

## **TEACHERS' SOCIAL EMOTIONAL COMPETENCE IN RELATION TO OCCUPATIONAL STRESS**

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### **Abstract**

This study investigated teachers' social emotional competence (SEC) in relation to occupational stress (OS). In this study, descriptive survey method and quantitative research design were used, and a total of 452 teachers from 4 districts in Yangon Region and Mandalay Region participated. Social Emotional Competence Teacher Rating Scale (SECTRS) and Teacher Stress Inventory (TSI) were used as the research instrument. There were significant differences in teachers' SEC by age, designation and working experiences. Teachers in 30-39 years old had significant higher mean scores in teachers- student relationships than those 50 and above years old. Primary assistant teachers were significant higher mean scores in SEC than senior assistant teachers. Working experiences for less than 5 years-teachers had highest mean scores in social awareness than other teachers. There were significant differences in OS by age, designation and working experiences. The 20 to 29 years old- teachers were significant higher mean scores in emotional manifestation than those for 40 to 50 and above years old. Primary assistant teachers and junior assistant teachers were significant differences in professional distress than senior assistant teachers. Senior assistant teachers were significant differences in discipline and motivation at stress than primary assistant teachers. Junior assistant teachers had higher mean scores in cardiovascular manifestation and behavioral manifestation than primary assistant teachers and senior assistant teachers. The teachers with less than 5 years in working experiences had higher mean scores in emotional manifestation than those with 20 to above 30 years in them. Teachers who had working experiences for over 15 to 30 years were significant differences in behavioral manifestation than those for less than 5 years. The result indicated that teachers' SEC was negatively related with OS ( $r = -.223, p < 0.001$ ). It can be said that the higher the teachers' social emotional competence, the lower the occupational stress.

**Keywords:** Teacher-student Relationships, Social Emotional Competence, Occupational Stress

### **Introduction**

There is a need to have satisfaction in teachers' job to create effective teaching, and learning atmosphere for the students. The job-related stress of teachers' daily lives is a worldwide problem and, an occupational stress environment cannot lead to positive learning situations for the students. The teaching profession is full of challenges physically and psychologically than the other profession as teachers have to use lots of energy (Smith, 2019). Teaching can be a stressful profession and that stress may affect job motivation and effectiveness and job satisfaction of many teachers. The first initial phases of a novice teacher's career are the most challenging and self-efficacy grows with years of experience. Commitment stay is lower for teachers with advanced degrees (Wolters & Daughert, 2007, cited in Williams, 2018). Van der Westhuisen (1991) observed that the increasing demands made on the schools and teachers have led to an alarming escalation of stress, and professional burnout as career risks for those in the teaching profession (as cited in Maphalala, 2014). Because of decreasing teachers' well-being, it is necessary to be aware of their health hazard that leads to negative emotion in their workplace. Teachers' physical and psychological health should be considered to keep the retention rates in education. Governments around the world have begun to recognize the need to reduce

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occupational stress and minimize health hazards. Moreover, it is essential to examine that which factors can moderate teachers' occupational stress.

### **Purpose of the Study**

The main purpose of this study was to investigate social emotional competence (SEC) in relation to occupational stress (OS) of basic education teachers.

### **Research Questions**

This study is guided by the following research questions;

1. Are there any significant differences in teachers' social emotional competence by age, designation, and working experiences?
2. Are there any significant differences in occupational stress by age, designation, and working experiences?
3. Are there the relationship between social emotional competence and occupational stress of basic education teachers?
4. Does social emotional competence predict occupational stress of basic education teachers?

### **Definitions of Key Terms**

**Teacher- student Relationships:** Teacher- student Relationships can be described using a range of concepts including closeness, care, connection, safety, trust, honesty, fairness, respect, openness, support, encouragement, availability and approachability (Elias & Mocer, 2012).

**Social Emotional Competence:** Social emotional competence is a set of skills that allows for sufficient awareness of self and others, the ability to manage relationships with self and others, as well as the ability to manage emotions (Jennings & Greenberg, 2009).

**Occupational stress:** Occupational stress can be defined as the physical and emotional response that occurs where worker perceives an imbalance between their work demands and their capability and/or resources to meet these demands (Kaur, 2011).

