



## Job Stressors and Emotional Intelligence Of Secondary School Teachers

### KEYWORDS

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**ABSTRACT** *The study was purported to find the job stressors and emotional intelligence of secondary school teachers in Ariyalur district. Two tools namely teachers job stressors scale developed by the investigator and emotional intelligence scale developed by Anukool Hyde et al (2001) were used to collect this data. The major findings of the study were the male and female secondary school teachers do not differ significantly in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors. Same result was acquired for emotional intelligence also. The rural and urban secondary school teachers differ significantly in job stressors and emotional intelligence. The study reveals that the job stressors of secondary school teachers negatively influences their emotional intelligence*

### INTRODUCTION

The teacher is the real dynamic force of any school. Likewise, the school without good teachers is a soulless body. Without competent teachers, even the best educational systems are bound to fail. So, a good teacher can certainly make the best of even the worst system. It is true that teachers are being evaluated by students constantly on four aspects: by how they look; by what we do; by what we say; and by how we say and do it. In other words, the teachers' whole personality is under the view of their students. A relaxed teacher only can be an effective teacher.

### JOB STRESSORS AND EMOTIONAL INTELLIGENCE

The teachers are likely to have stress as in the case of other professionals. The commonly used nomenclature to mean the stress that people undergo in different walks of life is job stress. Since, the mid 1980's job stress has regularly found its way into the media, and has been the subject of much discussion, concern and ill-conceived rumour. It is only in recent years that people have begun to recognize its existence and have attempted to investigate into it in order to try to do something about it.

Job stress refers to the individual's mental state aroused by combination of job situation perceived as presenting the demands which threaten to exceed the employee's capabilities and resources for adequately meeting it, under conditions where he accept a situation differential in the costs and rewards from meeting the demands versus not meeting it. A shortage of teachers and increasing student enrollment is enough to create a highly stressful profession, but research shows that there are many other stressors unique to the teaching profession. The same stressors may not be experienced by all teachers and stress affects every person differently, but it is easy to see why the teacher turnover rate is above normal when compared to other professions.

Poor classroom working conditions, lack of adequate instructional materials, lack of proper facilities within the school, lowering job security and mobility, poor salary, little opportunity for promotions, managerial interruptions, interpersonal conflicts, heavy workload, physical and mental abuse by the students etc. are some of the job stress-

ors felt by the teacher communities. These factors may severely influence their mental strength of the teachers, which in turn, their emotional intelligence is also deteriorated.

### NEED AND SIGNIFICANCE OF THE STUDY

Though teaching is considered as a noble profession, the teachers feel it as a hard task to realise the goals set by them to certain satisfactory level. In fact, every minute is challenging for a sincere as well as committed teacher. As time changes, the skills and characteristics do change among the student communities and thereby the fresh demand for change in the mode of teaching arises to challenge the teacher in improving their skills and utilization of available resources. A good teacher can never be satisfied with what he or she has achieved in the past.

Such a challenging situation always puts the teacher in finding the ways and means for attaining such satisfaction. The job stress could also confuse or demoralize even the good teachers to deviate from their chosen path. The intensity of such job stressors could cause mental agony forcing the individuals given up the chosen profession. In such a context, one could assume that the resoluteness on the part of a teacher. It is strongly opined that there is a necessity to identify the prominence of various job stressors and the level of emotional intelligence of primary school teachers. If there exists such vulnerable job stressors and low level emotional intelligence found among the high school teachers, their teacher behaviour is too questionable. So, it is the right time to identify those things for evolving suitable strategies in the form of recommendations for improving their teacher behaviour which resulting in the academic performance of their students. Hence, the investigator would like to investigate the following problem.

### TITLE OF THE STUDY

JOB STRESSORS AND EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS IN ARIYALUR DISTRICT

### OPERATIONAL DEFINITIONS

#### Job Stressors

By "Job Stressors", the investigator means the factors affecting the teachers working in secondary schools in Ari-

yalur District. Operationally, it is the scores obtained on the Teachers' Job Stressors Scale developed and validated by the Investigator.

**Emotional Intelligence**

By "Emotional Intelligence", the investigator means the ability of individual to read others' emotions accurately, to respond to them appropriately, to motivate oneself, to be aware of one's own emotions, and to regulate and control one's own emotional responses. Operationally, it is the scores obtained on the Emotional Intelligence Scale developed by Anukool Hyde et al. (2001).

**OBJECTIVES**

1. To find the significant difference between the male and female secondary school teachers in their job stressors.
2. To find the significant difference between the secondary school teachers working in rural and urban schools in their job stressors.
3. To find the significant difference between the male and female secondary school teachers in their emotional intelligence.
4. To find the significant difference between the secondary school teachers working in rural and urban schools in their emotional intelligence.
5. To find the significant relationship between the job stressors of secondary school teachers and their emotional intelligence.

**ANALYSIS OF DATA**

**Null Hypothesis – 1**

There is no significant difference between the male and female secondary school teachers in their job stressors.

