FOURTH (4th) CHAPTER
DISCUSSION OF THE RESULTS, CONCLUSION & LIMITATION
CONCLUSION AND DISCUSSION

INTRODUCTION

Occupational stress is an area of particular concern in Industrial and Organizational psychology due to the financial cost associated with employees experiencing stress. It is also concerning for individual organizations and the community as a whole due to the negative impact of stress in terms of well-being and relationships. Prevalence rates in the workforce are increasing rapidly and the impact of occupational stress can be devastating for the individual, their family and their organization. The consequences of suffering occupational stress can be extreme in terms of mental and physical health, job satisfaction, job burnout, organizational commitment and conflict between work and family life. Whilst the process of occupational stress has been researched for decades, the important role of dealing with emotions effectively during this process is only just beginning to be recognized (Spector & Goh, 2001). Knowing that stress and emotions are intertwined constructs, where one can not occur without the other (Lazarus, 1999), it is important to systematically study the relationships between occupational stresses and how we deal with emotions, in order to their effect on health (mental & physical) and job burnout. Emotional intelligence is a relatively new construct in psychological research and provides an opportunity to systematically study the role of emotional management in the workplace. However, the proceeding chapter of this thesis has provided an overview of the role of emotion and occupational stress in health (mental & physical) and job burnout. This study evaluated the relationships between emotional intelligence, occupational stress, and health (mental & physical). It is found evidence of the existence of relationships between these variables. However, this chapter outlined:

1. Multivariate Analysis: regression analysis were undertaken to further explore which of the variable were important as predictors of job burnout, mental and physical health in total, Indian, and Iranian samples.

2. Inferential Statistics for Differences: independent t-test, one-way ANOVA, two-way ANOVA were undertaken to further explore for mean scores difference with consideration of country, gender, age group, and work
experiences. After conclusions of the results the interpretation (discussion) explained for each section, separately.

THE OBTAINED RESULTS OF THE REGRESSION OF EMOTIONAL EXHAUSTION FIRST DIMENSION OF JOB BURNOUT

Occupational stress and emotional intelligence have explained 42.2% of variance of emotional exhaustion (as a representation of job burnout) in total sample. In the regression, occupational stress was first important predictor ($\beta=0.638$) and emotional intelligence ($\beta=-0.041$, $p=0.238>0.05$) was not a significant predictor. Also, in Indian teachers’ sample, occupational stress and emotional intelligence have explained 40.9% of variance of emotional exhaustion (as a representation of job burnout). Occupational stress was first important predictor ($\beta=0.638$), and emotional intelligence ($\beta=-0.004$, $p=0.932>0.05$) was not a significant predictor in Indian teachers’ sample. Eventually, occupational stress and emotional intelligence have explained 53.1% of variance of emotional exhaustion (as a representation of job burnout) in Iranian teachers’ sample. Occupational stress was first important predictor ($\beta=0.716$), and emotional intelligence ($\beta=-0.061$, $p=0.171>0.05$), was not a significant predictor.

Altogether, results showed that Occupational Stress was a significant and important predictor for emotional exhaustion, but emotional intelligence was not. On the basis of the obtained the important point that needs to highlight that: “these variables, especially occupational stress have explained 42.2% of variance of emotional exhaustion in total sample”. Then this variable is a critical effective variable in contributing of emotional exhaustion. However, school managements should look into the stress related problems being faced by the teachers should consider it as important factor seems to affect teachers’ health in long run.

THE OBTAINED RESULTS OF THE REGRESSION OF DEPERSONALIZATION SECOND DIMENSION OF JOB BURNOUT

Occupational stress and emotional intelligence have explained 30% of Variance of depersonalization (as a representation of job burnout) in total sample. In the regression, occupational stress was first important predictor ($\beta=0.505$) and emotional intelligence ($\beta=-0.124$) was second important predictor that had negative effect. Also, these variables have explained 35.2% and 34.7% of variance of depersonalization in Indian and Iranians’ sample respectively. In Indians’ sample, occupational stress ($\beta=0.535$) was first important
predictor, and emotional intelligence ($\beta=-0.137$) was a second important predictor in prediction of depersonalization. In Iranians' sample, occupational stress ($\beta=0.558$) was a first important predictor, and emotional intelligence ($\beta=-0.113$) was a second important predictor. Both of them were found significant predictors in prediction of depersonalization in the both teachers' sample of the countries.