### **Review of Related Literature**

Social emotional competence encompasses a set of skills including recognizing and managing one's emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically (Zhou & Ee, 2012). Jennings and Greenberg (2009) pointed out that socially and emotionally competent teachers also have high social awareness. They know how their emotional expressions affect their interactions with others. They are able to build strong and supportive relationships through mutual understanding and cooperation and can effectively negotiate solutions to conflict situations.

Jennings (2016) revealed that social emotional competence promotes well-being to help teachers manage classroom stress and improves their teaching in order to promote improvements in relationships with students, classroom management, and social emotional learning.

The transition from schooling to work is often harsh, and reflects the "shattered dreams". The teachers' experience at the beginning may be termed a "reality shock" as they know the school and classroom reality. The reality shock phenomenon is related to their training failed to

provide them with the needed knowledge for handling student discipline problems and classroom behavior disturbances (Friedman et al., 2000, as cited in Chang, 2009).

The nature of stressors can cause both physical and psychological health complications on individuals (Dollar et al., 2003, as cited in Gebrekirstos, 2015). Recent researchers found that teachers experience an increasing number of work assignments and a more hectic workday, resulting in less time for rest and recovery; workload and time pressure are combined and are due to increasing demand for paperwork, more frequent meetings (Skaalvik & Skaalvik, 2010, as cited in De Simone et al., 2016).

School reform has also been found to be related to teachers' unpleasant emotions (Day et al., 2001, as cited in Chang, 2009). They interviewed teachers in England and the Netherlands and found that many teachers share a common struggle with change and reform movements and thus are exhausted.

### Method

Descriptive survey method and quantitative research design were used in this study.

### Participants

A total of 452 teachers from Basic Education Schools participated in this study. The participants (PAT= Primary Assistant Teacher, JAT= Junior Assistant Teachers, SAT=Senior Assistant Teachers) of this study were 337 teachers in Yangon region and 115 of those in Mandalay region. The sample for this study is described in the following table (See Table 1).

**Table 1 The Collected Number of Participants in Yangon Region and Mandalay Region**

No.	Districts/ Township	Teachers			Total
		PAT	JAT	SAT	
1	East-Yangon District	19	7	31	57
2	West-Yangon District	20	20	22	62
3	South-Yangon District	18	20	22	60
4	North-Yangon District	56	48	54	158
5	Pyin Oo Lwin Township	29	51	35	115
	<b>Total</b>	<b>142</b>	<b>146</b>	<b>164</b>	<b>452</b>

### Instruments

Social Emotional Competence Teacher Rating Scale (SECTRS) of Tom (2012) contains 24 items and 4 subscales (teacher-student relationships, emotional regulation, social awareness and interpersonal relationship) with four-point Likert scale. Cronbach's alphas was .770. The questionnaire concerning teachers' occupational stress developed by Teacher Stress Inventory (TSI) of Yazon & Ang-Manaig (2019) contains 49 items and 10 subscales (professional investment, time management, work-related stressor, professional distress, discipline and motivation, emotional manifestation, fatigue manifestation, cardiovascular manifestation, gastronomical manifestation and behavioral manifestation) with four-point Likert scale. Cronbach's alpha was .881.

### Data Collections

The pilot study was conducted during the last week of June, 2021 with the sample of 60 teachers from six Basic Education Schools from Insein Township in the North-Yangon region. For real data collections, test administration was conducted on the third week of August, 2021 in Yangon region and the last week of August, 2021 in Mandalay region by Web surveys and paper surveys.

### Results of the Study

**Table 2 Descriptive Analysis for Subscales of Teachers' Social Emotional Competence**

Variables	N	Minimum	Maximum	Mean	Mean %	SD
Teacher-Student Relationships	452	15	28	20.36	<b>72.71</b>	1.788
Emotional Regulation	452	11	20	14.92	74.6	1.326
Social Awareness	452	16	24	18.94	<b>78.91</b>	1.755
Interpersonal Relationship	452	9	24	17.68	73.67	1.672

Note. Mean%= Mean Percentage, SD= Standard Deviation

To obtain teachers' social emotional competence (SEC), descriptive analysis were conducted and the results were shown in Table 2. Among all subscales of SEC, the mean percentage of social awareness was the highest (see Table 2).

In order to find out significant differences in teachers' social emotional competence by age, descriptive statistics were carried out and the results were revealed in Table 3.

