lazarus, 1993a, b; Pennebaker, 1995; 1997; Taylor, Parker and Bagby, 1999) and can affect the way people achieve their goals and tasks (Lazarus, 1984; Slaski and Cartwright, 2003).

Emotional intelligence can be described as the ability to understand your own emotions (self-awareness), and understand emotions in others, allowing a person to decode attitudes and intentions and to respond accordingly (Keltner and Haidt, 2001). This is the overarching explanation of emotional intelligence in this study.

Austin, Farrelly, Black and Moore, (2007) argues that emotional intelligence includes a set of inter and intra personal capabilities that are beneficial to those with higher emotional intelligence enabling them to manage stress and emotions in others. It enables a person to detect emotions in others, control their own emotions, and to deal with social interaction (Robbins and Judge, 2013). Austin et al (2007) add that higher emotional intelligence is beneficial to all parties concerned in managing emotions and that this is supported by positive associations being found with life satisfaction, happiness, social network quality and size and psychological health (For example: Austin, Saklofske and Egan, 2005; Day, Therrien, and Carroll, 2005; Extremera and Fernandez-Berrocal, 2002; Furnham and Petrides, 2003).

Mavroveli, Petrides, Rieffe and Bakker (2007) comments that there is lack of universal acceptance of the term, emotional intelligence, and

this gives rise to inconsistency and findings that are contradictory. Furthermore, there does appear to be a lack of consensus as to the terms emotional intelligence and emotional literacy. For example, Haddon, Goodman, Park and Crick (2005) consider them to have different meanings where emotional intelligence is associated with a person's emotional abilities and emotional literacy is the process of interaction that leads to particular understanding. Perry, Lennie and Humphrey (2008) consider there to be lack of evidence that can differentiate emotional literacy and emotional intelligence. The first challenge is therefore to acknowledge that there are differences of view to the actual terms emotional intelligence and emotional literacy. This study uses the term emotional intelligence, however there are occasions where the term emotional literacy may be used, for example where quotes from interview participants may be used. In this study the use of the terms is interchangeable and mean the same thing.

1.3   The case for emotional intelligence research.

Since the publication of Goleman's (1995) book, emotional intelligence has become a popular area to research in psychology and in organisational science (Fineman, 2003). There appear to be popular claims for the use of emotional intelligence. For example: it can improve a person's life changes (Goleman, 1995); in the school environment, it can help tackle child obesity and violence (Salovey and Grewal, 2005) and; is a core factor associated with successful leadership (Stichler, 2006).

1.3.1 School.

This study is associated with academics within the university sector. However, teaching in schools does have similarity to academia where there may be commonalities such as teacher/ academic/ student relationship, preparing, marking, and assessment. Teaching in schools is therefore identified in this study bringing out interesting and relevant findings.

Emotion appears to be a term that is not included in the mainstream literature associated with educational reform (Hargreaves, 1998). This appears to be the case until Weare and Gray (2003) published a report on social and emotional competences together with well-being that is developed into the Social and Emotional Aspects of Learning (SEAL, DfES, 2005) and subsequently made available to all schools in England and Wales. The United Kingdom (UK) Government also brought into effect The Children Act (2004) encouraging schools to support and develop young people's well-being together with social and emotional aspects of learning. Focus is on the pupil. Less attention is given to the "caring" professions –for example teaching in which emotional intelligence is considered to be an important topic (Brackett, Palomera, Mojsa-Kaja, Reyes and Salovey, 2010; Corcoran and Tormey, 2010, 2012; Sutton and Wheatley, 2003).

Johnson, Cooper, Cartwright, Donald, Taylor and Millet (2005) argues that teaching can be one of the most stressful occupations and is associated with emotional exhaustion (Droogenbroeck, Spruyt and Vanroelen (2014). A survey carried out for the teaching union- The National Association of Schoolmasters Union of Women Teachers- NASUWT (ComRes, 2015) identifies 52% of teachers seriously considering leaving their job and 47% seriously considering leaving teaching. Heading the main concerns about the jobs is increased workload, which is identified by 79%. 87% of those who respond to the survey feel that they have to work longer hours and 86% report that their workload had increased over the previous 12 months. 77% also report an increase in work place stress in the last 12 months. Whereas the majority of teachers (68%) say they enjoy the work, 69% of participant's report feeling tired, and 61% feeling stressed always or often. The main concern is from the volume of workload (61%). A further study carried out by YouGov (2015), on behalf of the National Union of Teachers (NUT), identifies 53% of teachers thinking of leaving teaching in the next two years. Kinman (2001) also identifies that a high percentage of those in academic positions would either like to

leave the profession or regretted entering the profession in the first place. Kinman's study was undertaken in 2001. The surveys from ComRes and YouGov were undertaken in 2015. Notwithstanding the temporal differences, it is apparent that teaching can be a stressful profession and the findings suggests that this has not reduced.

Woods (2010) refers to the emotional dimension of working life where it may be implied rather than being given a main focus. It would, therefore, be beneficial to build congruence between work experience and individual goals which could favour a satisfying and healthy emotional experience at the workplace (Woods, 2010).

1.3.2 Higher education (HE).

Sanders (2006) points out that the Health and Safety Executive identifies the higher education sector in the UK as having an unacceptable level of stress at work. Academics experience considerable pressure in their working environment (Kinman, 1996; 1998; 2001). One of the areas considered to be a concern is the increase in job demand. This has led to increased hours of working, lower job satisfaction, and impact upon psychological health. The increased demands also impact upon the work/ life balance (Kinman, 2008).

Kinman, Jones and Kinman (2006) comments that those employed as academics are twice as likely as those in the general population of the UK to experience impact upon their psychological health. This is supported by a survey of University teachers (Kinman and Jones, 2004) in which overload of work and work life balance are frequently reported as stressors for university staff and academics. Kinman (2001) argues that it is those in lower grades and women academics that are more likely to experience stressors and strains associated with the working environment.

Research carried out on emotional intelligence includes that associated with stress, burnout, discrimination, and bullying (Kinman et al, 2006; Lewis, 2004; O'Boyle, 2001; Simpson and Cohen, 2004). Woods (2010) argues that whereas research has been carried out at school level, little research has been undertaken with academics in higher education. There is, therefore, a clear argument for research to be carried out in this area and to evaluate the concept of emotional intelligence in the higher education context (University) and to investigate the relationship between emotional intelligence, coping and well-being.

1.4 Positionality.

Reflexivity (self-scrutiny) is an important factor that is acknowledged in this study. It is being aware of the relationship between participants and the researcher (Pillow, 2003). The researcher/ author is white, male and in his 60s. He lives in "middle England" and is a lecturer at university. Whereas he has experience of working with others from diverse backgrounds it is acknowledged that he is unable to speak from another person's point of view. This study seeks to hear from others, their own thoughts and stories, with the desire to gain a greater understanding of the ways academics think and feel and to try and reflect that in this study.

The researcher/ author, in this study, sees himself as being both an insider and outsider. He is shaped by the academic environment in which he is in. However, he does not necessarily have the background, experience and understanding of others.

It is also acknowledged that the interpretations given to the quantitative and qualitative findings may be influenced by the author's personal background and experience. However, the desire is that this does not happen.

Being mindful of his positionality is therefore an important factor within this study with the desire to avoid influence and personal perceptions and to be aware of his own motives.

The motivation for undertaking this study came about from seeing people in the higher education work place environment showing different emotions such as fear, anger, frustration, happiness. It began to raise as to "why did I feel particular emotions when in company with colleagues?" and "why was I (and colleagues) feeling stressed when in discussion with each other about particular topics such as: organisational change, increased work load, pressure on home/work life?" The desire was to investigate the area of emotions, that included understanding and managing emotions- emotional intelligence.

Stress appeared to be a word that colleagues often used as they may be having to cope with challenges such as: time pressure/ deadlines, administrative duties that had previously been undertaken by administrative staff, and conflict with interpersonal relationships. It was interesting to observe how colleagues coped. It was from this that the kernel of an idea was developed.

Initial study/ research was undertaken in the area of emotional intelligence, followed by stress, and coping. These three areas became the focus of study that subsequently brought in home/ work life conflict and emotional demands. The initial study identified this as an area in which little research had been undertaken (Woods, 2010) and from this initial study, the idea was developed and submitted to the university with the desire to undertake PhD research. From this the proposal was developed.

1.5   Purpose of study (aims and objectives).

The overall aim of the research is to evaluate the concept of emotional intelligence in the higher education context (*University*) and to

investigate the relationship between emotional intelligence, coping and well-being.

The research focuses on academics at universities. In this study, university academics are those employed by a University full time/ part time/ hourly paid (sessional) and who may be lecturers/ tutors/ instructors/ researchers.

The questions that are being addressed in this study are:

1. How do academics perceive how they cope emotionally with interpersonal relationships within higher education (*University*)?

2. Is there a significant correlation between emotional intelligence and well-being? If so, what is the relationship between emotional intelligence and how academics cope in the higher education setting (*University*)?

3. Is emotional intelligence a useful construct in helping academics cope with interpersonal relationships and enhance well-being?

4. What are the emotional challenging experiences of academics in the work place (*University*)? How do they cope with the challenging experiences?

This study uses trait emotional intelligence (Petrides (2009a) (TEIQue). It is associated with personality traits that Petrides (2011:657) defines as a "constellation of self-perceptions that are located at lower levels of personality hierarchy" (for example: assertiveness, empathy). This is the more detailed explanation of emotional intelligence used in this study.

The population sample is from academics; those employed by a university full time/ part time/ hourly paid (sessional) and who may be lecturers/ tutors/ instructors/ researchers. Focus 1 seeks to find out how academics cope emotionally with interpersonal relationships within higher education. Focus 2 seeks to find out if there is a significant correlation between emotional intelligence (as measured by TEIQue)

and well-being. If there is, to explore the relationship between emotional intelligence and how academics cope in the university setting. Focus 3 seeks to find out if emotional intelligence is a useful construct in helping academics cope with interpersonal relationships and enhance well-being, Focus 4 seeks to find out what the emotional challenging experiences are and how academics cope with the challenging experiences.

Chapter 5 describes the mixed method approach undertaken in this study explaining the two stage sequential process of phase 1 and phase 2. Phase 1 focused upon quantitative analysis and evaluation of findings from an online questionnaire undertaken with academics around the world. The findings are identified in chapter 6, headed "Main findings from phase 1". The findings provide a foundation on which to answer the questions associated with this study (chapters 7,8 9 and 10). The findings are also compared to similar studies undertaken in this area. The findings from the questionnaire/ survey may not provide depth (for example how a person may feel). It is, therefore, helpful to delve into further depth by undertaking interviews, helping to contextualise the findings. Interviews are undertaken as part of phase 2 making use of qualitative data explaining why and how a person feels about particular experiences.

Explanatory research is undertaken using the qualitative data that explains why a participant feels the way they do, or why something happens (Gratton and Jones, 2010). It seeks to explain observed phenomena, behaviour or problems, connecting the dots (Bhattacherjee, 2012).

To exemplify particular experiences quotes may have been used to help address the questions associated with this study. However, effort has been made to try and minimise repetition. Therefore, rather than having a separate section headed "Main findings from phase 2" in which quotes could have been placed and discussed and, to help

minimise repetition of information, quotes are embedded within the chapters addressing each of the questions.

To clearly address the questions identified in this study chapters 7,8 9 and 10 provide discussion developing on the findings associated with quantitative and qualitative data from which fuzzy generalisations are made.

1.6   Fuzzy generalisations.

This study is associated with social science and seeks to find out information as to what and how people feel, and from that to hopefully generalise to those who are academics.

Generalisation does appear to be a matter of debate within social sciences (Bassey, 1999; Polit, 2010, Yin 2003). When dealing with people there are degrees or gradients and there are no fixed boundaries (Hammersley, 2001). For example, the findings from this study suggest that there is a relationship between emotional intelligence and perceived stress. However, it does not necessarily mean that one causes the other. Other variables could affect the findings that include: different academic levels, background, culture, countries, age, gender and experience. Each person may also have a different understanding of how they see the world and how they make sense of it. It therefore raises challenges of generalising when undertaking research associated with social science.

This study has a reasonably large sample size of 543 people from diverse backgrounds within academia, from different countries around the world and from a wide age group. Furthermore, the study includes instruments that have been used elsewhere and the processes and procedures undertaken in this study to analyse the data are academically recommended and supported in research carried out in other studies.

The findings from the sample in this study can therefore reasonably be applied to a larger sample from which fuzzy generalisations can be made (Bassey, 1999, 2001). Dutton (2013:92) provides a good explanation in which "the screen of life is densely populated with millions upon millions of pixels; the repeated interaction of which, gives rise to the bigger picture." Predictions are therefore likely to give rise to fuzzy generalisations replacing the certainty of scientific generalisation (Bassey, 1999) that in turn can provide a user-friendly and powerful summary informing and contributing to theory (Bassey, 2001) and future research.

1.7 Chapter arrangement.

Chapter 1: provides a short introduction to the study that includes aims and objectives and background discussion. It also includes a section on fuzzy generalisations and provides a summary of each chapter content.

Chapter 2: discusses the main theories associated with emotional intelligence. The chapter also identifies a lack of consensus amongst the main theories and provides a critique of the models explaining why trait emotional intelligence is used in this study

Chapter 3: identifies and explains the key concepts and relationships with emotional intelligence, personality, stress, well-being and coping.

Chapter 4: discusses the research that has been carried out with regards to emotional intelligence, well-being, stress, coping and personality within higher education.

Chapter 5: explains the sequential, explanatory, mixed methodological approach that is adopted in this study. The chapter includes sections on reliability and validity. Limitations are identified and ethical issues associated with the study are discussed.

Chapter 6: provides an explanation of the main findings associated with the instruments used in this study identifying outliers.

Chapter 7: addresses the first question; "How do academics perceive how they cope emotionally with interpersonal relationships within higher education (*University*)?" The chapter focuses on the interpersonal relationships (emotional support and instrumental support). The findings from interviews integrate information from the quantitative data to help explain the points made. Conclusions and recommendations are made. For the purposes of clarity in answering each of the questions there are places where information overlaps between chapters 7, 8, 9 and 10. However, efforts have been made to minimise this.

Chapter 8: addresses the second question "Is there a significant correlation between emotional intelligence and well-being? If so, what is the relationship between emotional intelligence and how academics cope in the higher education setting (*University*)?" This chapter focuses on the quantitative data identifying a negative correlation between managing emotions and perceived stress. The findings suggest that there is a relationship between emotional intelligence and stress. However, the chapter concludes by acknowledging the challenges of generalisation from this finding and why fuzzy generalisations are made.

Chapter 9: addresses the third question in this study "Is emotional intelligence a useful construct in helping academics cope with interpersonal relationships and enhance well-being?" The chapter finds out participants understanding of the term emotional intelligence and then delves deeper into finding out the way interview participants cope with interpersonal relationships investigating if emotional intelligence is a useful construct in helping academics enhance well-being. Conclusions, and recommendations are drawn together.

Chapter 10: addresses the fourth question in this study "What are the emotional challenging experiences of academics in the work place (*University*)? How do they cope with the challenging experiences?" This chapter identifies the challenging experiences associated with interpersonal relationships between interview participants with students, colleagues and management. The findings suggest that that each person uses more than one type of coping that may coexist. Recommendations are also made.

Chapter 11: brings the study to a close, providing a summary of the conclusions together with recommendations. This chapter also suggests recommendations for future research.

In summary, this study seeks to find out how academics cope emotionally with interpersonal relationships; investigates whether or not there is significant correlation between emotional intelligence and well-being; considers if emotional intelligence is a useful construct in helping academics cope and; discusses emotional experiences that academics have in the workplace. Main theories are identified (ability, mixed and trait emotional intelligence) and explanation is provided as to why trait emotional intelligence is used in this study. Discussion is provided around the mixed methodology used within this study. The study also identifies research that has been undertaken within the topic areas of emotional intelligence, stress and coping. Findings are reported that are associated with the quantitative and qualitative aspects of this study. The findings are compared/ contrasted to other studies from which conclusions and recommendations are drawn.

1.8 Conclusions.

This chapter has provided a background to the area of this study together with the aims and objectives. Positionality of the author of this study is also explained.

Notwithstanding the research carried out by researchers (For example: Bar-On, 1997; Goleman, 1995, 1998a; Petrides and Furnham, 2001; Salovey and Mayer, 1990; Salovey, Hsee and Mayer, 1993) research around emotions within the organisational context appear to be limited in higher education (Kinman 2001, Woods, 2010). There is therefore an area in which research can be carried out (Briner, 1999; Kumar and Rooprai, 2009; Woods, 2010).

The next chapter provides discussion around the main theories and explains why trait emotional intelligence is used in this study.

2   MAIN THEORIES.

2.1   Introduction.

This chapter discusses the main theories (ability, mixed and trait) associated with emotional intelligence and includes a critique of the models identified. The chapter then explains why the trait model is used in this research.

The following section explains each of the main theories and includes: Salovey and Mayer (1990) (ability model); Goleman (1995) and Bar-On (1997) (mixed model); and Petrides and Furnham (2001) (emotional traits). The table below provides a summary of the main theorists associated with emotional intelligence which are then discussed in further detail.

Table 1			
Main theorists			
No.	Theorist	Model	Concepts/ framework
1	Salovey and Mayer (1990) Mayer and Salovey (1997)	Ability	Cognition and emotion
2	Goleman (1995 and 1998)	Mixed	Social and emotional competencies (Cognitive and personality traits) Everything that is not IQ.
3	Bar-On (1997)	Mixed	Social and emotional intelligence (Non-cognitive and competency and skill).
4	Petrides and Furnham (2001)	Trait	Emotional traits Associated with personality

As an analogy, emotional intelligence can be regarded as a bowl of fruit. Each model identified can be regarded as a particular type of fruit, for example: apple, orange, banana. They are all fruit but look, feel and taste different. To add to the analogy and complexity of describing emotional intelligence, the mixed model could be seen as combination of several fruit giving rise to challenges in defining exactly what it is.

2.2   Ability model paradigm (Salovey and Mayer, 1990).

Salovey and Mayer (1990:189) define emotional intelligence as "the ability to monitor one's own feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions". It is the ability to understand and manage emotions that relates emotion with cognition (Mayer and Salovey, 1997). The ability

model focuses on the actual emotions and how they interact with thought (Mayer and Salovey, 1997; Mayer, Salovey and Caruso, 2000; Salovey and Mayer, 1990).

Salovey and Mayer (1990) explains that emotional intelligence enables a person to monitor his/her own emotions and the emotions in those around them. It also enables the person to distinguish between emotions so that he/she can take the right action or make the right decision when required. Salovey, Brackett and Mayer (2004) add that emotional intelligence could be an actual intelligence, a mental skill, and is therefore an ability as opposed to a trait.

Salovey and Mayer (1990) identify 3 categories within their ability model. These are: 1) perceiving (to identify the person's own emotions); 2) facilitating (emotional facilitation to think); and 3) understanding (to understand and analyse emotions and emotional knowledge). In 1997, they added a fourth category: 4) managing emotions (to reflect and regulate emotions in oneself and others (Mayer and Salovey, 1997)). The table below summarises the categories and year of publication.

No	Emotional intelligence (Salovey and Mayer, 1997)	Year
**Table 2**	
**Emotional intelligence model (Salovey and Mayer)**	
1	Perceiving emotions	1990
2	Emotions used to facilitate thinking	1990
3	Understanding emotions	1990
4	Managing emotions	1997
	Source: Mayer and Salovey (1990, 1997)	

Mayer and Salovey (1990, 1997) went on to develop the Mayer, Salovey and Caruso emotional intelligence test (MSCEIT) 1997 to measure the 3 and subsequently the 4 branch model. Mayer, Salovey and Caruso (2002) argue that it is the only published performance measure of emotional intelligence abilities which can assess actual emotional skills rather than desired or perceived skills. The approach to this model is that each of the dimensions exists within particular

circumstances or contexts and that each person differs in their abilities and how they react and relate to different circumstance.

Mayer, Salovey, Caruso and Sitarenios (2003) add that the MSCEIT (MSCEIT, 1997) show that the 4 branches of emotional intelligence are related to other mental abilities (for example: verbal intelligence) which, when tested is shown to be reliable at area, branch and full scale level (Mayer et al, 2003).

The ability model acknowledges that emotional intelligence is associated with cognitive intelligence as well as higher levels of thinking. It is about thinking, learning and adapting to the environment. By definition, the ability model can therefore be regarded as an intelligence (Mayer, Caruso and Salovey, 1999).

The ability model (Salovey and Mayer, 1990) relies on external assessment; making use of maximum performance. This approach relies on consistency and that the base levels for assessment are the same for each person. However, each person has different backgrounds, experience and understanding of how they see the world and his/ her base level and responses/ reactions may vary to others who undertake exactly the same test. Zeidner et al (2012) state that that ability tests should be objective (similar to intelligence tests) and this requires the person completing the test being able to answer right or wrong. However, this may not be possible as there are influencing factors that may sway the response from each person. Circumstances and individual differences may influence the way a person responds.

The weakness with this model is that it relies on true and accurate interpretation of data and that it is possible to directly correlate one set of answers to another. Petrides (2011) states that: the "operationalisation" of ability emotional intelligence is subjective; it is based upon emotional experience (Mathews, Zeidner and Roberts,

2007; Robinson and Clore, 2002) and cannot be objectively assessed (Barchard and Russell, 2006).

Zeidner, Matthews and Roberts (2001) argues that emotional intelligence is associated with personality traits whereas the MSCEIT (Mayer et al, 2002) is associated with cognitive intelligence. Brody (2004) provides an interesting analogy of the MSCEIT. He explains that a person who is verbally dexterous and has the ability to communicate may not be emotionally intelligent. Those who may be cognitively less intelligent may possess greater emotional skills. For example, a person who has a good short term memory for verbal dexterity may have better conversation abilities and bias their personality development towards being an extrovert (Matthews and Dorn, 1995). However, they may not be emotionally intelligent. Petrides (2011) adds that the MSCEIT is widely used but it doesn't measure intelligence nor does it measure dimensions of psychological interest. This conflicts with Mayer et al (1999) that the ability model is associated with intelligence.

When using the analogy of the bowl of fruit, the ability model appears to be made up of factors that include: cognition and emotion. It is clearly identified as an ability, however, the mixture of cognition, skill and emotion suggests that that it is a made up of more than one type of fruit. The Oxford dictionaries (2016) define intelligence as "the ability to acquire and apply knowledge and skills," whereas emotion is defined as "a strong feeling deriving from one's circumstances, mood or relationships with others." They appear to be separate constructs as argued by Zeidner et al (2001) who point out that if the MSCEIT is associated with cognitive intelligence it cannot also be associated with emotional intelligence, as emotional intelligence is more strongly associated with personality traits.

2.3   Mixed model paradigm (Goleman, 1995, 1998).
Goleman (1998b:317) defines emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating

ourselves, and for managing emotions well in us and in our relationships." This is a wide overarching definition that could be used to define any of the models discussed in this study. However, when delving into the mixed model, Goleman (1995) relates emotional intelligence with traits that include motivation, persistence, sociability and self-awareness. Therefore, the model includes mental abilities related to intelligence, emotion and, personality dispositions and traits. Hence the name given to the model as "mixed".

The mixed model is based upon self-assessment and relies on the person being truthful and to answer accurately. As shown in the table below, the dimensions Goleman (1998b) refers to are: 1) self-awareness; 2) self-regulation; 3) motivation; 4) empathy and 5) social skills. Goleman (2000) subsequently amends the model to relate to four dimensions of 1) self-awareness, 2) self-management, 3) social awareness and 4) social skills.

Table 3			
Emotional intelligence (Goleman)			
Goleman (1998b)	**Goleman (2000)**		
1. Self-awareness	1. Self-awareness	Recognition	Personal competencies
2. Self-regulation	2. Self-management	Regulation	
3. Motivation	3. Social awareness	Recognition	Interpersonal competencies
4. Empathy	4. Social skills	Regulation	
5. Social skills			
			Source: Goleman (1998b, 2000)

Personal competencies identified in the mixed model are made up of the dimensions of self-awareness and self-management. Self-awareness is a deep understanding of a person's own emotions, identifying strengths, weaknesses, motives and values (Goleman, 2000). Coco (2011) adds that self-awareness includes passion of direction and purpose and is central to achieving emotional literacy (Orbach, 1994). This self-awareness leads to self-realisation whereby the person can sense his/her own levels of self confidence in any given situation. It is also the person's ability to recognise how his/her own emotions impact upon others (Goleman, 2000). Self-management differs to self-awareness as it relates to the control of the person's own emotions and to manage their behaviour. In other words, the person

responds to their own perception and understanding of themselves in a particular situation (Goleman, 2000).

Self-awareness and self-management are related to personal competencies while social awareness and social skills are associated with interpersonal competencies. Whereas he removes "motivation" from the hierarchy it is subsumed into the other competencies in the hierarchy (Goleman, 2000).

Goleman (2000) also divides the hierarchy into recognition and regulation. Self and social awareness are associated with recognition, where a person can identify the emotional state of others. Self-regulation and social skills are associated with regulation; being able to manage emotional states in oneself and in others and to maintain good personal relationships.

Goleman (2000) explains that social awareness is the ability to understand others; to empathise with other people's emotions and also empathising at the organisational level, recognising the needs of the organisation's customers. Social awareness also includes how the needs and interests of others (including the organisation) can be met. Social skill is the ability to inspire and guide others with the intention of encouraging people to reach their full potential.

Boyatzis, Goleman and Rhee (2000) builds upon Goleman's model and develops the self-report, 360-degree emotional competency model (inventory) (ECI) combining the research undertaken by Boyatzis (1982) and Goleman (1998b). The instrument measures how a person deals with, or expresses, emotions both in life and the work environment (Boyatzis and Sala, 2004 in Geher). The ECI consists of components of emotional intelligence that Boyatzis (2006) identifies as: 1) self-motivation (Initiative, planning, achievement orientation, self-confidence); 2) self-awareness/ regulation (taking a risky stand, self-control, adaptability, conscientiousness, values learning); 3) people

management (oral presentations, networking, leadership, coaching, empathy, influence, facilities learning, distinguishes the firm's reputation and resources); 4) social awareness, and; 5) social skills.

Goleman's (1995, 1998b) and Boyatzis (2006) model includes: mental abilities, skills, intelligence, emotion, personality dispositions, and traits. In the analogy used in this study, it is neither one fruit nor another it is several mixed together. It is a wide use of a term that appears to lack focus.

2.4   Mixed model paradigm (Bar-On, 1997).

Bar-On (1997:16) defines emotional intelligence as "an array of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with the environmental demands and pressures". Bar-On (1997), puts forward his own model associated with the "mixed" approach to emotional intelligence. He initially describes it as being the emotional social intelligence model which is later developed into the Emotional quotient inventory (EQi) that includes factors associated with personality and emotional and social competencies (Bar-On, 2000).

Bar-On (2005) identifies emotional intelligent scales which could measure dimensions and competencies. The model can be divided into two: 1) theory (conceptualisation of emotional social-intelligence) and 2) psychometric (the measure of emotional intelligence- based on the theory). The scales are: intrapersonal, interpersonal, stress management, adaptability and general mood. The intrapersonal scale contains the dimensions of: self-regard, emotional self-awareness, assertiveness, independence, and self-actualisation. Self-regard is the ability of the person to perceive and understand themselves and to accept themselves for who he/ she is. Emotional self-awareness is the ability of a person to be aware of their own emotions. Assertiveness is the ability of a person to be able to express their emotions clearly and effectively. Independence is the ability to be self-reliant and not having

to depend on other people to provide emotional support. Self-actualisation is the ability a person has to achieve their own goals and to achieve their potential and is summarised in the table below (Bar-On, 2005).

Table 4		
Mixed emotional intelligence (Bar-On)		
Scales	**Dimensions**	**Explanations**
1. **Intrapersonal**	Self-regard,	The ability to perceive and understand oneself.
	Emotional self-awareness	To be aware of one's own emotions
	Assertiveness	The ability to express emotions.
	Independence	The ability to be self-reliant and not having to depend on others emotional support.
	Self-actualisation	The ability to achieve goals and potential.
2. **Interpersonal**	Empathy	To be aware of others feelings.
	Social responsibility	The ability to relate with others in a cohesive manner.
	Interpersonal relationships	The ability to relate to others creating a mutually satisfying relationship.
3. **Stress management**	Stress tolerance	The ability to manage emotions constructively and effectively
	Impulse control	The ability to control one's own impulses
4. **Adaptability**	Reality testing	The ability to validate one's own thinking in relation to external environment
	Flexibility	The ability to adapt to new situations
	Problem solving	The ability to resolve challenges
5. **General mood**	Optimism	The ability to look on the brighter side of life
	Happiness	How content one feels.
		Source: Bar-On (2005)

The interpersonal scale incorporates the dimensions of: empathy, social responsibility, and interpersonal relationships. Empathy is being aware of other people's feelings and to understand how others feel. Social responsibility is the ability of a person to identify and relate with others in their own social group and to cooperate with others in a cohesive manner. Interpersonal relations can be described as the ability of a person to relate with others creating a mutually satisfying relationship (Bar-On, 2005). The scale of stress management includes the dimensions of stress tolerance and impulse control. The competencies associated with stress tolerance relate to the person's ability to manage emotions both constructively and effectively.

Adaptability is associated with change management and includes the dimensions of reality testing, flexibility and problem solving. Reality testing is the ability to objectively validate one's own feelings while thinking of and relating to the external environment. Flexibility is the ability of a person to adapt their own feelings to new situations. Problem solving is the ability to effectively resolve challenges of intrapersonal and interpersonal nature.

General mood is associated with self-motivation. The dimensions associated with this are optimism and happiness. Optimism is the ability to look on the brighter side of life. Seligman (2006) refers to the term "learned optimism"; the power of feelings in helping a person overcome adversity to help them achieve their goal. Happiness is how content the person feels with themselves and others. Seligman (2006) also refers to pessimistic thinking where a person interprets setbacks as being permanent (long lasting), pervasive (affects everything), and personal (he/she is responsible for the set back). A person may score highly on say being optimistic and therefore raising their emotional intelligence scores. However, optimism may not be appropriate on every occasion. For example, if the cost of failure is high, then the use of optimism may not be the right strategy. Seligman (2006) adds that it is possible to accept pessimistic thoughts and this could be a more intelligent strategy to adopt depending on circumstances being faced.

Goleman, (1998b) and Boyatzis, (2006) associate the mixed model with social and emotional competencies that include cognitive and personality traits. This differs from Bar-On (2005) that includes non – cognitive competencies. Notwithstanding the differences, Mayer et al (2000) argues that the mixed models put forward by Bar-On (1997) and Goleman (1995) are spread across different levels. Mayer et al (2000) comments that the mixed models treat mental abilities and a variety of other characteristics such as motivation, states of consciousness (e.g. flow) and social activity as a single entity. Zeidner et al (2012:26) add that: the mixed model is based upon "unstated assumptions."

Matthews, Zeidner and Roberts (2004) argue that Bar-On and Goleman link their models to biological factors. However, there does not appear to be research to support this. For example: Bar-On refers to Darwin's (1872) theory of evolution, and that emotional intelligence is associated with the adaption to environmental stress. However, there does not appear to be evidence to support this. This then questions the validity of the mixed model. A further point Zeidner et al (2012) raise is that the tests appear to overlap with personality traits such as emotional stability and extraversion. The mixed model introduces factors that may not necessarily be associated with emotional intelligence.

Matthews et al (2002) argue that the mixed model appears to include everything except intelligence quotient and also lacks academic rigour. The definition of the mixed model is broad and includes emotional characteristics, personality traits, human abilities and motivation. The model mixes attributes associated with emotion, intelligence and emotional intelligence together with the emotional intelligence concept and when put together can create considerable confusion.

The mixed model appears to include emotional characteristics, personality traits, human abilities and motivation (Matthews et al, 2002). Mayer et al (2000) argue that the package of factors such as persistence, good social skills and perceptiveness can be acquired or learned when they may actually consist of different and possibly opposing qualities. Perez, Petrides and Furnham (2005) adds that although it appears to be popular within the field of human resources management, there seems to be little information about its psychometric properties within scientific journals.

2.5   Trait model paradigm (Petrides and Furnham, 2001)

Petrides and Furnham (2001) differentiate between trait emotional intelligence and ability emotional intelligence. They seek to provide greater clarity and explanation as to the term emotional intelligence.

Petrides, Pita and Kokkinaki (2007) define trait emotional intelligence as: a constellation of emotional self-perceptions which are located at the lower levels associated with personality hierarchies and includes factors from personality (for example: assertiveness, empathy). Trait emotional intelligence incorporates self-perceived abilities via a personality framework that identifies items that include behavioural dispositions and self-perceived abilities, that can be measured through a self-report (Petrides, 2009b).

The full Trait Emotional Intelligence Questionnaire (TEIQue- Petrides and Furnham, 2001) is a self-report inventory that includes 153 items, measuring: adaptability, assertiveness, emotion appraisal (self and others), emotion expression, emotion management (others), emotion perception, emotion regulation, impulsiveness, relationship skills, self-esteem, self-motivation, social competence, stress management, trait empathy, trait happiness, trait optimism. The table below provides a summary of explanations associated with each of the trait facets.

Table 5	
Trait emotional intelligence (Petrides)	
Trait facet (dimensions)	**Explanations**
1. Adaptability	How flexible and willing one is to adapt to new situations.
2. Assertiveness	How far one stands up for their own rights.
3. Emotion appraisal	How well one can assess emotions in oneself and others.
4. Emotion expression	How well one can communicate their feelings to others.
5. Emotion management	How well one can influence how others feel.
6. Emotion perception	How clear a person can identify their feelings and those in others.
7. Emotion regulation	How well one is at controlling their own emotions.
8. Impulsiveness	How well one is at controlling their own urges.
9. Relationship skills	How well one is at maintaining personal relationships.
10. Self-esteem	How self-confident one is.
11. Self-motivation	How well one is at facing challenges.
12. Social competence	How well one is at social interactions/ skills.
13. Stress management	How well one is at coping with pressure and regulating stress.
14. Trait empathy	How well one is at relating to another person's point of view.
15. Trait happiness	How happy or content one is with their own lives.
16. Trait optimism	How well one is at looking at the "bright side of life".
Source: Petrides (2009a)	

The first trait facet (dimension) is adaptability, assessing a person on how flexible and willing he/ she is to adapt to new conditions. Assertiveness is how far a person will stand up for their own rights.

Emotion expression is how capable the person is to communicating their feelings to others. Emotion management in others is how capable a person is in influencing how other people feel. Emotion perception relates to how clear the person is about their own feelings and those of others. Emotion regulation is how capable the person is in controlling their own emotions. Bharwaney (2007) exemplifies this, that when faced with fear or anger, self-regulation enables the person to make decisions when he/ she is in a crisis. It is recognising how a person feels when faced with these emotions.

Impulsiveness is how likely it is for the person to give in to their own urges. Relationship skill is how capable a person is in maintaining a personal relationship with others. Self-esteem is how successful or self-confident the person is. Self-motivation is how a person faces challenges and adversity. Social competence is how well the person's social skills are. Stress management is how capable the person is to withstand pressure and regulate stress. Trait empathy is how well a person can relate to another person's perspective. Trait happiness is the measure of how happy or satisfied he/ she is with their own lives and trait optimism is looking on the "bright side of life".

Trait emotional intelligence is independent of cognitive ability and overlaps Costa and McCrae's (1992) personality "big 5"; these being neuroticism, extraversion, openness, agreeableness, and conscientiousness (Freudenthaler, Neubauer, Gabler and Scherl, 2008; Petrides and Furnham, 2001; Petrides, Vernon, Schemer, Lighart, Boomsma and Veselka (2010); Russo, Mancini, Trombini, Baldaro, Mavroveli and Petrides, 2012; Vernon, Villani, Schermer, Kirilovic, Martin, Petrides, Spector and Cherkas, 2009).

Research carried out by Petrides and Furnham (2003) explores whether people with high trait emotional intelligence (EI) are more sensitive to emotion-laden stimuli when compared to those who are low in trait EI. The study is associated with 15 students who have high trait

emotional intelligence scores and 15 who have low trait emotional intelligence scores. The students are then asked to complete an inventory on their mood states at 3 different occasions. The first is a baseline, prior to the test. The second is after the students have seen a disturbing World War II documentary. The third occasion is following the students watching humorous home videos. The students are then called in on two separate occasions to undertake the tests.

The findings show that those from the low trait emotional intelligent group are less sensitive to mood changes within the experiment when compared to those students with high emotional intelligence (Petrides and Furnham, 2003). In other words, those with higher emotional intelligence are more inclined to experience statistically significant mood changes (for example depression, anger, tension) during the tests when compared to those with lower emotional intelligence. The experiment shows that the effects are significant after the "big 5" controls had been included demonstrating the validity of using the TEIQue assessment.

The TEIQue is able to predict outcomes much better than other questionnaires (Freudenthaler et al, 2008; Gardner and Qualter, 2009). Cooper and Petrides (2009) argue that the TEIQue covers each factor in the trait emotional intelligence sampling domain whereas other questionnaires may exclude factors associated with trait emotional intelligence. Another advantage Cooper and Petrides (2009) identify is that other measures, that are self-report, appear to have problems associated with their reliability, whereas the TEIQue demonstrates excellent psychometric properties. Petrides and Furnham (2001) add that trait emotional intelligence can be concerned with behaviours and also subjective judgements. For example, trait emotional intelligence can predict goal orientation (Martinez-Pons, 1997), and mood recovery (Salovey, Mayer, Goldman, Turvey and Palfai, 1995). Trait emotional intelligence is also linked with depression (Dawda and Hart, 2000) and anxiety (Russo et al, 2012). There appears to be a well-established link

between persistent pain and depression (Harma, Katiala-Heino, Rimpela and Rantanen (2002) and a negative predictor associated with psychopathology (Gardner and Qualter, 2009; Williams, Daley, Burnside and Hammond-Rowley, 2010). Trait emotional intelligence has revealed links associated with addiction (Uva, de Timary, Cortesi, Mikolajczak, de Blicquy and Luminet, 2010); including gambling (Parker, Taylor, Eastabrook, Schell and Wood, 2008); ecstasy (Craig, Fisk, Montgomery, Murphy and Wareing, 2010); behavioural genetics (Vernon, Villani, Schermer and Petrides, 2008), neuroscience (Mikolajczak, Bodarwe, Laloyaux, Hansenne, and Nelis, 2010) and psychopathology (Ali, Amorim and Chamorro-Preuzicl, 2009).

Petrides and Furnham (2001) argue that emotion related traits together with perception have been demonstrated to affect psychological and behavioural variables (For example: Beyer, 1998; Beyer and Bowden, 1997; Katz and Campbell, 1994; King and Emmons, 1990, 1991; Taylor and Armor, 1996; Taylor and Brown, 1988). It can also have strong predictive qualities associated with the socio emotional criteria. For example, facial expressions, leadership, overall social competence and peer evaluations of kindness (Mavroveli, Petrides, Sangareau, and Furnham, 2009; Mavroveli and Sanchez-Ruiz, 2011). Mavroveli et al (2007) add that those with high trait emotional intelligence may be at an advantage due to greater emotional self-regulation and are therefore more likely able to moderate their emotions when faced with such challenges.

A further reason why the trait model is used is supported by Robbins and Judge (2013) who argue that research carried out on those who have experienced brain damage suggests that emotional intelligence is neurologically based (for example: Damasio, 1994) and is unrelated to standard intelligence measures.

2.6   Oxymoron.

The challenge associated with trait emotional intelligence is that if it is an intelligence it cannot be associated with personality. If intelligence is an ability and not a trait it therefore leaves an oxymoron.

As argued by Mayer and Ciarrochi (2006), Petrides and Furnham's (2001) definition of trait requires a non-standard definition of the term trait as the definition of trait includes abilities such as intelligence as identified by Eysenck (1947, 1958, 1973, 1985, 1991). To avoid confusion, Petrides and Furnham (2001) therefore replaces *trait emotional intelligence* with "Emotional self-efficacy". They regard traits as *dispositions*, thus distinguishing them from abilities. This may be considered as semantic differences but it is helpful in clarifying the terminology.

2.7   Lack of consensus.

It is apparent from the different definitions, models and explanations discussed in this study that there is no consensus as to the definition nor means of measurement of emotional intelligence. A consensual structure of emotion is needed in psychology (Russell and Barett, 1999). Russell and Barett (1999) explain that emotion is a broad class of events, too broad to be considered as a single scientific category. They go on to say that emotion has to be considered individually and broken into more coherent units.

Mavroveli et al (2007) argue that the field of emotional intelligence continues to lack a universally accepted definition and has led to inconsistent and, at times, contradictory findings (for example: Davies, Stankov, and Roberts, 1998; Epstein, 1998; Matthews et al, 2002).

Furthermore, correlation between trait emotional intelligence and ability emotional intelligence are low therefore there needs to be distinction between the approaches (Brannick, Wahi, Arce, Johnson., Nazian and Goldin, 2009). Trait EI is associated with personality, and ability EI is associated with cognitive ability (Petrides, 2011). However, for all the

differences between each of the theories, there is agreement between the theorists and models identified in this study that emotional intelligence does exist and that it can influence the intra and interpersonal relationships, as well as feelings of well-being that people have. This study therefore acknowledges that emotional intelligence does exist.

2.8   Critique.

It is clear that there is a lack of consensus as to the definition and the means of measuring emotional intelligence. To add to the confusion, Perez et al (2005) points out that correlation between different models of emotional intelligence is weak and most of the studies carried out in, what appears to be, a "theoretical vacuum."

The mixed and trait model relies on self-report while ability emotional intelligence relates to ability and is measured through maximum performance tests (Mayer et al, 2000). The table below provides a summary of the models and ways of measurement.

No	Model	Theorist	Way of measurement
**Table 6**		
**Main models and theorists**		
1	Ability	Salovey and Mayer (1990) Mayer and Salovey (1997)	Maximum performance
2	Mixed	Goleman (1995, 1998a, b); Bar-On (1997)	Self-report
3	Trait	Petrides and Furnham (2001)	Self-report

Self-report relies on the person being able to accurately assess and evaluate their own emotions. Challenges may be experienced where self-report data and paper pencil tests are imprecise and can carry different meanings (Mayer and Ciarrochi, 2006). However, meta-analysis carried out on self-report are shown to outperform the performance based instruments associated with emotional intelligence by a large margin (for example: Martins, Ramalho and Morin, 2010; O'Boyle, Humphrey, Pollack, Hawver and Story, 2011). Matthews et al (2004) summarises these in the table below:

	Table 7	
	Performance and self-report measures of E.I	
No	**Performance based emotional intelligence**	**Self-reported emotional intelligence.**
1	Maximal performance	Typical performance
2	External appraisal of performance	Internal appraisal or performance
3	Response bias minimal (or non-existent)	Response bias may be great
4	Administration time long; testing complicated	Administration time short; testing easy
5	Ability like.	Personality like
		Source: Matthews et al (2004:180)

There is a clear distinction between maximum performance and self-report measures of emotional intelligence. Each has its own identifiable limitations. Researchers have found that there is a difference in the constructs of performance and self-report (Freudenthaler and Neubauer, 2007; Martins et al, 2010) as they use different approaches to measurement and give different results (Petrides and Furnham, 2001). Cooper and Petrides (2009) add to the critique that whereas other measures that are self-report appear to have problems associated with their reliability, the TEIQue demonstrates excellent psychometric properties.

2.9   Conclusions.

This chapter discusses the main theories providing a critique of the models.

Robbins and Judge (2013) argue that those who are able to detect and control his/her own emotions and to handle social interactions are more likely to be successful and perform well in his/her job and can be considered as more emotionally intelligent. However, consideration has to be given to the individuality of each person as he/ she may have similar experiences but feel different types of emotions. For example, a person with low emotional intelligence may compensate by using other strengths (Mayer, 2012). He/she could be highly successful without being emotionally intelligent (Brody, 2004, Mayer, 2012). Furthermore, there could be a multiple of emotional intelligences that underlie emotion (Zeidner, Matthews and Roberts, 2004).

It is, therefore, understandable that the term emotional intelligence appears to be vague and that there does not appear to be a consensus as to what emotional intelligence is (Zeidner et al, 2012) and how it can be measured.

The research suggests a lack of a definition that is universally accepted and has given rise to inconsistent and contradictory findings (Mavroveli et al, 2007; Russo, 2012). Each model is a different construct and research carried out shows that there is low correlation between different models (For example: Brannick et al, 2009; Warwick and Nettlebeck, 2004).

This study acknowledges the existence of emotional intelligence and for the purpose of this study, trait emotional intelligence is used which is defined as a constellation of emotional self-perceptions located at the lower levels personality. This study helps to add to the existing research and knowledge. However, further research is recommended.

The next chapter discusses key concepts associated with this study that includes discussion as too how trait emotional intelligence is integral to the focus of this study, reflecting upon the contextual relationship with personality and coping. The next chapter provides a conceptual map that is developed further in chapter 4.

3   KEY CONCEPTS AND RELATIONSHIPS

3.1   Introduction

The last chapter identified the main theories associated with emotional intelligence and explained that the term and means of measuring emotional intelligence is vague.

Whereas research has been undertaken with students, very little research has been undertaken with respect to academics within higher education (universities) (Woods, 2010); in particular, how they cope emotionally with interpersonal relationships in challenging situations and the affect it may have on their well-being. Being able to cope with challenging experiences is, therefore, an important factor as academics are fundamental to the success of universities and to student experience.

Notwithstanding the studies undertaken, only part is understood about personality and coping (Carver and Connor-Smith, 2010). Hence, there is need for further research to be undertaken. This study helps in providing a little more information.

This chapter provides explanation and understanding of key concepts associated with this study that includes discussion as too how trait emotional intelligence is integral to the focus of this study, reflecting upon the contextual relationship with personality and coping. To explain the terms more clearly and to provide clarity of relationships, discussion is also provided around links with stress, coping, well-being together with work life balance. Interpersonal relationships are identified and integrated into the discussion. This chapter provides a conceptual map that is developed further in Chapter 4, relating the concepts with the higher educational context. Chapter 3 and 4 also identifies the understanding between concepts.

3.2   Personality.

Vollrath and Torgersen (2000) argues that those with more of a negative personality are more inclined towards distress. Whereas, those with a more positive and outgoing personality are more inclined towards positive psychological health.

Carver and Connor-Smith (2010) point out that individual differences make up each person's personality. It is what makes each person differ from one another. Personality traits can influence the way a person copes (Bolger and Zuckerman, 1995; De Longis and Holtzman, 2005) and is an imperative part of being able to cope (Khan, Siraj, and Li, 2011). It can also have an influence on outcomes (Strelau, 2001). However, it is dependent upon the individual; how they perceive, and react to stressful experiences (Terry, 1994). Carver and Connor-Smith (2010) argue that coping and personality are related; where personality can influence the particular coping strategy selected and can influence the outcome (Vollrath, 2001). Carver et al (1989) built upon research and developed an instrument that can measure how people cope, the Coping Orientation to Problems Experienced -COPE (Carver, 1997), which is used in this study to help analyse and evaluate the findings.

3.2.1 The "big 5" personality traits

Petrides (2011) argues that trait emotional intelligence is associated with Costa and McCrae's (1992) "big five" personality traits summarised in the table below.

Table 8		
The big five (Costa and McCrae, 1992)		
No	**Factor:**	**Trait facets**
1	Neuroticism	Anxiety, angry, hostility, depression, self-consciousness, impulsiveness, vulnerability.
2	Extraversion	Warmth, gregariousness, assertiveness, activity, excitement seeking, positive emotions
3	Openness	Fantasy, aesthetics, feelings, actions, idea, values
4	Agreeableness	Trust, straightforwardness, altruism, compliance, modesty, tender mindedness
5	Conscientiousness	Competence, order, dutifulness, achievement striving, self-discipline, deliberation.
		Source: Costa and McCrae (1992)

Positive psychological strength and the "big 5" personality dimensions are significantly related to the way people cope (Khan et al, 2011). Those with high extraversion, openness and conscientiousness are

more likely to engage with problem focused coping and regarded the experience as a challenge rather than a threat (Penley and Tomaka, 2002). Neuroticism is an exception, as those who are more inclined towards neuroticism are less engaged with the coping mechanism (Khan et al, 2011). Those who are more inclined towards neuroticism are likely to experience stress from interpersonal interactions and regard such experiences as potentially threatening (Penley and Tomaka, 2002). There is also a greater relationship between personality and coping in those who experience high or chronic stress (Connor-Smith and Flachsbart, 2007; Moos and Holahan, 2003). The table below provides examples of researchers and their findings associated with personality types.

Table 9			
Examples of research undertaken on personality type			
No	**Personality type (Costa and McCrae (1992)**	**Findings**	**Examples of researchers**
1	Extraversion	Better Physical health	Carver and Connor-Smith (2010).
2	Extraversion	Greater well being	DeNeve and Cooper (1998); Steel, Schmidt, and Shultz (2008)
3	Conscientiousness	Less likely to externalise or internalise problems.	Malouff, Thorsteinsson and Schutte (2006).
4	Neuroticism	Lower coping strengths; more inclined to interpersonal stress and regard potential stressful experiences as threatening.	Penley and Tomaka (2002).
5	Neuroticism	People are more inclined towards anxiety and depression.	Malouff et al (2006)
6	Neuroticism	More inclined towards poor health	Chida and Hamer (2008)
7	Openness	Those in old age experienced loss of openness to feelings.	Terracciano, McCrae, Brant and Costa (2005)

Studies of psychological strains in the work place, assessing each of the "big 5" personality traits are relatively few (Weinberg and Cooper, 2007). However, of the "big 5", neuroticism stands out, that involves psychological strain. For example: where the psychopathic nature/ tendencies others show can influence the feeling of well-being (Deary, Egan, Gibson, Austin, Brand and Kellaghan, 1996).

Research undertaken of university teachers is shown to demonstrate more positive aspects of the "big 5" personality traits which in turn

leads to them being more effective in managing students and lecturing (Attar, Ather and Bano, 2013, Vandervoort, 2006). The conclusions that Attar et al (2013) arrive at is that emotional intelligence demonstrates a correlation with the "big 5" personality traits (a positive correlation with extraversion, conscientiousness, openness to experience and a significant inverse correlation with neuroticism). The "big five" is defined as the linchpin holding personality assessment together within the work environment (Lord and Rust, 2003).

3.3 Stress

The Health and Safety Executive -HSE (2005) associate stress with six risk factors: 1) the demands of the job; 2) the control one has over their work; 3) the support received from colleagues and managers; 4) relationships one has at work; 5) the role one has in the organisation and; 6) how change is managed. The aforementioned cover each of the three main perspectives of stress that are constructed around: 1) stimulus based, 2) response based and 3) interactional.

Stimulus based is associated with things that cause stress where each person has a tolerance to a particular stress experience and if the stress is too great it may affect his/ her well-being, possibly making them psychology and physically ill (Masuda and Holmes, 1967; Holmes and Rahe, 1967; Bartlett, 1998). The second perspective is "response" based. Rather than "things" causing stress it is the internal reaction/ response to the stress (Selye, 1956). It is when a person feels stressed. The third perspective is interactional, or "transactional", where a person feels they cannot cope; where there is an imbalance on the demands placed on a person and ability that person has to cope with the demands (Lazarus, 1966, 1991). The table below provides a summary of the theoretical perspectives of stress.

No	Perspective	Sources (examples)	Explanation
	Table 10		
	Theoretical perspectives of stress		
1	Stimulus	Masuda and Holmes, 1967; Holmes and Rahe, 1967	"Things" cause stress.
2	Response (General adaption syndrome) (Systematic)	Selye, 1956, 1976a, b	"Response" to stressful experiences
3	Interactional (Psychological stress)	Lazarus, 1966, 1982, 1990, 1991; 1993a, Lazarus and Folkman, 1984; Lazarus and Launier, 1978.	Transactional. Imbalance of ability and demands to cope

The research associated with transactional stress has been developed into the assessment of coping strategies (for example: Carver et al, 1989).

Aldwin and Park (2004) argue that stress is complex and people respond differently depending on the nature of the experience and how they feel. For example: a person may behave irrationally and out of character and the ways a person describes the approach to coping may be inaccurate. Whereas the focus of this research is associated with the transactional/ interactional approach to stress the other perspectives are drawn into the discussion exemplifying experiences and events. The reason for this, as explained in this study, is that academic appear to experience individual ways of stress and coping that may overlap.

Mental illness is reported to be the largest factor that causes disability with approximately 75% of people receiving no treatment (Annual report of the Chief Medical officer, 2013). The report states that "There is general agreement among those affected by mental health problems, or working in the field of mental health, that there is no universally acceptable lexicon for cultural understanding between all the people affected by the experience of mental health problems" (p.2).

In 2007, one in four adults in the UK experiences at least one mental health problem each year (hscic.gov, 2009) with 29% of women more likely to be treated for psychological problems compared to 17% men

(Better or worse: 2003). In a survey of 2,050 people over the age of 18, by Mind Populous (2010), 68% of the participants' report being very happy or fairly happy in their present job. 14% report that they are either very unhappy of fairly unhappy. 46% feel that they strongly agree or tended to agree to work life impacting negatively on their leisure activities, and 32% strongly agree/ tending to agree that work life impacts upon the time with their partner. The aforementioned suggests that whereas a large proportion appear happy in the working environment, there is a large minority that are affected by factors associated with individual well-being and this could impact upon individual and organisational performance, output, reputation and success.

It is, therefore, important that organisations recognise the need to support and help staff members who experience psychological difficulties.

The HSE (2014) advise that in 2013/14, of the all work related illnesses, 39% are associated with work related depression, anxiety and stress. This has remained at a similar percentage for more than 10 years. Each case results in 23 work days being lost each year. The occupations that have the highest rates are health and social work, teaching, education, and social care. The HSE (2014) reports that the age group 45 to 54 have the highest stress related illness for age groups. The findings therefore suggest that work related stress can be harmful to people caused by undue demands and pressure placed on them. The table below shows the gender and age comparisons for stress related illnesses for 2013/14 (Labour Force Survey, 2014).

Table 11						
Estimated incidence and rates of self-reported stress, depression or anxiety caused or made worse by work, by age and gender, for people working in the last 12 months, 2013/14						
Age group and gender	Estimated incidence (thousands)			Rate per 100,000 employed in the last 12 months		
	Central	95% C.I.		Central	95% C.I.	
		lower	Upper		lower	upper
Males	115	96	135	690	580	810
16-36	37	24	50	620	410	830
35-44	24	16	33	680	450	910
45-54	34	24	44	890	630	1150
55+	20	13	27	620	400	850
Females	**128**	**109**	**148**	**880**	**750**	**1020**
16-34	37	26	48	710	490	920
35-44	30	21	39	960	670	1240
45-54	41	31	52	1150	860	1440
All person's	**244**	**216**	**271**	**780**	**690**	**870**
16-34	74	57	91	660	510	810
35-44	55	42	67	810	630	990
45-54	75	60	90	1010	820	1210
55+	40	30	50	690	520	860
				Source: Labour Force Survey (LFS) (2014)		

The findings are supported by a study undertaken by the HSE (2014) in which General practitioners advise that interpersonal relationships (including harassment, bullying and difficulties with superiors) and changes in work (including reduction in staffing or resources and additional responsibilities) are the main causes that are leading to stress related illnesses (HSE, 2014).

The size of workplace also appears to have significance on stress related illness. The HSE (2014) report that medium and large organisations are more likely to experience higher levels of stress related illness when compared to small organisations. Universities are invariably large organisations therefore academics may experience physical or psychological health concerns.

It appears that stress related illness can affect a person physically and psychologically and may impact/ affect those around them. Furthermore, if a person does not feel well, they are less likely to perform at their maximum potential. This can lead to lower productivity

and output and cost the organisation both in financial and competitive terms.

Robbins and Judge (2013) refer to stress as an unpleasant psychological process that may happen as a response to environmental pressures. This is described by Weinberg and Cooper (2007) as distress, where a person's resources to cope are disabled. Stress occurs when resources are threatened or are low (Hobfoll, 1989, 1998). It could be anything that a person values (including possessions or relationships. It could also relate to knowledge or money). Carver and Connor-Smith (2010) argue that it is the avoidance of threats and pursuit of goals that may link to stress. However, factors that appear to be agreed by researchers is that stress includes: threat, harm or challenge (Lazarus and Folkman, 1984; Lazarus, 2007).

Stress can lead to panic or anxiety. However, if directed correctly the response to stress can be beneficial, putting the person's body and brain in an optimal position to perform a task or face a situation (Crum, Salovey and Anchor, 2013). Selye (1956) describes this as eustress which is a positive feeling from challenging or conflicting situations that may yield benefits (Alpert and Haber, 1960). For example: it can lead to initiative taking enabling a person to meet the demands of their job (Fay and Sonnentag, 2002). It can lead to improved memory (Cahill, Gorski, and Le, 2003); increase the speed by which a person processes information (Hancock and Weaver, 2005) and; enhance immunity (Dienstbier, 1989).

Whereas eustress can be beneficial, it appears that it may be the amount (frequency, duration and intensity) of the external stressor that is likely to influence how a person reacts, whether or not they experience the stress as enhancing or debilitating (Holmes and Rahe, 1967). The mind-set of the person may, therefore, have influence on how a person experiences a stressful experience, whether it is the experience of "stress-is enhancing" (p.717) mind-set or "stress is

debilitating" (p.717) mind-set (Crum et al, 2013). Adopting a particular mind-set could, therefore, influence the behavioural, psychological, and physiological outcomes. Notwithstanding the mind-set and the resilience of a person to withstand particular stressful experiences there is a critical point where the stress can become debilitating (Alpert and Haber, 1960).

One of the challenges that people appear to face is the traditional view of organisations that are viewed as logical, non-emotional and rational where emotions are irrelevant and get in the way of effective performance (Briner, 1999). The assumption is that perfect decision making is associated with complete rational thinking. However, being completely rational may be a utopian view as emotions are integral to the way a person thinks and can influence how he/ she behaves (Briner, 1999). Stress does appear to be part of a larger set of issues incorporating emotions (Lazarus, 1999) and cannot be addressed as separate fields. Therefore, separating emotion from rationalist thinking may not be as realistic as traditionalists argue.

Kinman (2001) states that stress has become a significant health and safety factor within the workplace. For example, within the work related environment, stress is reported as being second to musculoskeletal disorders (Jones and Hodgson, 1998). The table below identifies work related illnesses that undertaken by Health and Safety Executive (HSE, 2013) for the year 2011/12.

Table 12						
Estimated prevalence and rates of self-reported illness caused or made worse by work, by type of illness, for people working in the last 12 months, 2011/12						
No	Type of illness	Estimated prevalence (thousands)			Rate per 100,000 employed in the last 12 months		
		Central	95% C.I.		Central	95% C.I.	
			Lower	Upper		Lower	Upper
1	Musculoskeletal disorders	439	404	474	1460	1340	1570
2	mainly affecting the upper limbs or neck	177	155	199	590	520	660
3	mainly affecting the lower limbs	86	71	102	290	230	340
4	mainly affecting the back	176	153	198	580	510	660
5	Breathing or lung problems	35	25	44	110	83	150
6	Skin problems	15	9	22	51	29	73
7	Hearing problems	14	8	21	47	27	68
8	Stress, depression or anxiety	428	393	464	1420	1300	1540
9	Headache and/or eyestrain	20	12	28	66	40	92
10	Heart disease/attack, other circulatory system	17	11	24	57	35	79
11	Infectious disease (virus, bacteria)	20	12	28	67	40	94
12	Other type of illness	82	67	98	270	220	320
13	**Total**	**1073**	**1017**	**1129**	**3550**	**3370**	**3740**
Source: Labour Force Survey (LFS) in Health and Safety Executive (HSE, 2013)						

Chronic stress can result in people having difficulties with cognition (thinking) (including memory, attention deficit and being absent minded) and behaviour (substance abuse, aggression and absenteeism) and that stress is linked to health outcomes including cancer, asthma, arthritis, diabetes and heart disease (Cohen Janicki-Deverts and Miller, 2007; Johnson, Perry, and Rosensky, 2002). It does appear that stress is unavoidable in a person's life whether this is associated with their personal or work life (Kinman, 1998).

Examples of research undertaken on stress and academic are shown in the table below. The table is intended to highlight examples of work related stress experienced by the academic and that the stress experienced is researched over several decades. The examples are

not in any particular order. Examples include: work load, interpersonal conflict and work/ home life conflict. What may cause feelings of distress in one person may be regarded as eustress in another. What may be felt as a stressor in one person may not be a stressor for someone else.

No	Example	Source
Table 13		
Examples of academic stress/ pressure and impact on well-being.		
1	Heavy work load	Doyle and Hind (1998); Blix, Cruise, Mitchell and Blix (1994); Cross and Carroll (1990); Court (1996), Daniels and Guppy (1994a); Goldenberg and Waddell (1990); Sliskovic and Sersic (2011).
2	Unmanageable work loads	Early (1994)
3	Time pressure	Astin (1993); Barnes, Agago and Coombs (1998); Bowen and Schuster (1986); Gmelch, Wilks and Loverch (1986); Kinman (1998)
4	Publication and research demands	Astin (1993); Gmelch, Loverich and Wilks (1984)
5	Student interaction	Gmelch (1993)
6	Interpersonal conflict	Doyle and Hind (1998)
7	Long working hours	Kinman (1998); Kinman (2014); Stevens, Faragher and Sparks (1998); Tytherleigh, Webb, Copper and Ricketts (2005).
8	Poor management practices.	Millward Brown (1996)
9	Poor communication	Kinman (1996)
10	Lack of opportunity for advancement and promotion	Kinman (1996)
11	Lack of opportunity/ support for further study.	Kinman (1996)
12	Onerous/ excessive administrative responsibilities.	Kinman (1996); Kinman (1998).
13	Lack of autonomy	Kinman (1998)
14	Excessive workloads	Doyle (1998)
15	Work interferes with personal life	Doyle (1998)
16	Rushed pace of work	Kinman (1998)
17	Role overload	Fisher (1994)
18	Home/ work life conflict	Winefield, Gillespie, Stough, Dua, Hapuarachchi and Boyd (2003)
19	Short term contracts and insecurity	Kinman (1998)
20	Social environment	Repetti (1993).

Work related stress can have a negative impact on a person (Kinman, 2001) and upon others around them. For example, Klenke- Hamel and Mathieu (1990) suggest that academics who feel they experience greater stress than they can cope with are less likely to be involved in student interaction, decision making and committee work and therefore are less productive (Wilke, Gmelch and Lovrich, 1984). This can lead to people leaving the teaching profession (Lambert and McCarthy, 2007). Kelly, Charlton, and Jenkins (1995) goes as far as to suggest

that academics are 50% more at suicide risk when compared to the average worker.

To help assess how people experience stress Cohen et al (1983) developed an instrument (Perceived Stress Scale- PSS) to assess and evaluate the perceived stress levels. This is used in this study to extract findings and discussed accordingly.

3.4 Coping

Compas, Connor-Smith, Saltzman, Thomsen and Wadsworth (2001) refer to coping as the efforts to reduce or prevent threat, loss or harm so as to reduce the associated distress. Lazarus and Folkman (1984) define coping as the cognitive and behavioural efforts to enable a person to manage internal and external demands that are perceived to be taxing or exceeding the ability of the person to cope.

Zeidner et al (2012) suggests that there are three categories associated with coping. These are: 1) Problem focused coping (Folkman and Lazarus, 1980) – where a person solves a problem and removes the stressor. 2) Emotion focused coping (Folkman and Lazarus, 1980) – where the person channels or reduces the emotion (For example: seeking support from others). 3) Avoidance coping – where the person avoids the problem (For example: watching television).

Lazarus (2006) argues that problem focused strategy and emotion focused strategy should be considered compatible with each other. For example, problem focused coping that is effective can reduce the perceived threat and can also reduce the distress experienced while emotion focused coping can enable the person to reflect on the experience more calmly. Quayhagen and Quayhagen (1982) argues that those who experience greater stress are more inclined to make use of problem solving. Problem focused coping and engagement coping are more associated with better psychological and physical

health; whereas emotion focused coping and disengagement coping are associated with poorer psychological and physical health (Compas et al, 2001).

Categorising into problem and emotional focused coping is likely to be too simple as there appears to be more ways in which people cope (Aldwin, Folkman Schefer, Coyne and Lazarus, 1980; Folkman and Lazarus, 1985; Scheier, Weintraub and Carver, 1986). For example: emotion focused may involve denial and negative outcomes and problem focused may have positive outcomes. Emotion focused coping is associated with coping successfully with health problems (For example: Bishop, 1994; Goldberger and Breznitz, 1993; Snyder, 1999). However, other research suggests that emotion focused coping is less effective (For example: Mackenzie, Wiprzycka, Hasher and Goldstein, 2008). Further research is therefore recommended.

3.5   Coping and personality

Lazarus and Folkman (1984) argue that coping is a conscious and intentional response to stressors. However, this is in contradiction to research carried out by Skinner (1995) and Eisenberg, Fabes, and Guthrie (1997) who argue that coping is associated with involuntary responses. If this is the case coping should be redefined and regarded as a personality process (Vollrath, 2001), suggesting that there is a link/ correlation between personality and coping (For example: Kato and Pedersen, 2005; Fickova, 2001; McWilliams, Cox, and Enns, 2003).

3.6   Stress, coping and well-being

Coping strategies that people use can influence the outcomes related to work, health and marital relationships together with finance, occupation and parental roles. (For example: Folkman and Lazarus, 1980; Goldberger and Breznitz, 1993; Pearlin and Schooler, 1978; Zeidner and Endler, 1996).

The Chartered Institute of Personnel and Development (CIPD, 2007:4) define management of well-being as "creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefits of themselves and their organisation." They go on to say that it is more than just avoidance of becoming physically sick. Attention should be given to physical, social and mental health. Wilton (2013) adapts CIPD (2007) sources to explain the 5 domains of well-being. These are shown in the table below:

Table 14	
Five domains of well-being	
Domain	**Indicative element**
Physical	Physical and mental health, working environment, physical safety, accommodation.
Values	Ethical standards, diversity, psychological contract, spiritual expression
Personal development	Autonomy, career development, lifelong learning and creativity.
Emotional	Positive relationships, emotional intelligence, social responsibility
Work/ organisation	Change management, work demands, autonomy, job security.
Source: Wilton (2013) adapted from CIPD (2007)	

Stress is linked to absenteeism from the work place, loss of productivity, ill health, and death (for example: suicide, heart disease, cancer, liver disease, and lung ailments) (Atkinson, 2004; Schneiderman, Ironson and Siegel, 2005). Stress can also lead to mental illness, cognitive impairment and depression (Hammen, 2005; Schwabe and Wolf, 2010; Wang, 2005) and stress relational conflict, as well as aggression (Bodenmann, Meuwly, Bradbury, Gmelch and Ledermann, 2010).

The coping process is variable, and complex, and that to avoid or reduce stress can be counterproductive (Crum et al, 2013). They argue that demands placed upon managing or avoiding stress could lead to increased stress. For example: avoiding paying bills can lead to greater stress later on. Making use of effective coping strategies can ameliorate the negative experiences of stress (Khan et al, 2011). However, being able to cope is a factor that varies depending on each

individual (Gadzella, Carvalho and Masten, 2008; Lazarus and Folkman, 1984).

Krohne (2002) explains that appraisal and coping are two concepts which are central to stress theory. These are referred to as "ways of coping" (Folkman and Lazarus, 1985; Lazarus, 1991; Lazarus and Folkman, 1984; Lazarus and Launier, 1978). Carver et al (1989) go on to explain that within the "ways of coping" scale there are two types of coping 1) The first reflects on a person's ability to solving or doing something that can alter the source of stress. 2) The second approach focuses upon the person's ability to manage the emotional stress experienced.

Krohne (2002) argues that it is important to define the central person specific goals associated with coping. This is also referred to as reference values which make up the core of personality (Karoly, 1999) enabling the person to understand stress and the ability to cope. Krohne (2002) takes the explanation of stress a little further. He states that external demands (stressors) and that experienced by the body (stress) can be placed into two categories. 1) Systematic stress that is associated with physiological or psychobiology factors. 2) Psychological stress that is associated with cognitive psychology. Psychological stress can occur when the demands on well-being exceed the ability to cope (Lazarus and Folkman, 1986). This is summarised in the table below.

Table 15			
Types of stress			
No	Category	Associated with	Examples of researchers
1	Systematic stress	Physiological or psychobiology	Selye, (1976c).
2	Psychological stress	Cognitive psychology	Lazarus, (1966; 1991); Lazarus and Folkman, (1984).
			Source: Krohne (2002)

Weiten and Lloyd (2003:95) define the term "coping stress" as the efforts that individuals make to reduce, master and tolerate demands that are created by stressful experiences. What does appear to be

difficult to identify is where stress ends and coping begins (Sontag and Graber, 2010). Whereas, there may be a link between personality, stress and coping; the findings of research undertaken suggests that the correlation varies across studies (Horner, 1996). For example: reporting timeframe and demographic factors may have an influence on the findings from the research undertaken (Connor-Smith and Flachsbart, 2007). Further research is therefore recommended

3.7   Coping, emotional intelligence and well-being.

Pressman and Cohen (2005) argue that there is a link between emotions and physical/ mental health and that to mismanage negative emotions can cause illness (for example: Alexander and French, 1946; Dunbar, 1954; Friedman, 1990; Gross, 1998) that include: chronic hostility, anger inhibition, heart disease, hypertension (for example: Dembroski, MacDougall, Williams, Haney and Blumenthal, 1985; Jorgensen, Johnson, Kolodziej and Schreer, 1996; Julkunen, Salonen, Kaplan and Chesney, 1994; Suls, Wan and Costa, 1995). Furthermore, minor ailments can be exacerbated by the inhibition of emotion and that inhibition of emotion could accelerate cancer (Fawzey, Fawzey, Hyun, Elashoff, Gulthries, Fahey and Morton, 1993; Gross, 1989; Pennebaker, Kiecolt-Glaser and Glaser, 1988; Pennebaker, 1990; Spiegel, Bloom, Kraemer and Gottheil, 1989).

There is a significant correlation between well-being and emotional intelligence (Shipley, Jackson, and Segrest, 2010). Those with higher trait emotional intelligence are less likely to experience psychological reactivity (mood deterioration) and also less likely to experience psychological reactivity (salivary cortisol). There is also a significant relationship between emotional intelligence, psychophysiological factors of adaptive coping and the way people cope (Salovey, Stroud, Woolery and Epel, 2002). Schutte, Malouff, Thorteinsson, Buller and Rooke (2007) argues that emotional intelligence is positively associated with psychological health and has a positive association with well-being (Austin, Saklofske and Wills, 2010). Trait emotional

intelligence also appears to be a strong predictor of well-being and mental health (for example: Johnson, Batey and Holdsworth, 2009; Petrides, 2011; Saklofske, Austin and Minski, 2003). Correlation and links to well-being are discussed further in this study highlighting the challenges of generalisation.

Goleman (1995) argues that those in the caring profession, that include teaching management and sales, appear to be more successful when they have high levels of interpersonal intelligence; understanding the working style, motivating factors and cooperation amongst colleagues. However, Goleman's work lacks rigour and supporting findings from academic research (Matthews et al, 2002).

Emotions and feelings are indispensable from rationality (Damasio, 1996) and emotional intelligence is an essential part of human behaviour and indispensable (Patterson, 2015). Researchers also argue that high emotional intelligence is beneficial to all parties concerned in managing emotions and that this is supported by positive associations being found with factors such as being happy, general life satisfaction, social interaction and psychological health (Austin, Saklofske and Egan, 2005; Day, Therrien and Carroll (2005); Extremera and Fernandez-Berrocal, 2002; Furnham and Petrides, 2003). Those who are more emotionally intelligent appear to have greater job satisfaction as they are likely to show greater resilience, assess and manage emotions, and understand the cause of stress (Sy, Tram and O'Haral, 2006). They are more likely to cope with stressful events as challenges rather than threats and are likely to be more confident when dealing with the stressful event (Mikolajczak and Luminet, 2008; Petrides, 2011). For example: Schutte et al (2007) found that emotional intelligence is positively associated with well-being including life satisfaction, and stress levels are lower (Austin, Saklofske and Wills, 2010).

Gilbert (2010) argues that emotional intelligence is an important factor in the social environment where compassion, kindness and well-tuned attention are given to oneself and to others and associated with relationships (Robbins, 2005). This can be referred to as emotional development; a process of introspection; becoming more self-aware, aware of inner feelings, and to develop the process of emotional empathy (Radford, 2002). It is educating oneself emotionally (Crawford, 2009). Empathy is an important factor in interpersonal relationships and is beneficial on physical, mental and social well-being (Koeske and Kelly, 1995; Morrison, 2007). However, it is important to acknowledge that overemphasis of empathy can lead to over involvement and burnout (Koeske and Kelly, 1995).

Emotional intelligence can also be influential in helping teachers cope with stressful experiences (Nelson, Low and Nelson et al, 2006; Selva and Loh, 2008). For example, in a study of 550 primary and secondary teachers, students behave better and learn more when genuiness, caring, and understanding are provided (Aspy and Roebuck, 1983). Implementing skills associated with emotional intelligence can help teachers develop in a professional and personal manner to enable them to cope with their profession (Nelson et al, 2006). Cooper and Sawaf (1997) add that emotional intelligence can enable people to differentiate emotions that can help them make the appropriate choices for action and thinking.

Vandervoort (2006) explains that considering the potential effectiveness of emotional intelligence being included in the secondary school curriculum, (for example: Caplan, Weissberg, Grober, Sivo, Grady and Jacoby, 1992; Cohen, 1999) similar results could be expected at the college level. Where research has been carried out it appears to focus mainly on students and the school environment. (For example: Beard, Clegg and Smith, 2007).

There are also negative factors associated with lower levels of emotional intelligence that includes stress and depression (For example: Austin et al, 2007; Saklofske, et al, 2003; Slaski and Cartwright, 2002). Liu, Coe, Swenson, Kelly, Kitta and Buss (2002) suggests that there is a relationship between stress and asthma where stress increases the psychological response to an allergy. A person with lower trait emotional intelligence is also more likely to experience stressors such as carrying out a speech in public (For example: Ciarrochi, Deane and Anderson, 2002; Mikolajczak, Minil and Luminet, 2007). Rather than avoiding the situations in which negative emotions may appear a person with higher emotional intelligence is likely to use less avoidant coping strategies when compared to those with lower emotional intelligence (Kim and Agrusa, 2011; Shah and Thingujam, 2008). In comparison, a person with higher emotional intelligence can increase positive emotions or reduce unwanted emotions (Hoerger, Chapman, Epstein and Duberstein, 2012; Schutte, Manes and Malouff, 2009). He/she is able to wind down and relax more easily than someone with lower emotional intelligence (Tsaousis and Nikolaou, 2005).

Well-being can be conceptualised in two ways; hedonistic and eudaimonic (Delle Fave, Massimini and Bassi, 2011). It may be dependent on how a person sees the world from their own perspective. The hedonistic approach is the internalised view point of the world with, maximising pleasure and minimising pain, satisfying needs and desires (Diener, 2009; Fredrickson, 2001; Henderson and Knight, 2012; Kahneman, 1999). The difficulty with this concept is that substance use can provide feelings of pleasure and therefore well-being. However, substance use could have negative psychological and physical health impact upon the person therefore questioning the term well-being.

This leads to another approach of well-being; the eudaimonic approach, where well-being is evaluated from a more objective approach. Assessment is from outside looking at the person; reflecting

on a person's life being virtuous, and asking why someone is happy rather than if he/ she is happy (Henderson and Knight, 2012). The difficulty with this approach is that each person may have different understanding of how they see and understand the world around them. What one person may regard as well-being may be different to another.

Notwithstanding the hedonistic or eudaimonic approach of well-being the difficulty is in trying to measure it, as an empirical approach to measurement may not reflect individual complexities of how someone feels and how they associate well-being within others. This is an advantage of undertaking interviews that allows for greater depth and information to be found and reflected upon. Whether the perspective of wellbeing is internalised or objectively viewed, each person may have their own thoughts and perspectives of well-being. There may be variables (for example: background, culture, experiences) that may affect how a person experiences well-being and how it is perceived in others. This study acknowledges the challenges of assessing and evaluating well-being and the challenges of being able to generalise.

To improve physical and physiological well-being a person can develop and improve positive emotions so as to cope with the negative emotions experienced (For example: Fredrickson, 2000) while mismanaging negative emotions can cause physical and psychological illness (For example: Jorgensen et al, 1996; Lazarus, 1993b, Suls et al, 1995). Little (2014) adds that the absence of stress and negative emotions is associated with well-being and a person who is more resilient is more likely to recover from stressful experiences more quickly and efficiently (For example: Carver, 1998; Lazarus, 1993a)**.** Frederickson (2001) adds that if a person develops their psychological resources making use of positive emotions, it can improve a person's emotional well-being. For example: those who demonstrate higher levels of positive emotion are less likely to develop a cold (Cohen, Cohen, West and Aiken, 2003) and those who express lower levels of positive emotions are more likely to have a stroke (Ostir, Markides,

Peek and Goodwin, 2001). This does suggest that there is a link between stress, coping and emotional intelligence.

Relationships are key to managing stress, psychological well-being and health (Myers and Diener, 1995; Ryff and Singer, 2000). Snyder (2001) adds that interpersonal relationships are necessary for people to cope with stressors. Salovey, Bedell, Detweiler and Mayer (1999) suggest that those who have higher emotional intelligence may share stressful experiences with friends or families (depending on the context and receptivity) and are therefore more inclined to cope. They are also more inclined to have a healthier balance of feelings (Barrett and Gross, 2001). This is exemplified in later discussion in this study where academics interviewed advise that they like to share stressful experiences with close colleagues or family.

Interpersonal relationships can also have negative impact that can lead to distress that includes betrayal, disrespect (Belle, 1982; Fiore, Becker, and Coppel, 1983); morbidity and mortality (Durkheim, 1951); longevity of life (House, Landis and Umberson, 1988); seeking medical attention (Antonucci, Kahn and Akiyama, 1989) and pushing others away (Kennedy-Moore and Watson, 1999).

3.8   Work/ life balance.

Time spent working means that there is less time for other things in people's lives and is considered to be an indicator of work/ life conflict (Grzywacz and Marks, 2000; Voydanoff, 2004). Where there is a lack of clear boundary between home and work there is more likely to be work/ life conflict (Ashforth, Kreiner and Fugate, 2000) that can impact on a person's well-being (Frone, 2003). For example: heavy workload, where people spend time working on weekends and evenings, they are more likely to perceive work/ life conflict when compared to those who work the traditional "office" hours (Gareis, Barnett and Brennan, 2003). This can lead to substance abuse or absenteeism (Frone, Russell and Cooper, 1997) difficulties unwinding after work and fatigue (Rystedt,

Johansson and Evans, 1998). The greater the demand people experience the more conflict they report (For example: Higgins, Duxbury and Lee, 1992).

