

# A study on Relationship Obsession Compulsive Disorder Among Teachers

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## Abstract:

Emotional intelligence is one person behaving in accordance with the other person's emotions. This by itself is in a way Emotional Labour prohibiting display of actually felt emotions. The consequences of this is more significant in the superior subordinate relationship that prevails in the workplace because of contradictions that may arise in day to day workplace issues which demands execution of emotional and intellectual decisions from either sides. The researcher made an attempt to study the emotional aspects of the teaching faculty members in schools and colleges. The researchers choose 212 teachers for the present study using purposive sampling technique by non-probability method. The samples were chosen from a metropolitan city Chennai in India which has cosmopolitan crowd of people representing all states of the country. Hence, the findings of the study can be generalized to whole of the country as the opinion of academicians. The findings of the study are discussed in detail in the paper..

**Keywords —Emotions, Emotional intelligence, Emotional Labour, Teachers, Chennai**

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## I. INTRODUCTION

Emotional intelligence or Emotional Labour, could be both is a significant aspect of discussion in every type of industry or organization irrespective of sectors. This study is however specifically pertaining to academic sector targeting the teachers because they play a significant role in influencing the life of the students who are the future citizens. The teachers are expected to control or balance the emotions to a greater extent for two main reasons. First is that they are very much younger by the age to their teachers and the second is instant gratification is prevalent among the present day students, whereby they are unable to accept high powered emotional decisions from their older people of any relationship like parents, teachers, relatives, friends etc.

The first definition of emotional labour was created by Hochschild (1979). The Emotional Labor Theory deals with emotions which employees feel or pretend to feel in order to meet their job requirements, irrespective whether or not they are different from their true emotions. Emotional labour is defined as the way of managing publicly perceptible emotional displays, i.e. those mediated by physiognomies and body language. Hochschild's definition of emotional labour in connection with jobs in which there are explicit expectations in place concerning the employees' emotional attitude, and employees are rewarded for their expressions of appropriate emotions. The study emphasizes on the concept that when teachers are disturbed

emotionally they show OCD behaviour in case they are affected by same.

**II. REVIEW OF LITERATURE**

A minimal review of literature was done to understand the previous research on Emotional intelligence

Karim,(2009) stated in the study done on emotional labour that excessive emotional labour may have a negative influence on one’s behaviour as well as one’s psychic and somatic well-being. This inturn may have a negative impact on the workplace.

Butler et al (2003), in their study quoted that surface actors find it harder to balance their emotions because surface acting leads to higher stress levels. The high level stress leads to affecting of the immune system. Surface acting will lead depression in the long run, reducing motivation at work, increasing absenteeism and the turnover from organizations.

Grandey (2003),in the study done found that deep acting does not create much problems like surface acting because the deep actors are very clear in depicting the actual action they wish to display. By doing this they don’t worry about the true emotions thereby showing negative correlation of emotional labour with job satisfaction.

Brotheridge and Grandey (2002) have found in their study that deep acting has increased the deep actors’ perception of efficiency and self-image at work. They are able to maintain their desired image at workplace based on their acting that they are able to hold on to.

**III. METHODOLOGY**

**Methods and Measures**

Purposive sampling by non-probability method was exploited to choose the samples for the study. Primary and secondary data served as the base for the methodology of this study. Secondary data were collected from the journals, magazines, publications, reports, books, dailies, periodicals, articles, research papers, websites, company

publications, manuals and booklets. Primary data were collected through well framed questionnaires. The questionnaire of the research consisted statements in Likert’s five point scale. The first section dealt with the personal and organizational profile of the respondents. The second section consisted of 8 items to measure the Relationship obsession compulsive disorder among Teachers.

**ROCD (Relationship obsessive disorder)**

A tool containing 8 items to evaluate the Relationship obsessive disorder was developed by, Sowmya.K.R. The tool was self developed in contrast to OCD tools that studied Obsessive and compulsive disorder for the present study in Indian scenario. The tool was tested for its reliability, and its cronbach’s alpha co-efficient was 0.864. sample items were: “I feel lost in thoughts always” , “I feel happy with the thoughts I am engrossed in”, “I feel depressed due to certain things that are happening to me because of my relationship with someone”.

**IV. ANALYSIS AND DISCUSSION**

An 8 item tool was administered to study the relationship obsessive disorder experienced by the working employees in Chennai city. The data collected was analysed using t-test to identify the item which affects the person the highest due to the obsession of the person with his relationship with someone.

**Table 4.1. An Analysis on Relationship obsessive disorder among Teachers**

S.No	Relationship Obsessive Disorder	N	Mean	Std. Deviation	T value	Sig
1	I feel lost in thoughts always	21	4.6051	.90218	2.494	.013
2	I feel happy with the thoughts I am engrossed	21	3.8875	.95653	3.921	.000

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3	I feel depressed due to certain things that are happening to me because of my relationship with someone	21 2	4.201 7	.59401	11.33 9	.000
4	I feel I am unable to continue my relationship normally with others	21 2	4.295 1	.78548	5.300	.000
5	I feel sad for some reason or the other with my relationship	21 2	2.770 1	1.25960	3.143 2	.00 0
6	I feel guilty for some untold reason	21 2	3.025 5	1.11243	2.362	.000
7	I feel I am unable to be a normal person like before	21 2	3.511 7	.66797	- 4.654	.661
8	I feel others are noticing me for some reasons	21 2	3.509 6	.79852	2.312	.000

From the table 4.1, it is evident that the obsessive disorder of teachers varied from (lowest mean 2.7701 ) to (highest mean 4.6051). The factor that had the highest mean was “I feel iam unable to continue my relationship normally with others” and the factor that had the least mean was “I feel sad for some reason or the other with my relationship”. This does show that there is a significant difference of varied factors that contribute to the obsessive disorder among teachers due to relationships.

## V. CONCLUSION

This researcher infers that a person with relationship obsessive disorder suffers extreme distractions in living a normal life. They suffer from indications not limited to absent mindedness, memory distraction, postponing duties, absorbed in inner thoughts, imagining things that may happen which is of desire to them, failure to accomplish targets, align with routines of official and personal lives, find difficulties in mingling with regular friends, peers, spouse, parents and children. Person affected with ROD (Relationship obsessive disorder) feels immediate difficulties to continue with regular relationships with the spouse if the affect is related to spouse. If the affect is because of the influence of the other person other than spouse who is the cause of obsessive disorder, then the affected person finds it unable to continue relationships with the spouse as earlier before being affected by ROD (Relationship obsessive disorder). The affected person ends up in obsessive preoccupation, doubts and compulsive behaviours as an outcome of the affect. People with ROD (Relationship obsessive disorder) seem to be occupied with intrusive thoughts that can't leave the mind admitting of trying hard enough to remove it from mind. Its' interference on the daily routine of a person varies with degrees. Most of them are tremendously affected by such intrusion and some not often care for it. The outcomes experienced by the tremendously affected people may be many but not restricted to addiction, expectation, resentment, displeasure, disgrace, despair and seclusion. These stressful symptoms affect the total well-being of a person in the long run.

## Practical Implications

The practical implications of the study, was with respect to generalizing the finding to the whole universe. This is because although the study is a perception based study, it may differ based on the culture in varied countries. However, the findings of this study may be generalized to the whole of

India and this may give way to comparative study across countries in the context of obsession.

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