**Table 3 Mean, Standard Deviation and ANOVA Results of Teachers' Social Emotional Competence by Age**

Variables	Age	N	Mean	SD	F	p
Teacher-student Relationships	$20 \leq x \leq 29$	81	20.22	1.696	3.572*	<b>.014</b>
	$29 < x \leq 39$	143	<b>20.73</b>	1.881		
	$39 < x \leq 49$	98	20.34	1.643		
	$x > 49$	130	20.05	1.791		
Emotional Regulation	$20 \leq x \leq 29$	81	14.65	1.343	1.821	.142
	$29 < x \leq 39$	143	15.06	1.385		
	$39 < x \leq 49$	98	14.99	1.272		
	$x > 49$	130	14.86	1.274		
Social Awareness	$20 \leq x \leq 29$	81	<b>19.28</b>	1.776	4.361**	<b>.005</b>
	$29 < x \leq 39$	143	19.20	1.852		
	$39 < x \leq 49$	98	18.62	1.767		
	$x > 49$	130	18.66	1.543		
Interpersonal Relationship	$20 \leq x \leq 29$	81	17.41	2.084	1.439	.231
	$29 < x \leq 39$	143	17.88	1.625		
	$39 < x \leq 49$	98	17.64	1.725		
	$x > 49$	130	17.65	1.357		
Social Emotional Competence (overall)	$20 \leq x \leq 29$	81	71.57	5.104	2.809*	<b>.039</b>
	$29 < x \leq 39$	143	<b>72.87</b>	5.330		
	$39 < x \leq 49$	98	71.59	5.285		
	$x > 49$	130	71.22	4.420		

Note. \*The mean difference is significant at 0.05 level

\*\* The mean difference is significant at 0.01 level, x= Age

The results of ANOVA showed that there were significant differences in social emotional competence (overall), teacher-student relationships, and social awareness by age.

To find which age had greatest difference, and Tukey HSD comparison procedure was computed from ANOVA result (see Table 4).

**Table 4 The Results of Tukey HSD Multiple Comparisons for Teachers' Social Emotional Competence by Age**

Variables	Age(I)	Age(J)	Mean Difference (I-J)	<i>p</i>
Teacher-student Relationships	29 < x ≤ 39	x > 49	.681**	.009
SEC(overall)	29 < x ≤ 39	x > 49	1.651*	.035

**Note.** \* The mean difference is significant at the 0.05 level.

\*\* The mean difference is significant at the 0.01 level.

According to the results, 30 to 39 years old teachers were significant higher mean score in teacher-student relationships and SEC (overall) than above 49 years old teachers. Then, descriptive statistics were again conducted to get designation differences in teachers' social emotional competence (see Table 5).

**Table 5 Mean, Standard Deviation and ANOVA Results of Teachers' Social Emotional Competence by Designation**

Variables	Designation	N	Mean	SD	<i>F</i>	<i>p</i>
Teacher-student Relationships	PAT	142	20.92	1.917	13.113***	.000
	JAT	146	20.32	1.811		
	SAT	164	19.90	1.503		
Emotional Regulation	PAT	142	15.18	1.457	5.389**	.005
	JAT	146	14.91	1.248		
	SAT	164	14.69	1.236		
Social Awareness	PAT	142	19.29	2.023	4.323*	.014
	JAT	146	18.82	1.726		
	SAT	164	18.74	1.473		
Interpersonal Relationship	PAT	142	17.72	2.029	.309	.735
	JAT	146	17.73	1.607		
	SAT	164	17.60	1.364		
Social Emotional Competence	PAT	142	73.11	5.764	7.347**	.001
	JAT	146	71.77	5.065		
	SAT	164	70.93	4.138		

**Note.** \* The mean difference is significant at 0.05 level

\*\* The mean difference is significant at 0.01 level

\*\*\* The mean difference is significant at 0.001 level

According to Table 5, the mean differences were found by designation in SEC (overall), teacher-student relationships, emotional regulation, and social awareness. Next, to obtain which designation had greatest difference, Tukey HSD comparison procedure was computed from this result (see Table 6).