It is therefore helpful for people to regenerate. Those who engage in relaxation and leisure activities associated with friends and family are more inclined to regenerate and experience improved well-being when back in the work place (For example: Westman and Eden, 1997). This is identified in this study where academics interviewed confirm that they like to partake in physical exercise such as swimming, sailing, walking and dancing. One academic confirms that they like to read a book with a glass of wine. Another likes to spend time with family.

It is therefore apparent that being able to relax and regenerate is an important factor in helping people recover enabling them to be able to cope more effectively with the stress and pressure of work. Extracts associated with emotional demands The Copenhagen Psychosocial Questionnaire, 2003) (COPSOQ), and home/ work recovery (Querstret and Cropley, 2012) are used to investigate this aspect of the study

3.9   Conclusions.

This chapter identifies the concepts that includes: personality, stress, well-being and coping, reflecting on interpersonal relationships, and impact upon well-being and work/ life balance. The chapter also identifies the understanding between concepts.

Lazarus (1999) argues that emotion, coping and stress belong together, with emotion being placed as a superordinate because it incorporates coping and stress. Stress is associated with well-being (Hammen, 2005; Schneiderman et al, 2005 Schwabe and Wolf, 2010; Wang, 2005). Separating coping from emotion can do a disservice to the complex way emotions are processed (Lazarus, 1999).

There does appear to be a link between personality and coping (Bolger and Zuckerman, 1995, De Longis and Holtzman, 2005; Fickova, 2001; Gomez, Bounds, Holmberg, Fullarton and Gomez 1999a,b; Kato and Pedersen, 2005; Khan et al, 2011; McWilliams et al, 2003; Moos and Holahan, 2013). Notwithstanding the research that has been carried out only part is understood about personality and coping (Connor-Smith, 2010). It varies depending on each individual (Lazarus and Folkman, 1984).

To help identify factors that may influence how an academic cope with stress extracts associated with emotional demands (The Copenhagen Psychosocial Questionnaire, 2003), and home/ work recovery (Querstret and Cropley, 2012) are used to investigate this aspect of the study.

It appears that society demands behaviour that can lead to stress within a person's home and work life and this can impact upon their physical and psychological well-being.

Well-being may be seen from a subjective, internalised view point or objectively, externally viewed. The challenge of undertaking research in social science is that each person may have their own understanding of the world around them and how they make sense of it that can give rise to challenges of being able to generalise.

3.10 Recommendations

Reflecting upon the findings from this chapter it is recommended that:

Universities make use of the "big 5" to help academics identify their own personality traits and to provide support, if required, to help them cope.

That academics be given the opportunity to attend workshops, on line training in explaining topics such as: factors that may affect individual

feelings of stress (for example: heavy workload, time pressure, long working hours); distress/ eustress; stimulus, response, and interactional perspectives of stress; together with ways of helping them cope. The aim is to help academic become more aware of his/ her own emotions and to understand and evaluate emotions in others, and to help improve intra and inter personal relationships. For example: keeping calm and controlling emotions when stress is experienced in oneself and/ or in others.

That universities provide all staff members who experience psychological difficulties with support and guidance that include: policies; online question and answers; workshops and if required support from qualified support staff that have skills in training.

That further research be carried out on areas identified in this chapter, and to identify possible agreement of the terms helping to add to theory.

The next chapter develops the conceptual map, reflecting on the higher education context (universities).

4   EMOTIONAL INTELLIGENCE AND THE HIGHER EDUCATION CONTEXT.

4.1   Introduction

The last chapter discussed the conceptual understanding of terms including: personality, stress, well-being and coping reflecting on interpersonal relationships, empathy and impact upon well-being and work/ life balance.

There does appear to be a paucity of research undertaken in emotional intelligence in higher education (Briner, 1999, 2005; Kumar and Rooprai, 2009; Woods, 2010) and there is limited research that is available on emotional intelligence and university academics (Attar et al, 2013). There, therefore, appears to be a gap in research which can be investigated. It is an area of interest that can help add to existing theory and research.

Higher education is in the process of developing borderless states (Becher and Trowler, 2001). In the post-industrial environment, it is characterised by competiveness, uncertainty, information overload, and turbulent change (Cameron and Tschirhart, 1992). It is acknowledged that these findings are from earlier research in previous decades and temporal aspects may influence change. However, it does appear that academics continue to be faced with increased challenges that include: competition, finding new ways of working, gaining income, and learning new skills. It is, therefore, no wonder that teaching is reported as one of the most stressful professions (Noriah, Iskandar and Ridzauddin, 2010; Nelson et al, 2006).

Academics may need to adapt, finding ways to cope with what seems to be an ever increasing demand on their expertise and time. This can also impact on their work/ home life balance. Depending on how they cope, could impact on their personal well-being and also to the success/ failure of the university. The search for competitive advantage needs to be balanced with emotional and rational aspects of strategy

(Fatt and Howe, 2003). The implications of occupational stress should therefore be given serious consideration by organisations (Mostert, Rothmann, Mostert and Nell, 2008).

This chapter provides examples and discussion around research that has been undertaken on concepts identified in the last chapter and relates the discussion with the higher educational context. The challenges that are acknowledged include: different instruments being used, demographics, sample sizes/ types, background, individual differences, temporal factors. Examples of the challenges are discussed in limitations.

4.2 Limitations

Limitations are identified that include: examples of instruments used include occupational stress inventory (Cross and Carrol, 1990; Bradley and Eachus, 1995), job stress questionnaire/ survey (Hogan, Carlson and Dua, 2002) and job diagnostic questionnaire/ survey (Doyle and Hind, 1998). To add to the complexity, researchers such as Abouserie (1996) devise a scale to enable it suitable to those employed in universities. Taris, Schreurs and van Lersel-van Silfout (2001) also develop an instrument to measure teacher stress, assessing the relationships with the student. There does not appear to be an agreed approach to measurement.

Research carried out with staff at universities include: academic staff (for example: Bradley and Eachus, 1995; Cross and Carroll, 1990); academic staff that include researchers (For example: Court, 1996; Kinman, 1998; Kinman, 2008). Different sample types and sizes are used in each of the studies adding to the challenges of comparing and contrasting findings.

Studies are also carried out in different countries, which may give rise to cultural influences affecting the findings. (For example: India: Reddy and Poornima, 2012; USA: Gmelch et al, 1986; New Zealand: Boyd

and Wylie, 1994; Australia: McInnis, 1999; Gillespie, Walsh, Winefield, Dua, and Stough, 2001; UK: Bradley and Eachus, 1995; Daniels and Guppy, 1994a; Doyle and Hind, 1998; Kinman, 1998; Kinman, 2008; Millward- Brown, 1996 Winefield et al, 2003). Different cultural background may give rise to a different view and understanding of the term stress and coping.

The studies undertaken spread across decades. That which may have been relevant and appropriate several decades ago may not be the case in later years. The temporal factors may also be influenced by personal circumstances and variables. For example: academics appear to be facing challenges from global competitors in the 21st century that may not have been so apparent in earlier decades. Academics may need to use Information Technology much more requiring them to learn and develop new knowledge and skills that in earlier decades was not expected.

The limitations identified give rise to caution when comparing the findings. However, the studies do provide a valuable insight. However, further research is recommended.

4.3   Emotional intelligence.

4.3.1 Emotional intelligence and well-being and personality.

Emotional intelligence does appear to relate with well-being, notwithstanding the instrument used. For example, in a study of 100 professors from different universities in Karachi, Pakistan, the findings suggest that there is a significant negative relationship between job burnout and emotional intelligence (Iqbal and Abbasi, 2013). Akbari and Khormaiee (2015) argue that someone who has "mental health enjoys features such as purpose of life (…..) social relationships and a sense of independence" (p1). They identify that resilience is a predictor of a healthy psychological state which plays a partial mediating role between psychological well-being and emotional intelligence.

In a meta-analysis, Pena-Sarrionandia et al (2015) identify that developing higher emotional intelligence earlier on in life helps shape and regulate a person's emotions allowing room for emotions to emerge.

Brackett (2013:8) states "emotions matter". Brackett, Mayer and Warner (2004) argues that adults who have higher levels of emotional intelligence are more likely to manage stress and interact with others more effectively and to have greater empathy. They are less likely to be associated with alcohol and drug and smoke less. Furthermore, they are likely to be less anxious and to experience depression. This concurs with the research undertaken by Tsaousis and Nikolaou (2005) who carried out two studies (365, and 212 people respectively). They found that there is a relationship between emotional intelligence and well-being (Emotional intelligence negatively correlated with smoking and drinking and positively correlated with exercising).

A meta-analysis of emotional intelligence and well-being, of 8,520 participants in 25 studies suggests that there is a significant relationship between well-being and emotional intelligence (Sanchez-Alvarez, Extremera and Ferandez-Berrocal, 2015).

Other researchers have also identified a significant relationship between emotional intelligence and well-being (for example: Karimi, Leggat, Donohue, Farrell and Couper, 2014; Onyedibe, Onyekwelu and Ugwu, 2015; Por, Barriball, Fitzpatrick and Roberts, 2011; Schutte and Malouff, 2011).

The use of the TEIQue does appear to show consistent results of strong overlap with personality traits and mental health (Martins et al, 2010, Zeidner et al, 2012), emotion regulation (Mikolajczak, Nelis, Hansenne and Quoidbach, 2008), relationship satisfaction (Smith, Ciarrochi and Heaven, 2008), general well-being and job satisfaction (Singh and Woods, 2008). For example, Mehmood and Gulzar (2014)

postulate that emotional intelligence is positively related to self-esteem and negatively related to depression among a sample of 182 Pakistani adolescents (12 to 18 years of age). Cooper and Petrides (2009) argue that the TEIQue (short form) has good psychometric properties and that overall there is good measurement precision. They sum up by stating that the TEIQue (short form) can be recommended for the assessment of trait emotional intelligence.

In a study of 183 Asian international undergraduate medical students, Abe, Evans, Austin, Suzuki, Fujisaki, Niwa, and Aomatsu (2013) report that the reliability of TEIQue-SF is high (alpha = 0.89) and advise that there is strong correlation of emotional intelligence with personality traits. Siegling, Furnham and Petrides (2014) also finds that neuroticism nd extraversion have the strongest correlation with emotional intelligence (TEIQue).

4.3.2 Emotional intelligence and teaching.

To improve levels of emotional intelligence of students requires the teacher to be knowledgeable and skilled in understanding its inclusion in primary and secondary education that could reduce behavioural and emotional challenges (Cohen, 1999) with similar findings expected for those at college (Hawkins, Von Cleave and Catalano, 1991). It also appears that emotional intelligence has a positive impact upon teaching satisfaction (For example: Yin, Lee, Zhang and Jin, 2013; Yin, 2015).

Mortiboys (2012) explains that teachers who are more emotionally intelligent put as much energy into their expertise in their subject area as they do with developing their emotional intelligence. Teachers with higher emotional intelligence are more likely to have greater self-esteem, empathy and leadership skills and are more inclined to experience greater teaching effectiveness (Hwang, 2006), and be more caring towards the students (Ramana, 2013). This links to mindfulness which, Mayer and Ciarrochi (2006) in Ciarrochi, Forgas and Mayer, describes as a sub set of the socio emotional behaviour that is

associated with emotional intelligence. This can provide the teacher with emotional stability and being aware of their own feeling and thoughts (Zeidner et al, 2012). It is *how* the teacher relates with others. Therefore, being aware of one's inner self (self-awareness) is fundamental to emotional intelligence. It is having the qualities to be socially aware together with social skills (Boyatzis, 2006) as well as being able to empathise with others and understand how they may feel. Emotional self-awareness, emotional self-control, expression, and self-management are central to resilience and coping (Armstrong, Galligan and Critchley, 2011)

Teachers who are successful are able to demonstrate emotions to reflect the emotional climate of the class and this could include empathy and kindness and also anger (Paulle, 2005). However, teachers may, need to hide or suppress negative feelings such as anger, and disappointment. They may, therefore, need to pretend, act or exaggerate an emotion (Ogbonna and Harris, 2004). For example: bill collectors being hostile, funeral home directors being sombre, and health service workers displaying a nurturing and caring nature (Abraham, 1998a, b).

This may require the use of emotional labour; the need to fake or suppress emotion and to make use of negative and positive emotional displays (Glome and Tews, 2004). Hebson, Earnshaw and Marchington (2007) comment that teachers are expected to perform emotional labour that can lead to a negative impact upon the person's commitment, enthusiasm and performance (Philipp and Schupbach, 2010), alienating a person as he/ she tries to reconcile the challenges-emotional dissonance (Zembylas, 2002). Zembylas (2005) advises too strong and too weak emotions be avoided in the teaching environment as emotional dissonance can have long term negative consequences including stress, burnout, job exhaustion (Wharton, 1993) and as a consequence may lose contact with true feelings (Diefendorff, Croyle and Gosserand, 2005).

The above discussion relates to research undertaken within the school/ teacher environment. However, the experiences teachers have may not be too dissimilar to academics.

4.4   Demands of the job and well-being

Studies show that academics experience stress and this has increased significantly since 1998 (Kinman and Wray, 2013). In a study undertaken by Kinman and Jones (2003) a large percentage of participants' report that their job has become more stressful in the previous 5 years of which approximately 75% report they work longer hours including weekends and evenings and 40% are considering leaving higher education.

Sparks, Cooper, Fried and Shirom (1997) comments that working long hours can impact upon health and well-being and yet academics appear to work beyond the normal number of hours during term time. Participants report an average working week of 55 hours during the term time (Court, 1996).

In a sample of 2,609 Australian academics 40% report experiencing added stress that includes working more than 50 hours a week. They are also required to undertake pastoral and academic support, fund raising and developing materials for new technology, adding to the stress being experienced (McInnis, 1999). Similar findings are reported by Gillespie et al (2001). In research across 15 Australian universities stress levels fluctuated throughout the year. However, stressors that they identify include: work overload, poor management/ leadership, lack of opportunity (reward, recognition, and promotion), not enough research funding, and lack of technical/ human resources. Abouserie (1996) report stressors to include: relationships with others, bureaucracy and time pressures. Other stressors experienced includes: lack of promotion opportunities, lack of public recognition, and inadequate salary (Cross and Carroll, 1990).

Research of well-being in academics has been studied since 1998 (Kinman, 2014). However, it is clear from the studies, as identified in this chapter that academics have reported stressors as early as the beginning of the 1990s. For example, Sutherland and Cooper (1990) identify the feeling of stress with minor health problems such as colds to more life threatening health problems such as heart disease and cancer. What is apparent is that there appears to be an over commitment on work/ life conflict (Kinman and Jones, 2008) and this can impact upon well-being and interpersonal relationships.

The way a person copes with the demands can impact upon their well-being and their interpersonal relationships with family members and colleagues. For example: a good relationship between staff and student has shown a positive impact upon student retention and performance (Rhodes and Nevill, 2004; Thomas, 2002). In other words, a caring relationship can have a positive impact upon achievement and aspirations (Gleaves and Walker, 2006).

There appears to be a dichotomy where universities have to compete in the global market while staff members may have to cope with increased challenges associated with the work demands placed upon them. There is pressure on the universities to compete while academics need to respond to the demands placed upon them including: work load, information technology, student numbers and expectations, research bids.

4.5   Stress and coping

4.5.1   Stress

The Health and Safety Executive (HSE 2014) define stress a harmful reaction that people experience under the demands and pressure placed upon them in the workplace. Atkinson, Atkinson, Smith, Bem and Nolen-Hoeksemal (1996) define stress as a situation that occurs when a person faces what is perceived as being physically, or

psychologically dangerous. Stress can also occur when a person confronts a situation which taxes or exceeds their ability to manage the experience (Lazarus, 1966; Lazarus and Folkman, 1984). This latter definition is used in this study to describe the term stress.

The HSE (2013) explain that the number of work related stress cases has remained relatively flat over the decade (2002 to 2012) however, they identify that in 2011/12, of the 1,073,000 work related illnesses, 40% are related to stress (428,000). The HSE (2014), also state that highest reported work related stress over three years to 2012 (averaged) is in nursing, 2,730 cases per 100,000 people; teaching and education, 2,340 cases per 100,000 people; welfare and housing associates professionals, 2,290 per 100,000 people. The average number of days taken off due to work related stress is 24 days and those working in larger organisations took more days off when compared to medium and small sized organisations. It suggests that teaching and education is a high stress environment in which to work.

Stress is a major cause for work related illness within the education sector (Cartwright and Cooper, 1997 and Clarkson and Hodgkinson, 2007). They point out that change has been consistent within the education sector within the previous decade and this includes organisational change, impacting upon causes of stress. The findings of the HSE is, therefore, not surprising.

In a sample of 178 academic and general staff at 15 Australian universities the findings suggest that job related stress is a large influencer, impacting upon work and personal life (Gillespie et al, 2001). To help cope with the stress academics and staff members seek support from colleagues and management. Staff also found that personal coping strategies helped with stress. These include: work/life balance, stress management techniques, and lowering of their own standards.

Each person may have experiences that give rise to emotions in different ways and extent. Experiences could include: insufficient time to undertake a good job, intense pressure, challenges to balance work and home life (Raiden and Raisanen, 2013). Shin and Jung (2013) also find similar findings, from 19 higher education systems, where stress experienced in the work environment could overflow in personal life. However, they report that the main causes of stress are associated with market orientated managerial reforms together with performance based management.

In a study of 9,000 staff, across 17 Australian universities, Winefield et al (2003) identify that psychological distress is higher in academic staff compared to general staff. They find that academics who are working in the older universities in Australia appear to be better off when compared to staff at the newer universities. Winefield et al (2003) suggest that the stress being experienced could be due to the organisational change where control has moved further from the academic and towards the senior managers in the university. Academics are encouraged to seek external funding which may not have been part of their job in the past and with decreased funding, and greater accountability, academics are more likely to experience increased stress levels. The majority of those who respond feel that there is work/ home life conflict (Winefield et al, 2003). The findings do appear to be similar to those of Shin and Jung (2013). Similar findings are also identified by Sagaya, Vasumathi and Subashini (2015) in a study of academics in Tamil Nadu, India. One of the main points that comes out of their study is the misunderstanding and/ or conflictual relationships that most academics have with superiors. They also found that academics experience misunderstanding and/ or conflict with family members.

In a study of 24 academic chairpersons at a South African University Cilliers and Pienaar (2014) identify that stressful experiences and being unable to cope are more likely to impact upon work performance. Staff

report being tired, and cognitively did not cope too well. Staff feel they are overwhelmed by demands placed upon them and that their psychological well-being is being attacked. Furthermore, the university system does not provide support leaving staff feeling isolated. This impacts upon difficulties with interpersonal relationships, psychological and physical functioning. Similar findings are identified by other researchers (for example: Benson, 2012; Chang and Tseng, 2009). A further comment that Cilliers and Pienaar (2014) make is that the academics demonstrate diligence and are highly intelligent. However, notwithstanding the feelings of being trapped and unhappy, the academics did not do anything about their situation and appeared to accept that the circumstances they are in is natural. Acceptance is a factor associated with ways of coping which is discussed further in the next section.

4.5.2 Coping and PSS

The findings from a study of 459 people in a south eastern university (USA) suggest that there is a strong correlation between coping (COPE inventory) impact scores (Litman and Lunsford, 2009) and that a person is more likely to be effective if they have greater control. Acceptance coping and seeking advice from others appeared to have both positive effects and drawbacks on well-being

Perez, Gavin and Diaz (2015) carried out research on a sample of 200 Latino adults in the USA, with the purpose of evaluating perceived stress and coping mechanisms and incorporated the use of the PSS scale and brief COPE scales. The most frequently used coping mechanism used are active coping (70%), planning (64%), acceptance (58%), religion (58%) and reframing (57%). Most participants appear to respond to stressors using adaptive and maladaptive coping mechanisms.

In comparison to Perez et al's (2015) study, the findings from this study showed the following: active coping 68%, planning 74%, acceptance

65%, religion 24%, reframing 58%. Planning being the highest. The findings suggest similarity where active coping, planning and acceptance are the highest 3. The biggest difference is religion where Perez et al (2015) report 58% of the sample size coped using religion whereas in this study 24% identified with religion in helping them cope. This difference could be explained by different sample population influenced by culture, background and environment.

Using the brief COPE scale (Carver, 1997), on a sample of 200 Malaysian students, Khan et al (2011) finds that positive psychological strength and the big 5 personality dimensions (Costa and McCrae, 1992) are significantly related to the way people cope. For example: those with high extraversion, openness and conscientiousness are more likely to engage with problem focused coping. However, they found that neuroticism is an exception as those who are more inclined towards neuroticism are less engaged with the coping mechanism.

Using the COPE inventory Samms and Friedel (2013) argue that there are numerous factors that can influence a student's learning including: motivation, attitude towards learning, disability, ability, learning environment and teaching methods. They explain that each person is different and learns in a different way and each new situation experienced can develop a new way of coping. This may be achieved where the student builds on their knowledge and ability to solve problems. They also point out that a tutor's learning style may differ to that of the student and each new situation may lead to another way of coping. Empathy between teacher and student is therefore an important factor to engender greater interest in that discussed in lessons/lectures/seminars and encourage the student to develop their skills and abilities.

In a study with two samples (332 and 114) of USA college students in which the Perceived Stress Scale (PSS) is used, shows reliability, unaffected by age or gender, and is a good predictor of health (Cohen

et al, 1983). For example: they found that the higher the PSS score the higher the smoking rate. A similar study of 508 Turkish university students also shows PSS is a reliable and valid measure of perceived stress (Orucu and Demir, 2009). Similar research has been undertaken using the PSS that shows the PSS having consistent reliability when used in different countries and languages (Cohen, Sherrod and Clark, 1986; Cohen and Williamson, 1988; Deatherage, Servaty-Seib and Aksoz, 2014; Pbert, Doefler and DeCosimo, 1992-USA; Hewitt, Flett and Mosher, 1992-Canada; Remor, 2006- Spain, Mexico; Mimura and Griffiths, 2004- Japan; Leung, Lam and Chan, 2010; Ng, 2013- China; Wongpakaran and Wongpakaran, 2010- Thailand; Andreou, Alexopoulos, Lionis, Varvogli, Gnardellis, Chrousos and Darviri, 2011-Greece).

Different versions of the PSS have been used (for example: PSS10, PSS14). Cohen and Williamson (1988) explain that the PSS can be used to identify how controllable/ uncontrollable, predictable/ unpredictable, and overloaded a person may feel. They go on to say that the PSS 10 is more likely to provide better prediction of physical and psychological symptoms when compared with other measures.

4.5.3 Impact of stress on the academic.

Stress does appear to be an evitable part of daily life and academics are not immune to the same feelings and emotions as other occupational groups.

Researchers identify that a person working in an academic position at a university is experiencing increased stress (for example: Blix et al, 1994; Boyd and Wylie, 1994; Gillespie et al, 2001; Kinman, 2001, 2008, 2010, 2014; Kinman and Jones, 2003; McInnis, 1999). Research identifies that academics at universities experience stressors and strains that include heavy workloads (Cross and Carroll, 1990; Daniels and Guppy, 1994a, b; Doyle, 1998; Doyle and Hind, 1998; Early, 1994; Jackson and Hayday, 1997); excessive admin work (Kinman, 1998);

long working hours (Tytherleigh et al, 2005); inadequate opportunities for promotion (Kinman, 1996); home/work life conflict (Winefield et al, 2003); short term contracts and job insecurity (Kinman, 1998); social environment (Repetti, 1993); and over commitment on work/life balance (Kinman and Jones, 2008).

Daniels and Guppy (1994, a, b) also identify inadequate salaries as being influential on the health of academic staff and that the organisation does not care for staff. Jackson and Hayday (1997) also find that participants in their study feel that management is remote, bureaucratic and there is poor communication. These factors are examples of stress being experienced in higher education that can affect the well-being of academics as they continue to experience greater time constraints, lower levels of influence and support, and greater work/ home demands (Kinman, 2008).

Comparing 2008/09 to 2012/13 HESA (2015) reports, the total number of academics employed (full/ part time) has increased by 3.7%. The HESA (2015) advise that in 2013/14, there are 194,245 academic staff employed in UK higher education of which 75,040 are on academic contracts. The table below shows the number of staff employed over the period 2004/05 to 2103/14

Table 16				
Staff employed in UK HE providers 2004/05 to 2013/14				
Academic year	Academic	Non academic	% difference between academics and non-academics	Total
2013/14	194,245	201,535	3.62	395,780
2012/13	185,585	196,935	5.76	382,515
2011/12	181,385	196,860	7.86	378,250
2010/11	181,185	200,605	9.68	381,790
2009/10	181,595	205,835	11.78	387,430
2008/09	179,040	203,720	12.11	382,760
2007/08	174,945	197,510	11.42	372,455
2006/07	169,995	194,165	12.45	364,160
2005/06	164,875	190,535	13.47	355,415
2004/05	150,655	185,650	18.85	346,305
				Source: HESA (2015)

The above data suggests that in 2004/05 that the difference between academics and non-academics is 18.85%. By 2010/11 this reduces to 9.68% and by 2013/14 the difference is 3.62%.

Students achieving a first and higher degree have increased exponentially in the 20th century. For example, in 1920, just over 4,300 achieved a first degree and 700 achieved a higher degree. In 1950, approximately 17,300 students achieved a first degree and 2,400 a higher degree at UK universities. In 2010 this increased to approximately 331,000 and 182,600 respectively (Bolton, 2012). In 2013/14 just fewer than 520,000 students achieved a first degree and approximately 257,000 students gained a higher degree (HESA, 2015).

Table 17		
Students achieving first or higher degrees.		
Year	**First degree**	**Higher degree**
1920	4,357	703
1930	9,129	1,323
1938	9,311	1,480
1950	17,337	2,410
1960	22,426	3,273
1970	51,189	12,901
1980	68,150	18,925
1990	77,163	31,324
2000	243,246	86,535
2010	330,720	182,610
2013*	519,865 *	257,935 *
Source:		
1. Bolton, 2012		
2. * HESA, 2015		

The ratio of students to academics is 10.2: 1 in 1938. It fell to 7.3: 1 in 1954, rising to 7.8: 1 in 1961. This increased to 8.5: 1 in 1971. In 1974, the University Grants Committee amended the way statistics are reported to include, for example, those employed part time (University and College Union report, 2012). The statistics are amended again in the early 1980's in which full time equivalent student numbers are calculated (but not academic staff). By 1989, the ratio is 11.8: 1 and this increased again to 14.6: 1 in 1993. The Higher Education Statistics Agency is then set up and reported the academic / student ratios that included former polytechnics. By 2010 the ratio is 17: 1 and has

remained around this figure since that time (The Complete University Guide, 2015).

The statistical data varies from one university to another, with the lowest ratio for University College London at 10.3 and the highest Bishop Grossteste (Lincoln) with a ratio of 28.6. The universities that were formally Polytechnics appear to have higher ratios. This could be because they are more reliant on teaching and less on research.

Notwithstanding the increase in academic and non-academic staff, these findings are interesting as they highlight the increased demands placed on universities by simply coping with increased numbers of students. This likely means that each academic has increased marking, supervision and interpersonal relationships with students. Whereas there has been an increase in the number of academics this does not appear to have kept pace with the number of students. It is acknowledged that there could be other factors that could explain the differences. For example, the use of computer hardware and software could help improve service delivery and student experience. It does appear that demands have increased on academics and this could partly explain the studies reporting increased levels of stress with demands such as workload, interpersonal relationships, excessive administrative work, long working hours and over commitment on home/ work life balance.

Further investigation could be carried out to compare universities and to find out how academics feel and how they cope with challenging situations.

Together with a rapid increase in student numbers, over the recent years, universities in the UK have also become financially self-reliant, no longer receiving finance from central Government. Students no longer have grants, but instead loans that are first introduced in 1998, capped at £1,000; increased to £3,000 in 2006; and increased again to

£9,000 in 2012 (Ball, 2014). 20,000 students have complained to their university demanding more for the £9,000 fee they pay (Saul, 2014). Not only having to cope with increased numbers of students, academics have to also cope with students who may become more demanding, expecting academics to be more responsive to their demands, as the students now pay their own fees. This could add to stress that academics may experience.

Universities are understandably seeking to be more competitive and streamlined, where they increase income and reduce costs. This could include increased use of online technological support such as on line learning. The academic, therefore, needs to develop technological and software skills and knowledge that they may feel is outside their existing area of skills and knowledge. This could place increased personal demands on the academic leading to increased levels of stress, being able to cope, and home/ work life conflict.

To help academics cope it would be helpful if universities gave academics time and requisite support to help them cope with the increased demands that are placed upon them. This could be giving all staff up-to-date skills and knowledge together with up-to-date technology. However, it is acknowledged that as universities are self-funding a balance is needed on monies spent.

Kinman (1998) identify that staff experience excessive administrative work and inadequate opportunities for promotion (Kinman, 1996) have an impact on the health of academic staff. Kinman (1998) suggests that job insecurity, including short term contracts, is one of the main reasons of work related stress that impact upon feelings of well-being (Ferrie, Shipley, Marmot, Stansfeld and Smith, 1998). The demands, pressure and stress placed on academics does not appear to have reduced. As Tapper (1998) points out there appears to be a move from a collegiate culture of cooperation and shared values towards the business/ industrial approach that includes a bureaucratic and non-

participate style of management which could lead to deskilling and de professionalisation (Trow, 1993) and as a consequence lead to increased stress, lower moral, and crisis of professional identity (Sarros, Gmelch, and Tanewski, 1998). Millward- Brown (1996) identifies that over 50% of academics and researchers feel that their jobs cause them stress all or most of the time. Research undertaken by Tytherleigh et al (2005) also finds that the factor that worries people most is job security and that stress experienced by university staff appears widespread. Whereas these sources are from the latter part of the 20th century the findings appear to be as relevant in the 21st century as at the time they were originally published.

In a study undertaken by Reddy and Poornima (2012) university teachers in south India 40% of the teaching posts are reported as being vacant. This could add to the pressure/ stress experienced by staff. They found that there is a significant positive relationship between professional burnout and occupation stress and recommend that there should be intervention from the organisational level. They advise that techniques to manage stress should be encouraged including emotional intelligence training, social support systems, cognitive behavioural management, and counselling services. They add that preventing stress is dependent upon the culture and requires understanding and openness at the university level as opposed to criticism.

The research suggests that stress in the teaching environment has not declined. Indeed, the findings show that pressure of work and feelings of stress remain increasingly high. The days of the traditional view of university teaching (Fisher, 1994) where it is considered a low stress job appears long gone.

4.5.4 Stress and work/ life balance

In a study of staff in a UK university, participants report that stress associated with work/ home life is higher than those in other

occupations (Bradley and Eachus, 1995). Boyd and Wylie (1994) found that 80% of those surveyed felt that their workload had increased. Doyle (1998) identifies that, of 30 female academics from one university in the UK, 33% feel that their family are adversely affected by the work demands placed upon them and that the heavy workload experienced have contributed to relationship breakdown. Whereas research by Bradley and Eachus (1995) and Doyle (1998) is carried out in the 1990's, stress/ pressure experienced by academics appears to remain high as identified by Kinman and Wray (2013) and HSE (2014).

In a meta-analysis undertaken Mitra (2015) argues that when employees experience change there are few people to provide moral and mental support. The stress experience could therefore lead to ill health and mental disability impacting on the way a person performed. Mitra (2015) reports that the stress being experienced includes: excessive workload, low job security and an unhealthy work environment that can give rise to negative impact on work/ life balance.

The research identified exemplifies studies carried out over several decades and the findings do suggest that there is evidence to support the view that demands placed upon academics can impact on their work/ life balance and lead to negative impact on their well-being, and those close to them, and that higher emotional intelligence can help people cope with stressful experiences.

4.6 Personality

4.6.1 Personality and coping

There appears to be a link between personality and coping (Bolger and Zuckerman, 1995, Gomez et al, 1999a, b; Moos and Holahan, 2013) and that personality traits can influence the way a person copes (De Longis and Holtzman, 2005). Personality is an imperative part of being able to cope (Khan et al, 2011).

Connor-Smith and Flachsbart (2007) argue that personality may facilitate or constrain coping and that relationships between personality and coping have been inconsistent in studies undertaken. In a meta-analysis of 33,094 participants Connor-Smith and Flachsbart (2007) identify a weak relationship of personality to broad coping (for example engagement and disengagement). They identify that neuroticism and extraversion predict support seeking. Similar findings have been identified by De Feyter, Caers, Vigna and Berings (2012) in their research of 375 Belgian, university students. They add that the fear of failure is "inherent to neuroticism" (p. 440). Furthermore, Zhong and Ling (2014) argue that neuroticism is positively associated with burnout. Matta, Nunni and Stattin (2007) argues that students who have a fear of failure could be extrinsically motivated. They could be more motivated if they feel that they are going to fail. However, the experience of failure could lead to feelings of anxiety that could in turn lead to avoidance motivation. This is supported by research undertaken by Zanni and Forns (2014) in which the findings suggest a significant correlation between avoidance coping, behavioural problems, anxiety, and support in their relationship with others.

The research undertaken by Boyce, Wood and Brown (2010) suggests that those with higher levels of conscientiousness experienced lower life satisfaction the longer he/ she is out of work. As Javaras, van Reekum, Lapter, Greischar, Bachhuber, Love, Ryff and Davidson (2012) argues, this may not necessarily relate to the failure of emotional regulation. It may be that those with higher conscientiousness place greater emotions with the experience of losing a job. However, it does appear from studies carried out that those with higher levels of conscientiousness are less likely to develop psychological and physical health problems that include depression (Kotov, Gamez, Schmidt and Watson, 2010).

Watson and Hubbard (1996) suggest that there is a relationship between extraversion and coping. They add that neuroticism is

associated with avoidant coping, and conscientiousness and extroversion are related with problem focused coping. Their overall findings show that extraverts appeared to seek social support and have a positive approach to coping.

In a study of 307 Chinese teachers undertaken by Ju, Lan, Li, Feng and You (2015), emotional intelligence is positively associated with social support in the workplace. They also point out that social support could protect teachers from burnout. They recommend that emotional intelligence training be undertaken together with improving supportive workplace environment. Barkhuizen, Rothmann and van de Vijver (2014) also identifies from a study undertaken of 595 South African academics that job demands and lack of resources could lead to burnout.

If extraverts are more inclined to seek social support and have a more positive approach to coping, and Ju et al (2015) are correct, it suggests that training could be given, helping a person to be more extraverted or to be happier. However, to be able to change a person's personality may not be realistic. Notwithstanding the training, the personality may remain the same. Changing behaviour may also take time and may be dependent on the personality.

In a study of 150 staff members at a Sudanese university, El Shikieri and Musa (2012) recommend that the university either increases staff levels or decreases student numbers. They add that stressors being experienced include: lack of participation in decision making, lack of promotion, training and development opportunities, and lack of job feedback. The job stressors impact on well-being that affects job satisfaction, commitment and performance. The difficulty is that to remain competitive the university will likely need to keep the student/ staff ratio high.

Organisations could be more flexible in their approach to demands and expectations and place a more considered work load demand on all staff members. However, in the extremely competitive market place of the twenty first century that may not be a sensible strategy. While monitoring factors (for example: staff levels, staff working beyond the normal hours, and absenteeism) organisations could look out for possible signs of stress and burnout and take action to resolve. The consequence of experiencing burnout is not just on the person but those around them. For example, they may seek to blame others and be less productive (I and Greenfield, 1985; Cropanzano, Rupp and Byrne, 2003; Farber and Miller, 1981).

The challenge is how to identify stress and predict burnout. What stress is to one person may not be to another. Furthermore, each person may use a different coping strategy dependent upon his/ her personality (Foley and Murphy, 2015). However, as argued by Ben-Zur and Zeidner (2009) it does appear that coping is important to well-being.

4.6.2 Personality and well-being

Research undertaken by Cheng and Furnham (2014), in a sample of 5,090 adults, suggests that the "big five" personality traits are significant predictors of mental well-being.

In a longitudinal research of a sample of 16,367 Australian's Soto (2015) argues that higher levels of well-being are associated with higher levels of extraversion, agreeableness and conscientiousness and lower levels of neuroticism.

Further research suggests that there is significant relationship between well-being, mental health and personality traits (Argyle, 2001; Cheng and Furnham, 2003; Hill, Turiano, Mroczek and Roberts, 2012; Joshanloo and Afshari, 2011; Soto, 2015; Steel, Schmidt and Shultz, 2008). For example: Furnham and Cheng (1997) suggest that there is a significant association with conscientiousness and happiness;

between physical health and conscientiousness (Kern and Friedman, 2008); and neuroticism correlated most strongly with psychological health (Yusoff, Esa, Pa, Mey, Aziz and Rahim, 2013). Carver (1998) and Lazarus, (1993a) argues that those people who are more resilient are more likely to recover from stressful experiences more quickly and efficiently. Fredrickson (2001) adds that this can improve psychological and physiological well-being. Lazarus (1999) also argues that well-being may be linked to emotions and stress and that emotional intelligence is a strong predictor of well-being and mental health (Petrides, 2011; Platsidou, 2010; Saklofske et al, 2003).

Sayce, Bradley, Ritson and Quinn (2013) suggest that well-being should be a key responsibility for all stakeholders and each individual should be responsible for their own and others well-being, acknowledging their interdependency. It is important that the university should address this problem (Sayce et al, 2013).

4.7   Conclusions

Stress is a major cause for work related illness within the education sector (Cartwright and Cooper, 1997). Stress is linked to health outcomes including cancer, asthma, arthritis, diabetes and heart disease (Johnson, Perry and Rosensky, 2002). The challenge with working in academia is that it appears that work is never ending (Wortman, Biernat and Lang, 1991), and that the demands on academics may involve competing demands (Fisher, 1994) that may lead to internal conflict, pressure and stress. Furthermore, the nature of the work undertaken by academics can lead to blurring of boundaries both professionally and personal (Austin and Pilat, 2000). The nature of the job can therefore lead to increased work/ home life conflict and to the how academics cope. This can impact upon well-being.

The findings of studies show that university staff experience high workload demands and long hours (For example: Early 1994; Doyle and Hind, 1998 and Tytherleigh et al 2005). Further, there has been

increased pressure where public funding of universities has been reduced. The higher the workload demands the greater the stress on staff (Dua, 1994; Hogan et al, 2002; Winefield and Jarrett, 2001). This includes: undertaking academic and pastoral counselling; undertaking administrative duties; and being a technological specialist. These are duties and responsibilities that in the past may have been undertaken by other staff members. The increased demands placed upon academics can therefore affect job performance and well-being (Kearns and Gardiner, 2007).

Carver and Connor Smith (2010) argue that coping and personality influence well-being and that the way people cope with stressors and stress do appear to affect their well-being (Ben-Zur, 1999; Cohen and Lazarus, 1979; Ferguson, 2001; Violanti and Paton, 1999). The challenge is to be able to identify when stress takes hold and how a person copes with that experience. Each person appears to have their own tolerance level before they experience stress. Furthermore, the type of stress experienced, and the circumstances in which it is experienced, may influence the way a person copes. The person may make use of several coping mechanisms complicating the means to measure it.

The findings also support Woods (2010) that very little research has been undertaken in higher education, in particular with academics and at university level. This study helps to address this gap, adding to theory and research.

Thoits (2010) advises that to help people cope with stress it is necessary that the organisation intervenes providing policy that is disseminated to staff to help people cope. Further she adds that those who have a high mastery, have greater self-esteem, and have social support are more likely to reduce the impact of stress on their health and well-being.

The studies identified in this study have been carried out over decades during which time things may have changed. The temporal aspects may be one factor in which comparing one study with another may be affected. The studies identified may be influenced by other factors such as academics level, culture, background and experience. However, the studies identified suggest that emotional intelligence is associated with well-being and is an essential part of university education for teachers (Mortiboys, 2012).

The next chapter addresses the approach taken when designing the research methodology adopted in this study and identifies limitations associated with the research.

5   RESEARCH DESIGN AND METHODOLOGY

5.1   Introduction

The last chapter identified research carried out associated with emotional intelligence, stress and coping, reflecting upon findings associated with the higher educational context.

This chapter addresses the approach taken when designing the research methodology adopted in this study. Aims and objectives, including the research questions are identified. The theoretical approach is discussed that includes how and why the explanatory sequential approach is used in this study. The rationale behind the mixed methods is then discussed reflecting on quantitative and qualitative methods undertaken. Reliability and validity are then explored followed by ethical factors and limitations.

The overall aim of this study was to evaluate the concept of emotional intelligence (trait EI) in the higher educational context (*University*) and to investigate the relationship between emotional intelligence, coping and well-being. The research explored: how university academics cope emotionally with interpersonal relationships; if there was a significant correlation between emotional intelligence and well-being; if emotional intelligence can help academics cope; the emotionally challenging experiences academics have and how they cope with them.

McGregor and Murname (2010) associate methodology with knowledge to help inform research. Methodology is how the research is done. In this study, mixed methodology is used, combining quantitative and qualitative approaches.

Research methods are associated with the tools, which Gerring (2012) refers to as a specific protocol for gathering and analysis of data. In this study, the tools being used include a questionnaire and semi structured interviews which can be described as different ways in which data is collected, analysed and evaluated (Wilson, 2014). Bryman (2001)

comments that mixed methods could be described more suitably as multi strategy in which there are multiple levels. Multi strategy approach can include a two phase study where quantitative research is undertaken first, followed by qualitative research (Creswell, 1995). This is what is undertaken in this study which should help answer questions in a systematic and planned approach (Flick, 2011).

Braun and Clarke (2008) state that thematic analysis is widely used in psychology, however, it is rarely acknowledged beyond. They add that there is no clear agreement as to exactly what thematic analysis is and it is important not to confuse it with other approaches such as grounded theory. Boyatzis (1998) comments that it is a process that can be used with most, and possibly all, qualitative methods, illustrating data via interpretation. It moves beyond phrases or words from which codes can be developed, applying the data to themes within the data set (Namey Guest, Thairu and Johnson (2008). Braun and Clarke (2008) explain that thematic analysis is a pattern-type analysis within social constructivist epistemology. It is where patterns emerge that are socially produced identifying themes/ stories across the data set (across several interviews). Thematic analysis helps to go beyond surface level and as commented by Braun and Clarke (2014) it can be used widely in research associated with well-being and health.

In this study thematic analysis is being used which Braun and Clarke (2008) describe as being flexible, providing a rich and detailed account of data. Newby (2014) adds that semi structured interviews fit between a questionnaire (in which there is no room to deviate) and an evolving interview (where goals are known but there are no expected or known end points). The aim of this study is to combine the strengths of both quantitative and qualitative research (Griffin and Ragin, 1994) linking concepts and views, comparing findings with data from different situations and times (Alhojailan, 2012).

In this study, themes are identified, and with the help of analysis of variance (in vivo coding) (NVivo), quotes/ statements from case studies are brought together to help develop understanding. Using NVivo helps to avoid information overload and to help make sense of the data. (Miles and Huberman, 1994). In the first instance a scan is undertaken through each of the interviews which Bernard (2013) describes as one of the best ways to help identify themes. Excerpts from the text in the interviews are then highlighted in different colours, identifying potential themes (Bernard, 2013). As recommended by Ryan and Bernard (2003), the full interview content is read through again and checks made against the identified themes which are then broken into smaller segments (codes). Checks are made to ensure that the themes represent the whole text, building reliability into the coding (Miles and Huberman, 1994). Data is then collected and organised into NVivo from which information can be displayed from which thoughts and concepts can be identified. Displaying the data in this manner gives the opportunity to gain greater understanding, helping to make comparisons, and enabling conclusions to be drawn (Gibbs, 2002; Miles and Huberman, 1994).

The mixed method approach used in this study evaluates the concept of emotional intelligence in the higher education context (*University*) and investigates the relationship between emotional intelligence, coping and well-being.

5.2   Rationale for theoretical approach.

The traditional view of undertaking research is to keep within the stricture of paradigms (for example: positivism, phenomenology, ethno methodology) and undertaking research using quantitative and qualitative data should not be combined (for example: Bryman, 1988a, b; Rossman and Wilson, 1985; Sarantakos, 2013; Silverman, 1993; Smith, 1983). The argument being that each paradigm is associated with its own assumptions. For example, quantitative methodology may be associated with positivism where truth and reality exist and can be

measured. This assumes that people are rational, there is no free will and thoughts and views can be realistically measured (Sarantakos, 2013). However, a person may not wish to tell the truth. They may lie. They could misinterpret their own experience. They may not be able to remember details. It may be their view which may conflict with another person's understanding of the same experience. As explained by Denzin and Lincoln (2002), there are no objective observations as a person is seldom likely to give a full account about what they experienced. They may not be able to give clear and accurate explanation of their actions, thoughts, feelings and intentions. They may only be able to offer their accounts and stories. A further challenge is that the person undertaking the research can only interpret and create understanding from the information heard and/ or seen. Beliefs and values may also influence experiences and interpretation. It is not possible to detach from beliefs and values when undertaking research.

Each person has different background, experience and understanding of the world around them and to be able to measure and compare individual responses as to how he/ she feels is likely to be unrealistic. Measuring and comparing may be subjective. If the social world is subjective then the challenge is how to measure and undertake social research. Certain assumptions have to be made and this includes the acknowledgement that each person has their own views and thoughts of the world. However, their views and thoughts are valued, as advocated by researchers, for inclusion of quantitative and qualitative data into research (for example: Campbell, 1974; Cronbach, 1975; Denzin, 1978).

The acceptance of a mixed approach to research gained greater acceptance in the late 1980s (for example: Brewer and Hunter, 1989; Bryman, 1988b; Fielding and Fielding, 1986; Greene, Caracelli and Graham, 1989) in which they brought together quantitative and qualitative research where neither type of method is inherently linked to one particular paradigm (Greene et al, 1989) and is now regarded as a

methodology in its own right (Johnson et al, 2007) which Greene (2007) defines as "multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished" (p.20). Johnson and Onwuegbuzie (2004:15) refer to the mixed approach as being "the third paradigm". It no longer restricts the researcher to particular paradigms that has been traditionally the case and is regarded as a legitimate means of undertaking research in social and human science (Creswell and Plano Clark, 2011).

In this study the quantitative and qualitative approaches are mutually inclusive; where the quantitative research (questionnaire) is the first part, and qualitative research (interviews) are then carried out in the second part.

The table below shows the approach taken to the research.

Table 18	
Research design	
Research Design	**Research approach**
Theoretical paradigm	Pragmatic, explanatory, systematic approach Quantitative research using Statistical Package for Social Sciences (SPSS). Qualitative research (interviews). Thematic analysis (TA) using NVIVO.
Methodology	Fixed approach, explanatory sequential approach, and systematic approach. Questionnaire/ survey, multiple case studies (interviews). (Mixed method) (Emergent theory)
Participants	Academics at universities
Data collection method	Questionnaire/ survey (via Bristol Online Services- BOS) on line. Interviews carried out; one to one or on line/ telephone
Ethical factors	The University code of Ethics is followed. Data protection is ensured (Data Protection Act 1998).
Data analysis	Questionnaire/ survey analysed and evaluated using SPSS Thematic analysis of qualitative data gathered, analysed and evaluated NVIVO. Statistical coding undertaken
Validity, reliability	Measures and factors will be taken into consideration to ensure that the research is valid and reliable as possible.
Limitations	Limitations identified and acknowledged.
Source: Adopted from Bryman (2004)	

5.2.1 Explanatory/ sequential approach.

An explanatory approach is being undertaken in this research where qualitative findings are used to contextualise the quantitative data (Creswell, Plano-Clark, Gutmann and Hanson, 2003).

A sequential approach is also being undertaken; quantitative research being undertaken first, followed by analysis and evaluation of qualitative data. An advantage of this approach is that it is more straightforward to write and to read once drafted

The table below follows the process undertaken in this study.

Table 19	
	Explanatory/ sequential research process and procedure.
Phase 1	**Design and implement the quantitative strand** • State quantitative research questions and determine the quantitative approach. • Obtain permission • Identify the quantitative sample • Collect closed ended data with instruments • Analyse the quantitative data using descriptive statistics, inferential statistics and effect sizes to answer the quantitative research questions and facilitate the selection of participants for the second phase

Phase 2	**Use strategies to follow from quantitative results**
	• Determine which results will be explained such as:
	   o Significant results
	   o Non-significant results
	   o Outliers or
	   o Group differences.
	• Use these quantitative results to
	   o Refine the qualitative and mixed methods questions
	   o Determine which participants will be selected for the qualitative sample and
	   o Design qualitative data collection protocols

Phase 3	**Design and implement the qualitative strand** • State qualitative research questions that follow from the quantitative results and determine the qualitative approach. • Obtain permissions • Purposefully select a qualitative sample that can help explain the quantitative results • Collect open ended data with protocols informed by the quantitative results • Analyse the qualitative data using procedures of theme development and those specific to the qualitative approach to answer the qualitative and mixed method research questions
Phase 4	**Interpret the connected results** • Summarise and interpret the quantitative results • Summarise and interpret the qualitative results • Discuss to what extent and in what ways the qualitative results help to explain the quantitative results.
	Source: Creswell and Plano Clark (2011).

Each phase ran in sequence. Thus, the approach being used is sequential and explanatory. This is shown in the diagram below.

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│              ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐                       │
│                Quantitative data                          │
│              │  collection and   │                       │
│                    analysis                               │
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│                 Qualitative data                          │
│              │  collection and   │                       │
│                    analysis                               │
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│                   ╭───────────╮                           │
│                  ( Interpretation )                       │
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│                     **Diagram 1**                         │
│ **The explanatory sequential design. (After: Creswell and│
│                  Plano Clark, 2011)**                     │
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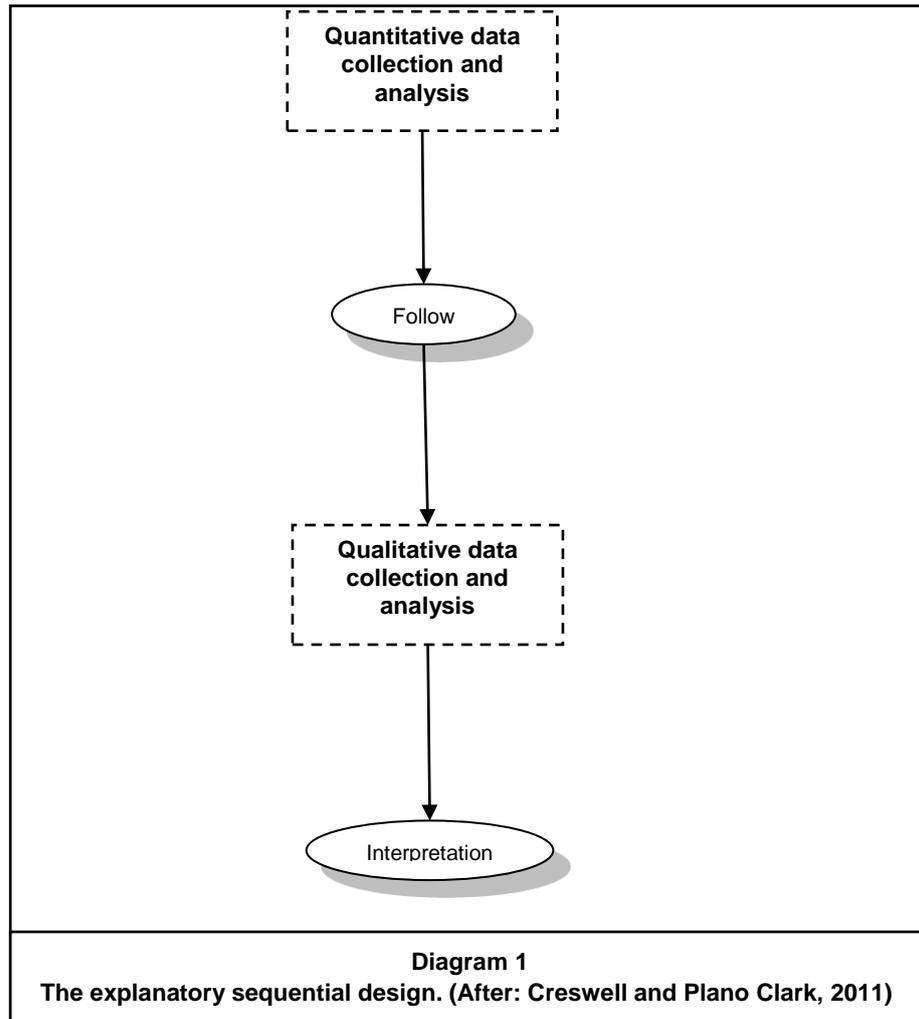
Triangulation (Jick, 1979) of quantitative and qualitative data have been incorporated into this research using explanatory sequential design (Creswell and Plano Clark, 2011) where phases are undertaken in sequential order.

The reason for collecting sequential quantitative and qualitative data brings together two types of data providing greater understanding and insight into the research topics that may not have been obtained analysing and evaluating data separately. Qualitative data can also enhance the findings from quantitative data (Taylor and Trumbull, 2005).

5.2.2 Sampling (Participants- population).

Flick (2011) advises that research can be used to identify cause and effect; operationalise theoretical relationships; to measure or quantify phenomena; and to allow for the "generalisation of findings" (p.13). However, as discussed in this study, when undertaking research in social science, it may not be possible to clearly identify cause and effect as there could be many variables that influence the findings. Therefore, this study does not seek to find cause and/ or effect. However, there is a reasonably sized sample and it may be possible to apply to a larger sample from which fuzzy generalisations can be made (Bassey, 1999) that can add to theory and existing academic literature.

Saunders, Lewis and Thornhill (2009) advise that there are two main approaches to sampling: probability and non-probability. They explain that probability sampling can be used where the population is likely to be known and that each case is equal. Non probability sampling is where the total population is not known and that it is impossible to identify statistical evaluation from the data received.

In this study, the population chosen is from a stratified random sample (for example age, gender, full time, part time, and sessional) that. Coolican (2014) defines as a "sample selected so that specified sub groups will appear in numbers proportional to their size in the target population; within each sub group cases are randomly selected" (p.61).

5.2.3 Respondent driven sampling and snowball sampling.

Wejnert and Heckathorn (2011) in Williams and Vogt refer to the term respondent driven sampling as a means of drawing out information from hidden or hard to reach populations. For example, in this study, locating all the academics could be prohibitively costly; the population of academics maybe difficult to contact; and not all academics may use or have regular access to on line professional/media. However, using on line professional media has helped increase the number of possible participants which may not have been possible before they were available.

Whereas all those who participated in the questionnaire are forwarded an e mail inviting them to participate in an interview if they so wished, a small number responded. In effect each person selected themselves.

Wejnert and Heckathorn (2011) in Williams and Vogt explain that respondent driven sampling is used through social media that can employ snowball sampling (also known as chain referral sampling). The initial set of potential participants' act as seeds (Heckathorn, 1997). They then recruit others in a second wave, who recruits a third and subsequent wave. Respondent driven sampling therefore removes the need for the researcher to locate additional participants and to access personal contacts through social media (Wejnert and Heckathorn (2011) in Williams and Vogt). In this study participants readily offered to contact his/ her colleagues demonstrating respondent driven sampling in action.

Snowball sampling has been used for many years (Coleman, 1958) and has been considered as convenience sampling. In other words, the population is not sampled in a random way. Saunders et al (2009) points out that snowballing is a non-probability sampling process in which subsequent participants are obtained via information provided by the initial respondent. The approach of snowball sampling allows messages to be passed from one person/ group to another to maximise participation in the questionnaire (Fox, Martin and Green, 2007). Within this research, those contacted using the social/professional media are asked to respond by e mail confirming that they would be interested in participating in interviews. Two of those contacted their colleagues, who in turn e mailed to confirm their willingness to participate in the interview process. This exemplifies the process of snowball sampling.

The research is therefore a mixture of respondent driven sampling, snowballing and self-selecting stratified sampling.

5.2.4 Ideographic/ nomothetic approach.

The idiographic approach focuses upon the uniqueness of an individual case while nomothetic refers to theories, or general laws, that are associated with areas such as empirical natural sciences (Windleband, 1921). Denzin and Lincoln (2002) advises that idiographic is sometimes spelt ideographic and comes from the Greek translation meaning distinct or separate. This is in contrast to nomothetic which (from Greek) means universal or general.

Wharton (2006) in Jupp (2013) separate the terms idiographic and ideographic. The distinction is that the idiographic approach refers to individuals or situations and focuses on the detail. The ideographic approach refers to graphic symbols or images that represent ideas or things. There is therefore an apparent difference of opinion with researchers as to the terms used. For the purpose of this study idiographic is used to maintain consistency and clarity.

The idiographic approach reflects on the details before moving to the general aspect and is associated with use in cognitive disciplines, including social sciences and health. It is concerned with the particular (Smith, Flowers and Larkin, 2013) rather than the nomothetic approach which relates to general laws of human behaviour (Reber, 1995).

The idiographic approach is linked with individual case studies, identifying particular traits within social research, suggesting factors related to situations and individuals (Birbeck, nd), focusing on meaning that people place on experiences. Its origins are associated with phenomenology (Smith and Dunworth, 2003) and symbolic interaction, in which meaning and order are created based upon cultural patterns, social facts and structural positions (Kontopoulos, 1993). The basis of the approach is that people are not just passive perceivers of objective reality (Brocki and Wearden, 2005). They interpret, understand and make sense of the world based upon their own biographical stories. Smith (1999) states that idiographic research should be judged upon

how illuminating it is. This requires the micro level to provide rich information, from which generalizations can be formed. This is what is undertaken in this study, looking at the qualitative data too enrich and contextualise the findings.

5.3   Rationale for mixed methods.

Creswell and Plano Clark (2011:1) argue that mixed methods is an "intuitive way of doing research that is constantly being displayed through our everyday lives".

Within this study the mixed method helps to: reinforce and strengthen findings (triangulation); expand and compliment data; allows for different focus and; helps provide greater insight into the meaning of data in which patterns may emerge (Bryman, 2004). Qualitative findings can then enrich the quantitative findings (Mason, 2006).

The overall purpose of this study is to provide new insight into the research area and to add a little more knowledge and understanding, acknowledging that opinion and belief of individuals may differ.

5.3.1 Triangulation

This study uses the mixed approach, triangulating quantitative (statistical) and qualitative (thematic) data that reinforces information and strengthens the findings. The quantitative data provides general patterns and width (Newby, 2014). The qualitative data reflects upon experience and depth (Newby, 2014) that provides insight into the information, allowing patterns to be identified. Qualitative data also helps contextualises and enrich findings (Bryman, 2004) and increase validity when interpreting the data (Orgard, 2005).

The diagram below shows the three phases associated with the research being undertaken. Phase 1: quantitative data; phase 2 qualitative data; and phase 3 triangulation of data. It also shows the

literature review that has been undertaken throughout research process.

5.3.2 The value of using mixed methods.

This study used mixed methods, which Teddlie and Tashakkori (2009:1) described as the "third methodological movement". As the researcher was not confined to one a single approach, the mixed methodology helped to address broader questions adding insight that could have otherwise have been missed (Creswell and Plano Clark, 2011). Rather than limiting research, the mixed approach is a creative and expansive approach to research (Johnson and Onwuegbuzie, 2004).

Bartholomew and Brown (2012) identified that the mixed approach provides a valuable investigative tool for those researching in areas such as psychology. The mixed approach used in this study helped identify and develop interesting points that may have not materialised if a single approach to research was used. For example, in this study, those interviewed appeared to use more than one coping strategy, whereas the findings from the quantitative data suggested that participants used one approach. Therefore, undertaking interviews helped to identify the coping strategies participants used that may have not been identified using the quantitative approach alone.

Undertaking research using mixed methods can be time consuming (Creswell and Plano Clark, 2011). Johnson and Onwuegbuzie (2004) suggested that quantitative research is regarded as the corner stone of research undertaken in social science. Whereas there are two distinct phases, the data can be integrated into a single study (Creswell et al, 2003), contextualising qualitative findings with quantitative data that can generate new knowledge (Stange, 2006).

The mixed approach used in this study: helped to inform and contribute validity (Bazeley, 2002; Denzin, 1978; Gladding, 1984); helped to

understand the topic area in greater depth (Creswell and Plano Clark, 2011; Hoover and Krishnamurti, 2010); increased confidence in findings (Creswell and Plano Clark, 2011; Tashakkori and Creswell, 2008) and provided more evidence (Albert, Trochelman, Meyer and Nutter, 2009) offsetting possible shortcomings from using a single approach (Caruth, 2013). Furthermore, this study added to existing research, informing those undertaking future research the value associated with using the mixed methods approach. This study also contributed to the existing literature, in particular that associated with mixed methodology, with the desire of encouraging researchers to continue to undertake studies associated with mixed methodology.

In this study a sequential approach was used (Tashakkori and Teddlie, 2003), first quantitative analysis followed by qualitative analysis.

Phase 1 was associated with quantitative analysis of which there were 543 respondents from which data was analysed providing findings that were used to compare with existing research. An online questionnaire/ survey was undertaken. The advantage of undertaking the online questionnaire/ survey was that it can be accessed by any person who had been contacted via LinkedIn. This enabled the questionnaire/ survey to reach academics who were located in universities around the world increasing the potential number of respondents. The traditional approach used (for example: hard copies passed to academics) would likely be more limited in number, and those located in countries such as the USA and/ or Australia may not have been included.

The value of undertaking the questionnaire/ survey provided width (i.e. number of participants) where information was explored by means of software (Statistical Package for Social Sciences, SPSS).

Phase 2 followed the questionnaire/ survey. This phase included eleven interviews from which findings were used to provide depth. The value of undertaking the interviews provided depth, helping to identify

individual feeling, thoughts and comments that may have not been identified using the questionnaire/ survey alone. The third phase in this study used the qualitative data to triangulate the data; using the qualitative data to contextualise the quantitative findings, adding value, by enhancing the capacity to generalise, and generating new ways of appreciating the context and complexity of social experience (Mason, 2006). Each of the phases are illustrated in the diagram below.

Diagram 2
Overview of research (Triangulation: explanatory/ sequential process)
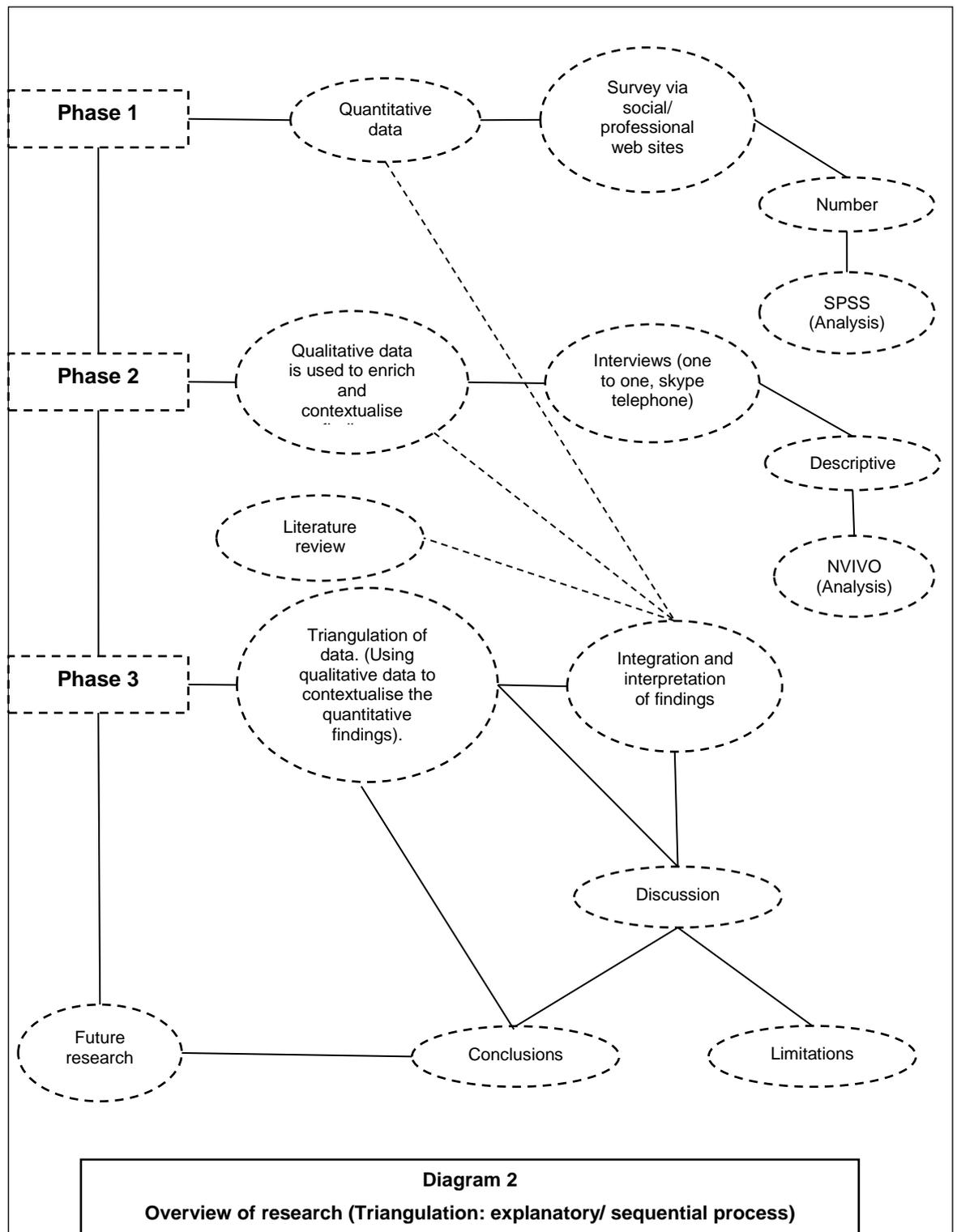
5.3.3 Phase 1: Quantitative methods

Introduction:

The first phase of this study is associated with undertaking an online questionnaire/ survey. Lee, Fielding and Blank (2008) comments that the internet impacts upon research in all fields of research and it is not

surprising that researchers have been attracted to online research methods. Evans and Mathur, (2005) argue that approximately a third of questionnaires/ surveys are undertaken online.

There appears to be insignificant difference when comparing the use of paper based and web based questionnaire/ surveys (McCabe, 2004; Carini, Haek, Kuh, Kennedy, and Ouimet, 2003; Denscombe, 2006; Fleming and Bowden, 2009). However, paper based sorting of text can be laborious and time consuming (Marshall, 2002), while, web based questionnaire/ surveys are more flexible designed for being user friendly; the software embedded into the web site allows for the data to be collected and; the time and cost of manually handling the data collection is reduced (Flick, 2011). Further, people from a much wider group can be reached without having to wait for the questionnaire to be sent out and returned.

Gosling and Johnson (2010) state that the internet, including social media, is providing a revolution in the approach psychologists undertake behavioural research. They go on to explain that the advantages of undertaking research on line can lead to the researcher reaching a larger number of people and a more diverse group. It is less costly than the traditional approach to research. It is also less likely to be error prone and feedback is immediate. A further advantage with undertaking research on line is that people may have mobile devices such as mobile telephones or tablets in which they can access information. Another advantage is that with the advent of (Wi-Fi) wireless technology, it does not rely on a person being static and having to work off a wired computer.

Tierney (2013) points out that the best way to reach a sample group is through a medium that people have ready access to. She points out that many people spend significant time online (for example: maintaining professional and social contacts) and relates to existing methodologies that use new computer software and hardware

technologies allowing the researcher to obtain data via the internet (Tierney, 2013).

Methods

This study, therefore, used professional social media allowing greater ease of communication and access with participants that may not have otherwise been possible. An online questionnaire/ survey was used, in this study, to collect structured information so that variables could be compared and measured (Seale, 2004) from which broader inferences could then be made (Silverman, 2005).

The population sample for this research was identified using social network facilities including LinkedIn to connect to academics who work in Universities anywhere in the world. This was a time consuming process and to gain in excess of 3,900 contacts took over one year. The sample chosen have expertise and experience of being academics (those employed by a university full time, part time, and hourly and who may be lecturers, tutors, instructors, researchers).

The main advantage with LinkedIn is that academics throughout the world are able to be contacted and direct links created allowing two-way communication.

The main challenge with LinkedIn was sending messages to over 3,900 people. LinkedIn provided a page with all the names listed in alphabetical order. However, it only allowed for 50 people to be group e mailed at any one time. Once the message was sent it was then necessary to open up the list of contacts in the original page again and to then scroll down to group the next set of 50 people. This was very time consuming as the list extended further into the alphabet. To reduce the time, each person was e mailed separately asking if they would like to participate in the research. They were directed to the online questionnaire/ survey, negating the need for them to identify who they were, thus ensuring anonymity and confidentiality. The sample

was self-selecting. Participation was voluntary and each individual had the capacity to make their own decision as to whether or not they would like to take part.

Self-administered questionnaires that are carried out using internet facilities should be accompanied by a covering letter or an e mail (Saunders et al, 2009) as they can affect the response rate (Dillman, 2007).

In this study an e mail (covering letter. **Appendix 1**) was sent out to contacts**.** The e mail message was also placed on professional and social media groups including those shown in the table below:

Table 20		
Professional and social media groups contacted/ LinkedIn in this study.		
No	**Group**	**Membership number** (Questionnaire/ survey carried out 12th October 2014 to 4th December 2014).
1	Academy of management (AOM)	12,330 members
2	Academic search international	463 members
3	Academic publishing international	1,316 members
4	Academic researchers	3,069 members
5	Andragogy	6,286 members
6	British Journal of Management	1,892 members
7	Business Academia	Membership pending
8	Career Academies UK: supporters	419 members
9	CIPD	31,672 members
10	CIPD conferences and exhibitions	4,824 members
11	CIPD Northants branch	452 members
12	Coventry University	262 members
13	Critical Discourse Analysis	5,744 members
14	Doctorate Business DBA	2,914 members
15	Education management professionals	Membership pending
16	Engage learning	373 members
17	Entrepreneurship education	1,013 members
18	European Association for Practitioner Research on improving learning	4,799 members
19	Harvard Business Review	1 million members
20	HETL International Teaching and learning	1512
21	HETL Scholarship of teaching and learning	2,333 members
22	Higher Education Academy	8,026 members
23	Higher Education management	74,299 members

24	Higher Education Research network	1,820 members
25	Higher Education Teaching and Learning	49,273 members
26	International Online Tutors Association	2,482 members
27	International Professors Project	5,070 members
28	Leaders in Higher Education	Membership pending
29	Learning in Higher Education	6,512 members
30	Lecturers and Instructors in Humanities	4,220 members
31	Linked:HR (#1 Human Resource Group)	937,899 members
32	Online teaching	Membership pending
33	Pedagogy and Human Science	1,030 members
34	Professor expert	14,224 members
35	Professor/ lecturerIOD.....	15,043 members
36	Psychology Teaching network	1,989 members
37	Quality in higher education	4,449 members
38	Research methodology and statistics in the social sciences.	51,209 members
39	Society for teaching and learning in higher education	5,357 members
40	Society of Emotional Intelligence Network	1,590 members
41	Teaching jobs educational teacher research faculty University college	36,346 members
42	The British Sociological Association	2,773 members
43	The Emotional Intelligence Connection	8,051 members
44	The Emotional Intelligence Network	51,383 members
45	The Emotional Intelligence Network- Middle East and Africa.	1,296 members
46	The Open University Associate Lecturers Group	3,472 members
47	The Teaching Professor	72, 272 members
48	Trait emotional intelligence	Membership pending
49	Uniresearch Academicians/ faculty/ lecturer.	Membership pending

ResearchGate and Academia.Edu were also used in this study. ResearchGate, identifies 342 people being followed and 39 people following. These sites appear to rely more on people connecting to the sites (one-way communication) and differs from LinkedIn where people can be linked to directly, allowing two-way communication. On Twitter, 392 people were shown to be followed and 68 people following. Twitter was used as a supporting means to inform people of the location of the questionnaire/ survey. Facebook was also used, and, similar to Twitter, it relied on people following. Facebook was, therefore, used as a supporting means to direct potential participants to the on line questionnaire/ survey.

Zappala and Carden (2010) explains that LinkedIn focuses on professional networking whereas ResearchGate and Academia.Edu allow for academics to upload and share professional articles. In this study, using professional social media helped maximise the number of participants; as it allows access to participants that may not have been possible using traditional approaches. Considering the small numbers of people connected on ResearchGate and Academia.Edu, Twitter and Facebook, LinkedIn appeared to be the best source of potential participants. LinkedIn was therefore used as the main method of communication with possible participants.

Prior to uploading to an online survey, the questionnaire was drafted in Word format and passed to friends, family and colleagues for their feedback.

A copy of full questionnaire/ surveys of the Copenhagen Psychological Questionnaire (COPSOQ, 2003) and Work related rumination questionnaire (WRRQ) (Querstret and Cropley, 2012) were included in the first draft, which had been passed to family members. Family members took between 40 minutes and 1 hour 10 minutes to complete. They suggested that it was too long and needed to be shortened as academics may decide not to complete and return commensurate with their other responsibilities and commitments. Family members also questioned the need for including the full questionnaires as that which appeared to be relevant to this study included emotional demands (COPSOQ, 2003) and Home/ work recovery (Querstret and Cropley). Reflecting on the suggestions, extracts of the aforementioned questionnaires/ surveys were included, which were subsequently published online.

Questions that were in one of the first drafts requested each participant to identify their nationality and country in which they worked. The reasoning was that the findings identified in this study could be

associated with culture and cultural background. However, colleague's suggested that "culture" and "cultural background" were not associated with the questions in this study and they suggested that these questions are not needed. Furthermore, a person may have been born in one country but had moved to another country and lived there for many years after completing university. Alternatively, a person may have been born in one country and moved with their parents when they were children. To add to the challenge of analysing and evaluation of data a person may have moved from one country to another several times over their life time or they may have recently moved. The points made were noted, and on reflection, they were taken out.

A further advantage of undertaking pilot questionnaires/ surveys with family, friends and colleagues was that spelling and grammatical errors could be identified and removed.

A number of organisations (for example: Surveymonkey.com, Keysurvey.co.uk, freeonlinesurveys.com, smartsurvey.co.uk, questionpro.com and sogosurvey.com) facilitate the use of online questionnaires/ surveys. Pilot tests were initially undertaken on each site. Colleagues with experience and expertise, in information technology, and of undertaking research online, were also approached for their advice and thoughts. Services are similar for each one. Each colleague advised that they like to use Bristol Online Services (BOS), for its user friendliness and ease of accessing data. Reflecting on the research and advice received, Bristol on line surveys (BOS) was used. Open and closed questions were used in the survey/ questionnaire. A copy of the questionnaire/ survey is shown at **appendix 1**.

The questions were coded to enable analysis of data using SPSS. Questions asked were built on Likert scale responses that were academically developed, tried, and tested. For example: stress/ coping (Carver et al, 1989); managing emotions (Petrides, 2009a); PSS (Cohen et al, 1983), emotional demands (COPSOQ) (The Copenhagen

Psychosocial Questionnaire, 2003), and home/ work recovery (Querstret and Cropley, 2012).

Cohen, Manion, and Morrison (2007) refer to three factors that should be considered when undertaking a questionnaire/ survey. These are: 1) The aim of the survey; 2) The population in which the questionnaire/survey is carried out; 3) The cost of carrying out the questionnaire/ survey. They go on to explain that questionnaires are a good way of gathering data at a particular time with the purpose of "describing the nature of existing conditions" (p. 205).

In this study, the questionnaire/ survey was carried out over 7 weeks and the interviews are carried out over a period of 5 weeks. Therefore, the historical effect may have little or no influence. It is acknowledged that in this study questions are fixed within the questionnaire/ survey and once released cannot be changed. Therefore, the questionnaire/ survey may not provide sufficient information to be able to explore how and why a person feels a certain way and may not provide sufficient depth (Clough and Nutbrown, 2002). Therefore, qualitative research was also undertaken in this study, which allowed for participants to provide views, thoughts and feelings; giving greater depth, and helping to contextualise the findings through interviews.

Instruments used.

Questionnaires/ survey sources that are academically reputable were selected and incorporated into a wider questionnaire/ survey. These include: Carver et al (1989) stress/ coping, Petrides (2009a) (Version 1.50- TEIQue-SF), Cohen et al (1983) Perceived Stress Scale (PSS), an extract from the Copenhagen Psychosocial Questionnaire (COPSOQ) (2003), and an extract from Querstret and Cropley (2012) home/ work recovery.

Consideration was given to asking participants to complete the full version of the COPSOQ (2003), and Querstret and Cropley (2012)

home/ work recovery questionnaire. However, in initial tests carried out it was found that it was very time consuming for participants to complete and they could decline or partially complete the questionnaire/ survey. Extracts were therefore identified that were considered most relevant and incorporated. This is a limitation in this study as it adds to the challenge of comparing and contrasting with existing research where the full questionnaire is used.

In the first phase (quantitative research), data was collected from social media web sites including: LinkedIn, Twitter, Facebook, academia.edu using existing questionnaires incorporating the following:

- **Coping**: Carver et al (1989). It assesses how people cope-COPE (Coping Orientation of Problem Experience) and is cited in over 400 publications (Simmons and Lehmann, 2013). It is also used globally and under different settings. COPE assesses individual differences in the coping process, measuring ways in which people respond to stress. It measures problem focused coping and avoidant coping and the ways people respond to stress and asks the participant to respond to questions associated with their feelings and thoughts over the previous month. The COPE is made up of 60 self-report measures using a four point Likert scale which ranges from 1 = "I usually don't do this at all" to 4 = "I usually do this a lot."

- **Managing emotions**: Petrides (2009). (Version 1.50-TEIQue-SF). Petrides and Furnham (2001) advise that the TEIQue is constructed to provide comprehensive coverage of the trait domain. The short 30 item questionnaire, used in this study, is based upon the long questionnaire of the TEIQue (Petrides and Furnham, 2003). It assesses how participants (academics) manage their emotions and is designed to assess global trait emotional intelligence.

- **Perceived stress**: Cohen et al (1983) Perceived Stress Scale (PSS) assesses the global measure of perceived stress and asks participants about their thoughts and feelings about their life and job, over the previous month. The higher the score the greater the person's perception is of how stressful their life is. The PSS is a self-report questionnaire/ survey that is designed to measure psychological stress over the previous month. This includes general items, rather than specific experiences or events. The table below provides examples of the strategies associated with the PSS.

Table 21		
Perceived Stress Scale (PSS)		
No	**Coping strategy**	**Description**
1	Self-distraction	Trying to take one's mind off it
2	Active coping	Concentrating on doing something about it
3	Denial	Refusing to believe it's real
4	Substance use	Use of alcohol/ drugs to make things better
5	Emotional support	Gaining comfort from someone else
6	Instrumental support	Gaining advice from others.
7	Behavioural disengagement	Given up trying to deal with it
8	Planning	Coming up with a way to deal with it
9	Venting	Expressing negative feelings
10	Positive reframing	Seeing things from a positive point of view
11	Humour	Making jokes/ fun of it
12	Acceptance	Accepting that it has happened and live with it
13	Religion	Finding comfort in religion or spiritual beliefs
14	Self-blame	Blaming oneself
Source: Cohen et al (1983)		

The brief P.S.S. inventory includes 28 items and 14 sub scales including two items. The subscales include: self-distraction (SD), active coping (AC), denial (D), substance use (SU), use of emotional support (ES), use of instrumental support (IS), behavioural disengagement (BD), venting (V), positive reframing (PR), planning (P), humour (H), acceptance (A), religion (R), and self-blame (SB). Each scale is made up of two items 0 = "never" to 4= "very often.