**THE OBTAINED RESULTS OF THE REGRESSION OF PERSONAL ACCOMPLISHMENT THIRD DIMENSION OF JB BURNOUT**

Occupational stress and emotional intelligence have explained 24.2% of variance of personal accomplishment (as a representation of job burnout) in total sample. In the regression, emotional intelligence ($\beta=0.431$) was first important predictor, and occupational stress ($\beta=-0.152$) was second important predictor. Both of them were significant predictors. Also these variables have explained 7% and 47% of variance of personal accomplishment in Indian and Iranians' sample respectively. In Indians' sample, emotional intelligence ($\beta=0.220$) was first important predictor, and occupational stress ($\beta=-0.091$) was second important predictor. But occupational stress ($p=0.163>0.05$) was not a significant predictor. In Iranians' sample, emotional intelligence ($\beta=0.642$) was first predictor, and occupational stress ($\beta=-0.151$) was second important predictor. Both of them were significant predictors.

**THE OBTAINED RESULTS OF THE REGRESSION OF MENTAL HEALTH**

Occupational stress, emotional intelligence, emotional exhaustion, and physical health have explained 53.7% of variance of mental health in total sample. In the regression, emotional exhaustion ($\beta=0.365$) was a first important predictor, emotional intelligence ($\beta=-0.355$), occupational stress ($\beta=0.182$), and physical health ($\beta = 0.121$) were second, third, and fourth important predictor, respectively. All of these predictors were significant. Also, these variables have explained 48% and 60.8% of variance of mental health in Indian and Iranians' sample respectively. In the Indians' sample, emotional intelligence ($\beta=-0.435$), was a first important predictor, emotional exhaustion ($\beta=0.261$), occupational stress ($\beta=0.170$), and physical health ($\beta=0.079$) were second, third, and fourth important predictors, respectively. But, physical health ($p=0.131>0.05$) was not a significant predictor. In Iranians' sample, emotional exhaustion ($\beta=0.335$), was a first important predictor, emotional intelligence ($\beta=-0.333$), occupational stress
(β=0.273), and physical health (β=0.140) were second, third, and fourth important predictors, respectively. All of them were significant predictors.

However, results showed emotional intelligence was a significant negative predictor for prediction of mental health. That is, teachers who have reported more emotional intelligence have better mental health. As a matter of fact, teaching and being teacher will produce hard and inexplicable conditions which nobody can tolerate them. Then, in recruitment this variable should be taken into consider as an important psychological characteristic along with testing of candidates' knowledge who want to enter in teaching profession.

Additionally, occupational stress emerged on a second important factor of metal health, while first important factor was emotional exhaustion. In first section it is showed that occupational stress is a most important factor in prediction of emotional exhaustion. Then occupational stress is a most important factor that has influence on mental health. However, school administrators should consider it as a critical variable if they want to have successful teaching and learning process in their school.

In the regression with second component of burnout, occupational stress, emotional intelligence, depersonalization, and physical health have explained 52.8% of variance of mental health in total sample. In the regression, emotional intelligence (β=-0.331) was a first important predictor, depersonalization (β=0.310), occupational stress (β=0.262), and physical health (β=0.116) were second, third, and fourth important predictors for prediction of mental health. All of them were significant predictors. Also, these variables have explained 48.7% and 59.8% of variance of teachers' mental health in Indian and Iranians' sample respectively. In Indians' sample, emotional intelligence (β=-0.398) was first important predictor, depersonalization (β=0.266), occupational stress (β=0.201), and physical health (β=0.072) were second, third, and fourth important predictors. But physical health (p=0.169>0.05) was not a significant predictor in prediction of mental health. In Iranians' sample, occupational stress (β=0.370) was first important predictor, emotional intelligence (β=-0.325), depersonalization (β=0.255), and physical health (β=0.140) were second, third, and fourth important predictors, respectively. All of them were found significant predictor in prediction of mental health.
In the regression with third component of burnout, occupational stress, emotional intelligence, physical health, and personal accomplishment have explained 46.1% of variance of mental health in total sample. In the regression, occupational stress ($\beta=0.411$) was first important predictor, emotional intelligence ($\beta=-0.360$), physical health ($\beta=0.144$), and personal accomplishment ($\beta=-0.003$) were second, third, and fourth important predictors. But personal accomplishment ($p=0.946>0.05$) was not a significant predictor for prediction of mental health. Also, these variables have explained 44.2% and 56.4% of the variance of mental health in Indian and Iranians’ sample respectively. In Indians’ sample, emotional intelligence ($\beta=-0.427$) was first important predictor, occupational stress ($\beta=0.344$), physical health ($\beta=0.087$), and personal accomplishment ($\beta=0.029$) were second, third, and fourth important predictor, respectively. But just emotional intelligence ($p=0.0005<0.05$) was a significant predictor for prediction of mental health. In Iranians’ sample, occupational stress ($\beta=0.486$) was first important predictor, emotional intelligence ($\beta=-0.268$), physical health ($\beta=0.163$), and personal accomplishment ($\beta=-0.126$) were second, third, and fourth important predictors. All of them were significant predictors.

