



STRESS IN RELATION TO EMOTIONAL COMPETENCE, AMONG THE TEACHERS IN THE GOVERNMENT SECTOR IN PALAKKAD-KERALA

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ABSTRACT Palakkad is the seat of a number of Public & Private Schools in, Kerala. In now-a-days society where industrialization and technology became part of everyday life, teachers face higher stress too. But it is acknowledged fact that society has put a very crucial responsibility on the shoulders of the teachers as considering them the entity who have to shape the students in such a way that they would be able to deal with the new challenges of the modern world. Therefore, teachers can be considered as much stressed people. Therefore, stress among teachers is due to many factors and such factors are known as stressors. Teachers and students work best in a comfortable inviting environment. Thus, present study concerned with the effects of stress among the teachers in relation to emotional competence, of the government school teachers in palakkad district in kerala.

KEYWORDS : Stress, Emotional Competence

INTRODUCTION

According to Beehr and Newman, "stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning". Teacher stress on the other hand, is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). According to Book Britannica Concise Encyclopedia stress is a state of bodily or mental tension resulting from factors that tend to alter an existent equilibrium. Stress is an unavoidable effect of living and is an especially complex phenomenon in modern technological society.

Teachers nowadays have to deal with so many different demands and pressures, emotional, physical, and administrative and management duties but also to some inconsiderate parents' demands and wants. Besides that, the large number of students in a classroom, packed timetable, uneven duties, uncomfortable working conditions, co-curriculum activities, meetings, in-house trainings, courses to attend extra classes and the unnecessary amounted paperwork are some of the main contributions to the increased causes of stress among teachers.

Teacher stress on the other hand, is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). It is interesting to note the most stressful jobs frequently involve work with people or require you to hide your emotions. In combining these two, teaching carries a high degree of emotional labor and with that stress. Additionally in some schools, violence, lack of input and a feeling it really doesn't matter can make the field of education even more stressful. Remember that a teacher in a school with a troubled population will feel more pressure than one in a more relaxed location.

REVIEW OF LITERATURE

In government sector it includes a variety of jobs. Some of the departments' works 24 hours where some are under threaten of criminals, dirty politics, contact with continuously law offenders, etc. The government job also make more responsibility and answerable. Some of these factors make the government jobs more stress able and it influences the performance of the Individual. Some of the peoples are selected to various jobs in government department mainly on the basis of their academic performance and competition success in public service examinations. Good memorizers got high ranks and the other main aspects of performances like emotion competence, social interaction, self-esteem were neglected which were important to the successful performance of job situations. Some of the efficient employees more than job satisfaction give importance to job security. Actually most of the employees suffer moderate to extreme level of job stress. During the past few decades, stress has been given the attention of researchers in many and varied fields. A primary reason why researchers are studying stress lies in the recognition by management that stress related problems are reducing productivity and morale. Much research has been conducted on the individual areas of job stress

and job satisfaction. Very little research has been done on correlating these four variables, in attempts to produce reliable, valid information on government personnel.

STATEMENT OF THE PROBLEM STRESS IN RELATION TO EMOTIONAL COMPETENCE, AMONG THE TEACHERS IN THE GOVERNMENT SECTOR IN PALAKKAD-KERALA

OBJECTIVES

1. To find out the level of stress among the government school teachers in kerala
2. To find out the level of emotional competence among the government school teachers in kerala
3. To find out the relationship between stress and emotional competence among the government school teachers in kerala

HYPOTHESIS

1. There exists different level of stress among the government school teachers in kerala
2. There exists different level of emotional competence among the government school teachers in kerala
3. There exists significant relationship between stress and emotional competence among the government school teachers in kerala

METHODOLOGY

The study will adopt quantitative research design. Sample of the study, tools used and statistics administered will be as follows.

SAMPLE:

250 teachers randomly selected from three randomly selected government schools in Palakkad District in the State of Kerala, India. Stratified random sampling method will be adopted.

