
A STUDY ON JOB STRESS AND SOCIAL INTELLIGENCE AMONG SCHOOL TEACHERS IN VELLORE DISTRICT

M. Amulu

*M.Ed Student
GRT College of Education*

P.Karnan

*Assistant Professor in Education
GRT College of Education*

Abstract

This study examined the relationship between Job stress and social intelligence among school teachers in vellore distract. The study adopted survey method of research participants. Were 180 school Teachers randomly selected from different schools in vellore district. The research instrument used for data collection was: Job Stress Scale - standardized by Meena Buddisagar Rathod et al and Social Intelligence Scale - standardized by Dr.Stephen Paul tested at 0.05 & 0.01 level of significance. The findings indicated that there is a positive relationship among Job Stress and Social Intelligence among school teachers and it is found that the level of Job stress and social among school teachers is moderate in nature. There is no significant different between job stress with respect to Gender, Type of management, Teaching year of experience. There exist significant difference between job stress and social Intelligence with respect to Designation, Name of the school, and it is also found the analysis that there exists a positive relationship among job stress and social intelligence among school teachers.

Keywords: *Job stress, Social intelligence Gender, Type of Management, Teaching year of Experience.*

Introduction

The task of the excellent teacher is to stimulate "apparently ordinary" people to unusual effort. The tough problem is not in identifying winners: it is in making winners out of ordinary people. - **K. Patricia Cross**

The above statement strongly expresses the power and strength of the teachers. In education, a teacher is a person who educates others. A teacher who educates an individual student may also be described as a personal tutor. The role of teacher is often formal and ongoing, carried out by way of occupation or profession at a school or other place of formal education. Teachers are introspective, cooperative, directive, and expressive. Teachers look for the very best and expect the best out of those around them. They are highly capable of helping learners express their inner potential. Teachers communicate to their pupils that each one of them has the potential to succeed and motivate others to meet the Teacher's positive expectations.

Teachers consider people to be their highest priority, and their communication often asserts a personal concern and willingness to help others. Teachers are warm, outgoing, and value harmonious relations and interpersonal communication. Teachers are usually easy to get along with, tolerant of others, and popular. They may also be the most expressive of all the role variants. They have exceptional language skills and don't hesitate to share their feelings, beliefs and ideas. Teachers are very enthusiastic and can be charismatic public speakers. Their exceptional language skills enhance their influence within groups, and they are often asked to assume leadership roles.

The importance of the teacher in the educational process is unquestionable. In the educational institution a teacher's role is crucial. The quality, competence, character, and

A STUDY ON JOB STRESS AND SOCIAL INTELLIGENCE AMONG SCHOOL TEACHERS IN VELLORE DISTRICT

effectiveness of teachers are undoubtedly the most significant factors influencing the quality of education. Hence, it is important for teachers' professional development to create satisfactory work conditions for enhanced effectiveness. Each teacher has a basic need to be understood, accepted, and appreciated as a complete and unique human being. The basic need of the teacher is to strive, fulfill, acquire self-esteem and self-worth so as to build an individual and unique identity. Every teacher in this universe is good and wants to do their better. But some factors affect their role as a great barrier. In which some important factors are their Job stress and their intelligence regarding the society. In this study we deeply survey this problem to help the Teachers.

Job Stress

By this, the investigator means the factors affecting the teachers working in high schools in Vellore District. Operationally, it means the scores obtained on the Job Stress Scale developed by **Meena Buddhisagar Rathod et al.**

Job stress is defined as the harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources or need of the worker. Conditions that may lead to stress include heavy workload, lack of participation in decision-making, poor social environment, conflicting or uncertain job expectations, job insecurity or lack of opportunity and unpleasant or dangerous work environment.

Items in the Indore Teacher's Job Stress are the integrated whole of problems/demands of teaching profession, due to teacher feel which a Overloaded, powerless, Motiveless, conflict in Role, Ambiguity in Role and also Frail interpersonal Relationship at work place, which leads him/her to face stress. It consists of 51 items.