**Table 6 The Results of Tukey HSD Multiple Comparisons for Teachers' Social Emotional Competence by Designation**

Variables	Designation(I)	Designation(J)	Mean Difference (I-J)	<i>p</i>
Teacher-Student Relationships	PAT	JAT	.607**	<b>.009</b>
		SAT	1.020***	<b>.000</b>
Emotional Regulation	PAT	SAT	.494**	<b>.003</b>
Social Awareness	PAT	SAT	.551*	<b>.017</b>
SEC(Overall)	PAT	SAT	2.186***	<b>.000</b>

**Note.** \* The mean difference is significant at 0.05 level

\*\* The mean difference is significant at 0.01 level

\*\*\* The mean difference is significant at 0.001 level

These findings revealed that PAT were significant higher mean scores in teacher-student relationships than JAT and SAT. Furthermore, PAT were higher emotional regulation and social awareness than SAT. Similarly, in SEC for overall scores, PAT had higher mean scores than SAT.

To identify the differences of working experiences in teachers' SEC, descriptive statistics were again computed (see Table 7). According to the ANOVA results, there is only a significant difference in social awareness at 0.05 level by working experiences. Teachers for Less than 5 years in working experiences had the highest mean scores in social awareness. But, there are no significant differences in SEC in overall scores and the other three subscales.

**Table 7 Mean, Standard Deviation and ANOVA Results of Teachers' Social Emotional Competence by Working Experiences**

Variables	Working Experiences	N	Mean	SD	<i>F</i>	<i>p</i>
Teacher-student Relationships	$x < 5$	41	20.34	1.46	1.258	.281
	$5 < x \leq 10$	86	20.45	1.81		
	$10 < x \leq 15$	10	20.69	1.93		
	$15 < x \leq 20$	60	20.13	1.28		
	$20 < x \leq 30$	84	20.24	1.911		
	$x > 30$	81	20.14	1.89		
Emotional Regulation	$x < 5$	41	14.71	1.25	.832	.527
	$5 < x \leq 10$	86	14.83	1.46		
	$10 < x \leq 15$	10	15.12	1.40		
	$15 < x \leq 20$	60	14.87	1.06		
	$20 < x \leq 30$	84	14.96	1.31		
	$x > 30$	81	14.85	1.29		
Social Awareness	$x < 5$	41	<b>19.37</b>	1.88	2.670*	<b>.022</b>
	$5 < x \leq 10$	86	19.30	1.84		
	$10 < x \leq 15$	10	19.05	1.81		
	$15 < x \leq 20$	60	18.47	1.47		

Variables	Working Experiences	N	Mean	SD	F	p
	20 < x ≤ 30	84	18.79	1.73		
	x > 30	81	18.69	1.63		
Interpersonal Relationship	x < 5	41	17.61	1.90	.883	.492
	5 < x ≤ 10	86	17.62	2.05		
	10 < x ≤ 15	10	17.88	1.43		
	15 < x ≤ 20	60	17.35	1.58		
	20 < x ≤ 30	84	17.65	1.83		
	x > 30	81	17.80	1.19		
SEC (overall)	x < 5	41	72.02	4.85	1.322	.253
	5 < x ≤ 10	86	72.20	5.55		
	10 < x ≤ 15	10	72.74	5.21		
	15 < x ≤ 20	60	70.82	4.28		
	20 < x ≤ 30	84	71.64	5.40		
	x > 30	81	20.34	1.46		

Note. \* The mean difference is significant at 0.05 level

For the second, descriptive analysis were used to obtain the mean and standard deviation of subscales of teachers' **Occupational Stress**. According to the results, the mean percentage of work-related stressors was the highest and professional investment was the lowest in occupational stress (see Table 8).

**Table 8 Descriptive Analysis for Subscales of Teachers' Occupational Stress**

Variables	N	Minimum scores	Maximum scores	Mean	Mean %	SD
Professional Investment	452	4	16	7.84	<b>49.00</b>	1.698
Time Management	452	8	32	17.95	56.09	2.771
Work-related Stressors	452	6	24	14.90	<b>62.08</b>	2.166
Professional Distress	452	5	19	12.17	60.85	1.851
Discipline & Motivation	452	6	22	12.62	52.58	2.374
Emotional Manifestation	452	5	20	11.87	59.35	2.549
Fatigue Manifestation	452	5	20	12.04	60.20	2.329
Cardiovascular Manifestation	452	3	12	7.29	60.75	1.651
Gastronomical Manifestation	452	3	12	6.26	52.17	1.684
Behavioral Manifestation	452	4	12	7.96	49.75	1.560

Again, to find out the differences of mean scores and standard deviation, and which age group of teachers has significant differences in occupational stress. Descriptive statistics and analysis of variance were again computed (see Table 9).