- **Emotional demands**: The extract is from the Copenhagen Psychosocial Questionnaire (COPSOQ) (2003). It is a questionnaire on the psychosocial working conditions

together with health and well-being. Whereas there have been subsequent amendments to the COPSOQ, this research is focused on the four questions associated with emotional demands.

- **Home/ work recovery**: The extract from the Querstret and Cropley (2012) questionnaire asks participants about their home to work recovery; how much work may affect them when they get home and if their free time. This part of the questionnaire/ survey, therefore, seeks to assess and evaluate how people experience recovery from the pressures of work.

In this study, the questionnaires/ surveys associated with managing emotions (Petrides, 2009a) part C, and PSS (Cohen et al, 1983) part D, required several of the scores to be reversed to enable analysis and evaluation to be undertaken using SPSS. Once this was undertaken totals were calculated and data obtained, analysed and evaluated.

Sample size and response.

Alter (2015) advises that LinkedIn is the largest professional contact/ networking sites and is found to be the most successful means of gaining access to potential participants. In excess of 3,900 potential participants were contacted via LinkedIn together with 45 organisations. 6 further organisations were approached prior to the commencement of the questionnaire/ survey. However, membership remained pending throughout the period and it was not possible to gain data from these sources. Messages were also placed on social media platforms: Twitter, Facebook, ResearchGate and Academia.Edu. These provided limited responses as there was a limited number of people connected to each site.

The questionnaire/ survey was live from the 16th October 2014 and was initially planned to run until the 7th November 2014. It was found that

the best approach, and least time consuming, was to e mail people individually using LinkedIn. It took approximately 10 days to contact all those on LinkedIn. Reminder e mails were also sent out, as recommended by Walker (2004). This was undertaken after a period of 3 weeks, which took another 10 days. It was felt that keeping to the 7th November 2014 deadline would give participants less time to respond and with other pressures experienced they may prefer not to complete and return. It appeared that other questionnaires/ surveys were also being undertaken at the same time and it was felt that potential participants may not respond so readily to questionnaires/ surveys being released at the same time, due to pressure on their time, work, social, and other commitments.

To try to maximise returns, it was considered sensible to extend the closing date to the 4th December 2014. The reminder was sent out week commencing 1st November 2014 (**Appendix 2**). This then gave time for participants to respond, commensurate with their other responsibilities. Comments received during the time the questionnaire/ survey was open are shown at **appendix 3.**

The selection of participants ranged from 24 to 78 for the questionnaire and 29 to 58 for the interviews. Total sample size was 533 (100%). The gender difference was 244 (45.78%) male and 289 (54.22%) female. The interviews incorporated 5 males and 6 females. It is considered to be a reasonable sample size, balance of age and gender difference minimising possible bias.

5.3.4 Phase 2: Qualitative methods
Introduction

Following phase 1 in which the questionnaire/ survey was undertaken, phase 2 follows in which interviews are carried out. The interviews provide depth that includes personal thoughts and feelings that may not be identified with the quantitative/ qualitative study alone.

Qualitative research has become a prominent approach when undertaking social science research (King and Horrocks, 2010) and interviews are essential to provide knowledge of the social world (Kvale, 1996). Smith et al (2013) and Yin (2003) recommend that to gain in depth analysis of a person's thoughts and views case studies should be carried out by means of carrying out interviews.

Qualitative research is concerned with the meaning and how others make sense of the world around them (Willig, 2008). Research associated with qualitative data is associated with subjectivity. Subjectivism is defined as "An ontological position that asserts that entities are created from the perceptions and consequent actions of those social actors responsible for their creation" Saunders et al (2009:601). The objective of qualitative research is not to predict but to explain and describe events and experiences (Willig, 2008).

The purpose of undertaking qualitative research is to delve deeper into how people cope with particular experiences and to find out how they think and feel. The research allows categories to emerge that can be evaluated against the context from which they come enriching the findings (Smith, 1996).

Kahn and Cannell (1957) state that: interviews are purposeful discussion between two or more people. It allows the researcher to gain an insight into how another person(s) feels and thinks.

This study sought to find out how individuals felt, and the qualitative analysis undertaken in this research reflected upon human experience and events (Coolican, 2014) providing greater insight into particular experiences (Seale, 2004), and revealing information that may not have been identified in the questionnaire. It also allowed for questions to be amended/ added/ expanded during the interview process.

Semi structured interviews were undertaken in this study, as it was felt that structured interviews would not allow sufficient flexibility and would not give sufficient depth of information. It was also felt that unstructured interviews would be too flexible and there would be insufficient control. Willig (2008) explains that semi structured interviews combine features from formal and informal interviews. For example, formal aspects of semi structured interviews include a time limit for the interview, specific roles for the researcher and participant (interviewer and interviewee), together with an interview agenda. The informal aspects of a semi structure interview include open ended questions with the focus on narrative and experience. It is more of a conversation where the researcher listens. An advantages of a semi structured interview is that it provides flexibility in which the researcher can ask follow up questions. It can lead to unexpected results coming to light enhancing findings (Hair, Celsi, Money, Samouel and Page, 2011).

In this study, questions were mainly open ended and the style of the interview non-directive (Brocki and Wearden, 2005); the purpose being to elicit the participants own story. The questions were designed to be as short as possible to maximise the time for participants to respond.

This study therefore made use of semi structured interviews, focusing on in depth qualitative analysis of a number of people working at Universities. The purpose of this was to find out personal experiences and knowledge that could then be thematically identified with the support of the specialised computer software (NVivo, version 10). In this study, the software helped to undertake rigorous analysis and to speed up handling of large data (Silverman, 2005). Silverman (2005) adds that NVivo helps to visualise data by mapping ideas with nodes that are associated with underlying data that are containers for categories.

Prior to the interview participants were advised that the digital recorder could be turned off at any time during the interview if that being said

was considered to be too sensitive. It also placed the participant under greater ease, relaxing them; thus more information could be obtained. Interviews were all digitally recorded/ videoed allowing focus and then transferred to a PC for storage during the research process.

Pilot interviews.

Magnusson and Maracek (2015) recommends that pilot interviews should be carried out allowing for feedback and revisions to be made before the actual interviews are undertaken. In this study, pilot interviews were, therefore, carried out first prior to the "formal interviews" ensuring that the appropriate questions were asked and that the content and context of the questions were relevant (Cannell and Kahn, 1989). However, before the first pilot interview was carried out the questions were "tested" with friends and family. Feedback, timing, wording and context were continually reflected upon until it was considered to be a reasonable schedule on which the first pilot interview could be undertaken. Pilot interviews were, therefore, an excellent way to develop and fine tune the process and content (Carson, Gilmore, Perry and Gronhaug, 2005).

In this study, pilot interviews were initially undertaken person to person. Body language could be seen by interviewer and interviewee However, the disadvantage was that no matter which room was used to undertake the pilot interviews, interruptions were experienced. For example: people came in the room, the landline phone rang, and other work distracted the participant. Noise was also experienced from students and colleagues from outside the room and this appeared to cause distraction. The lesson learned from this was that interviews need to be carried out in a peaceful environment, possibly away from the university. Note taking was undertaken in the pilot interviews. However, at times, focus was directed to note taking rather than on the participant and focusing on interaction. Greater eye contact could have been made. Note taking was, therefore, discontinued giving the participant full attention of that being communicated.

The experiences from the pilot interviews were noted and action taken where appropriate. Examples are shown in the table below.

Table 22		
Lessons learned from pilot interviews		
Experience	**Action**	**Lesson learned**
Pilot interviews transcribed and backed up on home PC. (Back up on external hard drive would be done the following day). The following day the password protected computer is found to be frozen and would not operate.	Computer passed to the University IT Department who found that the hard drive had been burned out and is no longer accessible. Digital recordings are lost.	The lesson learned is to back up on a separate PC. This is undertaken from this point forward.
Participants asked that they be given a copy of the interview questions prior to the interview to give them time to think about them.	Copies of interview questions are sent to the participant prior to the interview	Whereas interview questions are sent prior to the interview it is found that several did not look at them.
Interview questions need to flow and link within the context of discussion	Interview questions are developed and firmed up from experience.	To acknowledge that questions asked are likely to change/ be amended during the interview process.
There is a feeling of apprehension of undertaking interviews due to lack of experience	Undertaking pilot interviews provided good experience	To ensure that when interviews are carried out that pilot interviews are an essential part of the process.
Questions appear to overlap where the same thing is asked but in a different way.	Questions amended	To check and read through questions
The participant may provide an answer to a question before it is asked (incorporated into another answer).	This is found to be the case in pilot interviews and "formal" interviews. Therefore, a subsequent question does not need to be asked if they have already responded	It is essential to listen to the responses to acknowledge that this has happened so as not to ask the question.
Rooms are arranged in which participants could be interviewed. However, there are disturbances where people came in the room, the phone rang, extraneous noise from outside the room	Rooms for interviews are sought where there would be no interruptions. However, interruptions continued to be experienced.	To try and interview participants in a more "secure" environment in which there is less disturbance. It is felt that Skype could be used to interview people at home and outside normal office hours. Skype and telephone are used for the formal interviews
Pilot interviews are carried out on campus at University. However, it is acknowledged that "formal interviews" would be carried out where participants could be in another part of the country, continent or world- which happened to be the case.	Experience using Skype is undertaken prior to the formal interviews to gain experience with technology.	That the advantage of Skype and telephone allowed people to be interviewed in a more conducive environment. However, they do not allow for direct personal contact allowing for full body language to be observed.
	Participants are advised that interviews would be	To acknowledge that time needs to be given

	approximately 40 minutes. The diary is kept blank for a period of 2 hours. Allowing sufficient time for participants to offer their thoughts.	for participants to answer questions and time given if the interview over runs. Do not rush.

Formal interviews.

This study used one to one interview which allows the participant to share their feelings and thoughts (Reid, Flowers and Larkin, 2005). Participant were forwarded a copy of the questions to be asked during the interview several days in advance giving time in which to think over the questions. The interviews included a critical incident log in which participants were asked to reflect on personal experiences associated with how they coped with events and situations. Semi structured (formal) interviews were carried out in March 2015 and with the help of NVivo, thematic analysis (TA) was undertaken.

The formal interviews were carried out using Skype or landline telephone as the participants were located in different parts of the world. Meeting participants could have been costly and time consuming. The landline telephone was used on one of the formal interviews. The advantage with using the telephone was that the participant could be contacted without them having to be next to a PC or mobile device. However, there were occasions where the words could not be heard on the playback tape due to breaks in technological communication. This was only identified when transcribing and listening back to the conversation. Whereas recordings were made on separate devices they each picked up the communication breaks. Whereas this was acknowledged the breaks were very short (less than a second) therefore information could be gained from which themes could then be identified.

Skype was found to be the most useful means of gather data which has become a popular approach to carrying out interviews making use of online technology that is low cost (Bhopal, 2016).

In this study, interviews were carried out where both parties were at home or outside normal office hours so as not to be disturbed by extraneous factors. The interviews were recorded using two hand held digital devices and one software device. Within 48 hours of each interview, the recording was transcribed while fresh in the memory (Collins and Nicholson, 2002) and was sent to the participant for them to check and amend. Pseudonyms (letters) were used to protect the identity of each participant. Data was held securely and stored and was transported according to the Data Protection Act 1998. The transcripts were then imported into QSR International, NVivo (version 10) software programme. The software allowed for the collection and handling of information that included categorisation of themes and coding of the interview transcripts, so as to manage the data (Kvale, 1996).

Interview participants (population / case studies).

Brocki and Wearden (2005) provide examples where in one study one participant is interviewed (Robson 2002) whereas in another study 30 people are interviewed (Collins and Nicolson, 2002). The largest number of transcripts identified is 48 (Clare 2002, 2003). Smith and Osborn (2003) advise that there is no correct sample size. However, there does appear to be a consensus where smaller sizes are emerging (Brocki and Wearden, 2005; Reid et al, 2005; Smith, 2004). As advised by Smith and Osborn (2003) a smaller sized sample can provide sufficient perspective subject to adequate contextualisation been given.

In this study, a total of 15 people originally offered to be interviewed. 2 people, subsequently, responded to the follow up e mail. Reminders were, therefore, sent out approximately 10 days after the first e mail. 9 people responded. 2 further participants (snowball) were added to those interviewed after they we referred on by 2 of the 9 participants. In total 11 people were interviewed. Each interview was approximately 40 minutes. 7 participants were interviewed in the UK by skype and 1 by

telephone. 3 others were interviewed via Skype who were located in Portugal, the USA, and Germany.

The table below provides a summary of those interviewed

Table 23	
Summary of those interviewed	
Item	**Total**
People interviewed	11
Length of interviews	23.06 minutes to 1 hour and 11 minutes
Average length of interview	43 minutes
Ages of those interviewed	29 to 58 (2 people did not provide age)
Average age	47 (2 people did not provide age)
Male/ female	5 males. 6 females
Full time/ part time	9 full time. 2-part time/ temporary
Roles	2 Head of Department; 1 professor; 8 lecturers
Participants location when interviewed	8, UK, 1 Portugal, 1 USA, 1 Germany

Table 24						
Additional data of those interviewed						
Stage and case study number	**Participant code**	**Gender**	**Length of experience (years)**	**Age/ age group (where provided)**	**Full time/ part time**	**Current role/ job**
Pilot interview 1	CL	Female		51 to 65	Full time	Lecturer
Pilot interview 2	LK	Male		51 to 65	Full time	Lecturer
Pilot interview 3	PJ	Female			Full time	Lecturer
Pilot interview 4	MH	Female			Full time	Lecturer
1.1	CC1	Male	3		Full time	Lecturer
1.2	FR1	Female	11	40	Full time	Head of Department
1.3	WP1	Male	6	58	Full time	Lecturer
1.4	MA1	Male	31	57	Full time	Head of Department
1.5	LB1	Male	2	29	Full time	Lecturer
1.6	WA1	Male	8	39	Full time	Associate Professor
1.7	MA(2)1	Female	6	46	Full time	Lecturer
1.8	HL1	Female	25 approx. (with time out for family)	57	Adjunct/ part time/ temporary	Lecturer
1.9	WI1	Female	10 approx. (with time out for family)	46	Part time/ temporary	Associate Lecturer
1.10	ML1	Female	7		Full time	Lecturer
1.11	SS1	Female	7	54	Full time	Lecturer

Those interviewed were considered to be a reasonable representation of gender age and length of experience providing rich data to help contextualise the discussion. Examples of interview transcripts are shown at **appendices 9** and **10** (MA1 and SS1 respectively).

Themes

Bryman (2012) comments that thematic analysis is one of the most common approaches to analysing qualitative data. It allows for ideas and themes to be identified which can then be interpreted (Stone, 1997). Reliability is an important factor as interpretation may vary across those analysing the data (Namey, et al, 2008).

The advantages of using thematic analysis is that it is flexible and can be used in different circumstances (Bryman, 2012). It can also provide meaning when summarising and organising findings from large data (Pope, Mays and Poay, 2007). A limitation of using thematic analysis is that it does not necessarily lead to the production of a theory and may conclude with identifying the obvious (Coolican, 2014). However, this is not the purpose of undertaking interviews in this study.

This study identified common themes (repetition) (Shaw, 2010) where similarities/ differences were identified (Ryan and Bernard, 2003). The initial analysis of the interview transcripts reflected broad themes (free nodes) that were subsequently developed and refined to produce sibling nodes; nodes that provided hierarchical categorisation of the broad themes. A diagram/ model was developed identifying possible associations and theoretical links (Bazeley and Jackson, 2013). It helped to explain how the nodes fitted together, providing a story. This could then relate back to the research questions. The diagram/ model is shown below. The diagram is used to help themes emerge from the interview transcripts.

Diagram 3
Diagram/ model (To help develop themes)
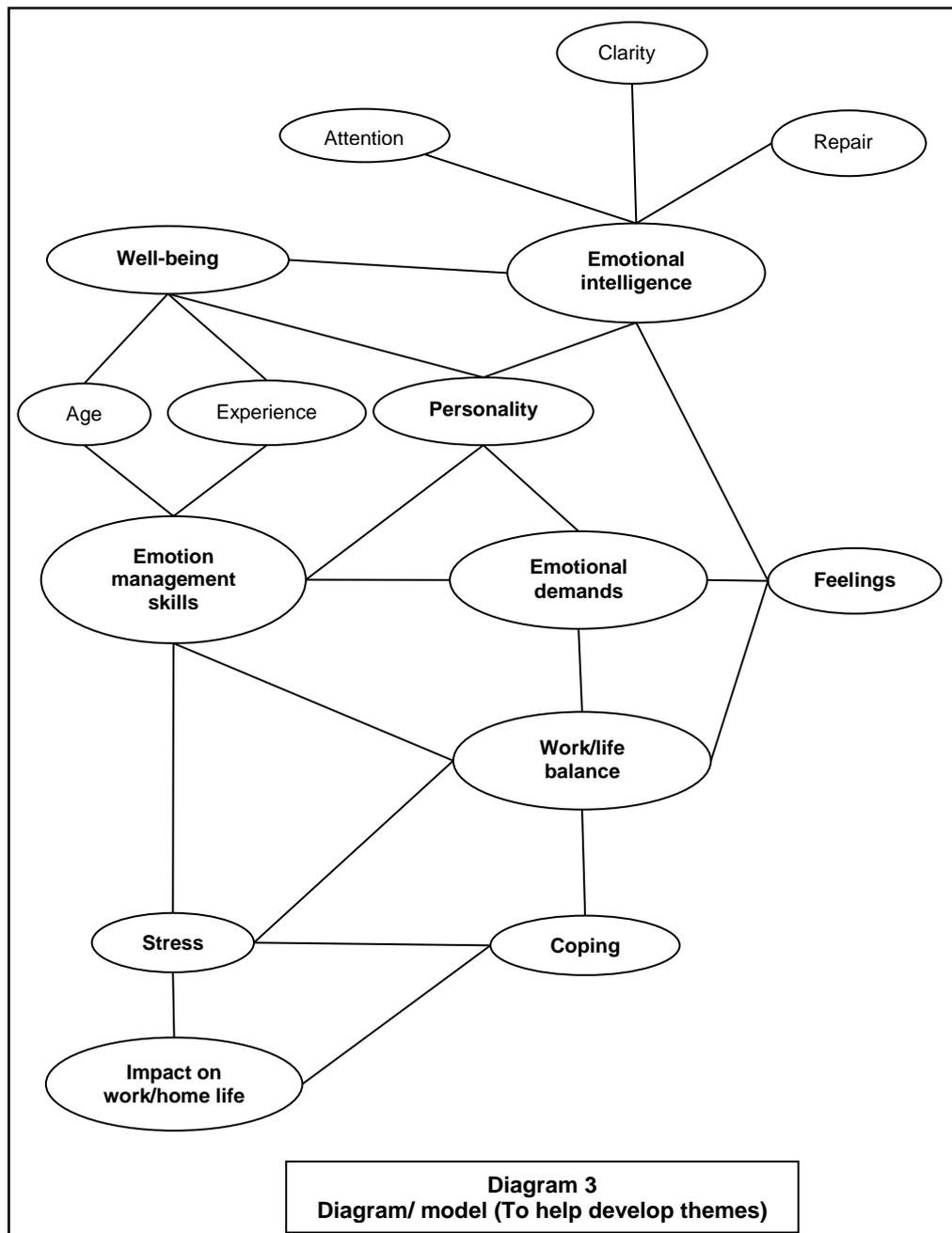
Following the completion of the interviews, themes linked to emotional intelligence and academics emerged that include 1) attention to moods (paying attention to feelings); 2) clarity (being able to discriminate feelings) and; 3) mood repair (regulation of negative feelings). The sub themes emerged from words and expressions used by academics related to emotional intelligence, which also linked to the theoretical sources used in this research including: stress/ coping (Carver et al, 1989); managing emotions (Petrides, 2009a); PSS (Cohen et al, 1983),

emotional demands (COPSOQ) (The Copenhagen Psychosocial Questionnaire, 2003), and home/ work recovery (Querstret and Cropley, 2012).

This then provided valuable information to develop and contextualise the findings. The overarching theme of emotional intelligence was linked to the themes and sub themes shown in the table below.

Table 25	
Themes and sub themes of qualitative data analysis	
Theme (node)	**Sub theme (includes specific examples)**
Emotional intelligence	Participant's understanding of emotional intelligence, participant's understanding of someone who is emotionally intelligent
Attention	(Being aware of who I am),
Clarity	(Being able to discriminate feelings)
Repair	(Mood repair)
Challenging experiences	Financial resourcing, Long hours, Marking, Personal life, Physical manifestations, Politics, Responsibilities, Staffing, Students, Teaching
Coping	Exercising, students, problem focused, emotion focused
Emotional management skills age/ career	
Emotional demands	Students
Feelings	Moods and negative feeling, Questioning oneself, Positive feelings, Venting, Context, frustration, sadness, anger, worried, attention, clarity, empathy
Interpersonal relationships	Experiences, context, students, staffing, colleagues, management responsibilities
Stress	
Well being	Physical activity

5.4 Reliability and validity

5.4.1 Reliability.

Reliability "indicates the degree of exactness in measurement (precision of an instrument)" Bortz and Doring (2006:196). Easterby-Smith et al (2008) identifies three questions associated with reliability. These are: 1. Will measures give the same results at other times and occasions? 2. Can similar observations be achieved by others? and 3. Is there clarity as to how sense is gained from the original data?

As with this study, it is acknowledged that reliability may not be achievable based upon the above points. For example: it may not be possible to repeat the same study again where the same people are

included in the population sample. Even if they are chosen each person may have a different view and thoughts that may differ as to how they answer the questions and respond in interviews. Furthermore, other researchers may review the data and arrive at different conclusions as could the author of this study. However, they may have a different viewpoint and understanding of the data. The third point identified above is associated with clarity. It is felt that that this study does provide explanation and hopefully clarity to the process, findings and evaluation.

People are not "instruments" (Bortz and Doring, 2006:196) and people cannot be compared to instruments. Exactness and precision are unlikely partners in social science. Participants are not in a laboratory where tests can be repeated under the same conditions. It is felt that to achieve the three questions asked by Easterby-Smith, Thorp, Jackson and Lowe (2008) is not really achievable when undertaking social research. It is therefore a welcome comment by Willig (2008) who argues that researchers are less concerned with reliability.

Reliability of scale helps to identify how free the sample is from random error. Type 1 errors were checked to find out if there are differences between groups (when they don't) and type 2 errors were checked to find out where they do not differ (when they actually do). Tests included checks on sample sizes, effect size (eta squared- difference between groups). Landers (2013) define between groups as the greater the difference (variance) between the means the more likely there is to be a statistical significance. Between groups is used when there are different participants within a group (for example academics with 5 years' experience compared to ones with 25 years' experience). Landers (2013) explain the term "within groups" as the difference of members in each group may vary one from another. "Between groups" and "within groups are checked in this study.

Internal consistency, that includes Cronbach's alpha, was also checked which Wasserman and Bracken (2003:55) describes as the "degree of uniformity and coherence amongst its constituent's parts"; the purpose being to find out the degree that items within scales measure the same attribute. In other words, the measure of correlation between items within a scale (Andrew, Pederson and McEvoy, 2011).

In this study, comparisons were made with items and overall scores from one group (academics). Hinton (2014) advises that reliability can be investigated by examining the relationships between the items and the overall score, which has been undertaken in this study. This study invited in excess of 3,900 people to participate with a sample size of 533. The sample size was considered to be reasonable and should, therefore, provide a good snap shot of how people feel.

Whereas emotions may change over a period of time (they may change during the day) the overall responses to personality related questions should remain similar.

This study acknowledges the possibility of error and bias. For example: error can occur if a participant misinterprets or misunderstands an experience. It may not be with intent. However, this error could bias their answer. Error and bias could occur due to how the person is feeling at the time and influence his/ her response. The participant may not wish to admit the truth and simply lie. This can apply to every single person. However, with research associated with human being's errors and bias may always exist.

When undertaking research with people error and bias may occur and this has to be acknowledged with the research. Further research is always helpful to help confirm or deny the findings.

5.4.2 Validity.

Saunders et al (2009:157) define validity as "concerned with whether the findings are really about what they appear to be about". There are two main areas in which validity can be assessed. These are external validity and internal validity. Coolican (2014) advises that validity is to do with the truth of interpretations a researcher makes when comparing the independent and dependent variables. She goes on to say that the threats to the validity of the research are related to the interpretation of results.

Validity is considered within the context of this study. Coolican (2014:109) defines external validity as an investigation that can be "generalised beyond the exact experimental context". There are three main areas of external validity. 1. Population validity (Bracht and Glass, 1968); 2. Ecological validity (Brunswick, 1947); 3. Historical validity (Coolican, 2014).

Population validity is where it is possible to generalise and to extend out to other populations. Ecological validity is where the findings can be extended beyond the present and historical validity is where the findings can be generalised across time (Coolican, 2014). The challenge is that each person has their own way of thinking and understanding of the world around them and this can change one moment to the next.

This study focused upon academics in Universities. Whereas, the findings provided a reflector of those who participated, and it is felt that the sample size used in this study allowed for possible generalisation, it may not extend to all academics in different universities around the world. Further research is, therefore, required to build upon this study. External validity may therefore be a concept that is unrealistic when associated with social science.

Coolican (2014) advises that internal validity can be identified where manipulation of the independent variable (ID- e.g. male/ female; age)

can cause an observed change in dependent variable (DV- i.e. emotional intelligence, coping, perceived stress). If this occurs, then there is internal validity. However, it is necessary to determine if there is a causal link between manipulation of the variables. In other words, there needs to be a relationship. This was undertaken in this study where data was drawn from different sources and triangulation of quantitative and qualitative data undertaken, assessing and evaluating the findings.

Threats to validity may occur and this study includes examples. For example, attrition occurred. Of those who originally advised that they would be happy to be interviewed 4 did not respond to subsequent e mail invitations to participate. In this study, 3,900 were invited to participate in the questionnaire, of which 543 actually participated. This is considered to be a reasonable sample and correlation was found between managing emotions and perceived stress. The sample size and instruments used, therefore, provide confidence in the validity of this study.

The passing of time is another example that can affect the way a participant views a particular experience. The process occurs notwithstanding the person being interviewed. Trust is placed in the person to be able to remember events, experiences and how they felt. However, they may remember differently to that which was experienced at the time. The participant may not clearly remember the event as it happened. He/ she may misinterpret how they felt at the time. The participant's more recent experiences could also influence the way they view earlier experiences. These are examples of what may have occurred in this study. This is acknowledged as a challenge when undertaking social research.

It is acknowledged that there is an error in the questions asked in Home/ work recovery (Querstret and Cropley, 2012), where "0" should

have been "strongly disagree" rather than "strongly agree" as shown in the table below.

Table 26	
Home/ work recovery (Querstret and Cropley, 2012)	
Response code	**Response**
0	Strongly agree
1	Disagree
2	Neither agree or disagree
3	Agree
4	Strongly agree

This error is identified by a number of participants. The information in the questionnaire was checked and rechecked before going live, however this error was missed. Once uploaded to BOS (Bristol on line services) and made live it was not possible to amend information. Consideration was given to aborting the questionnaire and starting again. However, by the time the error was identified approximately 100 people responded, and to abort the questionnaire at that time would have required those who had already responded to input the data again. Rather than aborting the questionnaire a sentence was added to the e mail sent out to potential participants advising them of the error: "*Please, also, note the typographical error on question 16- 0 should be = strongly disagree not agree*". However, a few participants continued to identify the error in the questionnaire/ survey and responded with comments such as:

- "*your answer code of question 16 code 0 is not correct: I think it has to be "strongly disagree" instead of "strongly agree" Concerning questions 14/15: I just saw that the answer code are revised. I hope more people will notice that otherwise the answers are not viable*!
- "*please note that item 16 is unclear re response alternatives.*"
- "*There is a mistake in the description of the scales in Qu 16 above*"
- "*For q 16 0= strongly agree 4= strongly disagree- that is how I answered the question*"

- *"First Answer of question 16 is not "strongly agree", but "strongly disagree"*

- *"Error in your Likert scale on number 16 0= strongly disagree not agree!*

- *I think there's a typo in response '0' to question 16 -should be 'disagree', not 'agree".*

- *"You flipped the scale in the middle of your survey. And, look at your scale in part F--this likely invalidates this section entirely, since it is likely that people answered incorrectly".*

Further comments are shown on **appendix 3.** Whereas the majority of participants did not raise this as a concern, when undertaking the analysis and evaluation of the data, this error was recognised.

Commitment was applied to this study ensuring that professional and ethical standards were met. For example, research data was not manipulated or information was not simply copied and pasted into the research from other sources.

Commitment was also given to time, recognising the complexity of research being undertaken. Time was allocated every day to this study. Seminars were attended on topics that included ethics, SPSS, NVivo. Journal articles and text books were researched and archived for future reference and notes taken together with electronic diary entries.

This study was undertaken at the same time as undertaking a full time job as a university lecturer demonstrating commitment.

5.5   Ethics

Willig (2008:19) recommends that researchers "should protect their participants from any harm or loss and that they should aim to preserve their psychological well-being and dignity at all times. The reasoning behind this is that ethical issues remain throughout the research

process, commencing with the drafting of the research question through to the dissemination of the findings of the research (Willig, 2008). For example, at no time has there been the intention or desire to mislead or deceive any person or organisation associated with this study and respect has been given to the reputation of any person or organisation associated with this study. It has, therefore, been important to ensure that ethical issues associated with this study have been clearly identified and understood.

This study used the ethics guidelines provided by The British Psychological Society, for internet mediated research (British Psychological Society, 2013). They define internet mediated research as "as any research involving the remote acquisition of data from or about human participants using the internet and its associated technologies" (p.3). They go on to advise that similar to traditional methods of research, internet mediated research can incorporate a variety of research methods including quantitative and qualitative approaches. This document is referred to throughout this study and includes points raised below.

This study also used the University of Northampton's ethics code and procedures (Ethics code and procedures, 2015) which are incorporated into the discussion below.

The table below provides examples from each of the above mentioned documents explaining how each requirements is addressed.

Table 27			
Table summarising ethical factors **Examples**			
No	**Source**	**Ethics factor**	**Explanation (Summary)**
1a	British Psychological Society	**Anonymity and confidentiality.** "Confidentiality and anonymity are intricately linked, the anonymising of data typically being a way of ensuring confidentiality. Where data are particularly sensitive and/or more difficult to anonymise (e.g. data using detailed personal narratives) then risks to	Participants are directed to the online Questionnaire/survey via LinkedIn. They therefore do not need to identify means of identifying them personally when completing the questionnaire/ survey. Whereas participants identify themselves when agreeing to

		confidentiality increase. Here again the principle of proportionality of consent procedures to level of risk applies; where threats to confidentiality are greater, it might be argued that participants should be carefully informed of the nature of these risks." (p.10)	undertaking the interviews, a pseudonym/ a letter code is used in the audio file name and when transcribing the interview maintaining anonymity and confidentiality.
1b	University of Northampton's Ethics code and procedures	**Anonymity and confidentiality** 3.4 The researcher should explain how far research participants will be afforded anonymity and confidentiality and participants should have the option of rejecting the use of data-gathering devices such as tape-recorders and video cameras.	Anonymity and confidentiality are assured. In answering the questionnaire/ survey participants do not need to identify who they are. The content of the responses does not identify participants. The names of participants are removed from interview transcripts and replaced by codes.
2	University of Northampton's Ethics code and procedures	**Criminal records bureau check (CRB), vulnerable people, and those with disabilities.** 3.7 Where research participants are young children or other vulnerable groups such as elderly, disabled or sick people, or people with learning difficulties whose understanding is impaired in some way so that they are unable to give full informed consent, it may be necessary to use a proxy in order to gather data. In this case great care must be taken not to intrude upon the privacy of the vulnerable participants. The researcher should consult relevant professionals, parents/guardians and relatives, as appropriate. Researchers should attempt to obtain the informed consent of children and their parents and in relation to schoolchildren those who are *in loco parentis.* 3.8 In addition to obtaining the informed consent of those under study, researchers should attempt to anticipate and guard against the possible harmful consequences of their research for participants	Vulnerable people and those under age are not involved in this study.
3	British Psychological Society	**Data storage** "On a legal note, should a person find out that their online posts or traces of activity have been accessed, stored and used as research data, they are likely to have rights under the Data Protection Act to stop these data being processed if they could be linked to them personally." (P.13)	In accordance with the Data Protection Act (1998) data is stored securely on a personal computer at home or on the University of Northampton's computer. Both are user name and password protected.
4a	British Psychological Society	**Informed consent.** "Obtaining a record of valid consent arguably requires	Invitation e mail to participants are advised that participation in the study is voluntary.

		verifying certain relevant characteristics of the person providing it (e.g. to determine that they meet any necessary age requirements). This can be more difficult to achieve in an IMR context than in situations where there is direct face-to-face contact with participants." (p.9)	A question is added to the questionnaire/ survey in which participants can check a box, consenting to the use of the data in the research. Participants are able to make their own decision as to whether or not he/ she wishes to participate. In interview transcripts and reference to particular interviewee participants in the study, names are changed to coded lettering. Participation is voluntary and they are informed that he/ she can withdraw at any time prior to the publication of the data.
4b	University of Northampton's Ethics code and procedures	**Informed consent** "3.1 Research should be based, as far as possible and practicable, on the freely given informed consent of those under study. However, it is recognised that in some cases it may be necessary to employ covert methods should these constitute the only means to obtain the required data. In such cases, please refer to section 4 below. 3.2 It is the responsibility of the researcher to explain as fully as is reasonable and appropriate and in terms meaningful to the participants • the aims and nature of the research, • who is undertaking it, • who is funding it, • its likely duration, • why it is being undertaken, • the possible consequences of the research, and • how the results are to be disseminated. 3.3 The power imbalance between researcher and researched should be considered. Care should be taken to ensure that the latter are not pressurised into participation. Research participants should be aware of their right to refuse participation at any time and should not be	No covert measures are used in this study. Participants are invited to participate via e mail advising that it is voluntary. A question is added to the questionnaire/ survey in which the participant could confirm that they are willing to participate. At no time are participants pressurised into taking part. Prior to interviews being undertaken participants are again asked if they wished to take part, that they could decline. Transcripts are typed and passed to the participant for possible amendments. Participants could pull out at any time up and until data is analysed, evaluated and placed into the draft dissertation. Each of the points raised in 3.2 are addressed in this study.

		given the impression that they are required to participate. It should also be recognised that research may involve a lengthy data-gathering period and that it may be necessary to regard consent not as obtained once and for all, but subject to re-negotiation over time.	

5.5.1 Anonymity and confidentiality.

Within this study, anonymity and privacy of participants has been respected at all times. Information relating to participants was kept confidential and secure at all times. For example: participants could not be identified, when responding to the questionnaire/ survey, and/ or within the data collected and analysed.

Participants interviewed were those that the author of this study did not know. Each interview was confidential (between author and participant). All transcription of interviews was personally undertaken and participants provided with a pseudonym/ a letter code maintaining confidentiality and anonymity.

5.5.2 Criminal records bureau check (CRB), vulnerable people, and those with disabilities.

Participants within this study were those that worked in higher education (University). No personal contact was made with people under 18 nor from vulnerable groups. A Criminal Records Bureau (CRB) check was therefore not needed within this research.

Consideration was given to a participants being interviewed that may have disabilities. Each participant was asked prior to the interview his/ her preferred means of communication as either by Skype or by landline telephone. Two of those interviewed acknowledged that they had physical disabilities and undertaking interviews using Skype was found to be extremely helpful, facilitating ease of communication, as

the interviews were held in an environment in which the person, with the disability, felt most comfortable.

5.5.3 Data storage

In accordance with the Data Protection Act (1998), data for this study has been stored securely either on a personal computer, at home or on the University of Northampton's computer. Both were user name and password protected. No information that could identify individuals has been or would be taken outside of the European Union at any time. All information was maintained on a secure PC within the UK.

5.5.4 Informed consent.

When individual e mail invitations were sent out to participants to participate in the questionnaire/ survey for this study, they were advised that participation was voluntary. Furthermore, a question was added to the questionnaire/ survey in which participants could check a box, consenting to the use of the data in the research. Participants were then able to make their own decision as to whether or not he/ she wished to participate.

When the invitations were sent out, participants were asked if they would like to participate in interviews. If interested they were asked to respond by e mail to confirm their agreement to participate. It was at this time that names are identified. However, in interview transcripts and reference to particular interviewee participants in the study, names were changed to coded lettering. Participation was voluntary and they were informed that he/ she could withdraw at any time prior to the publication of the data.

5.6 Limitations

The limitations shown below exemplify those that are associated with this study. For example: the language being used in this study is English and it is likely that this could leave out a large part of the world's population as well as academic sources.

Online questionnaires/ surveys rely on the participant being able to access the internet and be connected to the same site that the study is being undertaken. Ideally, further academics could have been invited to participate. However, it is acknowledged that to try and invite every academic could take further time (possibly years). To invite every single person could be an infinite process. It is felt that a period of one year is a sensible time period in which to compile a list of 3,900 potential participants from which a reasonable sample could be identified.

A further limitation that is acknowledged in this study is that once the questionnaire was released it was not possible to add additional/ supplementary questions. It is, therefore, helpful to have the qualitative aspect of the study in which interviews were carried out to elicit further in depth information.

It is possible that academics completed the questionnaire/ survey more than once. However, multiple submissions are likely to be rare when undertaking web experiments (Reips, 1997, 2002).

Participants were asked to provide self-report. Responses may therefore have been reliant on participants being able to remember how they felt and what they experienced. They could be subject to memory errors and/ or they may have difficulty remembering over a period of time (Smith, Jarman and Osborn, 1999). They also need to be honest. However, this may not have been the case. They may not have given a true assessment (Kahneman, Krueger, Schkade, Schwarz and Stone, 2004). The participant may have expressed their own perception, relying on self-understanding, rather than on the actual level of emotional intelligence (Roberts, Zeidner and Matthews, 2001). This is acknowledged as a limitation when undertaking social research.

To try and avoid people completing the questionnaire/ survey that are not academics, a statement was included in the covering e mail. An online message was repeated in the online questionnaire/ survey advising people that only academics should complete this questionnaire/ survey (**Appendix 1**). A check box was also added at the beginning of the online questionnaire where the participant was asked to acknowledge that they are academics. It is felt that this is sensible and balanced approach. However, several people completed the questionnaire/ survey that did not appear to be academics. When analysing the data, these are removed from the sample.

Another limitation associated with this study is that each interview is undertaken using Skype or telephone. Whereas Skype allows each person to see each other, it is two dimensional, and only the face and upper part of the body is seen. When using the telephone, it is only the content and tone of voice that is heard. However, it does provide personal interaction between people when they are located 1,000s of miles apart which may not otherwise be possible.

Across culture, emotions may be "culturally dependent" (Zeidner et al, 2012:28). Cultural differences may also have an influence on how people cope as well as personality (For example: Connor-Smith and Calvete, 2004; Sica, Novara, Dorz and Sanavio, 1997; Wadsworth, Riekmann, Benson and Compas, 2004). Cultural differences are likely to occur in studies such as this where people come from different backgrounds, experiences, and countries. This is acknowledged as a limitation in this study.

A further limitation is that participants may have had different views, thoughts and understanding of the Likert scales in the questionnaire/ survey. It was not possible to ascertain the base level for each participant. This could therefore influence the responses, analysis and evaluation.

5.7   Conclusions.

This chapter repeated the aims together with research questions. It provided the rationale for the theoretical approach explaining how and why the explanatory, sequential, approach was used where quantitative research was undertaken followed by qualitative research (mixed methods) and that the findings from the interviews helped to explain findings from the quantitative data.

Reliability and validity were then explored identifying that as in any research associated with social sciences, people have their own views and understanding of the world around them. This is acknowledged as a limitation and could cause bias or error. However, there was a reasonably sized sample in this study made up of academics across a wide age range, different countries around the world, different academic levels, back ground and experience. Furthermore, instruments used in this study have been used elsewhere and the assessment evaluation of the data uses statistical analysis processes and procedures that have also been used in other studies. It is therefore felt that reliability and validity can be reasonably expected in this study.

Ethics is an important aspect of this study and ethics documentation from the British Psychological Society and the University of Northampton's are used in this study, from which the following have been identified: anonymity and confidentiality, data protection and informed consent. Reference has been made to these documents throughout the research process.

The final part of this chapter identified limitations that are associated with study (For example: language, self-report). The quantitative research used a questionnaire/ survey that reached a wide reasonable sample. However, once released, the questions could not be amended or added. In this study, qualitative analysis made use of semi structured interviews. The sample was small. However, greater depth

can be achieved allowing for questions to be amended or further questions to be added. Each approach has drawbacks and strengths. However, it is felt that together they are complimentary and being sequential is more straightforward to draft and to read.

The next chapter provides an explanation of the socio demographic data collected. It provides a summary of the findings from the research instruments, from which data is abstracted to address the research questions. Screening of data is undertaken identifying outliers.

6 MAIN FINDINGS FROM PHASE 1.

6.1 Introduction

The last chapter provided the rationale for the theoretical approach used in this study. It identified that the mixed method approach was used where quantitative research was undertaken followed by qualitative research (sequential) and that findings from qualitative data helped contextualise the quantitative data (explanatory). Ethical points were discussed and the chapter concluded by identifying limitations.

This chapter provides a summary of statistical findings that is associated with quantitative data. It goes on to identify findings from the analysis and evaluation of the data used in the questionnaire/ survey associated with the following instruments: COPE/ coping (Carver et al, 1989); managing emotions (Petrides, 2009a); PSS (Cohen et al, 1983), emotional demands (COPSOQ) (The Copenhagen Psychosocial Questionnaire, 2003); and home/ work recovery (Querstret and Cropley, 2012).

The sample size and demographic data were analysed and, before testing was carried out, screening was undertaken and data examined that included: outliers, range, means (average score), missing values, and normality. (Normality is where the residual values are shown to be located around the predicted variable).

Univariate normality was used in this study where there was one dependent variable (for example: EI, Coping, PSS) and more than one independent variable (e.g. male/ female). ANOVA (Analysis of variance) was used for the analysis.

Multivariate normality was also used where there are many variables; both dependent and independent. This is where Multivariate analysis of variance (MANOVA) was used.

Tabachnick and Fidell (2013) add that to ensure robustness a minimum of 20 cases are required for each cell. In this study it was found that when analysing age, there were cases with less than 20 (in particular for those 29 and below and those 66 and above). However, Pallant (2013) advises that MANOVA is reasonably robust where there may be violations of normality except where they may be associated with outliers. Outliers were therefore checked using univariate normality on each of the dependent variables.

Correlation was then carried out on the main variables using Pearson (parametric test) product moment correlation.

Checks on internal consistency were also undertaken using Cronbach's alpha coefficient (reliability of scales). Tests were then carried out to compare and contrast data including the use of ANOVA and MANOVA.

6.2   Possible anomalies.

Of the 543 people who responded, 6 (1.10%) advised that they were students, and 4 (0.74%) held administrative roles at University; a total of 10 people (1.84%). Whereas it was appreciated they participated, to avoid confusion and to misinterpret data, the information uploaded by the aforementioned 10 people was removed from the data. Therefore, the analysis and evaluation undertaken in this study was associated with 533 participants (100%).

6.3   Socio demographic variables.

The data showed a reasonable balance between frequency of male and female participants. 244 people (45.78%) identified themselves as male, and 289 people (54.22%) identified themselves as female.

The mean age was shown to be 48, the median being 48. This suggested a good balance of participants across the age spectrum. The table below summarises the socio demographic data used in this study.

Table 28			
Summary of demographic data			
	Variable	**Frequency**	**Percentage**
Gender	Male	244	45.80%
	Female	289	54.20%
Full time/ part time	Full time	434	81.40%
	Part time	66	12.40%
	Sessional	20	3.80%
	Adjunct	4	0.8%
	Other (e.g. Casual, honorary, two-part time positions, freelance consultant, as needed, zero hours' contract).	9	1.70%
Marital status	Single	57	10.70%
	Married/ civil partnership/ cohabiting	414	77.70%
	Separated/ divorced	42	7.9
	Other (e.g. Do not wish to reveal, widowed, in a relationship, non-cohabiting relationship, islamicaly married, single parent)	20	3.80%

The youngest participant who took part in the questionnaire/ survey was 24 and the oldest was 78. The data appeared to show a reasonable balance of normal distribution with respect to age as shown in the table and bar chart below.

Table 29	
Statistics associated with age of sample	
Age	**Summary**
Valid	529
Missing	4
Mean	48
Median	48
Mode	52
Skewness	-0.06
Std. Error of Skewness	0.11
Kurtosis	-0.60
Std. Error of Kurtosis	0.21

Histogram

Mean = 47.97
Std. Dev. = 10.33
N = 529
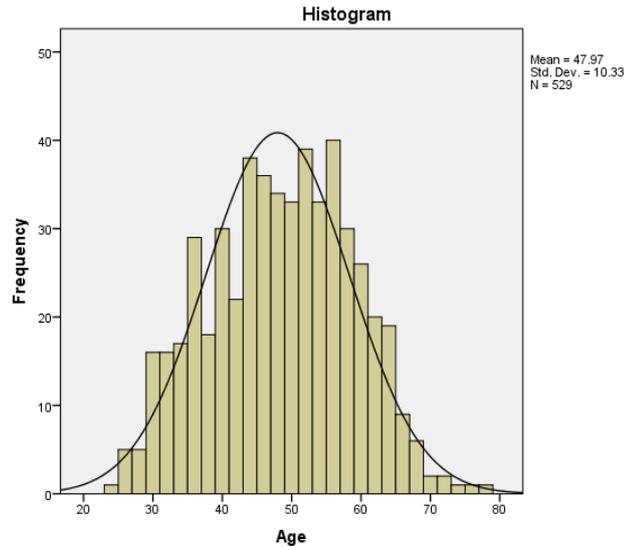
Graph 1 Ages of population sample

For ease and to help handle the data analysis, ages of participants were divided into categories as shown in the table below. The findings also helped identify that there was a reasonable sample from across the age spectrum. The reason for the categories was that those 29 and younger may have less work experience and a different view to those who are older. Participants aged 30 to 40 may have gained experience within the working environment and may have young families that influence the way they feel. Participants 41 to 50 may have gained greater work experience where they become more established in their field. Participants aged 51 to 65 may have established themselves within their field and have families where children may be at university or have sought independence. Participants who are 66 and older maybe within the "retirement" category; where they could, if they so wish, take retirement, leaving work behind them. A summary is shown in the table below.

Table 30			
Statistics Age group, male/ female			
Age group	**No.**	**Male**	**Female**
29 and younger	15	8	7
30 to 40	99	41	58
41 to 50	132	65	67
51 to 65	183	83	100
66 and above	14	11	3

Appendix 4 provides an example of data output from SPSS calculations (including job description and age).

6.4   Summary of main findings.

The sample included academics from universities around the world. The sample size, 100% (N =533) included the following: 2.6% (N = 14) were grouped as associate lecturers or similar; 44.8% (N = 239) were grouped as Lecturer/ tutor or similar; 4.1% (N = 22) were researchers or similar; 29.3% (N = 156) were professors or similar; 1.5% (N = 8) were heads of department or similar; 1.1% (N = 6) were heads of schools or similar; 1.3% (N = 7) were directors or similar; 0.6% (N = 3) were chancellors or similar; 14.6% (N =78) of participants did not provide their job title; 45.8% (N = 244) were male with a mean age of 48.78 (SD = 10.9) and median of 48; and 54.2% (N = 289) were female with a mean age of 47.29 (SD = 9.78) and median of 48.

This study does acknowledge that job descriptions may vary from one country to another and from one university to another. However, the findings suggest that there was a reasonable sample across each job type that could be applied to a larger sample, from which fuzzy generalisations could be made.

6.5   Academic categories

Participants provided a large number of different variants on self-designated job titles. Examples are shown in the table below. To help reduce the number, 8 categories were identified, also shown in the

table below, that bring together different job titles and include all academics from universities located around the world.

Table 31				
Variables/ categories of academics and coding				
Variable/ categories	**Code**	**Examples of job titles**	**Number**	**%**
Associate Lecturer and similar	Code 1	Project Associate/ Adjunct/ Associate/ Associate Lecturer/ Sessional instructor/ Seminar tutor/ Consultant	14	2.60%
Lecturer/ tutor and similar	Code 2	Study skills advisor/ Junior Assistant Lecturer/ Teacher Educator/ Parent trainer/ Part time tutor/ Tutor/ Teacher/ Teacher Trainer/ University teacher/ Adjunct instructor/ Instructor/Teaching Assistant/ Assistant Lecturer/Lecturer/ Senior Lecturer/ Principle Lecturer/ Teaching Fellow/ Senior teaching fellow	239	44.84%
Researcher and similar (Involved with Research)	Code 3	Research Assistant/ Researcher/ Reader/ Research Fellow/ Senior Research Fellow/ Pedagogy	22	4.13%
Professor and similar	Code 4	Honorary Professor/ Adjunct Professor/ Associate Professor/ Professor/ Professor Emeritus	156	29.27%
Heads of Department and similar (Management)	Code 5	Academic Manager/ Head of Programme/ Head of division/ Head of Department/ Department Chair	8	1.50%
Heads of Schools and similar (Management)	Code 6	Head of School/ Associate Dean/ Dean	6	1.13%
Director and similar	Code 7	Academic Director/ Director/ Director of Research (code 7).	7	1.31%
Chancellor/ Vice Chancellor and similar	Code 8	Vice Chancellor/ Chancellor (code 8)	3	0.56%
Not identified (*Missing* code)	Code 666	Not provided.	78	14.63%

The categories chosen identified different levels of responsibility. For example: the associate lecturer may also work elsewhere or be undertaking research at the same time as teaching at the university. The lecturer/ tutor may be more likely to be responsible for teaching but less likely to have formal line management responsibility. The researcher could have a different role focusing more on research and less on the teaching. Those identified as professor were likely to be those with PhD, have publications in their name, and regarded as experts within their field. Heads of Department included those who may have line management responsibility.

Each category may have different insights with regards to this study. For example: Heads of Department may be responsible for budgets, income and expenditure and this could influence how they feel with regards to others and how they see and understand themselves when answering the questionnaire/ survey. A lecturer may be more inclined towards their interaction they have with students which may be greater than those who are Heads of Department. The Chancellor/ vice chancellor is also likely to have a wider remit and may not have contact with those further down in the organisation to the extent that lecturers and researchers may have.

The categories provide means of identifying academics from different levels of responsibility. However, a limitation was identified where there may be variations in job titles. For example: an academic on full tenure in the USA may be described as a Professor, whereas in the UK they may be described as a Lecturer. An associate lecturer in the Middle East may not have the same roles/ responsibilities in the UK. Whereas focus was given to the analysis of data from the whole sample of 533 participants, dividing into job titles helped demonstrate that there was a reasonable sample across the academic spectrum.

6.6   Missing data

A limitation that was experienced in this study was that not all participants answered all the questions. In places they left questions unanswered. The code 666 was, therefore, used for "Missing" data when analysing the findings in SPSS (Statistical package for the social sciences). For example: 78 participants (14.63%) did not identify their job role. It was not clear as to why so many do this. It does raise the possibility that these participants may not have been academics and is acknowledged as another possible limitation in the study. Consideration was given to removing this data. However, the participants may be academics and simply did not fill in the answer to

this question. The data was therefore left in. In hindsight, it is felt that this question could have been mandatory in the questionnaire/ survey.

6.7   Checks on duplicates.

Checks were carried out on responses that may have been uploaded more than once. It was noted that there appeared to be one that has a similar response to question 17 (any other information) in which they comment: "*Have been through three years of workplace bullying with little support of my colleagues some of which have been knowingly benefiting from the situation. My partner is experiencing similar*". However, the scoring for other questions appears different. It may be coincidence. Each of these responses has been left in the analysis and evaluation.

6.8   Outliers.

Outliers can pose a serious challenge to the interpretation of data as they can have a disproportionate influence on the statistical data distorting the findings (Boyle and Schmierbach, 2015). Outliers are those cases that are likely to be extreme values. In this study outliers were checked on each of the instruments using box plot analysis and data analysis.

There appeared to be two main outliers. One case (No 6001866 -Study Skills Advisor), within the age group 51 to 65 of 173 cases, for age and stress/ coping (Carver et al, 1989). The question that was identified as the most extreme (in particular z kurtosis = -3,460.094) was question 8 "*I've been refusing to believe that it has happened*".

A second case (15959960- Assistant Professor) was within the age group 30 to 40 of 108 cases, for age and Home/ work recovery (Querstret and Cropley, 2012). The question that stands out as the most extreme was "*I become tense when I think about work related issues during my free time*". Z skewness was 63.783 and z kurtosis = 208.502.

The data for both of the above extreme outliers were checked and it appeared that the code 666, that had been used to identify the "missing" cell, had been included into the calculation. Once amended/removed the data reverted to normality where the above cases appeared very similar to others within the groups/ categories.

Other outliers were noted. However, these were not "extreme". These included: case number 15934189 (lecturer, male, aged 32), case number 15993331 (Associate Professor, male, aged 50) and case number 155881510 (Lecturer, female, aged 35) responding to managing emotions (Petrides, 2009a). Where there is a large sample (as in this study) it isn't necessary to worry about outliers such as these, as a test for normality is likely to bring out possible anomalies (Field, 2012). Checks were made to identify possible anomalies such as 666 being added in for missing data. However, there appeared to be none. These outliers were left in to provide a full picture. **Appendix 12** (PSS, Cohen et al, 1983) provides an example of checks undertaken on normality

The table below provides summary of the outliers identified within this research.

Table 32					
Extreme outliers (summary)					
		Extreme outliers (Unique response– numbers) - due to input error 666 missing added into totals.		Other outliers (but not extreme)	
Number	Variable	Male	Female	Male	Female
1	Stress/coping (Carver et al, 1989)		16001866		
2	Managing emotions (Petrides, 2009a)			15934189 and 15993331	15881510
3	PSS (Cohen et al, 1983)			16000294	15794251
4	Emotional demands (COPSOQ) (Copenhagen psychosocial questionnaire, 2003)				

5	Home/ work recovery (Querstret and Cropley, 2012)	15959960			

There appeared to be a reasonable balance between the socio demographic variables. Errors in data are identified, including extreme outliers and input parameters. Once errors associated with main outliers were removed the data returns to normality.

6.9 Findings from main data.

The sources used to develop the questionnaire/ survey included: stress/ coping (Carver et al, 1989); managing emotions (Petrides, 2009a); perceived stress scale (Cohen et al, 1983); extract from emotional demands (Copenhagen Psychosocial questionnaire, 2003); extract from home/ work recovery (Querstret and Cropley, 2012). This section identifies the findings associated with each of the questionnaires used.

The information shown below identifies the findings from the analysis and evaluation of the data from the instruments summarised above.

6.9.1 Findings: Coping strategies (Carver et al, 1989)

As part of the questionnaire that was undertaken between 16th October 2014 and 4th December 2014, participants were asked to respond to coping strategies they used. **Appendix 5** provides an extract from SPSS output data (Carver et al, 1989). **Appendix 7** provides findings that are placed into graphs. A summary of the findings is shown in the table below.

Table 33					
Coping (Carver et al, 1989) (Responses)					
Coping strategies	**Item**	Don't do this at all	Do this a little bit	Do this a medium amount	Do this a lot
Self-distraction	I've been turning to work or other activities to take my mind off things.	26%	32%	'7%	15%
	I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	22%	36%	26%	16%

Active coping	I've been concentrating my efforts on doing something about the 'situation I'm in.	11%	27%	'2%	30%
	I've been taking action to try to make the situation better.	10%	16%	39%	35%'
Denial	I've been saying to myself "this isn't real".	69%	18'	8%	5%
	I've been refusing to believe that it has happened.	74%	17%	6%	2%
Substance use	I've been using alcohol or other drugs to make myself feel better.	74%	19'	5%	2%
	I've been using alcohol or other drugs to help me get through it.	78%	15%	5%	2%
Emotional' support	I've been getting emotional support from others	17%	36%	'4%	14%
	I've been getting comfort and understanding from someone.	15%	32%	35%	17%
Instrumental support	I've been getting help and advice from other people.	15%	34%	37%	14%
	I've been trying to get advice or help from other people about what to do.	18%	34%	33%	15%
Behavioural disengagement	I've been giving up trying to deal with it.	60%	23%'12%	5%	
	I've been giving up the attempt to cope.	73%	17%	7%	3%
' Venting	I've been saying things to let my unpleasant feelings escape.	35%	35%'23%	7%	
	I've been expressing my negative feelings	16%	39%	32%	12%
Positive 'reframing	*I've been trying to see it in a different light, to make it seem more positive.*	*12%*	*32%*	*'8%*	*17%*
	I've been looking for something good in what is happening.	10%	29%	37%	24%
'Planning	I've been trying to come up with a strategy about what to do.	7%	16%	'0%	37%
	I've been thinking hard about what steps to take	10%	19%	37%	33%'
Humour	I've been making jokes about it	19%	33%	'0%	18%
	I've been making fun of the situation	26%	37%	25%	12%
Acceptance	I've been accepting the reality of the fact that it has happened.	10%	19%	'9%	32%
	I've been learning to live with it.	10%	30%	41%	18%
'religion	I've been trying to find comfort in my religion or spiritual beliefs	59%	15%	'1%	13%
	I've been praying or meditating	60%	16%	11%	14%
Self-blame	I've been criticising myself	24%	39%	24%	13%
	I've been blaming myself for things that happened.	38%	35%	18%	8%

The table below shows the pairing of items associated with the findings from Carver et al (1989) coping questionnaire.

Table 34 Totals					
Coping (Carver et al, 1989) (Summary of paired items)					
Coping strategies	**Item**	Don't do this at all	Do this a little bit	Do this a medium amount	Do this a lot
Self-distraction	Sub total	24%	34%	27%	15%
Active coping	Sub total	11%	21%	35%	33%
Denial	Sub total	72%	18%	7%	3%
Substance use	Sub total	76%	17%	5%	2%
Emotional support	Sub total	16%	34%	34%	16%
Instrumental support	Sub total	17%	34%	35%	14%
Behavioural disengagement	Sub total	67%	20%	9%	4%
Venting	Sub total	26%	37%	27%	10%
Positive reframing	Sub total	11%	31%	38%	20%
Planning	Sub total	9%	17%	39%	35%
Humour	Sub total	23%	35%	27%	15%
Acceptance	Sub total	10%	25%	40%	25%
Religion	Sub total	59%	15%	11%	13%
Self-blame	Sub total	31%	37%	20%	12%

Each of the above coping strategies were placed in order, identifying the highest to lowest percentage of those who respond to: "do this a medium amount", and "do this a lot". The table below shows the findings.

Table 35				
Coping (Summary of do this a lot and a medium amount)				
No	**Coping strategies**	**Do this a medium amount**	**Do this a lot**	**Totals**
1	**Planning**	39%	35%	**76%**
2	**Active coping**	35%	33%	**68%**
3	**Acceptance**	40%	25%	**65%**
4	**Positive reframing**	38%	20%	**58%**
5	**Emotional support**	34%	16%	**50%**
6	**Instrumental support**	35%	14%	**49%**
7	**Self-distraction**	27%	15%	**42%**
8	**Humour**	27%	15%	**42%**
9	**Venting**	27%	10%	**37%**
10	**Self-blame**	20%	12%	**32%**
11	**Religion**	11%	13%	**24%**
12	**Behavioural disengagement**	9%	4%	**11%**
13	**Denial**	7%	3%	**10%**
14	**Substance use**	5%	2%	**7%**

The highest was shown to be planning at 76% followed by active coping at 68%. Acceptance was a close third with a total of 65%.

The table below shows the number of people who responded to each of Carver et al's (1989) stress coping questionnaire/ survey together with the mean and standard deviation. The information shown does not identify any anomalous/ out of place findings. It also shows that the response rate provides a reasonable number to elicit information.

No	Variable	N	Min.	Max	Mean	Std' Dev.
	Table 36					
	Carver et al (1989) Stress and coping (Basic statistics)					
1	I've been turning to work or other activities to take my mind off things	529	1	4	2.3'	1.02
2	I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	527	1	4	2.3'	0.99
3	I've been concentrating my efforts on doing something about the 'situation I'm in.	530	1	4	2.8'	0.99
4	I've been taking action to try to make the situation better.	525	1	4	2.9'	0.95
5	I've been saying to myself' "this isn't real".	528	1	4	1.4'	0.84
6	I've been refusing to believe that it has happened.	525	1	4	1.3'	0.70
7	I've been using alcohol or other drugs to make myself feel better.	528	1	4	1.3'	0.67
8	I've been using alcohol or other drugs to help me get through it	528	1	4	1.3'	0.67
9	I've been getting emotional support from others.	529	1	4	2.45'0.93	
10	I've been getting comfort and understanding from someone.	525	1	4	2.54'0.95	
11	I've been giving up trying to deal with it	528	1	4	1.63'0.89	
12	I've been giving up the attempt to cope.	523	1	4	1.40'0.75	
13	I've been saying things to let my unpleasant feelings escape.	526	1	4	2.02'0.93	
14	I've been expressing my negative feelings.	524	1	4	2.42'0.90	
15	I've been getting help and advice from other people.	523	1	4	2.51'0.91	
16	I've been trying to get advice or help from other people about what to do.	525	1	4	2.46	'.952
17	I've been trying to see it in a different light, to make it seem more positive.	527	1	4	2.61'0.91	
18	I've been looking for something good in what is happening	525	1	4	2.74'0.94	
19	I've been criticising myself.	525	1	4	2.25'0.96	
20	I've been blaming myself for things that happened.	524	1	4	1.96'0.94	
21	I've been trying to come up with a strategy about what to do.	526	1	4	3.07'0.90	
22	I've been thinking hard about what steps to take.	521	1	4	2.95'0.96	
23	I've been making jokes about it.	526	1	4	2.48'0.99	
24	I've been making fun of the situation.	526	1	4	2.23'0.97	
25	I've been accepting the reality of the fact that it has happened.	524	1	4	2.94'0.95	
26	I've been learning to live with it.	526	1	4	2.68'0.88	
27	I've been trying to find comfort in my religion or spiritual beliefs	526	1	4	1.81'1.10	

28	I've been praying or meditating.	528	1	4	1.79	1.11

The main findings from the data show that highest percentage response was associated with denial and substance use. When given the statement "I've been using alcohol or other drugs to help me through it" 78% of participants advised that they "don't do this at all" and a further 15% said that they "do this a little bit" (a total of 93%). In response to the statement "I've been using alcohol or other drugs to make myself feel better" 74% advised that they "don't do this at all" and 19% said that that they "do this a little bit" (a total of 93%). The initial thought when assessing this finding was that it is heartening to see that very few participants were falling back on substance use. However, it doesn't necessarily mean that everyone was being honest or maybe under/ over exaggerating.

The findings also showed that 7% (37 people) used substances a "medium amount" or "a lot". Whereas this was considered to be a reasonably small number it is an interesting finding. Substance use may not be considered, by the person responding, as having a negative impact on their well-being. However, there may be personal consequences of substance use that were not being acknowledged and accepted by the participant. For example: it may affect their personal interactions with others. It may be considered by others as having an effect on the participant's well-being. The challenge is that well-being may be perceived from the hedonistic or eudaimonic perspective with each person having their own thoughts and perspectives of well-being. This then gives rise to challenges as to assessing, evaluating and measuring well-being and the challenges of being able to generalise from the findings.

The findings also showed that few participants engage in denial. In response to the statement "I've been refusing to believe that it has happened" 74% responded that they "don't do this at all" and 17% said they "do this a little bit" (a total of 91%). In response to the statement

"I've been saying to myself "this isn't real" 69% of participants advised that they didn't "do this at all" and 18% said that they did this "a little bit" (a total of 87%). However, it identified that there was a small percentage that acknowledged that they engaged in denial.

The challenge with denial is that the person needs to remember that they refused to believe that something happened (Marks, Murray, Evans and Estacio, 2015). However, denying something that has happened suggests that they seek to forget. The question may be more inclined to suggest that participants placed the event to one side in preference to another option. Maybe the word denial is too strong a word as it does raise difficulties in interpreting the question.

Planning was shown to have the highest response. When given the statement: "I've been coming up with a strategy about what to do" 37% said that they "do this a lot". A further 40% advised that they did this "a medium amount" (a total of 77%). When given the statement "I've been thinking hard about what steps to take" 33% responded that they "do this a lot" and 37% said that they "do this a medium amount" (a total of 87%).

As each person experiences the world from his/her own perspective it does raise the question as to the interpretation of the term planning. One person may feel that planning something is simply thinking about a wide generalised objective which they seek to obtain. Others may regard planning as meticulously arranging detailed action so as to achieve an objective. The findings from this questionnaire identify how challenging it can be to be able to generalise as each person makes sense of the world from their own understanding that include a multitude of variables including: culture and background.

6.9.2 Findings: Managing emotions (Petrides, 2009a).

Managing emotions is integral to the way people cope with experiences. They influence the way a person experiences an event

and how they feel. In this study the TEIQue (Petrides, 2009a) short form (SF) was used to find out how participants manage their emotions.

Consideration was given to using the full version of the TEIQue (Petrides and Furnham, 2001). However, prior to carrying out the questionnaire/ survey, a test was undertaken using the full version. It was felt that it was too time consuming to expect participants to complete, commensurate with their other responsibilities, as well as completing other questionnaires associated with this study. The short version of the TEIQue (Petrides, 2009a) was therefore used, which was based upon the longer version. **Appendix 6** provides examples of data sourced using SPSS, and the findings from the 30 item TEIQue (Petrides, 2009a) are shown in the tables below.

Table 37								
Managing emotions (Petrides, 2009a) (Responses)								
		Disagree				**Agree**		
		1	**2**	**3**	**4**	**5**	**6**	**7**
No	**Item (R= reversed item)**	Comp	quite a bit	a little	Neither	a little	quite a bit	Comp
1	Expressing my emotions with words is not a problem for me.	2%	5%	7%	9%	20%	25%	32%
2	I often find it difficult to see things from another person's viewpoint. (R.)	26%	38%	13%	8%	7%	4%	4%
3	On the whole, I have a gloomy perspective on most things.	1%	2%	2%	8%	17%	32%	38%
4	I usually find it difficult to regulate my emotions. (R.)	20%	28%	16%	16%	10%	6%	3%
5	I generally don't find life enjoyable. (R.)	49%	21%	7%	7%	7%	7%	2%
6	I can deal effectively with people.	1%	3%	5%	9%	22%	42%	18%
7	I tend to change my mind frequently. (R.)	13%	33%	19%	18%	9%	7%	2%
8	Many times, I can't figure out what emotion I'm feeling. (R.)	34%	31%	11%	10%	6%	5%	3%
9	I feel that I have a number of good qualities.	1%	2%	1%	5%	14%	40%	37%
10	I often find it difficult	18%	23%	10%	14%	17%	1'%	5%

	to stand up for my rights. (R.)						
11	I'm usually able to influence the way other people feel.	2%	5%	8%	24%	28%	27%	8%
12	On the whole, I have a gloomy perspective on most things. (R.)	43%	22%	10%	11%	8%	5%	2%
13	Those close to me often complain that I don't treat them right. (R.)	46%	26%	10%	7%	5%	3%	2%
14	I often find it difficult to adjust my life according to the circumstances. (R.)	32%	26%	13%	12%	9%	6%	2%
15	On the whole, I'm able to deal with stress.	1%	6%	10%	15%	20%	33%	15%
16	I often find it difficult to show affection to those close to me. (R.)	38%	22%	11%	8%	10%	'%	3%
17	I'm normally able to get into someone's shoes and experience their emotions.	2%	6%	6%	10%	24%	32%	19%
18	I normally find it difficult to keep myself motivated. (R.)	1%	3%	3%	15%	20%	34'	23%
19	I'm usually able to find ways to control my emotions when I want to.	2%	5%	7%	12%	21%	38%	15%
20	On the whole, I'm pleased with my life	1%	4%	3%	10%	19%	36%	26%
21	I would describe myself as a good negotiator	1%	7%	9%	18%	25%	30%	10%
22	I tend to get involved in things I later wish I could get out of. (R.)	8%	18%	11%	18%	21%	18%	6%
23	I often pause and think about my feelings.	4%	14%	15%	18%	18%	22%	10%
24	I believe I'm full of personal strengths.	1%	2%	4%	12%	23%	36%	22%
25	I tend to "back down" even if I know I'm right. (R.)	13%	26%	14%	16%	17%	10%	4%
26	I don't seem to have any power at all over other people's feelings. (R.)	16%	27%	18%	20%	9%	8%	2%
27	I generally believe that things will work out fine in my life.	1%	3%	3%	15%	20%	34%	23%
28	I find it difficult to bond well even with those close to me. (R.)	41%	26%	10%	9%	7%	5%	2%
29	Generally, I'm able	1%	1%	1%	6%	21%	42%	28%

	to adapt to new environments.						
30	Others admire me for being relaxed.	4%	9%	9%	19%	22%	24%	13%

Table 38						
Managing emotions (Petrides, 2009a) (Basic statistics)						
No	Item (R= reversed item)	N	Min.	Max	Mean	Std. Dev.
1	Expressing my emotions with words is not a problem for me.	530	1	7	5.39	1.61
2	I often find it difficult to see things from another person's viewpoint. (R.)	529	1	7	5.41	1.61
3	On the whole, I have a gloomy perspective on most things.	524	1	7	2.40	1.64
4	I usually find it difficult to regulate my emotions. (R.)	525	1	7	4.99	1.65
5	I generally don't find life enjoyable. (R.)	526	1	7	5.70	1.72
6	I can deal effectively with people.	525	1	7	5.46	1.29
7	I tend to change my mind frequently. (R.)	528	1	7	4.92	1.53
8	Many times, I can't figure out what emotion I'm feeling. (R.)	527	1	7	5.54	1.61
9	I feel that I have a number of good qualities.	527	1	7	5.97	1.17
10	I often find it difficult to stand up for my rights. (R.)	525	1	7	4.49'1 .88	
11	I'm usually able to influence the way other people feel.	525	1	7	4.81	1.34
12	On the whole, I have a gloomy perspective on most things. (R.)	524	1	7	5.60	1.64
13	Those close to me often complain that I don't treat them right. (R.)	529	1	7	5.85	1.51
14	I often find it difficult to adjust my life according to the circumstances. (R.)	527	1	7	5.37	1.64
15	On the whole, I'm able to deal with stress.	528	1	7	5.07	1.46
16	I often find it difficult to show affection to those close to me. (R.)	526	1	7	5.35'1 .81	
17	I'm normally able to get into someone's shoes and experience their emotions.	527	1	7	5.23	1.51
18	I normally find it difficult to keep myself motivated. (R.)	521	1	7	5.48'1 .56	
19	I'm usually able to find ways to control my emotions when I want to.	527	1	7	5.21	1.44
20	On the whole, I'm pleased with my life	526	1	7	5.55	1.38
21	I would describe myself as a good negotiator	525	1	7	4.92	1.41
22	I tend to get involved in things I later wish I could get out of. (R.)	525	1	7	3.97	1.74
23	I often pause and think about my feelings.	525	1	7	4.38	1.69
24	I believe I'm full of personal strengths.	522	1	7	5.51	1.24

25	I tend to "back down" even if I know I'm right. (R.)	526	1	7	4.59	1.72
26	I don't seem to have any power at all over other people's feelings. (R.)	525	1	7	4.89	1.58
27	I generally believe that things will work out fine in my life.	525	1	7	5.47	1.31
28	I find it difficult to bond well even with those close to me. (R.)	524	1	7	5.61	1.63
29	Generally, I'm able to adapt to new environments.	524	1	7	5.84	1.08
30	Others admire me for being relaxed.	526	1	7	4.70	1.64

The highest percentage that participants disagreed with was question "Those close to me often complain that I don't treat them right." 46% "completely disagree" and a further 26% "disagree quite a bit" (a total of 72%). What was surprising was that 38% "completely agree" with the statement that "On the whole I have a gloomy perspective on most things" with a further 32% saying that they agreed "quite a bit". A total of 70%. First thoughts associated with this finding was that it appeared to conflict with the statement "On the whole I am pleased with my life" where 26% said they "completely agree" and 36% said that they agree "quite a bit" (a total of 62%). The challenge with the findings is that someone who says they are gloomy could actually be pleased with life. This reaffirms the challenges of undertaking research associated with social sciences.

6.9.3 Findings: Perceived stress scale (Cohen et al, 1983).

People experience stress both at work and in their home life and to find out what participants' experience and feel, they were asked to complete the perceived stress 14 item scale devised by Cohen et al (1983). The summary of the findings is shown in the table below (Bowen, Rose and Pilkington, 2016).

Table 39						
Perceived stress scale (PSS) (Cohen et al, 1983) (Responses)						
	Item	1	2	3	4	5
No	**Item (R= reversed item)**	Never	Almost never	Some times	Fairly often	Very often
1	In the last month, how often have you been upset because of something that happened unexpectedly?	11%	25%	39%	14%	10%
2	In the last month, how often have you felt that you were unable to control the important things in your life?	14%	28%	30%	19%	8%

3	In the last month, how often have you felt nervous and stressed?	6%	19%	33%	29%	14%
4	(R) In the last month, how often have you dealt successfully with life hassles?	22%	49%	23%	6%	1%
5	(R) In the last month, how often have you felt you were effectively coping with important changes that were occurring in your life?	19%	49%	25%	7%	2%
6	(R) In the last month, how often have you felt confident about your own ability to handle your personal problems?	24%	47%	25%	5%	1%
7	(R) In the last month, how often have you felt things going your way?	10%	42%	36%	11%	2%
8	In the last month, how often have you found that you could not cope with all the things that you had to do?	14%	30%	28%	19%	9%
9	(R) In the last month, how often have you been able to control irritations in your life?	10%	41%	35%	11%	3%
10	(R) In the last month, how often have you felt that you were on top of things?	10%	36%	33%	16%	5%
11	In the last month, how often have you been angered because of things that happened that were outside of your control?	9%	31%	33%	17%	10%
12	In the last month how often have you found yourself thinking about things that you have to accomplish?	1%	5%	16%	32%	47%
13	In the last month how often have you been able to control the way you spend your time?	4%	15%	31%	40%	11%
14	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	21%	31%	27%	14%	6%

The mean, standard deviation and median was calculated using SPSS and is summarised in the table below. R indicates an item that is reversed.

Table 40						
Perceived stress scale (PSS) (Cohen et al, 1983) (Basic statistics)						
No	Item (R= reversed item)	N	Min.	Max	Mean	Std. Dev.
1	In the last month, how often have you been upset because of something that happened unexpectedly?	533	1	5	2.86	1.11
2	In the last month, how often have you felt that you were unable to control the important things in your life?	533	1	5	2.78	1.16
3	In the last month, how often have you felt nervous and stressed?	533	1	5	3.25	1.09
4	(R) In the last month, how often have you dealt successfully with life hassles?	533	1	5	2.14	0.84
5	(R) In the last month, how often have	533	1	5	2.23	0.88

	you felt you were effectively coping with important changes that were occurring in your life?					
6	(R) In the last month, how often have you felt confident about your own ability to handle your personal problems?	533	1	5	2.11	0.85
7	(R) In the last month, how often have you felt things going your way?	533	1	5	2.54	0.88
8	In the last month, how often have you found that you could not cope with all the things that you had to do?	533	1	5	2.78	1.17
9	(R) In the last month, how often have you been able to control irritations in your life?	533	1	5	2.55	0.91
10	(R) In the last month, how often have you felt that you were on top of things?	533	1	5	2.71	1.02
11	In the last month, how often have you been angered because of things that happened that were outside of your control?	533	1	5	2.89	1.11
12	In the last month how often have you found yourself thinking about things that you have to accomplish?	533	1	5	4.18	0.94
13	In the last month how often have you been able to control the way you spend your time?	533	1	5	3.39	0.98
14	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	533	1	5	2.54	1.16

Participants were asked to respond to Cohen et al (1983) PSS questionnaire. 24% responded "never" to the statement "In the last month how often have you felt confident about your own ability to handle your personal problems." A further 47% stated "almost never"; (a total of 73%). This suggested that the majority of participants did not feel confident about their own ability to handle personal problems. This does appear very high and is unexpected. This is a reverse item and checks were made to make sure that items are reversed. It does appear correct.

When asked "in the last month, how often have you found yourself thinking about things that you have to accomplish" 47% responded "very often" and 32% advised "fairly often" (a total of 79%). Considering the demanding nature of the role of the academic where they may have lecturers/ seminars/ academic papers/ conferences to prepare for and marking this finding is unsurprising and is expected.

6.9.4 Findings: Extract from: Emotional demands (Copenhagen Psychosocial questionnaire, 2003).

An extract from the Copenhagen Psychosocial questionnaire (2003) was also used to find out the emotional demands that participants experienced. A summary of the findings is shown in the tables below.

Table 41						
Emotional demands (COPSOQ) Copenhagen Psychosocial Questionnaire (2003) (Responses)						
		1	**2**	**3**	**4**	**5**
Key	**Item**	**Always**	**Often**	**Sometimes**	**Seldom**	**Never/ hardly never**
1	Does your work put you in emotionally disturbing situations?	2%	19%	39%	23%	16%
		To a very large extent	**To a large extent**	**Somewhat**	**To a small extent**	**To a very small extent**
2	Is your work emotionally demanding?	11%	22%	40%	18%	9%
3	Do you get emotionally involved in your work?	15%	32%	28%	16%	8%
4	Does your work require that you get personally involved?	15%	27%	34%	15%	8%

Table 42						
Emotional demands (COPSOQ) Copenhagen Psychosocial Questionnaire (2003) (Basic statistics)						
	Item	**Number**	**Min**	**Max**	**Mean**	**Std dev**
1	Does your work put you in emotionally disturbing situations?	526	1	5	3.31	1.03
2	Is your work emotionally demanding?	527	1	5	3.31	1.03
3	Do you get emotionally involved in your work?	527	1	5	2.69	1.14
4	Does your work require that you get personally	526	1	5	2.74	1.14

An extract of the Copenhagen Psychosocial questionnaire (2003) (COPSOQ) was used to find out how participants felt about emotional demands. It appeared that the majority of participant's experienced emotional demands sometimes or often, which is expected.

The main finding from this part of the study was that 47% of participants "always" or "often" got emotionally involved in work. This was unexpected and it was felt that this finding would have been much higher.

What was interesting and surprising was that 24% of participants "seldom" or "hardly ever" got emotionally involved in their work and 39% advised that work seldom or hardly ever placed them in emotionally disturbing situations. It was thought that this would be higher as academics may have a demanding workload in which interpersonal relationships between colleagues and students was likely to be high that in turn may increase emotional demands. It may be these academics have a greater resilience and ability to cope. It may be that they disengage from emotions when placed in demanding situations. The academics may have higher emotional intelligence enabling them to cope. This study delves further into how academics cope with emotionally demanding situations in subsequent chapters.