TOOLS:

1. Perceived Stress Scale (Cohen & Williamson, 1988) will be used to measure the evaluation of individuals about the stressfulness of different situations
2. Emotional Competency Inventory for Teachers (Abhilash Babu and Balasubrahmanian, 2008) is used to measure emotional intelligence.

FINDINGS OF THE STUDY

Table 1: Distribution of the sample based on the sex difference.

Sex	Frequency	Percent
Female	157	62.8
Male	93	37.2
Total	250	100.0

The sample consists of 157 females and 93 males (Table 1). Of the total sample 62.8 % are females and 37.2 % are males. In total there are 250 subjects. A graphical representation of the same is given in figure 1.

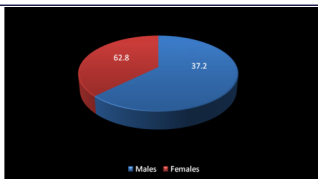


Figure 1: Graphical Representation of the distribution of the sample based on the sex difference

Males are lesser in number than females (Figure 1). The total sample can be classified in to two on the basis of their professional qualification. This is given in table

Table 2: Descriptive analysis: Minimum, maximum, mean and standard deviation of stress, and emotional competence.

Variables	N	Minimum	Maximum	Mean	S. D.
Stress	250	18.00	25.00	21.68	1.55
Emotional Competence	250	160.00	179.00	171.36	4.47

Table 2 shows the descriptive feature of the variables; stress, and emotional competence. Minimum score in the stress scale is 18, Maximum score is 25. Mean score of the stress in the sample is 21.68 (S.D. = 1.55). Minimum emotional competence of the group is 160. Maximum emotional competence is 179. Mean emotional competence of the sample is 171.36 (S.D. = 4.47).

Table 6: Distribution of the subjects with high emotional competence and low emotional competence

Emotional Competence	Frequency	Percent
Low	115	46
High	135	54
Total	250	100.0

Of the total 250 subjects in the sample, 115 are low in emotional competence and 135 were high in emotional competence. Figure 7 is a graphical representation of the same.



Figure 6: Graphical representation of the distribution of the subjects with high emotional competence and low emotional competence

45.8% of the total sample has low emotional competence and 54.2% of the sample has high emotional competence. Table 9 is the summary of the student's t test which analyzed if individuals with low social interaction differ from the individuals with high social interaction in their stress.

Correlation analysis indicated that stress has a moderate negative relationship with emotional competence among the teachers in the government sector. Similarly, stress is more faceable if emotional intelligence of the individual is enhanced. Emotional competence shall be considered as the protective factors that could help the individual to reduce stress.

Through interactions with the parents, the teachers can identify the problems of the students and thus find out the real reason behind the responses made by them in the school. Here a team work can be done to raise the students in to success. The professional skills of the teacher, thus, shall be recognized by the students, colleagues, parents and thereby the society.

Teachers, in the government sector, who are low in emotional competence, differ from those who are high in emotional competence in their stress. Teachers who are low in emotional competence are higher in stress when compared to those who are high in emotional competence. Numerous situations that would question the emotionality will arise in the career of a teacher. When the students score low marks, immediately the teacher will leap in to a negative emotionality episode. If the students respond well in the class, the teacher will become happy, and thus a positive emotionally factor is

evoked. If the teacher's emotional responses does not change according to the situations, it means he/she is competent to sustain stability in his/her emotions.

CONCLUSIONS AND RECOMMENDATIONS

The present study was intended to know the stress in the organized Government Teachers have a significant relationship with their emotional intelligence., It will further discuss the strengths that can be gained out of the application of the theoretical outlook based on the empirical evidences in the present study. It concludes with an exploration of possible future directions and recommendations for the research.

The present study brings light to a number of new areas to be covered by further studies. Emotional intelligence that could contribute to stress in the organized Government Teachers. Emotion domain has a great role in making the individual stress. In this study when emotional intelligence of employee's increased stress of them also increases it indicate that stress has a positive result to emotional intelligence. It leads to spurring motivation and awareness. Further study should be focused to the relation of emotional intelligence with emotional competence and relation with stress.. It is a factor that can be increase by proper training and awareness.

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