THE OBTAINED RESULTS OF THE REGRESSION OF PHYSICAL HEALTH

Occupational stress, emotional intelligence, emotional exhaustion, and mental health have explained just 19.1% of variance of physical health in total sample. In the regression, mental health ($\beta=0.211$), was a first important predictor, occupational stress ($\beta=0.208$), emotional intelligence ($\beta=-0.110$), and emotional exhaustion ($\beta=0.014$) were second, third, and fourth important predictors, respectively. But emotional exhaustion ($p=0.810>0.05$) was not a significant predictor. Also, these variables have explained 14.5% and 21.2% of variance of physical health in Indian and Iranians’ sample, respectively. In Indians’ sample, occupational stress ($\beta=0.198$) was a first important predictor, emotional intelligence ($\beta=-0.137$), mental health ($\beta=0.131$), and emotional exhaustion ($\beta=0.012$) were second, third, and fourth important predictors, respectively. But just occupational stress ($p=0.025<0.05$) was a significant predictor, and the rest of predictors were not. In Iranians’ sample, mental health ($\beta=0.282$), was a first important predictor, occupational stress ($\beta=0.136$), emotional intelligence ($\beta=-0.085$), and emotional exhaustion ($\beta=0.049$) were second, third, and fourth important predictors,
respectively. But just mental health ($p=0.002<0.05$) was a significant predictor, and the rest of predictors did not emerge as significant predictors in the prediction of teachers' physical health.

However, results showed mental health, occupational stress, and emotional intelligence were important factor in prediction of physical health in total sample. While occupational stress and emotional intelligence were important factors in prediction of mental health. Then, the importance of emotional intelligence (as a persons' characteristic) and occupational stress (as an environment condition) is proved in teachers' physical health.

In the regression with second component of burnout, occupational stress, emotional intelligence, depersonalization, and mental health have explained 19.2% of variance of physical health in total sample. In the regression, occupational stress ($\beta=0.200$) was first important predictor, mental health ($\beta=0.198$), emotional intelligence ($\beta=-0.111$), and depersonalization ($\beta=0.046$) were second, third, and fourth predictors, respectively. But depersonalization ($p=0.389>0.05$) was not a significant predictor in prediction of physical health. Also, these variables have explained 14.6% and 21.3% of variance of physical health in Indian and Iranians' sample respectively. In Indians' sample, occupational stress ($\beta=0.186$) was first important predictor, emotional intelligence ($\beta=-0.136$), mental health ($\beta=0.120$), and depersonalization ($\beta=0.044$) were second, third, and fourth predictors in the prediction of physical health. But merely occupational stress ($p=0.022<0.05$) was a significant predictor. In Iranians' sample, mental health ($\beta=0.274$) was first important predictor, occupational stress ($\beta=0.138$), emotional intelligence ($\beta=-0.083$), and depersonalization ($\beta=0.066$) were second, third, and fourth important predictors, but just mental health ($p=0.002<0.05$) was a significant predictor in regression of physical health of teachers in the both countries.