6.9.5 Findings: Home/ work recovery (Querstret and Cropley, 2012).

An extract from Querstret and Cropley's (2012) home/ work questionnaire was used to find out how participants recovered from work related experiences. The tables below show a summary of the findings.

		Table 43				
	Home/ work recovery (Extract from Querstret and Cropley, 2012) (Responses)					
		1	**2**	**3**	**4**	**5**
Key	**Item**	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	I become tense when I think about work related issues during my free time	8%	24%	26%	30%	13%
2	I am annoyed by thinking about work related issues when I am not at work.	10%	34%	22%	26%	9%
3	I am irritated by work issues when not at work.	8%	31%	21%	31%	8%
4	I am fatigued by thinking about work related issues during my free time.	11%	30%	22%	27%	10%
5	I am troubled by work related issues when not at	10%	29%	23%	28%	9%

	work.					
6	I am unable to switch off from work.	10%	28%	22%	25%	15%
7	I am able to stop thinking about work related issues in my free time.	9%	30%	21%	29%	12%
8	I find it easy to unwind after work.	6%	28%	25%	30%	11%
9	I make myself switch off from work as soon as I leave.	18%	34%	25%	17%	6%
10	I leave work issues behind when I leave work.	19%	40%	19%	16%	6%

Table 44						
Home/ work recovery (Extract from Querstret and Cropley, 2012) (Basic statistics)						
No	**Item**	**N**	**Min.**	**Max**	**Mean**	**Std. Dev.**
1	I become tense when I think about work related issues during my free time.	533	1	5	16.83	94.33
2	I am annoyed by thinking about work related issues when I am not at work	521	1	5	2.91	1.16
3	I am irritated by work issues when not at work.	520	1	5	3.00	1.14
4	I am fatigued by thinking about work related issues during my free time.	521	1	5	2.94	1.18
5	I am troubled by work related issues when not at work.	523	1	5	2.98	1.17
6	I am unable to switch off from work.	517	1	5	3.07	1.23
7	I am able to stop thinking about work related issues in my free time.	517	1	5	3.04	1.20
8	I find it easy to unwind after work.	517	1	5	3.11	1.12
9	I make myself switch off from work as soon as I leave.	518	1	5	2.60	1.15
10	I leave work issues behind when I leave work.	521	1	5	2.49	1.13

Participants were asked to complete an extract from Querstret and Cropley's (2012) home/ work recovery questionnaire. (This is the questionnaire where "strongly agree" should have said "strongly disagree").

The highest percentage was 40% for "disagree" and a further 19% for "strongly" disagree when participants are given the statement "I leave work issues behind when I leave work." This was as expected as it emerges from the interviews that academics take work with them into their home life. 41% of participants either "agree" or "strongly agree" that they were able to stop thinking about work related issues in their

free time and find it easy to unwind after work. The findings suggest that these academics were able to separate work/ home life and compartmentalise work and home life. However, in contrast 39% of participants either "disagree" or "strongly disagree" that they were able to stop thinking about work related issues in their free time and 34% either "disagree" or "strongly disagree" to being able to unwind. These findings are unexpected as it was felt that the percentages would have been higher. However, the percentages are felt to be significant and suggest that it may be helpful to provide individual and/ or organisational support to those who may feel they need it. This could include development of policies and procedures, seminars, workshops, helping those who seek it to improve ways in which they can improve work/ home life balance.

6.10   Conclusions.

The findings show that the coping strategy that participants used a lot or a medium amount, was planning (76%) and active coping (68%). Acceptance was third with 65%. Denial and substance use were the lowest with 10% and 7% respectively. The challenge with denial is the term itself. The participant needs to remember that they refused to believe that something has happened (Marks et al, 2015). This is an oxymoron as it can't be both. Maybe denial is too strong a word and could be changed.

When asked about managing emotions 70% of participants either agreed "completely" or "quite a bit" that "On the whole I have a gloomy perspective on most things." There appeared to be a conflict with responses from another statement "On the whole I am pleased with my life" where a total of 62% either "completely agree" or "agree quite a bit". The challenge with this term is that being "pleased with life" may have different connotations to each person who is asked the question. For example, it could be that even if a person has a gloomy perspective on life he/ she is still pleased with life. It could be personal context and how the person sees the world. The challenge with well-being is that it

may be perceived from the hedonistic or eudaimonic perspective with each person having their own thoughts and perspectives of well-being. What may be feelings of well-being with one person is different to another.

Participants were also asked about experiences of perceived stress. One finding that stands out was that when asked: "In the last month how often have you felt confident about your own ability to handle your personal problems?" 73% respond "never" or "almost never". This does appear very high. Checks were made, however, findings appear correct.

The findings from the Copenhagen Psychosocial questionnaire (2003) (COPSOQ) about emotional demands suggest that the majority of participants' experienced emotional demands "sometimes" or "often" which was expected. However, what was unexpected was that 47% of participants "always" or "often" got emotionally involved in work. It was felt that this figure would have been higher. The findings also showed that 24% of participants "seldom" or "hardly ever" got emotionally involved in their work and 39% advised that work "seldom" or "hardly ever" placed them in emotionally disturbing situations. These findings were surprising considering that academics may have emotionally demanding experiences that include interpersonal relationships between colleagues and students. It may be these academics have a greater resilience and ability to cope or they may be able to disengage from emotions when placed in demanding situations. The academics may have higher emotional intelligence enabling them to cope.

It is acknowledged that an error was made in the online questionnaire/ survey for home/ work recovery (Querstret and Cropley, 2012) that may affect the findings. When asked to respond to the statement "I leave work issues behind when I leave work," 59% of participants advised that they "disagree" or "strongly disagree". This was as expected as the

nature of the work academics undertakes may include working from home (for example: marking, preparation, e mail communication). 41% of participants either "agree" or "strongly agree" that they were able to stop thinking about work related issues in their free time and find it easy to unwind after work. The findings suggest that these academics were able to separate work/ home life and compartmentalise work and home life. In comparison, 39% of participants either "disagree" or "strongly disagree" that they were able to stop thinking about work related issues in their free time and 34% "disagree" and "strongly disagree" to being able to unwind.

It may be helpful to provide training and support to academics who request it. However, reflecting on the findings from this study not all academics appear to need support to help them cope. Therefore, training and development should be voluntary allowing academics to seek support if they feel they need it. The findings also acknowledge the challenges of undertaking social science research.

The next chapter addresses the first question in the study associated with academics coping with interpersonal relationships.

7   COPING WITH INTERPERSONAL RELATIONSHIPS.

7.1   Introduction.

The last chapter identified main findings from the questionnaire/ survey.

Aldwin and Park (2004) argue that stress is complex and people may experience stress from their own perspective and understanding. The person may also cope with the stressful event in a different way when compared to others. He/ she may also cope differently depending upon context, and how they are feeling at the time. When reflecting on these stressful experiences the person may not clearly remember the feelings and how they coped. Being able to identify how and what people remember, can therefore be complex adding to the challenges of measuring and assessing. To try and gain an insight into how academics cope with interpersonal relationships this chapter discusses the findings associated with the first research question in this study: How do academics perceive how they cope emotionally with interpersonal relationships within higher education (*University*)? Discussion is supported by information gained from questionnaire/ survey data and interview data.

Chapter 7, 8 9 and 10 provides discussion around each of the questions being addressed in this study. It is acknowledged that in answering each of the questions there may be an overlap in which explanation and discussion. It is considered that separating the questions, as identified in this study, provides greater clarity.

There appears to be three main ways of experiencing stress: 1) Stimulus (Masuda and Holmes, 1967; Holmes and Rahe, 1967); 2) Response (Selye, 1956, 1976a); and interactional (Lazarus, 1966, 1982, 1990, 1991, 1993a; Lazarus and Folkman, 1984; Lazarus and Launier, 1978). Masuda and Holmes, (1967) refer to "things" that cause stress while Selye (1956) refers to the "response" given when the person experiences the stress. Lazarus (1966) and Lazarus and

Folkman (1984) refer to the imbalance between the ability and demands of coping.

The research associated with transactional stress has been developed into the assessment of coping strategies (for example: Carver et al, 1989).

The coping mechanisms identified by Carver et al (1989) are summarised in the table below.

Table 45		
Coping mechanisms (Carver et al, 1989)		
Problem focused	**Emotion focused**	**Dysfunctional**
Active coping	Seeking social support	Venting of emotions
Planning	Positive reinforcement	Behavioural disengagement
Suppression of competing activities	Acceptance	Mental disengagement
Restraint coping	Religion	Substance use
Social support/ instrumental reasons	Humour	Denial

Two coping strategies associated with interpersonal relationships are emotional and instrumental support. Emotional support is where a person gains comfort from someone else and instrumental support is where advice is gained from others (Carver et al, 1989). Whereas discussion focuses on coping and interpersonal relationships, in the discussion in this study there does appear to be an overlap of coping strategies. Therefore, other coping strategies are discussed to develop and explain the findings. Extracts from the main findings are shown in the tables below.

Table 46						
Emotional and instrumental support (Carver et al, 1989) (Responses)					
Coping strategies	**Item**	Don't do this at all	Do this a little bit	Do this a medium amount	Do this a lot
Emotional support	I've been getting emotional support from others	17%	36%	'4%	14%
	I've been getting comfort and understanding from someone.	15%	32%	35%	17%
Instrumental support	I've been getting help and advice from other people.	15%	34%	37%	14%
	I've been trying to get advice or help from other people about what to do.	18%	34%	33%	15%

Table 47					
Emotional and instrumental support (Carver et al, 1989) (Summary of paired items)					
Coping strategies	Item	Don't do this at all	Do this a little bit	Do this a medium amount	Do this a lot
Emotional support	Sub total	16%	34%	34%	16%
Instrumental support	Sub total	17%	34%	35%	14%

Appendix 11 identifies the full list of words associated with interpersonal relationships. The list is shown as it helps to identify themes when thematic analysis is undertaken. The table below provides a list of the 20 of the most frequent words used.

Table 48				
Interpersonal relationship (NVivo) word frequency				
No	Word	Length	Count	Weighted percentage (%)
1	Students	8	24	1.28
2	University	10	16	0.85
3	Staff	5	14	0.75
4	teaching	8	13	0.69
5	stressful	9	11	0.59
6	student	7	8	0.43
7	experience	10	7	0.37
8	stress	6	7	0.37
9	problems	8	6	0.32
10	context	7	5	0.27
11	problem	7	5	0.27
12	emotional	9	4	0.21
13	teacher	7	4	0.21
14	accept	6	3	0.16
15	colleague	9	3	0.16
16	colleagues	10	3	0.16
17	comfortable	11	3	0.16
18	demands	7	3	0.16
19	negative	8	3	0.16
20	positive	8	3	0.16

This chapter, therefore, addresses the first question in this study focusing on emotional and instrumental support.

7.2 Emotional support (Gaining emotional support from others)

In the questionnaire/ survey participants were given the statement "I've been getting emotional support from others." 14% advise they did this "a lot" and 34% confirm they did this a "medium amount" (total 48%). They were also given the statement "I've been getting comfort and

understanding from someone." 17% advised that they did this "a lot" and 35% advised that they did this a "medium amount"; (a total of 52%). This suggests that approximately 50% of academics gained comfort from others using emotional support. A really good example of this is WA1 who explained that *"I don't like complaining really. So I don't, complain to colleagues, [….] well certainly not to my manager, [….] but I [….] take it home with me, [….] where my wife gets a ear full. That's [….] a problem and then [….] on the way to work [….] kind of ruminating over things and just can never let it go and you know, it's quite, quite stressful really."*

It may be that that there is concern with possible reaction and impact on professional relationships and career prospects and WA1 preferred to seek emotional support at home and away from the workplace. WA1 sought emotional support from their wife rather than colleagues suggesting that emotional support was important to them. They may prefer to express their emotions with someone they feel that they can trust and that there will be no professional impact on their career. It does, however, raise the question as to how strong and resilient the personal marital relationship needs to be to withstand the emotional outpourings that may occur. This demonstrates how useful interview findings are to help explain quantitative/ qualitative findings.

In comparison to WL1, HL1 found it really challenging to have any form of social engagement with their former spouse who has a "*narcissistic personality disorder and also had sociopathic tendencies*". HL1 found it difficult to gain emotional support. After years away from academia HL1 was now back at university as an "*adjunct, temporary, part time, low end of the totem pole, because I've changed organisations so often, I, I feel like I'm always a satellite. I'm always peripheral. I'm never a member of the in group and so that gets very frustrating. I'm [….] very anxious to achieve a position where people will listen to me and pay attention to me and recognise that I have something to offer. [….] I've been really marginalised [….] I don't think I'm being hypersensitive*

about it." HL1 adds that "*I think I've really honestly have been marginalised in the last 15 years. [….] I was marginalised in my science and, and I'm an outsider coming in to education and having to thread that path, I'm not really certain yet*". It was apparent that HL1 does not have a close family member to whom they could seek emotional support and, being in a position of someone who was temporary, they may have felt reticent in, or not able to, seek emotional support from work colleagues. HL1 adds that "*it's not something I can deal with right now and so it just gets put away* [….] *If I dwell on that too much* [….] *I get just frozen because so much of that is outside of my control at this point.*" To help them cope HL1 advised that they had "*a glass of wine and* [read] *very silly novels*".

MA1 explained that their spouse was "*also a teacher here so* [….] *in terms of conversation we try not to talk about professional issues, but they always come 'p and that's also an element of friction and* [….]*'because we're not happy* [….] *our children tend to just go away as soon as we start talking about work because they know that something is about to go bad. So* [….] *that is not a very nice feeling and anguish of having to work in these conditions is stressful to the point of feeling that you [n]either have a social life or a family life………*" To help them cope, MA1 advised that "*I'm the sort of guy who actually tries to do a lot of humour………..trying to build some sort of fantasy around it so you can actually cope*".

Whereas Lazarus and Folkman (1984) refer to the interactional perspective where there may be an imbalance between the ability and demands of coping it is still necessary to use problem focused coping to help respond to stressful experience (Zeidner and Saklofske, 1996). Litman and Lunsford (2009) also finds that coping includes both problem focused coping and emotion focused coping. In other words, where a person seeks support from others using emotional support, as in the instance of WA1 who sought emotional support from their wife,

they also appeared to show restraint within the workplace suggesting that they also used problem focused coping.

It is interesting that WA1 gained emotional support from their wife (from someone at home) rather than work. This is an example of something that does not come out in the findings from the questionnaire. The findings suggest that academics experience ways of coping that may be context dependent. For example: where one spouse or work colleague may listen, another may not wish/ be prepared to. This exemplifies the advantage of carrying out interviews. It also identifies the challenges when undertaking research in social science where individuals may have different views, thoughts and understanding of the world around them. However, the findings can help with informing and contributing to theory.

7.3   Instrumental support

Instrumental support is where advice is gained from others. Approximately 50% of the participants who responded to the questionnaire/ survey said that they did this. The findings from the questionnaire/ survey show that when provided with the statement that "I've been getting help and advice from other people," 51% of participants responded saying that they either did this "a lot" or "a medium amount". When given the statement "I've been trying to get advice or help from other people about what to do," 48% of people responded by saying that they did this "a lot" or a "medium amount".

MA2 identified a challenging experience they had with colleagues "*where my ideas were being blocked in a meeting consistently. I did speak up and say that I was unhappy about only the chair person's ideas being accepted and this was unacceptable. I wasn't happy about this. I was glad I spoke up there and then as this influenced the meeting but then I heard later that the chair person had been upset that I had spoken up. However, I think that this is a manipulative way of getting their own way and I know I was right to intervene."*

MA2 pointed out that they are "*quite assertive [….] but that doesn't [….] stop the good relationship with that person and with other people in the team.*" They add that they are not confrontational and prefer to ""*go away and think about it [….] and plan a good way of managing it rather than allowing emotions to spill over where I get angry or that person gets angry and upset.*"

CC1 related a problem where they felt that they could not seek support from their line manager. This followed a complaint raised by a student. CC1 commented that the manager "*was willing to give, [….] the students free for all [….]'they haven't got my back here so if I have a problem I wouldn't have felt comfortable going to them*" suggesting their way of coping was avoidance (Argyris, 1957) and a feeling of helplessness (Seligman, 1974) where the person feels he/ she is unable to do anything about the situation. This perceived lack of support from CC1's manager could have influence on their health (Kinman, 2008).

CC1 subsequently left this university and, in their new place of work, they "*feel quite comfortable".* They added that *"If everyone gets on fairly well which I think we do it can work quite well because if there is a problem, everyone backs you and you know everyone is aware of it whereas with a closed office you tend to be, you know it tends to be a little cliquey."* This implies that interpersonal relationships and the need to vent emotions were really important in helping CC1 cope and this is supported by comments made later on in the interview where CC1 comments that: "*Even when I was working at* (company named -before they became an academic) *sometimes looking back I was doing some of the things I did at the time at my previous university, [….] I was venting. [….] if there was something I felt, [….] was really inefficient. [….] I was thinking, why do we have to do this? [….] if there was something there that wound me up I tend to vent and as I [….] became more and more aware of this as we were going along, [….] when it got*

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to the point, [….] some people were noticing it that's when I thought, [….] I think you need to [….] work on calming down and think of how you can manage this a bit better. [….] when someone says to you, I think that you are coming across as a bit angry".

WP1 is someone who came into academia late in their career, after 30 years in the police. They pointed out that *"when I first [….] started in academia as a [….] lecturer I was very over awed by the academic stature of colleagues and, and was quite in awe of somebody [….] who's title was doctor or professor and [I] tended to be very quiet and not say much but then I, [….] realised that [….] I was employed because of my particular expertise and my knowledge and that the knowledge is the important thing so, [….] I then started to speak, much more prepared to speak out at meetings and [….] actually people were listening to me, that we all in life have our specialities and our areas of knowledge and the fact that somebody has professor or doctor or whatever or something in front of their name doesn't mean they understand your subject. You know, you' know they're ordinary people."*

WP1 advised that to help them cope with interpersonal and stressful experiences: *"I walk into work through a fairly umm deprived area; when I come into work every morning there are people sleeping in doorways and it's freezing cold. Now that to me is' when life's getting really bad."* WP1 added that *"So sometimes it's very difficult to understand why I and myself feel like that when probably, you know, one of those people in the door way has a lot more to worry about, all I have to do is worry about thinking about getting the marking finished I feel quite good about it."*

MA2 is in a similar situation to WP1; someone who came to academia late in their career. Within a few days of them starting their new job at the university they *"remember talking to, [….] our manager at the time and he said you know are you ok, is it all working out ok? And I said oh*

yes we can do this, you know, it'll be fine. Umm, and, and teaching or maybe I'm a bit naive as well, umm teaching on subjects that I hadn't taught on before umm but just working hard to be able to try to make everything work and really having a sense of responsibility for making it all work and disappointment as well that students weren't happy".

Advising management that they are under stress or complaining and expressing to management that they can't cope, could be regarded as a slight on professional integrity, suggesting that the academic may lack the strengths required that is expected of them in their role. However, when the academic sought support from managers the experience could lead to *"a loss [….] of caution; the kind of trust that we have for the university as a bigger organisation and our management structures" (MA2).* In this instance, MA2 was not able to express their true feelings suggesting that instrumental support needed to be two way which would necessitate each person being willing to speak and to listen. However, this may not have been appropriate, as CC1 pointed out whereas they could vent problems to close colleagues, "*there are obviously some people I felt I didn't, I felt that I couldn't do that and my boss at my previous university and my boss here. If I've got problems then I felt like, I could vent, I felt that I could vent them and could discuss them constructively.*"

The caution that MA2 gives to seeking support is understandable. It does appear that context is a factor in gaining instrumental support. However, it also appears dependent upon trust. In other words, the academic can trust that the person they seek support from is going to deal with the matter in a considered and thoughtful manner –that emotional intelligence is demonstrated within the instrumental support. For example, CC1 pointed out, seeking instrumental support appeared to depend "[up]*on the context, [….] how well do you know the culture, how well do you know your colleagues, and what your colleagues are like".*

MA1 is head of a department and commented that "*Teachers are not just that. They're persons. They're people with wives of their own which are mostly concealed from the community and you just look at them as Professor x or Professor y and Professor z and they have names, they have children, they have husbands, they have mates, they have a preferred bar where they go to. They have their own community of friends. That is one of the things I try to do: it's to know the people I work with.*" It appears that MA1 tried to empathise and engage with colleagues. It suggests that MA1 may use greater emotional intelligence, when giving support, when compared to those CC1 or MA2 engaged with.

The point CC1 makes about context does appear valid as different circumstances/ situations can give rise to feelings of frustrations. However, the way they cope with it appears to show that lack of support and trust by management means that CC1 could vent their frustrations with colleagues who may then need to cope with the matter themselves. This could have negative repercussion where colleagues felt uncomfortable listening when they have their own pressures and stresses to cope with. However, there could be a reciprocal approach where others are like minded and instrumental support is shared. This supports the findings of Gillespie et al (2001) in which they found support from colleagues is an important factor to help with coping.

It therefore appears that it is not just context. It is having trust in the person from whom instrumental support is sought. The trust being to provide empathetic understanding and to deal with the matter in a sensitive and considered manner.

Of the 50% who advised that they gained instrumental support it could have been with friends, colleagues and/ or line manager. Detail is lacking. This is the challenge with undertaking questionnaires/ surveys. It is left to the interpretation of the reader. The advantage with

interviews is that it does raise factors that may otherwise have not been identified.

7.4   Conclusions

This chapter has explained how academics cope emotionally with interpersonal relationships within higher education.

The findings from the questionnaire/ survey suggest that approximately 50% of participants used emotional and/ or instrumental coping a lot or quite a bit. However, this does not appear to tell the full story, that is: how they cope and who with.

The context of experiences appears to influence the way academics respond. It depends on factors that are not included in the questionnaire/ survey. It is acknowledged that to include a lengthy list of further questions could persuade potential participants not to complete. Even with a lengthy list of questions, the questions may not cover particular circumstances. This is the challenge when undertaking research with people/ social science. There could be so many possible ways in which academic cope that undertaking a questionnaire/ survey is simply unrealistic. Interviews are therefore really helpful in gaining depth and a little more clarity.

The interview data provides valuable insight into individual experiences, which have been exemplified in this chapter. Each academic appears to have their individual experiences when coping with interpersonal relationships and this is highlighted in the examples discussed in this chapter from which particular comments have been identified and summarised in the table below.

The table below provides examples of where there is an overlap where, for example, a participant may use dysfunctional coping such as venting while at the same time seek instrumental support.

Table 49				
Coping with interpersonal relationships (interviews)				
Participant	**Coping strategy (emotional/ instrumental)**	**Comments**		**Approach (overlap) to coping**
HL1	Emotional support	Adjunct/ temporary	Always a satellite	Outside my control/ put it away (Denial)
MA1	Emotional/ Instrumental support		Teachers are not just that. They're persons.	Humour *Empathy (Interviewers observation)*
MA2	Instrumental support	New to job	Loss of trust	Acceptance
CC1	Instrumental support	Context	Close colleagues	Venting
WP1	Instrumental support	New to job	In awe of colleagues	Acceptance
WA1	Emotional support	Take it home	Wife gets an ear full	Ruminates (venting)

The examples shown are only a few but highlight the variations in circumstances, experience and context that each academic finds themselves in. This could apply to every one of those who completed the questionnaire/ survey. It also identifies the challenges when undertaking research in social science.

The quantitative findings suggested that emotional and instrumental coping strategies play a large (50% approx.) role in the way academics cope. The detail of how academics cope appeared to be only identified when interviews were undertaken. This is summarised in the above table in which coping strategies are associated with emotional and instrumental support. The quantitative findings suggest that academics use a particular coping strategy. However, it is apparent that each person uses other coping strategies as well, that may happen at the same time as emotional and instrumental support. For example, the head of department MA1 used humour to help cope with stressful experiences while using both emotional and instrumental support.

Whereas, the findings from the quantitative data suggest that coping strategies may occur singularly such as: venting and acceptance, it does appear that academics may use more than one strategy to cope with stressful experiences complicating the analysis and evaluation of quantitative data further.

As well as contextual circumstances, it appears that there is a need to be able to trust in the person from whom support is sought. The trust may include empathy and understanding, together with the ability to deal with a matter in a sensitive and considered manner. However, variables such as cultural context and background may influence the how and from whom support is sought. For example: it may not be considered acceptable to complain/ to vent or to seek support and advice from managers. It may be seen as a sign of weakness. It is therefore understandable that academics may seek emotional and instrumental support from those he/ she feels more close to. For example: WA1 sought support from their spouse.

The findings do exemplify the challenges of being able to generalise. However, the findings bring out interesting points such as the "context" and "trust" that can help contribute to theory and future research.

7.5   Recommendations.

It is recommended that when research is undertaken using questionnaires/ surveys, such as coping, that interviews are also undertaken that may bring out greater depth and clarity that would not otherwise be achieved with questionnaires/ surveys alone.

The next chapter addresses the second question in this study" Is there a significant correlation between emotional intelligence and well-being? If so, what is the relationship between emotional intelligence and how academics cope in the higher education setting (*University*)?

8   CORRELATION BETWEEN EI AND WELL-BEING.

8.1   Introduction.

The last chapter identified that coping with interpersonal relationships, may be dependent upon context and trust. The findings also suggested that academics may use more than one strategy to cope with stressful experiences, exemplifying that undertaking interviews can elicit further depth to help explain the findings from the quantitative data.

The quantitative data identified different coping strategies used by academics that include emotional and instrumental support and that approximately 50% of participants responded by advising that they used these strategies a lot or quite a bit which could be described as a political sound bite (Bassey, 2001). It appears that this does not tell the full story. Each academic has their own experiences when coping with interpersonal relationships and this appears to include using more than one coping strategy. This does not come out in the quantitative data, questioning possible credence (Bassey, 2001). It illustrates the challenges of generalising the quantitative findings to a wider population and the importance of incorporating qualitative analysis into the research to provide fuzzy generalisations.

This chapter discusses the findings associated with the second research question in this study: Is there a significant correlation between emotional intelligence and well-being? If so, what is the relationship between emotional intelligence and how academics cope in the higher education setting (*University*)?

Briner (2005) argues that little research has been undertaken on well-being and emotion in the higher education workplace and this could be exploited more fully (Woods, 2010). This chapter investigates if there is a significant correlation between emotional intelligence and well-being. SPSS is used to help analyse the data.

This study undertakes normality bivariate plots which are checked for:

- Linearity (the relationship between two variables/ where two variables correlate. If there appears to be a straight line relationship between the two variables the assumption is that there is a correlation), and

- Homoscedasticity (the relationship between dependent and independent variables is the same across values).

Homogeneity of variance is also used to check the assumption that samples have the same variance. The Box "M" test is used in this study to test for homogeneity of variance (that the variance in the population sample is equal), and heteroscedasticity (where the variance of error differs/ unequal across independent variable values). Bivariate scatter plots (the relationship between two variables) are also undertaken and checks made on assumptions.

8.2   Mean value.

Frequency tables and graphs are used to find out the mean value of: coping, managing emotions, PSS, emotional demands, and homework recovery. The table below provides a summary of the mean data together with maximum and minimum values associated with each instrument used.

Table: 50				
Mean values (with minimum and maximum)				
No	Variable	Mean	Min	Max
1	Coping	2.25	1	4
2	Managing emotions	5.12	1	7
3	PSS	2.03	1	5
4	Q14and15TOTALSUMemotionaldemands	2.91	1	5
5	Home/ work recovery	4.30	1	5

The mean value is related to the number/ percentage of those in each sample and the value the give to each answer. The mean values are used to find out skewness, kurtosis and normality.

8.3 Skewness, kurtosis and standard error.

Skewness and kurtosis was analysed where normal distribution, values of skewness and kurtosis, equal to zero. Skewness identifies the symmetry of distribution. For example, if there is normal distribution the skewness is 0. Where scores are clustered to the left of the graph (where there are low values) skewness is considered to be positive. Where scores are clustered to the right of the graph (where there are high values) skewness is considered to be negative.

In comparison to skewness, kurtosis looks at the peaks of distribution. As with skewness, if the value is 0 then there is normal distribution. If the distribution is clustered in a peak, to the centre, the kurtosis is positive. Where the kurtosis values are shown to be below 0 the distribution is considered to be flat. Where kurtosis is shown to be positive it indicates a steeper and heavier tailed distribution. A negative value of kurtosis shows a flatter and more lightly tailed distribution.

Positive and negative skew was measured together with kurtosis (0 = normal, mesokurtic; positive scores = peaked, leptokurtic; and negative scores = flattened, platykurtic). Standard error was also reported which estimated how far the data is either side of the mean. Coolican (2014) recommends that the skew and kurtosis should not be greater than twice the standard error.

Standard deviation was calculated showing how spread out the sample was and how far it deviated from the mean. The findings showed: Coping (Carver et al, 1989) SD = 9.71; Managing emotions (Petrides, 2009a) SD = 1.58; PSS (Cohen et al, 1983) SD = 7.61; Emotional demands (COPSOQ) (Copenhagen Psychosocial Questionnaire, 2003) SD = 3.41; and Home/ work recovery (Querstret and Cropley, 2012) SD = 5.15.

A summary of skew and kurtosis data is shown in the table below.

No	Variable	Skew.	Std error	Z skew.	Kurt.	Std error	Z Kurt.
	Table 51						
	Skewness and kurtosis variables						
1	Coping (Carver et al, 1989)	-0.06	0.12	-0.50	-0.48	0.23	-2.09
2	Managing emotions (Petrides, 2009a)	-0.51	0.11	-4.64	0.57	0.22	2.59
3	PSS (Cohen et al, 1983)	0.23	0.11	2.10	-0.45	0.21	2.14
4	Emotional demands (COPSOQ, 2003)	0.13	0.11	1.19	-0.39	0.21	-1.86
5	Home/ work recovery (Querstret and Cropley, 2012)	-0.24	0.11	2.18	0.79	0.22	3.60

The findings identified a small negative skew (skew to the left) for coping, managing emotions and home/ work recovery. A small positive skew (skew to the right) was shown for PSS and emotional demands.

The skew suggests slight asymmetrical skew to the left or right where one tail is longer than the other. Where skewness has a positive value it shows a higher number of scores on the left hand side of the distribution (For example PSS: 0.23) where participants are more inclined to score lower levels. In this study, a negative value of skewness (for example managing emotions: -0.51) showed a greater number to the right where participants were more likely to score higher levels.

The findings also show that there was a small negative kurtosis for stress/ coping, PSS and emotional demands. A slightly larger positive kurtosis is shown for managing emotions and home/ work recovery.

The findings are within the recommended parameters of -1.5 to +1.5 (Tabachnick and Fidell, 2013).

The standard error indicates the reliability, or accuracy of the mean values, between samples. It is the accuracy as to how likely the mean value is. In this study the skew standard error suggested 95% confidence in the sample mean: 0.11 (11%) or 0.12 (12%) from the

mean. These are considered to be reasonable. The kurtosis standard error is shown to range between 0.21 (21%) and 0.23 (23%). The findings are expected, as the sample is based upon reasonably large and diverse responses from people.

8.4 Normality.

To assess normal distribution, Z values are calculated dividing the skew and kurtosis figures by their respective standard error. Mayers (2013) advises that z scores should not be greater than plus or minus 1.96. If this does occur, then it suggests normal distribution is compromised.

In this study, it does appear that with skew, there was a compromise of managing emotions, PSS, and home/ work recovery. With kurtosis there appeared to be compromise with coping, managing emotions, PSS and home/ work recovery. However, Pallant (2013) explains, scores are often unevenly distributed, in particular social science. In this study the sample size was 533 if the sample sizes are large enough (for example: 30 or more) the violation of normality should not cause a problem (Pallant, 2013) as thoughts and opinions can influence the statistical analysis.

8.5 Coping and PSS.

Mahalanobis distance (D^2) indicates how far a case is from the centre for the predicted variables. The recommended upper tail critical value of chi square distribution for 14 independent variables is 36.12. (itl.nist, n.d.).

In this study, the maximum Mahalanobis distance shown was: D^2 = 40.95 which slightly exceeded the critical value (**See appendix 13** for details). There were 5 cases that were identified as outliers (but not extreme) that have been left in the analysis which may affect the findings. Pallant (2013) advises that with larger samples (as in this

study) outliers are not unusual and in such cases being slightly outside the critical value is not a problem. The 5 outliers were therefore left in.

Beta standardised coefficients measures how strongly a predictor variable influences a dependent variable. In this study the beta standardised coefficient showed that the most significant are 0.24, sig = 0.00 (self-blame); and 0.18, sig = .00 (self-distraction), making the strongest unique contribution to explaining the dependent variable when the variance in the other variables are controlled. This means that a change of one standard deviation in the predictor variable (Coping) resulted in 0.24 standard deviations in the dependent variable (PSS).

Part correlation coefficients was also undertaken in this study that measures the relationship between two variables while controlling the effect of other variables. The findings showed: 0.21 (r^2 = 4.41%- self-blame) and 0.16 (r^2 = 2.56% self-distraction). Self-blame and self-distraction were shown to have a correlation of 0.29. There appeared to be a low variance and the two dimensions (self-blame and self-distraction) are not significant. This suggested that self-blame and self-distraction have little effect on PSS. The table below provides a summary of the findings.

Table 52				
Summary of data Coping items (Carver et al, 1989) and PSS (Cohen et al, 1983).				
Item	Beta (standardised coefficient)	Part correlation Coefficient	r^2	Correlation for self-blame and self-distraction
Self-blame	0.24 (Sig= 0.02)	0.21	4.41 %	0.29
Self-distraction	0.18 (Sig = 00)	0.16	2.56%	
			6.97% (total)	
See appendix 13 for details				

Stowell, Kiecolt-Galser and Glaser (2001) finds active coping and behavioural disengagement are means by which people cope with perceived stress (PSS). In a sample of 204 university students in Slovakia, Halama and Bakosova (2009) identifies that perceived stress (PSS) correlates with avoidant and emotion based coping. Hyman, Hong, Chaplin, Dabre, Comegys, Kimmerling and Sinha (2009) study

of opioid dependents identifies that emotion and problem focused coping are negatively associated with perceived stress (PSS). Kirschner, Young and Fanjoy (2014) identifies that self-blame and humour correlates with perceived stress for first year flight students. Instrumental support is correlated with perceived stress for those defined as "upper class-men". Each of the aforementioned studies uses different samples. For example: different sample sizes, demographics, geographical locations, culture, background, experiences. This exemplifies the challenges of comparing and contrasting findings between studies when undertaking social research.

8.6   Coping and home/work recovery.

Correlation was also carried out on each of the coping dimensions (Carver, 1989) together with the dimensions associated with an extract from the work related rumination questionnaire (WRRQ) (Querstret and Cropley, 2012) on home/ work recovery. **Appendix 14** provides a summary of findings.

r^2 was shown to be 0.09 (9%). This suggested that the model (coping) explains 9% of the variance in home/ work recovery. The sig = 0.00 (where p < 0.05) therefore suggested that this example reaches statistical significance. Beta standardised coefficients showed that the most significant were 0.18, sig = 0.02 (venting), and 0.13, sig = .00 (denial), making the strongest unique contribution to explaining the dependent variable when the variance in the other variables was controlled. Whereas venting and denial may have been the most significant, compared to other variables in the coping model, they appeared to have small significance to the overall model.

Partial correlation was used to measure the direction and strength of a linear relationship between two variables whilst the effect of other variables was controlled. Partial correlation coefficients was shown to be 0.14 (r^2 = 1.96%- venting) and 0.11 (r^2 = 1.21%- denial). Venting and denial were shown to have a correlation of 0.22. Considering that

there were 14 items in this scale and that there was a correlation of 0.22, there was a medium variance and the two dimensions (venting and denial) were not significant. The table below provides a summary of the data.

Table 54				
Summary of data Coping items (Carver, 1989) and Home/ work recovery (Querstret and Cropley, 2012).				
Item	Beta (standardised coefficient)	Part correlation Coefficient	r^2	Correlation for venting and denial
Venting	0.17 (Sig= 0.02)	0.14	1.96%	0.22
Denial	0.13 (Sig = 00)	0.11	1.21%	
			3.17% (total)	
See appendix 14 for details				

Venting and denial were identified as having the highest but not significant impact.

8.6.1 Summary (Coping and home/ work recovery).

Correlation was undertaken on coping measures (Carver et al, 1989) to predict home/ work recovery. Preliminary analysis was conducted to ensure that there was no violation of the assumption including normality. After entering the 14 items associated with coping (Carver et al, 1989) the total variance explained by the model was 9% $F = (14, 468)$ 3.45, $p < 0.01$. $r^2 = 0.31$. Venting and denial explained 3.17% of the variance in home/ work recovery.

The analysis of the data showed that in each of dimensions r^2 is around 0% suggesting that there was no or very small variance between the dimensions and home/ work recovery. F sig is calculated and each of the dimensions were shown to be greater than 0.01 suggesting that there was no or little significance and the model does not fit the data. In other words, there appeared to be no or little linear relationships between the variables.

Beta (unstandardised coefficient) was shown to be around 0 suggesting that the home/ work recovery was not related with the dimensions. The Beta (standardised coefficient) was small.

The findings suggest that there was a weak relationship between coping and homework recovery and that coping has little effect upon home/ work recovery. Prior to the analysis being undertaken it was anticipated that there would have been a strong relationship. The findings are therefore surprising. It could be that the error identified in the questionnaire skewed/ biased the data and influenced the outcome of the analysis. However, the findings could be correct, thus suggesting that there was no/ little effect.

8.7 Pearson product –moment correlation.

This study undertook an analsyis of Pearson product –moment correlation, evaluating the association between the variables shown in the table below (managing emotions, perceived stress, emotional demands, home/ work recovery). Two tailed analysis was undertaken. The reason for this was that it takes into consideration the extreme (outer lying) portions of distributions (as the distribution tails off to zero).

Correlation was also considered where level of significance was identified. For example: ** indicates correlation at the 0.01 level and * indicates correlation at 0.05 level. Level of significance is the probability of rejecting the findings. This is shown in the table below.

Table 54					
Pearson Product moment correlation (Totals)					
Correlations between measures of Managing emotions, PSS, emotional demands, Home/ work recovery.					
No	Scale	1	2	3	4
1	Managing emotions (Petrides, 2009a) (N=458)	1			
2	PSS (Cohen et al, 1983). (N=532)	-0.52 **	1		
3	Emotional demands (COPSOQ, 2003) (N=520)	0.02	-0.15 **	1	
4	Home/ work recovery (Querstret and Cropley, 2012) (N=496)	-0.25 **	0.31 **	-0.10 *	1
Correlation is significant at the 0.01 level (2- tailed). ** Correlation is significant at the 0.05 level (2- tailed). *					

The correlation coefficient (r) indicates the strength of relationships between variables. Where correlation is shown to be 0 there is no relationship. However, the nearer to 1 or -1 there is likely to be a greater relationship. Cohen (1988) recommends that where r = 0.10 to 0.29 there is a small relationship; where r = 0.30 to 0.49 there is a medium relationship and; where r = 0.50 to 1.0 there is a large relationship.

The findings from this analysis showed that r = -0.52 indicating that there was a significant negative relationship. The findings were compared to other studies. For example: Siegling, Vesely, Petrides and Saklofske (2015) find -0.60 correlation between PSS and managing emotions (TEIQue). In a study undertaken by Swami, Mathur and Puship (2013) on a sample of resident doctors, correlation between PSS and managing emotions (TEIQue) is -0.59. The aforementioned are examples. Whereas, the findings suggest that there is consistency across studies, further research is recommended.

The shared variance was calculated by squaring the "r" value and converted to percentage by multiplying the figure by 100. The shared variance, in this study showed: r = -0.52, r^2= 27%. This suggested that there was an inverse relationship between PSS and managing emotions. The greater the perceived stress (PSS) the person experienced the less they managed emotions. However, The premise of this finding is that there may be a cause/ effect between managing emotions and perceived stress. Whereas the statistical findings may suggest a relationship, it does not necessarily follow that one causes the other. The findings from the above could suggest a linear relationship; where as the one variable changes the other variable changes proportionally. However, this may not be the case. To check on this, curvature relationship was analysed.

8.7.1 Curvature relationship.

Curvature analysis was undertaken on the relationship between emotional intelligence (EI squared) and Perceived stress (PSS). The findings are shown at **appendix 17**.

The diagram shown below identifies the linear relation relationship (solid line) and curvature (quadratic) relationship. The findings identified a small R squared change of 0.007, while the sig F change is 0.036 which suggests significance as it is less than 0.05. However, it is very small. The nonlinear effect (the addition) of the EI squared variable which is associated with the 0.007 change was 4.41 (F change) which again, appeared very small when compared with the linear F change of 168.318.

Graph 2.
Curvature relationship
(EI squared and PSS)
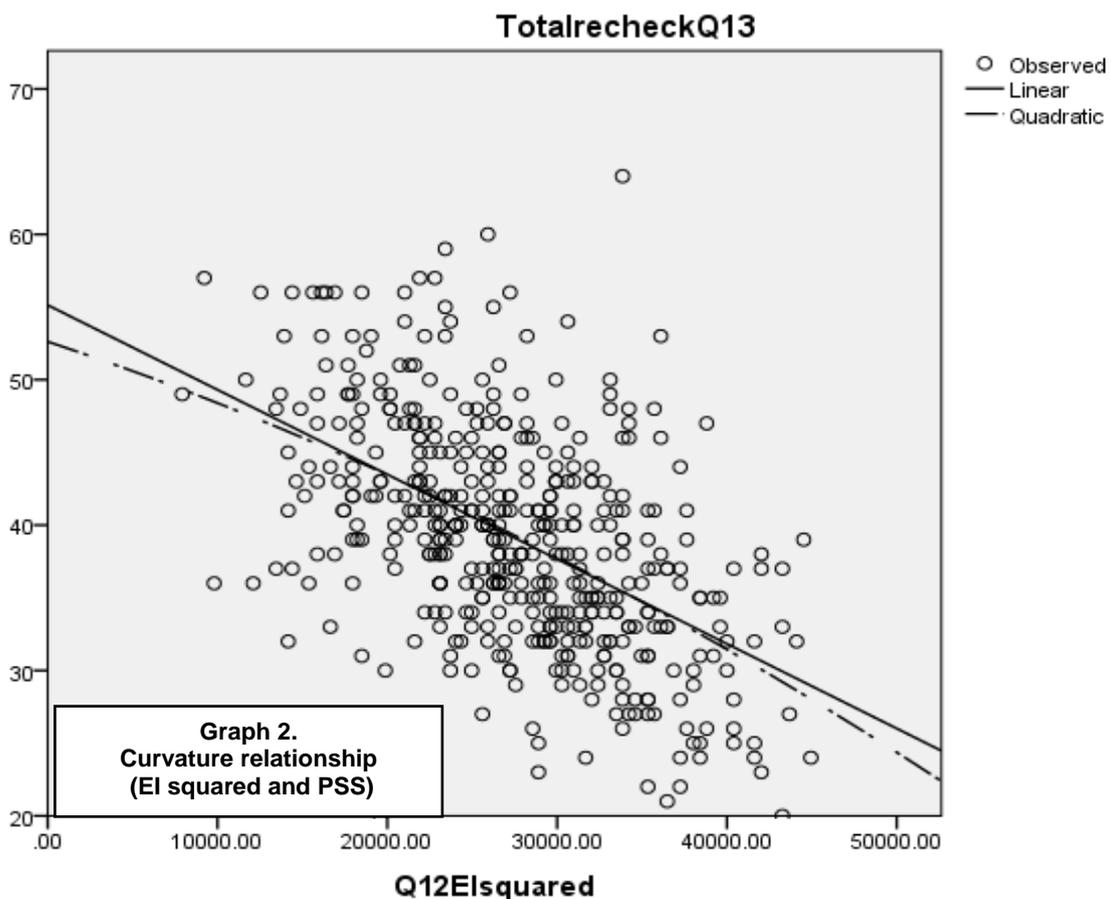
The challenge of undertaking social science research is that there may be other variables that affect the findings. For example, background,

experience, level of responsibility, culture. However, the population sample in this study was 533, and reasonably big enough, that could be applied to a larger sample allowing for fuzzy generalisations to be made.

There appeared to be smaller correlation between the other scales as shown in the table below.

Table 55					
Shared variance r^2 (Totals)					
Correlations between measures of Managing emotions, PSS, emotional, and home/ work recovery.					
No	Scale	1	2	3	4
1	Managing emotions (Petrides, 2009a)	1			
2	PSS (Cohen et al, 1983)	27.04%	1		
3	Emotional demands (COPSOQ, 2003)	.04%	2.25%	1	
4	Home/ work recovery (Querstret and Cropley, 2012)	6.25%	9.61%	1%	1
Correlation is significant at the 0.01 level (2- tailed). ** Correlation is significant at the 0.05 level (2- tailed). *					

8.7.2 Summary (Pearson product –moment correlation).

Pearson's product moment correlation coefficient was carried out on managing emotions, PSS, emotional demands, and home/work recovery. The findings showed a negative correlation between PSS (Cohen et al, 1983) and managing emotions (Petrides, 2009a), r = -0.52, n = 532, sig (2 tailed) "p" = <0.01. (Pearson's correlation) suggesting a significant relationship. There appeared to be smaller correlation between the other instruments.

8.8 Reliability of scale (Cronbach's Alpha) and correlation of instruments.

Reliability of scale was undertaken in this study using Cronbach's alpha coefficient which is defined as: "a measure that illustrates the degree of reliability of component items in a single construct, often used to measure consistency in a questionnaire" (Mayers, 2013:592). Pallant (2013) adds that it is the way items "hang together" (p.101). In other words, it is the reliability of scale.

When selecting scales, it is important to find and use ones that are reliable and measure the same constructs. DeVellis (2012) advises that the Cronbach alpha coefficient should be above 0.7, preferably above 0.8 (Pallant, 2013). The data shown in the diagram below provides an explanation of the approach used in assessing normality (Cronbach's alpha).

Diagram 4
Cronbach's Alpha coefficient
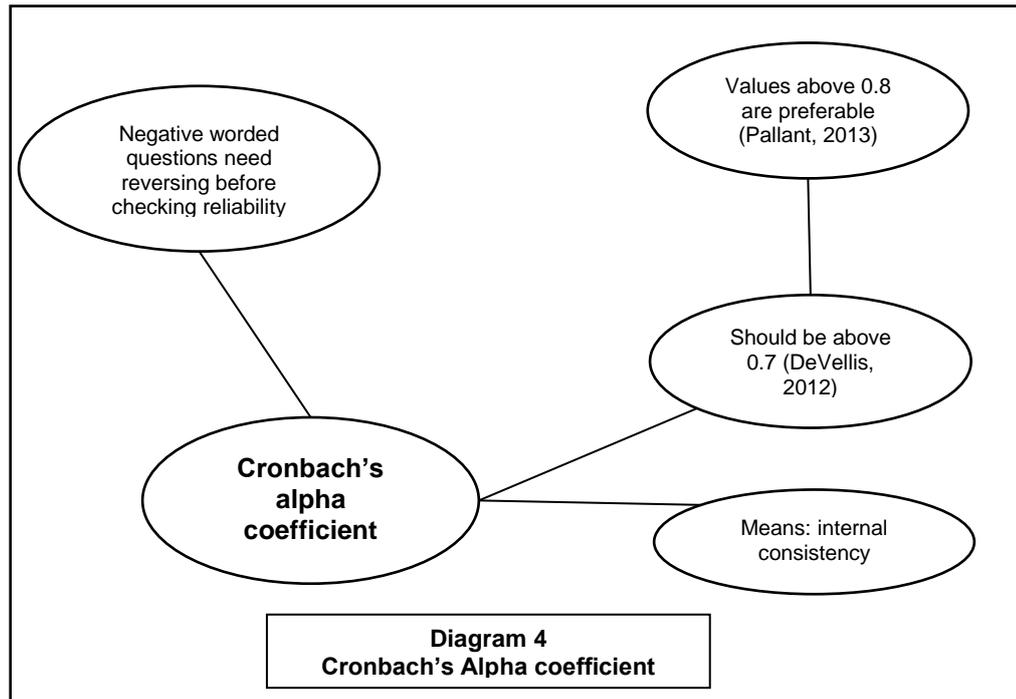
8.8.1 Coping

The questionnaire/survey undertaken in this study included the brief COPE inventory (Carver, 1997) which assessed situational and dispositional aspects of coping. Each of the items was entered into SPSS and Cronbach's alpha calculated. Carver et al (1989) comments that: it is not necessary to select the whole scale so as to provide a psychometrically sound instrument. They add that scales can be selected that fit the needs of the study. Carver et al (1989) reports that all items in the instrument show Cronbach alpha reliability to be above 0.6, except mental disengagement (0.45). Using the brief Cope questionnaire in a study of coping strategies used by older adults, Fisher, Segal and Coolidge (2003) find Cronbach alpha to be 0.71. In

another study of undergraduate students, Litman (2006) finds Cronbach alpha to be 0.73. In this study, the reliability of Cronbach's Alpha was shown to be 0.79 and, therefore, suggests good internal consistency which was to be expected.

Cronbach alpha is shown in the table below against each of the paired items together with the mean, and standard deviation. The number of cases valid and excluded are also shown to demonstrate that there was a reasonable sized sample when undertaking the analysis of Cronbach's alpha.

No	Item	Mean	Std. Deviation	Cronbach's Alpha if item deleted	Valid	Excluded
Table 56						
Cronbach's alpha (Brief Cope)						
1	Self-distraction	4.66	1.64	0.78	444	88
2	Active coping	5.83	1.74	0.78	444	88
3	Denial	2.84	1.27	0.79	444	88
4	Substance use	2.61	1.18	0.80	444	88
5	Emotional Support	5.03	1.71	0.78	444	88
6	Instrumental support	5.00	1.72	0.78	444	88
7	Behavioural disengagement	2.98	1.38	0.80	444	88
8	Venting	4.47	1.54	0.78	444	88
9	Positive reframing	5.38	1.65	0.77	444	88
10	Planning	6.04	1.68	0.78	444	88
11	Humour	4.73	1.85	0.79	444	88
12	Acceptance	5.62	1.56	0.77	444	88
13	Religion	3.60	2.13	0.80	444	88
14	Self-blame	4.19	1.72	0.79	444	88

No	Item	Mean (S.D.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
							Table 57									
							Correlation (Brief COPE)									
1	Self-distraction	4.66 (1.64)	1													
2	Active coping	5.83 (1.74)	0.19 **	1												
3	Denial	2.84 (1.27)	0.25 **	0.07	1											
4	Substance use	2.61 (1.18)	0.04	-0.03	0.18 **	1										
5	Emotional Support	5.03 (1.71)	0.23 **	0.31 **	0.09 *	0.09 *	1									
6	Instrumental support	5.00 (1.72)	0.19 **	0.32 **	0.07	0.06	0.68 **	1								
7	Behavioural disengagement	2.98 (1.38)	0.27 **	-0.02	0.40 **	0.18 **	0.04	0.10 *	1							
8	Venting	4.47 (1.54)	0.33 **	0.28 **	0.22 **	0.07	0.36 **	0.36 **	0.23 **	1						
9	Positive reframing	5.38 (1.65)	0.24 **	0.41 **	0.12 **	0.05	0.35 **	0.37 **	0.10 *	0.24 **	1					
10	Planning	6.04 (1.68)	0.22 **	0.66 **	0.06	-0.01	0.41 **	0.46 **	0.03	0.38 **	0.52 **	1				
11	Humour	4.73 (1.85)	0.20 **	0.13 **	0.08	0.13 **	0.14 **	0.21 **	0.05	0.25 **	0.31 **	0.22 **	1			
12	Acceptance	5.62 (1.56)	0.30 **	0.45 **	0.07	0.04	0.32 **	0.38 **	0.09 *	0.33 **	0.52 **	0.56 **	0.30 **	1		
13	Religion	3.60 (2.13)	0.16 **	0.17 **	0.18 **	-0.07	0.16 **	0.16 **	0.17 **	0.13 **	0.25 **	0.14 **	0.02	0.23 **	1	
14	Self-blame	4.19 (1.72)	0.29 **	0.10 *	0.24 **	0.17 **	0.19 **	0.19 **	0.27 **	0.31 **	0.20 **	0.23 **	0.18 **	0.24 **	0.08	1

Correlation is significant at the 0.01 level (2-tailed).**
Correlation is significant at the 0.05 level (2-tailed).*

The table above shows Pearson's correlation for each of the paired items for coping. The data, for the three highest correlation values, showed that there was a strong positive correlation (r) with items: instrumental support and emotional support where $r = 0.68$, $n = 444$, $p < 0.01$; planning and active coping where $r = 0.66$, $n = 444$, $p < 0.01$ and; acceptance and planning where $r = 0.56$, $n = 444$, $p < 0.01$. This suggests that there was a large positive relationship between each of these items which also suggested that the instrument is good.

8.8.2 Managing emotions.

Two studies of undergraduate students undertaken on trait emotional intelligence (TEIQue- short form) show Cronbach alpha to be 0.95 and 0.70 (Mikolajczak and Luminet, 2008). Mouton, Hansenne, Delcour and Cloes (2013) uses the TEIQue on a sample of physical education teachers. The findings show Cronbach alpha to be 0.94. Vesely, Saklofske and Nordstokke (2014) study on teachers find Cronbach alpha to be 0.88. Vernon, Petrides, Bratko and Schermer (2008) use the TEIQue on parents and their children. Cronbach alpha is shown to be 0.94 for mothers, 0.93 for fathers and 0.94 for offspring. Swami et al (2013) find Cronbach alpha to be 0.76. In this study, Cronbach's alpha was calculated on each of the items in managing emotions (TEIQue). These are shown in the table below. R indicates an item that is reversed. Overall Cronbach's alpha was shown to be 0.88, over the 30 items in the scale, and therefore suggests good internal consistency. It compares well with other studies and is what is expected.

CORRELATION BETWEEN EI AND WELL-BEING.

No (R)=reversed	Item	Mean	Std. Dev	Cronbach's Alpha (if item deleted)	Valid	Excluded
	Table 58					
	Cronbach's alpha (Managing emotions)					
1	Expressing my emotions with words is not a problem for me	5.38	1.62	0.88	458	74
2 (R)	I often find it difficult to see things from another person's viewpoint.	5.42	1.59	0.88	458	74
3	On the whole, I'm a highly motivated person	5.82	1.26	0.88	458	74
4 (R)	I usually find it difficult to regulate my emotions	4.99	1.65	0.88	458	74
5 (R)	I generally don't find life enjoyable	5.69	1.72	0.88	458	74
6	I can deal effectively with people	5.44	1.27	0.88	458	74
7 (R)	I tend to change my mind frequently.	4.97	1.52	0.88	458	74
8 (R)	Many times, I can't figure out what emotion I'm feeling	5.52	1.59	0.88	458	74
9	I feel that I have a number of good qualities	5.96	1.18	0.88	458	74
10 (R)	I often find it difficult to stand up for my rights	4.52	1.90	0.88	458	74
11	I'm usually able to influence the way other people feel	4.78	1.34	0.88	458	74
12 (R)	On the whole, I have a gloomy perspective on most things	5.58	1.64	0.88	458	74
13 (R)	Those close to me often complain that I don't treat them right	5.86	1.51	0.88	458	74
14 (R)	I often find it difficult to adjust my life according to the circumstances	5.40	1.60	0.88	458	74
15	On the whole, I'm able to deal with stress	5.06	1.47	0.88	458	74
16 (R)	I often find it difficult to show affection to those close to me	5.33	1.82	0.88	458	74
17	I'm normally able to "get into someone's shoes" and experience their emotions	5.23	1.48	0.88	458	74
18 (R)	I normally find it difficult to keep myself motivated	5.44	1.59	0.88	458	74
19	I'm usually able to find ways to control my emotions when I want to	5.18	1.44	0.88	458	74
20	On the whole, I'm pleased with my life	5.52	1.42	0.88	458	74
21	I would describe myself as a good negotiator	4.92	1.39	0.88	458	74
22 (R)	I tend to get involved in things I later wish I could get out of	3.91	1.74	0.88	458	74
23	I often pause and think about my feelings	4.38	1.68	0.88	458	74

24	I believe I'm full of personal strengths	5.51	1.27	0.88	458	74
25(R)	I tend to "back down" even if I know I'm right	4.61	1.71	0.88	458	74
26 (R)	I don't seem to have any power at all over other people's feelings	4.87	1.58	0.88	458	74
27	I generally believe that things will work out fine in my life	5.45	1.31	0.88	458	74
28 (R)	I find it difficult to bond well even with those close to me	5.61	1.65	0.88	458	74
29	Generally, I'm able to adapt to new environments	5.83	1.09	0.88	458	74
30	Others admire me for being relaxed	4.71	1.65	0.89	458	74

Correlation was also carried out on the items in the instrument, managing emotions) and findings are shown below.

No	Item	Mean (S.D.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Table 59																	
Correlation (Managing emotions)																	
1	Expressing my emotions with words is not a problem for me	5.38 (1.62)	1														
2 (R)	I often find it difficult to see things from another person's viewpoint.	5.42 (1.59)	0.12 **	1													
3	On the whole, I'm a highly motivated person	5.82 (1.26)	0.26 **	0.22 **	1												
4 (R)	I usually find it difficult to regulate my emotions	4.99 (1.65)	0.04	0.23 **	0.10 *	1											
5 (R)	I generally don't find life enjoyable	5.69 (1.72)	0.19 **	0.24 **	0.24 **	0.23 **	1										
6	I can deal effectively with people	5.44 (1.27)	0.30 **	0.22 **	0.25 **	0.24 **	0.24 **	1									
7 (R)	I tend to change my mind frequently.	4.97 (1.52)	0.11 *	0.20 **	0.15 **	0.26 **	0.18 **	0.07	1								
8 (R)	Many times, I can't figure out what emotion I'm feeling	5.52 (1.59)	0.23 **	0.27 **	0.18 **	0.30 **	0.20 **	0.20 **	0.27 **	1							
9	I feel that I have a number of good qualities	5.96 (1.18)	0.25 **	0.15 **	0.34 **	0.15 **	0.19 **	0.23 **	0.04	0.23 **	1						
10 (R)	I often find it difficult to stand up for my rights	4.52 (1.90)	0.24 **	0.18 **	0.18 **	0.23 **	0.19 **	0.20 **	0.21 **	0.27 **	0.10 *	1					
11	I'm usually able to influence the way other people feel	4.78 (1.34)	0.25 **	0.11 *	0.33 **	0.05	0.15 **	0.36 **	0.02	0.09 *	0.26 **	0.18 **	1				
12 (R)	On the whole, I have a gloomy perspective on most things	5.58 (1.64)	0.22 **	0.19 **	0.25 **	0.26 **	0.44 **	0.31 **	0.15 **	0.29 **	0.22 **	0.25 **	0.23 **	1			
13 (R)	Those close to me often complain that I don't treat them right	5.86 (1.51)	0.16 **	0.25 **	0.09 *	0.25 **	0.31 **	0.16 **	0.20 **	0.26 **	0.15 **	0.14 **	0.03	0.28 **	1		
14 (R)	I often find it difficult to adjust my life according to the circumstances	5.40 (1.60)	0.15 **	0.21 **	0.12 **	0.42 **	0.31 **	0.15 **	0.25 **	0.29 **	0.15 **	0.29 **	0.11 *	0.33 **	0.36 **	1	
15	I'm able to deal with stress	5.06 (1.47)	0.24 **	0.13 **	0.24 **	0.26 **	0.26 **	0.31 **	0.06	0.18 **	0.28 **	0.22 **	0.26 **	0.23 **	0.22 **	0.30 **	1
16 (R)	I often find it difficult to show affection to those close to me	5.33 (1.82)	0.29 **	0.21 **	0.12 **	0.16 **	0.27 **	0.18 **	0.20 **	0.23 **	0.14 **	0.19 **	0.05	0.30 **	0.35 **	0.24 **	0.18 **

No	Item	Mean (S.D.)	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
17	I'm normally able to "get into someone's shoes" and experience their emotions	5.23 (1.48)	0.25**	0.15**	0.19**	0.07	0.12**	0.19**	0.03	0.08	0.24**	0.09*	0.19**	0.13**	0.17**	0.15**	0.25**
18 (R)	I normally find it difficult to keep myself motivated	5.44 (1.59)	0.24**	0.22**	0.42**	0.24**	0.32**	0.16**	0.20**	0.28**	0.30**	0.27**	0.21**	0.32**	0.24**	0.36**	0.38**
19	I'm usually able to find ways to control my emotions when I want to	5.18 (1.44)	0.21**	0.21**	0.34**	0.19**	0.34**	0.13**	0.18**	0.18**	0.22**	0.21**	0.23**	0.13**	0.22**	0.41**	0.21**
20	On the whole, I'm pleased with my life	5.52 (1.42)	0.23**	0.11*	0.34**	0.24**	0.49**	0.30**	0.04	0.18**	0.29**	0.26**	0.26**	0.37**	0.18**	0.32**	0.34**
21	I would describe myself as a good negotiator	4.92 (1.39)	0.30**	0.20**	0.30**	0.18**	0.11*	0.47**	0.05	0.20**	0.16**	0.30**	0.39**	0.25**	0.06	0.19**	0.33**
22 (R)	I tend to get involved in things I later wish I could get out of	3.91 (1.74)	0.14**	0.14**	0.06	0.28**	0.15**	0.13**	0.23**	0.23**	0.05	0.33**	0.02	0.15**	0.16**	0.27**	0.19**
23	I often pause and think about my feelings	4.38 (1.68)	0.21**	0.11*	0.10*	-0.03	0.04	0.4**	-0.02	0.02	0.17**	0.08	0.09*	0.04	0.03	0.09*	0.11*
24	I believe I'm full of personal strengths	5.51 (1.27)	0.34**	0.16**	0.34**	0.21**	0.19**	0.34**	0.05	0.24**	0.59**	0.17**	0.26**	0.27**	0.18**	0.21**	0.34**
25 (R)	I tend to "back down" even if I know I'm right	4.61 (1.71)	0.13**	0.15**	0.14**	0.15**	0.09*	0.08	0.21**	0.21**	0.04	0.43**	0.13**	0.07	0.10*	0.20**	0.08
26 (R)	I don't seem to have any power at all over other people's feelings	4.87 (1.58)	0.26**	0.19**	0.17**	0.20**	0.16**	0.23**	0.21**	0.22**	0.09*	0.26**	0.26**	0.17**	0.21**	0.23**	0.15**
27	I generally believe that things will work out fine in my life	5.45 (1.31)	0.20**	0.07	0.26**	0.24**	0.41**	0.29**	0.05	0.16**	0.30**	0.22**	0.23**	0.44**	0.16**	0.26**	0.38**
28 (R)	I find it difficult to bond well even with those close to me	5.61 (1.65)	0.29**	0.24**	0.17	0.29	0.28	0.25	0.21	0.22			0.14**	0.39**	0.30**	0.32**	0.18**
29	Generally, I'm able to adapt to new environments	5.83 (1.09)	0.24**	0.19**	0.29**	0.18**	0.20**	0.30**	0.09	0.23**	0.33**	0.15**	0.25**	0.24**	0.15**	0.29**	0.31**
30	Others admire me for being relaxed	4.71 (1.65)	0.09*	0.04	0.11*	0.23**	0.08	0.20**	0.04	0.04	0.15**	0.14**	0.16**	0.10*	0.07	0.12**	0.28**

Table 60 (Contd)

Correlation Q12 Petrides (2009) Q12 Managing emotions

No	Item	Mean (S.D.)	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
16 (R)	I often find it difficult to show affection to those close to me	5.33 (1.82)	1														
17	I'm normally able to "get into someone's shoes" and experience their emotions	5.23 (1.48)	0.17**	1													
18 (R)	I normally find it difficult to keep myself motivated	5.44 (1.59)	0.26**	0.26**	1												
19	I'm usually able to find ways to control my emotions when I want to	5.18 (1.44)	0.16**	0.18**	0.31**	1											
20	On the whole, I'm pleased with my life	5.52 (1.42)	0.24**	0.17**	0.37**	0.36**	1										
21	I would describe myself as a good negotiator	4.92 (1.39)	0.16**	0.24**	0.18**	0.36**	0.39**	1									

		Mean (SD)															
22 (R)	I tend to get involved in things I later wish I could get out of	3.91 (1.74)	0.14 **	0.13 **	0.23 **	0.18 **	0.07	0.06	1								
23	I often pause and think about my feelings	4.38 (1.68)	0.15 **	0.19 **	0.04	0.18 **	0.15 **	0.23 **	0.01	1							
24	I believe I'm full of personal strengths	5.51 (1.27)	0.21 **	0.32 **	0.28 **	0.31 **	0.40 **	0.34 **	0.07	0.34 **	1						
25(R)	I tend to "back down" even if I know I'm right	4.61 (1.71)	0.10 *	- 0.01	0.19 **	0.09	0.10 *	0.16 **	0.27 **	-0.05	0.07	1					
26 (R)	I don't seem to have any power at all over other people's feelings	4.87 (1.58)	0.29 **	0.11 *	0.28 **	0.16 **	0.23 **	0.25 **	0.16 **	0.04	0.15 **	0.29 **	1				
27	I generally believe that things will work out fine in my life	5.45 (1.31)	0.18 **	0.12 **	0.28 **	0.26 **	0.52 **	0.27 **	0.12 **	0.08	0.35 **	0.05	0.08	1			
28 (R)	I find it difficult to bond well even with those close to me	5.61 (1.65)	0.49 **	0.20 **	0.31 **	0.15 **	0.27 **	0.22 **	0.17 **	0.13 **	0.24 **	0.11 *	0.34 **	0.19 **	1		
29	Generally, I'm able to adapt to new environments	5.83 (1.09)	0.15 **	0.23 **	0.24 **	0.25 **	0.29 **	0.28 **	0.06	0.08	0.33 **	0.11 **	0.15 **	0.36 **	0.20 **	1	
30	Others admire me for being relaxed	4.71 (1.65)	- 0.05	0.15 **	0.08	0.24 **	0.17 **	0.23 **	0.08	0.05	0.25 **	0.07	0.03	0.29 **	0.01	0.30 **	1
(R)=reversed																	
Correlation is significant at the 0.01 level (2-tailed) ** **Correlation is significant at the 0.05 level (2-tailed) *																	

The table above shows Pearson's moment correlation for each of the items associated with managing emotions (Petrides, 2009a).

The relationship between internal items associated with managing emotions was investigated using Pearson's moment correlation coefficient. The data, for the three highest values of correlation, showed that there was a medium positive correlation (r) with items associated with: "I believe I'm full of personal strengths" (Item 24) and "I feel that I have a number of good qualities" (item 9) where r = 0.59, n = 458, p < 0.01; "I find it difficult to bond well even with those close to me" (item 28) and "I often find it difficult to show affection to those close to me" (item 24) where r = 0.49, = 458, p < 0.01; and the third was "I would describe myself as a good negotiator" (item 21) and "I can deal effectively with people" (item 6) where r = 0.47, n = 458, p < 0.01. This suggested a strong/ medium relationship between each of the items. The findings are expected and suggest the instrument is good.

8.8.3 PSS.

People can experience stress in many different ways. To assess and evaluate how people feel about their thoughts and feelings about life and work, over the previous month, this study used the 14 item scaled perceived stress scale (PSS). Cronbach's alpha was analysed and findings are summarised in the table below.

No	Item	Mean	Std. Dev	Cronbach's Alpha if item deleted	Valid	Excluded
	Table 60					
	Cronbach's alpha PSS (Cohen et al, 1983)					
1	In the last month, how often have you been upset because of something that happened unexpectedly?	2.86	1.11	0.78	532	0
2	In the last month, how often have you felt that you were unable to control the important things in your life?	2.78	1.16	0.78	532	0
3	In the last month, how often have you felt nervous and stressed	3.25	1.09	0.78	532	0
4	(R) In the last month, how often have you dealt successfully with life hassles?	2.14	0.84	0.81	532	0

5	(R) In the last month, how often have you felt you were effectively coping with important changes that were occurring in your life?	2.23	0.88	0.80	532	0
6	(R) In the last month, how often have you felt confident about your own ability to handle your personal problems?	2.11	0.90	0.80	532	0
7	(R) In the last month, how often have you felt things going your way?	2.54	0.88	0.80	532	0
8	In the last month, how often have you found that you could not cope with all the things that you had to do?	2.78	1.17	0.78	532	0
9	(R) In the last month, how often have you been able to control irritations in your life?	2.55	0.91	0.80	532	0
10	(R) In the last month, how often have you felt that you were on top of things?	2.71	1.02	0.78	532	0
11	In the last month, how often have you been angered because of things that happened that were outside of your control?	2.89	1.11	0.79	532	0
12	In the last month how often have you found yourself thinking about things that you have to accomplish?	4.18	0.94	0.82	532	0
13	In the last month how often have you been able to control the way you spend your time?	3.39	0.98	0.86	532	0
14	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.54	1.16	0.78	532	0

Overall Cronbach's alpha was shown to be 0.81, over the 14 items, and 532 cases, (Further detail is shown at **appendix 8**). Cohen et al (1983) carries out a study of 960 males and 1,427 females. The findings show Cronbach alpha to be 0.78 (Cohen et al, 1983). Cohen and Janicki-Deverts (2012) report on findings of a questionnaire/ survey undertaken in 2006 and 2009. The findings show Cronbach Alpha to be 0.91 for both 2006 and 2009. Siegling et al (2015) report a finding of Cronbach alpha to be 0.87. Swami et al (2013) reports Cronbach alpha to be 0.70. The findings from this study (0.81) showed reasonable comparisons with the examples of earlier research suggesting good internal consistency. This is what was expected.

Pearson's product- moment correlation was also carried out on internal items and it showed that the three highest correlations were: "In the last month, "how often have you felt nervous and "stressed"? (Item 3) and "In the last month, how often have you been upset because of something that happened unexpectedly?" (Item 1) where r = 0.58, p < 0.01. "In the last month, how often have you felt that you were unable to control the important things in your life?" (Item 2) and "In the last month, how often have you been upset because of something that happened unexpectedly?" (Item 1) where r = 0.56, p < 0.01 and; "In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?" (Item 14) and "In the last month, how often have you found that you could not cope with all the things that you had to do?" (Item 8) where r = 0.55, p < 0.01. The summary of the findings is shown in the table below.

Table 61															

Table 61

Correlation (PSS)

No	Item	Mean (S.D.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	In the last month, how often have you been upset because of something that happened unexpectedly?	2.86 (1.11)	1													
2	In the last month, how often have you felt that you were unable to control the important things in your life?	2.78 (1.16)	0.56 **	1												
3	In the last month, how often have you felt nervous and stressed?	3.25 (1.09)	0.58 **	0.57 **	1											
4	(R) In the last month, how often have you dealt successfully with life hassles?	2.14 (0.84)	0.12 **	0.16 **	0.12 **	1										
5	(R) In the last month, how often have you felt you were effectively coping with important changes that were occurring in your life?	2.23 (0.88)	0.17 **	0.25 **	0.25 **	0.51 **	1									
6	(R) In the last month, how often have you felt confident about your own ability to handle your personal problems?	2.11 (0.90)	0.32 **	0.40 **	0.40 **	0.44 **	0.59 **	1								
7	(R) In the last month, how often have you felt things going your way?	2.54 (0.88)	0.33 **	0.37 **	0.32 **	0.28 **	0.41 **	0.44 **	1							
8	In the last month, how often have you found that you could not cope with all the things that you had to do?	2.78 (1.17)	0.43 **	0.42 **	0.48 **	0.22 **	0.33 **	0.37 **	0.31 **	1						
9	(R) In the last month, how often have you been able to control irritations in your life?	2.55 (0.91)	0.22 **	0.30 **	0.32 **	0.28 **	0.34 **	0.39 **	0.31 **	0.26 **	1					
10	(R) In the last month, how often have you felt that you were on top of things?	2.71 (1.02)	0.36 **	0.43 **	0.45 **	0.28 **	0.35 **	0.49 **	0.46 **	0.51 **	0.42 **	1				
11	In the last month, how often have you been angered because of things that happened that were outside of your control?	2.89 (1.11)	0.53 **	0.49 **	0.44 **	0.07	0.15 **	0.21 **	0.35 **	0.34 **	0.24 **	0.30 **	1			
12	In the last month how often have you found yourself thinking about things that you have to accomplish?	4.18 (0.94)	0.10 *	0.05	0.17 **	-0.18 **	-0.13 **	-0.05	-0.05	0.10 *	-0.07 *	0.01	0.14 **	1		
13	In the last month how often have you been able to control the way you spend your time?	3.39 (0.98)	-0.23 **	-0.27 **	-0.32 **	-0.23 **	-0.30 **	-0.37 **	-0.30 **	-0.34 **	-0.30 **	-0.40 **	-0.21 **	-0.01	1	
14	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.54 (1.16)	0.43 **	0.47 **	0.55 **	0.21 **	0.27 **	0.40 **	0.33 **	0.55 **	0.29 **	0.52 **	0.39 **	0.14 **	0.34 **	1

Correlation is significant at the 0.01 level (2-tailed).**

Correlation is significant at the 0.05 level (2-tailed).*

Preliminary analysis was performed to ensure that there was no violation of assumptions. The findings suggest that there was a strong correlation between the following:

- "In the last month, how often have you felt nervous and "stressed"? (Item 3) and "In the last month, how often have you been upset because of something that happened unexpectedly?" (Item 1) where r = 0.58, n = 532, p < 0.01.

- "In the last month, how often have you felt that you were unable to control the important things in your life?" (Item 2) and "In the last month, how often have you been upset because of something that happened unexpectedly?" (Item 1) where r = 0.56, n = 532, p < 0.01 and;

- "In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?" (Item 14) and "In the last month, how often have you found that you could not cope with all the things that you had to do?" (Item 8) where r = 0.55, n = 532, p < 0.01

This suggests that there was a medium relationship between each of these items and suggests that the instrument has good internal consistency and is what was expected.

8.8.4 Emotional demands.

The Copenhagen Psychosocial Questionnaire (COPSOQ) (2003) is designed to assess and evaluate participant responses to health and well-being. As part of this study an extract of the questionnaire was used to find out participant's emotional demands.

It is believed that this is the first time that this extract has been used in isolation of the rest of the COPSOQ. Nubling, Stobel, Hasselhorn, Michaelis and Hofmann (2006) compares the COPSOQ findings from

studies undertaken in Denmark and Germany. Cronbach alpha is shown to be 0.87 in the Danish version and in the German version it is 0.82. In this study, Cronbach's alpha was analysed and was shown to be 0.78 over the 4 items in the scale and therefore suggests good internal consistency and is what was expected.

Cronbach's alpha was calculated using SPSS, and is summarised for each of the 4 items in the table below. There is no reverse item in this scale.

Table 62						
Cronbach's alpha (Emotional demands)						
No	Item	Mean	Std. Dev	Cronbach's Alpha	Valid	Excluded
1	Does your work put you in emotionally disturbing situations?	3.31	1.04	0.79	520	12
2	Is your work emotionally demanding?	2.91	1.08	0.67	520	12
3	Do you get emotionally involved in your work?	2.68	1.15	0.69	520	12
4	Does your work require that you get personally involved?	2.74	1.14	0.73	520	12

The extract was used as this study seeks to find out the emotional demands that participants experience. In hind sight it is felt that the full questionnaire could have been used. This would have been more time consuming for the participant, however, it may have provided greater opportunities to compare and contrast findings with other studies. The challenge with undertaking social research is that people may give different responses depending on their feelings, context, experience, understanding, and circumstances that could influence the findings. Notwithstanding the reservations, this scale is an extract from a wider questionnaire/ instrument and it is pleasing to find the Cronbach alpha of 0.78.

Pearson's product moment correlation was undertaken and a summary of the findings is shown in the tables below.

No	Item	Mean (S.D)	1	2	3	4
**Table 63**						
**Correlation (Emotional demands)**						
1	Does your work put you in emotionally disturbing situations?	3.31 (1.04)	1			
2	Is your work emotionally demanding?	2.91 (1.08)	0.50 **	1		
3	Do you get emotionally involved in your work?	2.68 (1.15)	0.32 **	0.59 **	1	
4	Does your work require that you get personally involved?	2.74 (1.14)	0.29 **	0.49 **	0.57 **	1
Correlation is significant at the 0.01 level (2-tailed).**						

The findings showed that the three highest internal correlated items were:

- "Do you get emotionally involved in your work?" (Item 3) and "Is your work emotionally demanding?" (Item 2) where r = 0.59, n= 520, p = <0.01;

- "Do you get emotionally involved in your work?" (Item 4) and "Do you get emotionally involved in your work?" (Item 3) where r = 0.57, n = 520, p < 0.01 and

- "Is your work emotionally demanding?" (Item 2) and "Does your work put you in emotionally disturbing situations?" (Item 1) where r = 0.50, n = 520, p = <0.01.

This suggests that there is a medium relationship between each of these items. Considering the small number of items and the nature of the questions asked, this is as expected and suggests good internal consistency.

Comparisons were sought to compare the above findings with existing studies. However, it appears that this is the first time COPSOQ has been used with coping, managing emotions, perceived stress and home/work recovery.

8.8.5 **Home/ work recovery**.

An extract was taken from the affective rumination subscale of the work related rumination questionnaire (WRRQ) (Querstret and Cropley,

2012). It was used to assess and evaluate the participant's experience on home/ work recovery.

There is acknowledgement of an error in the questionnaire where "0" should have been "strongly disagree" rather than "strongly agree" and it is acknowledged that this could affect the analysis and evaluation.

Overall Cronbach's alpha was shown to be 0.55 over the 10 items in the scale. In this instance it was below 0.7 which is recommended by DeVellis (2012). There is no reverse item in this scale.

The Cronbach alpha of 0.55 appears low when compared with the findings of 0.90 identified by Querstret and Cropley (2012) for affective rumination. Cronbach alpha of 0.90 does suggest that the instrument has strong internal relationships. This difference in findings was not unexpected. It may be that the error identified impacted on the responses. However, it wasn't as low as expected considering the possible error.

The sample used by Querstret and Cropley (2012) is across a wide population of 719 working adults who work in different fields such as healthcare, medicine, legal and education. It is a different sample to that used in this study. People may respond differently depending on factors such as; feelings, background, demographic differences, culture, and level of responsibility that could lead to difference in findings. In hind sight, it is felt that whereas it may be more time consuming for participants to complete, the full questionnaire could have been used. However, the participants may then have felt that to answer each of the questionnaires would be too time consuming and decide not to complete.

A summary of data is shown in the table below.