**Table 9 Mean, Standard Deviation and ANOVA Results of Occupational Stress by Age**

<b>Variables</b>	<b>Age</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>p</b>
Professional Investment	$20 \leq x \leq 29$	81	7.79	1.862	1.277	.282
	$29 < x \leq 39$	143	7.87	1.903		
	$39 < x \leq 49$	98	8.09	1.527		
	$x > 49$	130	7.65	1.451		
Time Management	$20 \leq x \leq 29$	81	18.35	3.135	1.218	.303
	$29 < x \leq 39$	143	18.05	3.152		
	$39 < x \leq 49$	98	17.93	2.602		
	$x > 49$	130	17.62	2.125		
Work-related Stressors	$20 \leq x \leq 29$	81	14.99	2.142	.511	.675
	$29 < x \leq 39$	143	14.71	2.422		
	$39 < x \leq 49$	98	15.00	2.031		
	$x > 49$	130	14.97	1.984		
Professional Distress	$20 \leq x \leq 29$	81	12.35	2.105	1.240	.295
	$29 < x \leq 39$	143	12.03	2.062		
	$39 < x \leq 49$	98	12.40	1.745		
	$x > 49$	130	12.04	1.470		
Discipline & Motivation	$20 \leq x \leq 29$	81	12.56	2.574	.584	.626
	$29 < x \leq 39$	143	12.43	2.653		
	$39 < x \leq 49$	98	12.82	2.083		
	$x > 49$	130	12.70	2.123		
Emotional Manifestation	$20 \leq x \leq 29$	81	<b>12.69</b>	3.196	6.016**	<b>.001</b>
	$29 < x \leq 39$	143	12.08	2.802		
	$39 < x \leq 49$	98	11.66	2.120		
	$x > 49$	130	11.26	1.866		
Fatigue Manifestation	$20 \leq x \leq 29$	81	12.09	2.908	.949	.417
	$29 < x \leq 39$	143	12.17	2.485		
	$39 < x \leq 49$	98	12.18	2.175		
	$x > 49$	130	11.75	1.800		
Cardio-vascular Manifestation	$20 \leq x \leq 29$	81	7.15	1.810	2.042	.107
	$29 < x \leq 39$	143	7.08	1.877		
	$39 < x \leq 49$	98	7.47	1.445		



Variables	Age	N	Mean	SD	F	p
	x > 49	130	7.49	1.388		
Gastronomical Manifestation	20 ≤ x ≤ 29	81	5.94	1.742	2.994*	.031
	29 < x ≤ 39	143	6.08	1.875		
	39 < x ≤ 49	98	6.52	1.568		
	x > 49	130	<b>6.47</b>	1.458		
Behavioral Manifestation	20 ≤ x ≤ 29	81	7.58	1.588	3.779*	.011
	29 < x ≤ 39	143	7.80	1.851		
	39 < x ≤ 49	98	8.17	1.260		
	x > 49	130	<b>8.20</b>	1.332		
Occupational Stress(overall)	20 ≤ x ≤ 29	81	111.47	16.186	.569	.636
	29 < x ≤ 39	143	110.31	16.146		
	39 < x ≤ 49	98	112.24	11.829		
	x > 49	130	110.16	10.163		

Note: \*The mean difference is significant at 0.05 level

\*\*The mean difference is significant at 0.01 level

According to ANOVA results, there were significant differences in emotional manifestation, gastronomical manifestation and behavioral manifestation at 0.01 and 0.05 level by age. To get which age had the greatest difference, Tukey HSD comparison procedure was computed from these results (see Table 10).

**Table 10 The Results of Tukey HSD Multiple Comparisons for Occupational Stress by Age**

Variables	(I) Age	(J) Age	Mean Difference (I-J)	p
Emotional Manifestation	20 ≤ x ≤ 29	39 < x ≤ 49	1.028*	.033
		x > 49	1.430***	.000
	29 < x ≤ 39	x > 49	.822*	.035
Behavioral Manifestation	x > 49	20 ≤ x ≤ 29	.620*	.025

Note. \*The mean difference is significant at 0.05 level

\*\*\*The mean difference is significant at 0.001 level

These findings pointed out that there were no significant differences in occupational stress in overall scores by age. It observed that teachers aged 20 to 29 years old were higher mean scores in emotional manifestation than those for 40 to 49 and above 49 years old. Next, teachers who were above 49 years old had higher mean scores in behavioral manifestation than 20 to 29 years old teachers.