In the regression with third component of burnout, occupational stress, mental health, emotional intelligence, and personal accomplishment have explained 19.1% of variance of physical health in total sample. In the regression, mental health ($\beta=0.217$) was first important predictor, occupational stress ($\beta=0.212$), emotional intelligence ($\beta=-0.101$), and personal accomplishment ($\beta=-0.017$) were second, third, and fourth important predictors. But personal accomplishment ($p=0.712>0.05$) was not a significant
predictor in prediction of physical health. Also, these variables have explained 14.5% and 21.1% of the variance of physical health in Indian and Iranians’ sample respectively. In Indians’ sample, occupational stress (β=0.206) was first important predictor, emotional intelligence (β=-0.136), mental health (β=0.133), and personal accomplishment (β=0.010) were second, third, and fourth important predictors, respectively. But just occupational stress (p=0.005<0.05) was a significant predictor for prediction of physical health. In Iranians’ sample, mental health (β=0.295) was first important predictor, occupational stress (β=0.159), emotional intelligence (β=-0.063), and personal accomplishment (β=-0.032) were second, third, and fourth important predictors, respectively. But mental health and occupational stress were significant predictors for prediction of physical health.

**RANKING OF THE STRESS RELATED FACTORS IN TEACHERS**

For ranking of occupational stressor factors mean of scores with consideration of the number of items has computed. In Iranian teachers’ sample “Problem related to students” (mean with consideration of the number of items=2.818) was first factor, “Problematic future of job” (mean with consideration of the number of items=2.763) was second, “Working load” (mean with consideration of the number of items=2.572) was third, “Conflicting demands of work and home” (mean with consideration of the number of items=2.207) was fourth, “Non specific tasks” (mean with consideration of the number of items=2.185) was fifth, “Physical manifestation” (mean with consideration of the number of items=2.025) was sixth, “Mental exhaustion” (mean with consideration of the number of items=1.997) was 7th, and “Poor relationships” (mean with consideration of the number of items=1.864) was 8th factor of Iranian teachers’ stressors.

In Indian teachers’ sample “Problem related to students” (mean with consideration of the number of items=2.384) was first factor, “Working load” (mean with consideration of the number of items=2.296) was second, “Problematic future of job” (mean with consideration of the number of items=2.273) was third, “Conflicting demands of work and home” (mean with consideration of the number of items=2.207) was fourth, “Non specific tasks” (mean with consideration of the number of items=2.185) was fifth, “Poor relationships” (mean with consideration of the number of items=1.868) was 6th, “Mental exhaustion” (mean with consideration of the number of items=1.815) was 7th.
and "Physical manifestations" (mean with consideration of the number of items=1.756) was 8th factor of Indian teachers' stressor.

**OCCUPATIONAL STRESS AND COUNTRY**

Just in "Poor Relationships" subscale there were not significant differences between the Indian and Iranian teachers. Iranian teachers have had higher scores in the rest of subscales and total scale in comparison with Indian teachers. That is, Iranian teachers are under higher stressors. So many factors are engaged in such differences, but maybe, personality and cultural factors are most important. There are obvious differences between the personality traits of Indian and Iranian teachers (people); most important of them is patience. Indian teachers (people) are very patient in comparison with Iranian teachers (people). They are not in hurry to their work and also showed satisfaction with their present position. But Iranian teachers (people) are exactly vice versa. They want to gain everything very fast, do the work very soon, have big wishes in their mind and want to meet them very soon.

**OCCUPATIONAL STRESS AND DEMOGRAPHIC VARIABLES**

While many researchers reported that factors such as age, gender, and years of teaching experience did not contribute to stress/burnout in their sample populations (Burke & Greenglass, 1989 & 1994; Manthei & Solman, 1988; Morgan & Krehbiel, 1985; Schonfeld, 1990; Sigler & Wilson, 1988), others report differences. Some researchers report that while differences were found for one demographic variable, no significant differences were found on others.

**OCCUPATIONAL STRESS AND GENDER**

With regard to gender differences in teachers' stress, King and Peart (1992) report "there was a slightly greater tendency for female respondents to score in the high stress category" (p.111). Ratsoy and Friesen (1985) as stated by Chorney (1997) and Laughlin (1984) reported similar findings. Long and Gessaroli (1989) also found males to be more stressed. Student misbehavior has been found to contribute more to female teacher stress (Laughlin, 1984; Dewe, 1986; Payne & Furnham, 1987; O'connor & Clarke, 1990; Borg, Riding & Falzon, 1991; Tuettemann & Punch, 1992), because they have "excessive societal expectations" (Tuettemann & Punch, 1992) and "unsupportive parents" (Dewe, 1986). Borg, Riding, and Falzon (1991) and O'connor and Clarke (1990) reported time/resource difficulties to cause greater stress for female teachers. Borg, Riding and
Falzon (1991) reported that male teachers showed greater stress due to professional recognition needs. In a study by Laughlin (1984), male reported more stress related to curriculum demands. Tuetteman and Punch (1992) found that support for male teachers was a more powerful factor in psychological distress than for females. The researchers noted that males appear to be more dependent than female teachers for their wellbeing on "satisfying interaction between superiors and colleagues as mates and supporters" (p.52).

