

## Occupational Stress and Spiritual Intelligence of Higher Secondary Teachers

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### ABSTRACT

Human existence becomes cheerful and agreeable when requirements are fulfilled, yet there are numerous obstructions that meddle with need satisfaction, albeit a portion of those impediments can undoubtedly be survived, however some other upsets the conduct and changing limits of a person. Ordinarily on the off chance that anything blocks one's drive towards an objective, one certainly encounters pressure. Otherworldly Intelligence permits people to be imaginative, to change the standards and to adjust circumstances, enabling us to separate among "rights" and "not right" in a particular circumstance of life or in the given system of a general public, paying attention to internal voice. For having a fantastic existence, an equilibrium is fundamental among realism and otherworldliness. Along these lines, this investigation manages the relationship of word related stress and insightful acquaintance of teachers.

**Keywords:** *Occupational Stress, Spiritual Intelligence, Mental Wellness, Life satisfaction.*

Teachers' fulfillment and inspiration is exceptionally critical to the drawn out development of any instructive framework all throughout the planet. Proficient information, abilities and showing capabilities happen when one feels compelling in one's conduct or at the end of the day, proficient information, abilities and skills can be seen when one is taking on and dominating the difficult assignments coordinated at instructive achievement and execution. Pettay (2008) uncovers that school educators believe bliss and life fulfillment to be critical, and there is proof that expanded life fulfillment impacts scholastic execution in school instructors. Likewise, needs fulfillment and inspiration to work are exceptionally fundamental in the existences of educators since they structure the central justification working throughout everyday life. While pretty much every instructor works to fulfill their necessities throughout everyday life, the individual in question continually disturbs for need fulfillment. Additionally, life fulfillment is viewed as a solid indicator of by and large individual prosperity, just as a decent indicator of aims or choices of workers to leave a task. Similarly, gloom, positive feelings and happiness are the character qualities that most impact life fulfillment. Weakness to significant gloom is dictated by how fulfilled we are with our lives.

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Received: January 26, 2022; Revision Received: May 23, 2022; Accepted: June 06, 2022

### *Need and Significance of the Study*

Today, schools, universities and colleges are confronting significant changes as they explore the 21st century and settle on choices that won't just effect advanced education yet will likewise add to our country's future intensity in the worldwide commercial center (Dey, 2000). During the most recent sixty years after autonomy, advanced education has extended in India fairly strikingly (Morton, J. 2007). The current situation of a burst out of mushroom type advanced education foundations with no worry to educators' functioning hours, pay scale, fulfillment and quality too, coming about terribly disintegrated entire training framework, warrants most earnest activity in regards to meeting the difficulties presented by disappointed instructors.

The instructors need to assume a significant and urgent part in the social change, sadly they are inclined to various sorts of stresses in the instructive foundations. More examination is expected to distinguish the causes and fixes of pressure among educators. Instructors' pressure in especially implies a circumstance where the educators are presented to certain undesirable natural components, which either exists inside the instructive establishment (inward factors) or exists outside the instructive organization (outer variables), these elements hamper the ordinary routine existence of instructors by adversely influencing their exhibition at work. Gillespie et al. (2001) and Thorsen (1996) communicated that a normal pressure is OK, and has no adverse consequences on educators, however assuming the pressure persistently hit the instructor's functioning lives, they respond in various ways like appearance work disappointment, less assurance, powerless execution, and general depletion.

The investigator couldn't discover investigations of conversation related occupational stress and spiritual intelligence of teacher explicitly in Indian setting. Understanding the significance of variable on occupational stress and spiritual intelligence it is unequivocally felt to test into as how these variables are identified with higher optional educators.

### *Title of Study*

The present study entitled as ***“Relationship between Occupational Stress and Spiritual Intelligence of Higher Secondary Teachers”***.

### *Objectives of the Study*

There is no significant difference between occupational stress and spiritual intelligence of higher secondary teachers with regard to (i) gender, (ii) marital status, (iii) subject handled, (iv) school type and (v) locality.

There is no significant relationship between occupational stress and spiritual intelligence of higher secondary teachers.

## **METHODOLOGY OF THE STUDY**

The present study, the investigator adopts the normative survey method.

### *Population for the Study*

The population of the present study consists of the teachers of higher secondary schools from Dindigul District of Tamil Nadu State, India.

### *Sample for the Study*

The Investigator used stratified random sampling technique for selecting the sample from the population. The sample consists of 514 higher secondary teachers in Dindigul District of Tamil Nadu State, India.