Again, descriptive analysis was conducted to obtain the differences of mean scores and standard deviation in occupational stress by designation (see Table 11). Then, Analysis of

variance was also computed to examine which designation group had significant differences in OS. ANOVA results pointed out that there were no significant differences in occupational stress (overall) by designation. But, the significant differences can be found in professional distress, discipline and motivation, cardiovascular manifestation, and behavioral manifestation at 0.001, 0.01 and 0.05 level by designation.

**Table 11 Mean, Standard Deviation and ANOVA Results of Occupational Stress by Designation**

Variables	Designation	N	Mean	SD	F	p
Professional Investment	PAT	142	7.86	1.981	.361	.097
	JAT	146	7.92	1.604		
	SAT	164	7.76	1.511		
Time Management	PAT	142	17.94	2.758	.695	.500
	JAT	146	18.16	2.502		
	SAT	164	17.79	3.007		
Work-related Stressors	PAT	142	14.85	2.017	1.443	.237
	JAT	146	15.14	2.148		
	SAT	164	14.73	2.295		
Professional Distress	<b>PAT</b>	142	<b>12.44</b>	2.047	6.214 **	<b>.002</b>
	JAT	146	12.36	1.660		
	SAT	164	11.77	1.774		
Discipline& Motivation	PAT	142	12.20	2.645	3.431*	<b>.033</b>
	JAT	146	12.72	1.975		
	<b>SAT</b>	164	<b>12.88</b>	2.415		
Emotional Manifestation	PAT	142	11.88	2.807	.917	.401
	JAT	146	11.65	2.205		
	SAT	164	12.04	2.601		
Fatigue Manifestation	PAT	142	11.73	2.435	2.128	.120
	JAT	146	12.09	2.219		
	SAT	164	12.27	2.313		
Cardio-vascular Manifestation	PAT	142	7.07	1.824	5.639**	<b>.004</b>
	<b>JAT</b>	146	<b>7.66</b>	1.454		
	SAT	164	7.16	1.613		
Gastronomical Manifestation	PAT	142	6.08	1.887	2.965	.053
	JAT	146	6.53	1.472		
	SAT	164	6.18	1.655		
Behavioral Manifestation	PAT	142	7.60	1.589	7.513**	<b>.001</b>
	<b>JAT</b>	146	<b>8.30</b>	1.406		
	SAT	164	7.96	1.605		

Variables	Designation	N	Mean	SD	F	p
Occupational Stress (overall)	PAT	142	109.63	14.829	1.689	.186
	JAT	146	112.53	10.953		
	SAT	164	110.54	14.893		

**Note.** \*The mean difference is significant at 0.05 level

\*\*The mean difference is significant at 0.01 level

For the purpose of searching which designation had greatest difference, Tukey HSD was calculated from this result (see Table 12).

**Table 12 Multiple Comparisons of (Post-Hoc) Test for Occupational Stress by Designation**

Variables	Designation (I)	Designation (J)	Mean Difference (I-J)	p
Professional Distress	PAT	SAT	.668**	.004
	JAT	SAT	.588*	.014
Discipline & Motivation	SAT	PAT	.687*	.031
Variables	Designation (I)	Designation (J)	Mean Difference (I-J)	p
Cardiovascular Manifestation	JAT	PAT	.594**	.006
		SAT	.506*	.019
Behavioral Manifestation	JAT	PAT	.703***	.000

**Note.** \*The mean difference is significant at 0.05 level

\*\*The mean difference is significant at 0.01 level

\*\*\*The mean difference is significant at 0.001 level

These findings indicated that there were no significant differences in occupational stress (overall) by designation. It can be clarified that PAT and JAT had the higher mean score in professional distress than teachers in other designations. After that, SAT had the greater mean scores in discipline and motivation in stress than PAT. Then, JAT had higher mean scores in cardio-vascular manifestation and behavioral manifestation than PAT and SAT.