In this research in Indian teachers’ sample women teachers had greater scores in Physical manifestations (p=0.0005<0.05), and “Mental exhaustion” (p=0.031<0.05). In the other factors and total scale there were not any significant differences. In Iranian teachers’ sample just in “Poor relationships” (p=0.379>0.05), and “Non specific tasks” (p=0.552>0.05) there were not any significant differences, in the other factors and total scale men teachers had greater scores.

In every culture and country, women usually have more delicate morale in comparison with men. They are more sensitive to their personal beautiful appearance and health. They consider and ask about minor changes in physical and mental health. However, higher scores in “physical manifestations” and “mental exhaustion” that occurred in Indian teachers are expected. In other words, it is a natural difference between men and women. But, additionally, in Iranian culture every responsibility related to live and family are undertake of men. Then higher scores in reported occupational stress and its subscales are not strange. Even, when questionnaires were administered the inflation was in highest rate in comparison of previous years, and it was going to go higher, especially in Tehran city. However, inflation is not semplice factor in significant differences which results showed in consideration of country and gender.

OCCUPATIONAL STRESS AND AGE

Age related differences in teacher stress levels have been examined. King and Peart (1992) reported that “greater proportions of younger teachers than teachers over 51 years of age experienced high stress” (p.111). Feitler and Tokar (1982) also found that higher stress levels were associated with being in the 31-44 year age range. Other researchers have found that stress/burnout is higher for younger teachers (Anderson & Iwanicki, 1984; Gold, 1985; Russell, Altmiaier & Vanvelzen, 1987; Sarros & Sarros, 1992). In examining differences in responses on stress/burnout measures for teachers of
different ages, Laughlin (1984) reported that teachers under 26 years old showed significantly more stress from pupil recalcitrance, and that young university graduates were least affected by curriculum demands. In same study, older groups reported significantly more stress from time and resource difficulties, and curriculum demand.

In this research in total sample just in “problematic future of job” subscale there was significant difference by consideration of age group. In other words, old group teachers have reported greater scores in this subscale in comparison with young teachers. Usually, more than 45 years old is the last decade of teaching in teachers’ life, and retirement age is forthcoming. Then, teachers are worry about the future of job, future of their children, more difficult economic conditions, and etc. they comprise themselves with their compeer friends and want to be more but the condition do not let them, mostly. However, they feel more stress in comparison of other age group teachers.

OCCUPATIONAL STRESS AND EXPERIENCE

Researchers have found fewer years of experience to be associated with higher stress level (McMurray, 1986; Capel, 1987; Mo, 1991; Okebukola & Jegede, 1992).

In contrast, Borg, Riding, and Falzon (1999) found that greater stress levels were reported by the more experienced teacher in their study. Parkey, Greenwood, Olejnik, and Prollor (1988) reported “the levels of stress experienced by teachers increased with the amount of experience” (P. 19) until 20 years. Lowest stress levels were found among teachers with over 20 years of experience.

In this research in all subscales except “mental exhaustion” there were significant differences with consideration of the year of experience. In all of them low experience group have reported the least scores in occupational stress and its subscales. In studied country (India, and Iran) getting a suitable job is very difficult for the candidates. Then, persons who found the job are so glad for this success for a few years, and they do not think about the work overload, future of job, and etc. however, they have reported low stress because they rescue from jobless conditions and pressers newly.

EMOTIONAL INTELLIGENCE AND COUNTRY

Just in “Motivation” subscale Indian teachers have reported greater scores in comparison of Iranian counterparts. In other words, Indian teachers have more motivation
with 99 percent confidence. In the other subscales and total scale there were not statistically significant differences.