## Occupational Stress and Spiritual Intelligence of Higher Secondary Teachers

### *Tools used for the Study*

- Occupational Stress Scale prepared by Harpreet Kaur & Paramjit Kaur Sandhu (2014).
- Spiritual Intelligence Self Report Inventory (SISRI) developed and standardized by D.B. King (2008).

### **Analysis of the Study**

#### *Percentage Analysis*

The following table shows the clear picture about the level of occupational stress and spiritual intelligence of higher secondary teachers.

**Table – 1 Level of Occupational Stress and Spiritual Intelligence**

Variables	Low		Moderate		High	
	N	%	N	%	N	%
<b>Occupational Stress</b>	<b>259</b>	<b>50.4</b>	<b>110</b>	<b>21.4</b>	<b>145</b>	<b>28.2</b>
<b>Spiritual Intelligence</b>	<b>103</b>	<b>20</b>	<b>239</b>	<b>46.5</b>	<b>172</b>	<b>33.5</b>

The above table shows that 50.4% of higher secondary teachers hold low level occupational stress, 21.4% have moderate level and 28.2% have high level of occupational stress. Whereas 20% of higher secondary teachers hold low level of spiritual intelligence, 46.5% have moderate level and 33.5% have high level of spiritual intelligence.

### *Differential Analysis*

#### **Hypothesis - 1**

There is no significant difference between men and women higher secondary teachers in their occupational stress and spiritual intelligence.

**Table – 2 Mean Score Difference between Men and Women Teachers**

Variable	Gender	Mean	SD	't' Values	Remarks
<b>Occupational Stress</b>	<b>Men</b>	178.16	14.18	5.423	S
	<b>Women</b>	173.40	13.20		
<b>Spiritual Intelligence</b>	<b>Men</b>	176.68	12.49	9.393	S
	<b>Women</b>	183.45	9.98		

The above table reveal that there is a significant difference between men and women higher secondary teachers in their occupational stress and spiritual intelligence. While comparing the mean scores spiritual intelligence of women teachers are higher than men counterparts. But the mean score of occupational stress of men higher secondary teachers are higher than women teachers. It implicit that spiritual intelligence are key factor for stress reduction of school teachers.

#### **Hypothesis - 2**

There is no significant difference between married and unmarried higher secondary teachers in their occupational stress and spiritual intelligence.

**Table – 3 Mean Score Difference between Married and Unmarried Teachers**

Variable	Marital Status	Mean	SD	't' Values	Remarks
<b>Occupational Stress</b>	<b>Married</b>	176.41	13.63	1.548	NS
	<b>Unmarried</b>	174.92	14.46		
<b>Spiritual Intelligence</b>	<b>Married</b>	179.89	11.86	0.064	NS
	<b>Unmarried</b>	179.84	11.87		

## Occupational Stress and Spiritual Intelligence of Higher Secondary Teachers

The above table found that there is no significant difference between married and unmarried higher secondary teachers in their occupational stress and spiritual intelligence. It implied that marital status has not an influential factor for one's intelligence and stress.

### Hypothesis - 3

There is no significant difference between arts and science subject handling higher secondary teachers in their occupational stress and spiritual intelligence.

*Table – 4 Mean Score Difference between Arts and Science Subject Handling Teachers*

Variable	Subject Taught	Mean	SD	't' Values	Remarks
Occupational Stress	Arts	175.78	14.06	0.307	NS
	Science	176.05	13.80		
Spiritual Intelligence	Arts	179.34	11.75	1.391	NS
	Science	180.40	11.96		

The above table inferred that there is no significant difference between arts and science subject handling higher secondary teachers in their occupational stress and spiritual intelligence. It understood that teaching is quit common for all subject handling teachers. In all subject has own features for content reputation.

### Hypothesis - 4

There is no significant difference among government, government aided and self-financing school higher secondary teachers in their occupational stress and spiritual intelligence.

*Table – 5 Mean Square Difference among the School of Government, Government Aided and Self-Financing School Teachers*

Variable	Nature of the School	Mean Square	Sum of Square	'F' Values	Remarks
Occupational Stress	Between Group	774.88	387.443	3.607	S
	Within Group	98005.70	193.621		
Spiritual Intelligence	Between Group	936.590	618.295	6.753	S
	Within Group	80794.322	165.597		

The above table expose that there is a significant difference among government, government aided and self-financing higher secondary school teachers in their occupational stress and spiritual intelligence.

### Hypothesis - 5

There is no significant difference between rural and urban school higher secondary teachers in their occupational stress and spiritual intelligence.