Social Intelligence

According to **E.L. Thorndike (1920)** the term intelligence refer the person ability to understand and manage the people and also engage in adopt in social interaction. It also refers the individual's fund of knowledge about the social word (**Kihlstrom 1987**).

Social intelligence is the ability to understand and manage men and women boys and girls and act wisely with human relations "similarly, Moss and Hunt (1927) defined social intelligence as the "ability to get along with others" Vernon (1933) defined social intelligence as the person's "ability to get along with people in general ability to handle.

Social intelligence is highly combined with the personal and social competence and this is vital for healthy and productive life. Such intelligence is comprised of social competence, social awareness, and social skills. But these are very difficult measuring and various related researchers are proving that there is a direct relationship exist between these skills and the productivity of life.

Statement of the Problem

Formally stated the problem stands as follows.

A study on Job Stress and Social Intelligence among school teachers in Vellore District.

A STUDY ON JOB STRESS AND SOCIAL INTELLIGENCE AMONG SCHOOL TEACHERS IN VELLORE DISTRICT**Objectives of the Study**

1. To find out the level of Job Stress among School Teachers.
2. To find out the level of Social Intelligence among School Teachers.
3. To find out significant difference between the Male and Female School Teachers with respect to Job Stress.
4. To find out significant difference between the Male and Female School Teachers with respect to Social Intelligence .
5. To find out significant difference between the school Teachers with respect to Job Stress based on their designations of teachers.
6. To find out significant difference between the school Teachers with respect to Social Intelligence based on their designations of teachers.
7. To find out significant difference between the school Teachers with respect to Job Stress based on their Type of Management.
8. To find out significant difference between the school Teachers with respect to Social Intelligence based on their Type of Management.
9. To find out significant difference between the school Teachers with respect to Job Stress based on their Teaching Years of Experience.
10. To find out significant difference between the school Teachers with respect to Social Intelligence based on their Teaching Years of Experience.
11. To find out significant relationship between the Job Stress and Social Intelligence among school Teachers.

Hypotheses of the Study

1. The level of Job Stress among School Teachers is low.
2. The level of Social Intelligence among School Teachers is low.
3. There is no significant difference between the Male and Female School Teachers with respect to Job Stress.
4. There is no significant difference between the Male and Female School Teachers with respect to Social Intelligence .
5. There is no significant difference between the school Teachers with respect to Job Stress based on their designations of teachers.
6. There is no significant difference between the school Teachers with respect to Social Intelligence based on their designations of teachers.
7. There is no significant difference between the school Teachers with respect to Job Stress based on their Type of Management.
8. There is no significant difference between the school Teachers with respect to Social Intelligence based on their Type of Management.
9. There is no significant difference between the school Teachers with respect to Job Stress based on their Teaching Years of Experience.
10. There is no significant difference between the school Teachers with respect to Social Intelligence based on their Teaching Years of Experience.

A STUDY ON JOB STRESS AND SOCIAL INTELLIGENCE AMONG SCHOOL TEACHERS IN VELLORE DISTRICT

11. There is no significant relationship between the Job Stress and Social Intelligence among High school Teachers.

Research Design**Methodology**

The researcher adopted the survey method to collect the relevant data from the desired areas. It is most suitable for the present study.

Variables

Independent Variables : Job Stress

Dependent Variable : Social Intelligence

Sample

The stratified random sampling technique was adopted for the selection of sample 180 school Teachers were taken for the study.

Research Tools

The following tools were selected and used in this study:

1. Job Stress Scale - standardized by Meena Buddisagar Rathod et al.
2. Social Intelligence Scale - standardized by Dr.Stephen Paul.

Statistical Techniques

In the present study the following statistical measures were used.