EMOTIONAL INTELLIGENCE AND GENDER

In this research, in all subscales and total scale there were significant differences between male and female teachers. The results of two way ANOVA showed that just in Indian teachers there were such differences with consideration of gender. In Indian teachers male teachers reported significantly higher scores in emotional intelligence and its subscales in comparison with female. These results did not appear in Iranian teachers. In other words, Iranian male and female teachers have reported same level of emotional intelligence and its subscales. But, Indian male teachers reported themselves as higher emotional intelligent persons in comparison with Indian female teachers.

EMOTIONAL INTELLIGENCE AND AGE

In this research, just in “Motivation” subscale there was significant difference between two age groups. In other words, young teachers reported greater motivation in comparison with young adult teachers. Altogether, there were not any significant difference in emotional intelligence and its subscales with consideration of age groups for which the data was analyzed concerning to each country, separately.

EMOTIONAL INTELLIGENCE AND EXPERIENCE

In this research, in all subscales and total scale there were significant differences between emotional intelligence scores with consideration of work experience. Low experienced teachers have reported higher scores in emotional intelligence and its subscales in comparison with middle experienced teachers. But there was not significant difference between old and young group. Then middle experienced teachers described themselves as low emotional intelligent persons.

JOB BURNOUT AND COUNTRY

Just in positive meaning subscale of burnout namely “personal accomplishment” there was significant difference between the mean scores of two countries. In other words, Indian teachers have reported greater scores in “personal accomplishment” in comparison with Iranian counterparts. In emotional intelligence variable, also, they reported more motivation. However, more motivation with more personal accomplishment has conformity. But this high score just are related to male Indian teachers.
JOB BURNOUT AND GENDER

With regard to gender differences in teachers' stress, Anderson and Iwanicki (1984) were reported that males in their sample showed significantly more burnout. Other researchers in separate researches reported that male teachers have scored higher on "depersonalization" (Schwab & Iwanicki, 1982; Gold, 1985; Russell, Altmaier & Vanvelzen, 1987; Greenglass & Burke, 1989; Sarros & Sarros, 1992). Tuetteeman ad Punch (1992) found that support for male teachers was a more powerful factor in psychological distress than for females.

In this research just in positive meaning subscale of burnout namely "personal accomplishment" there was significant difference between the mean scores of female and male teachers. In other words, male Indian teachers have reported greater scores in "personal accomplishment" in comparison with female Indian counterparts. In Iranian teachers, male teachers have reported greater scores in negative meaning subscales, namely "emotional exhaustion", and "depersonalization" in comparison to their female counterparts. It is expected that experiencing more occupational stress will produce more job burnout. However, the same reason is mentioned in higher occupational stress in the sample of male teachers is engaged in producing higher job burnout.

JOB BURNOUT AND AGE

Age related differences in teacher burnout levels have been examined. Schwab and Iwanicki (1982) found that teachers 20-39 years old had more intense feelings of emotional exhaustion than teachers 50 years and older. Similarly, Farber (1984) observed that "teachers in the 21-33 and 34-44 year old age group perceived themselves as more burned out and less committed to teaching than did teachers in the 45-65 year old age category" (p. 329). Other researchers have found that stress/burnout is higher among younger teachers (Anderson & Iwanicki, 1984; Gold, 1985; Russell, Altmaier & Vanvelzen, 1987; Sarros & Sarros, 1992).

In this research, just in "personal accomplishment" subscale there was significant difference with consideration of age group in total sample. In other words, old teachers have reported more personal accomplishment in comparison of the middle aged teachers. For finding out the causes of this difference, analysis was done taking into the consideration of country. The results showed that in Iranian teachers' sample there were
not any significant differences with regard to job burnout with consideration of age group. But in Indian teachers' sample young teachers have reported lesser "depersonalization" in comparison of old teachers. However, it is expected that young teachers who have reported to experience less occupational stress, report less depersonalization. The interpretation of this result is same as the interpretation of lower scores in occupational stress.

**JOB BURNOUT AND EXPERIENCE**

In examining years of experience as a variable in determining of burnout, Pierce and Molloy (1990) reported that "teachers in the low burnout group tended to have more overall teaching experience" (p. 45). Similarly, Ratsoy and Friesen (1985) as stated by Chorney (1997) reported that the lowest burnout scores "were, on average, reported by first and second year teachers and the highest levels by those with 16 to 25 years of experience" (p. 160).