**Table - 1. Difference in Job Stressors of Secondary School Teachers with regard to Gender**

Job Stressors	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Teacher Role Maintenance	Male	387	54.68	10.32	1.06	1.96	NS
	Female	154	55.81	11.58			
Respect and Honour Maintenance	Male	387	41.73	10.47	0.68	1.96	NS
	Female	154	42.45	11.34			
Maintenance of Interpersonal Relationship	Male	387	26.73	9.14	2.45	1.96	S
	Female	154	28.99	9.86			
Total	Male	387	123.14	14.23	2.59	1.96	S
	Female	154	127.25	17.53			

It is inferred from the above table that there is significant difference between male and female secondary school teachers in maintenance of interpersonal relationship and job stressors. But there is no significant difference between them in teacher role maintenance, and respect and honour maintenance. While comparing the mean scores of male and female secondary school teachers in their maintenance of interpersonal relationship, female teachers (mean = 28.99) have more job stressors than male teachers (mean = 26.73) in their maintenance of interpersonal relationship. While comparing the mean scores of male and female secondary school teachers in their job stressors, female teachers

(mean = 127.25) have more job stressors than male teachers (mean=123.14) in their job stressors.

**Null Hypothesis – 2**

There is no significant difference between the secondary school teachers working

in rural and urban schools in their job stressors.

**Table - 2. Difference in Job Stressors of Secondary School Teachers with regard to Locality of School**

Job Stressors	Locality of School	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Teacher Role Maintenance	Rural	81	55.14	10.53	0.12	1.96	NS
	Urban	460	54.98	10.73			
Respect and Honour Maintenance	Rural	81	41.04	11.26	0.79	1.96	NS
	Urban	460	42.10	10.63			
Maintenance of Interpersonal Relationship	Rural	81	28.32	9.75	0.95	1.96	NS
	Urban	460	27.21	9.34			
Total	Rural	81	124.49	15.06	0.12	1.96	NS
	Urban	460	124.28	15.40			

It is inferred from the above table that there is no significant difference between secondary school teachers working in rural and urban schools in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

**Null Hypothesis – 3**

There is no significant difference between the male and female secondary school teachers in their emotional intelligence.

**Table - 3. Difference in Emotional Intelligence of Secondary School Teachers with regard to Gender**

Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Male	387	139.80	7.73	2.27	1.96	S
Female	154	137.78	9.89			

It is inferred from the above table that there is significant difference between male and female secondary school teachers in emotional intelligence. While comparing the mean scores of male and female secondary school teachers in their emotional intelligence, male teachers (mean = 139.80) are better than female teachers (mean = 137.78) in their emotional intelligence.

**Null Hypothesis – 4**

There is no significant difference between the secondary school teachers working in rural and urban schools in their emotional intelligence.

**Table - 4. Difference in Emotional Intelligence of Secondary School Teachers with regard to Locality of School**

Locality	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Rural	81	139.54	8.73	0.36	1.96	NS
Urban	460	139.17	8.40			

It is inferred from the above table that there is no significant difference between secondary school teachers working in rural and urban schools in emotional intelligence.

**Null Hypothesis – 5**

There is no significant relationship between the job stressors of secondary school teachers and their emotional intelligence.

**Table - 5.**  
**Relationship between the Job Stressors of Secondary School Teachers and their Emotional Intelligence**

Job Stressors	N	Calculated 'r' Value	Table Value	Remark
Teacher Role Maintenance	541	-0.490	0.086	S
Respect and Honour Maintenance	541	-0.504	0.086	S
Maintenance of Interpersonal Relationship	541	-0.474	0.086	S
Total	541	-0.984	0.086	S

It is inferred from the above table that there is significant relationship between the job stressors of secondary school teachers and their emotional intelligence.

**FINDINGS AND DISCUSSION**

The male and female secondary school teachers do not differ significantly in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors. Moreover, they have maintained good interpersonal relationship with others. Hence, they are found to be the same in this regard.

The rural and urban secondary school teachers differ significantly in job stressors. Among themselves, the rural school teachers have more job stressors. This may be due to the fact that the rural school teachers may reside in urban areas because of their children's studies and they have to travel a long distance for their work. This causes more job stressors for these categories of teachers.

The male and female secondary school teachers do not differ significantly in their emotional intelligence. This may be due to the fact that both the male and female categories of teachers working in secondary schools may have the same educational qualifications causing the same level emotionality.

The rural and urban secondary school teachers differ significantly in their emotional intelligence. The urban school teachers have better emotional intelligence. .

**CONCLUSION**

From the findings of the present study, it is concluded that the job stressors of secondary school teachers negatively influences their emotional intelligence. Moreover, more number of job stressors reduces the emotional intelligence of the chosen sample. Hence, it is recommended that the job stressors should properly identified at the secondary level school itself to promote better emotional intelligence among the teachers who are the one and only responsible for the future generation.

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