- Arithmetic Mean \bar{x}
- Standard Deviation
- Karl Pearson's Correlation Coefficient
- 't' Test and ANOVA

Major Findings

1. It is found that the level of job stress among school teachers is moderate in nature.
2. It is found that the level of social intelligence among school teachers is moderate in nature.
3. It is found that there exists no significant difference between male and female teachers with respect to job stress.
4. It is found that there exists significant difference between Male and Female teachers with respect to social intelligence.
5. It is found there exists a significant difference between SG Assistance vs. BT Assistance school teachers and SG Assistance vs. PG Assistance school teachers Job stress based on their designations of teachers.
6. It is found that there exists a significant difference between SG Assistance vs. BT Assistance school teachers and BT Assistance vs. PG Assistance school teachers based on their Social Intelligence.

A STUDY ON JOB STRESS AND SOCIAL INTELLIGENCE AMONG SCHOOL TEACHERS IN VELLORE DISTRICT

7. It is found that there is no significant difference between the school Teachers with respect to Job Stress based on their Type of Management..
8. It is found that there exists a significant difference between Government vs. aided school teachers and Aided vs. Private school teachers based on their Social Intelligence.
9. It is found that there is no significant difference between the school Teachers with respect to Job Stress based on their Teaching Years of Experience.
10. It is found that there exists no significant difference between the school Teachers with respect to Social Intelligence based on their Teaching Years of Experience.
11. It is found that there exists a positive relationship among Job Stress and Social Intelligence among school Teachers.

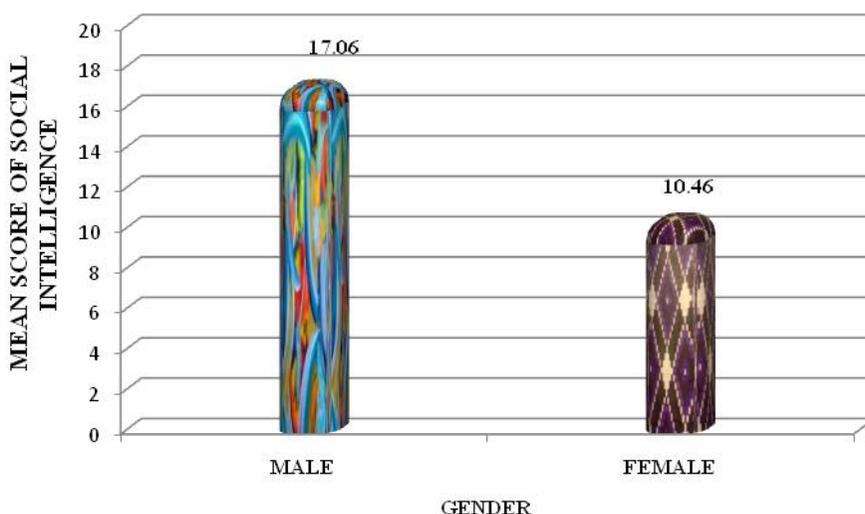
Table 1 Table shows the Significant Difference between the Male and Female School Teachers with Respect to Job Stress Using Mean Scores

Variable	Gender	N	MEAN	SD	t - value	L.S
Job Stress	Male	90	170.21	14.032	0.906	N.S
	Female	90	168.18	16.020		

Table 2 Table shows the Significant Difference between the Male and Female School Teachers with Respect to Social Intelligence Based on their Gender Using mean Scores

Variable	Gender	N	MEAN	SD	t - value	L.S
Social Intelligence	Male	90	17.06	7.494	7.098	0.01
	Female	90	10.46	4.652		

Figure 1 Figure Shows the Significant Difference between the Male and Female School Teachers Social Intelligence Based on their Gender using Mean Scores



Educational Implications

A STUDY ON JOB STRESS AND SOCIAL INTELLIGENCE AMONG SCHOOL TEACHERS IN VELLORE DISTRICT

Job stress is defined as the harmful physical and emotional responses that occur when job requirements do not match the teacher's capabilities, resources, and needs (National Institute of Occupational Safety and Health 1999).