*Table – 6 Mean Score Difference between Rural and Urban School Teachers*

Variable	School Locality	Mean	SD	't' Values	Remarks
Occupational Stress	Rural	181.415	12.2491	4.726	S
	Urban	168.958	10.9822		
Spiritual Intelligence	Rural	175.769	13.0308	6.869	S
	Urban	181.352	12.1022		

## Occupational Stress and Spiritual Intelligence of Higher Secondary Teachers

The above table reveal that there is a significant difference between rural and urban higher secondary teachers in their occupational stress and spiritual intelligence. While comparing the mean scores spiritual intelligence of women teachers are higher than men counterparts. But the mean score of occupational stress of men higher secondary teachers are higher than women teachers. It imbedded that spiritual intelligence are key factor for stress control of urban school teachers.

### *Correlation Analysis*

#### **Hypothesis - 6**

There is no significant relationship between occupational stress and spiritual intelligence of higher secondary teachers.

**Table – 7 Relationship between Occupational Stress and Spiritual Intelligence of School Teachers**

Variables	Occupational Stress	'p' Value	Remarks
Spiritual Intelligence	-0.713**	0.000	S

The above table divulge that there is a negative significant relationship between occupational stress and spiritual intelligence of higher secondary teachers.

### **Results and Interpretations of the Study**

The results of this study showed that, the teachers of higher secondary schools have expressed low level of occupational stress and moderate level of spiritual intelligence. In the demographic nature of higher secondary school teachers showed that there was significant difference in their gender, nature of school and locality, but there was no difference in their marital status and subject taught. Also, the occupational stress of the higher secondary teachers negatively correlated to spiritual intelligence. It implies that spiritually intelligence persons can easily tackle the adverse situation in their day-to-day life and balance their emotions in awkward situations.

The following studies are supported empirically to this present study, the study conducted by **Doostar (2012)** showed that there was significant relationship between spiritual intelligence and organizational citizenship behaviour. Similarly, **Jeloudar et al. (2011)** showed that there was a significant difference between teachers' gender and their spiritual intelligence, but differences were also evident between teachers' age groups and their spiritual intelligence. Likewise, **Nair and Paul (2017)** revealed that there is a significant difference was found in spiritual intelligence with regard to locality and type of school. **Sethi (2015)** revealed that there is a significant relationship between spiritual intelligence and competence of secondary school teachers. **Kaur and Kumar (2013)** found that significant difference was found in teacher effectiveness and spiritual intelligence of male and female secondary school teachers. The study also revealed that Teacher effectiveness and spiritual intelligence remain same with respect to the type of school. **Seema Manju Kumari, S., M, & Rani, S. (2016)** revealed that no, significant difference was found between male and female secondary school teachers on occupational stress and government secondary school teachers were found to have less job stress than private school teachers. **Anbuchelvan (2012)** showed that there was a significant difference between male and female high school teachers with regard to occupational stress. The study further indicated that there was a positive correlation between occupational stress and job satisfaction among high school teachers. This reveals that reduction in occupational stress leads to higher job satisfaction and on the contrary increase in occupational stress resulted in less job

## Occupational Stress and Spiritual Intelligence of Higher Secondary Teachers

satisfaction. **Lath (2012)** inferred that government school teachers with more age showed more stress as compared to their counterparts of younger age. But no difference had been found in occupational stress of private school teachers on the basis of their ages. Male government school teachers were having little more stress than their female counterparts. While in case of private school teachers, there was no significant difference in occupational stress of male and female school teachers.

But on the other side, **Kaur and Singh (2013)** was found that there was no significant effect of gender, locality and family status. **Pabla (2012)** concluded that there was no significant difference between male and female teachers on the basis of occupational stress, urban college teachers were significantly different from rural college teachers. Teachers working in rural colleges were comparatively under high occupational stress.

### CONCLUSION

In the light of the above statistical analysis and the findings of the study, it was concluded that school teachers of Dindigul district have moderate level of spiritual intelligence and low level of occupational stress. Spiritual intelligence of school teachers was effected by occupational stress, of school teachers. Thus, it can be said that spiritual intelligence, is the key determinants of occupational stress and play important role in the life satisfaction of school teachers. It was also concluded that spiritual intelligence and nature of job both effectively decreased occupational stress for school teachers.

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## Occupational Stress and Spiritual Intelligence of Higher Secondary Teachers

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### ***Acknowledgement***

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### ***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** C. Ashok Kumar (2022). Occupational Stress and Spiritual Intelligence of Higher Secondary Teachers. *International Journal of Indian Psychology, 10(2), 325-331. DIP:18.01.031.20221002, DOI:10.25215/1002.031*