No	Item	Mean	Std. Dev	Cronbach's Alpha if item deleted	Valid	Excluded
	Table 64					
	Cronbach's alpha (Home/ work recovery) (No reverse items)					
1	I become tense when I think about work related issues during my free time.	3.15	1.15	0.43	496	36
2	I am annoyed by thinking about work related issues when I am not at work	2.89	1.15	0.42	496	36
3	I am irritated by work issues when not at work.	2.99	1.13	0.43	496	36
4	I am fatigued by thinking about work related issues during my free time.	2.93	1.18	0.43	496	36
5	I am troubled by work related issues when not at work.	2.96	1.16	0.47	496	36
6	I am unable to switch off from work.	3.06	1.23	0.57	496	36
7	I am able to stop thinking about work related issues in my free time.	3.06	1.18	0.60	496	36
8	I find it easy to unwind after work.	3.11	1.11	0.62	496	36
9	I make myself switch off from work as soon as I leave.	2.60	1.56	0.58	496	36
10	I leave work issues behind when I leave work.	2.49	1.23	0.59	496	36

Pearson's product moment correlation coefficient was carried out and the findings are summarised below in the table below.

No	Item (summary)	Mean (SD)	1	2	3	4	5	6	7	8	9	10
	Table 65											
	Correlation (home/ work recovery)											
1	I become tense when I think about work related issues during my free time.	3.15 (1.15)	1									
2	I am annoyed by thinking about work related issues when I am not at work	2.89 (1.15)	0.70 **	1								
3	I am irritated by work issues when not at work.	2.99 (1.13)	0.69 **	0.71 **	1							
4	I am fatigued by thinking about work related issues during my free time.	2.93 (1.18)	0.66 **	0.62 **	0.69 **	1						
5	I am troubled by work related issues when not at work.	2.96 (1.16)	0.64 **	0.57 **	0.65 **	0.70 **	1					
6	I am unable to switch off from work.	3.06 (1.23)	0.41 **	0.29 **	0.36 **	0.46 **	0.50 **	1				
7	I am able to stop thinking about work related issues in my free time.	3.06 (1.18)	-0.18 **	-0.18 **	-0.18 **	-0.24 **	-0.25 **	-0.35 **	1			
8	I find it easy to unwind after work.	3.11 (1.11)	-0.32 **	-0.30 **	-0.34 **	-0.37 **	-0.43 **	-0.42 **	-0.40 **	1		
9	I make myself switch off from work as soon as I leave.	2.60 (1.56)	-0.21 **	-0.10 *	-0.18 **	-0.25 **	-0.32 **	-0.45 **	0.39 **	0.52 **	1	
10	I leave work issues behind when I leave work.	2.49 (1.23)	-0.28 **	-0.14 **	-0.24 **	-0.29 **	-0.38 **	0.46 **	0.44 **	0.56 **	0.78 **	1

Correlation is significant at the 0.01 level (2-tailed). **
Correlation is significant at the 0.05 level (2-tailed). *

The interim item correlation matrix was undertaken using Pearson's product moment correlation and the findings from the data showed that there was a strong correlation for items:

- "I leave work issues behind when I leave work" (item 10) and "I make myself switch off from work as soon as I leave" (item 9) with r = 0.78, n = 496, p <0.01;

- "I am irritated by work issues when not at work." (Item 3) and "I am annoyed by thinking about work related issues when I am not at work" (item 2) with r = 0.71, n = 496, p < 0.01

- "I am troubled by work related issues when not at work" (item 5) and "I am fatigued by thinking about work related issues during my free time" (item 4) with r = 0.70, n = 496, p < 0.01 and;

- "I am annoyed by thinking about work related issues when I am not at work" (item 2) and "I become tense when I think about work related issues during my free time" (item 1) with r =0.70, n = 496, p < 0.01.

The findings suggest that there was a strong relationship between each of these items. Considering the error made in the questionnaire, it is a pleasing that a strong correlation was found.

8.9 **Moderation analsyis**.

Analysis was undertaken to find out if there was an interaction between PSS and coping on emotional intelligence (EI) as shown in the diagram below. The equation is shown to be:

$E1 = b_0 + b_1 PSS + b_2 Coping + b_3 Interaction + e_i$

Diagram 5a		
Statistical model (Moderation)		
Predictor		
Moderator		Outcome
Interaction predictor and moderator		

Diagram 5b
Statistical model (Moderation) **Interaction between PSS and coping on EI.**
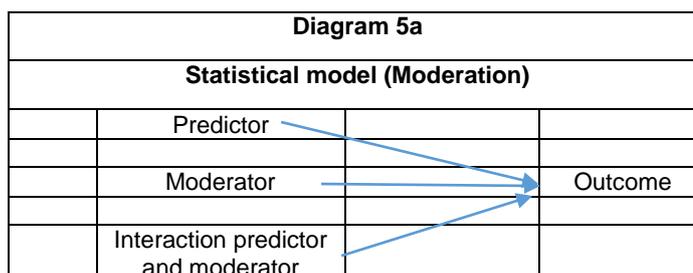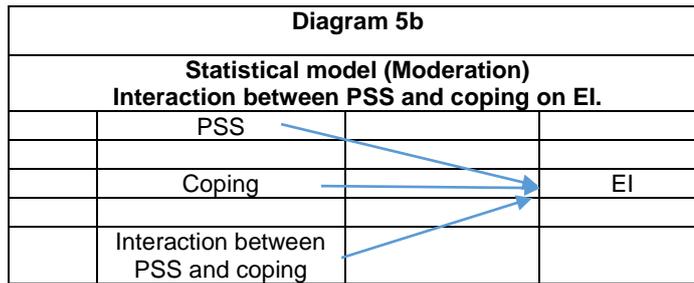
The Hayes' (2016) "Process" model was used within SPSS and the findings showed that when there was a low level of coping there was a significant negative relationship between PSS and EI (b = -0.16, 95% CI [-0.21, -0.11], t = -6.36, p =00). At the mean value of coping, there was a negative relationship between PSS and EI (b = -0.19, 95% CI [-0.22, -0.15], t = -10.92, p =00). When there was a high level of coping there was a significant negative relationship between PSS and EI (b = -0.21, 95% CI [-0.25, -0.17], t = -9.33, p =00). The findings suggest that notwithstanding how well academics cope there was a negative relationship between PSS and EI.

Appendix 15 shows details of the matrix analysis. However, findings are summarised in the tables below.

Table 6a		
High medium and low analysis (moderator)		
EI	**PSS**	**Coping**
-21.5	-12.01	40.78
0	-12.01	37.3
21.5	-12.01	33.83
-21.5	0	43.04
0	0	39.05
21.5	0	35.05
-21.5	12.01	45.31
0	12.01	40.79
21.5	12.01	36.28

Table 6b		
High, medium and low analsyis (moderator)		
EI	**PSS**	**Coping**
Low	Low	40.78
Mean	Low	37.3
High	Low	33.83
Low	Mean	43.04

Mean	Mean	39.05
High	Mean	35.05
Low	High	45.31
Mean	High	40.79
High	High	36.28

Field (2012) recommends that if p is less than 0.05 there has been significant moderation. The conditional effect of x on y values of the moderators showed that at low levels of coping there was a (negative) significant effect (p less than 0.05) of PSS on EI (-12.01, p < 0.05). At average levels of coping there was negative significant effect of PSS on EI (0, p < 0.05). At high levels of coping there was a positive significant effect. The findings are summarised in the table below.

Table 68				
Linear model of predictors				
	b	SE B	t	p
Constant	39.05 (38.39, 39.71)	0.34	116	p < 0.001
Coping (centred)	0.15 (0.09, 0.2)	0.03	5.09	p < 0.001
EI (centred)	-0.19 (-0.22, -015)	-0.22	-10.92	p < 0.001
Coping x EI (Interaction)	0 (0,0)	0	-1.43	p = 0.15

$R^2 = 0.33$

8.10 Mediation analsyis.

Mediation analysis was also undertaken to find out the effect PSS has on EI influenced by coping. **Appendix 16** shows detail of the analysis and findings are summarised below.
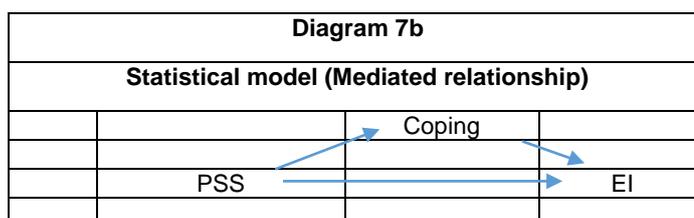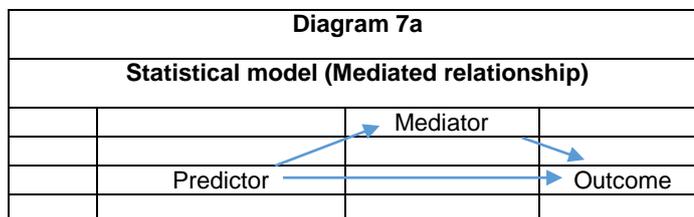
Diagram 7a
Statistical model (Mediated relationship)

Mediator

Predictor ⟶ Outcome

Diagram 7b
Statistical model (Mediated relationship)

Coping

PSS ⟶ EI

The findings suggest that there was a small significant indirect effect of PSS on EI, through coping where b = 0.02, 95% CI [-0.05, 0.08].

Diagram 8
Statistical model (Mediated relationship)- indirect effect

Diagram showing: Coping at top center; PSS at bottom left with b = 0.004, p <0.001 on the arrow from PSS to Coping; b = 0.05, p = 0.56 on the arrow from Coping to EI; EI at bottom right with an arrow from PSS to EI.

Direct effect b = -1.47, p < 0.001
Indirect effect, b = 0.02, 95% CI (-0.05,0.08)
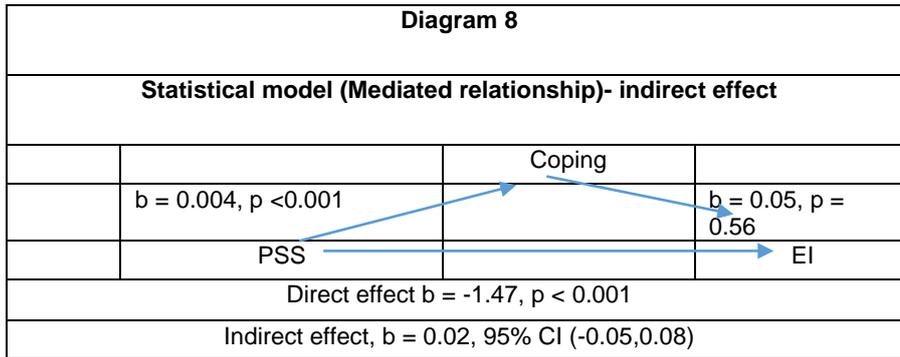
8.11 Conclusions

It is apparent from the analysis carried out in this study that not all assumptions were met that accord with recommendations. For example: skew/ kurtosis (Tabachnick and Fidell, 2013), and Cronbach's alpha (DeVellis, 2012). When undertaking analysis associated with social research there may be assumptions that do not fit with recommended parameters. If, as in this study, there was a reasonably large sample (N = 533), outliers would not be unusual and being slightly outside the critical value would not be a problem (Pallant, 2013).

Pearson's product moment correlation coefficient was undertaken on managing emotions, PSS, emotional demands, and home/work recovery. The main finding was a negative correlation between PSS and managing emotions where r = -0.52, n = 532, sig (2 tailed) "p" = <0.01. (Pearson's correlation) suggesting a significant relationship.

Curvature analysis was undertaken on the relationship between emotional intelligence (EI squared) and Perceived stress (PSS). The findings identified a small R squared change of 0.007, while the sig F change was 0.036 which suggests significance, as it is less than 0.05. However, it was very small.

The findings from this study suggest that there was a correlation between emotional intelligence and well-being, suggesting that the higher participant's emotional intelligence score the more likely he/ she experienced lower stress; and the lower the participant's emotional intelligence the greater his/ her perceived stress would be..

Whereas the findings identified a relationship it doesn't necessarily follow that there was a cause and effect relationship. Each person may see the world from their own understanding. Further, participants may not necessarily remember events as clear as they may have happened, nor how they felt at the time. Factors/ variables may influence the responses provided by participants that may include: background, experience, culture, position of responsibility. Perceptions may also change over time thus adding the possibility of temporal variables to the challenges of undertaking social research. However, there was a reasonably sized sample in this study, and the instruments used have been applied elsewhere, in which similar findings have been found. The statistical analysis undertaken accords with good academic practice and procedure and it may, therefore, be possible to apply the findings to a wider sample from which fuzzy generalisations can be made.

Moderation was undertaken and the findings suggest that moderation showed that notwithstanding how well academics cope there was a negative relationship between PSS and EI. The conditional effect of x on y values of the moderators showed that at low levels of coping there was a (negative) significant effect (p less than 0.05) of PSS on EI (-12.01, $p < 0.05$). At average levels of coping there was negative significant effect of PSS on EI (0, $p < 0.05$). At high levels of coping there was a positive significant effect. It appears that the higher the level of coping the more the positive effect there is of PSS on EI. This suggests that using higher levels of coping can help moderate perceived stress on emotional intelligence. However, lower levels of coping have lesser effect. This suggests that developing higher levels

of coping could help with moderating the effect of perceived stress on emotional intelligence. As such, academics could be given training and development to improve ways of coping that could offset the impact of perceived stress.

This chapter has addressed the second question associated with this study, identifying that there was an inverse correlation between emotional intelligence and well-being and that there appeared to be a relationship between emotional intelligence and how academics cope in the higher education setting.

8.12 Recommendations.

As this study is associated with social science, firm/ conclusive links and relationships may not necessarily be made. It is recommended that further research be undertaken on a similar sample.

The next chapter investigates if emotional intelligence is a useful construct in helping academics cope with interpersonal relationships and enhance well-being.

9 EMOTIONAL INTELLIGENCE, INTERPERSONAL RELATIONSHIPS AND ENHANCED WELL-BEING.

9.1 Introduction

The last chapter identified a correlation between PSS and managing emotions where higher levels of perceived stress were associated with lower levels of managing emotions; and lower levels of perceived stress were associated with higher levels of managing emotions. The findings appear similar to those found in other studies. However, it does not necessarily follow that one causes the other. There may be many variables not identified that effect the findings. However, the sample size was reasonably large, and there was a reasonable spread of participants across age and job level. It is, therefore, reasonable to suppose that the findings from this study could be applied to a larger sample. Predictions that are made may, therefore, give rise to fuzzy generalisations replacing the certainty of scientific generalisation (Bassey, 1999). The findings can help inform and contribute to theory and future research.

This chapter addresses the third question in this study: Is emotional intelligence a useful construct in helping academics cope with interpersonal relationships and enhance well-being?

Interview narratives were used to help address this question. However quantitative data was also used to reflect on findings and to help address the question.

9.2 Understanding the term emotional intelligence.

It was interesting, in the first instance, to find out if interview participants understood the meaning of the term emotional intelligence. WP1 commented "*That was a question I wasn't quite sure."* They add that "*I thought for me it's an empathy with others in a professional context. So it's trying not to be affected by their emotions but being aware of what I manage to say, and their situation in learning for instance.*"

ML1 felt that "*for me emotional intelligence is the way that you deal with emotions. Umm, so first of all being aware of your own, and, how you do it and then and also in terms of contact, try to be aware in how you deal with it, ah, with emotions in context.*"

MA2 understanding was that emotional intelligence is *"……being aware and been [….] able to [….] understand your own emotions. I also […….] thought that it is being aware of other people's emotions………..*"

WA1 identified emotional intelligence as being "*able to deal and manage with your emotions, [….] and also the way you're able to understand and deal with [….] other people's emotions. [….] it's not just about, you know, understanding other people's emotions; it's about understanding your own, and being able to deal with them really.*"

MA1 provided a really interesting metaphor of Ryan Giggs (ex Manchester United football player). MA1 explained that "*He's emotionally intelligent because he can play, he can be tackled. He does not respond emotionally in an aggressive way. He is intelligent enough to not neither to be the aggressor nor to be offended when aggressed. […..] that's someone who can control emotions rationally [….] balanced, somebody which has sensitivity, [….] somebody who has self-confidence [….] without being a general or a star. Somebody who is humble enough to recognise that you need a bit of pepper and you need a bit of salt, 'cause if you have just one of them things can get really bitter or really hot. You need to be a bit more sweet and sour*". MA1 adds that when interacting with others "*Sometimes I explode. Sometimes I do not explode. I'm also, I think very diplomatic. I try and get people to sort themselves out with no blood. [….] I'm a purist, a perfectionist.*"

When asked to what extent they described themselves as emotionally intelligent LB1 responded "*Minimally, I guess, introspection is very hard and difficult to judge*". LB1 adds that they were not very good at paying attention to their own feelings "*it isn't something that I sit down and do really, ever. I suppose I could sit back and say how did I feel about that thing that just happened.*" When asked a further question as to why they felt they were not good at paying attention to their own feelings LB1 responds by saying that "*I honestly [have] no idea. [….] it's just something that I've never done. Maybe I should read that book, [….]. I think is it Goldstein or something?*"

It was apparent that not all participants had a clear understanding of the term "emotional intelligence." Of those who did, several identify challenges in understanding their own emotions, those in others and managing those emotions. For example, MA2 commented that "*I'm very tuned in to how tired I am and really [….] when I am feeling low I have a negative focus and more negative feelings. I think I possibly pay too much attention to my feelings. I quite envy people who can just get on and not pay much attention to them*".

It may be useful if universities provided training that could help academics understand the term more clearly and to develop skills and knowledge when faced with stressful/ challenging experiences. This includes coping with interpersonal relationships, which is investigated further in the next section.

9.3   Emotional intelligence, coping and interpersonal relationships.

This section investigates if emotional intelligence is a useful construct in helping academics cope with interpersonal relationships.

9.3.1 Discrimination of emotions (including empathy).

Being able to discriminate different feelings is associated with understanding one's own emotions and those in others and this includes empathy (Goleman, 1995).

Interview participants were asked to identify someone who was emotionally intelligent. WA1 felt that it "*is somebody who's able to empathise with other people's emotions. [….] understand when other people are upset or happy or not,* [and] *is able to kind of get that sense how other people are feeling.*"

When asked how he/ she was at discriminating the different feelings in themselves and others, WL1 advised that "*I think I'm aware of my feelings and I'm trying to deal with it, but, I, [….] often put others first.*" WA1 commented that "*I would consider myself to be emotionally intelligent when it comes to understanding other people's needs but I'm not very good at dealing with my own needs, I think.*"

In contrast, ML1 explained that "*I pay attention to my own feelings and emotions. Sometimes with work I tend to forget a little bit".* FR1 felt that "*in myself, I think I am quite good at that"* [in myself] which is similar to SS1 response that "*I'm quite aware of who I am and what I'm feeling in different situations and circumstances*" and added the "*more time pressure that I'm put under to do things I forget to pay attention.*" FR1 pointed out that he/ she was not so good with others as "*I don't always [….] pick up when people are stressed and not coping*."

SS1 expanded her response and commented that "*empathy has always been present for me but the older I get the wiser I become and the more empathetic I am and it's the empathy for me, is probably the biggest part [….] of my ability to be able to engage flexibly with other people.*"

MA1, who is head of a department, felt that there was a "*conflict of interest [….] because getting two different departments together with two different work cultures is a very difficult thing to do especially when both non-teaching staff and teaching staff still keep their own links and liaisons and that's very difficult to break and try forming a new*

community which works together." MA1 went on to say that "*I think that for you to run people you do not have to think in terms of a person as a name or a number or somebody with a certain profile. You have to go beyond that because people have other interests. [….] So why not show what everybody can do apart from teaching and writing articles. Teachers are not just that. They're persons*". However, empathising has its challenges as "*empathy is never perfect because you can't ever be inside that other person's body*" (MA1).

WL1 felt that "*I'm often trying to find ways how to engage [students] [….] or […] to motivate them and so this is challenging when you [….] have included parts of their life which might go a bit further than a normal university lecturer.*" It does appear that empathising can go a little too far as exemplified in the statement made by MA2 "*I think that I can over empathise, so if somebody else is upset I can get very upset [….], it's not discriminating it's almost kind of joining in with their feelings really and I think that I've really, I've got a tendency to do that really*".

The table below provides extracts and comments from interviews.

	Table 68		
	Discrimination of emotions (including empathy)		
No	**Interviewee/ participant**	**Comments**	**Comments**
1	WL1	*might go a bit further than a normal university lecturer.*	
2	MA1	*you can't ever be inside that other person's body*	*show what everybody can do apart from teaching and writing articles. Teachers are not just that. They're persons*".
3	SS1	*empathy for me, is to be able to engage flexibly with other people.*"	
4	ML1	*Sometimes with work I tend to forget a little bit*	
5	FR1	*I don't always [….] pick up when people are stressed and not coping.*"	

The above findings suggest a mixed response. Whereas a few found that they were aware of emotions in themselves, others interviewed felt that they were not very good at dealing with their own needs.

Emotional intelligence includes understanding one's own emotions and being able to empathise and understand other people's emotions and how they may feel (Mayer, 2012). Brackett, Mayer and Warner (2004) argues that a person with higher levels of emotional intelligence is more inclined to have greater empathy, and has a positive effect on mental, physical, and social well-being (Morrison, 2007). Empathy may be an important factor associated with emotional intelligence and interpersonal relationships, however, there appears to be influencing factors such as context, culture, background/ experience and workload pressure. There is also an acknowledgement that there could be too much empathising that could impact upon well-being. As WL1 comments, it is important to "*keep the teacher's perspective.*"

Academics may not wish to show his/ her true feelings and use emotional intelligence to hide what they feel. They may feel that the context of the situation they are in affects whether or not they show these feelings. Because they are not acknowledging another person's emotions or expressing their own emotions or feelings does not necessarily follow that they not emotionally intelligent. They may mask their true feelings and emotions. As Hochschild, (1983) points out masking can lead to misinterpretation and deceive those coming into contact with the person showing this masking behaviour. This is exemplified by SS1 who explained that "s*ome people I would have no problem expressing, [….] what I'm feeling at all. With other people I would feel that's a challenge because I would not be confident of the reaction or the response. [….] There are certain colleagues that [….], I'm frustrated about [….] it might trigger [….] a reaction from them so it's better to say nothing.*"

It, therefore, suggests that whereas academics interviewed may not acknowledge their own emotions or relate with others emotions, it does not necessarily mean that the/ she has greater or lesser emotional intelligence than others. It may be a subconscious decision/action that

is made. A balance is needed between self-awareness and empathy as a person using too much empathy could lead to burnout (Koeske and Kelly, 1995). The balance is likely to depend on the individual and how they cope with interpersonal relationships.

9.3.2 Coping and interpersonal relationships

This section delves further in to examples as to how academics cope with interpersonal relationships.

In a previous post they held at a university, CC1 advised that they used to vent. CC1 explained that "*displaying your emotions to colleagues is a very context specific question. It all depends on your colleagues*". In the questionnaire/ survey, 37% of participants advised that they used venting as a coping strategy "a lot" or "a medium amount". When faced with a senior manager that did not appear to support the lecturer, following a complaint by a student, CC1 coped by saying to themselves "*it's not the best but it was like the motivation, the focus was on the end goal. You're getting the experience, you know, fill the job apps, you're getting the experience. You're acquiring the experience you need in order to go elsewhere. So what got me through that was the motivation that if I don't get a job here then I will get one elsewhere with the experience that I'd be acquiring. So that was very much how I managed that. It was just to keep my eye on the end goal, at the time, to secure a permanent post.*" The approach that CC1 had appears to relate with active coping (taking action to make things better and doing something about the situation he/ she is in). In the questionnaire/ survey 68% of participants said that they did this "a lot" or "a medium amount."

WP1 and FR1 appeared to use self-distraction. For example, WP1 coped with challenging situations, including interpersonal relationships by exercising. They explained that "*I run and I walk and I do mountain biking. [….] I am more productive coming back when I have spent the day on the hills.*" FR1 appeared to cope with confrontational challenges

with senior managers that when they came home they *"deliberately did things to bring my adrenalin levels down. So I, [….] I started drawing again and went out for nice lunches. I put more effort in not being at work and making not being at work nice and distracting"*. In the questionnaire/ survey 42% of participants used self-distraction "a lot" or "a medium amount".

MA1 advised that "*I take home worries which my family doesn't have to have to deal with and that's not very good for the health of the family. My wife is also a teacher here so even that, in terms of conversation we try not to talk about professional issues but they always come up and that's also an element of friction and ah, because we're not happy and our children tend to just go away as soon as we start talking about work because they know that something is about to go bad".* MA1 went on to say that they coped by "*getting on with things, trying to build some sort of fantasy around it so you can actually cope*". MA1 added that "*I'm the sort of guy who actually tries to do a lot of humour around this.*" In the questionnaire/ survey 42% of participants advised that they used humour "a lot" or a "medium amount."

LB1 advised that to help them cope with challenging interpersonal situations that he/ she "*managed to resolve it by finding the appropriate people to go to and to go over the heads of people in the way and when that was done there was no stress associated with that anymore.*" The way LB1 coped suggests that they used instrumental support (getting help and advice from people). In the questionnaire/ survey 68% of participants used active coping "a lot" or "a medium amount".

It appears from the findings that academics used different approaches to coping dependent upon circumstances and context. Whereas, findings from the questionnaire/survey are identified, it is only findings from the interviews that suggest that academics used more than one coping strategy.

The next section develops the discussion further reflecting on findings associated with emotional intelligence and well-being.

9.4   Emotional intelligence and well-being

This section investigates if emotional intelligence is a useful construct in helping academics enhance well-being and links with the discussion in the section above.

The findings from the questionnaire/ survey suggest that there was negative correlation between home/ work recovery and managing emotions (-0.25). Whereas this was a very small correlation the findings suggest that the higher the emotional intelligence participants scored the less they scored on the home/ work recovery. In other words, the higher the emotional intelligence the more inclined participants recovered. This negative correlation is therefore to be expected.

The surprising findings from this questionnaire/ survey was the small correlation of 0.04% between emotional demands and managing emotions. It was anticipated that this percentage would have been much higher, showing a larger relationship. An extract of the COPSOQ questionnaire was used in this study (the first time that it appears to have been used) and it may not provide a full enough picture to elicit possible relationships of well-being. In hind sight, it may have been helpful to have used an alternative instrument to assess and evaluate feelings of well-being. However, the findings may be correct suggesting that there was no or very little relationship between emotional demands and managing emotions.

ML1 explained that "*I like to, to be as healthy as possible so [….] I try to be aware of that [….] it's also not good for me and it's not good for the people around me most are at work.*" ML1 added that "*I'm quite a perfectionist and that's a problem.*" It does appear that they were aware

of the emotions and used emotional intelligence to help them cope using self–distraction. ML1, commented that they liked to "*take time for myself, for the things I like to do.* FR1 also used self-distraction as a coping strategy saying that *"I started drawing again and went out for nice lunches.*" WP1 liked to "*run and I walk and I do mountain biking."* HL1 advised that to help them cope they relaxed with "*a glass of wine and very silly novels*".

This suggests that ML1, FR1, WP1, HL1 used ways of coping to help with well-being, suggesting that each person uses emotional intelligence to help them cope. The findings from the questionnaire/ survey on home/ work recovery suggested that 40% to 42% "agree" and "strongly agree" that they "can switch off from work related issues when not at work". 43% responded by saying that they "become tense when they think about work related issues during free time". Using different ways of coping could, therefore, help with unwinding, and switching off from work, when away from the work environment. By using coping mechanisms such as reading, exercising, drawing and taking time for themselves could help recovery "*because that would make me work better*" (ML1).

The findings from the participants who took part in the interviews suggest that there was a relationship between emotional demands and managing emotions, and work/ home life demands and managing emotions. The findings from the questionnaire/ survey data appeared to contradict the findings from the interviews, suggesting little or no relationship between the aforementioned instruments. Further research is, therefore, recommended using similar instruments.

9.5   Conclusions.

The findings from the interview data suggested that each person has their own ways of coping depending on the context and, the ways that they cope may differ. In comparison, the findings from the questionnaire/ survey suggested that participants may use one type of

coping strategy. Responses from interviews were helpful in eliciting further detail and explanation that may not have otherwise have been identified by data from a questionnaire/ survey alone. For example, it is felt that identifying individual ways of coping such as active coping, humour, or instrumental support may be too simple. Participants may use more than one type of coping strategy, as exemplified by CC1, who used venting and active coping and this depended on context. This concurs with the findings that coping is individual to the person and their personality (Bolger and Zuckerman, 1995, Gomez et al, 1999a, b; Moos and Holahan, 2013).

The findings from the questionnaire/ survey showed home/ work recovery and managing emotions with a negative correlation of -0.25 suggesting that whereas there was a small correlation, it was not significant. This negative correlation was to be expected. However, a higher correlation was anticipated considering the responses given by participants interviewed. There, therefore, could be other reasons and factors that influence behaviour. The relationship between emotional demands and managing emotions was shown to be 0.04% and suggested a very small correlation. It may be because an extract was taken from the COPSOQ. It may be more appropriate to use another instrument in future research or to use the full version of the questionnaire/ surveys rather than extracts. However, there may simply not be a significant relationship between the findings and the small correlation identified was correct.

Lack of correlation may simply be due to the instruments not having a relationship with emotional intelligence. There may be other factors that explain the findings that include: social relationships, cultural background, experiences.

This chapter addressed the question "Is emotional intelligence a useful construct in helping academics cope with interpersonal relationships and enhance well-being?" The findings from the interviews suggest that

academics do use emotional intelligence in helping them cope with challenging experiences. However, the findings from the questionnaire/ survey data suggested little or no relationship between emotional demands and managing emotions and work/ home life demands and managing emotions. It is therefore helpful to have findings from interviews to help provide greater depth and explanation that may not be apparent when using quantitative data alone. The findings reaffirm the challenges and complexity of trying to generalise from the findings when undertaking social research.

9.6   Recommendations.

It is acknowledged that in hind sight that maybe other instruments or the full version of the instruments could be used. However, it is also accepted that the full version of a questionnaire/ survey may not be appropriate, as to complete full versions of the questionnaire/ survey may be more time consuming for participants, who may decide not to respond. Whether full instruments or extracts are used there may be limitations. It is recommended that this be acknowledged when undertaking research.

It is also recommended that further research be undertaken using the instruments used in this study comparing and contrasting the findings with other studies.

The next chapter investigates and discusses the challenging experiences academics have in the work place (university) and how they cope with the challenging experiences.

10 CHALLENGING EXPERIENCES AND COPING

10.1 Introduction

The findings from the last chapter suggested that emotional intelligence may be associated with home/ work recovery identifying a small negative correlation of -0.25 which was not significant. There was a small correlation of 0.04% between emotional demands and managing emotions. The findings therefore suggested a small relationship between emotional intelligence and possible well-being.

The findings from the questionnaire/ survey data suggested little or no relationship between emotional demands and managing emotions and work/ home life demands and managing emotions. In contrast, the interview findings suggested that academics used emotional intelligence to help them cope with challenging experiences. These findings exemplify the challenges of trying to generalise to a wider population and why it is recommended that further research be undertaken to compare and contrast the findings from this and other studies.

This chapter addressed the fourth and final question in this study: What are the emotional challenging experiences of academics in the work place (*University*)? How do they cope with the challenging experiences? It is acknowledged that the findings may overlap with findings identified in earlier chapters. However, it is felt that providing separate chapters helps to identify and explain clearly each of the questions undertaken in this study.

Academics interviewed in this study raise different aspects of personal relationships associated experiences with students, colleagues and management. Findings of how academics cope are discussed below.

10.2 Students.

WP1 found it frustrating when students did not turn up for tutorials. WP1 explained that the student may "*need the extra support [….] to make them achieve even better and they don't turn up and, and that's quite frustrating. You, you feel you have given them the opportunity to turn up but they don't.*"

Workload demands also appeared to lead to frustration. WP1 added that it is emotionally demanding *"trying to do several different things at the same time then you know that research is required that is essential. You want to teach well and you want to prepare well for sessions, [….] but it's trying to shoehorn all of that into [….] 24 hours of each day that is available and I find that kind of thing emotionally demanding and particularly if I don't recognise it, I work too late, I work long hours and all that does is make me less productive next day.*"

When asked how they coped WP1 advised that whereas the "*last 12 months have not been brilliant [….] the things I do are really all physical activity based with the exception of going to listen to live music, you know, socialising, you know in a pub with a jazz band. That type of thing, but [….] sailing you know, mountain biking, walking and [….], teaching sailing as well. [….] so physical activity for me is really very important.*" They add that "*a few of us at work that go running round about lunch time which fits in with lectures and so on.*"

Physical exercise, therefore, appeared to be an important factor in enabling WP1 to cope.

HL1 felt that teaching was the most stressful because the students are "*socio economic challenged [….]. You confront them with challenge, they're helpless. [….] I'm trying to provide the scaffolding they need to meet those challenges and [….]. I'm very aware of the fact that I am causing them stress and it worries me but on the other hand [….] I really feel that I know what I'm doing and I don't want to do what many of my colleagues do which is back off and just do fire hose delivery of*

science factoids to be regurgitated on the exam [….] Teaching is one of those things that it will take as much time as you give to it and figuring out where to draw the line and say "I'm done with the teaching for today" or for this week. That can be really hard because [….] I know that there's always more I could do……"

When asked how it made them feel and how they coped HL1 responded *"I go through, I wouldn't call them mood swings, it's too big a word, but [….] most of the time I feel pretty good [….] at times I feel very frustrated because as an adjunct, temporary, part time, low end of the totem pole, [….] I feel like I'm always a satellite. I'm always peripheral. I'm never a member of the in group and so that gets very frustrate[ing]. [….] I'm very anxious to achieve a position where people will listen to me and pay attention to me and recognise that I have something to offer. [….] I've been really marginalised if [….] I really honestly have to get a job is the most stressful thing, but the way I deal with that is I just simply put that away because it's not something I can deal with right now and so it just gets put away."*

HL1 advised that they coped "*by just putting it on the back burner. [….] I'm not an alpha type that goes to the front of the room and says "Hey guys, look at me. I'm brilliant." It's just not my personality. But, I sit back and I look at the people that do that and think "God, I'm just as good as they are" but I can't quite bring myself to do it*". When HL1 is at home they liked to relax with "*a glass of wine and very silly novels*".

The main point that comes out from this is that HL1 was sessional/ temporary and they felt marginalised. However, this may be a factor that motivated them to engage with students beyond the "fire hose delivery" that other staff provided. HL1 commented that "*There's nothing I can do to change it, so why dwell on it? [….] so I dwell on things that I can have an impact, [….] my teaching, my writing, my studies.*" They appeared to cope by using "acceptance".

Being an adjunct member of staff may have advantages. For example: the working arrangement provides flexibility for the staff member and the university. However, it could also have disadvantages, as identified in this instance, where there is uncertainty and the feeling of being marginalised.

10.3   Management.

In another example, CC1 found it challenging not just with the student but with management support as well. CC1 commented that *"….we had a student that was very problematic, and was very rude to a member of one of my staff."* CC1 explained that the student wanted to change tutorial groups because *"I can't work with this tutor anymore which I felt was incredibly disrespectful."* Whereas CC1 spoke to the student the matter was passed upwards to a senior manager *"hoping, [….] in no uncertain terms [they] would absolutely give this student a rollicking. [….] nothing would have been good enough for me other than a rocket up the arse but she didn't she basically just said, oh well, she just put it down to it's a clash of personalities. Now to me that came across to me as right this member of staff doesn't have my back. She was [….] willing to give the students free for all [….] In that context it said to me she, they haven't got my back here so if I have a problem I wouldn't have felt comfortable going to them".*

It, therefore, appears that if the academic had had a subsequent challenging experience with a student, they suggested that they may not take it to management level. This may be what the senior manager wants. However, it is apparent from the interview that this had a long lasting impact on the academic who had recently joined the university. CC1 has subsequently left this university and moved to another. They advised that *"I feel in my current institute I do feel quite comfortable."* CC1 added that it *"all depends on the culture, the context and colleagues."*

When asked how they were at regulating negative feelings CC1 commented that they dealt with things "*as and when they arise.*" CC1 went on to say that "*I also try to reflect on the experience [….] to make sure that if I was to encounter that situation again, I would be able to deal with it in a more efficient way.*" To help cope, when they finished work CC1 would "*try and engage, [….] in physical activity, like swimming, go in the steam room, just completely switch off.*"

MA2 identified an emotionally challenging experience when "*fairly new to the post*". MA2 was one of "*two people [….] trying to do five people's jobs.*" MA2 adds that "*when times of workload have been very high [….] relationships [….] with students and staff haven't been positive [….] I knew I was under stress because my hair was falling out, and it was, you know, it was really difficult and my colleague actually went off sick and ended up in hospital and [….] that was largely due to the stress that we were [….] under at that time, actually it was extreme and it was and it resulted in, kind of, a lot of caution and [….] the kind of trust that we have for the university.*" MA2 went on to explain that "*I really was on a treadmill and [….] it was a case of going from one moment to the next trying to keep afloat, [….].*"

MA2 acknowledged that "*I'm not sure how in tune I was with my feelings or my emotions or how aware I was of being stressed. I remember talking to [….] our manager at the time and he said you know are you ok, is it all working out ok? And I said oh yes we can do this, you know, it'll be fine. [….], and, and teaching or maybe I was a bit naive as well [….] teaching on subjects that I hadn't taught on before [….] but just working hard to be able to try to make everything work and really having a sense of responsibility for making it all work and disappointment as well that students weren't happy. [….] I don't mind working hard and people being happy and you know, that cycle kind of revolving, reinforcing, empowering, I guess but actually the students weren't happy because everything like rooms, room bookings weren't right and last minute changes were made.*"

Interestingly MA2 felt that it was when "*we did get staff and once, [….] I kind of started to reflect back I think I was more stressed, I was almost, more stressed then than when I had been when things were happening so there was more, perhaps looking back and thinking "Oh my God", you know "look at what we've been through" [….] My hairs been falling out and you know, I remember laughing with my colleague and she was saying what was happening and, you know, what her causes of stress were and also, umm, we had a new member of staff and he was saying "you're not giving me any work to do" and you know, sort of we collected it all up and just got on with it and ran the course between us and then even when he was here we found it difficult to let go of it which I think (laughs) was really interesting. But we kind of we managed it and we survived it I suppose really. It would have been lovely if somebody had come along and patted us on the back and said well done for that.*"

When asked how they were felt, MA2 commented that "*I think I was angry and I was frustrated. [….] I felt manipulated [….] Maybe I was feeling defensive. [….] maybe [….] feeling mistrustful.*"

MA2 added that to help them unwind they liked to "*run with a friend*" and "*do like art*". They also liked walking and talking to their children and friends.

MA1, being Head of Department, provided a different perspective of emotional challenges experienced. He found that the most stressful aspect of the job was bringing two departments together to form one "*forming a new community which works together.*" MA1 added that it "*has been one of the most stressful situations I've been confronted with*" and went on to say that it "*is a kind of conflict of interest because of the situation we are in because getting two different departments together with two different work cultures is a very difficult thing to do especially when both non-teaching staff and teaching staff still keep*

their own links and liaisons and that's very difficult to break and try forming a new community which works together."

MA1 provided another example of challenges experienced that came about due to external financial pressures which meant "*that every teacher, [….] can work in any other Department as long as that person's skills are needed for that Department, so we work with the [different departments]. So we do all sorts of things for other Departments.*" They added that "*You've got to dedicate yourself to learning lots of stuff that you wouldn't think of doing if you were just a teacher and lots of responsibilities that actually relate to non-teaching staff are now being partnered with work you have to do like writing your own letters, attending students for information that maybe have been given at an office desk by a clerk. So there's a lot of confusion at the moment [….] which is created by a very blurred definition of where the limits are of the functions of each person.*"

A further example of a stressful experience, provided by MA1, was having to sack "*people which is something that is very difficult to cope with especially when you have lived with them for such a long time [….] I know all, most of the non-teaching staff and I know almost every single teacher here and these are very stressful situations.*"

MA1 advised that whereas they loved the university, it was *"something that is very difficult to cope with. There are some people who accept that. There are the others who do not but the thing is everybody is actually teaching more hours than the statutory rights in documents that regulate our profession."*

To help cope with the emotional challenges MA1 advised that they tried to use "*a lot of humour around this. [….] The other thing one does is to try and keep these problems away and commit yourself to the students and to commit yourself to working in groups so, [….] networks of*

people who support you in all respects in terms of what goes on with you as a professional."

MA1 was responsible for a Department of academic and non-academic staff. When compared to other academics interviewed, it appeared that MA1 may experience greater responsibilities and a heavier emotional burden. MA1 has 31 years of experience and has been at the same university all their working life. When compared with others interviewed they have more experience which may be a factor in helping them cope with emotionally challenging experiences. In other words, they may have had similar experiences to other academics interviewed, however, those experiences may have occurred years in the past and they have learned to cope. However, MA1 commented that "*I feel anxious. I do not sleep enough. I take home worries which my family doesn't have to have to deal with and that's not very good for the health of the family. [….] So [….] that is not a very nice feeling and anguish of having to work in these conditions is stressful to the point of feeling that you either have a social life or a family life. You are sort of caught in a tangle or it's just like you've be apprehended by an octopus.*"

10.4 Colleagues.

LB1 identified internal politics as a factor that contributes to frustration because there's "*huge bureaucracy [….] in the way.*" An example they give is where they "*managed to get some money into a symposium in [country identified] next year and I handed the document off to the appropriate team. [….] The person I handed it to was annoyed with my boss or something else. So they sat on it for 3 months and did nothing about it and then the other people started pressuring me about it saying hey we expected you to get this signed a while ago and I had to check it up as I was told it had been signed when clearly it hadn't been so there was a lot of stress there as I can't expose the internal machinations of the university [….] To an extent that kind of resolved itself over, because at the time when I found it out there was a mad*

rush of about 5 days contacting people trying to figure out how things go."

LB1 resolved the matter by going "*over the heads of people in the way and when that was done there was no stress associated with that anymore.*" However, they commented that they do not cope with it very well and it "*caused me to lose some sleep.*"

LB1 went on to say that "*If I'm feeling particularly down [….] there are a lot of nice places to go. If I don't feel like being around people for a day I can go and work in a coffee shop and not be bothered with students*". They suggested that they could have coped more effectively by "n*ot letting it get to me. Certainly not taking it personally. Recognising that it is only a job. It isn't me completely. I certainly exist beyond that whether or not this component of a work package gets completed on time or it is a week late isn't the end of the world.*"

WA1 also found that "*for me the most stressful thing really is politics, you know, office politics because I think that is really the most stressful thing. It's not, it's not so much the work load, but I mean, to an extent we create rods for our own backs, but [….] it's more dealing with what I perceive to be, [….] unfairness in the system really*".

WA1 went on to say that "*it's to do with workloads in terms of [….] how they're shared out. [….] I always get the impression that [….] whenever I move somewhere else things are going to be better but in a way. [….] they always seem to slip the new boy a whole load of responsibilities that nobody, [….] else wants and [….] I moved here because I knew people here already and so wasn't really expecting it and [….], so it's just on the daily basis of having to deal with, [….] that fact that I feel I've been stitched up in a way really. [….] it's happened elsewhere as well.*"

WA1 added that "*I don't think I'm really that good with dealing [….] with stress like this, [….]. I kind of bottle things up. [….] I don't like complaining really.[….] So I don't, complain to colleagues, [….] well certainly not to my manager, [….] but I take it home with me [….] where my wife gets a ear full. That's [….] a problem and then [….] on the way to work [….] kind of ruminating over things and just can never let it go and you know, it's quite, quite stressful really. I wish that I could, I could let these things go or just let them lie and deal with it but it's just a source of frustration not just in my current role but in my previous roles as well. So it's something I recognise is, is, you know, to do with me probably, my personality but I, I really, [….] think, I try to be a fair person and so when I see examples of, you know, unfairness, or injustice in my, [….] mind anyway that really frustrates me.*"

When asked about coping, WA1 explained that "*well I don't think I cope with it very well really. I think that's the problem. [….] I have to vent my frustration but I just tell my wife about it really and she's very patient and [….] she listens but not really much she can do about it, but apart from that I think it's just trying to think of ways of improving my situation really [….] surely other people must be recognising the unfairness's [….], the disparities, in the work place and yet people seem to be gliding, you know, happy, or at least when I see them people don't seem to be complaining as much as I do.*"

SS1 experienced a colleague shouting at them who was repeating the question over and over again. They "*just wanted me to answer a question for them and I got upset and ended up in tears.*" SS1 explained that it made them "*tired and upset and disappointed because, [….] it was a manifestation of everybody being at the end of their tether and in one person, it caused them to shout and get angry. For another person, it caused them to sit back and do nothing. For another person, me, it caused me to get upset and shed tears. Oh, all these are [….] not normal and time pressure over a relentless period of time causes that; caused that in this instance and that's very unusual.*"

This appeared to be an isolated example and SS1 felt that the best way to cope with challenging experiences was "*Acceptance. It's what it is. The world in academia moves very slowly [....]. People have their own agendas and I'll fight for something if it is important. The rest of the time, it's acceptance.*"

SS1 advised that they like to unwind by "*taking physical activity*" For example "*it could be dancing or walking and dancing is the most successful form because it occupies my mind as well as my body. So I can't allow my concentration to stray on to anything else.*"

10.5   Conclusions

This chapter addressed the question "What are the emotional challenging experiences of academics in the work place (*University*)? How do they cope with the challenging experiences?" The findings highlight the challenges that academic experience and discusses approaches they use to help them cope.

The table below provides examples of ways in which interview participants cope.

No	Code name	Years of experience	Observation	Feelings	Emotion Carver et al, 1989)	Coped
			Table 69			
			Examples of how those interviewed cope			
1	CC1	3	Dependent of culture, context and colleagues	Anger	(Lack of) Instrumental support, venting	Physical activity
2	LB1	2	Out of their control	Frustration	Active coping	Finding places to go (escaping)
3	WA1	8	Doesn't like complaining	Frustration	Venting	With wife
4	WP1	6	Volume of work	Frustration	Active coping	Physical activity
5	MA2	6	Emotional response appeared to be consciously aware after the experience	Frustration	Initial denial, positive reframing	Physical activity, talking to family and friends
6	SS1	7	*"everybody being at the end*	Tired, upset, disappointed	Acceptance	Physical activity

			of their tether"			(dancing, walking)
7	HL1	25 (time out for family)	A feeling of being marginalised	Anxious, angry, frustration	Acceptance, self-distraction	*"my teaching, my writing, my studies"*
8	MA1	31	Management responsibility brings different and potentially greater emotionally challenging experiences	Anxious, worried	Humour, Instrumental support	Creating *"networks of people who support you in all respects in terms of what goes on with you as a professional"*

For example, SS1 who was new to undergraduate teaching used escape mechanisms such as allocating time to focus on teaching dance with their partner. Similarly, WP1 who came to higher education after a career with the Police appeared to separate work from their home life making time to spend on interests such as sailing, using positive reframing to help them cope. HL1 also appeared to do this. However, they also suggested that they had become "*emotionally shielded and maybe it's just age*". The interesting finding that comes out of this study was that each person appeared to have their own strategy of coping and that coping strategies may overlap with each other.

CC1 vented but only with colleagues they could trust. This suggests that CC1 may seek both emotional and instrumental support. However, it is apparent that reflecting on past experience CC1 used planning and positive reframing to help cope, as shortly after the challenging experience they move to another university. WA1 preferred to bottle things up and then vent his frustration, with his wife when he arrived home. This also suggests emotional support.

MA1, who is head of a department, used humour as a coping strategy. However, they also appeared to be acceptant of the situation they are in as they had been at the same university for 31 years. 18% of participants in the questionnaire/ survey said that they "make jokes about it" and a further 30% did it a "medium amount". It was initially

expected that this percentage would be higher However, the context of using humour is acknowledged (for example: making jokes at a meeting when they may be out of place or taken in a negative way). There could also be cultural environments in which humour may not be taken as lightly as intended. Therefore, context and environment may influence the way academics respond and this may explain the reason for findings. This supports the challenges of undertaking social science research as findings can be influenced by background, experience, culture and levels of responsibility (job title). The findings from interviews also demonstrates how helpful they are in identifying information that may not otherwise come out when analysing questionnaire/ survey data.

SS1 also appeared to accept the situation they were in. However, the example of a colleague shouting at them appeared to be a one off occasion. Otherwise, SS1 appeared to cope with "pressure" and not really experience "stress". To help them cope, SS1 also used self-distraction (for example, dancing).

The table below provides a summary of the main findings. Each of the participants interviewed suggests that they experienced emotions that caused stress/ pressure and used different strategies to help them cope.

Table 70					
Examples of coping strategies used by those interviewed.					
	Interview participant	**Coping strategy**	**Coping strategy**	**Coping strategy**	**Coping strategy**
1	WP1	Active coping	Positive reframing		
2	CC1	Emotional support	Positive reframing	Instrumental support	Planning
3	MA2	Denial	Self-distraction		
4	MA1	Humour,	Acceptance		
5	HL1	Acceptance	Positive reframing		
6	LB1	Active coping	Positive reframing		
7	WA1	Venting	Emotional support		
8	SS1	Acceptance	Self-distraction		

It does appear that to cope more successfully academics need to disengage from their work; this could be engaging in physical activity or simply being with family members allowing them to focus on other interests besides work. However, disengaging from work could be extremely challenging as exemplified by MA1 and WP1 where discussion around work may have negative impact upon personal relationships at home. For example, MA1 commented that family members may leave the room when they engaged in work discussion with their spouse.

Whereas academics provide examples of emotional challenges and experiences and explain how they cope, it is apparent that they do not use one particular coping strategy, but may engage in several, one may overlap with another.

The findings demonstrate how useful interviews are to delve into individual experiences showing possible overlaps of coping strategies and that one coping strategy may be more dominant than another. These findings may not come out from the analysis and evaluation of questionnaire/ survey data.

10.6   Recommendations.

It is recommended that to help academics cope more effectively training should be given that is voluntary rather than mandatory. The focus should be on the individual where they are given the opportunity to see the advantages from a personal perspective.

Providing university support that is voluntary and encouraging academics to develop their emotional intelligence skills could help them with improving ways in which they cope and improving their well-being. The advantage to the university is that academics may be more productive. Academics may improve their psychological and physical health and may interact with colleagues and students enhancing the learning experience for themselves and for students. Training and

development could be given to all staff and made part of their continued professional development (CPD) that helps staff become more aware of his/ her own emotions, to understand and evaluate emotions in others, and manage the emotions that are experienced.

The findings from a longitudinal study carried out by Querstret, Cropley, Krugar and Heron (2016) suggests that a one-day cognitive based therapy (CBT) could help people to cope with rumination, fatigue, and to improve sleep quality. This could be developed in universities to help academics cope. Seminars could also be provided for staff where they are encouraged to attend to learn about ways of coping and developing strengths within their psychological makeup to support them when they face emotionally challenging interpersonal relationships.

Policies and procedures could be developed to support the psychological welfare of academics. However, each person has their own way of coping and policies and procedures should be adopted that allow flexibility. For example, an academic may be in denial but not recognise it. Training could be given by providing workshops in which staff could attend if they so wished.

Each staff member is required to carry out a desk space review as part of Health and Safety (including: body position, chair height, monitor position/ location). As part of this process, training could be embedded into health and safety policies making staff aware. The knowledge could then be adopted to improve ways academics cope.

To help support academics cope within the workplace it is recommended that universities also carry out regular questionnaires/ surveys that includes the tools used in this research. Data could then be analysed and evaluated and compared and contrasted with other universities and a data base could be built up year on year to provide valuable information that could then be fed back into the policies and procedures and the organisation can take action where appropriate.

The next chapter draws the study to a close, providing conclusions and recommendations.

11   CONCLUSIONS AND RECOMMENDATIONS.

11.1   Introduction.

This chapter brings together the findings and discussion of this study. The aims of the study are restated together with the research questions maintaining focus on the purpose of this study. The methodology undertaken in this study is summarised and main findings are then identified that include those identified from each of the research questions. Concluding comments are made and the chapter concludes with a summary of recommendations and suggestions for future research.

Trait emotional intelligence appears to be a strong predictor of well-being and psychological health (For example: Austin, Saklofske and Wills 2010; Petrides, 2011; Johnson et al, 2009; Saklofske et al, 2003; Schutte et al, 2007) and the link between personality and coping (For example: Kato and Pedersen, 2005; Fickova, 2001; McWilliams et al, 2003). However, the findings do suggest that correlation varies across studies (Horner, 1996), which suggests that further research is required. This study investigates the relationship between emotional intelligence, coping and well-being helping to inform and develop theory and recommends that universities provide training that helps academics understand his/ her own emotions, emotions in others and to help manage them. The training should be embedded into the university's policies and procedures. The training should be flexible and voluntary enabling academics to cope with stressful or challenging experiences (for example: interpersonal conflict between academic and student) that could reflect in service delivery thus improving student experience.

11.2   The aims of the study.

The overall aim of the research is to evaluate the concept of emotional intelligence in the higher education context (*University*) and to investigate the relationship between emotional intelligence, coping and well-being.

The research is focused on academics in higher education, in particular Universities. In this research, university academics are those employed by a University full time/ part time/ hourly paid (sessional) and who may be lecturers/ tutors/ instructors/ researcher.

11.3 The research questions.

The questions addressed are:

- How do academics perceive how they cope emotionally with interpersonal relationships within higher education (*University*)?

- Is there a significant correlation between emotional intelligence and well-being? If so, what is the relationship between emotional intelligence and how academics cope in the higher education setting (*University*)?

- Is emotional intelligence a useful construct in helping academics cope with interpersonal relationships and enhance well-being?

- What are the emotional challenging experiences of academics in the work place (*University*)? How do they cope with the challenging experiences?

11.4 Methodology.

The mixed method "the third paradigm" (Johnson and Onwuegbuzie, 2004:15) was used in this study that included a sequential approach. Quantitative research was first undertaken, followed by analysis and evaluation of qualitative data. An explanatory approach was also undertaken where qualitative data was used to contextualise the findings.

The mixed method was used as it no longer restricts the researcher to particular paradigms that has been traditionally the case. It is a legitimate means of undertaking research in social and human science (Creswell and Plano Clark, 2011).

Pearson's product moment correlation coefficient was used to analyse the quantitative data with instruments: coping, managing emotions, perceived stress scale (PSS), an extract from the COPSOQ (2003) on emotional demands and, an extract about home/work recovery (Querstret and Cropley, 2012).

The quantitative aspect of this study used a reasonable sample size of 533 academics across a wide age spectrum, job description (level of responsibility) and geographic locations (different countries from around the world). The qualitative aspect of the research included interviews with 11 academics aged 29 to 58. Thematic analysis was undertaken identifying examples of emotional challenges and experience that are integrated into the study.

Limitations included individual differences and challenges in generalising beyond the sample size. However, the samples are considered to be reasonable across a wide age range, different countries, background and experience and it was felt reasonable that the findings from this study could be expanded to apply to a larger sample from which fuzzy generalisation could be made helping to inform and contribute to theory and future research.

11.5   Main findings.

After removal of outliers the total number of participants in this study was 533. The balance of male (N = 244; 45.78%) female N = 289; 54.22%) participants was shown to be reasonable as was the age spread (24 to 78; mean and median (both 48) suggesting a reasonable balance of normal distribution

The population sample was broken into smaller samples identifying the job title of participants and checks made for normality. Checks made suggest that there was a reasonable balance of participant ages, and job title/ level of responsibility. It is acknowledged that there may be limitations. For example: Job titles may vary depending on the country

the participant is working. In the USA an academic may be designated a Professor but if they are in the UK they could be designated as a lecturer. Analysis and evaluation is therefore given to the whole sample.

The sections below summarise the findings from the analysis and evaluation of each of the questions being addressed in this study.

11.5.1 Research question 1.

How do academics perceive how they cope emotionally with interpersonal relationships within higher education (*University*)?

The findings from the quantitative data suggest that emotional and instrumental coping strategies played a large (50% approx.) role in the way academics coped. However, this does not appear to tell the full story. For example, context may influence the way academics respond. He/ she may be feeling greater stress one day/ at one moment when compared to another. This may be caused by changes in personal or environmental circumstances that affect the way the academic responds. It was therefore helpful to have interview data to delve into greater depth.

It can be demonstrated that this question has been addressed. The interview data provides a valuable insight into individual experiences when coping with interpersonal relationships. For example, MA1 used humour, emotional and instrumental support, MA2 appeared to use acceptance, and instrumental support. WA1 and CC1 liked to vent, WA1 ruminated and kept things in until they were back at home and CC1 vented with colleagues that they could trust. WA1 appeared to use emotional support and CC1 instrumental support.

Circumstances, experience and context may influence how academics cope identifying the challenges of undertaking research in social science. Academics may use more than one strategy to cope with

stressful experiences complicating the analysis and evaluation of quantitative data further.

11.5.2 Research question 2.

Is there a significant correlation between emotional intelligence and well-being? If so, what is the relationship between emotional intelligence and how academics cope in the higher education setting (*University*)?

Correlation was carried out on managing emotions, PSS, emotional demands and home/ work recovery and the analysis showed that r = -0.52 (r^2= 27%). The analysis showed that there was an inverse relationship between PSS and managing emotions (r = -0.52) suggesting that the greater the perceived stress (PSS) the person experiences the less they manage emotions. As PSS reduced, managing emotions increased. There appeared to be less significant relationships between the other instruments.

A premise of this finding is that managing emotions could be identified as a causal factor in reducing stress (PSS). This may or may not be the case. Other factors may influence the findings that include variables such as: culture, background, perception, experience, family and social influence. It does identify challenges of undertaking social science research. However, the sample was of a reasonable size, instruments are widely used, and the approach taken in this study has used recommended techniques and processes that are often used in social research. It is, therefore, possible to apply the findings to a larger sample from which fuzzy generalisation can be made, adding to theory and future research.

The findings showed that 2% of the population sample said they made use of substances a lot with a further 5% saying that they did this a medium amount (total 7%). This suggests that of the 533 participants approximately 37 used substances "a lot" or "a medium amount".

However, this finding may not tell the full story. Participants may not wish to admit substance use within the questionnaire/ survey and maybe even to themselves. The academic may have a hedonistic view of substance use and does not feel that it has a negative effect on their feelings of well-being. This may conflict with the eudaimonic approach where assessment is from outside looking at the person in which substance use may be seen as having a negative effect upon well-being. The challenge is that each person may have different understanding of how they see and understand the world around them. What one person may regard as well-being may be different to another.

The findings from the questionnaire/ survey on emotional demands showed that 47% of participants "always" or "often" got emotionally involved in work. However, 24% of participants "seldom" or "hardly ever" got emotionally involved in their work; and 39% advised that work "seldom" or "hardly ever" placed them in emotionally disturbing situations.

The findings from the home/ work recovery questionnaire/ survey showed that 39% of participants either "disagree" or "strongly disagree" that they were able to stop thinking about work related issues in their free time and 34% "disagree" or "strongly disagree" to being able to unwind.

The findings suggest that academics use different coping strategies that may overlap with each other. For example, 68% said they used active coping (a lot/ a medium amount); 50% said they used emotional support (a lot/ a medium amount) and 49% used instrumental support (a lot/ a medium amount). 73% of participants advised that they used planning a lot/ a medium amount, and this comes out in the interviews in which academics came up with ways to deal with challenging situations (for example: change jobs, change the way they work, separating time for themselves and family).

CONCLUSIONS AND RECOMMENDATIONS

It may be helpful to provide training to academics who request it. The training could include workshops and seminars that can help academics cope with stressful experiences and interpersonal relationships. This could include developing knowledge and skills related to emotional intelligence. This could help improve intra and inter personal relationships with the desire to ameliorate stressful situations. For example: keeping calm, and keeping control of emotions.

Reflecting on the findings from this study, not all academics appeared to need support to help them cope. Therefore, training should be voluntary allowing academics to seek training if they felt they needed it. The university could also develop policies to help academics cope.

Together with the detail in this study, the discussion above demonstrates that there is an inverse correlation between emotional intelligence and well-being. It also explained that there was a relationship between emotional intelligence and how academics cope in the higher education setting.

Curvature analysis was undertaken on the relationship between emotional intelligence (EI squared) and Perceived stress (PSS). The findings identified a small R squared change of 0.007, while the sig F change was 0.036 which suggests significance as it is less than 0.05. However, it was very small.

Moderation was also undertaken and the findings suggest when there was a low level of coping there was a significant negative relationship between PSS and EI (b = -0.16, 95% CI [-0.21, -0.11], t = -6.36, p =00). At the mean value of coping, there was a negative relationship between PSS and EI (b = -0.19, 95% CI [-0.22, -0.15], t = -10.92, p =00). When there was a high level of coping there was a significant negative relationship between PSS and EI (b = -0.21, 95% CI [-0.25, -0.17], t = -9.33, p =00).

The findings suggest that notwithstanding how well academics cope there was a negative relationship between PSS and EI.

Mediation analysis was undertaken to find out the effect PSS has on EI influenced by coping. The findings suggest that there was a small significant indirect effect of PSS on EI, through coping where b = 0.02, 95% CI [-0.05, 0.08].

11.5.3 Research question 3.

Is emotional intelligence a useful construct in helping academics cope with interpersonal relationships and enhance well-being?

Those interviewed were asked to explain their understanding of emotional intelligence. Whereas it appeared that each person had a reasonable understanding of the term emotional intelligence, it was another matter when putting it into practice. It is suggested academics could develop emotional skills embedding that learned into day to day experiences. In other words, it becomes part of a person's subconscious behaviour and subsumed into their personality.

Whereas the findings suggest that there was a correlation between emotional intelligence and well-being, the findings from the questionnaire/ survey showed home/ work recovery and managing emotions with a negative correlation of -0.25 suggesting that whereas there was a small correlation, it was not significant. A higher correlation was anticipated considering the responses given by participants interviewed. The relationship between emotional demands and managing emotions was shown to be 0.04% and suggested a very small correlation. It may be because an extract was taken from the COPSOQ. It may be more appropriate to use another instrument in future research or to use the full version of the questionnaire/ surveys rather than extracts. However, the findings may be correct that there was a small correlation. It would be helpful if further research was

undertaken on the instruments used in this study and findings compared.

The findings reaffirm the challenges and complexity of trying to generalise from the findings. The sample size is reasonable and findings could be applied to a larger sample from which fuzzy generalisations can be made to help inform and contribute to theory and future research.

The findings from the interviews identified that academics cope in different ways, such as: humour, venting, instrumental support, emotional support. However, participants showed that they used different coping strategies and may use more than one, as exemplified by CC1; who used venting and active coping at the same time. Furthermore, context and trust in the person they are engaged with appear to have been important factors. Whereas in one context the academic may have vented, in another he/ she may have used active coping. Trust is also an apparent factor- that the academic can trust that the person they are engaged with shows empathy and/or is prepared to listen. This concurs with the findings that coping is individual to the person and their personality (Bolger and Zuckerman, 1995, Gomez et al, 1999a, b; Moos and Holahan, 2013). This does not come out from the questionnaire/ survey.

The analysis and evaluation undertaken on this question shows that academics chose to use particular emotions dependent on context and trust in the person they are engaged with suggesting that emotional intelligence a useful construct in helping academics cope with interpersonal relationships and enhance well-being.

11.5.4 Research question 4.

What are the emotional challenging experiences of academics in the work place (*University*)? How do they cope with the challenging experiences?

To help them cope academics identified that they used different ways in which they cope with challenging experiences. For example: SS1 taught dancing with their partner; WP1 liked to sail; CC1 liked go swimming; WA1 bottled things up and then vented with their spouse when they arrived home and; MA1 used humour. As an example SS1 appeared to accept the situation they were in. However, the example given by SS1 was on one occasion only. In the interview, SS1 commented that they did not really experience stress- they coped with "pressure". This exemplifies the challenges of undertaking social research as each person may have their own understanding of terms used such as stress and coping. Furthermore, what may happen on one occasion only may never happen again.

Whereas academics provided examples of emotional challenges and experiences and explain how they cope, it is apparent that they did not use one particular coping strategy, but may engage in several, and one may overlap with another.

There may be many variables (for example culture, background, level of job, experiences) that can affect the findings and therefore lead to challenges of generalising to a wider sample. However, a systematic analysis and evaluation was carried out in this study and included a reasonable sample size, academics come from different countries and different levels of responsibility, and this study is also supported by instruments that have been used in other studies. It may, therefore, be possible to apply the findings from this study to a larger sample size, and as such, fuzzy generalisations made (Bassey 1999, 2001).

The above points demonstrate that this question has been addressed.

11.6   Summing up.

Sevilla, Ochave, Punsalan, Regala and Uriarte (1992) suggests that a theoretical framework helps explain phenomena in which the thesis

investigation can fill a "vacuum in the stream of knowledge (p.55)" Slevin and Basford (1999) suggest that a theoretical framework can be developed that include: What type of knowledge is available? What theory is relevant? What do I want to find out/ study? The following summary makes use of the aforementioned to explain the theoretical framework used in this study.

The reason why this study was undertaken was that very little evidence is apparent that is associated with academics at university level (Woods, 2010).

Since 1990, studies have been undertaken on the ability (Salovey and Mayer, 1990, 1997), mixed (Goleman, 1995) and trait (Petrides and Furnham, 2001) models of emotional intelligence. These are identified as the main theoretical sources associated with emotional intelligence. Trait emotional intelligence (TEIQue) is used in this study as it can predict outcomes much better than other questionnaires (Freudenthaler et al, 2008; Gardner and Qualter, 2009).

The TEIQue also covers each of the factors in the trait emotional intelligence sampling domain whereas other questionnaires may exclude factors associated with trait emotional intelligence and demonstrates excellent psychometric properties (Cooper and Petrides, 2009). A further reason why the trait model was used is supported by Robbins and Judge (2013) who argue that research carried out on those who have experienced brain damage suggests that emotional intelligence is neurologically based (for example: Damasio, 1994) and is unrelated to standard intelligence measures.

This study seeks to find out how university academics cope emotionally with interpersonal relationships; if there is a significant correlation between emotional intelligence and well-being; if emotional intelligence can help academics cope; the emotionally challenging experiences academics have and how they cope with them.

CONCLUSIONS AND RECOMMENDATIONS

A conceptual framework includes theories, variables, and concepts used in a study in which meaningful relationships may exist (Cargan, 2007). The following provides a summary of the findings.

It is apparent that work load and time pressure are demanding on the academic (Doyle and Hind, 1998; Early, 1994; Kinman, 1998; Sliskovic and Sersic, 2011). With the blur between home and work/ life (Winefield, Gillespie, Stough, Dua, Hapuarachchi and Boyd, 2003) the feelings of stress may overlap impacting upon personal relationships and family commitments. This could affect the interpersonal relationships with colleagues and students potentially having an adverse impact upon student experience.

The findings from this study suggest that emotional intelligence does have a role to play when coping with perceived stress and well-being where the higher the emotional intelligence the lower the perceived stress. The findings from the questionnaire/ survey suggest that when coping with challenging experiences, participants identified that they engaged with planning (76%), active coping (68%) followed by acceptance (65%). However, the findings from the interviews suggest that participants used more than one coping strategy and it depends upon the context and circumstances. This demonstrates the value of undertaking interviews that can bring out and provide greater depth and clarity that may have not been achieved by undertaking a questionnaire/ survey alone. Further, the advantage of undertaking the questionnaire/ survey identifies particular coping strategies that a large sample of participant's use that may not have come out in undertaking interviews alone. The use of quantitative and qualitative analysis can therefore complement each other where the qualitative findings can explain the findings in greater depth.

Research question 1 identified that each academic has different approaches to coping with interpersonal relationships that include:

humour, venting, instrumental and emotional support. It is apparent from the findings that context, circumstances and experience can affect how academics cope and he/ she may use more than one coping strategy.

Research question 2 identified a significant inverse relationship between perceived stress and emotional intelligence. The lower the perceived stress scale, the higher the emotional intelligence. Curvature analysis was undertaken and the findings showed a significant R squared change (0.007). However, it is small. Moderation analyses were also undertaken. The conditional effect of x on y values of the moderators showed that at low levels of coping there was a (negative) significant effect (p less than 0.05) of PSS on EI (-12.01, $p < 0.05$). At average levels of coping there was negative significant effect of PSS on EI (0, $p < 0.05$). At high levels of coping there was a positive significant effect. It appears that the higher the level of coping the more the positive effect there is of PSS on EI. This suggests that using higher levels of coping can help moderate perceived stress on emotional intelligence. However, lower levels of coping have lesser effect. This suggests that developing higher levels of coping could help with moderating the effect of perceived stress on emotional intelligence. As such, academics could be given training and development to improve ways of coping that could offset the impact of perceived stress. Mediation was also undertaken and the findings show that there was a small but significant indirect effect of perceived stress on emotional intelligence through coping.

The analyses and evaluation of research question 3 suggest that emotional intelligence is a useful construct in helping academics cope with interpersonal relationships. For example, academics use different coping strategies such as humour, venting, emotional/ instrumental support.

CONCLUSIONS AND RECOMMENDATIONS

The findings suggest that academics maybe aware of their own emotions, acknowledging that context and, the ability to trust colleagues is important. This suggests that academics may therefore use emotional intelligence to evaluate the circumstances and context they are in. If the context and circumstances are considered appropriate they then bring out particular emotions that in other circumstances / contexts they would suppress- for example, anger (coping strategy-venting), emotional/ instrumental support (the feeling of confidence that the academic can trust those they are interacting with). For example, one academic prefers to vent to their spouse after they return home rather than expressing emotions within the working environment.

Research question 4 reflected on the challenging experiences that academics may have. The findings from the analyses and evaluation of the findings from this question suggest that academics do have challenging experiences that bring out particular emotions such as anger and distress. The experiences may be with colleagues and/ or students. However, it is apparent that, whereas academics have challenging experiences, they appear to learn from them and reframe their way of thinking and take action to cope more successfully if experienced again. For example, one academic moved from one university to another and the stressful experience is not subsequently repeated. Another academic drew caricatures on paper when at meetings. Using humour, helps them cope. Learning from experience suggests that academics do use emotional intelligence to help them cope.

Overall, it is apparent from the findings from the interviews that, while academics experience stressful/ challenging experiences, they also use emotional intelligence to help them cope in a constructive manner using ways of coping such as: humour, emotional/ instrumental support. The findings from the quantitative data shows that as perceived stress goes down, emotional intelligence goes up. Each of

the methods undertaken in this study support the view that academics do use emotional intelligence to help them cope with stressful and challenging experiences, dependent upon context and circumstances that he/ she experience.

The findings do suggest that it would be helpful if the university engages with this challenge, providing training to support academics, and other stakeholders.

11.7 Recommendations

11.7.1 Other stakeholders.

Academics may not be the only group that find it challenging coping with stress. There are also other stakeholders that may be associated with universities that include: contract staff (those subcontracted via external organisations) and students. The recommendations made in this study should therefore be extended to all stakeholders who are associated with the university.

11.7.2 Training and development (voluntary).

It is recommended that to help academics cope more effectively training and support could be given by the university that is voluntary rather than mandatory. The support can include training and development for all staff that is made part of their continued professional development (CPD) helping each individual to become more aware of his/ her own emotions, understanding and evaluating emotions in others, and managing intra/ inter personal relationship-keeping calm in stressful situations.

The training and development could provide academics with greater understanding of term such as: stress, managing emotions, emotional demands, well-being and work/ home life balance. Providing university support that is voluntary and encouraging academics to develop their emotional intelligence skills could help academics cope with

challenging experiences. The advantage to the university is that academics may be more productive. Academics may improve their psychological and physical well-being and may interact with colleagues and students enhancing the learning experience for themselves and for students. This could enhance the standing of the university.

11.7.3 Policies and procedures

Policies and procedures should be developed to support the well-being of academics that include policies and procedures associated with: emotional intelligence.

Policies and procedures, approved guidance, and support documentation can be drafted and placed on the university internet and intranet site readily available for any person to access. Copies can be imported to outsourced contractors web site and work places. However, not all people have access to web sites. It is therefore recommended that hard copies should also be placed on notice boards that can be effective providing wide readership (Jefkins, 1990).

Academics may face continuing change and required to face increased pressure and stress within the work place that includes: interpersonal conflict (Doyle and Hind, 1998); time pressure (Kinman, 1998); heavy work load (Sliskovic and Sersic, 2011) and long working hours (Tytherleigh et al (2005). With the potential of increased provision of online access to both student and academic, home/ work life appears to be increasingly blurred (For example: Winefield, et al, 2003).

It is, therefore, important that policies and procedures be introduced and developed to support academics, and other stakeholders, to help them cope. Students may then experience a better environment in which to learn and to develop new skills.

11.7.4 Undertake interviews.

It is recommended that when undertaking studies associated with people, it would be helpful to peak to people, undertaking interviews as well as questionnaires, with the purpose of understanding the possible association between several questionnaires/ constructs.

11.8   Recommended further research.

Further research is recommended developing on the findings from this study that can be used to build on theory. Further research can be carried out on each of the models identified in this study, on similar samples to compare and contrast findings.

Fredrickson (2000) suggests that positive emotions can help well-being and health and enhance self-efficacy (Sutton and Wheatley, 2003). It may be applicable to universities where academics are faced with similar roles and responsibilities. It is, therefore, recommended that further research be undertaken in the area of trait emotional intelligence, positive emotions and well-being.

Crum et al (2013) identifies that the mind-set of a person can be influential in the way they respond to stress and that a mind-set can be altered by means of intervention (Chiu, Hong and Dweck, 1997; Dweck, 2008). Further research could be undertaken in the area of emotional intelligence, mind sets, stress and intervention.

APPENDICES

APPENDIX 1

Questionnaire/ survey
Emotional literacy

Your assistance would be most welcome. I am carrying out research as part of a PhD programme at the University of Northampton, UK which includes a questionnaire/ survey. The research is associated with emotional literacy and how **academics,** in universities; cope with emotional experiences at work. (In this research, university academics are those employed by a University full time/ part time/ hourly paid (sessional) and who may be lecturers/ tutors/ instructors).

If you are an academic, it would be very much appreciated if you would complete the questionnaire/survey located at: https://survey.northampton.ac.uk/emotional-literacy

It takes approximately 15 to 20 minutes to complete but can be saved part way through if required. Please complete every question as accurately as possible.

The information you provide will be anonymous and used to develop findings on the research. Please note that the data provided will be presented in my thesis and in publications in aggregate form only.

As I need as many academics to complete the survey as possible, I would appreciate it if you could ask you academic colleagues to help by passing on this e mail.

As part of the research, I also intend to conduct interviews with academics. If you are interested in participating in an interview (which may be one to one, Skype or telephone) please e mail me at **phil.bowen@northampton.ac.uk**.

For your data to be incorporated into the research please complete the questionnaire by Friday 7th November 2014 (Friday 4th December 2014 close questionnaire)

Thank you for your time.

Phil Bowen

Part A (General)

1. Please confirm that you are willing to take part in this questionnaire/ survey and giving your consent to the information being used within the research.
    a. Yes (Code 1)
    b. No (Code 2)
    Please note that if the answer is no, please do not submit the questionnaire/ survey

2. Please confirm that you are an academic
    a. Yes (Code 1)
    b. No (Code 2)
    c. Don't know (Code 3)

3. Please confirm your job title

4. Are you
    a. Male (Code1)
    b. Female (Code 2)

5. Are you:

Full time (Code 1)	
Part time (Code 2)	
Sessional (Code 3)	
Adjunct (Code 4)	

   Other- please state (Code 99)...

6. What is your marital status?
    a. Single (Code 1)
    b. Married/ civil partnership/ cohabiting (Code 2)
    c. Separated/ divorced (Code 3)
    d. Other (Code 99)

7. Please confirm your age
    a. *List shown on line* type in their age.

8. How many years have you been working in higher education (University level)?
    a. *List shown on line. (1,2,3,4,5,6,7,8, years, etc.)* type in

9. How many years have you been with your existing university?
    a. *List shown on line. (1,2,3,4,5,6,7,8, years, etc.)* type in

10. How long have you been in the present role?
    a. *List shown on line. (1,2,3,4,5,6,7,8, years, etc.)* type in

Part B (Stress/ coping- Carver et al, 1989)
This part of the questionnaire/ survey is to find out how people cope with emotional demands of **work related events**.
<mark>Question 11</mark>

Different work related events bring out somewhat different responses, but think about what you usually do when you are under a lot of stress. Each item says something about a particular way of coping. I want to know to what extent you've been doing what the item says; how much or how frequently. Please don't answer on the basis of whether it seems to be

working or not—just whether or not you're doing it. Try to rate each item separately in your mind from the others. Make your answers as true for you.

Please answer every item. There are no "right" or "wrong" answers, so choose the most accurate answer for you (not what you think "most people" would say or do). Indicate what you usually do when you experience a work related stressful event.
The number shown in the questions relate to:
1 =   I usually don't do this at all
2 =   I usually do this a little bit
3 =   I usually do this a medium amount
4 =   I usually do this a lot

1. I've been turning to work or other activities to take my mind off things. .
    1   2   3   4
1. I've been concentrating my efforts on doing something about the situation I'm in.
    1   2   3   4
2. I've been saying to myself "this isn't real".
    1   2   3   4

3. I've been using alcohol or other drugs to make myself feel better.
    1   2   3   4

4. I've been getting emotional support from others.
    1   2   3   4

5. I've been giving up trying to deal with it.
    1   2   3   4

7.   I've been taking action to try to make the situation better.
    1   2   3   4

8. I've been refusing to believe that it has happened.
    1   2   3   4

9. I've been saying things to let my unpleasant feelings escape.
    1   2   3   4

10. I've been getting help and advice from other people.
    1   2   3   4

11. I've been using alcohol or other drugs to help me get through it.
    1   2   3   4

12. I've been trying to see it in a different light, to make it seem more positive.
    1   2   3   4

13. I've been criticizing myself.
     1   2   3   4

14. I've been trying to come up with a strategy about what to do.
     1   2   3   4

15. I've been getting comfort and understanding from someone.
     1   2   3   4

16. I've been giving up the attempt to cope.
     1   2   3   4

17. I've been looking for something good in what is happening.
     1   2   3   4

18. I've been making jokes about it.
     1   2   3   4

19. I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.
     1   2   3   4

20. I've been accepting the reality of the fact that it has happened.
     1   2   3   4

21. I've been expressing my negative feelings.
1   2   3   4

22. I've been trying to find comfort in my religion or spiritual beliefs.
1   2   3   4

23. I've been trying to get advice or help from other people about what to do..
1   2   3   4

24. I've been learning to live with it.
1   2   3   4

25. I've been thinking hard about what steps to take.
1   2   3   4

26.   I've been blaming myself for things that happened.
1   2   3   4

27. I've been praying or meditating.
1   2   3   4

28. I've been making fun of the situation.

1	2	3	4

Part C (How do you manage your emotions? - Petrides, 2009a)

Please answer each statement below by identifying the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. When answering the questions below it is recommended that you use "snap decisions". Work quickly and try and answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from completely disagree (number 1) to completely agree (number 7).