In this study, to attain the differences of mean scores and standard deviation of teachers in occupational stress by working experiences, descriptive analysis were used. Besides, to identify clearly which teachers' designation-group had significant differences, analysis of variance were computed (see Table 13).

**Table 13** Mean, Standard Deviation and ANOVA Results of Occupational Stress by Working Experiences

Variables	Working Experiences	N	Mean	SD	F	p
Professional Investment	$x < 5$	41	7.46	1.675	1.489	.192
	$5 < x \leq 10$	86	7.93	1.890		
	$10 < x \leq 15$	100	<b>8.08</b>	1.968		
	$15 < x \leq 20$	60	7.92	1.522		
	$20 < x \leq 30$	84	7.90	1.419		
	$x > 30$	81	7.52	1.484		
Time Management	$x < 5$	41	18.32	3.236	.720	.609
	$5 < x \leq 10$	86	18.27	3.000		
	$10 < x \leq 15$	100	17.96	3.360		
	$15 < x \leq 20$	60	17.93	2.530		
	$20 < x \leq 30$	84	17.85	2.284		
	$x > 30$	81	17.56	2.012		
Work-related Stressors	$x < 5$	41	14.98	2.219	.710	.616
	$5 < x \leq 10$	86	14.70	2.286		
	$10 < x \leq 15$	100	14.89	2.407		
	$15 < x \leq 20$	60	14.75	1.988		
	$20 < x \leq 30$	84	15.26	2.031		
	$x > 30$	81	14.81	1.963		
Professional Distress	$x < 5$	41	12.37	1.685	.364	.873
	$5 < x \leq 10$	86	12.01	2.210		
	$10 < x \leq 15$	100	12.23	2.098		
	$15 < x \leq 20$	60	12.30	1.807		
	$20 < x \leq 30$	84	12.18	1.584		
	$x > 30$	81	12.05	1.474		
Discipline & Motivation	$x < 5$	41	12.24	2.447	.583	.713
	$5 < x \leq 10$	86	12.58	2.872		
	$10 < x \leq 15$	100	12.55	2.397		
	$15 < x \leq 20$	60	12.90	2.153		
	$20 < x \leq 30$	84	12.83	2.105		
	$x > 30$	81	12.48	2.163		
Emotional Manifestation	$x < 5$	41	<b>12.90</b>	3.368	3.396**	<b>.005</b>
	$5 < x < 10$	86	12.17	2.963		
	$10 < x < 15$	100	12.07	2.641		
	$15 < x < 20$	60	11.85	2.193		
	$20 < x < 30$	84	11.46	2.137		
	$x > 30$	81	11.19	1.838		
Fatigue Manifestation	$x < 5$	41	12.07	3.036	1.521	.182
	$5 < x < 10$	86	12.15	2.596		
	$10 < x < 15$	100	12.35	2.320		
	$15 < x < 20$	60	12.23	2.389		
	$20 < x < 30$	84	11.96	1.923		
	$x > 30$	81	11.46	1.891		
Cardiovascular Manifestation	$x < 5$	41	7.41	1.830	1.987	.079
	$5 < x < 10$	86	6.97	1.967		
	$10 < x < 15$	100	7.07	1.731		
	$15 < x < 20$	60	7.55	1.371		
	$20 < x < 30$	84	7.60	1.449		
	$x > 30$	81	7.36	1.408		

Variables	Working Experiences	N	Mean	SD	F	p
Gastronomical Manifestation	$x \leq 5$	41	5.80	1.847	2.493*	<b>.030</b>
	$5 < x \leq 10$	86	5.91	1.726		
	$10 < x \leq 15$	100	6.21	1.956		
	<b><math>15 &lt; x \leq 20</math></b>	60	<b>6.62</b>	1.342		
	$20 < x \leq 30$	84	6.40	1.592		
	$x > 30$	81	6.53	1.415		
Behavioral Manifestation	$x \leq 5$	41	7.37	1.545	3.180**	<b>.008</b>
	$5 < x \leq 10$	86	7.69	1.625		
	$10 < x \leq 15$	100	7.89	1.803		
	<b><math>15 &lt; x \leq 20</math></b>	60	<b>8.32</b>	1.490		
	$20 < x \leq 30$	84	8.27	1.206		
	$x > 30$	81	8.04	1.444		
Occupational Stress (overall)	$x \leq 5$	41	110.93	15.371	.551	.738
	$5 < x \leq 10$	86	110.37	16.563		
	$10 < x \leq 15$	100	111.30	15.764		
	$15 < x \leq 20$	60	112.37	12.164		
	$20 < x \leq 30$	84	111.73	11.366		
	$x > 30$	81	108.99	9.905		

**Note.** \*The mean difference is significant at 0.05 level

\*\*The mean difference is significant at 0.01 level

Based on results of descriptive analysis, there were significant differences in emotional manifestation, gastronomical manifestation and behavioral manifestation by working experiences (see Table 13).