In this research, in "personal accomplishment" subscale and "emotional exhaustion" there were significant differences with consideration of work experience. In other words, middle experience teachers have reported lower personal accomplishment and higher emotional exhaustion in comparison with low experience teachers. It is expected, because middle experience teachers have not that ardency which low experience teachers have, also, they can not feel that danger of losing of job which high experience teachers feel it. However, middle experience teachers have reported lower personal accomplishment and higher emotional exhaustion. Further analysis, also showed, these differences are found related to Indian teachers' sample, and did not show any significant difference between mean scores with consideration of work experience.

**HEALTH (MENTAL & PHYSICAL) AND COUNTRY**

In this research, Iranian teachers have shown greater scores in physical health but there was not any significant difference in mean scores of mental health with considering country. In other words, Iranian teachers have reported poorer physical health in comparison of their Indian counterparts.

**HEALTH (PHYSICAL AND MENTAL) AND GENDER**

Most of the studies suggest that women are more likely to view themselves as having emotional problems, to seek help for such problems, and to be prescribed more medications for the treatment of psychological disorders (Cleary and Mechanic, 1983;
Roxburgh, 1996; Perez and Wilkerson, 1998). In addition, there have been studies found out that women are more likely than men to experience anxiety (Defares et al., 1984), and depression (Cleary and Mechanic, 1983). Although most studies showed that women reported comparatively higher levels of anxiety, Defares et al. (1984) were pointed out that men exhibit comparatively more symptoms of prolonged distress and anxiety, including hypertension and heart disease. Barns and Maple (1992) argued that women seem to figure more frequently in mental health statistics; men outnumber women in a number of “deviant” behaviors including alcoholism, drug abuse, crime, violence and suicide. These findings may suggest that female are more willing to report psychological difficulties and seek help than men, while men are more likely to grapple with mental health issues alone, and it is leading to serious long term consequences for both their mental and physical health.

In this research, there were not any significant differences between mean scores of mental and physical health with considering of gender. Two way ANOVA with considering of gender and country showed that Indian female teachers showed poorer physical health in comparison to that male Indian teachers.

HEALTH (MENTAL AND PHYSICAL) AND AGE

In this research, results showed that there were not any significant differences with consideration of age group in mean scores of physical and mental health in total sample.

HEALTH (MENTAL AND PHYSICAL) AND WORK EXPERIENCE

In this research, there were significant differences in mean scores of mental health with consideration of work experience, but there were not significant differences in mean scores of physical health in the same independent variable. In other words, middle experienced teacher have reported greater mean scores in comparison of low and high experienced teachers. That is middle experienced teachers have reported poorer mental health. It was observed that middle experienced teachers who reported higher stress, report poorer mental health.

RELIABILITY OF QUESTIONNAIRES

Determination of reliability of tools which used in the research is necessary in every research in every place of the world. Reliability shows those tools which used in research have scored different variables in true manner. In other words, researchers
should be able to check that the data on which results have taken on the basis of them are reliable or not. In this research as shown in following table all of tools and their subscales have shown accepted levels of reliability.

TABLE 4.1: INTERNAL CONSISTENCY OF APPLIED TOOLS AND THEIR SUBSCALES

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Cronbach’s Alpha coefficient</th>
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<tbody>
<tr>
<td>Self Awareness</td>
<td>0.8155</td>
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<tr>
<td>Self Regulation</td>
<td>0.8480</td>
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<tr>
<td>Motivation</td>
<td>0.7712</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>0.7585</td>
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<tr>
<td>Social Skills</td>
<td>0.7951</td>
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<tr>
<td>Emotional Intelligence Total</td>
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<tr>
<td>Emotional Exhaustion</td>
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<td>Depersonalization</td>
<td>0.7192</td>
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<td>Personal Accomplishment</td>
<td>0.7532</td>
</tr>
<tr>
<td>Mental Health Total</td>
<td>0.8434</td>
</tr>
</tbody>
</table>

LIMITATIONS OF THE PRESENT RESEARCH

This study contained several limitations as follow:

1. The most significant limitation of study was that the data for all variables included in this study were collected via participant self report. Although self reports of participants are common ways of collecting data in the social science (Kline, Sulsky & Rever-Moriyama, 2000), the use of such data collection of the only assessment of organizational behavior is criticized for two major reason: the inferences made by the researchers as to correlations and causal relationships between the variables under investigation might be artificially inflated by the problem of common method variance and secondly, studies involving self report data are prone to response biases which need to be acknowledged and understood when interpreting results (Donaldson & Grant-Vallone, 2002).