It is recognized world-wide as a major challenge to individual mental and physical health, and organizational health (ILO 1986). Stressed workers are also more likely to be unhealthy, poorly motivated, less productive and less safe at work. And their organizations are less likely to succeed in a competitive market. By some estimates work-related stress costs the national economy a staggering amount in sick pay, lost productivity, health care and litigation costs (Palmer et al. 2004).

Teachers Job stress can come from a variety of sources and affect teachers in different ways. Although the link between psycho-social aspects of the job and the health and well-being of teachers has been well documented (Dollard and Metzger 1999), limited work has been done on the effects of distinct stressors on job performance. As well, various protective factors can prevent or reduce the effects of work stress, and little research has been done toward understanding these mitigating individual and organizational factors. Hence the investigator selected the problem as a research title to explain and give some helpful and fruitful solutions to the teachers to shine and develop the nation with great pride.

Conclusion

The teacher view tends to say that everybody is different and can handle different amounts of stress. Which is true, but then they draw the conclusion that workplace stress doesn't really exist because it's just an individual's response and some people are "weaker" than others. They then go on to talk about the "outside" factors that cause stress. Stressful conditions can be fought using the health and safety, or the recognition clauses of the contract. Many contracts contain language stating, "It is the obligation of the teacher to provide a safe and healthy workplace."

The recognition clause can be used because it defines the union as the "sole and exclusive bargaining representative for wages, hours and other conditions of employment." Thus the union steward can grieve situations that can cause harm to teachers. A family friendly workplace policy would allow teachers to be absent due to a sick child, to care for a sick or dying family member, attending school conferences, or taking a family member to the doctor. Not having to worry about being fired or disciplined decreases or eliminates the stress.

One can conclude that the ability to effectively deal with emotions and emotional information in the workplace assists employees in managing occupational stress and maintaining psychological well-being. This study also indicated that stress reduction and health protection could be achieved not only by decreasing work demands (stressors), but also by increasing the personal resources of employees, including emotional intelligence.

The increasing of Social Intelligence skills (empathy, impulse control) necessary for successful job performance can help workers to deal more effectively with their feelings, and thus directly decrease the level of job stress and indirectly protect their health.

A STUDY ON JOB STRESS AND SOCIAL INTELLIGENCE AMONG SCHOOL TEACHERS IN VELLORE DISTRICT**Reference**

1. Sass, Daniel A.; Seal, Andrea K.; Martin, Nancy K. (2011) Predicting Teacher Retention Using Stress and Support Variables. *Journal of Educational Administration*, v49 n2 p200-215 2011.
2. Sharma ,Nick and Don (2006) The Mediating Influence of Role Stressors in the Relationship between Mentoring and Job Attitudes. *Journal of Vocational Behavior*, v68 n2 p308-322 Apr 2006.
3. Sujaritha.R, Mary M.C (2009) Job Stressors and Teacher Job Satisfaction in Programs Serving Students with Emotional and Behavioral Disorders. *Emotional & Behavioural Difficulties*, v15 n1 p5-14 Mar 2009.
4. Susan C. Raschke, Donna B. (2003) the Special Educator and Job Stress. , *Special Educator and Job Stress* -v25 n1 p41-51 Nov 2003.
5. Sushama G K (2002) Sources of Stress for Teachers. v11 n1 p450-470 May 2002.
6. Tishler, Ward; Ernest, Bill (2006) Sources of Stress for Teachers.
7. Zhai, Fuhua; Raver, C. Cybele; Li-Grining, Christine (2013) Classroom-Based Interventions and Teachers' Perceived Job Stressors and Confidence: Evidence from a Randomized Trial in Head Start Settings. *Early Childhood Research Quarterly*, v26 n4 p442-452 2011.