Reversed questions: 12: b, d, e, g, h, j, L, m, n, p, r, v, y, z, ab,

1 Completely disagree
2 Disagree quite a bit
3 Disagree a little
4 Neither agree nor disagree
5 Agree a little
6 Agree quite a bit
7 Completely agree

1. A. Expressing my emotions with words is not a problem for me.

1	2	3	4	5	6	7

Completely disagree   Completely agree

2. B I often find it difficult to see things from another person's viewpoint.

1	2	3	4	5	6	7

Completely disagree   Completely agree

3. C. On the whole, I'm a highly motivated person

1	2	3	4	5	6	7

Completely disagree   Completely agree

4. D.I usually find it difficult to regulate my emotions

1	2	3	4	5	6	7

Completely disagree   Completely agree

5. E. I generally don't find life enjoyable

1	2	3	4	5	6	7

Completely disagree   Completely agree

6.   F. I can deal effectively with people

1   2   3   4   5   6   7

Completely disagree   Completely agree

7.   G. I tend to change my mind frequently.

1   2   3   4   5   6   7

Completely disagree   Completely agree

8.   H. Many times, I can't figure out what emotion I'm feeling.

1   2   3   4   5   6   7

Completely disagree   Completely agree

9.   I. I feel that I have a number of good qualities.

1   2   3   4   5   6   7

Completely disagree   Completely agree

10. J. I often find it difficult to stand up for my rights.

1   2   3   4   5   6   7

Completely disagree   Completely agree

11. K. I'm usually able to influence the way other people feel.

1   2   3   4   5   6   7

Completely disagree   Completely agree

12. L. On the whole, I have a gloomy perspective on most things.

1   2   3   4   5   6   7

Completely disagree   Completely agree

13. M. Those close to me often complain that I don't treat them right

1   2   3   4   5   6   7

Completely disagree   Completely agree

14. N. I often find it difficult to adjust my life according to the circumstances.

1	2	3	4	5	6	7

Completely disagree   Completely agree

15. O. On the whole, I'm able to deal with stress.

1	2	3	4	5	6	7

Completely disagree   Completely agree

16. P. I often find it difficult to show affection to those close to me.

1	2	3	4	5	6	7

Completely disagree   Completely agree

17. Q. I'm normally able to "get into someone's shoes" and experience their emotions.

1	2	3	4	5	6	7

Completely disagree   Completely agree

18. R. I normally find it difficult to keep myself motivated.

1	2	3	4	5	6	7

Completely disagree   Completely agree

19. S. I'm usually able to find ways to control my emotions when I want to

1	2	3	4	5	6	7

Completely disagree   Completely agree

20. T. On the whole, I'm pleased with my life.

1	2	3	4	5	6	7

Completely disagree   Completely agree

21. U. I would describe myself as a good negotiator

1	2	3	4	5	6	7

Completely disagree   Completely agree

22. V. I tend to get involved in things I later wish I could get out of.

1	2	3	4	5	6	7

Completely disagree   Completely agree

23. W. I often pause and think about my feelings.

1	2	3	4	5	6	7

Completely disagree   Completely agree

24. X. I believe I'm full of personal strengths.

1	2	3	4	5	6	7

Completely disagree   Completely agree

25. Y. I tend to "back down" even if I know I'm right.

1	2	3	4	5	6	7

Completely disagree   Completely agree

26. Z. I don't seem to have any power at all over other people's feelings.

1	2	3	4	5	6	7

Completely disagree   Completely agree

27. AA. I generally believe that things will work out fine in my life.

1	2	3	4	5	6	7

Completely disagree   Completely agree

28. AB. I find it difficult to bond well even with those close to me.

1	2	3	4	5	6	7

Completely disagree   Completely agree

29. AC. Generally, I'm able to adapt to new environments.

1	2	3	4	5	6	7

Completely disagree   Completely agree

30. AD. Others admire me for being relaxed.

1	2	3	4	5	6	7

Completely disagree   Completely agree

The questionnaire/ survey is from:

- Petrides, K. V. (2009). Technical manual for the trait emotional questionnaire (TEIQue). London, England: London Psychometric Laboratory. For Phil Will be removed from on line questionnaire

Part D: How do you feel about your job and life? (PSS Cohen et al, 1983)

<mark>Question 13</mark>

People experience stress in different ways. This part of the survey/ questionnaire asks about your feelings and thoughts during the last month. In each case, please indicate how often you felt or thought in a certain way.

The number shown in the questions relate to:

0 =   Never
1 =   Almost never
2 =   Sometimes
3 =   Fairly often
4 =   Very often.

(R.) = Reversed item

1. In the last month, how often have you been upset because of something that happened unexpectedly?
    0   1   2   3   4

2. In the last month, how often have you felt that you were unable to control the important things in your life?
    0   1   2   3   4

3. In the last month, how often have you felt nervous and "stressed"?
    0   1   2   3   4

4. (R) In the last month, how often have you dealt successfully with life hassles?
    0   1   2   3   4

5. (R) In the last month, how often have you felt you were effectively coping with important changes that were occurring in your life?
    0   1   2   3   4

6. (R) In the last month, how often have you felt confident about your own ability to handle your personal problems?
    0   1   2   3   4

7. (R) In the last month, how often have you felt things going your way?
    0   1   2   3   4

8. In the last month, how often have you found that you could not cope with all the things that you had to do?
    0   1   2   3   4

9. (R) In the last month, how often have you been able to control irritations in your life?

0   1   2   3   4

10. (R) In the last month, how often have you felt that you were on top of things?
    0   1   2   3   4

11. In the last month, how often have you been angered because of things that happened that were outside of your control?
    0   1   2   3   4

12. In the last month how often have you found yourself thinking about things that you have to accomplish?
    0   1   2   3   4

13. In the last month how often have you been able to control the way you spend your time?
    0   1   2   3   4

14. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?
    0   1   2   3   4

Please add up your total score and place in this box.

Part E (Emotional demands). (http://www.travailler-mieux.gouv.fr/IMG/pdf/english_copsoq_2_ed_2003-pdf.pdf extract from: Copenhagen Psychosocial Questionnaire)

Please answer the following questions using the scale provided below
==Question 14 and 15==

1. Does your work put you in emotionally disturbing situations?
   (0=Always, 1=Often, 2=Sometimes, 3=Seldom, 4=Never/hardly ever)

2. Is your work emotionally demanding?
   (0= To a very large extent, 1=To a large extent, 2=Somewhat, 3=To a small extent, 4=To a very small extent)

3. Do you get emotionally involved in your work?
   (0=To a very large extent, 1=To a large extent, 2=Somewhat, 3=To a small extent, 4=To a very small extent)

4. Does your work require that you get personally involved?

(0=To a very large extent, 1=To a large extent, 2=Somewhat, 3=To a small extent, 4=To a very small extent)

Part F (Home/ work recovery-extract from Querstret and Cropley, 2012))

Please answer the following questions using the scale provided below
- 0= Strongly agree
- 1= Disagree
- 2= Neither agree or disagree
- 3= Agree
- 4= Strongly agree

1. I become tense when I think about work related issues during my free time.
2. I am annoyed by thinking about work related issues when I am not at work.
3. I am irritated by work issues when not at work.
4. I am fatigued by thinking about work related issues during my free time.
5. I am troubled by work related issues when not at work.
6. I am unable to switch off from work.
7. I am able to stop thinking about work related issues in my free time.
8. I find it easy to unwind after work.
9. I make myself switch off from work as soon as I leave.
10. I leave work issues behind when I leave work.

Part G (Any other information)

Is there anything else that you feel you would like to add with respect to your experiences of emotional demands and stress at work and how this affects you?

    a. ....
....
....
....
....
....

APPENDIX 2

Reminder e mail

This is just a polite reminder to those who may not have completed the on line questionnaire with respect to emotional literacy and how academics, in universities; cope with emotional experiences at work.

It is appreciated the pressure of time on all concerned. I can therefore confirm that the closing date for the questionnaire has been extended to the 4th December 2014. I trust this is helpful.

Your assistance would be most welcome. I am carrying out research as part of a PhD programme at the University of Northampton, UK, which includes a questionnaire/ survey. The research is associated with emotional literacy and how academics, in universities; cope with emotional experiences at work. (In this research, university academics are those employed by a University full time/ part time/ hourly paid (sessional) and who may be lecturers/ tutors/ instructors).

If you are an academic, it would be very much appreciated if you would complete the questionnaire/survey located at: **https://survey.northampton.ac.uk/emotional-literacy**. It takes approximately 15 to 20 minutes to complete but can be saved part way through if required. Please complete every question as accurately as possible. Please, also, note the typographical error on question 16- 0 should be = strongly disagree not agree.

The information you provide will be anonymous and used to develop findings on the research. Please note that the data provided will be presented in my thesis and in publications in aggregate form only. I can confirm that the University of Northampton has given ethics approval for the questionnaire to go ahead.

As I need as many academics to complete the survey as possible, I would appreciate it if you could ask you academic colleagues to help by passing on this e mail.

As part of the research, I also intend to conduct interviews with academics. If you are interested in participating in an interview (which may be one to one, Skype or telephone) please e mail me at phil.bowen@northampton.ac.uk.

For your data to be incorporated into the research please complete the questionnaire by the 4th December 2014.

Thank you for your time.

Phil Bowen

- **Went live 16th October 2014 Ended 4th December 2014**

- **Reminder sent commencing 1stNovember 2014.**

APPENDIX 3

Amendments and comments made with respect to the questionnaire and supporting e mail:

No	Comment made via e mail	Response provided	Action taken
1	Can you confirm if ethics approval has been given?	"I can confirm that the University of Northampton has given ethics approval for the questionnaire to go ahead".	Added into the e mail sent to potential participants
2	e mail from external advisor- 17th October 2014 I suggest you keep the survey open for as long as possible. I am running the biennial UCU well-being survey at the moment which might reduce the response to yours. My survey will be live for another couple of weeks.	"It is appreciated the pressure of time on all concerned. I can therefore confirm that the closing date for the questionnaire has been extended to the 4th December 2014. I trust this is helpful."	Added into the e mail sent to potential participants
3	"Please note the typographical error on question 16- 0 should be = strongly disagree not agree". "Don't want to be pedantic, but you might want to fix the below: Q 16 Both option 1 and 4 have the same rubric ("Strongly Agree")" "I tried but gave up before part F. This questionnaire is rather difficult to complete, I'm guessing what you're getting at. Indeed, it could easily increase stress levels. As an experienced PhD supervisor, I suggest you re-draft the questions and present them differently. it is difficult to trace the right bubble in the middle of the long list of questions."	"Your comment is noted and appreciated. I have to admit that I checked, rechecked and checked again. I also asked colleagues to check for me. It is only when it went live that the error is picked up. Unfortunately, once live it isn't possible to change/ amend. I thought of retyping the whole questionnaire and starting again. However, by that time a number of people had already answered. I think it is another "limitation" that can be added to the research Response provided: Comment noted and appreciated. A comment on the error picked up earlier on in the survey is noted and a sentence added to advise respondents accordingly. If the layout and questions asked were amended they may not accord with the theorists that put them forward. Further, once live it is not possible to amend the layout and questions asked. E mail sent in response included:	A number of people identified spelling an error in section F where agree should have been disagree. However, the remaining answers were consistent with the format used. This is noted. Checks, double checks and rechecks were undertaken prior to going live. Colleagues also checked. Unfortunately change cannot be made to the questionnaire once live. Once pointed out the following is added to e mails sent out to potential participants. Note in e mail added:
4	"Just a quick idea and technical feedback about your survey. I think that the survey would feel easier to answer and it would not look that demanding if you would divide the statements to a larger amount of pages. So that the pages would be shorter and contain less statements per page".		This is noted. However, once live changes were not possible. However, this comment came from one person out of the total number of respondents.
5	"I have completed your survey. Ignore my answers and read my comments.		The comment is noted. The questionnaires are from highly recognised academic sources. They

	You assume from the outset that your respondent has a problem. It is neither academic, scientific or sound. Please read it again with an impartial eye. This sort of 'research' discredits the University which validates my qualification".		are not the authors *own* "questionnaire". Participants may have different views and thoughts- this is welcome. If the participant has clicked to upload the responses, then the online questionnaire will automatically and anonymously collate with other responses and it won't be possible for the author to "ignore".
6	"Link to the online questionnaire not too clear".		Comment noted and appreciated. Following comment, location underlined, made bold and font size increased. Unfortunately, LinkedIn provides one format only.
7	"You need to provide a straightforward link to the questionnaire not one that makes you go through some other time consuming portal".	Response provided: Thanks for your feedback. Your comments are appreciated and noted. I have tested the link (just done so again) and it should be possible to simply click on the link shown that takes you directly to the questionnaire. I am unsure as to why you were directed to a "portal". I have noted and will ask colleagues to try next week. (This is undertaken and the link appears to go straight to the questionnaire and not a portal.)	Link tested and appeared to work ok.
8		"This is a polite reminder to those who may not have completed the on line questionnaire with respect to emotional literacy and how academics, in universities; cope with emotional experiences at work.	This is added in for the reminder e mail sent to potential participants starting 1st November 2014
9	"I am no longer employed by a university so I did not respond. As an academic, I also have great problems with the term "Emotional Literacy" which I think and, others agree is not a very useful metaphor.		Comments noted. Not everyone may necessarily agree
10	"I have tried 3 times, but as soon as I add two comments to q17, I lose everything above. Something seems to be wrong!"	Response provided: "I have had a look at q17. However, it does seem fine. It may be something to do with the operating system".	Test carried out a few days later and appeared to work ok. No one else reported this.
11	2 people asked: "Please take me off your list" or "please do not send further e mails". Noted. No further e mails were sent to these people		Noted. No further e mails/ reminder were sent to them

12	"Phil make the link more clear it is difficult to find it in the text."	Comment noted. Unfortunately, the text in LinkedIn doesn't appear to allow for "highlighting, bold, italics or different font size".	Comment noted and appreciated. Unfortunately, the text in LinkedIn doesn't appear to allow for "highlighting, bold, italics or different font size".
13	"You need to provide a straightforward link to the questionnaire not one that makes you go through some other time consuming portal".	Response sent: Your comments are appreciated and noted. I have tested the link (just done so again) and it should be possible to simply click on the link shown that takes you directly to the questionnaire. I am unsure as to why you were directed to a "portal". I have noted and will ask colleagues to try next week.	Comment noted. It is a little unclear as to the concern. If the participant clicks on the "link" it should take them straight to the questionnaire. Test carried out and appears ok.
14	"Just a quick idea and technical feedback about your survey. I think that the survey would feel easier to answer and it would not look that demanding if you would divide the statements to a larger amount of pages. So that the pages would be shorter and contain less statements per page. I started answering the survey and will continue in doing so after a break".		Comment noted and appreciated. The questionnaire is set up to allow the person to save and come back. Unfortunately, once the questionnaire is live it is not possible to change.
15	"Please do not send more reminders".		Comment noted. It appears that on occasions the same connection is shown two or maybe three times, not necessarily together. This has resulted in the same person being e mailed several times.
16	"I have tried to open the survey today but it doesn't seem to be loading with the link provided- do you have another link?"		E mail linked sent to participant separately. Unclear as why link does not work
17	"as a theoretician myself, I have come to the conclusion that if the theory doesn't fit the reality, then change the theory, otherwise all significant insights will be theory-internal, i.e. nothing to do with reality. Good luck with your study."		Comment noted.

| 18 | Thank you for your e-mail/message. I am just wondering whether or not you have pretested you Questionnaire. My research background permits to do any type of research within social Science (that means Interdisciplinary).

I did not get your questionnaire or I might overlooked it because I have been too much preoccupied for the last 4 weeks.

I think you are going to measure "Perception" of the respondents. I did this type of "perception study in my PhD thesis.

However, from your e-mail, it is clear that you are using Likert Type Scaling in your study. But 16-0 seems to be unrealistic scale and it seems to be an imprudent decision for your research. At the same time, you have to keep in your mind about how to handle your data, and most importantly which statistical tool(s) you are going to use for the analysis of your data. I am not sure whether you are using structured, semi-structured or open ended questionnaire. You have used 4 point scale and 7 point scale. My feeling is that either you should go for a 4 point scale or 7 point scale in every section. If I were you I would go for 5 point scale which is popularly used by several researchers in their research project.

Pretesting of questionnaire is very important-- I am not sure whether you have pretested your questionnaire or not. I have found some problems in your questionnaire (First page of the questionnaire). For example, regarding age group you could use under 25 to 30, 31-35, 36-40 and the like. Do you think SPSS will help you to analyse your data? "Look before you Leap". | Thank you so much for advice and comments. Very much appreciated.

The questionnaire is built around existing theorists and I am following that which has already been tried and tested. My questionnaire is therefore not "original".

I can advise that once the questionnaire is uploaded it is then live and cannot be amended. However, it is tested amongst family, friends and colleagues in its original word format.

I understand the point you make about age groups. However, I thought it better to ask people their ages so that the information could be more readily be used and analysed in SPSS.

The interviews will follow in the second stage of this research. It is proposed that IPA will be used supported by open questions.

Once again, your feedback is very much welcome.

Best regards

Phil | |

19	I am unable to answer or partake as your questions are biased and already assume that I am stressed ot emotional- for example you have asked that all questions are answered - several of which are worded around assumed levels of stress or coping- as I am not stressed, and therefore do not require coping strategies (such as I give up trying- I nether do this a little or a lot nor at all as I don't give up but I don't try to as I don't need to) the responses possible are not appropriate to the questions posed- it would have helped if level of emotional working is established first, therefore I am unable to support your work		Comments noted. The questionnaires are from highly recognised academic sources. They are not the authors *own* "questionnaire". Participants may have different views and thoughts- this is welcome.

Observations from the questionnaire/ survey

No	Regarding	Comment
1	LinkedIn	Only a maximum of 50 people can be e mailed at any one time. It requires scrolling down and clicking on the relevant links. This then takes one out of the page with the links to an e mail page. It is then necessary to scroll down to where the author left off. With a few hundred people this is not a problem. However, when there are approximately 3,600 people to e mail it can take more than 30 minutes to scroll down to where the author left off. This is really time consuming, but necessary.
2	LinkedIn:	It appears that on occasions the same connection is shown two or maybe three times, not necessarily together. This has resulted in the same person being e mailed several times.
3	LinkedIn.	It would have been helpful if it is possible to change the type setting/ font size, to allow for highlighting, etc. The link to the on line website could then have been clearly seen by the participant.
4	BOS (On line questionnaire)	It would have been helpful to have amended errors that were only identified once uploaded. Unfortunately, this is not possible. It would therefore have required retyping the whole questionnaire out again and sending out to people who may have already responded.

APPENDIX 4

Extract from SPSS output data

Example

Comparison between Job title and age

EXAMINE VARIABLES=Q7Age BY Q3Jobtitlecode
 /PLOT BOXPLOT STEMLEAF
 /COMPARE GROUPS
 /STATISTICS DESCRIPTIVES
 /CINTERVAL 95
 /MISSING LISTWISE
 /NOTOTAL.

Explore

Notes

Output Created		11-DEC-2014 10:09:01
Comments		
Input	Data	K:\PhD submissions\Emotional literacy\EMOTIONAL LITERACY PROPOSAL\RESEARCH CONTENT\MAIN QUESTIONNAIRE\spss stuff\SPPS analysis 5.12.14.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	533
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=Q7Age BY Q3Jobtitlecode /PLOT BOXPLOT STEMLEAF /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.

Resources	Processor Time	00:00:01.14
	Elapsed Time	00:00:01.08

Job title code

Case Processing Summary

		Cases				
		Valid		Missing		Total
	Job title code	N	Percent	N	Percent	N
Age	Associate Lecturer and similar	12	85.7%	2	14.3%	14
	Lecturer/ tutor and similar	239	100.0%	0	0.0%	239
	Researcher and similar	22	100.0%	0	0.0%	22
	Professor and similar	155	99.4%	1	0.6%	156
	Heads of Department and similar	8	100.0%	0	0.0%	8
	Heads of Schools and similar	6	100.0%	0	0.0%	6
	Director and similar	7	100.0%	0	0.0%	7
	Chancellor/ Vice Chancellor and similar	3	100.0%	0	0.0%	3

Case Processing Summary

		Cases
		Total
	Job title code	Percent
Age	Associate Lecturer and similar	100.0%
	Lecturer/ tutor and similar	100.0%
	Researcher and similar	100.0%
	Professor and similar	100.0%
	Heads of Department and similar	100.0%
	Heads of Schools and similar	100.0%
	Director and similar	100.0%
	Chancellor/ Vice Chancellor and similar	100.0%

Descriptives

	Job title code			Statistic	Std. Error
Age	Associate Lecturer and similar	Mean		45.25	2.796
		95% Confidence Interval for Mean	Lower Bound	39.10	
			Upper Bound	51.40	
		5% Trimmed Mean		45.33	
		Median		45.00	
		Variance		93.841	
		Std. Deviation		9.687	
		Minimum		29	
		Maximum		60	
		Range		31	
		Interquartile Range		14	
		Skewness		-.396	.637
		Kurtosis		-.261	1.232
	Lecturer/ tutor and similar	Mean		46.93	.644
		95% Confidence Interval for Mean	Lower Bound	45.66	
			Upper Bound	48.20	
		5% Trimmed Mean		46.97	
		Median		47.00	
		Variance		99.273	
		Std. Deviation		9.964	
		Minimum		25	
		Maximum		75	
		Range		50	
		Interquartile Range		16	
		Skewness		-.100	.157
		Kurtosis		-.581	.314
	Researcher and similar	Mean		39.86	2.448
		95% Confidence Interval for Mean	Lower Bound	34.77	
			Upper Bound	44.95	
		5% Trimmed Mean		39.35	
		Median		36.00	
		Variance		131.838	
		Std. Deviation		11.482	
		Minimum		25	
		Maximum		64	
		Range		39	
		Interquartile Range		16	
		Skewness		.855	.491
		Kurtosis		-.141	.953
	Professor and similar	Mean		50.07	.803
		95% Confidence Interval for Mean	Lower Bound	48.48	
			Upper Bound	51.66	
		5% Trimmed Mean		49.95	

	Median		51.00	
	Variance		99.949	
	Std. Deviation		9.997	
	Minimum		30	
	Maximum		78	
	Range		48	
	Interquartile Range		15	
	Skewness		.118	.195
	Kurtosis		-.669	.387
Heads of Department and similar	Mean		51.75	3.321
	95% Confidence Interval for Mean	Lower Bound	43.90	
		Upper Bound	59.60	
	5% Trimmed Mean		51.83	
	Median		56.00	
	Variance		88.214	
	Std. Deviation		9.392	
	Minimum		38	
	Maximum		64	
	Range		26	
	Interquartile Range		16	
	Skewness		-.402	.752
	Kurtosis		-1.512	1.481
Heads of Schools and similar	Mean		52.00	2.633
	95% Confidence Interval for Mean	Lower Bound	45.23	
		Upper Bound	58.77	
	5% Trimmed Mean		52.11	
	Median		51.50	
	Variance		41.600	
	Std. Deviation		6.450	
	Minimum		43	
	Maximum		59	
	Range		16	
	Interquartile Range		12	
	Skewness		-.141	.845
	Kurtosis		-1.511	1.741
Director and similar	Mean		50.00	2.507
	95% Confidence Interval for Mean	Lower Bound	43.87	
		Upper Bound	56.13	
	5% Trimmed Mean		49.72	
	Median		48.00	
	Variance		44.000	
	Std. Deviation		6.633	
	Minimum		43	
	Maximum		62	
	Range		19	
	Interquartile Range		10	

	Skewness	1.050	.794
	Kurtosis	.544	1.587
Chancellor/ Vice Chancellor and similar	Mean	57.33	3.180
	95% Confidence Interval for Mean — Lower Bound	43.65	
	95% Confidence Interval for Mean — Upper Bound	71.01	
	5% Trimmed Mean	.	
	Median	57.00	
	Variance	30.333	
	Std. Deviation	5.508	
	Minimum	52	
	Maximum	63	
	Range	11	
	Interquartile Range	.	
	Skewness	.271	1.225
	Kurtosis	.	.

Age
Stem-and-Leaf Plots

Age Stem-and-Leaf Plot for
Q3Jobtitlecode= Associate Lecturer and similar

 Frequency   Stem & Leaf

    2.00   2 . 99
     .00   3 .
    6.00   4 . 015558
    3.00   5 . 056
    1.00   6 . 0

 Stem width: 10
 Each leaf: 1 case(s)

Age Stem-and-Leaf Plot for
Q3Jobtitlecode= Lecturer/ tutor and similar

 Frequency   Stem & Leaf

     .00   2 .
    9.00   2 . 566778999
   23.00   3 . 00000111112233333444444
   29.00   3 . 55555566666666666788888999999
   30.00   4 . 000000111122223333333344444444
   45.00   4 . 555555555666666666666667777777777788888888999999
   43.00   5 . 00000001111122222222222233333333333444444444
   35.00   5 . 55555555555566666677777777778889999
   20.00   6 . 00000111111112233333
    3.00   6 . 556
    1.00   7 . 3
    1.00   7 . 5

 Stem width: 10
 Each leaf: 1 case(s)

Age Stem-and-Leaf Plot for
Q3Jobtitlecode= Researcher and similar

Frequency   Stem & Leaf

    3.00   2 . 569
    9.00   3 . 011134457
    6.00   4 . 023478
    2.00   5 . 19
    2.00   6 . 34

 Stem width: 10
 Each leaf: 1 case(s)

Age Stem-and-Leaf Plot for
Q3Jobtitlecode= Professor and similar

Frequency   Stem & Leaf

    7.00   3 . 0222334
   17.00   3 . 55555667777777899
   30.00   4 . 000000011111222333333334444444444
   21.00   4 . 555666677777889999999
   22.00   5 . 0111111222222223333334
   27.00   5 . 555555666666667777777888889
   20.00   6 . 00000011122222333444
    8.00   6 . 55577789
    2.00   7 . 11
    1.00   7 . 8

 Stem width: 10
 Each leaf: 1 case(s)

Age Stem-and-Leaf Plot for
Q3Jobtitlecode= Heads of Department and similar

Frequency   Stem & Leaf

    1.00   3 . 8
    2.00   4 . 23
    4.00   5 . 6669
    1.00   6 . 4

 Stem width: 10
 Each leaf: 1 case(s)

Age Stem-and-Leaf Plot for
Q3Jobtitlecode= Heads of Schools and similar

Frequency   Stem & Leaf

    1.00   4 . 3
    2.00   4 . 89
    1.00   5 . 4

   2.00   5 . 99

Stem width: 10
Each leaf: 1 case(s)

Age Stem-and-Leaf Plot for
Q3Jobtitlecode= Director and similar

Frequency   Stem & Leaf

   4.00   4 . 3568
   2.00   5 . 15
   1.00   6 . 2

Stem width: 10
Each leaf: 1 case(s)

Age Stem-and-Leaf Plot for
Q3Jobtitlecode= Chancellor/ Vice Chancellor and similar

Frequency   Stem & Leaf

   2.00   5 . 27
   1.00   6 . 3

Stem width: 10
Each leaf: 1 case(s)

APPENDIX 5

Extract from SPSS output data

Example

(Stress/ coping- Carver et al, 1989)

Notes

Output Created		12-DEC-2014 15:31:42
Comments		
Input	Data	K:\PhD submissions\Emotional literacy\EMOTIONAL LITERACY PROPOSAL\RESEARCH CONTENT\MAIN QUESTIONNAIRE\spss stuff\SPPS analysis 13.12.14.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	533
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for the dependent variable or factor(s) being analyzed.
Syntax		EXAMINE VARIABLES=Q11_aturningtootheractivities Q11_bdoingsomethingaboutsituation Q11_cThisisntreal Q11_dAlcoholdrugstofeelbetter Q11_eemotionalsupportfromothers Q11_fGivinguptryingtodealwithit Q11_gTakingactiontomakesituationbetter Q11_hRefusingtobelieveithashappened Q11_iSayingthings Q11_jHelpandadvicefromothers Q11_kAlcoholdrugstohelpgetthroughit Q11_lTryingtoseethingsindifferentlight Q11_mCriticisingmyself Q11_nTryingtocomeupwithstrategy Q11_oGettingcomfortandunderstanding Q11_pGivingupattempttocope Q11_qLookingforsomethinggood Q11_rMakingjokesaboutit Q11_sDoingsomethingtothinkaboutitless Q11_tAcceptingreality Q11_uExpressingmynegativefeelings Q11_vComfortinreligionspiritualbeliefs Q11_wTryingtogetadvicefromothers Q11_xLaerningtolivewithit Q11_yThinkinghardaboutstepstotake Q11_zBlamingmyself Q11_aaPrayingandmeditating Q11_abMakingfunofsituation /ID=Q3Jobtitle /PLOT BOXPLOT HISTOGRAM NPPLOT /COMPARE GROUPS /MESTIMATORS HUBER(1.339) ANDREW(1.34) HAMPEL(1.7,3.4,8.5) TUKEY(4.685) /PERCENTILES(5,10,25,50,75,90,95) HAVERAGE /STATISTICS DESCRIPTIVES EXTREME /CINTERVAL 95 /MISSING PAIRWISE /NOTOTAL.
Resources	Processor Time	00:00:31.40
	Elapsed Time	00:00:28.62

Case Processing Summary

	Cases

	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
I've been turning to work or other activities to take my mind off things	533	100.0%	0	0.0%	533	100.0%
I've been concentrating my efforts on doing something about the situation I'm in.	530	99.4%	3	0.6%	533	100.0%
I've been saying to myself "this isn't real".	528	99.1%	5	0.9%	533	100.0%
I've been using alcohol or other drugs to make myself feel better.	528	99.1%	5	0.9%	533	100.0%
I've been getting emotional support from others.	529	99.2%	4	0.8%	533	100.0%
I've been giving up trying to deal with it	528	99.1%	5	0.9%	533	100.0%
I've been taking action to try to make the situation better.	525	98.5%	8	1.5%	533	100.0%
I've been refusing to believe that it has happened.	525	98.5%	8	1.5%	533	100.0%
I've been saying things to let my unpleasant feelings escape.	526	98.7%	7	1.3%	533	100.0%
I've been getting help and advice from other people.	523	98.1%	10	1.9%	533	100.0%
I've been using alcohol or other drugs to help me get through it	528	99.1%	5	0.9%	533	100.0%
I've been trying to see it in a different light, to make it seem more positive.	527	98.9%	6	1.1%	533	100.0%
I've been criticizing myself.	528	99.1%	5	0.9%	533	100.0%
I've been trying to come up with a strategy about what to do.	526	98.7%	7	1.3%	533	100.0%
I've been getting comfort and understanding from someone.	525	98.5%	8	1.5%	533	100.0%
I've been giving up the attempt to cope.	523	98.1%	10	1.9%	533	100.0%
I've been looking for something good in what is happening	525	98.5%	8	1.5%	533	100.0%
I've been making jokes about it.	526	98.7%	7	1.3%	533	100.0%
I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	527	98.9%	6	1.1%	533	100.0%
I've been accepting the reality of the fact that it has happened.	524	98.3%	9	1.7%	533	100.0%
I've been expressing my negative feelings.	524	98.3%	9	1.7%	533	100.0%
I've been trying to find comfort in my religion or spiritual beliefs	526	98.7%	7	1.3%	533	100.0%
I've been trying to get advice or help from other people about what to do.	525	98.5%	8	1.5%	533	100.0%
I've been learning to live with it.	526	98.7%	7	1.3%	533	100.0%
I've been thinking hard about what steps to take.	521	97.7%	12	2.3%	533	100.0%
I've been blaming myself for things that happened.	524	98.3%	9	1.7%	533	100.0%
I've been praying or meditating.	528	99.1%	5	0.9%	533	100.0%
I've been making fun of the situation.	526	98.7%	7	1.3%	533	100.0%

Descriptives

			Statistic	Std. Error
I've been turning to work or other activities to take my mind off things	Mean		7.28	2.484
	95% Confidence Interval for Mean	Lower Bound	2.40	
		Upper Bound	12.16	
	5% Trimmed Mean		2.29	
	Median		2.00	
	Variance		3288.194	
	Std. Deviation		57.343	

	Minimum		1	
	Maximum		666	
	Range		665	
	Interquartile Range		2	
	Skewness		11.440	.106
	Kurtosis		129.398	.211
I've been concentrating my efforts on doing something about the situation I'm in.	Mean		2.82	.043
	95% Confidence Interval for Mean	Lower Bound	2.74	
		Upper Bound	2.91	
	5% Trimmed Mean		2.86	
	Median		3.00	
	Variance		.970	
	Std. Deviation		.985	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		2	
	Skewness		-.317	.106
	Kurtosis		-.980	.212
I've been saying to myself "this isn't real".	Mean		1.49	.036
	95% Confidence Interval for Mean	Lower Bound	1.42	
		Upper Bound	1.56	
	5% Trimmed Mean		1.38	
	Median		1.00	
	Variance		.698	
	Std. Deviation		.836	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		1.682	.106
	Kurtosis		1.889	.212
I've been using alcohol or other drugs to make myself feel better.	Mean		1.35	.029
	95% Confidence Interval for Mean	Lower Bound	1.29	
		Upper Bound	1.41	
	5% Trimmed Mean		1.26	
	Median		1.00	
	Variance		.448	
	Std. Deviation		.669	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		2.083	.106
	Kurtosis		4.162	.212
I've been getting emotional support from others.	Mean		2.45	.040
	95% Confidence Interval for Mean	Lower Bound	2.37	
		Upper Bound	2.53	
	5% Trimmed Mean		2.44	
	Median		2.00	
	Variance		.858	
	Std. Deviation		.926	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		.040	.106
	Kurtosis		-.845	.212
I've been giving up trying to deal with it	Mean		1.63	.039
	95% Confidence Interval for Mean	Lower Bound	1.55	
		Upper Bound	1.71	
	5% Trimmed Mean		1.53	
	Median		1.00	
	Variance		.796	
	Std. Deviation		.892	
	Minimum		1	
	Maximum		4	

	Range		3	
	Interquartile Range		1	
	Skewness		1.267	.106
	Kurtosis		.574	.212
I've been taking action to try to make the situation better.	Mean		2.99	.042
	95% Confidence Interval for Mean	Lower Bound	2.91	
		Upper Bound	3.07	
	5% Trimmed Mean		3.04	
	Median		3.00	
	Variance		.908	
	Std. Deviation		.953	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		2	
	Skewness		-.668	.107
	Kurtosis		-.476	.213
I've been refusing to believe that it has happened.	Mean		1.36	.030
	95% Confidence Interval for Mean	Lower Bound	1.30	
		Upper Bound	1.42	
	5% Trimmed Mean		1.27	
	Median		1.00	
	Variance		.487	
	Std. Deviation		.698	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		2.040	.107
	Kurtosis		3.706	.213
I've been saying things to let my unpleasant feelings escape.	Mean		2.02	.040
	95% Confidence Interval for Mean	Lower Bound	1.94	
		Upper Bound	2.09	
	5% Trimmed Mean		1.96	
	Median		2.00	
	Variance		.857	
	Std. Deviation		.926	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		2	
	Skewness		.490	.106
	Kurtosis		-.737	.213
I've been getting help and advice from other people.	Mean		2.51	.040
	95% Confidence Interval for Mean	Lower Bound	2.44	
		Upper Bound	2.59	
	5% Trimmed Mean		2.52	
	Median		3.00	
	Variance		.829	
	Std. Deviation		.910	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		-.050	.107
	Kurtosis		-.794	.213
I've been using alcohol or other drugs to help me get through it	Mean		1.31	.029
	95% Confidence Interval for Mean	Lower Bound	1.25	
		Upper Bound	1.37	
	5% Trimmed Mean		1.21	
	Median		1.00	
	Variance		.442	
	Std. Deviation		.665	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		0	
	Skewness		2.312	.106

	Kurtosis		4.997	.212
I've been trying to see it in a different light, to make it seem more positive.	Mean		2.61	.040
	95% Confidence Interval for Mean	Lower Bound	2.54	
		Upper Bound	2.69	
	5% Trimmed Mean		2.63	
	Median		3.00	
	Variance		.827	
	Std. Deviation		.909	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		-.123	.106
	Kurtosis		-.778	.212
I've been criticizing myself.	Mean		2.25	.042
	95% Confidence Interval for Mean	Lower Bound	2.17	
		Upper Bound	2.34	
	5% Trimmed Mean		2.23	
	Median		2.00	
	Variance		.930	
	Std. Deviation		.964	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		.328	.106
	Kurtosis		-.842	.212
I've been trying to come up with a strategy about what to do.	Mean		3.07	.039
	95% Confidence Interval for Mean	Lower Bound	2.99	
		Upper Bound	3.15	
	5% Trimmed Mean		3.13	
	Median		3.00	
	Variance		.811	
	Std. Deviation		.900	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		-.717	.106
	Kurtosis		-.276	.213
I've been getting comfort and understanding from someone.	Mean		2.54	.041
	95% Confidence Interval for Mean	Lower Bound	2.46	
		Upper Bound	2.63	
	5% Trimmed Mean		2.55	
	Median		3.00	
	Variance		.901	
	Std. Deviation		.949	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		-.055	.107
	Kurtosis		-.910	.213
I've been giving up the attempt to cope.	Mean		1.40	.033
	95% Confidence Interval for Mean	Lower Bound	1.34	
		Upper Bound	1.47	
	5% Trimmed Mean		1.30	
	Median		1.00	
	Variance		.563	
	Std. Deviation		.750	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		1.925	.107
	Kurtosis		3.019	.213
I've been looking for something good in what is happening	Mean		2.74	.041
	95% Confidence Interval for	Lower Bound	2.66	

	Mean	Upper Bound	2.82	
	5% Trimmed Mean		2.77	
	Median		3.00	
	Variance		.880	
	Std. Deviation		.938	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		-.224	.107
	Kurtosis		-.861	.213
I've been making jokes about it.	Mean		2.48	.043
	95% Confidence Interval for Mean	Lower Bound	2.39	
		Upper Bound	2.56	
	5% Trimmed Mean		2.47	
	Median		2.00	
	Variance		.993	
	Std. Deviation		.996	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		.046	.106
	Kurtosis		-1.046	.213
I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	Mean		2.35	.043
	95% Confidence Interval for Mean	Lower Bound	2.26	
		Upper Bound	2.43	
	5% Trimmed Mean		2.33	
	Median		2.00	
	Variance		.987	
	Std. Deviation		.993	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		.223	.106
	Kurtosis		-.986	.212
I've been accepting the reality of the fact that it has happened.	Mean		2.94	.041
	95% Confidence Interval for Mean	Lower Bound	2.86	
		Upper Bound	3.02	
	5% Trimmed Mean		2.99	
	Median		3.00	
	Variance		.895	
	Std. Deviation		.946	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		2	
	Skewness		-.572	.107
	Kurtosis		-.578	.213
I've been expressing my negative feelings.	Mean		2.42	.039
	95% Confidence Interval for Mean	Lower Bound	2.34	
		Upper Bound	2.49	
	5% Trimmed Mean		2.41	
	Median		2.00	
	Variance		.806	
	Std. Deviation		.898	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		.112	.107
	Kurtosis		-.740	.213
I've been trying to find comfort in my religion or spiritual beliefs	Mean		1.81	.048
	95% Confidence Interval for Mean	Lower Bound	1.72	
		Upper Bound	1.91	
	5% Trimmed Mean		1.74	
	Median		1.00	

	Variance		1.219	
	Std. Deviation		1.104	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		2	
	Skewness		.996	.106
	Kurtosis		-.523	.213
I've been trying to get advice or help from other people about what to do.	Mean		2.46	.042
	95% Confidence Interval for Mean	Lower Bound	2.38	
		Upper Bound	2.55	
	5% Trimmed Mean		2.46	
	Median		2.00	
	Variance		.906	
	Std. Deviation		.952	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		.021	.107
	Kurtosis		-.921	.213
I've been learning to live with it.	Mean		2.68	.038
	95% Confidence Interval for Mean	Lower Bound	2.61	
		Upper Bound	2.76	
	5% Trimmed Mean		2.70	
	Median		3.00	
	Variance		.776	
	Std. Deviation		.881	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		-.194	.106
	Kurtosis		-.667	.213
I've been thinking hard about what steps to take.	Mean		2.95	.042
	95% Confidence Interval for Mean	Lower Bound	2.87	
		Upper Bound	3.03	
	5% Trimmed Mean		3.00	
	Median		3.00	
	Variance		.915	
	Std. Deviation		.957	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		2	
	Skewness		-.566	.107
	Kurtosis		-.645	.214
I've been blaming myself for things that happened.	Mean		1.96	.041
	95% Confidence Interval for Mean	Lower Bound	1.88	
		Upper Bound	2.04	
	5% Trimmed Mean		1.90	
	Median		2.00	
	Variance		.878	
	Std. Deviation		.937	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		2	
	Skewness		.658	.107
	Kurtosis		-.521	.213
I've been praying or meditating.	Mean		1.79	.048
	95% Confidence Interval for Mean	Lower Bound	1.70	
		Upper Bound	1.88	
	5% Trimmed Mean		1.71	
	Median		1.00	
	Variance		1.221	
	Std. Deviation		1.105	
	Minimum		1	

	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		1.050	.106
	Kurtosis		-.433	.212
I've been making fun of the situation.	Mean		2.23	.042
	95% Confidence Interval for Mean	Lower Bound	2.15	
		Upper Bound	2.31	
	5% Trimmed Mean		2.20	
	Median		2.00	
	Variance		.933	
	Std. Deviation		.966	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		2	
	Skewness		.311	.106
	Kurtosis		-.877	.213

APPENDIX 6

Extract from SPSS output data

Example

Managing emotions (Petrides, 2009a)

FREQUENCIES VARIABLES=Q12 Q12_cHighlymotivatedperson
Q12_fCandealeffectivelywithpeople Q12_iNumberofgoofqualities
Q12_kAbletoinfluencethewayotherpeoplefeel Q12_qAbletogetintosomeonesshoes
Q12_oAbletodealwithstress Q12_sAbletofindwaystocontrolemotions Q12_tPleasedwithlife
Q12_uGoodnegotiator Q12_wOftenpauseandthinkaboutfeelings
Q12_xFullofpersonalstrengths Q12_aaThingswillworkoutfine
Q12_acAbletoadapttonewenvironments Q12_adOthersadmiremeforbeingrelaxed
REVq12bdiffiulttosee REVq12ddiffiulttoregulateemotions
REVq12edontfindlifeenjoyable REVq12gchangemymind
REVq12hmanytimescantfigureoutemotion REVq12iIhaveagloomyperspective
REVq12jdifficulttostand REVq12mthoseclosetomecomplain REVq12nadjustmylifeaccording
REVq12pdifficulttoshowemotion REVq12rdifficultokeepmotivated
REVq12vtendtogetinvolvedinthingws REVq12ytendtobackdown
REVq12zdontseemtohavepoweroverothersfeelings REVq12abdifficulttobondwell
 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE SKEWNESS
SESKEW KURTOSIS SEKURT
 /HISTOGRAM NORMAL
 /ORDER=ANALYSIS.

Frequencies

Notes		
Output Created		12-DEC-2014 18:07:26
Comments		
Input	Data	K:\PhD submissions\Emotional literacy\EMOTIONAL LITERACY PROPOSAL\RESEARCH CONTENT\MAIN QUESTIONNAIRE\spss stuff\SPPS analysis 13.12.14.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	533
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.

Syntax		FREQUENCIES VARIABLES=Q12 Q12_cHighlymotivatedperson Q12_fCandealeffectivelywithpeople Q12_iNumberofgoofqualities Q12_kAbletoinfluencethewayotherpeoplefeel Q12_qAbletogetintosomeonesshoes Q12_oAbletodealwithstress Q12_sAbletofindwaystocontrolemotions Q12_tPleasedwithlife Q12_uGoodnegotiator Q12_wOftenpauseandthinkaboutfeelings Q12_xFullofpersonalstrengths Q12_aaThingswillworkoutfine Q12_acAbletoadapttonewenvironments Q12_adOthersadmiremeforbeingrelaxed REVq12bdiffiulttosee REVq12ddiffiulttoregulateemotions REVq12edontfindlifeenjoyable REVq12gchangemymind REVq12hmanytimescantfigureoutemotion REVq12iIhaveagloomyperspective REVq12jdifficulttostand REVq12mthoseclosetomecomplain REVq12nadjustmylifeaccording REVq12pdifficulttoshowemotion REVq12rdifficultokeepmotivated REVq12vtendtogetinvolvedinthingws REVq12ytendtobackdown REVq12zdontseemtohavepoweroverothersfeelings REVq12abdifficulttobondwell /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE SKEWNESS SESKEW KURTOSIS SEKURT /HISTOGRAM NORMAL /ORDER=ANALYSIS.
Resources	Processor Time	00:00:09.14
	Elapsed Time	00:00:07.02

[DataSet1] K:\PhD submissions\Emotional literacy\EMOTIONAL LITERACY PROPOSAL\RESEARCH CONTENT\MAIN QUESTIONNAIRE\spss stuff\SPPS analysis 13.12.14.sav

Warnings

Managing emotions (Petrides, 2009a:Version 1:50) is a string so a histogram cannot be produced.

Statistics

		Managing emotions (Petrides, 2009a:Version 1:50)	On the whole, I'm a highly motivated person.	I can deal effectively with people.	I feel that I have a number of good qualities.
N	Valid	533	528	525	527
	Missing	0	5	8	6
Mean			5.86	5.46	5.97
Median			6.00	6.00	6.00
Mode			7	6	6
Std. Deviation			1.244	1.290	1.173
Skewness			-1.294	-1.172	-1.793
Std. Error of Skewness			.106	.107	.106
Kurtosis			1.679	1.321	4.150
Std. Error of Kurtosis			.212	.213	.212
Minimum			1	1	1
Maximum			7	7	7

Statistics

	I'm usually able to influence the way other people feel.	I'm normally able to "get into someone's shoes" and experience their emotions.	On the whole, I'm able to deal with stress.	I'm usually able to find ways to control my emotions when I want to.
N Valid	525	527	528	527
Missing	8	6	5	6
Mean	4.81	5.23	5.07	5.21
Median	5.00	6.00	5.00	6.00
Mode	5	6	6	6
Std. Deviation	1.343	1.511	1.459	1.438
Skewness	-.560	-.975	-.629	-.929
Std. Error of Skewness	.107	.106	.106	.106
Kurtosis	.018	.406	-.413	.280
Std. Error of Kurtosis	.213	.212	.212	.212
Minimum	1	1	1	1
Maximum	7	7	7	7

Statistics

	On the whole, I'm pleased with my life.	I would describe myself as a good negotiator.	I often pause and think about my feelings.	I believe I'm full of personal strengths.
N Valid	526	525	525	522
Missing	7	8	8	11
Mean	5.55	4.92	4.38	5.51
Median	6.00	5.00	5.00	6.00
Mode	6	6	6	6
Std. Deviation	1.384	1.405	1.688	1.240
Skewness	-1.201	-.568	-.210	-.896
Std. Error of Skewness	.106	.107	.107	.107
Kurtosis	1.191	-.336	-.996	.713
Std. Error of Kurtosis	.213	.213	.213	.213
Minimum	1	1	1	1
Maximum	7	7	7	7

Statistics

	I generally believe that things will work out fine in my life.	Generally, I'm able to adapt to new environments.	Others admire me for being relaxed.	REVq12bdiffulttosee
N Valid	525	524	526	529
Missing	8	9	7	4
Mean	5.47	5.84	4.70	5.41
Median	6.00	6.00	5.00	6.00
Mode	6	6	6	6
Std. Deviation	1.313	1.081	1.640	1.610
Skewness	-.900	-1.369	-.518	-1.177
Std. Error of Skewness	.107	.107	.106	.106
Kurtosis	.568	2.986	-.539	.581
Std. Error of Kurtosis	.213	.213	.213	.212
Minimum	1	1	1	1
Maximum	7	7	7	7

Statistics

	REVq12ddiffiulttoregulateemotions	REVq12edontfindlifeenjoyable	REVq12gchangemymind	REVq12hcantfigureoutwhatemotion
N Valid	525	526	528	527
Missing	8	7	5	6
Mean	4.99	5.70	4.92	5.54
Median	5.00	6.00	5.00	6.00
Mode	6	7	6	7
Std. Deviation	1.649	1.715	1.528	1.610
Skewness	-.620	-1.212	-.656	-1.150
Std. Error of Skewness	.107	.106	.106	.106
Kurtosis	-.524	.224	-.327	.467
Std. Error of Kurtosis	.213	.213	.212	.212
Minimum	1	1	1	1
Maximum	7	7	7	7

Statistics

		REVq12iihaveagloo myperspective	REVq12jdifficulttosta nd	REVq12mthoseclose tome	REVq12nadjustmylif eaccordingtocircums tances
N	Valid	524	525	529	527
	Missing	9	8	4	6
Mean		5.60	4.49	5.85	5.37
Median		6.00	5.00	6.00	6.00
Mode		7	6	7	7
Std. Deviation		1.638	1.882	1.506	1.640
Skewness		-1.024	-.173	-1.482	-.824
Std. Error of Skewness		.107	.107	.106	.106
Kurtosis		-.016	-1.275	1.530	-.354
Std. Error of Kurtosis		.213	.213	.212	.212
Minimum		1	1	1	1
Maximum		7	7	7	7

Statistics

		REVq12pdifficulttosh owaffection	REVq12rdiffiulttokee pmotivated	REVq12vtendtogetin volved	REVq12ytendtoback down
N	Valid	526	521	525	526
	Missing	7	12	8	7
Mean		5.35	5.48	3.97	4.59
Median		6.00	6.00	4.00	5.00
Mode		7	6	3	6
Std. Deviation		1.807	1.560	1.739	1.715
Skewness		-.846	-1.057	.138	-.290
Std. Error of Skewness		.106	.107	.107	.106
Kurtosis		-.559	.280	-1.077	-1.021
Std. Error of Kurtosis		.213	.214	.213	.213
Minimum		1	1	1	1
Maximum		7	7	7	7

Statistics

		REVq12zdontseemtohavepowero verothersfeelings	REVq12abdifficulttobondwell
N	Valid	525	524
	Missing	8	9
Mean		4.89	5.61
Median		5.00	6.00
Mode		6	7
Std. Deviation		1.577	1.633
Skewness		-.509	-1.121
Std. Error of Skewness		.107	.107
Kurtosis		-.569	.237
Std. Error of Kurtosis		.213	.213
Minimum		1	1
Maximum		7	7

Frequency Table

Managing emotions (Petrides, 2009a: Version 1:50)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	533	100.0	100.0	100.0

On the whole, I'm a highly motivated person.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	.6	.6	.6
	Disagree quite a bit	11	2.1	2.1	2.7
	Disagree a little	13	2.4	2.5	5.1
	Neither agree or disagree	42	7.9	8.0	13.1
	Agree a little	92	17.3	17.4	30.5
	Agree quite a bit	169	31.7	32.0	62.5
	Completely agree	198	37.1	37.5	100.0

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		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	528	99.1	100.0	
Missing	666	5	.9		
Total		533	100.0		

I can deal effectively with people.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	1.1	1.1	1.1
	Disagree quite a bit	15	2.8	2.9	4.0
	Disagree a little	26	4.9	5.0	9.0
	Neither agree or disagree	49	9.2	9.3	18.3
	Agree a little	114	21.4	21.7	40.0
	Agree quite a bit	221	41.5	42.1	82.1
	Completely agree	94	17.6	17.9	100.0
	Total	525	98.5	100.0	
Missing	666	8	1.5		
Total		533	100.0		

I feel that I have a number of good qualities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	6	1.1	1.1	1.1
	Disagree quite a bit	9	1.7	1.7	2.8
	Disagree a little	6	1.1	1.1	4.0
	Neither agree or disagree	27	5.1	5.1	9.1
	Agree a little	73	13.7	13.9	23.0
	Agree quite a bit	211	39.6	40.0	63.0
	Completely agree	195	36.6	37.0	100.0
	Total	527	98.9	100.0	
Missing	666	6	1.1		
Total		533	100.0		

I'm usually able to influence the way other people feel.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	8	1.5	1.5	1.5
	Disagree quite a bit	28	5.3	5.3	6.9
	Disagree a little	40	7.5	7.6	14.5
	Neither agree or disagree	124	23.3	23.6	38.1
	Agree a little	145	27.2	27.6	65.7
	Agree quite a bit	140	26.3	26.7	92.4
	Completely agree	40	7.5	7.6	100.0
	Total	525	98.5	100.0	
Missing	666	8	1.5		
Total		533	100.0		

I'm normally able to "get into someone's shoes" and experience their emotions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	13	2.4	2.5	2.5
	Disagree quite a bit	29	5.4	5.5	8.0
	Disagree a little	32	6.0	6.1	14.0
	Neither agree or disagree	52	9.8	9.9	23.9
	Agree a little	128	24.0	24.3	48.2
	Agree quite a bit	171	32.1	32.4	80.6
	Completely agree	102	19.1	19.4	100.0
	Total	527	98.9	100.0	
Missing	666	5	.9		
	System	1	.2		
	Total	6	1.1		
Total		533	100.0		

On the whole, I'm able to deal with stress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	4	.8	.8	.8
	Disagree quite a bit	31	5.8	5.9	6.6
	Disagree a little	53	9.9	10.0	16.7
	Neither agree or disagree	80	15.0	15.2	31.8
	Agree a little	107	20.1	20.3	52.1
	Agree quite a bit	174	32.6	33.0	85.0
	Completely agree	79	14.8	15.0	100.0
	Total	528	99.1	100.0	
Missing	666	5	.9		
Total		533	100.0		

I'm usually able to find ways to control my emotions when I want to.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	8	1.5	1.5	1.5
	Disagree quite a bit	27	5.1	5.1	6.6
	Disagree a little	38	7.1	7.2	13.9
	Neither agree or disagree	63	11.8	12.0	25.8
	Agree a little	110	20.6	20.9	46.7
	Agree quite a bit	200	37.5	38.0	84.6
	Completely agree	81	15.2	15.4	100.0
	Total	527	98.9	100.0	
Missing	666	6	1.1		
Total		533	100.0		

On the whole, I'm pleased with my life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	7	1.3	1.3	1.3
	Disagree quite a bit	21	3.9	4.0	5.3
	Disagree a little	18	3.4	3.4	8.7
	Neither agree or disagree	50	9.4	9.5	18.3
	Agree a little	101	18.9	19.2	37.5
	Agree quite a bit	191	35.8	36.3	73.8
	Completely agree	138	25.9	26.2	100.0
	Total	526	98.7	100.0	
Missing	666	7	1.3		
Total		533	100.0		

I would describe myself as a good negotiator.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	4	.8	.8	.8
	Disagree quite a bit	35	6.6	6.7	7.4
	Disagree a little	47	8.8	9.0	16.4
	Neither agree or disagree	96	18.0	18.3	34.7
	Agree a little	130	24.4	24.8	59.4
	Agree quite a bit	159	29.8	30.3	89.7
	Completely agree	54	10.1	10.3	100.0
	Total	525	98.5	100.0	
Missing	666	8	1.5		
Total		533	100.0		

I often pause and think about my feelings.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	21	3.9	4.0	4.0
	Disagree quite a bit	71	13.3	13.5	17.5

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree a little	78	14.6	14.9	32.4
	Neither agree or disagree	92	17.3	17.5	49.9
	Agree a little	97	18.2	18.5	68.4
	Agree quite a bit	115	21.6	21.9	90.3
	Completely agree	51	9.6	9.7	100.0
	Total	525	98.5	100.0	
Missing	666	8	1.5		
Total		533	100.0		

I believe I'm full of personal strengths.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	3	.6	.6	.6
	Disagree quite a bit	10	1.9	1.9	2.5
	Disagree a little	22	4.1	4.2	6.7
	Neither agree or disagree	65	12.2	12.5	19.2
	Agree a little	121	22.7	23.2	42.3
	Agree quite a bit	187	35.1	35.8	78.2
	Completely agree	114	21.4	21.8	100.0
	Total	522	97.9	100.0	
Missing	666	11	2.1		
Total		533	100.0		

I generally believe that things will work out fine in my life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	4	.8	.8	.8
	Disagree quite a bit	15	2.8	2.9	3.6
	Disagree a little	18	3.4	3.4	7.0
	Neither agree or disagree	80	15.0	15.2	22.3
	Agree a little	105	19.7	20.0	42.3
	Agree quite a bit	181	34.0	34.5	76.8
	Completely agree	122	22.9	23.2	100.0
	Total	525	98.5	100.0	
Missing	666	8	1.5		
Total		533	100.0		

Generally, I'm able to adapt to new environments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely disagree	3	.6	.6	.6
	Disagree a bit	7	1.3	1.3	1.9
	Disagree a little	6	1.1	1.1	3.1
	Neither agree or disagree	32	6.0	6.1	9.2
	Agree a little	108	20.3	20.6	29.8
	Agree a lot	220	41.3	42.0	71.8
	Completely agree	148	27.8	28.2	100.0
	Total	524	98.3	100.0	
Missing	666	8	1.5		
	System	1	.2		
	Total	9	1.7		
Total		533	100.0		

Others admire me for being relaxed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely agree	22	4.1	4.2	4.2
	Disagree quite a bit	47	8.8	8.9	13.1
	Disagree a little	46	8.6	8.7	21.9
	Neither agree or disagree	100	18.8	19.0	40.9
	Agree a little	115	21.6	21.9	62.7
	Agree quite a bit	128	24.0	24.3	87.1

	Completely agree	68	12.8	12.9	100.0
	Total	526	98.7	100.0	
Missing	666	7	1.3		
Total		533	100.0		

REVq12bdiffulttosee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	3.6	3.6	3.6
	2	23	4.3	4.3	7.9
	3	37	6.9	7.0	14.9
	4	43	8.1	8.1	23.1
	5	67	12.6	12.7	35.7
	6	202	37.9	38.2	73.9
	7	138	25.9	26.1	100.0
	Total	529	99.2	100.0	
Missing	666	4	.8		
Total		533	100.0		

REVq12ddiffiulttoregulateemotions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	3.0	3.0	3.0
	2	34	6.4	6.5	9.5
	3	55	10.3	10.5	20.0
	4	83	15.6	15.8	35.8
	5	86	16.1	16.4	52.2
	6	148	27.8	28.2	80.4
	7	103	19.3	19.6	100.0
	Total	525	98.5	100.0	
Missing	666	7	1.3		
	System	1	.2		
	Total	8	1.5		
Total		533	100.0		

REVq12edontfindlifeenjoyable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	1.9	1.9	1.9
	2	35	6.6	6.7	8.6
	3	38	7.1	7.2	15.8
	4	36	6.8	6.8	22.6
	5	37	6.9	7.0	29.7
	6	113	21.2	21.5	51.1
	7	257	48.2	48.9	100.0
	Total	526	98.7	100.0	
Missing	666	7	1.3		
Total		533	100.0		

REVq12gchangemymind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	2.3	2.3	2.3
	2	36	6.8	6.8	9.1
	3	47	8.8	8.9	18.0
	4	94	17.6	17.8	35.8
	5	101	18.9	19.1	54.9
	6	172	32.3	32.6	87.5
	7	66	12.4	12.5	100.0
	Total	528	99.1	100.0	
Missing	666	5	.9		
Total		533	100.0		

REVq12hcantfigureoutwhatemotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	2.6	2.7	2.7
	2	24	4.5	4.6	7.2
	3	33	6.2	6.3	13.5
	4	52	9.8	9.9	23.3
	5	57	10.7	10.8	34.2
	6	166	31.1	31.5	65.7
	7	181	34.0	34.3	100.0
	Total	527	98.9	100.0	
Missing	666	6	1.1		
Total		533	100.0		

REVq12iihaveagloomyperspective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	1.7	1.7	1.7
	2	24	4.5	4.6	6.3
	3	41	7.7	7.8	14.1
	4	59	11.1	11.3	25.4
	5	51	9.6	9.7	35.1
	6	117	22.0	22.3	57.4
	7	223	41.8	42.6	100.0
	Total	524	98.3	100.0	
Missing	666	9	1.7		
Total		533	100.0		

REVq12jdifficulttostand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	25	4.7	4.8	4.8
	2	74	13.9	14.1	18.9
	3	91	17.1	17.3	36.2
	4	72	13.5	13.7	49.9
	5	50	9.4	9.5	59.4
	6	120	22.5	22.9	82.3
	7	93	17.4	17.7	100.0
	Total	525	98.5	100.0	
Missing	666	8	1.5		
Total		533	100.0		

REVq12mthoseclosetome

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	2.1	2.1	2.1
	2	16	3.0	3.0	5.1
	3	26	4.9	4.9	10.0
	4	36	6.8	6.8	16.8
	5	55	10.3	10.4	27.2
	6	140	26.3	26.5	53.7
	7	245	46.0	46.3	100.0
	Total	529	99.2	100.0	
Missing	666	4	.8		
Total		533	100.0		

REVq12nadjustmylifeaccordingtocircumstances

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	1.7	1.7	1.7

		Frequency	Percent	Valid Percent	Cumulative Percent
	2	29	5.4	5.5	7.2
	3	50	9.4	9.5	16.7
	4	62	11.6	11.8	28.5
	5	69	12.9	13.1	41.6
	6	138	25.9	26.2	67.7
	7	170	31.9	32.3	100.0
	Total	527	98.9	100.0	
Missing	666	6	1.1		
Total		533	100.0		

REVq12pdifficulttoshowaffection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	2.6	2.7	2.7
	2	42	7.9	8.0	10.6
	3	54	10.1	10.3	20.9
	4	43	8.1	8.2	29.1
	5	56	10.5	10.6	39.7
	6	117	22.0	22.2	62.0
	7	200	37.5	38.0	100.0
	Total	526	98.7	100.0	
Missing	666	7	1.3		
Total		533	100.0		

REVq12rdiffiulttokeepmotivated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	2.1	2.1	2.1
	2	19	3.6	3.6	5.8
	3	46	8.6	8.8	14.6
	4	49	9.2	9.4	24.0
	5	61	11.4	11.7	35.7
	6	178	33.4	34.2	69.9
	7	157	29.5	30.1	100.0
	Total	521	97.7	100.0	
Missing	666	12	2.3		
Total		533	100.0		

REVq12vtendtogetinvolved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	32	6.0	6.1	6.1
	2	92	17.3	17.5	23.6
	3	111	20.8	21.1	44.8
	4	93	17.4	17.7	62.5
	5	60	11.3	11.4	73.9
	6	95	17.8	18.1	92.0
	7	42	7.9	8.0	100.0
	Total	525	98.5	100.0	
Missing	666	8	1.5		
Total		533	100.0		

REVq12ytendtobackdown

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	3.6	3.6	3.6
	2	51	9.6	9.7	13.3
	3	92	17.3	17.5	30.8
	4	83	15.6	15.8	46.6
	5	72	13.5	13.7	60.3
	6	139	26.1	26.4	86.7

					Cumulative
			7	70	13.1	13.3	100.0
	Total	526	98.7	100.0	
Missing	666	7	1.3		
Total		533	100.0		

REVq12zdontseemtohavepoweroverothersfeelings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	2.1	2.1	2.1
	2	40	7.5	7.6	9.7
	3	49	9.2	9.3	19.0
	4	105	19.7	20.0	39.0
	5	94	17.6	17.9	57.0
	6	144	27.0	27.4	84.4
	7	82	15.4	15.6	100.0
	Total	525	98.5	100.0	
Missing	666	8	1.5		
Total		533	100.0		

REVq12abdifficulttobondwell

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	1.9	1.9	1.9
	2	27	5.1	5.2	7.1
	3	38	7.1	7.3	14.3
	4	46	8.6	8.8	23.1
	5	54	10.1	10.3	33.4
	6	136	25.5	26.0	59.4
	7	213	40.0	40.6	100.0
	Total	524	98.3	100.0	
Missing	666	9	1.7		
Total		533	100.0		

Histogram

318

On the whole, I'm a highly motivated person.

Mean = 5.86
Std. Dev. = 1.244
N = 528

I can deal effectively with people.

Mean = 5.46
Std. Dev. = 1.29
N = 525

I feel that I have a number of good qualities.

Mean = 5.97
Std. Dev. = 1.173
N = 527

I'm usually able to influence the way other people feel.

Mean = 4.81
Std. Dev. = 1.343
N = 525

I'm normally able to "get into someone's shoes" and experience their emotions.

Mean = 5.23
Std. Dev. = 1.511
N = 527

I'm normally able to "get into someone's shoes" and
experience their emotions.

On the whole, I'm able to deal with stress.

Mean = 5.07
Std. Dev. = 1.459
N = 528

On the whole, I'm able to deal with stress.

I'm usually able to find ways to control my emotions when I want to.

Mean = 5.21
Std. Dev. = 1.438
N = 527

I'm usually able to find ways to control my emotions when I want to.

On the whole, I'm pleased with my life.

Mean = 5.55
Std. Dev. = 1.384
N = 526

On the whole, I'm pleased with my life.

I would describe myself as a good negotiator.

Mean = 4.92
Std. Dev. = 1.405
N = 525

I often pause and think about my feelings.

Mean = 4.38
Std. Dev. = 1.688
N = 525

I believe I'm full of personal strengths.

Mean = 5.51
Std. Dev. = 1.24
N = 522

I generally believe that things will work out fine in my life.

Mean = 5.47
Std. Dev. = 1.313
N = 525

Generally, I'm able to adapt to new environments.

Mean = 5.84
Std. Dev. = 1.081
N = 524

Others admire me for being relaxed.

Mean = 4.7
Std. Dev. = 1.64
N = 526

REVq12bdiffulttosee

Mean = 5.41
Std. Dev. = 1.61
N = 529

REVq12ddiffiulttoregulateemotions

Mean = 4.99
Std. Dev. = 1.649
N = 525

REVq12jdifficulttostand

Mean = 4.49
Std. Dev. = 1.882
N = 525

REVq12mthoseclosetome

Mean = 5.85
Std. Dev. = 1.506
N = 529

REVq12nadjustmylifeaccordingtocircumstances

Mean = 5.37
Std. Dev. = 1.64
N = 527

REVq12pdifficulttoshowaffection

Mean = 5.35
Std. Dev. = 1.807
N = 526

REVq12rdiffiulttokeepmotivated

Mean = 5.48
Std. Dev. = 1.56
N = 521

REVq12vtendtogetinvolved

Mean = 3.97
Std. Dev. = 1.739
N = 525

REVq12ytendtobackdown

Mean = 4.59
Std. Dev. = 1.715
N = 526

REVq12zdontseemtohavepoweroverothersfeelings

Mean = 4.89
Std. Dev. = 1.577
N = 525

REVq12abdifficulttobondwell

Mean = 5.61
Std. Dev. = 1.633
N = 524

APPENDIX 7

Graphs showing data from questionnaire/ survey

Question 11
Graphs associated with question 11 on stress and / coping
(Carver et al, 1989).

| Key	Item
1	I've been turning to work or other activities to take my mind off things.
2	I've been concentrating my efforts on doing something about the situation I'm in.
3	I've been saying to myself "this isn't real".
4	I've been using alcohol or other drugs to make myself feel better.
5	I've been getting emotional support from others.
6	I've been giving up trying to deal with it.
7	I've been taking action to try to make the situation better.
8	I've been refusing to believe that it has happened.
9	I've been saying things to let my unpleasant feelings escape.
10	I've been getting help and advice from other people.
11	I've been using alcohol or other drugs to help me get through it.
12	I've been trying to see it in a different light, to make it seem more positive.
13	I've been criticizing myself.
14	I've been trying to come up with a strategy about what to do.
15	I've been getting comfort and understanding from someone.
16	I've been giving up the attempt to cope.
17	I've been looking for something good in what is happening.
18	I've been making jokes about it.
19	I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.
20	I've been accepting the reality of the fact that it has happened.
21	I've been expressing my negative feelings.
22	I've been trying to find comfort in my religion or spiritual beliefs.
23	I've been trying to get advice or help from other people about what to do.
24	I've been learning to live with it.
25	I've been thinking hard about what steps to take.
26	I've been blaming myself for things that happened.
27	I've been praying or meditating.
28	I've been making fun of the situation.

Q11 Stess/ coping Carver et al, 1989)
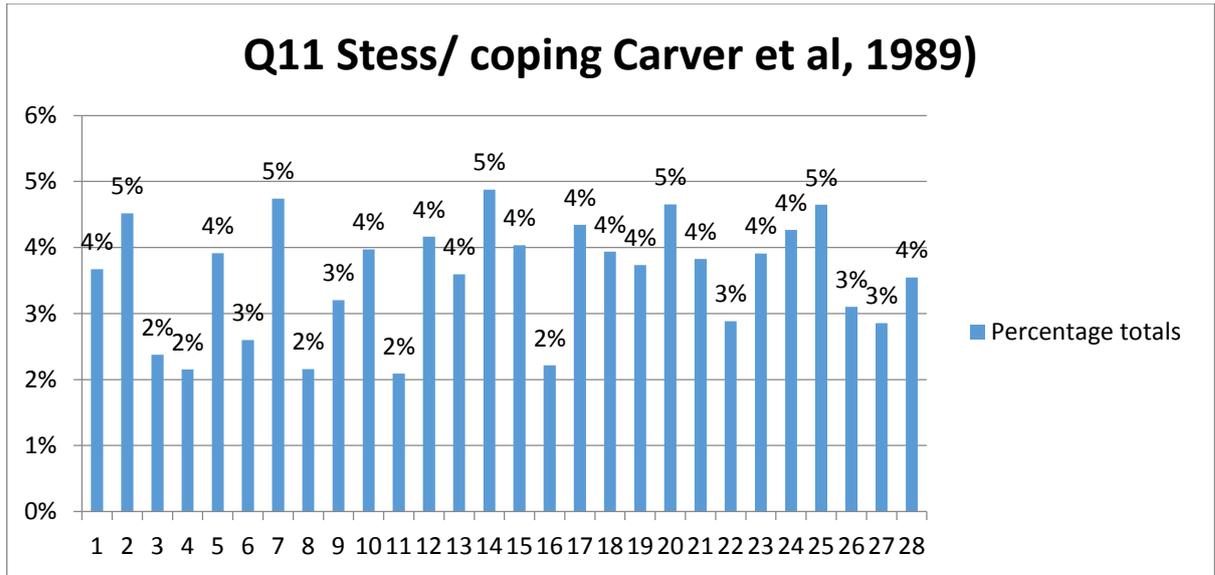
Graphs of each item

| Q11		
Key	**Item**	
1	I usually don't do this at all	
2	I usually do this a little bit	
3	I usually do this a medium amount	
4	I usually do this a lot	

Q11a I've been turning to work or other activities to take my mind off things. .

Q11b I've been concentrating my efforts on doing something about the situation I'm in.


Legend: I've been concentrating my efforts on doing something about the situation I'm in.

Values: 1: 11%, 2: 27%, 3: 32%, 4: 30%

Q11c I've been saying to myself "this isn't real".

Legend: I've been saying to myself "this isn't real".

Values: 1: 69%, 2: 18%, 3: 8%, 4: 5%

Q11d I've been using alcohol or other drugs to make myself feel better.

Legend: I've been using alcohol or other drugs to make myself feel better.

Values: 1: 74%, 2: 19%, 3: 5%, 4: 2%

Q11e I've been getting emotional support from others.

Legend: I've been getting emotional support from others.

- 1: 17%
- 2: 36%
- 3: 34%
- 4: 14%

Q11f I've been giving up trying to deal with it.

Legend: I've been giving up trying to deal with it.

- 1: 60%
- 2: 23%
- 3: 12%
- 4: 5%

Q11g I've been taking action to try to make the situation better.

Legend: I've been taking action to try to make the situation better.

- 1: 10%
- 2: 16%
- 3: 39%
- 4: 35%

Q11h I've been refusing to believe that it has happened.

Legend: I've been refusing to believe that it has happened.

- 1: 74%
- 2: 17%
- 3: 6%
- 4: 2%

Q11i I've been saying things to let my unpleasant feelings escape.

Legend: I've been saying things to let my unpleasant feelings escape.

- 1: 35%
- 2: 35%
- 3: 23%
- 4: 7%

Q11j I've been getting help and advice from other people.

Legend: I've been getting help and advice from other people.

- 1: 15%
- 2: 34%
- 3: 37%
- 4: 14%
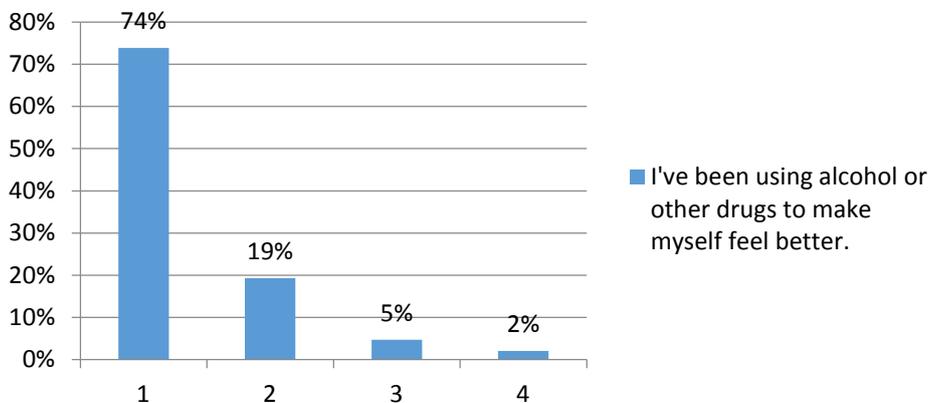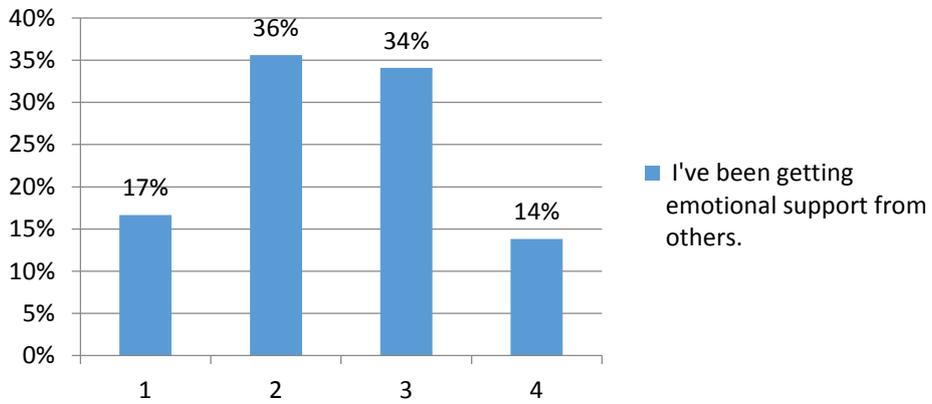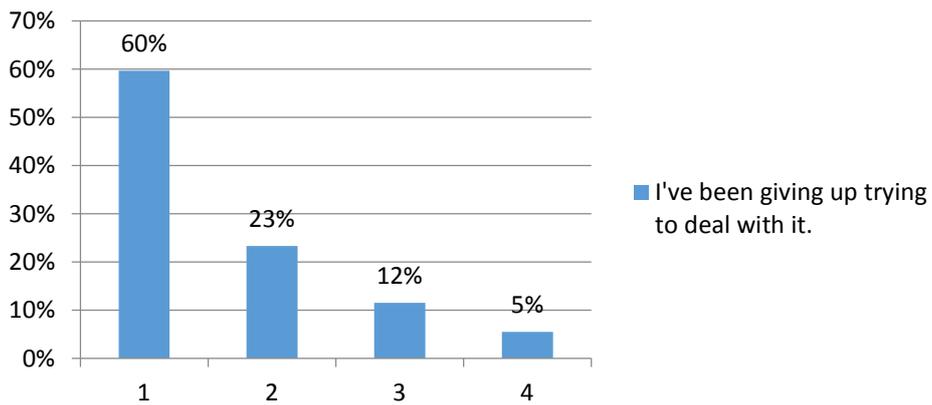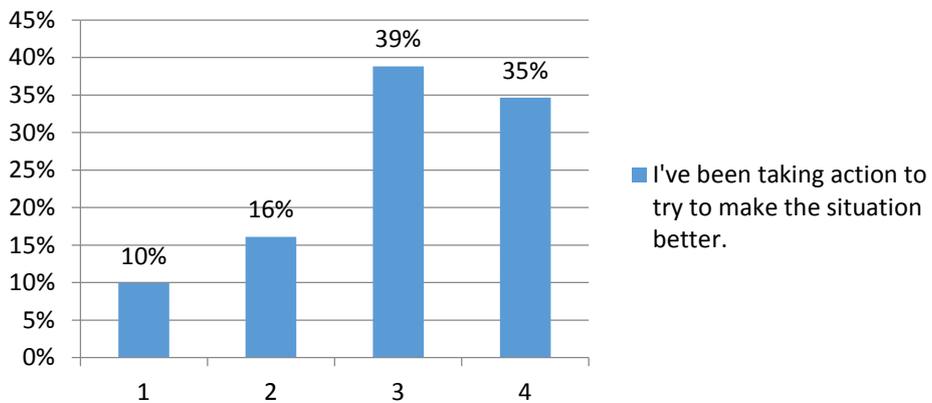
Q11k I've been using alcohol or other drugs to help me get through it.


Q11l I've been trying to see it in a different light, to make it seem more positive.
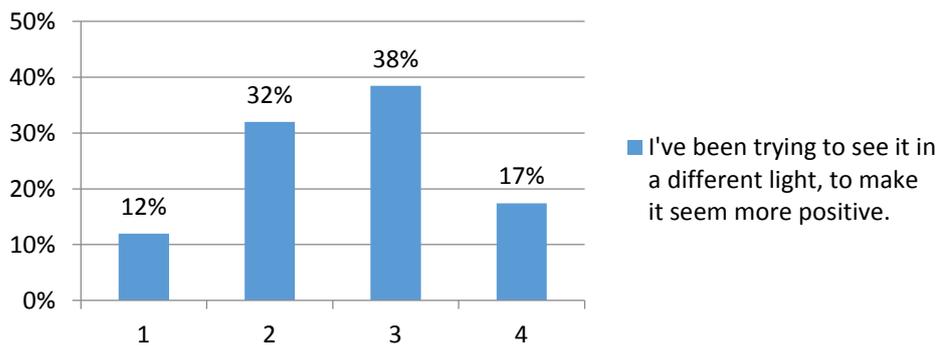
Q11m I've been criticizing myself.

Q11n I've been trying to come up with a strategy about what to do.
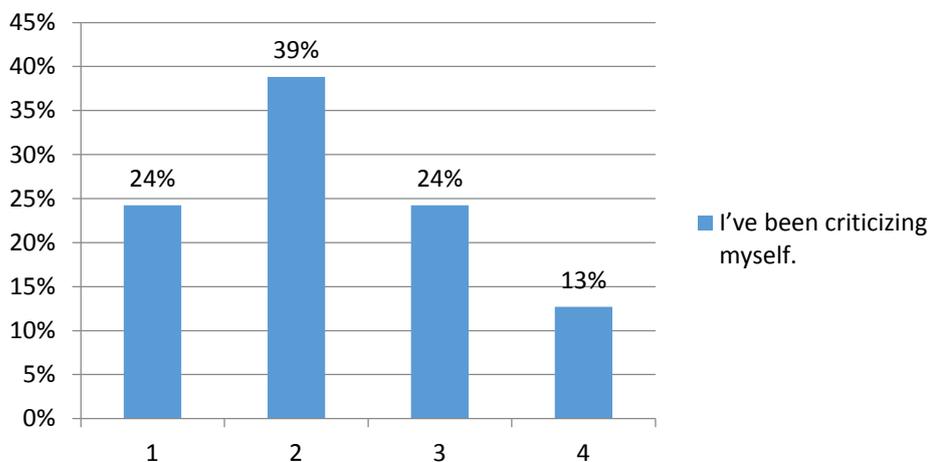
Legend: I've been trying to come up with a strategy about what to do.