Contamination through common method variance may have occurred in this study as a result of the fact that all measures were assessed using the same paper-and-pencil response format. The problem with common method variance in
correlational investigations is that in addition to the relationship calculated by the correlation coefficient, some of this correlation coefficient may be measuring a false relationship, meaning that the correlation between variables is estimated as higher than is actually true to the same response bias being applied by the participant to each measure in the questionnaire battery (Kline et al., 2000). Therefore, it is possible that the relationships observed and reported in this study have been slightly inflated due to common method variance. One way to control for this bias in future research could be used different versions of the questionnaire batteries, where the items are ordered differently, to detect order effects. Although this does not completely eradicate common method of variance it would provide the researcher with an indication of its effect and possibly allow them to control for this type of biasness in research.

2. The phenomenon of socially desirable responding is another concern in studies relying solely on self-report questionnaires. A social desirability bias occurs when respondents tend to over-report admirable attitudes and behaviors, presenting themselves favorably with respect to current social norms and standards, and under-report attitudes and behaviors that they feel are not socially acceptable or respected (Zerbe & Paulhus, 1987). In this research for controlling of this bias in the instructions of the questionnaires the present researcher was written “there is not any correct or false response, just your frankly responses on the basis of your opinion is correct” and was not given any information about the variables and feedback reports.

3. Five variables (emotional intelligence, occupational stress, job burnout, mental health, and physical health) have been studied in this research, then the total questionnaire which administered among teachers had more than 200 items and it was too long, however, subjects participated would have found difficulties in this research. Then, for providing 500 subjects researcher administered more than 1200 series of questionnaire among teachers and just 500 questionnaires were filled exactly. For this reason self report questionnaire was used for measuring of emotional intelligence. But it is better to measure emotional intelligence by another approach.
4. Studied countries (India and Iran) are broad countries and they have so many subculture in them, but for researcher it was impossible to administer questionnaires in more than one city, however, the comparative results is related to two cities of the countries which subjects were selected of them (Aligarh from India, and Tehran from Iran). Then the results are not generalizable to two countries. However, in selecting sample from mentioned cities stratified random sampling method was used which is the best manner of selection of sample. Although being limited in a number of ways, the results of this study are valuable and provide an insight into the role of emotional intelligence and occupational stress in job burnout and health (mental & physical). The limitations presented in this study are common to most studies examining individual differences, and whilst researchers need to be aware of them, their impact is not significant enough to discredit the findings of the current study.

SUGGESTION

The developed questionnaire (Teachers' Occupational Stress Questionnaire) is suitable, valid and reliable questionnaire. It is proper for two countries (India and Iran). However, it can also administer for measuring of teachers' occupational stress after validation in other countries. Then, validation of this questionnaire in other countries is need.

In this research, because of five variables were studied; researcher could not consider personality traits like locus of control, personality type, and etc. as an independent variables. Then, as a next research, researchers can consider the effects of personality traits on health (mental and physical) and job burnout.

Fredrickson and her co-researchers claimed that positive emotions may undo the effects of negative emotions. In other words, positive emotions may indeed undo the lingering effects of negative emotions that narrow one's thought-action repertories. More recent research tends to support the notion that positive emotions may indeed act as a coping resource periods of experienced stress and threat (Folkman & Moskowitz, 2000). The undoing hypothesis predicts that positive emotions will restore autonomic quiescence (physiological undoing) following negative emotional arousal, as well as restore flexible...
thinking following negative emotional experiences. This contributes to higher levels of efficiency and may in turn build ego-strength and resilience.

The observed results in present research showed that emotional intelligence is effective variable on mental and physical health, also. Maybe there is relationship between emotional intelligence and positive emotions constructs. As a future research, the study of the effect of emotional intelligence and positive emotions on mental and physical health suggests for exploring the relation of two mentioned constructs. Maybe positive emotions are a major component of emotional intelligence. In other words, emotional intelligent person should have positive emotions. And even, also, incredible effects of emotional intelligence on mental and physical health, workers' performance, motivation, burnout, and etc, is related to this component.