Q11o I've been getting comfort and understanding from someone.
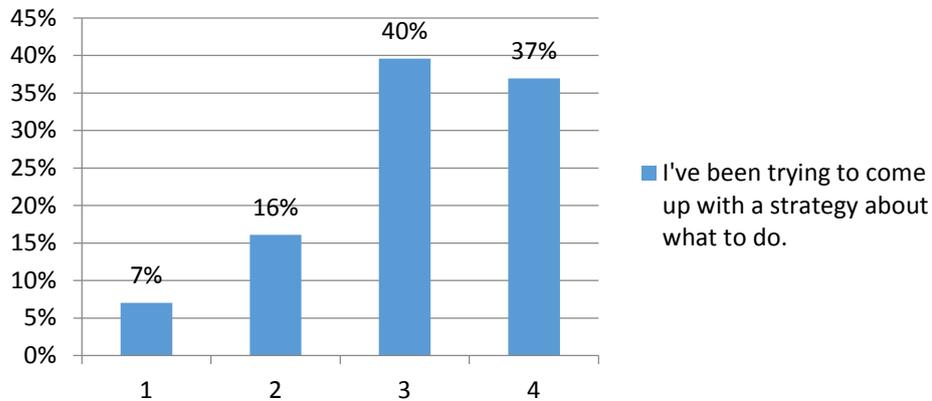
Legend: I've been getting comfort and understanding from someone.

Q11p I've been giving up the attempt to cope.
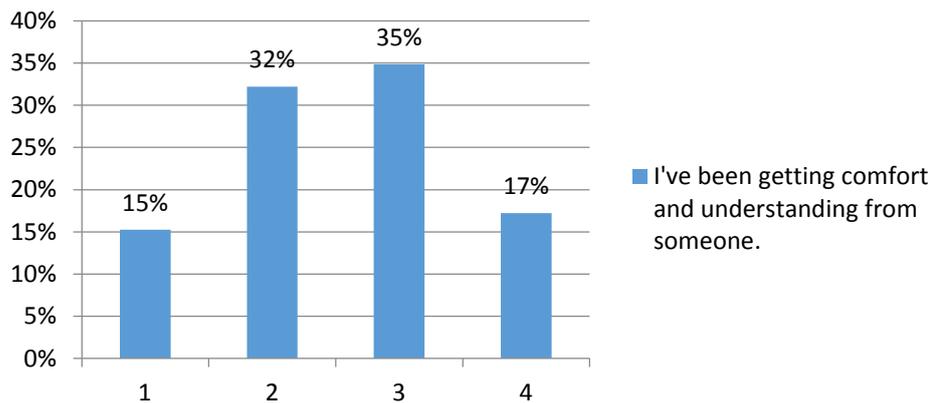
Legend: I've been giving up the attempt to cope.

Q11q I've been looking for something good in what is happening.
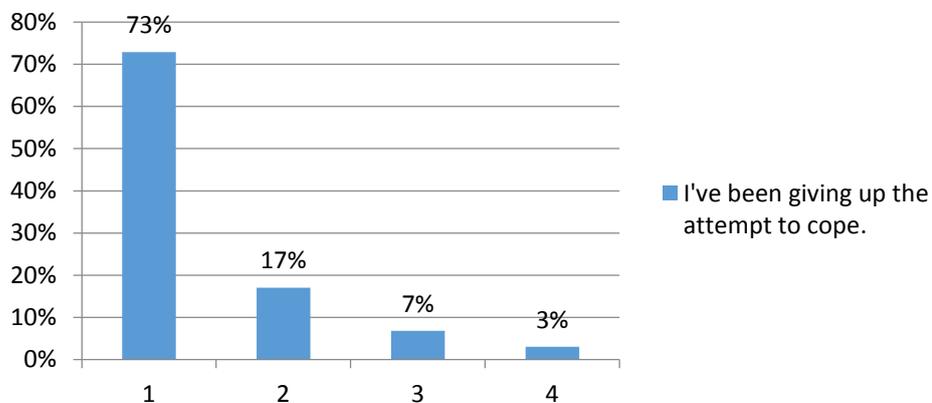
Legend: I've been looking for something good in what is happening.

Q11r I've been making jokes about it.
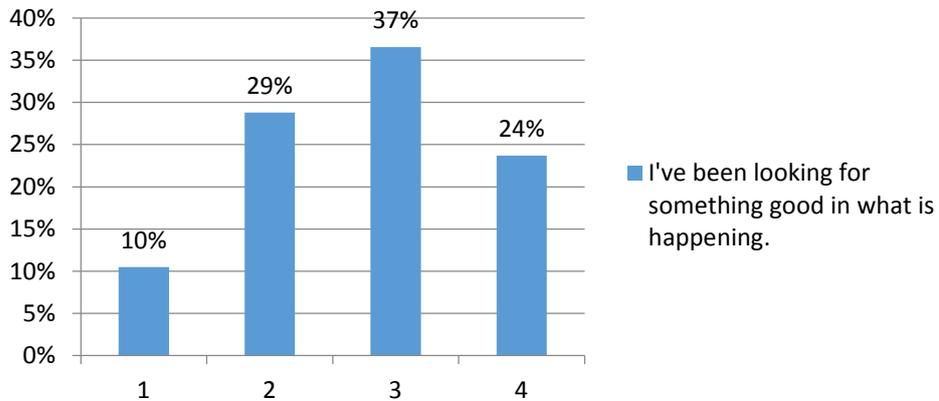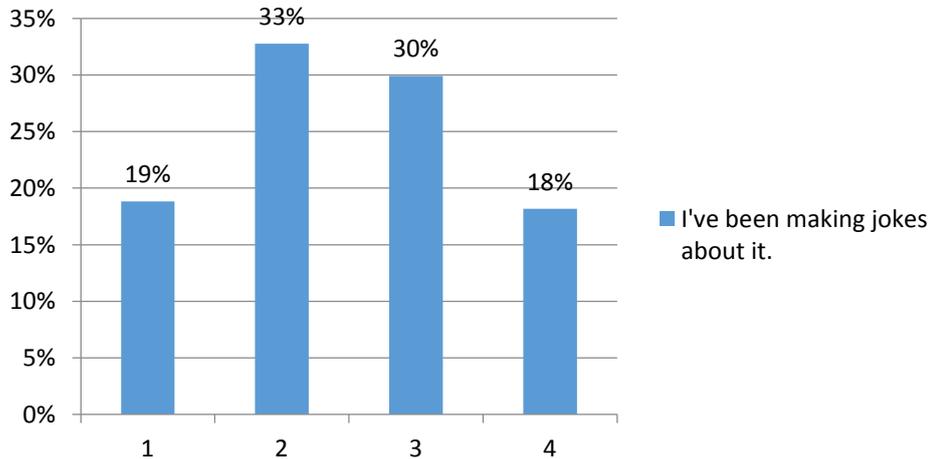
Legend: I've been making jokes about it.

Q11s I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.

Legend: I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.

Q11t I've been accepting the reality of the fact that it has happened.
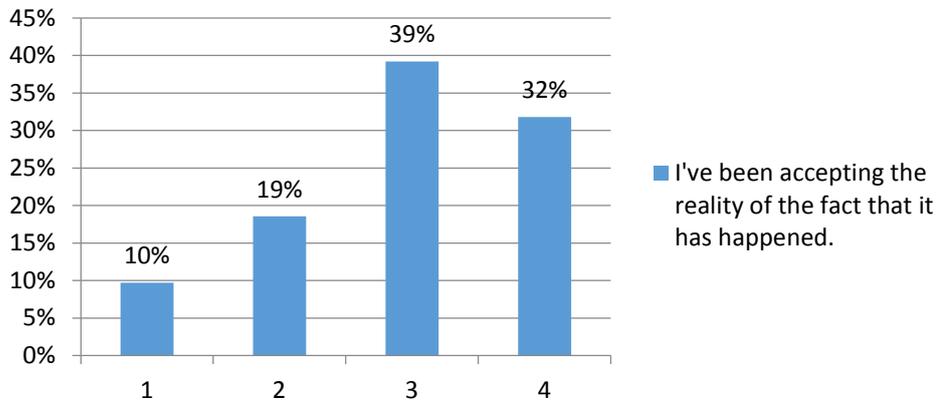
Legend: I've been accepting the reality of the fact that it has happened.

- 1: 10%
- 2: 19%
- 3: 39%
- 4: 32%

Q11u I've been expressing my negative feelings.

Legend: I've been expressing my negative feelings.

- 1: 16%
- 2: 39%
- 3: 32%
- 4: 12%

Q11v I've been trying to find comfort in my religion or spiritual beliefs.

Legend: I've been trying to find comfort in my religion or spiritual beliefs.

- 1: 59%
- 2: 15%
- 3: 11%
- 4: 13%

Q11w I've been trying to get advice or help from other people about what to do..

Legend: I've been trying to get advice or help from other people about what to do..

(1: 18%, 2: 34%, 3: 33%, 4: 15%)

Q11x I've been learning to live with it.

Legend: I've been learning to live with it.

(1: 10%, 2: 30%, 3: 41%, 4: 18%)

Q11y I've been thinking hard about what steps to take.

Legend: I've been thinking hard about what steps to take.

(1: 10%, 2: 19%, 3: 37%, 4: 33%)

Q11z I've been blaming myself for things that happened.

Bar chart:
- 1: 38%
- 2: 35%
- 3: 18%
- 4: 8%
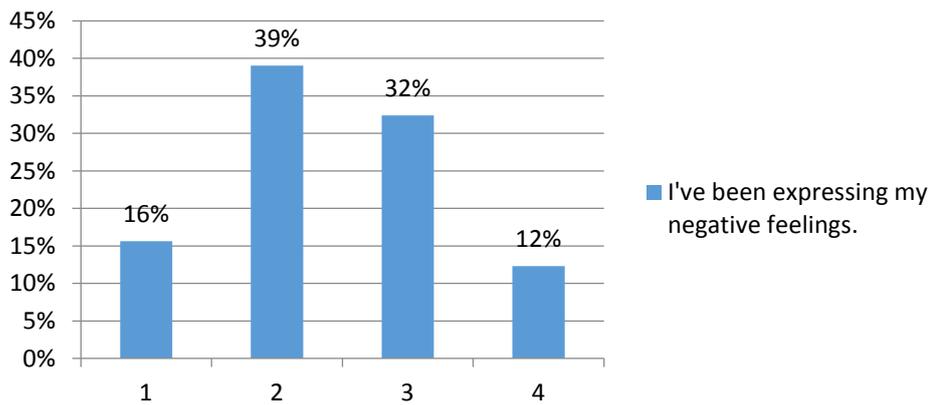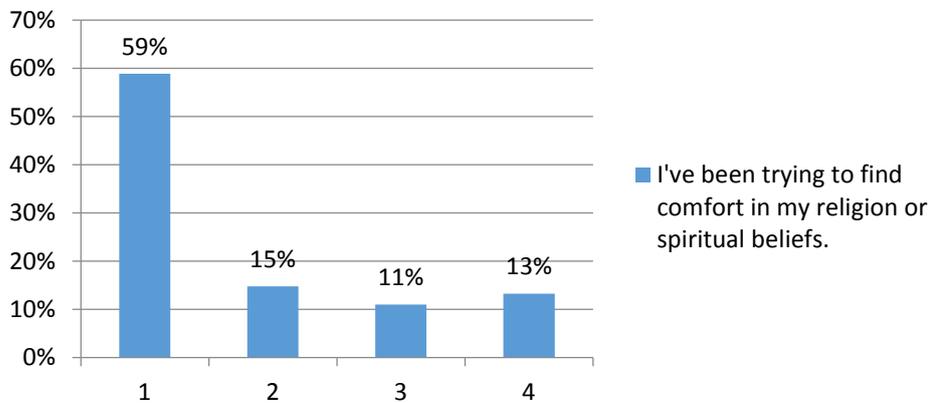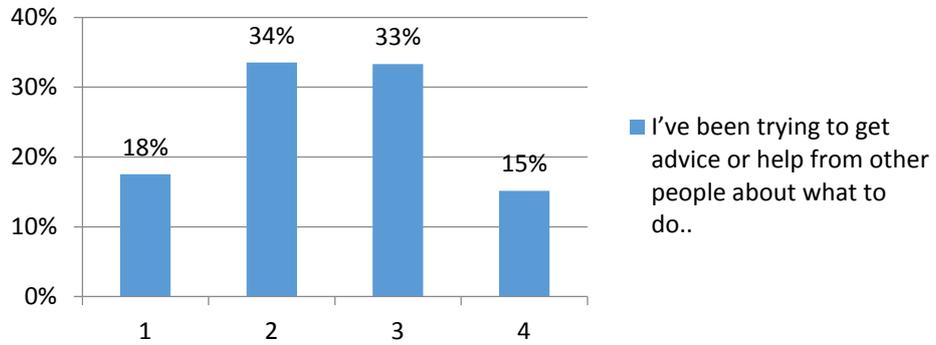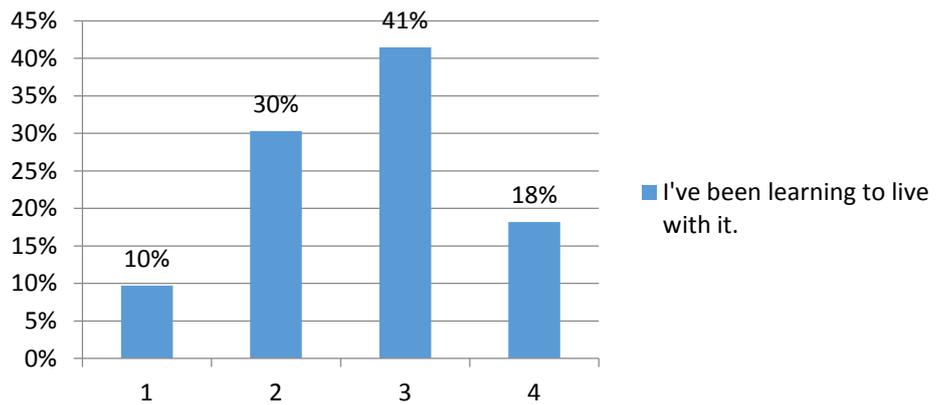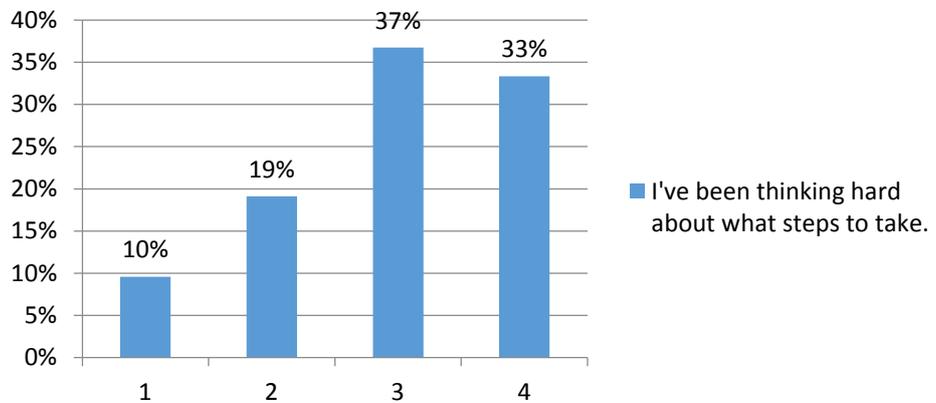
Legend: I've been blaming myself for things that happened.

Q11aa I've been praying or meditating.

Bar chart:
- 1: 60%
- 2: 16%
- 3: 11%
- 4: 14%
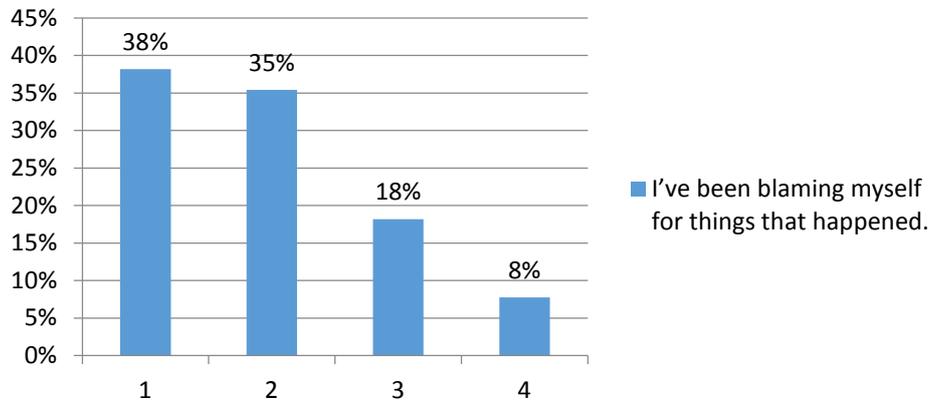
Legend: I've been praying or meditating.

Q11ab I've been making fun of the situation.

Bar chart:
- 1: 26%
- 2: 37%
- 3: 25%
- 4: 12%
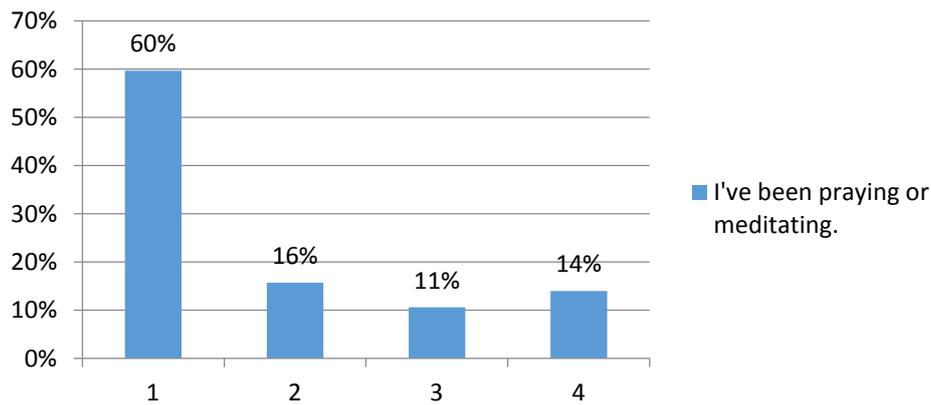
Legend: I've been making fun of the situation.
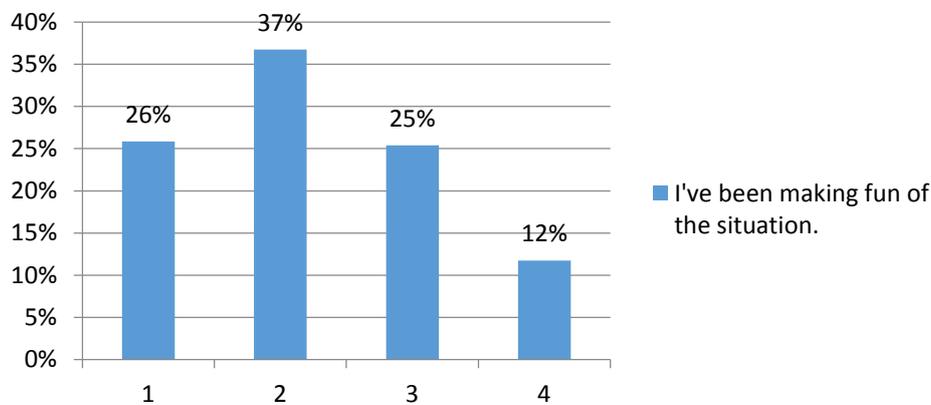
Question 12

Graphs associated with question 12 on how people manage their emotions

(Petrides, 2009a).

| Key	Item
1	Expressing my emotions with words is not a problem for me.
2	I often find it difficult to see things from another person's viewpoint.
3	On the whole, I'm a highly motivated person
4	I usually find it difficult to regulate my emotions
5	I generally don't find life enjoyable
6	I can deal effectively with people
7	I tend to change my mind frequently.
8	Many times, I can't figure out what emotion I'm feeling.
9	I feel that I have a number of good qualities.
10	I often find it difficult to stand up for my rights.
11	I'm usually able to influence the way other people feel.
12	On the whole, I have a gloomy perspective on most things.
13	Those close to me often complain that I don't treat them right
14	I often find it difficult to adjust my life according to the circumstances.
15	On the whole, I'm able to deal with stress.
16	I often find it difficult to show affection to those close to me.
17	I'm normally able to "get into someone's shoes" and experience their emotions.
18	I normally find it difficult to keep myself motivated.
19	I'm usually able to find ways to control my emotions when I want to
20	On the whole, I'm pleased with my life.
21	I would describe myself as a good negotiator
22	I tend to get involved in things I later wish I could get out of.
23	I often pause and think about my feelings.
24	I believe I'm full of personal strengths.
25	I tend to "back down" even if I know I'm right.
26	I don't seem to have any power at all over other people's feelings.
27	I generally believe that things will work out fine in my life.
28	I find it difficult to bond well even with those close to me.
29	Generally, I'm able to adapt to new environments.
30	Others admire me for being relaxed.

Managing emotions (Petrides, 2009a)
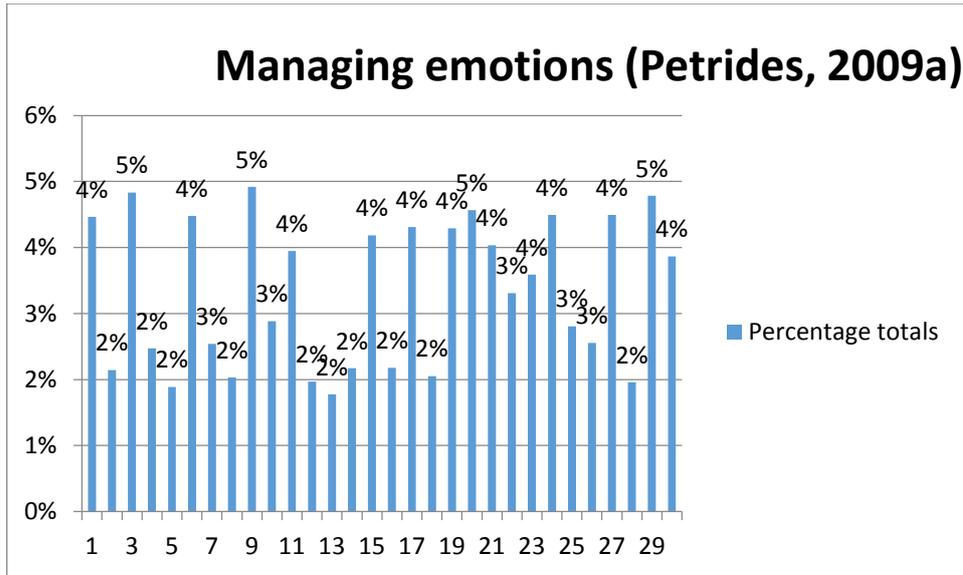
Graphs of each item

Key	Item
1	Completely disagree
2	Disagree quite a bit
3	Disagree a little
4	Neither agree or disagree
5	Agree a little
6	Agree quite a bit
7	Completely agree

Q12a Expressing my emotions with words is not a problem for me.

Q12b I often find it difficult to see things from another person's viewpoint.

Legend: I often find it difficult to see things from another person's viewpoint.

Values: 1: 26%, 2: 38%, 3: 13%, 4: 8%, 5: 7%, 6: 4%, 7: 4%

Q12c On the whole, I'm a highly motivated person

Legend: On the whole, I'm a highly motivated person

Values: 1: 1%, 2: 2%, 3: 2%, 4: 8%, 5: 17%, 6: 32%, 7: 38%

Q12d I usually find it difficult to regulate my emotions

Legend: I usually find it difficult to regulate my emotions

Values: 1: 20%, 2: 28%, 3: 16%, 4: 16%, 5: 10%, 6: 6%, 7: 3%

Q12e I generally don't find life enjoyable

Bar chart legend: I generally don't find life enjoyable

Scale	1	2	3	4	5	6	7
%	49%	21%	7%	7%	7%	7%	2%

Q12f I can deal effectively with people

Bar chart legend: I can deal effectively with people

Scale	1	2	3	4	5	6	7
%	1%	3%	5%	9%	22%	42%	18%

Q12g I tend to change my mind frequently.

Bar chart legend: I tend to change my mind frequently.

Scale	1	2	3	4	5	6	7
%	13%	33%	19%	18%	9%	7%	2%

Q12h Many times, I can't figure out what emotion I'm feeling.

Legend: Many times, I can't figure out what emotion I'm feeling.

1	2	3	4	5	6	7
34%	31%	11%	10%	6%	5%	3%

Q12i I feel that I have a number of good qualities.

Legend: I feel that I have a number of good qualities.

1	2	3	4	5	6	7
1%	2%	1%	5%	14%	40%	37%

Q12j I often find it difficult to stand up for my rights.

Legend: I often find it difficult to stand up for my rights.

1	2	3	4	5	6	7
18%	23%	10%	14%	17%	14%	5%

Q12k I'm usually able to influence the way other people feel.

Legend: I'm usually able to influence the way other people feel.

Values: 1: 2%, 2: 5%, 3: 8%, 4: 24%, 5: 28%, 6: 27%, 7: 8%

Q12l On the whole, I have a gloomy perspective on most things.

Legend: On the whole, I have a gloomy perspective on most things.

Values: 1: 43%, 2: 22%, 3: 10%, 4: 11%, 5: 8%, 6: 5%, 7: 2%

Q12m Those close to me often complain that I don't treat them right

Legend: Those close to me often complain that I don't treat them right

Values: 1: 46%, 2: 26%, 3: 10%, 4: 7%, 5: 5%, 6: 3%, 7: 2%

Q12n I often find it difficult to adjust my life according to the circumstances.

Legend: I often find it difficult to adjust my life according to the circumstances.

Scale	Percentage
1	32%
2	26%
3	13%
4	12%
5	9%
6	6%
7	2%

Q12o On the whole, I'm able to deal with stress.

Legend: On the whole, I'm able to deal with stress.

Scale	Percentage
1	1%
2	6%
3	10%
4	15%
5	20%
6	33%
7	15%

Q12p I often find it difficult to show affection to those close to me.

Legend: I often find it difficult to show affection to those close to me.

Scale	Percentage
1	38%
2	22%
3	11%
4	8%
5	10%
6	8%
7	3%

Q12q I'm normally able to "get into someone's shoes" and experience their emotions.

Legend: I'm normally able to "get into someone's shoes" and experience their emotions.

Values: 1: 2%, 2: 6%, 3: 6%, 4: 10%, 5: 24%, 6: 32%, 7: 19%

Q12r I normally find it difficult to keep myself motivated.

Legend: I normally find it difficult to keep myself motivated.

Values: 1: 1%, 2: 3%, 3: 3%, 4: 15%, 5: 20%, 6: 34%, 7: 23%

Q12s I'm usually able to find ways to control my emotions when I want to

Legend: I'm usually able to find ways to control my emotions when I want to

Values: 1: 2%, 2: 5%, 3: 7%, 4: 12%, 5: 21%, 6: 38%, 7: 15%

Q12t On the whole, I'm pleased with my life.

Legend: On the whole, I'm pleased with my life.

Values: 1 = 1%, 2 = 4%, 3 = 3%, 4 = 10%, 5 = 19%, 6 = 36%, 7 = 26%

Q12u I would describe myself as a good negotiator

Legend: I would describe myself as a good negotiator

Values: 1 = 1%, 2 = 7%, 3 = 9%, 4 = 18%, 5 = 25%, 6 = 30%, 7 = 10%

Q12v I tend to get involved in things I later wish I could get out of.

Legend: I tend to get involved in things I later wish I could get out of.

Values: 1 = 8%, 2 = 18%, 3 = 11%, 4 = 18%, 5 = 21%, 6 = 18%, 7 = 6%

Q12w I often pause and think about my feelings.

Legend: I often pause and think about my feelings.

Values: 1: 4%, 2: 14%, 3: 15%, 4: 18%, 5: 18%, 6: 22%, 7: 10%

Q12xI believe I'm full of personal strengths.

Legend: I believe I'm full of personal strengths.

Values: 1: 1%, 2: 2%, 3: 4%, 4: 12%, 5: 23%, 6: 36%, 7: 22%

Q12y I tend to "back down" even if I know I'm right.

Legend: I tend to "back down" even if I know I'm right.

Values: 1: 13%, 2: 26%, 3: 14%, 4: 16%, 5: 17%, 6: 10%, 7: 4%

Q12z I don't seem to have any power at all over other people's feelings.

Bar chart showing responses on a scale from 1 to 7:
- 1: 16%
- 2: 27%
- 3: 18%
- 4: 20%
- 5: 9%
- 6: 8%
- 7: 2%

Legend: I don't seem to have any power at all over other people's feelings.

Q12aa I generally believe that things will work out fine in my life.

Bar chart showing responses on a scale from 1 to 7:
- 1: 1%
- 2: 3%
- 3: 3%
- 4: 15%
- 5: 20%
- 6: 34%
- 7: 23%

Legend: I generally believe that things will work out fine in my life.

Q12ab I find it difficult to bond well even with those close to me.

Bar chart showing responses on a scale from 1 to 7:
- 1: 41%
- 2: 26%
- 3: 10%
- 4: 9%
- 5: 7%
- 6: 5%
- 7: 2%
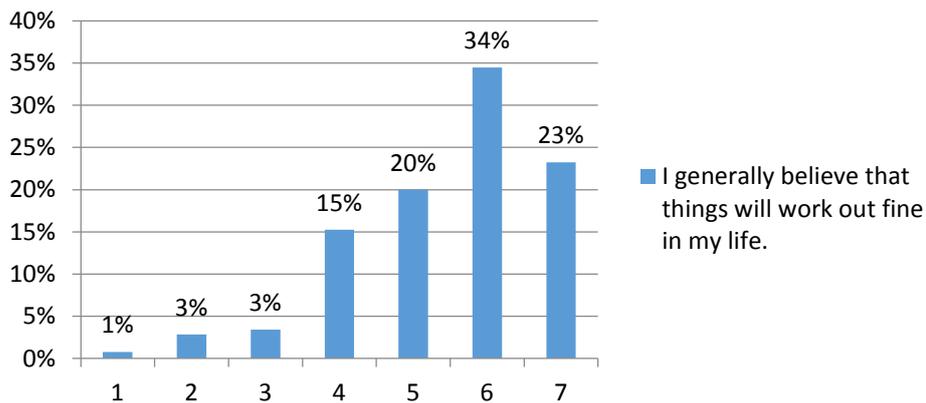
Legend: I find it difficult to bond well even with those close to me.
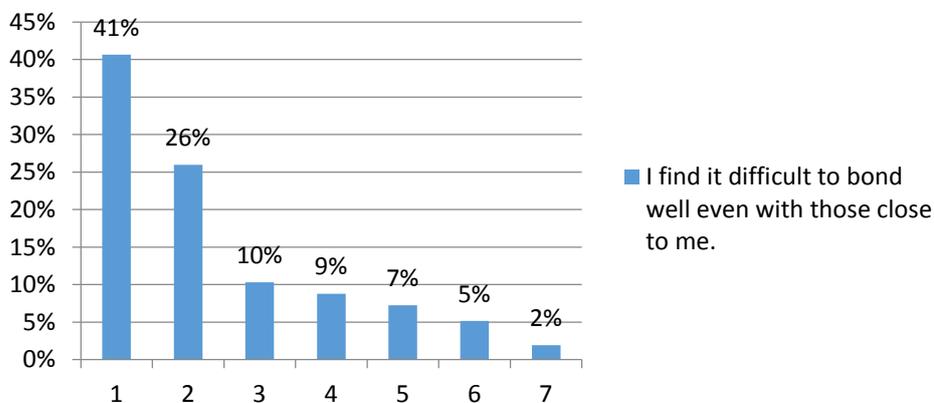
Q12ac Generally, I'm able to adapt to new environments.
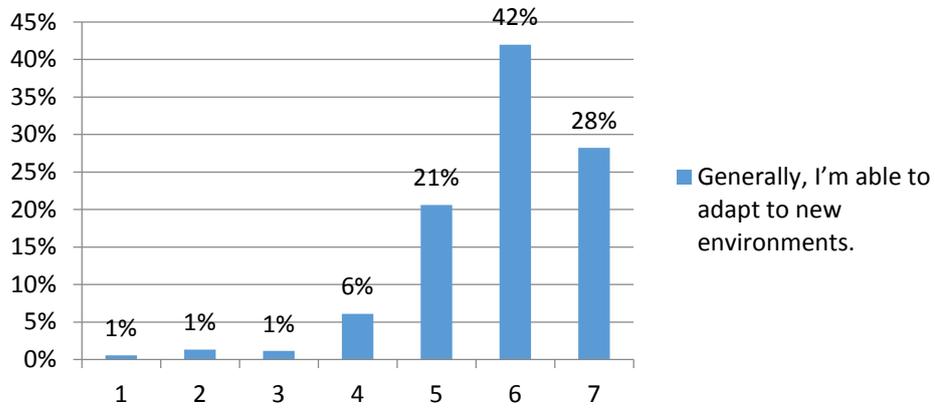
Q12ad Others admire me for being relaxed.
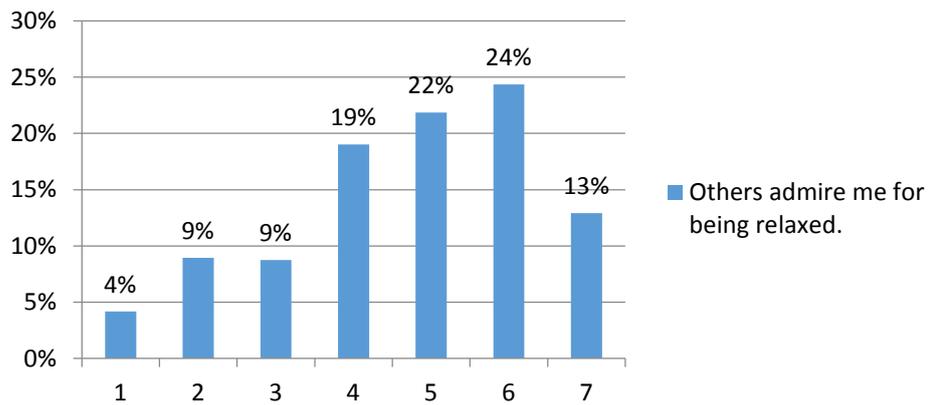
Question 13

Graphs associated with question 13 on how participants feel about their job and life?

(PSS: Cohen et al, 1983)

Key	Item
1	In the last month, how often have you been upset because of something that happened unexpectedly?
2	In the last month, how often have you felt that you were unable to control the important things in your life?
3	In the last month, how often have you felt nervous and "stressed"?
4	(R) In the last month, how often have you dealt successfully with life hassles?
5	(R) In the last month, how often have you felt you were effectively coping with important changes that were occurring in your life?
6	(R) In the last month, how often have you felt confident about your own ability to handle your personal problems?
7	(R) In the last month, how often have you felt things going your way?
8	In the last month, how often have you found that you could not cope with all the things that you had to do?
9	(R) In the last month, how often have you been able to control irritations in your life?
10	(R) In the last month, how often have you felt that you were on top of things?
11	In the last month, how often have you been angered because of things that happened that were outside of your control?
12	In the last month how often have you found yourself thinking about things that you have to accomplish?
13	In the last month how often have you been able to control the way you spend your time?
14	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?
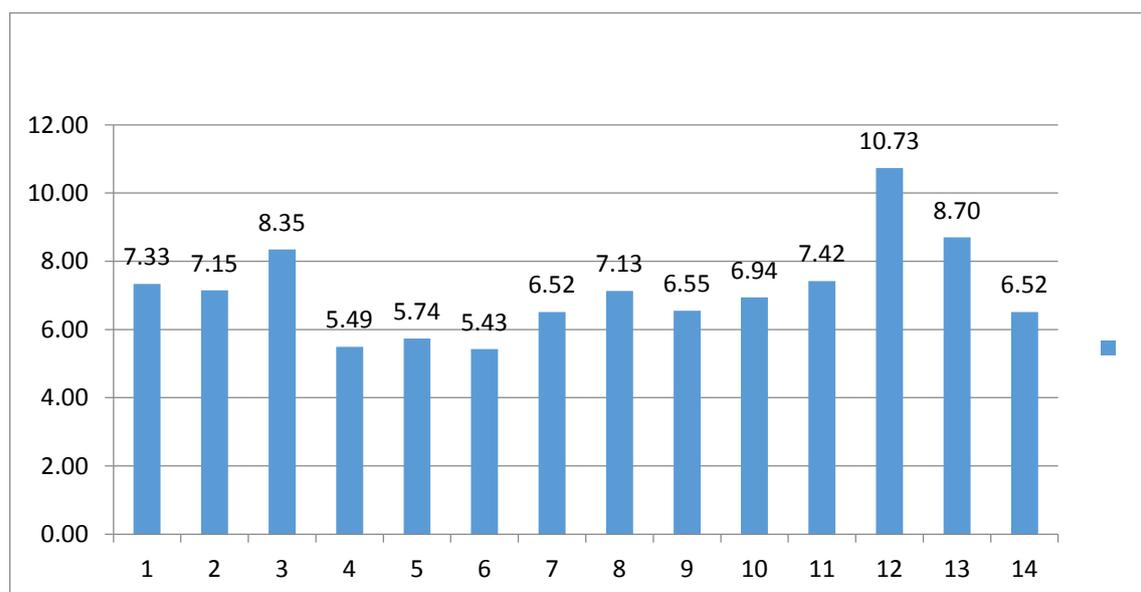
Graphs of each item

Q13		
Key	**Item**	
1	Never	
2	Almost never	
3	Sometimes	
4	Fairly often	
5	Very often	

Q13a In the last month, how often have you been upset because of something that happened unexpectedly?

In the last month, how often have you been upset because of something that happened unexpectedly?

1: 11%
2: 25%
3: 39%
4: 14%
5: 10%

Q13b In the last month, how often have you felt that you were unable to control the important things in your life?

In the last month, how often have you felt that you were unable to control the important things in your life?

1: 14%
2: 28%
3: 30%
4: 19%
5: 8%

Q13c In the last month, how often have you felt nervous and "stressed"?

Bar chart with legend: In the last month, how often have you felt nervous and "stressed"?
- 1: 6%
- 2: 19%
- 3: 33%
- 4: 29%
- 5: 14%

Q13d (R) In the last month, how often have you dealt successfully with life hassles?

Bar chart with legend: (R) In the last month, how often have you dealt successfully with life hassles?
- 1: 22%
- 2: 49%
- 3: 23%
- 4: 6%
- 5: 1%

Q13e (R) In the last month, how often have you felt you were effectively coping with important changes that were occurring in your…

Bar chart with legend: (R) In the last month, how often have you felt you were effectively coping with important changes that were occurring in your life?
- 1: 19%
- 2: 49%
- 3: 25%
- 4: 7%
- 5: 2%

Q13f (R) In the last month, how often have you felt confident about your own ability to handle your personal problems?

Legend: (R) In the last month, how often have you felt confident about your own ability to handle your personal problems?

- 1: 24%
- 2: 47%
- 3: 23%
- 4: 5%
- 5: 1%

Q13g (R) In the last month, how often have you felt things going your way?

Legend: (R) In the last month, how often have you felt things going your way?

- 1: 10%
- 2: 42%
- 3: 36%
- 4: 11%
- 5: 2%

Q13h In the last month, how often have you found that you could not cope with all the things that you had to do?

Legend: In the last month, how often have you found that you could not cope with all the things that you had to do?

- 1: 14%
- 2: 30%
- 3: 28%
- 4: 19%
- 5: 9%

Q13i (R) In the last month, how often have you been able to control irritations in your life?

Bar chart showing percentages for responses 1–5:
- 1: 10%
- 2: 41%
- 3: 35%
- 4: 11%
- 5: 3%

Legend: (R) In the last month, how often have you been able to control irritations in your life?

Q13J (R) In the last month, how often have you felt that you were on top of things?
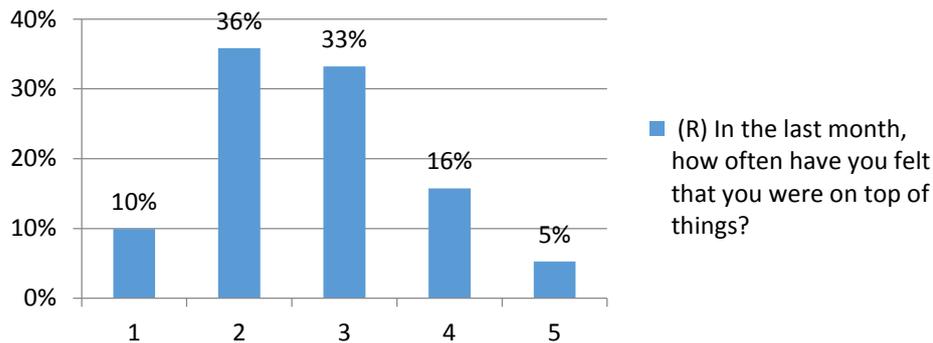
Bar chart showing percentages for responses 1–5:
- 1: 10%
- 2: 36%
- 3: 33%
- 4: 16%
- 5: 5%

Legend: (R) In the last month, how often have you felt that you were on top of things?

Q13k In the last month, how often have you been angered because of things that happened that were outside of your control?

Bar chart showing percentages for responses 1–5:
- 1: 9%
- 2: 31%
- 3: 33%
- 4: 17%
- 5: 10%

Legend: In the last month, how often have you been angered because of things that happened that were outside of your control?

Q13l In the last month how often have you found yourself thinking about things that you have to accomplish?

Legend: In the last month how often have you found yourself thinking about things that you have to accomplish?

- 1: 1%
- 2: 5%
- 3: 16%
- 4: 32%
- 5: 47%

Q13m In the last month how often have you been able to control the way you spend your time?

Legend: In the last month how often have you been able to control the way you spend your time?

- 1: 4%
- 2: 15%
- 3: 31%
- 4: 40%
- 5: 11%

Q13n In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

Legend: In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

- 1: 21%
- 2: 31%
- 3: 27%
- 4: 14%
- 5: 6%
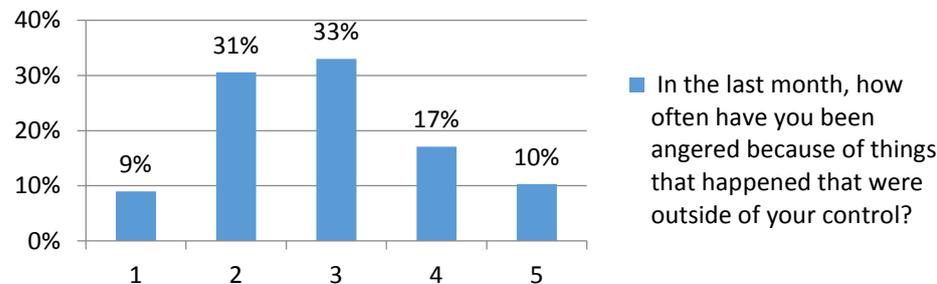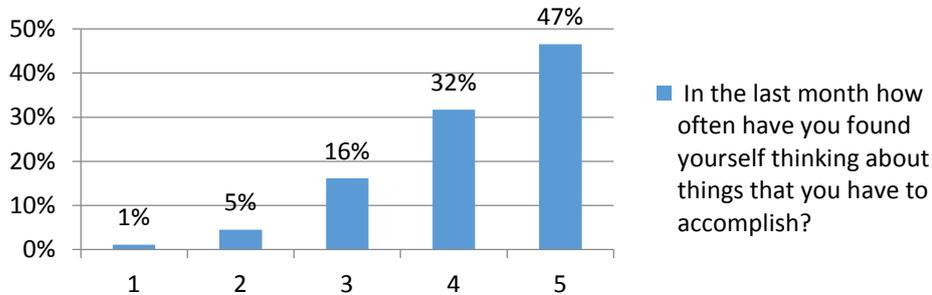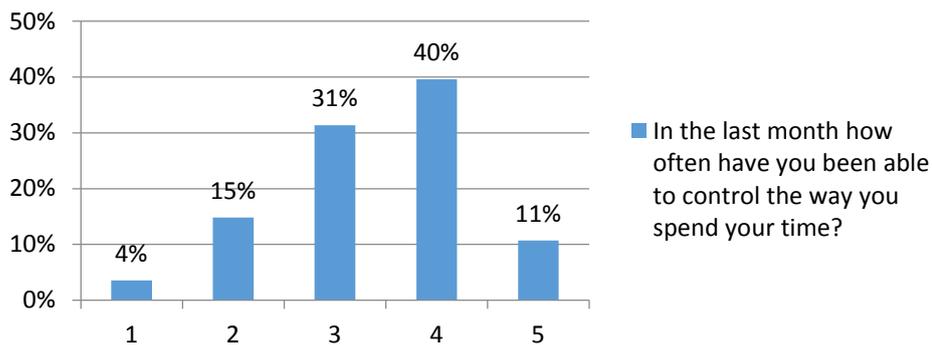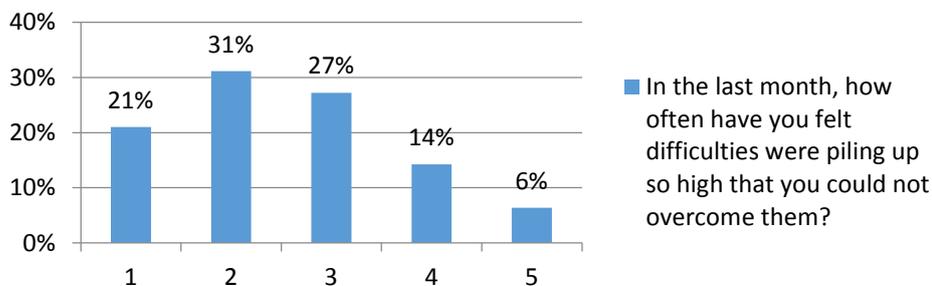
Question 14 and 15

Graphs associated with question 14 on emotional demands (extract from: Copenhagen Psychosocial Questionnaire, 2003)

Key	Item
1	Does your work put you in emotionally disturbing situations?
2	Is your work emotionally demanding?
3	Do you get emotionally involved in your work?
4	Does your work require that you get personally involved?

Q14 and 15 Emotional demands (Copenhagen psychosocial questionniare, 2003)

	1	2	3	4
Percentage totals	28%	25%	23%	24%
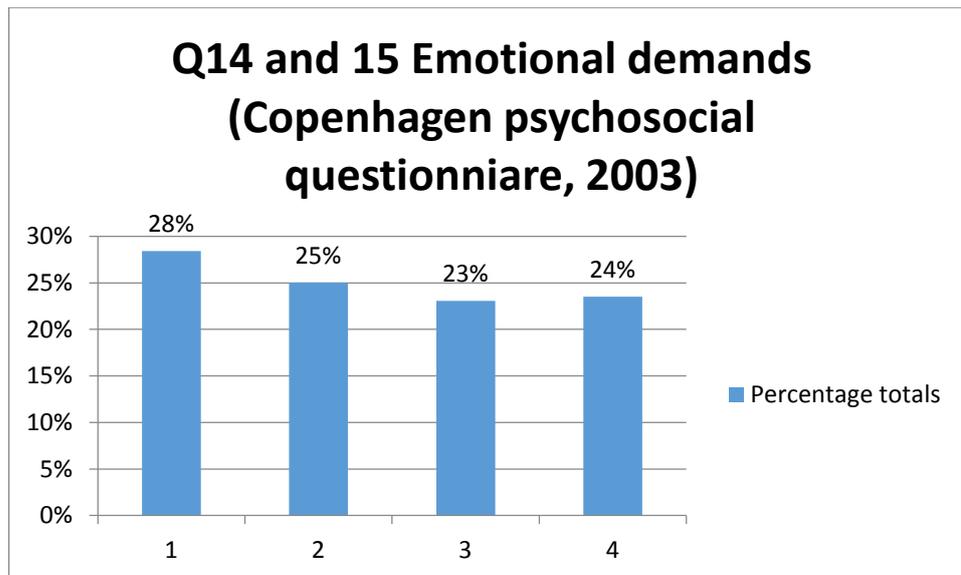
Graphs of each item

Key- Question 14	
1	Always,
2	Often,
3	Sometimes
4	Seldom,
5	Never/hardly ever

Q14 Does your work put you in emotionally disturbing situations?
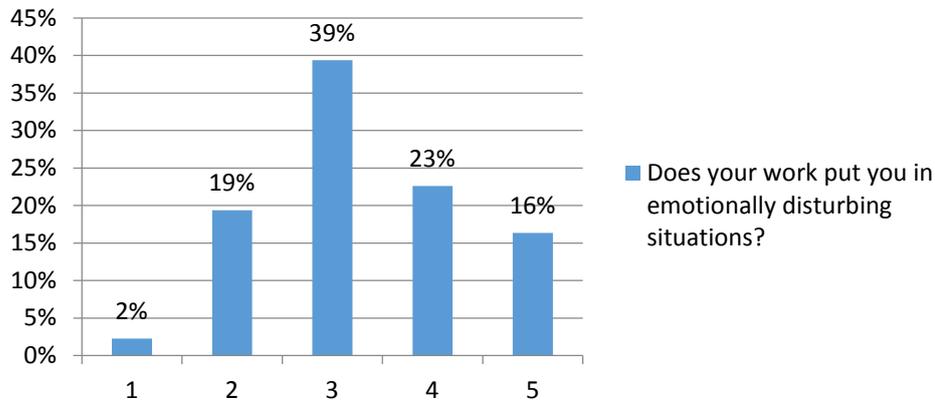
Key- Questions 15a, 15b, 15c	
1	To a very large extent
2	To a large extent,
3	Somewhat
4	To a small extent,
5	To a very small extent

Q15a Is your work emotionally demanding?

Q15b Do you get emotionally involved in your work?

Q15c Does your work require that you get personally involved?
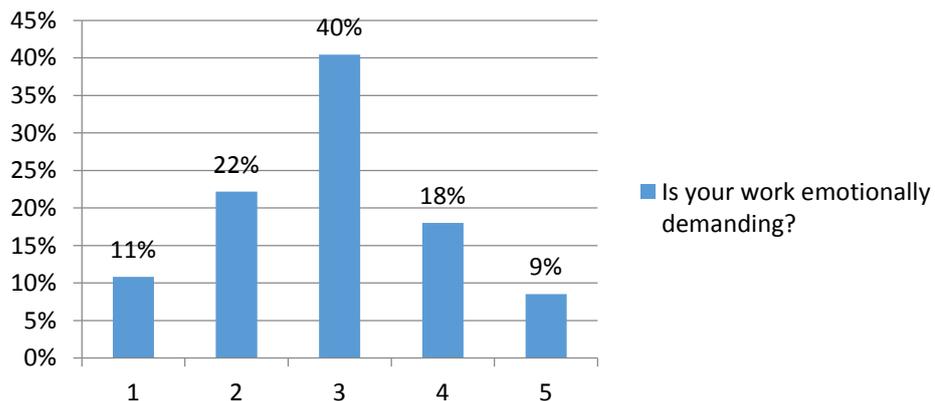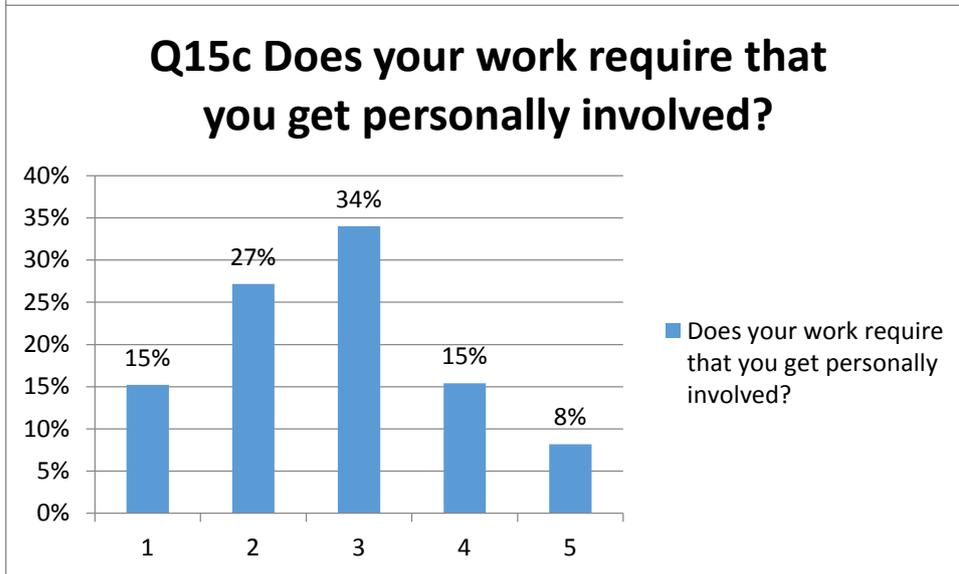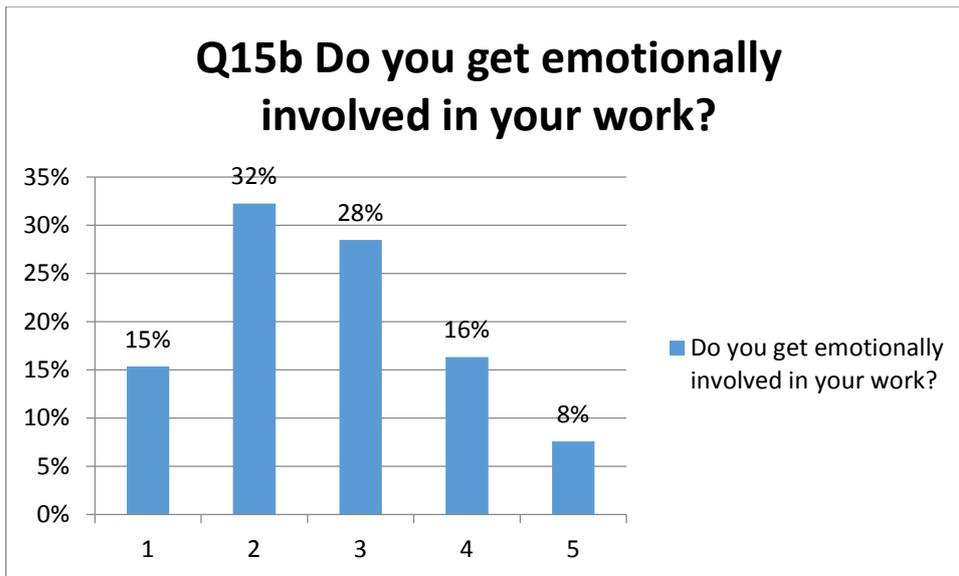
Question 16

Graphs associated with question 16 on home/ work recover.

(extract from Querstret and Cropley, 2012))

Key	Item
1	I become tense when I think about work related issues during my free time.
2	I am annoyed by thinking about work related issues when I am not at work.
3	I am irritated by work issues when not at work.
4	I am fatigued by thinking about work related issues during my free time.
5	I am troubled by work related issues when not at work.
6	I am unable to switch off from work.
7	I am able to stop thinking about work related issues in my free time.
8	I find it easy to unwind after work.
9	I make myself switch off from work as soon as I leave.
10	I leave work issues behind when I leave work.

Home/ work recovery (Quertstret and Cropley, 2012)

Graphs of each item

Key	Item
1	Strongly disagree
2	Disagree
3	Neither agree or disagree
4	Agree
5	Strongly agree

Q16a I become tense when I think about work related issues during my free time.

Q16b I am annoyed by thinking about work related issues when I am not at work.

Bar chart. X-axis categories 1–5, Y-axis 0%–40%.
- 1: 10%
- 2: 34%
- 3: 22%
- 4: 26%
- 5: 9%
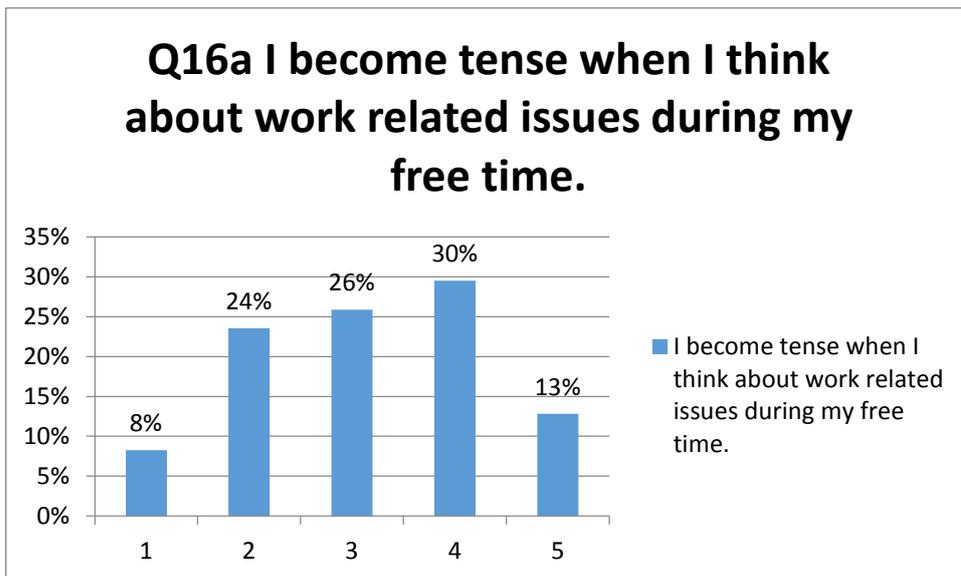
Legend: I am annoyed by thinking about work related issues when I am not at work.

Q16c I am irritated by work issues when not at work.

Bar chart. X-axis categories 1–5, Y-axis 0%–35%.
- 1: 8%
- 2: 31%
- 3: 21%
- 4: 31%
- 5: 8%
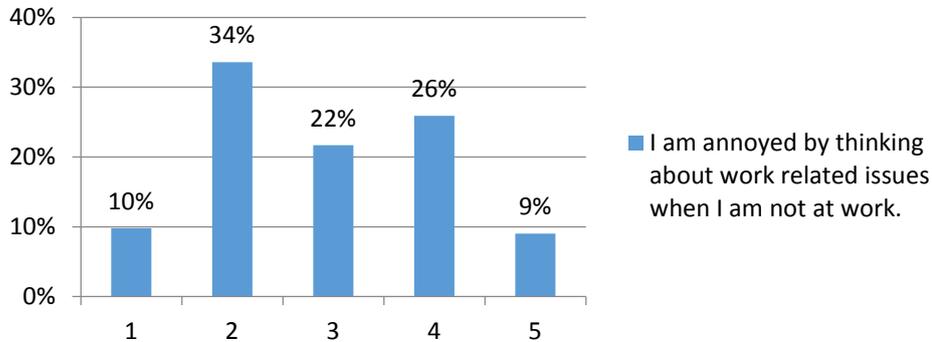
Legend: I am irritated by work issues when not at work.

Q16d I am fatigued by thinking about work related issues during my free time.
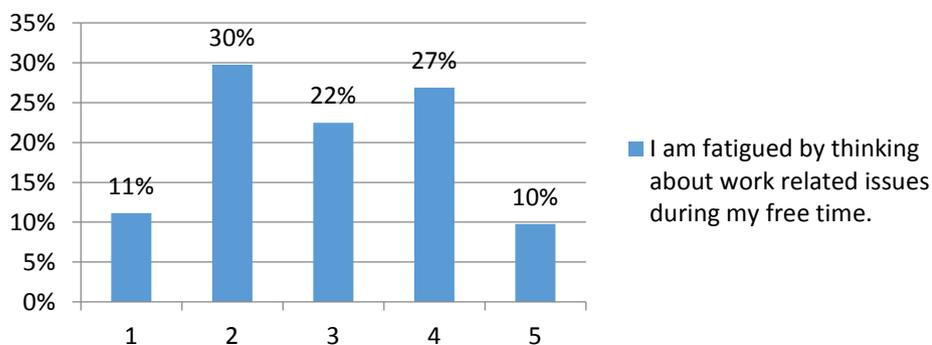
Bar chart. X-axis categories 1–5, Y-axis 0%–35%.
- 1: 11%
- 2: 30%
- 3: 22%
- 4: 27%
- 5: 10%

Legend: I am fatigued by thinking about work related issues during my free time.

Q16e I am troubled by work related issues when not at work.
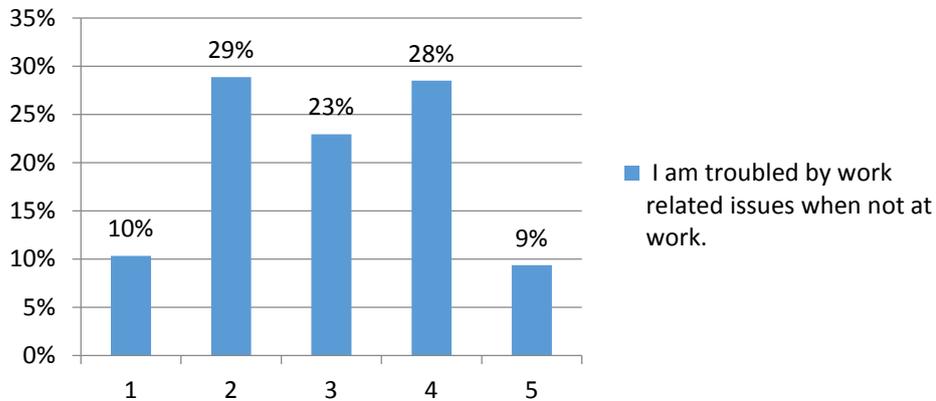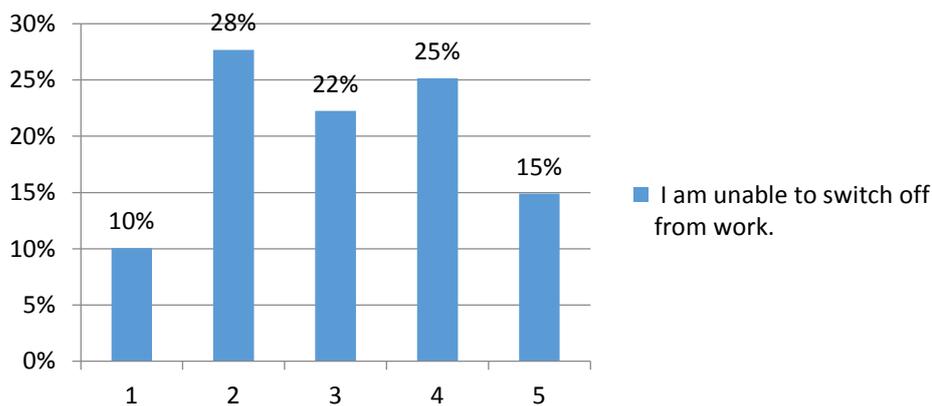
Legend: I am troubled by work related issues when not at work.

Values: 1: 10%, 2: 29%, 3: 23%, 4: 28%, 5: 9%

Q16f I am unable to switch off from work.

Legend: I am unable to switch off from work.

Values: 1: 10%, 2: 28%, 3: 22%, 4: 25%, 5: 15%

Q16g I am able to stop thinking about work related issues in my free time.

Legend: I am able to stop thinking about work related issues in my free time.

Values: 1: 9%, 2: 30%, 3: 21%, 4: 29%, 5: 12%

Q16h I find it easy to unwind after work.

Legend: I find it easy to unwind after work.

Values: 1 = 6%, 2 = 28%, 3 = 25%, 4 = 30%, 5 = 11%

Q16i I make myself switch off from work as soon as I leave.

Legend: I make myself switch off from work as soon as I leave.

Values: 1 = 18%, 2 = 34%, 3 = 25%, 4 = 17%, 5 = 6%

Q16j I leave work issues behind when I leave work.

Legend: I leave work issues behind when I leave work.

Values: 1 = 19%, 2 = 40%, 3 = 19%, 4 = 16%, 5 = 6%
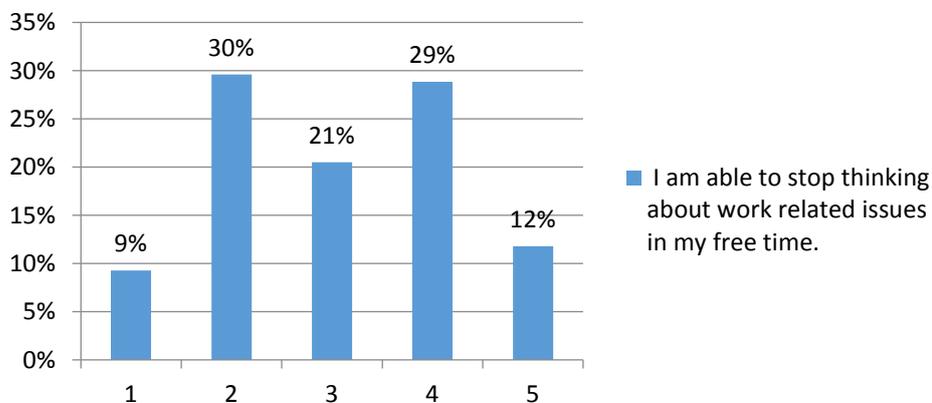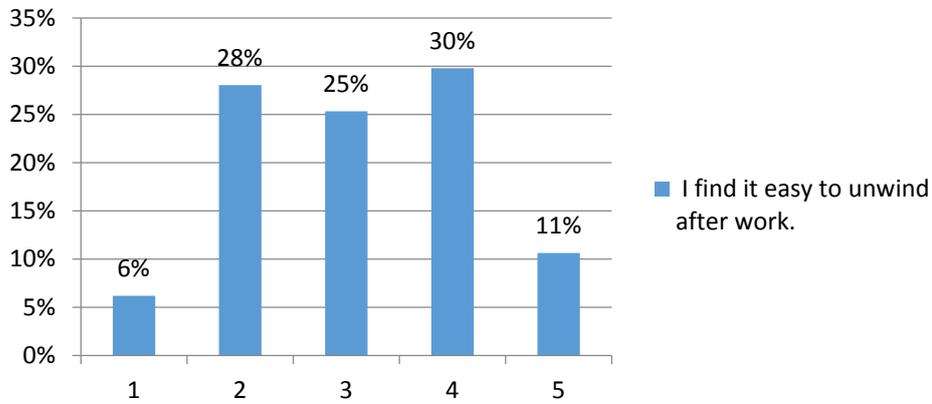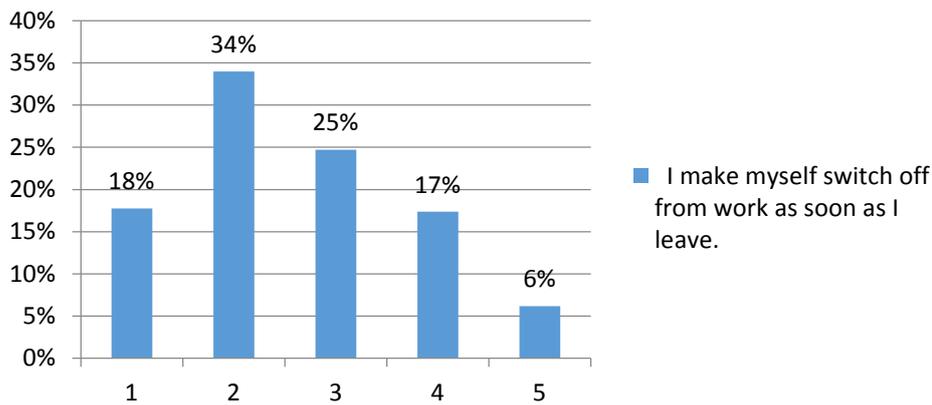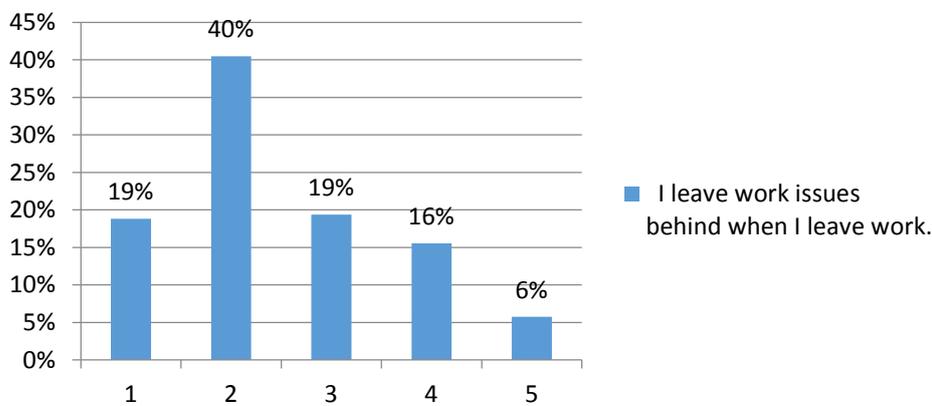
APPENDIX 8

Example Cronbach's alpha (Q13 PSS Cohen et al, 1983)

```
RELIABILITY
 /VARIABLES=Q13_aUpsetsomethinghappenedunexpectedly Q13_bUnabletocontrolimportantthingsinlife
Q13_cNervousandstressed RecheckQ13dDealsuccesfullywithlifeshallse
RecheckQ13eEffictivelycopingwithimportantchanges RecheckQ13fConfidentaboutownability
RecheckQ13gThingsgoingyourway Q13_hCouldnotcopewithallthethingstodo
RecheckQ13iControllingirritationsinyourlife RecheckQ13jOntopofthings
Q13_kAngeredthingshappenedoutsideyourcontrol Q13_lThinkingaboutthingsthatyouhavetoaccomplish
Q13_mAbletocontrolthewayyouspendyourtime Q13_nDifficultiespilinghighcouldnotovercomethem
 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /STATISTICS=DESCRIPTIVE SCALE CORR
 /SUMMARY=TOTAL CORR.
```

Reliability

Case Processing Summary

		N	%
Cases	Valid	533	100.0
	Excluded[a]	0	.0
	Total	533	100.0

a. Listwise deletion based on all variables in the

procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.809	.802	14

Item Statistics

	Mean	Std. Deviation	N
In the last month, how often have you been upset because of something that happened unexpectedly?	2.86	1.108	533
In the last month, how often have you felt that you were unable to control the important things in your life?	2.78	1.157	533

In the last month, how often have you felt nervous and "stressed"?	3.25	1.094	533
recheckQ13dDealsuccesfullywithlifeshassles	2.14	.841	533
RecheckQ13eEffectivelycopingwithimportantchanges	2.23	.882	533
REcheckQ13fConfidentaboutownability	2.11	.850	533
REecheckQ13gThingsgoingyourway	2.54	.883	533
In the last month, how often have you found that you could not cope with all the things that you had to do?	2.78	1.165	533
RecheckQ13iControllingirritationsinyourlife	2.55	.909	533
RecehckQ13jOntopofthings	2.71	1.019	533
In the last month, how often have you been angered because of things that happened that were outside of your control?	2.89	1.114	533
In the last month how often have you found yourself thinking about things that you have to accomplish?	4.18	.937	533
In the last month how often have you been able to control the way you spend your time?	3.39	.982	533
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.54	1.157	533

Inter-Item Correlation Matrix

	In the last month, how often have you been upset because of something that happened unexpectedly?	In the last month, how often have you felt that you were unable to control the important things in your life?	In the last month, how often have you felt nervous and "stressed"?	recheckQ13dDealsuccesfullywithlifeshassles	ReckeckQ13eEffectivelycopingwithimportantchanges	REcheckQ13fConfidentaboutownability	REeckQ13gThingsgoingyourway	In the last month, how often have you found that you could not cope with all the things that you had to do?	RecheckQ13iControllingirritationsinyourlife	ReckhckQ13jOntopofthings	In the last month, how often have you been angered because of things that happened that were outside of your control?	In the last month how often have you found yourself thinking about things that you have to accomplish?	In the last month how often have you been able to control the way you spend your time?	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?
In the last month, how often have you been upset because of something that happened unexpectedly?	1.000	.557	.580	.122	.173	.315	.330	.430	.220	.361	.528	.095	-.227	.432

In the last month, how often have you felt that you were unable to control the important things in your life?	.557	1.000	.564	.155	.245	.398	.372	.418	.298	.424	.492	.048	-.273	.470
In the last month, how often have you felt nervous and "stressed"?	.580	.564	1.000	.125	.249	.398	.319	.475	.319	.453	.438	.172	-.319	.549
recheck Q13dDealsuccessfullywithlifeshassles	.122	.155	.125	1.000	.515	.438	.283	.216	.281	.285	.073	-.185	-.228	.206
Recheck Q13eEffectivelycopingwithimportantchanges	.173	.245	.249	.515	1.000	.586	.407	.327	.344	.359	.145	-.129	-.301	.268

REcheckQ13fConfidentaboutownability	.315	.398	.398	.438	.586	1.000	.439	.366	.392	.488	.212	-.054	-.374	.402
REecheckQ13gThingsgoingyourway	.330	.372	.319	.283	.407	.439	1.000	.306	.312	.459	.349	-.047	-.297	.330
In the last month, how often have you found that you could not cope with all the things that you had to do?	.430	.418	.475	.216	.327	.366	.306	1.000	.260	.499	.341	.102	-.335	.553
RecheckQ13iControllingirritationsinyourlife	.220	.298	.319	.281	.344	.392	.312	.260	1.000	.428	.236	-.078	-.297	.290
RecehckQ13jOntopofthings	.361	.424	.453	.285	.359	.488	.459	.499	.428	1.000	.298	.003	-.398	.517

In the last month, how often have you been angered because of things that happened that were outside of your control?	.528	.492	.438	.073	.145	.212	.349	.341	.236	.298	1.000	.141	-.205	.393
In the last month how often have you found yourself thinking about things that you have to accomplish?	.095	.048	.172	-.185	-.129	-.054	-.047	.102	-.078	.003	.141	1.000	-.005	.144

In the last month how often have you been able to control the way you spend your time?	-.227	-.273	-.319	-.228	-.301	-.374	-.297	-.335	-.297	-.398	-.205	-.005	1.000	-.334
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	.432	.470	.549	.206	.268	.402	.330	.553	.290	.517	.393	.144	-.334	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.225	-.398	.586	.984	-1.474	.069	14

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
In the last month, how often have you been upset because of something that happened unexpectedly?	36.10	47.572	.597	.481	.784
In the last month, how often have you felt that you were unable to control the important things in your life?	36.17	46.622	.631	.473	.780
In the last month, how often have you felt nervous and "stressed"?	35.71	46.850	.660	.524	.778
recheckQ13dDealsuccesfullywithlifeshassles	36.82	53.435	.307	.323	.806
RecheckQ13eEffectivelycopingwithimportantchanges	36.72	51.584	.439	.465	.797
REcheckQ13fConfidentaboutownability	36.84	50.267	.576	.506	.789
REecheckQ13gThingsgoingyourway	36.42	50.688	.514	.349	.792

In the last month, how often have you found that you could not cope with all the things that you had to do?	36.18	47.107	.592	.426	.784
RecheckQ13iControllingirritationsinyourlife	36.41	51.535	.426	.273	.798
RecehckQ13jOntopofthings	36.25	48.171	.616	.480	.783
In the last month, how often have you been angered because of things that happened that were outside of your control?	36.07	48.642	.518	.384	.790
In the last month how often have you found yourself thinking about things that you have to accomplish?	34.78	56.364	.048	.113	.824
In the last month how often have you been able to control the way you spend your time?	35.57	64.107	-.455	.238	.856
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	36.42	46.526	.637	.476	.779

1

APPENDIX 9

Example of transcript from interview with MA1

Interview (4) with MA1

Date: 26th February 2015
Time: 17:00
Location: Via Skype
Type of interview: One to one.
Note: Words in *italics* expressed with emphasis
Copy of transcript sent for amendments/ etc. on 1st March 2015.
Indented questions (added in during the interview)
Notes:
Organisations in which the participant identified where they worked have been changed to previous and present university
(xxx) indicates area of responsibility but to maintain anonymity has been replaced with xxx.
(Gap)= short breaks/ hesitations in which participant was gathering thought.
Total interview time 1.11.02 **mins**
Lessons learned:
1. Tried to record Skype directly off screen using DVDVideoSoft Ltd downloaded. Unfortunately, it did not work. 2nd Back up video recorder also stopped working after 30 mins. (No more space). I therefore relied on the digital audio mp3 recorder.   Lesson learned. Make sure that there is a back up to the backup recorder.
2. I need to identify and upload another recorder for Skype before the next interview.
Introduction:
0.01: PWB: I am recording the interview. Is that ok?
0.09: MA1: That's fine.
Work background
0.16: PWB: The first question is: **Can you provide a little background about yourself with regards to your work experience? For example: your current role, age (if that is agreeable) responsibilities, educational background and work history.**
0.36: MA1: Ok. Well I'm (age provided) and ahh, my background ahh, is in a commercial sense. When I was an undergraduate, umm, I did secretarial work and then I took a what is known here a 5 year course on teaching of English and Portuguese and then I took a Master degree on teaching English methodologies and then I did a PhD on language teaching methodologies including, ahh, ICT and then I did with the person who supervised me here ran a course at the university (university mentioned in the USA). At the present moment I am the Head of Department in Education at my present university. I, umm, presently teach less than I used to. I taught several subjects mostly associated with teaching methodologies and the use of ICT in teaching, teaching language for preschool to higher education and umm, I also created the Master's degree on Multimedia in Education and I am now the Director of the PhD programme on Multimedia in Education which started about 6 years ago. The Master's degree started in 2002 and it's been a great success, now

49 we are actually, we have a joint network so to speak with another university
50 (other university identified) which is up north and the university of (University
51 identified) and ahh, this way we have got the agreement from the Ministry of
52 Education and especially from the Portuguese Foundation for Science and
53 Technology the rights to have every year one PhD group and one initiation to
54 PhD grant and 3 PhD grants which is also an interesting asset in terms of
55 marking the course, because, umm, at present lots of students are actually
56 going away from Portugal because of the financial situation and the presence
57 of troika which has left but the aftermath of their presence is still very present
58 but ahh, but complicates the life of people. Apart from that I have also skills in
59 arts like drawing, painting and sculpting. So that also is when I deal with non-
60 technological artefacts for inclusion in the, ahh, methodologies to be used for,
61 umm teaching teachers how to teach and that is pretty much that.
62   **4.40: PWB: So how long have you been in your present role?**
63   4.42: MA1: 4 years although I have been previously. I have stayed as Head
64 of Department because this is a new Department there was the aggregation of
65 two different organic units; one which was called the Department of Didactics
66 and Educational Technology and the other which was called the Department
67 of Fundamental Educational Sciences. So we got together and we became
68 the Department of Education, but when the Departments were separate I
69 already had 7 years of running the Department, as Department Head. So all
70 together it is 11 years running the Department.
71   **5.40: PWB: So in total how many years have you been in**
72 **education at University level**
73   5.46: MA1: As a teacher?
74   **5.49: PWB: Yes?**
75 5.50: MA1: 31.
76 <mark>**Stress/ work life balance**</mark>
77 **5.51: PWB. Which leads us on to the main part of the interview about**
78 **stress and work/ life balance. To what extent do you experience work**
79 **related stress?**
80 6.08: MA1: There is a kind of conflict of interest because of the situation we
81 are in because getting two different departments together with two different
82 work cultures is a very difficult thing to do especially when both non-teaching
83 staff and teaching staff still keep their own links and liaisons and that's very
84 difficult to break and try forming a new community which works together. That
85 has been one of the most stressful situations I've been confronted with. The
86 other one is the fact that there's been umm, a; there's been pressure from the
87 Heads of the university. Our university is not a university made up of faculties.
88 We are Departments, and Departments mean that every teacher, ahh, can
89 work in any other Department as long as that person's skills are needed for
90 that Department, so we work with the Department of Languages, the
91 Department of Communication and Arts, Chemistry, Maths, you name it. So
92 we do all sorts of things for other Departments. That being said because of
93 the shrinking that has happened, the presence of Troika in Portugal to reduce
94 staff and make it, make things more feasible and also in terms of budget ahh,
95 more sustainable. One of the other stressful situations is, ahh, sacking people
96 which is something that is very difficult to cope with especially when you have
97 lived with them for such a long time as I did, because before the 31 years of
98 teaching here I was 5 years studying here. I was a student here. So, I know

99 all, most of the non-teaching staff and I know almost every single teacher here
100 and these are very stressful situations. In terms of time having to deal with
101 subjects that are not really your cup of tea, so to speak. It might be
102 management skills and budgetary skills. You've got to dedicate yourself to
103 learning lots of stuff that you wouldn't think of doing if you were just a teacher
104 and lots of responsibilities that actually relate to non-teaching staff are now
105 being partnered with work you have to do like writing your own letters,
106 attending students for information that maybe have been given at an office
107 desk by a clerk. So there's a lot of confusion at the moment and a lot of
108 entropy which is created by a very blurred definition of where the limits are of
109 the functions of each person. On the other hand, you have another problem
110 which has to do with, ahh, non-specialisation. It's if you are all of a sudden be
111 a sort of encyclopaedia and teach whatever is given to you for you to teach.
112 As long as you study it you can teach it and this is a process that, ahh, in my
113 view downgrades the quality of teaching. It gives us or makes us look like
114 fools in front of students, sometimes and ah, it is something that is very
115 difficult to cope with. There are some people who accept that. There are the
116 others who do not but the thing is everybody is actually teaching more hours
117 than the statutory rights in documents that regulate our profession. We used
118 to have 9 hours of teaching as the limit, per week. Then it moved up to 12.
119 Now it's up to 15 and we as teachers actually teaching 22, 26 hours per week.
120 Once there was umm a visitor from the European Union who was here and we
121 were still, umm, being funded by the IMF because this building where I am in
122 now in was funded by IMF who asked whether this was a university or a high
123 school because of the teaching hours and how could we research with such
124 an amount of teaching work, correcting, testing, producing and planning the
125 lessons and all that. That's the way we live now (laughs).
126 **12.51: PWB: You mention about the way you feel and the way you**
127 **coped. Can you give a little more detail in that respect? How does it**
128 **make you feel and how do you cope with it?**
129 13.09: MA1: Well, personally it is very difficult. I actually love the university
130 and the umm, as we usually put it in football terms I actually like wearing the
131 shirt of my team which is my present university, but it's very stressful and I
132 feel anxious. I do not sleep enough. I take home worries which my family
133 doesn't have to have to deal with and that's not very good for the health of the
134 family. My wife is also a teacher here so even that, in terms of conversation
135 we try not to talk about professional issues but they always come up and
136 that's also an element of friction and ah, because we're not happy and our
137 children tend to just go away as soon as we start talking about work because
138 they know that something is about to go bad (laughs). So umm that is not a
139 very nice feeling and anguish of having to work in these conditions is stressful
140 to the point of feeling that you either have a social life or a family life. You are
141 sort of caught in a tangle or it's just like you've been apprehended by an
142 octopus (laughs). It doesn't allow you to move anywhere except do that. The
143 other thing is that, the commitment you have which is a responsibility with the
144 students namely, Masters students or PhD students. You have a responsibility
145 with them which sort of runs outside the realm of your own work because you
146 are responsible for people who are students, of course but they have timings;
147 they have a viva. Their future is in our hands, so to speak. So even if you try
148 and move away from the university you can only do it if you do not accept any

149 PhD students; any supervision whatsoever because if you accept supervision,
150 people to be supervised, you've had it (laughs). You get the chains of steel
151 attached to you and you're still in the web in the arachnidan sense which is
152 really bad. Because sometimes you think well what the hell, I'm just going
153 away, I'm going to find another job. Even so, that is what my father in law
154 would call wishful thinking because (laughs) you're still, you know, you are in
155 a large tube of superglue without you knowing that you have got stuck
156   **16.57:PWB: So how do you actually cope with it personally?**
157 17.04: MA1: I'm the sort of guy who actually tries to do a lot of humour around
158 this. I tend to play a bit with all this. Sometimes I, you then mentally make a
159 parody as if, for instance our Director was Caesar and the Scientific Council
160 was the Roman Senate and we are centurions and the rest of the people are
161 slaves. So it's a bit like, you know, trying to build a monument to, I don't know,
162 a god. The expressions we use to cope with this we tend to say ok are you
163 going to, to Zeus? That guy is in Olympus don't touch the camp (laughs). So
164 that's the sort of way, getting on with things, trying to build some sort of
165 fantasy around it so you can actually cope. The other thing one does is to try
166 and keep these problems away and commit yourself to the students and to
167 commit yourself to working in groups so, managing to get when you do
168 research networks of people who support you in all respects in terms of what
169 goes on with you as a professional; what goes on in the upgrade of the
170 knowledge you have about a certain issue and you try and spend more time
171 writing articles that have two or three authors and everybody does it. It is the
172 sort of tandem sort of work using technology so. That is one of the ways we
173 tend to try and escape from all those other problems that are really difficult to
174 tackle
175 <mark>**Emotional demands**</mark>
176 **19.54: PWB:** Moving on to emotional demands. **People can find aspects of**
177 **their job emotionally demanding. To what extent do you feel this way?**
178 20.03: MA1: Well some people actually are pretty close to collapse. I have
179 cases here of people. For instance, in the United States people would actually
180 be forced to take psychiatric treatment. Here, in Portugal people just go about
181 their business and accept the behaviours not as a demonstration that
182 something is wrong with the system them but something is wrong with the
183 person and that is a very blurred frontier which is easy to cope with if you are
184 in charge but it's not at all easy to cope if you are dealing with it in humanistic
185 terms because it's very- you feel helpless as to that person. You try, well I do
186 try as a Director to allow that person more leeway in terms of not asking so
187 much work from the person or giving the work to that person she's happy with,
188 happy to do. So that is one of the ways of doing it but I have 2 or 3 cases,
189 here in the Department which is, well it's got 45, 38 people now as, we were
190 45. Some people retired. Some of them anticipated retirement because of the
191 conditions which we were in. There was a law that was going to be enforced
192 in 2012 which would extend the age limit to retire. So people decided to retire
193 before the law, that Bill was passed. There were about 5 or 6 people who
194 retired and one of them just went away to another university where he had a
195 better position and career, and we could not offer him that position because
196 money was really scarce and still is. At present we are using a budget which
197 exists in figures but doesn't exist in terms of real money, so to speak, so we
198 as Departments we do not have any power of decision, or real responsibility

199   for administrating assets. Only the Rector has that power. So it's very
200   centralised sort of Government in this university and other Portuguese
201   universities which follows the same sort of structure, but even so we are sort
202   of as Directors of Department we are sort of the guardians of the budget. We
203   have to make sure that nothing goes wrong in terms of possible, I don't know
204   what you call it English but there is, audits and they have been extremely
205   regular lately because of all the corruption that's been detected and as you
206   probably know, the former Prime Minister is in jail because he has been
207   investigated because of corruption. There are lots of people in the
208   communications area like the Portuguese PT, Portuguese Telecom, which are
209   being investigated. The people in the translation: Holy Spirit Bank, Esprit
210   saint. There are lots of people that owned the bank and it was a family bank.
211   It's been run by the same family for 140 years and there's a lot of corruption
212   there. There's a lot of corruption with football clubs. Well it's a bit of what you
213   see, what SYRIZA is trying to get rid of in Greece, the same is happening
214   here and some of that corruption has been covered up with documents keep
215   disappearing and nobody knows who makes them disappear because one
216   day they're there and the next day they're not. So there is also corruption, this
217   was the breaking news yesterday evening, that corruption was also with the
218   Ministry of Justice itself. So things are going really badly for us at the moment.
219   So we try to keep the budgets under control all the time and when we are in
220   doubt the thing is to go to the Vice Rector who is in charge of the budget and
221   ask whether we can buy this or buy that and if he says no we just don't do it
222   and that's it.
223   **27.11: PWB:** Ok, thank you, so **what aspects of the job do you find most**
224   **emotionally demanding?** You touched on a number of things so far, what
225   aspects of the job do you find most emotionally demanding?
226   27.26: MA1: The very first one is the humanitarian aspects of having to tell
227   people they're no longer needed. That breaks one's heart especially when you
228   have to reduce the number of people who work with you. That's very
229   emotionally striking. It's, I really feel the pain. You feel like crying and you feel
230   your being, pardon my French, a bastard and you need to be really cold and
231   even steel like to be able to say to somebody well you're not needed
232   anymore. You are going to be sacked. That's really difficult, especially for me.
233   I'm very soft hearted and that makes me really feel bad. The other thing is not
234   finding the; not being able to do what I think is necessary for the Department
235   to be comfortable and amenable place that people that work here, or even the
236   students would think of as a comfortable place. You see examples like people,
237   and I've been in other universities, especially (USA University identified). I've
238   worked with (Russian University identified). I've worked at the University of
239   (another university in China identified) and you see that there are, even in
240   terms of furniture, spaces, plants that you have on exhibition, the quality of
241   signing which gives you information as to where things are. All that is missing
242   here, and one of my commitments at the beginning was to get it done and
243   because of financial issues that cannot be done and that's. When I get to the
244   final day of my mandate and I'll have to make a report of the things I've done
245   as compared to the things I committed myself to do; what I'll say is "I did
246   nothing" and (laughs) I was really, you know tied up, couldn't do anything
247   because of the context which was adverse to the things I thought would be
248   promotional in terms of Department; promotional in terms of course offers we

249 could have; promotional in terms of well-being of persons who visit and come
250 and study here, and even in terms of foreigners. We have lots and lots of
251 foreigners who come here and study here from all sorts of different countries.
252 At the Department of Education, we have, the great majority are residents, but
253 we have people, from the Netherlands, Poland, Eastern countries and
254 Americans. We have lots and lots of people who come here and. The other
255 day I was at the lobby in the morning and there was a group of four students
256 coming in and I just overheard the conversation and one of them was saying
257 "Wow, this looks like a department store". It really, it made me stop (laughs).
258 The man was actually right. (Laughs again). He was actually right. It was just
259 like a department store where everything is like, there's lack of paint on the
260 walls. There are cracks on the floor, on the ceiling. The air conditioning
261 doesn't, I mean you go under one of the ceiling air conditioning machines and
262 instead of feeling warm you start thinking of polar bears because it is so cold
263 (laughs). It is amazing.
264 **32.46: PWB: Can you give examples of situations where you feel you**
265 **managed the emotional demands well and those where you feel you did**
266 **not?**
267 32.59: MA1: Well, umm, this afternoon I was approached by a couple of
268 students from another Department who wanted to use our gym as a sleeping
269 place for an event over the weekend and I told them that I would not move
270 away from the decision I made right at the beginning of my mandate which
271 was that that gym would only be used for occasions of catastrophe, of real
272 need in terms of something that went wrong with people who are refugees or
273 whatever. None of that aspect; I wouldn't move from that idea and they
274 understood that because it is my responsibility that if something happens, a
275 gym is not a place to sleep and especially because we do not have any
276 security during the night and it would be a risk to them. It would be a risk to
277 the building. There would be a risk to myself because I would be responsible
278 for whatever happened. So I told them no and I controlled myself emotionally,
279 because I actually; if I was in their shoes I would actually prefer to not pay and
280 stay overnight using a sleeping bag or whatever and use the facilities for
281 having a shower and all that close to the gym itself and go on with my life
282 during a time when I'm having activities which have to do with anything that
283 occurs every single year which has to do with; where they have to programme
284 fast, times to come up to programme an app for either for an iPad or for
285 androids or whatever and there is a competition, the best ones get a prize,
286 probably get commercialised, so I said no, no problem. The one where I did
287 not feel good and I did not manage to control myself was when a colleague of
288 mine accused me in front of other colleagues of; and this was a meeting
289 where we were trying to come to a consensus as to who would be the person
290 not belonging to the university that would have a seat in our Department
291 Council. So we had to be distanced from that which we would be doing and at
292 the end of the meeting, that person was a full professor, asked me for
293 information about what were the decisions that the Rector has negotiated with
294 me as to career teachers and to putting out more contracts and she did it in
295 such a way that all the accusations were actually directed to me as if I was the
296 culprit of the decisions being negative in terms of central Government of the
297 university and she did it in such a way and using, she even used four letter
298 words in a meeting where we had a stranger in the room and students were in

299 the room; that and I just lost it and I was extremely violent in the, with the
300 language with that person. I didn't go into the 4 letter words but that was a
301 moment where I really; I should have just kept calm and forgot about it and
302 say that the meeting was over. I didn't have the good sense of saying that at
303 the time and I regret it. That's one of the examples of what I can give
304 **38.26: PWB: Can you describe the feeling experienced. You can**
305 **use adjectives/ one word like sad, angry, frustrated?**
306 28.35: MA: As to what?
307 **38.38: PWB: The way you felt at that time.**
308 28.41: MA1: At that time! Angry, really angry because I felt I was being
309 accused of something I was responsible for. I was put in a position where my
310 peers, students of mine, and somebody who had just been invited to the
311 meeting were going to have an impression of myself was all together distorted
312 and that made me, you know, go sky high. I just could not, I just exploded. I
313 was angry. If I had knives I would have (laughs).
314 <mark>Work life balance.</mark>
315 **39.46: PWB**: We'll move on to work life balance. **To what extent does the**
316 **pressure of your work interfere with your non-working life?** You did
317 mention about this a little earlier on. **This can include leisure activities as**
318 **well.**
319 40:00: MA1: Yeh, well. We used to, before we used to have, and still have, a
320 caravan which is about 70 kilometres away from here so that we could, every
321 weekend, just go away and not be bothered by students but even that was a
322 mistake because someone found that we used to go there every fortnight so,
323 so every fortnight we would have students going there as well asking for
324 things and being supervised so we stopped going there with that same
325 regularity and we go there, not on a regular basis. Another this is that we
326 stopped going to the cinema. We stopped going to any, ahh, cultural events.
327 We sometimes go, with our youngest member of our family, out who is a boy,
328 22 at the moment who umm, is a basketball player so we go and watch his
329 game, his basketball games, but all together we can say that we probably, on
330 average we work around 50 hours to 60 hours a week for the university which
331 is really what we should and weekends are sometimes just for a meal, ahh,
332 which is slightly different from regular stuff we eat during the week. We don't
333 see each other because we have different schedules. Sometimes I see my
334 wife and son one day and 4 days later I see my son again because they also
335 have their own schedules. It's so difficult. We even have grandchildren so
336 when the grandchildren come to the house we find an excuse to give them
337 more quality time and feel happy about it, but if we do not have them around
338 we start feeling bad and we should be working so you go back to the
339 computer and start either writing papers or preparing/ correcting stuff,
340 communicating with people that you supervise, umm so it is a bit of a; it's just
341 like a virus really
342 **43.20: PWB:** You mentioned about the caravan about 70 kilometres away and
343 about going out for meals. **Can you give examples of what you do to**
344 **unwind from work and how successful it is?**
345 43.36: MA1: To unwind from work! Most of the times just eat and go to sleep
346 because (laughs) we tend to get hungry late about 9, 9.30, sometimes 10
347 o'clock in the evening and we're always up at quarter to 7 in the morning.
348 Umm, so we tend to do that and sometimes we stay up until 3 o'clock in the

349 morning working either I do that or my wife does that and we meet, sometimes
350 we meet at 6 o'clock in the morning when I am starting getting up and my wife
351 is (laughs) starting to come to bed. It's a really strange way of life but that's
352 the type of life we have had for the past, I could say, 10 years. It's been like
353 that. Our children are already adults. They look after themselves. They have
354 their own mates and girlfriends. My daughter who is 30 years old, she's got 2
355 children; one girl who is 12 and a boy who is 5 and when we get disconnected
356 from university mode and get ourselves into family mode and we feel good
357 about it. Those are rare moments, very rare moments. We even tend to forget
358 anniversaries, which is really sad (laughs).

359 <mark>**About you**</mark>

360 **45.42: PWB:** Thank you. Moving on to a little bit about you. **What is your**
361 **understanding of the term "emotional intelligence"?**

362 45.51: MA1: Emotional intelligence for me is to be able to cope, I wouldn't say
363 rationally but if there was a word for it I would probably call it "emorational"
364 because you have to cope with the fact that you have to reason with it but still
365 be able to, allow yourself, the emotion to be regulated by reason and
366 sometimes you have to be the opposite; you have to allow your reason to be
367 regulated by emotion and it's very contextual in the sense of the situation
368 which you are tackling at the moment. Sometimes you need to be emotionally
369 rational and other times you have to be rationally emotional so that you can go
370 along with life, otherwise you're done. That's my view of that concept

371 **47.10: PWB:** Thank you. Taking that further, you mentioned a couple of words
372 there**. Could you think of a few words to describe somebody who is**
373 **emotionally intelligent?** You can use single words or adjectives if you wish.

374 47.20: MA1: I believe I'll give you an example in which a person is emotionally
375 intelligent where I admire a person and that's Giggs, the football player. He's
376 emotionally intelligent because he can play, he can be tackled. He does not
377 respond emotionally in an aggressive way. He is intelligent enough to not
378 neither to be the aggressor nor to be offended when aggressed. That's
379 emotional int..; that's someone who can control emotions rationally and the
380 adjectives I would umm chose to be balanced, somebody which has
381 sensitivity, somebody who can be labelled as, what's the term, umm
382 somebody who has self-confidence. Somebody who is self-confident without
383 being a general or a star. Somebody who is humble enough to recognise that
384 you need a bit of pepper and you need a bit of salt, 'cause if you have just one
385 of them things can get really bitter or really hot. You need to be a bit more
386 sweet and sour

387 **49.49: PWB:** Interesting way of putting it. Thank you. Can you explain how
388 you are **at paying attention to your own feelings?**

389 49.58: MA1: I am very introspective ahh by nature. I think I like contemplating.
390 I'm not sure of the word. My wife sometimes asks me why I am in the cold
391 outside looking at the stars. I'm not looking at the stars. I'm thinking. I'm
392 getting my thoughts together. I'm trying to understand why I did this or that
393 and why I could have, how I could have done it differently and trying to commit
394 myself to act differently. I do that in my own language. I try not to have, what
395 is known as an anchor expressions. You've got your view and you tend to
396 have things like expressions or words like (<mark>words given in Portuguese</mark>) which
397 gives you time in which to rearrange your thoughts because you have to say
398 something to fill in the gap and that becomes a cliché a thing that crops up in

399 every single sentence and that is something I try and control not to do. In
400 emotional terms I try to think about my reactions, think of where I should go on
401 with the sentence, whether I should apologise or. So I tend to be very, ahh,
402 alert and conscious of what I do and what I say and what I should have not
403 said or should have said and sometimes I find myself having to correct myself.
404 That's no problem at all. I try to meet or write to person. I try meet that person
405 face to face. I tell that person face to face and with all my faith I am sorry, I
406 should have said this or I shouldn't have said that and I do that with no
407 problem at all. It's in my nature. I'm very comfortable with the fact that I'm
408 disabled. I go everywhere, I walk on crutches. I'm paralysed from my waist
409 down and I walk with crutches I don't like wheelchairs. I drive. I hate places
410 and make a point of asking for the complaints book when a certain public
411 building is not equipped for handicapped people. I'm frontal. That's the way I
412 am (laughs). Sometimes I explode. Sometimes I do not explode. I'm also, I
413 think very diplomatic. I try and get people to sort themselves out with no
414 blood. Sometimes, myself, and this is one of my negative aspects, I'm a
415 purist, a perfectionist and I hate lazy people. I hate people who manoeuvre or
416 try and trip other people just for their own sake and promoting themselves at
417 the cost of other people's work and I am extremely stubborn, extremely
418 stubborn. It's very difficult for somebody to tell me do not do that, I can help
419 you. No, I have to do it. When I say I have to do it myself, I have to do it, and if
420 I give up it's because I just could not do it and have to accept it but it's
421 something that has been taught to me by my belated father that one does
422 ones best to prove to him or herself that there's a limit to things and
423 sometimes you can actually make it, not that far from what you can do you
424 can actually overcome what was thought as a negative. So I tend to do that.
425 **55.23: PWB:** Which leads us on to the second part of this question. **How are**
426 **you are discriminating clearly the different feelings in yourself and**
427 **others.**
428 55.32: MA1: Before we started this interview I had a teacher here who asked
429 me why I had appointed her the (post title provided) of the (course provided)
430 along with another colleague of ours who is very difficult to work with and I
431 told her I know that you are not very close to that person, not for the reasons
432 one would think because she's very difficult to work with. I know that. You
433 know that but the problem is that everybody else has got a job coordinating or
434 being the vice coordinator of the (course provided). You are the next in line
435 because you've just finished your PhD so I thought that it would be time and
436 good for you in terms of profession to have a post like that which is an asset in
437 terms of the teachers evaluation, the scheme we have here at the university
438 and so look it's going to be very difficult to work with my colleague because
439 she's got that temperament; that she's very frontal, her heart is in her mouth,
440 and so I said so your perfect for each other and then she laughed and she
441 said you are quite right and accepted it (laugh) and she went away happy.
442 One of the things I did as soon as I came here was to have an individual
443 meeting with every single member of staff and it was really informal; you
444 know, asking what they did, if they had a pet, or what they liked to do, things
445 like that because I think that for you to run people you do not have to think in
446 terms of a person as a name or a number or somebody with a certain profile.
447 You have to go beyond that because people have other interests. I even
448 promoted an exhibition here because so many people who are good with their

449 hands, making things like embroidery and knitting and painting. So why not
450 show what everybody can do apart from teaching and writing articles.
451 Teachers are not just that. They're persons. They're people with wives of their
452 own which are mostly concealed from the community and you just look at
453 them as Professor x or Professor y and Professor z and they have names,
454 they have children, they have husbands, they have mates, they have a
455 preferred bar where they go to. They have their own community of friends.
456 That is one of the things I try to do: it's to know the people I work with
457 **59.57: PWB:** and the third part of this question is can **explain how you are at**
458 **regulating negative feelings**?
459 1.00.04: MA1: My own
460   **1.00.06 : PWB1: Yes**.
461 1.00.06: MA1: I regulate them by, I sometimes doodle. I have a piece of paper
462 and I start doodling. Sometimes, I just keep silent. Most of the times I close
463 my eyes and pretend I'm not affected, which I am and what I try to do is to
464 calm myself down, think of what I'm going to say and how I'm going to say it.
465 Sometimes, I make an excuse and say If you don't mind, I need to go to the
466 toilet or I'll be back in a second. Sometimes, I even look at my cell phone and
467 say, whoops, I've got a problem to solve and will be back. Most of the times I
468 regulate emotions that are negative that way. I try and go out and explode
469 either in the bathroom or somewhere else or by making drawings that would
470 probably be un proper to show (laughs) to people because I express those
471 people in terms of drawing. As I told you (laughs again), I like arts so I do that.
472 Sometimes, I even write what I would like to tell people, or what I'd like to call
473 that person. Well, I'm getting a bit, how do you say, intimate with you.
474 Sometimes I even write you (expletive used) exclamation mark. You know,
475 what the hell are you talking about, I just write it for myself and that's the way
476 of regulating my emotions and say "what a load of (expletive used)". That's
477 the way I tend to control my emotions. Sometimes it works. Sometimes it
478 doesn't. If I had the time, better still, if what is going on, goes on and
479 escalates, my anger also escalates. If it just tends to die away it solves the
480 problem, let's go on to another issue.
481 **1.02.49: PWB:** Interesting response. Thank you. Moving on**, to what extent**
482 **are you comfortable expressing your true feelings at work?**
483 1.03.02: MA1: MA1's mobile phone rings. Please let me answer this call.
484 (Short break) .
485 **1.03.53: PWB:** Repeating the question: **to what extent are you comfortable**
486 **expressing your true feelings at work?**
487 1.03.59: MA1: Well 'm pretty confident. I am selective in the people I confide
488 or feel more at ease with, especially with my executive committee members.
489 We're 4 people. With them I can be really open and say what I feel and they
490 understand my points of view and sometimes I'd say even question me and
491 make me come to some sort of sense because what they tell me actually
492 makes sense and I'm wrong. I accept it and change my mind and so no
493 problem at all. Other times, I, it depends on the person I am talking to and this
494 is a question of power of relationships. If I am talking to somebody who's
495 below my level, in the hierarchy, I'm more likely to say that's not the way to do
496 it. You've got to do it like this whatsoever and I do that. My relationship with
497 my bosses, where people have power over me I vent my feelings exactly as I
498 would inside because I defend my Department. I'm loyal to my Department

499 and if I think what my superiors are saying is negative for the evolution or for
500 the well-being of my Department I react to it. Sometimes, even with violence.
501 Sometimes, even with sarcasm. Sometimes with documentation that tries to
502 prove them that they're wrong 'cause I, I go deep into things and look for
503 legislation and try and get support for what I tell them. Sometimes I loose,
504 sometimes I don't

505   **1.06.30: PWB:** You mentioned about violence. Do you mean verbal
506 violence?

507 1.06.35: MA1: Yes

508 **1.06.38: PWB:** The next question is t**o what extent do you think your**
509 **emotion management skills have changed as you have gained**
510 **experience/ age, through your career?**

511 1.06.45: MA1: Matured. You do change, because you know when to use them
512 how to use them and whether certain ways or strategies are more effective
513 around one group of people or another. You can be selective. I've got the
514 weapons to use. You can either be vague and sort of attack a certain person
515 who will know they're being attacked but everybody sort of thinks that they're
516 being attacked as well and I use that when I want to pass on the idea that one
517 person is prevaricating but the others aren't helping at all and doing the same
518 sort of thing. I do that a lot with non-teaching staff when I want them to work
519 correctly and compensate for another person and do the work at the time.
520 Sometimes I'm really direct and name the person, trying to make them come
521 to their senses. Some other times, and I also tend to that, I do it in private
522 because there are issues that should No one should be eavesdropping on
523 that sort of conversation and because it's too personal or too intimate or even
524 prejudicial to the image of the person in terms of her or his peers. So I tend to
525 say, well, I wouldn't mind having a meeting with you at such and such an
526 hour, are you available? and that being said, and then we have a real
527 conversation and then I can be more direct

528 **1.09.23: PWB:** Penultimate question**, What type of situations at work tend**
529 **to challenge your emotion management skills?**

530 1.09.31: MA1: Umm, anything that has to do with workload distribution
531 because we've got to plan these and the semesters and there's always people
532 who complain that they're being under paid and over worked and it is very
533 typical of people who are usually the least affected by workload but they think
534 of themselves as being severely affected by it and what I tend to do is show
535 them the whole picture because when I distribute the information about the
536 workload to everybody they don't think of going down the list to look at the
537 names and see what they actually do and they don't look at the whole picture.
538 So you actually go to them and say compare yourself with this person and that
539 person and that person and they come to their senses like. So that is one of
540 the moments where I use that strategy

541 **1.10.49: PWB**: And the last question is: **Have you anything else you would**
542 **like to add before we finish?**

543 1.10.55: MA1: Yes, I would like to add that it was a pleasure talking to you

544   **1.11.00: PWB: Likewise, Thank you**

545 **1.11.02: Personal conversation followed**

546 ==End== .

547

Example of transcript from interview with SS1

Interview (11) with (SS1)

Date: 11th March 2015

Time: 16.00 (UK time)

Location: Via telephone

Type of interview: One to one.

Note: Words in *italics* expressed with emphasis

Copy of transcript sent amendments/ etc. on 18th March 2015.

Indented questions (added in during the interview)

Notes:

Organisations in which the participant identified where they worked have been changed to previous and present university

(Gap)= short breaks/ hesitations in which participant was gathering thought.

[*asking*]= unsure of word(s)- unclear in recording

Total interview time: 23.06 mins

Lessons learned:

1. I feel that I may have asked questions before the participant had completed their answer on a few questions. This interview was on the telephone and just relying on hearing the voice may have influenced me to jump in too early.

2. There were several occasions in the interview that words could not be heard. This appears to be a break in signal which was not apparent using Skype.

Introduction:

0.43: PWB: Short discussion

Work background

2.35: PWB: The first question, work background**. Can you provide a little background about yourself with regards to your work experience? For example: your current role, age (if that is agreeable) responsibilities, educational background and work history.**

2.50: SS1: Ok, I'll try and keep it as short as possible so um age (age provided). Background, been working in universities for now, approximately 7 years. That's 18 months at (present university), 3 years at (previous university) and 21/2 years at (previous university). Are you still there?

      3.16: PWB: Yes, I'm still listening

3.17: SS1: So that's 3 and a bit years at earlier university. 2 and a bit years at earlier university. Prior to that I was in the private sector. Umm, I worked in leadership and development and coaching for probably 20 years. Umm that might, actually probably 15, 20 years. Umm, prior to being self-employed as working in the private sector I ran a small business, ran a couple of small businesses. Prior to that I was a Civil Servant for 18 and half years in various, umm, roles, and leadership roles. Umm, education background, left school with very little and then studies, studied as an adult and then, now, part way through my Doctorate

      4.16: PWB: What's your position at the moment at the university?

4.19: SS1: Senior lecturer (subject identified)

48 **Stress, work/ life balance, coping**

49 **4.22: PWB.** Ok. Thank you. Moving on to stress, work/life balance and coping.
50 **To what extent do you experience work related stress?**

51 4.30: SS1: Umm, I'm not, I'm not entirely sure I do experience stress as in I
52 know I experience a lot of pressure. So I guess I need to know what you mean
53 by stress to know whether or not I suffer from that

54   **4.48: PWB: The word stress is really dependant on how the**
55 **person perceives it themselves**

56 4.55: SS1: Ok, Ok, well I, I, perceive myself to work under a lot of pressure
57 with occasional periods of intense pressure which can be a bit stressful

58 **5.07: PWB: What aspects of the job do you find most stressful?**

59 5.12: SS1: Umm, teaching undergraduates

60   **5.16: PWB: And can you explain why?**

61 5.18: SS1: Umm, I think it's for me because it's the newest area. Until I
62 worked at (my present university) I'd never taught undergraduates who are in
63 the age group that they are at university. I've always done mature students,
64 usually post grads or mature students in a sort of a development capacity
65 rather than academic process and so teaching youngsters, I call them, those
66 in their, well I don't know, 19 to 23, normally. Umm, I'm not quite sure I
67 understand what they need. I'm not quite sure whether I give them enough or
68 not enough. Umm, I have challenges in what I believe to be what I call spoon
69 feeding and what I believe to be umm, development and learning and
70 discovery. So and the focuses on large class room sizes as opposed to small
71 learning environments. It's, it's, it's opposite to my way of working with
72 individuals and it's opposite to my beliefs that individuals learn best

73   **6.31: PWB: Can you give an example?**

74 6.33: SS1: Yeh, a tutorial for 35 people, umm, sort of like, a 2 hour tutorial for
75 35 people, umm, I would find quite hard dealing with the needs of 35 different
76 people in one room. There's supposed to be quite a deep, a deep academic
77 learning environment.

78   **6.56: PWB: How does it make you feel?**

79 6.58: SS1: Umm, it makes me feel I neglect some students in preference for
80 others. It makes me feel worried that I'm not doing the right thing. Umm,
81 makes me feel worried that I can meet the needs of some but not meet the
82 needs for others. It makes me question myself, my abilities, my approach, the
83 content. It makes me question everything constantly

84   **7.33: PWB: So how do you cope with it?**

85 7.35: SS1: Umm

86   **7.36: PWB: How do you deal with it?**

87 7.38: SS1: I constantly reflect on what I did, how I did it; what kind of feedback
88 do I get, what feedback for feedback. Then I review that against what I've
89 done, and umm, hope that it's ok and wait for feedback (laughs). Constant
90 optimist. Optimism and hope is how I deal with it

91 **Emotional demands**

92 **8.07: PWB:** Moving on to emotional demands. **People can find aspects of**
93 **their job emotionally demanding. To what extent do you feel this way?**
94 You've actually made some comments about stress and pressure a few
95 minutes ago, so I'll repeat the question. **People can find aspects of their job**
96 **emotionally demanding. To what extent do you feel this way?**

97 8.27: SS1: I agree, I, I think it's emotionally demanding. For me, anyway,
98 because it's learning requires an emotional input from me to make it
99 interesting and I have, I feel the responsibility to engage with every one of my
100 students in a tutorial. I couldn't possibly do it in a lecture, but I do that in a
101 tutorial and that requires emotional energy and so it's very emotionally
102 engaging and demanding and so I have to look after myself emotionally to be
103 able to be there for the students and engage with them. For me it's not a
104 transactional arrangement where I just come in and talk. I come in and I, I
105 have an emotional response to the students because they're, they're there to
106 learn and I'm looking after them in their final year and they're going to leave
107 after they've been here and I'm part of that journey and development
108 **9.30: PWB: Can you give examples where you feel you managed the**
109 **emotional demands well and those where you feel did not.**
110 9.38: SS1: Umm, I think, emotionally managing it well means having space to
111 recover after teaching. So can I give an example? Umm, I'm not sure I can.
112 Umm, I've, I like to think I manage them quite well (*could make out the word*)
113 by. At the moment I ask for feedback directly from the students after each
114 tutorial generally and then I build on that going forward. So that tends to be
115 my approach. So managing it is a process of where I go away, I reflect. I put
116 some effort into what is required next but it is a matter of reflection that is
117 really important. Reflecting and acting on that bit of reflection. Also time and
118 space alone. I need, umm, time and space to be alone after teaching because
119 I'm quite an introverted person. I'm quite. I like my own space. So, actually
120 being in the office is quite stressful, to be constantly interrupted
121 **10.52: PWB: I think that may have answered the next question and**
122 **the emotional demands where you feel you did not**
123 10.58: SS1: Oh, yes. I've got one of those. I, umm. After 18 months of
124 intensity I actually. A colleague was shouting and shouting and shouting at me
125 to because they, they just wanted me to answer a question for them and I got
126 upset and ended up in tears. So that wasn't handled well. That wasn't with
127 students but staff, academics
128 **11.21: PWB: How did it make you feel?**
129 11.23: SS1: It made me feel embarrassed and umm tired and frustr, not
130 frustrated, tired. A little bit frustrated. Tired and upset and disappointed
131 because, it, it, for me, it was a manifestation of everybody being at the end of
132 their tether and in one person, it caused them to shout and get angry for
133 another person, it caused them to sit back and do nothing. For another
134 person, me, it caused me to get upset and shed tears. Oh, all these are
135 extremely (*couldn't hear the word*) and are not normal and time pressure over
136 a relentless period of time causes that; caused that in this instance and that's
137 very unusual. It's a first actually
138 <mark>Work/ life balance.</mark>
139 **12.30: PWB**: Work life balance. **To what extent does the pressure of your**
140 **work interfere with your non-working life? This can include leisure**
141 **activities as well.**
142 12.43: SS1: Umm, yes. It does interfere I, I'm not. I do put aside 2 nights a
143 week where umm, I work with my partner teaching dance but that's my
144 pleasure. That's me demarcating time for me to have pleasure and so when I
145 demarcate time for a pleasure activity, I safeguard that, umm, balance.
146 However, I do allow myself to work in the evenings and I do allow myself to

147 work at weekends sometimes because it's necessary to get the work done
148 and so it does interfere with work/life balance
149 **13.22: PWB:** So how **do you do to unwind from work and how successful**
150 **is it?**
151 13.26: SS1: I unwind by taking physical activity, so it could be dancing or
152 walking and dancing is the most successful form because it occupies my mind
153 as well as my body. So I can't allow my concentration to stray on to anything
154 else
155 ==About you==
156 **13.47: PWB:** Moving on to about you. **What is your understanding of the**
157 **term "emotional intelligence"?**
158 13.51: SS1: Umm, ability to recognise the emotions in self and others; the
159 ability to be able to respond to those, manage them, professionally and
160 socially
161 **14.07: PWB: Could you think of a few words to describe somebody who**
162 **is emotionally intelligent?** You can use single words if you want.
163 14.13: SS1: Umm, somebody who's able to express emotion in a way that
164 isn't overly exaggerated. So it's owning the emotion. Having emotions. Not
165 being afraid to have emotions. Not being afraid to express emotions.
166 Understanding that other people have emotions and understanding what
167 those emotions mean in that context and helping other people as necessary
168 manage those. Understanding that life is an emotional experience as much as
169 a rational experience and as a consequence we are emotional beings and
170 that forms a crucial part of us as individuals and every experience and
171 relationship we have with people. So emotional intelligence is understanding,
172 perhaps, all of that in a way that becomes manageable as opposed to
173 reactionary.
174 **15.17: PWB: Explain how you are at paying attention to your own**
175 **feelings?**
176 15.22: SS1: Umm, not as good as I could be. Umm, time gets in the way.
177 Ordinarily I'm usually quite good at being me and paying attention to what I
178 feel but there is absolutely no doubt that the more time pressure that I'm put
179 under to do things I forget to pay attention
180 **15.49: PWB: How are you at discriminating clearly the different feelings**
181 **in yourself and others?**
182 15.54: SS1: A good point. Umm, I tend to. If I'm, if I'm feeling. If, if I have a
183 sensation or a feeling I will reflect upon whether that feeling is something that
184 I'm feeling as a response to something I'm thinking or doing or whether it's a
185 response to an interaction with somebody else and if it is an interaction with
186 somebody else then I try and gauge whether or not it's the reaction to that
187 person, to the situation, to the context or what it is that's umm, causing that
188 emotional reaction in me and whether it's umm, some form of transference or
189 whether it's some form of projection then I'll try and work out what's going on
190 but usually I'm quite aware of who I am and what I'm feeling in different
191 situations and circumstances.
192 **16.46: PWB**: **How you are at regulating negative feelings**?
193 16.51: SS1: I'm not very good at that. Umm I'm pretty good at beating myself
194 up but not very good at. Umm, I recognise, I hear them and then quite often
195 recognise that I need to do something about it and so I change my thinking, so
196 I try to regulate my thinking quite well. Equally I'm not that good at it but that

197 tends to be, 'cause I'm not getting enough time on my own to recharge my
198 batteries. To be able to do that ordinarily, I'm quite good. So when time
199 pressures don't get in the way I'm quite good at regulating myself
200 **17.35: PWB: To what extent are you comfortable expressing your true**
201 **feelings at work?**
202 17.38: SS1: Not.
203   **17.40: PWB: Why not**
204 17.42: SS1: Well, actually, yes and no. Umm, it depends what that feeling is. If
205 I'm angry about something, then I'm quite good at expressing it. If I'm happy
206 about something. Umm, if I'm frustrated about something I might struggle. So
207 it depends what the emotion is. Umm, but, and it also depends who I'm with.
208 Some people I would have no problem expressing, umm, what I'm feeling at
209 all. With other people I would feel that's a challenge because I would not be
210 confident of the reaction or the response. So if I. There are certain colleagues
211 that ah, I'm frustrated about de de de de de it might trigger umm, a reaction
212 from them so it's better to say nothing.
213   **18.39: PWB: Why do you think that's the case?**
214 18.41: SS1: It's just me running away from a fight (laughs). I'd rather run away
215 from a fight than the risk of creating a fight
216 **18.53: PWB:** Thanks you**. To what extent do you think your emotion**
217 **management skills have changed as you have gained experience/ age,**
218 **through your career?**
219 18.59: SS1: Hugely, umm. I like to think. When I think back to how I behaved
220 when I was in my 20's. In some ways I was very astute at doing somethings
221 and managing some things and managing relationships but in some ways, on
222 a personal level though I must have come across as so, I don't know, slightly
223 arrogant or oh, a bit to over confident. I'm sure I must have been a real pain in
224 the neck and so I have learned to taper how I appear
225   **19.37: PWB: So how would you manage the situation now?**
226 19.40: SS1: Oh much more respectfully of other people's positions. Empathy
227 is umm. Empathy has always been present for me but the older I get the wiser
228 I become and the more empathetic I am and it's the empathy for me, is
229 probably the biggest part of, I would like to say the biggest part of my ability to
230 be able to engage flexibly with other people.
231 **20.08: PWB: What type of situations at work tend to challenge your**
232 **emotion management skills?**
233 20.17: SS1: Meetings.
234   **20.21: PWB: Can you explain why?**
235 20.23: SS1: Umm, I guess it's that ability to empathise with everybody around
236 the table and keep an eye on the agenda and my ability to influence is not as
237 strong as I'd like it to be and so sometimes it can cause me to be a little bit
238 frustrated. So that's the hardest part of managing emotions is respecting other
239 people in that situation. Respecting everybody. Hearing everybody. Listening
240 to everybody and, and trying to influence and trying to get to an outcome and
241 trying to move things on to do something
242   **21.04: PWB: So how do you actually cope with that? How do you**
243 **deal with that?**
244 21.08: SS1: Acceptance. It's what it is. The world in academia moves very
245 slowly and umm people play. People have their own agendas and I'll fight for
246 something if it is important. The rest of the time, it's acceptance

247 **21.28: PWB**: Thank you. The very last question is: **Have you anything else**
248 **you would like to add before we finish?**
249 21.36: SS1: Umm, last question. I think perhaps the focus of empathy has
250 really resonated for me over the last few weeks in that I recognise for me that
251 there seems to be a relationship between time and empathy and that I, I think
252 something that one thing people would have said about me in the past is my
253 empathy, my, my ability to empathise, or to be empathetic and to understand
254 and to be in other people's shoes and try see things from their position and I
255 think time pressure at work, or stress of work, minimises the ability to do that
256 and so I think my ability to empathise is directly proportional to the time
257 available (laughs)   The reason I say this is that I have made a point of , and
258 had to make a point of, slowing down because I am now off sick with vertigo.
259 I have had to move around slowly, unable to do as much as normal and this
260 has brought the benefit of being able to focus on others. I place myself under
261 pressure of time to get things done at work - there is always so much to do it
262 is like a hamster wheel that is constantly moving. When I slow it down I have
263 space to think about others more and this feeds my ability to empathise. I am
264 happiest when I am being myself and being empathetic rather than being
265 rushed and relationship poor as a result. Empathy is linked to relationship
266 quality in my world.
267 **22.30: PWB: Do you think there's a relationship to the physical**
268 **aspect when you're feeling ill or poorly?**
269 22.34: SS1: Yes. I, I, I, also have that belief that the reason I had a migraine
270 even though I was thinking I was tickity boo, I hadn't been paying attention to
271 myself otherwise I wouldn't have got a migraine. Even if it's something as
272 simple as I wasn't eating and drinking properly. That's me not paying attention
273 to myself properly and if I can't look after me I can't be at my best and look
274 after other people at their best
275 **23.02: PWB: Thank you. We can finish the interview now.**
276 ==23.06 End== .
277 **Personal discussion followed.**

APPENDIX 11
Examples of word frequency (NVivo)
Interpersonal relationship, feeling, coping

Number	Word	Length	Count	Weighted Percentage (%)
	Interpersonal relationship (NVivo) word frequency			
1	students	8	24	1.28
2	university	10	16	0.85
3	staff	5	14	0.75
4	teaching	8	13	0.69
5	stressful	9	11	0.59
6	student	7	8	0.43
7	experience	10	7	0.37
8	stress	6	7	0.37
9	problems	8	6	0.32
10	context	7	5	0.27
11	problem	7	5	0.27
12	emotional	9	4	0.21
13	teacher	7	4	0.21
14	accept	6	3	0.16
15	colleague	9	3	0.16
16	colleagues	10	3	0.16
17	comfortable	11	3	0.16
18	demands	7	3	0.16
19	negative	8	3	0.16
20	positive	8	3	0.16
21	pressure	8	3	0.16
22	shouting	8	3	0.16
23	situations	10	3	0.16
24	skills	6	3	0.16
25	study	5	3	0.16
26	succeeded	9	3	0.16
27	support	7	3	0.16
28	teach	5	3	0.16
29	tired	5	3	0.16
30	upset	5	3	0.16
31	vent	4	3	0.16
32	want	4	3	0.16
33	came	4	2	0.11
34	caution	7	2	0.11
35	conversation	12	2	0.11
36	culture	7	2	0.11
37	demanding	9	2	0.11
38	environment	11	2	0.11
39	financial	9	2	0.11
40	frustrated	10	2	0.11
41	happy	5	2	0.11
42	knowledge	9	2	0.11
43	professional	12	2	0.11
44	stressed	8	2	0.11
45	studying	8	2	0.11

46	supervision	11	2	0.11
47	suppose	7	2	0.11
48	teachers	8	2	0.11
49	tears	5	2	0.11
50	trust	5	2	0.11
51	academics	9	1	0.05
52	accepted	8	1	0.05
53	angry	5	1	0.05
54	anguish	7	1	0.05
55	anxious	7	1	0.05
56	arachnidan	10	1	0.05
57	arse	4	1	0.05
58	awareness	9	1	0.05
59	challenges	10	1	0.05
60	change	6	1	0.05
61	chemistry	9	1	0.05
62	clash	5	1	0.05
63	classroom	9	1	0.05
64	clerk	5	1	0.05
65	commitment	10	1	0.05
66	communication	13	1	0.05
67	community	9	1	0.05
68	complex	7	1	0.05
69	complications	13	1	0.05
70	conditions	10	1	0.05
71	confidentiality	15	1	0.05
72	conflict	8	1	0.05
73	confronted	10	1	0.05
74	confusion	9	1	0.05
75	connotations	12	1	0.05
76	consequences	12	1	0.05
77	constructively	14	1	0.05
78	coped	5	1	0.05
79	cultures	8	1	0.05
80	cup	3	1	0.05
81	current	7	1	0.05
82	embarrassed	11	1	0.05
83	empathise	9	1	0.05
84	encyclopaedia	13	1	0.05
85	exhaustion	10	1	0.05
86	frustrating	11	1	0.05
87	health	6	1	0.05
88	hospital	8	1	0.05
89	humour	6	1	0.05
90	inspire	7	1	0.05
91	loved	5	1	0.05
92	loves	5	1	0.05
93	relationship	12	1	0.05
94	relationships	13	1	0.05
95	relentless	10	1	0.05
96	reputation	10	1	0.05
97	respect	7	1	0.05

98	respects	8	1	0.05
99	responsible	11	1	0.05
100	rest	4	1	0.05
101	reward	6	1	0.05
102	rewarding	9	1	0.05
103	rollicking	10	1	0.05
104	sacking	7	1	0.05
105	sad	3	1	0.05
106	saying	6	1	0.05
107	school	6	1	0.05
108	scientific	10	1	0.05
109	second	6	1	0.05
110	seem	4	1	0.05
111	self	4	1	0.05
112	shout	5	1	0.05
113	shrinking	9	1	0.05
114	staffing	8	1	0.05
115	superglue	9	1	0.05
116	uncertain	9	1	0.05
117	unhappy	7	1	0.05
118	worked	6	1	0.05
119	workload	8	1	0.05
120	workloads	9	1	0.05
121	works	5	1	0.05
122	worries	7	1	0.05

Feelings (NVivo) word frequency				
Number	**Word**	**Length**	**Count**	**Weighted Percentage (%)**
1	feelings	8	21	0.8
2	stressful	9	9	0.34
3	feeling	7	7	0.27
4	angry	5	5	0.19
5	frustrated	10	5	0.19
6	happy	5	5	0.19
7	accept	6	4	0.15
8	careful	7	4	0.15
9	sad	3	4	0.15
10	stress	6	4	0.15
11	upset	5	4	0.15
12	vent	4	4	0.15
13	frustrating	11	3	0.11
14	aggressive	10	2	0.08
15	assertive	9	2	0.08
16	confident	9	2	0.08
17	constantly	10	2	0.08
18	esteem	6	2	0.08
19	frustration	11	2	0.08
20	glad	4	2	0.08
21	honest	6	2	0.08
22	hope	4	2	0.08
23	stressed	8	2	0.08

24	unhappy	7	2	0.08
25	upsetting	9	2	0.08
26	anxious	7	1	0.04
27	disenchanted	12	1	0.04
28	disrespectful	13	1	0.04
29	fear	4	1	0.04
30	frustrations	12	1	0.04
31	manipulative	12	1	0.04
32	neglect	7	1	0.04
33	newest	6	1	0.04
34	resilient	9	1	0.04
35	sadness	7	1	0.04
36	venting	7	1	0.04

Coping (NVivo) word frequency			
Number	**Word**	**Length**	**Count**	**Weighted Percentage (%)**
1	stressful	9	22	0.71
2	students	8	22	0.71
3	stress	6	17	0.55
4	cope	4	15	0.49
5	experience	10	14	0.45
6	university	10	14	0.45
7	coped	5	12	0.39
8	deal	4	11	0.36
9	feeling	7	10	0.32
10	frustration	11	9	0.29
11	alleviate	9	8	0.26
12	staff	5	7	0.23
13	problem	7	6	0.19
14	stressed	8	6	0.19
15	student	7	6	0.19
16	family	6	5	0.16
17	home	4	5	0.16
18	pressure	8	5	0.16
19	marginalised	12	4	0.13
20	marking	7	4	0.13
21	skills	6	4	0.13
22	team	4	4	0.13
23	accept	6	3	0.10
24	anxious	7	3	0.10
25	change	6	3	0.10
26	feelings	8	3	0.10
27	frustrated	10	3	0.10
28	politics	8	3	0.10
29	annoyed	7	2	0.06
30	colleagues	10	2	0.06
31	complaining	11	2	0.06
32	equality	8	2	0.06
33	escape	6	2	0.06
34	expected	8	2	0.06
35	fire	4	2	0.06

36	frustrates	10	2	0.06
37	health	6	2	0.06
38	motivation	10	2	0.06
39	perfectionist	13	2	0.06
40	pragmatic	9	2	0.06
41	preparation	11	2	0.06
42	prepare	7	2	0.06
43	prepared	8	2	0.06
44	problems	8	2	0.06
45	sleep	5	2	0.06
46	studying	8	2	0.06
47	swimming	8	2	0.06
48	technology	10	2	0.06
49	treadmill	9	2	0.06
50	understand	10	2	0.06
51	unfairness	10	2	0.06
52	accepting	9	1	0.03
53	adaptive	8	1	0.03
54	aggravating	11	1	0.03
55	anxiety	7	1	0.03
56	apprehensive	12	1	0.03
57	approach	8	1	0.03
58	chilled	7	1	0.03
59	fantasy	7	1	0.03
60	fired	5	1	0.03
61	frustrating	11	1	0.03
62	funny	5	1	0.03
63	healthy	7	1	0.03
64	honest	6	1	0.03
65	humour	6	1	0.03
66	hypersensitive	14	1	0.03
67	meditate	8	1	0.03
68	mood	4	1	0.03
69	octopus	7	1	0.03
70	panic	5	1	0.03
71	perfection	10	1	0.03
72	preparing	9	1	0.03
73	pressuring	10	1	0.03
74	provoking	9	1	0.03
75	rationally	10	1	0.03
76	resilient	9	1	0.03
77	ruminating	10	1	0.03
78	slaves	6	1	0.03
79	sleeping	8	1	0.03
80	superglue	9	1	0.03
81	unfairnesses	12	1	0.03
82	unhappy	7	1	0.03
83	wearing	7	1	0.03

APPENDIX 12

PSS (Cohen et al, 1983)
Example of recheck for normality

```
EXAMINE VARIABLES=TOTALrecheckQ13
  /PLOT BOXPLOT STEMLEAF HISTOGRAM
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES EXTREME
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Explore

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
TotalrecheckQ13	533	100.0%	0	0.0%	533	100.0%

Descriptives

			Statistic	Std. Error
TotalrecheckQ13	Mean		38.96	.330
	95% Confidence Interval for Mean	Lower Bound	38.31	
		Upper Bound	39.61	
	5% Trimmed Mean		38.85	
	Median		39.00	
	Variance		57.923	
	Std. Deviation		7.611	
	Minimum		20	
	Maximum		64	
	Range		44	
	Interquartile Range		10	
	Skewness		.232	.106
	Kurtosis		-.045	.211

Extreme Values

			Case Number	Value
TotalrecheckQ13	Highest	1	1	64
		2	5	60
		3	387	59
		4	3	57
		5	21	57[a]
	Lowest	1	323	20
		2	279	20
		3	487	21
		4	315	21
		5	324	22[b]

a. Only a partial list of cases with the value 57 are shown in the table of upper extremes.

b. Only a partial list of cases with the value 22 are shown in the table of lower extremes.

Histogram

Mean = 38.96
Std. Dev. = 7.611
N = 533

TotalrecheckQ13 Stem-and-Leaf Plot

```
Frequency    Stem & Leaf

   2.00 Extremes    (=<20)
   2.00      2 .  11
   4.00      2 .  2233
  11.00      2 .  44444455555
  13.00      2 .  6666667777777
  15.00      2 .  888888888999999
  34.00      3 .  0000000000000000001111111111111111111
```

```
49.00    3 .  2222222222222222222222223333333333333333333333333
50.00    3 .  4444444444444444444444444455555555555555555555555
55.00    3 .  666666666666666666666666666666666777777777777777777777777
53.00    3 .  8888888888888888888888888888889999999999999999999999
60.00    4 .  00000000000000000000000000000011111111111111111111111111111
52.00    4 .  2222222222222222222222223333333333333333333333333333
28.00    4 .  444444444444455555555555555
32.00    4 .  66666666666666677777777777777777777
28.00    4 .  88888888888889999999999999999
14.00    5 .  00000000111111
 9.00    5 .  233333333
 7.00    5 .  4444555
 9.00    5 .  666666666
 6.00 Extremes    (>=57)
```

Stem width: 10
Each leaf: 1 case(s)

TotalrecheckQ13

APPENDIX 13

Correlation coping (Carver et al, 1989) and PSS (Cohen et al, 1983)

Descriptive Statistics

	Mean	Std. Deviation	N
TotalrecheckQ13	38.95	7.616	532
Q11 Self distraction	4.6419	1.63027	525
Q11 Active coping	5.8206	1.71772	524
Q11 Denial	2.8451	1.27190	523
Q11 Substance use	2.6590	1.24021	525
Q11 Emotional Support	4.9943	1.69458	523
Q11 Instrumental support	4.9787	1.71900	517
Q11 Behavioural disengagement	3.0192	1.39626	520
Q11 Venting	4.4297	1.54169	519
Q11 Positive reframing	5.3563	1.64377	522
Q11 Planning	6.0194	1.66273	516
Q11 Humour	4.7063	1.84499	521
Q11 Acceptance	5.6281	1.56533	519
Q11 Religion	3.6011	2.12499	524
Q11 Self blame	4.2111	1.70338	521

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method

| 1 | Q11 Self-blame, Q11 Religion, Q11 Humour, Q11 Substance use, Q11 Active coping, Q11 Denial, Q11 Emotional Support, Q11 Self distraction, Q11 Behavioural disengagement, Q11 Venting, Q11 Positive reframing, Q11 Acceptance, Q11 Instrumental support, Q11 Planning[b] | | . | Enter |

a. Dependent Variable: TotalrecheckQ13

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.515[a]	.265	.244	6.621

a. Predictors: (Constant), Q11 Self-blame, Q11 Religion, Q11 Humour, Q11 Substance use, Q11 Active coping, Q11 Denial, Q11 Emotional Support, Q11 Self distraction, Q11 Behavioural disengagement, Q11 Venting, Q11 Positive reframing, Q11 Acceptance, Q11 Instrumental support, Q11 Planning

b. Dependent Variable: TotalrecheckQ13

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		
Model	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Z
1 (Constant)	28.333	1.640		17.278	.000	25.111	31.555	
Q11 Self distraction	.849	.207	.182	4.106	.000	.443	1.255	
Q11 Active coping	-.297	.234	-.067	-1.267	.206	-.757	.164	
Q11 Denial	.437	.262	.073	1.669	.096	-.077	.951	
Q11 Substance use	.436	.249	.071	1.751	.081	-.053	.926	
Q11 Emotional Support	.342	.247	.076	1.386	.166	-.143	.827	
Q11 Instrumental support	-.178	.247	-.040	-.719	.472	-.664	.308	
Q11 Behavioural disengagement	.758	.245	.139	3.088	.002	.276	1.240	
Q11 Venting	.632	.231	.128	2.740	.006	.179	1.086	
Q11 Positive reframing	-.778	.233	-.168	-3.341	.001	-1.236	-.321	
Q11 Planning	.482	.276	.105	1.748	.081	-.060	1.024	
Q11 Humour	-.096	.176	-.023	-.546	.586	-.441	.249	
Q11 Acceptance	-.434	.250	-.089	-1.740	.082	-.925	.056	
Q11 Religion	-.076	.149	-.021	-.511	.609	-.369	.216	
Q11 Self blame	1.076	.195	.241	5.515	.000	.692	1.459	

a. Dependent Variable: TotalrecheckQ13

Collinearity Diagnostics[a]

				Variance Proportions									
Model	Dimension	Eigenvalue	Condition Index	(Constant)	Q11 Self distraction	Q11 Active coping	Q11 Denial	Q11 Substance use	Q11 Emotional Support	Q11 Instrumental support	Q11 Behavioural disengagement	Q11 Venting	Q11 Positive reframing
1	1	13.617	1.000	.00	.00	.00	.00	.00	.00	.00	.00	.00	
	2	.253	7.341	.00	.00	.00	.02	.16	.00	.00	.03	.00	
	3	.241	7.519	.00	.00	.01	.10	.00	.01	.01	.15	.00	
	4	.154	9.408	.00	.03	.00	.05	.66	.00	.00	.05	.02	
	5	.120	10.653	.00	.01	.00	.01	.01	.08	.06	.02	.00	

6	.109	11.169	.00	.01	.01	.50	.00	.00	.00	.05	.01	
7	.101	11.619	.00	.00	.00	.23	.00	.00	.01	.55	.00	
8	.091	12.210	.01	.01	.10	.03	.01	.09	.09	.02	.03	
9	.080	13.064	.00	.72	.00	.01	.04	.00	.01	.09	.05	
10	.070	13.954	.00	.14	.02	.00	.01	.03	.02	.00	.72	
11	.046	17.215	.03	.00	.21	.00	.01	.00	.01	.01	.14	
12	.036	19.410	.00	.00	.06	.02	.00	.13	.16	.01	.01	
13	.032	20.541	.19	.07	.02	.00	.05	.46	.47	.00	.00	
14	.028	22.034	.77	.00	.05	.01	.05	.20	.12	.04	.01	
15	.022	24.922	.00	.00	.52	.00	.00	.01	.04	.00	.01	

a. Dependent Variable: TotalrecheckQ13

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	28.31	50.60	38.93	3.951	444
Std. Predicted Value	-2.715	2.972	-.006	1.008	444
Standard Error of Predicted Value	.553	1.908	1.110	.248	444
Adjusted Predicted Value	28.17	50.65	38.92	3.962	444
Residual	-19.848	25.267	.110	6.538	444
Std. Residual	-2.998	3.816	.017	.987	444
Stud. Residual	-3.064	3.848	.017	1.003	444
Deleted Residual	-20.731	25.694	.114	6.744	444
Stud. Deleted Residual	-3.090	3.903	.017	1.005	444
Mahal. Distance	2.530	40.952	13.904	6.714	444
Cook's Distance	.000	.028	.002	.004	444
Centred Leverage Value	.005	.081	.028	.013	444

a. Dependent Variable: TotalrecheckQ13

Scatterplot
Dependent Variable: TotalrecheckQ13
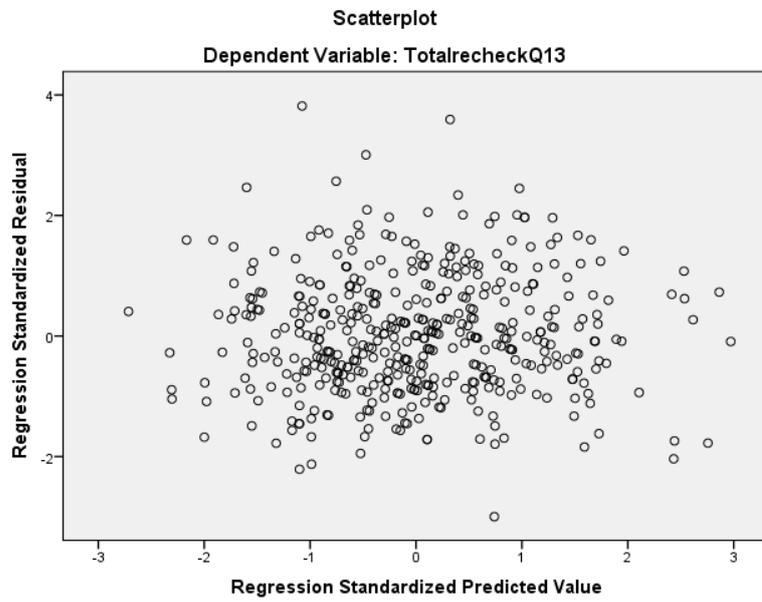
APPENDIX 14

Correlation coping (Carver et al, 1989) and Home/work/recovery (Querstret and Cropley, 2012).

Descriptive Statistics

	Mean	Std. Deviation	N
Q16TOTALSUMhomeworkrecovery	29.24	5.148	496
Q11 Self distraction	4.6419	1.63027	525
Q11 Active coping	5.8206	1.71772	524
Q11 Denial	2.8451	1.27190	523
Q11 Substance use	2.6590	1.24021	525
Q11 Emotional Support	4.9943	1.69458	523
Q11 Instrumental support	4.9787	1.71900	517
Q11 Behavioural disengagement	3.0192	1.39626	520
Q11 Venting	4.4297	1.54169	519
Q11 Positive reframing	5.3563	1.64377	522
Q11 Planning	6.0194	1.66273	516
Q11 Humour	4.7063	1.84499	521
Q11 Acceptance	5.6281	1.56533	519
Q11 Religion	3.6011	2.12499	524
Q11 Self blame	4.2111	1.70338	521

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method

1	Q11 Self-blame, Q11 Religion, Q11 Humour, Q11 Substance use, Q11 Active coping, Q11 Denial, Q11 Emotional Support, Q11 Self distraction, Q11 Behavioural disengagement, Q11 Venting, Q11 Positive reframing, Q11 Acceptance, Q11 Instrumental support, Q11 Planning[b]		.	Enter

a. Dependent Variable: Q16TOTALSUMhomeworkrecovery

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306[a]	.094	.066	4.974

a. Predictors: (Constant), Q11 Self-blame, Q11 Religion, Q11 Humour, Q11 Substance use, Q11 Active coping, Q11 Denial, Q11 Emotional Support, Q11 Self distraction, Q11 Behavioural disengagement, Q11 Venting, Q11 Positive reframing, Q11 Acceptance, Q11 Instrumental support, Q11 Planning

b. Dependent Variable: Q16TOTALSUMhomeworkrecovery

APPENDIX 15

Moderation (Interaction between PSS and coping on EI)

```
GET
  FILE='G:\PhD submissions\Emotional literacy\EMOTIONAL LITERACY
PROPOSAL\RESEARCH CONTENT\SPSS stuff\SPPS analysis with 15791626
removed 7.9.16.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.

SAVE OUTFILE='G:\PhD submissions\Emotional literacy\EMOTIONAL
LITERACY PROPOSAL\RESEARCH '+
    'CONTENT\SPSS stuff\SPPS analysis with 15791626 removed
8.9.16.sav'
  /COMPRESSED.
/* PROCESS for SPSS 2.16.1 */.
/* Written by Andrew F. Hayes */.
/* www.afhayes.com */.
/* Copyright 2012-2016 */.
/* Online distribution other than through */.
/* www.afhayes.com or processmacro.org is not authorized */.
/* Please read the documentation */.
/* available in Appendix A of */.
/* Hayes (2013) prior to use */.
/* www.guilford.com/p/hayes3 */.
/* Documentation available in Appendix A of
http://www.guilford.com/p/hayes3 */.
preserve.
set printback=off.
```

Matrix

```
[DataSet1] G:\PhD submissions\Emotional literacy\EMOTIONAL LITERACY
PROPOSAL\RESEARCH CONTENT\SPSS stuff\SPPS analysis with 15791626
removed 8.9.16.sa


Run MATRIX procedure:

************* PROCESS Procedure for SPSS Release 2.16.1
******************

        Written by Andrew F. Hayes, Ph.D.        www.afhayes.com
    Documentation available in Hayes (2013).
www.guilford.com/p/hayes3


*****************************************************************
*****
Model = 1
    Y = Q13PSST
    X = Q12EIT
    M = Q11COPT
```

```
Sample size
       392


*********************************************************************
*****
Outcome: Q13PSST

Model Summary
         R       R-sq      MSE         F        df1       df2         p
        .58       .33     41.80     60.82      3.00    388.00       .00

Model
            coeff       se         t         p      LLCI      ULCI
constant    39.05      .34    116.00       .00     38.39     39.71
Q11COPT       .15      .03      5.09       .00       .09       .20
Q12EIT       -.19      .02    -10.92       .00      -.22      -.15
int_1         .00      .00     -1.43       .15       .00       .00

Product terms key:

 int_1    Q12EIT       X      Q11COPT


R-square increase due to interaction(s):
        R2-chng        F        df1       df2         p
int_1        .00     2.04      1.00    388.00       .15


*********************************************************************
****


Conditional effect of X on Y at values of the moderator(s):
  Q11COPT   Effect       se         t         p      LLCI      ULCI
  -12.01     -.16      .03     -6.36       .00      -.21      -.11
     .00     -.19      .02    -10.92       .00      -.22      -.15
   12.01     -.21      .02     -9.33       .00      -.25      -.17

Values for quantitative moderators are the mean and plus/minus one SD
from mean.
Values for dichotomous moderators are the two values of the
moderator.


******************** JOHNSON-NEYMAN TECHNIQUE
************************


There are no statistical significance transition points within the
observed
range of the moderator.


*********************************************************************
*****


Data for visualizing conditional effect of X on Y
Paste text below into a SPSS syntax window and execute to produce
plot.

DATA LIST FREE/Q12EIT Q11COPT Q13PSST.
BEGIN DATA.

   -21.50    -12.01     40.78
      .00    -12.01     37.30
    21.50    -12.01     33.83
```

```
    -21.50       .00     43.04
       .00       .00     39.05
     21.50       .00     35.05
    -21.50     12.01     45.31
       .00     12.01     40.79
     21.50     12.01     36.28
```

END DATA.
GRAPH/SCATTERPLOT=Q12EIT WITH Q13PSST BY Q11COPT.

******************** ANALYSIS NOTES AND WARNINGS
****

Level of confidence for all confidence intervals in output:
     95.00

NOTE: The following variables were mean centred prior to analysis:
  Q12EIT   Q11COPT

NOTE: Some cases were deleted due to missing data. The number of
such cases was:
   140

NOTE: All standard errors for continuous outcome models are based on
the HC3 estimator

------ END MATRIX -----

APPENDIX 16

Mediation (Mediated relationship of PSS on EI through coping)

```
GET
  FILE='G:\PhD submissions\Emotional literacy\EMOTIONAL LITERACY
PROPOSAL\RESEARCH CONTENT\SPSS stuff\SPPS analysis with 15791626
removed 7.9.16.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.

SAVE OUTFILE='G:\PhD submissions\Emotional literacy\EMOTIONAL
LITERACY PROPOSAL\RESEARCH '+
    'CONTENT\SPSS stuff\SPPS analysis with 15791626 removed
9.9.16.sav'
  /COMPRESSED.
/* PROCESS for SPSS 2.16.1 */.
/* Written by Andrew F. Hayes */.
/* www.afhayes.com */.
/* Copyright 2012-2016 */.
/* Online distribution other than through */.
/* www.afhayes.com or processmacro.org is not authorized */.
/* Please read the documentation */.
/* available in Appendix A of */.
/* Hayes (2013) prior to use */.
/* www.guilford.com/p/hayes3 */.
/* Documentation available in Appendix A of
http://www.guilford.com/p/hayes3 */.
preserve.
set printback=off.
```

Matrix

```
[DataSet1] G:\PhD submissions\Emotional literacy\EMOTIONAL LITERACY
PROPOSAL\RESEARCH CONTENT\SPSS stuff\SPPS analysis with 15791626
removed 9.9.16.sav

Run MATRIX procedure:

************* PROCESS Procedure for SPSS Release 2.16.1
******************

         Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2013).
www.guilford.com/p/hayes3


********************************************************************
*****
Model = 4
    Y = Q12EIT
    X = Q13PSST
    M = Q11COPT

Sample size
       392
```

```
************************************************************************
*****
Outcome: Q11COPT

Model Summary
          R        R-sq       MSE          F         df1        df2
p
       .2769      .0767    133.4509    32.3892      1.0000    390.0000
.0000

Model
              coeff        se          t          p         LLCI
ULCI
constant     46.3452     2.9568     15.6741      .0000     40.5319
52.1584
Q13PSST       .4218       .0741      5.6911      .0000      .2761
.5675


************************************************************************
*****
Outcome: Q12EIT

Model Summary
          R        R-sq       MSE          F         df1        df2
p
       .5326      .2836    332.7137    77.0049      2.0000    389.0000
.0000

Model
              coeff        se          t          p         LLCI
ULCI
constant    218.8111     5.9605     36.7102      .0000    207.0923
230.5300
Q11COPT       .0465       .0800      .5811       .5615     -.1107
.2037
Q13PSST     -1.4702       .1218    -12.0726      .0000    -1.7097    -
1.2308


************************* TOTAL EFFECT MODEL
***************************
Outcome: Q12EIT

Model Summary
          R        R-sq       MSE          F         df1        df2
p
       .5320      .2830    332.1487   153.9335      1.0000    390.0000
.0000

Model
              coeff        se          t          p         LLCI
ULCI
constant    220.9643     4.6647     47.3691      .0000    211.7932
230.1355
Q13PSST     -1.4506       .1169    -12.4070      .0000    -1.6805    -
1.2208


***************** TOTAL, DIRECT, AND INDIRECT EFFECTS
********************

Total effect of X on Y
     Effect          SE          t          p         LLCI       ULCI
```

```
    -1.4506        .1169    -12.4070         .0000    -1.6805       -1.2208


Direct effect of X on Y
      Effect          SE            t            p         LLCI         ULCI
    -1.4702        .1218    -12.0726         .0000    -1.7097       -1.2308


Indirect effect of X on Y
              Effect      Boot SE     BootLLCI     BootULCI
Q11COPT        .0196        .0331       -.0479        .0849


Partially standardized indirect effect of X on Y
              Effect      Boot SE     BootLLCI     BootULCI
Q11COPT        .0009        .0015       -.0023        .0039


Completely standardized indirect effect of X on Y
              Effect      Boot SE     BootLLCI     BootULCI
Q11COPT        .0072        .0121       -.0177        .0307


Ratio of indirect to total effect of X on Y
              Effect      Boot SE     BootLLCI     BootULCI
Q11COPT       -.0135        .0233       -.0589        .0330


Ratio of indirect to direct effect of X on Y
              Effect      Boot SE     BootLLCI     BootULCI
Q11COPT       -.0133        .0227       -.0557        .0341


R-squared mediation effect size (R-sq_med)
              Effect      Boot SE     BootLLCI     BootULCI
Q11COPT        .0146        .0136       -.0066        .0470


******************** ANALYSIS NOTES AND WARNINGS
************************

Number of bootstrap samples for bias corrected bootstrap confidence
intervals:
     1000

Level of confidence for all confidence intervals in output:
    95.00

NOTE: Some cases were deleted due to missing data.  The number of
such cases was:
  140

NOTE: Kappa-squared is disabled from output as of version 2.16.

------ END MATRIX -----
```

APPENDIX 17

Linear and curvilinear relationship between EI^2 and PSS

```
* Curve Estimation.
TSET NEWVAR=NONE.
CURVEFIT
  /VARIABLES=TOTALrecheckQ13 WITH Q12EIsquared
  /CONSTANT
  /MODEL=LINEAR QUADRATIC
  /PLOT FIT.
```

Model Description

Model Name		MOD_1
Dependent Variable	1	TotalrecheckQ13
Equation	1	Linear
	2	Quadratic
Independent Variable		Q12EIsquared
Constant		Included
Variable Whose Values Label Observations in Plots		Unspecified
Tolerance for Entering Terms in Equations		.0001

Case Processing Summary

	N
Total Cases	532
Excluded Cases[a]	74
Forecasted Cases	0
Newly Created Cases	0

a. Cases with a missing value in any variable are excluded from the analysis.

Variable Processing Summary

	Variables	
	Dependent	Independent
	TotalrecheckQ13	Q12EIsquared
Number of Positive Values	532	458

Number of Zeros		0	0
Number of Negative Values		0	0
Number of Missing Values	User-Missing	0	0
	System-Missing	0	74

Model Summary and Parameter Estimates

Dependent Variable: TotalrecheckQ13

	Model Summary					Parameter Estimates		
Equation	R Square	F	df1	df2	Sig.	Constant	b1	b2
Linear	.275	173.255	1	456	.000	55.134	-.001	
Quadratic	.276	86.803	2	455	.000	52.615	.000	-3.574E-9

The independent variable is Q12EIsquared.
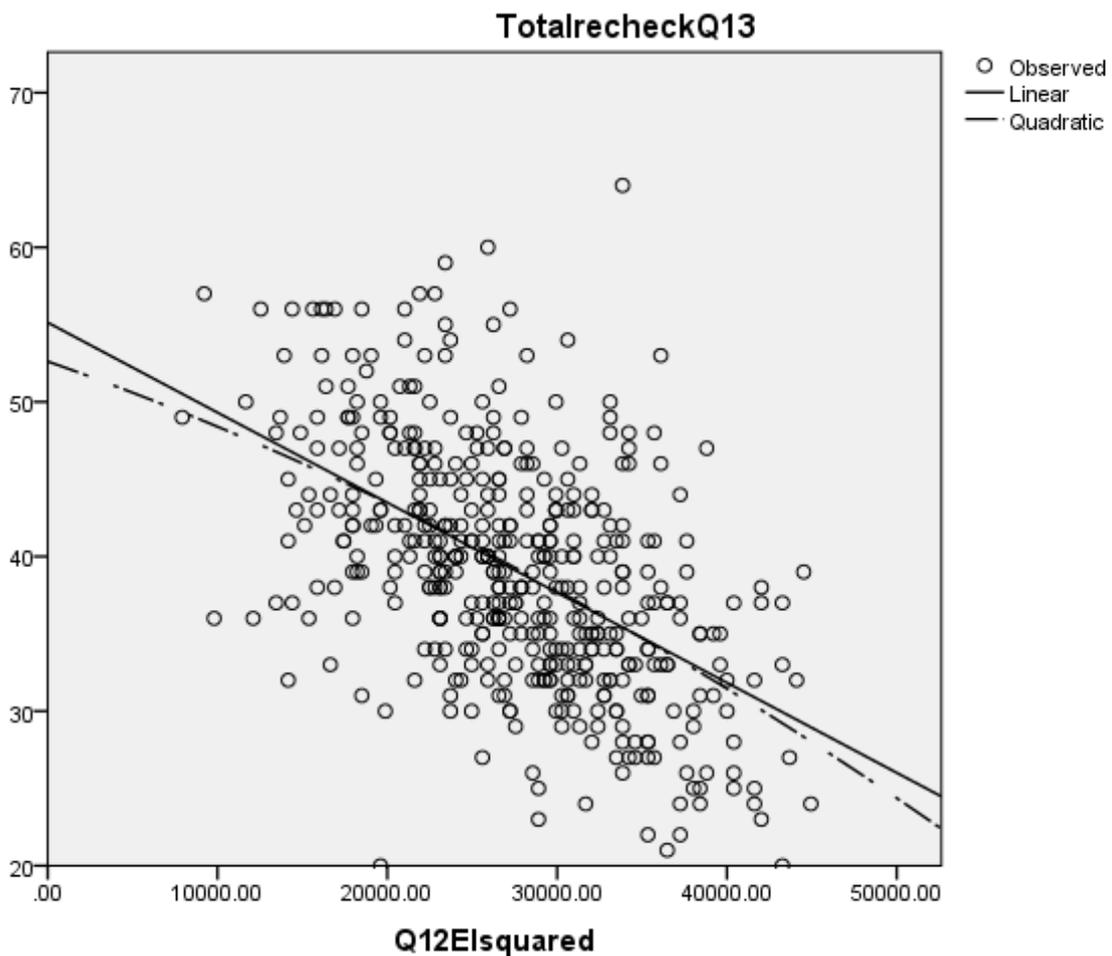
TotalrecheckQ13

```
REGRESSION
  /MISSING LISTWISE
```

```
/STATISTICS COEFF OUTS R ANOVA CHANGE
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT TOTALrecheckQ13
/METHOD=ENTER Q12TOTALSUMmanagingPetrides
/METHOD=ENTER Q12EIsquared.
```

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Q12TOTALSUMmanagingPetrides[b]	.	Enter
2	Q12EIsquared[b]	.	Enter

a. Dependent Variable: TotalrecheckQ13

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.519[a]	.270	.268	6.649	.270	168.318	1	456	.000
2	.526[b]	.277	.273	6.625	.007	4.407	1	455	.036

a. Predictors: (Constant), Q12TOTALSUMmanagingPetrides

b. Predictors: (Constant), Q12TOTALSUMmanagingPetrides, Q12EIsquared

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7441.820	1	7441.820	168.318	.000[b]
	Residual	20161.047	456	44.213		
	Total	27602.867	457			
2	Regression	7635.209	2	3817.604	86.991	.000[c]
	Residual	19967.658	455	43.885		
	Total	27602.867	457			

a. Dependent Variable: TotalrecheckQ13

b. Predictors: (Constant), Q12TOTALSUMmanagingPetrides

c. Predictors: (Constant), Q12TOTALSUMmanagingPetrides, Q12EIsquared

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	69.627	2.372		29.351	.000
	Q12TOTALSUMmanagingPetrides	-.186	.014	-.519	-12.974	.000
2	(Constant)	44.094	12.390		3.559	.000
	Q12TOTALSUMmanagingPetrides	.139	.155	.389	.896	.371
	Q12EIsquared	-.001	.000	-.912	-2.099	.036

a. Dependent Variable: TotalrecheckQ13

Excluded Variables[a]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Q12EIsquared	-.912[b]	-2.099	.036	-.098	.008

a. Dependent Variable: TotalrecheckQ13

b. Predictors in the Model: (Constant), Q12TOTALSUMmanagingPetrides

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