Next, multiple comparison (Post- Hoc) test was used to observe obviously the detailed information on which working experiences had significant differences in occupational stress (see Table 14). According to the results, the significant differences can be seen in emotional manifestation and behavioral manifestation at 0.01 and 0.05 level, but no significant differences in occupational stress (overall). The teachers with less than 5 years in working experience had higher mean scores in emotional manifestation than those with 21 to 30, and above 30 years in them. That is, teachers in working experiences with less than 5 years have less teaching experience that they may have difficulties on classroom management.

**Table 14 The Results of Tukey HSD Multiple Comparisons for Occupational Stress by Working Experiences**

Variables	Working Experiences(I)	Working Experiences(J)	Mean Difference (I-J)	p
Emotional Manifestation	$x \leq 5$	$20 < x \leq 30$	1.438*	<b>.034</b>
		$x > 30$	1.717**	<b>.005</b>
Behavioral Manifestation	$x \leq 5$	$15 < x \leq 20$	-.951*	<b>.030</b>
		$20 < x \leq 30$	-.908*	<b>.026</b>

**Note.** \*The mean difference is significant at 0.05 level

\*\*The mean difference is significant at 0.01 level

Afterward, there were significant differences in behavioral manifestation by working experiences at 0.05 level. Teachers who had working experiences for 21 to 30, and above 30 years possessed greater mean scores in behavioral manifestation than those for less than 5 years. By observing that situation, the former teachers cannot put effort to extra jobs. Even though they have long teaching experiences, they are weak in abilities which are impatient for job-related stress. To examine the relationship between teachers' social emotional competence and occupational stress, Pearson's correlation (SPSS) was computed concerning two variables (see Table 15).

**Table 15 Relationship between Teachers' Social Emotional Competence and Occupational Stress**

Variables	Occupational Stress (OS)
Teachers' Social Emotional Competence (SEC)	-.223***
Significant	.000
N	452

**Note.** \*\*\*Correlation is significant at the 0.001 level (2-tailed).

The results of correlation analysis indicated that the correlation between teachers' Social Emotional Competence and Occupational Stress was  $-.223^{***}$  ( $r = -.223$ ,  $N = 452$ ,  $p = .000$ ). This represents a low negative correlation and was statistically significant at the 0.001 level. It can be interpreted that if the level of teachers' social emotional competence is high, then their occupational stress will be low.

### Regression Analysis for the Prediction of Occupational Stress

In order to determine the best predicting subscales of teachers' social emotional competence to occupational stress, regression analysis was conducted. The results were shown in Table 16 and 17.

**Table 16 Model Summary of Occupational Stress**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of The Estimate	F
1	.262 <sup>a</sup>	.069	.060	13.324	8.225***

The results indicated that social awareness among the subscales of teachers' social emotional competence had statistically high negative correlation to teachers' occupational stress. It can be said that the higher the teachers' social awareness, the lower the teachers' occupational stress. The adjusted R<sup>2</sup> value is .060. This indicates that 6% of the variance in occurring occupational stress could be explained from teachers' social emotional competence.

**Table 17 Multiple Regression Analysis on Each Subscales of Teachers' Social Emotional Competence and Occupational stress**

Variables	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>
	B	Std. Error	$\beta$		
Occupational Stress	153.471	8.949		17.149***	.000
Teacher-student Relationships	.201	.437	.026	.460	.646
Emotional Regulation	-.597	.593	-.058	-1.006	.315
Social Awareness	-1.789	.441	-.228	-4.054***	.000
Interpersonal Relationship	-.220	.446	-.027	-.494	.621

**Note.** \*\*\*The mean difference is significant at 0.001 level

This study was based on a relatively lower value (6%) of adjusted R-square. The model equation to predict the occupational stress from teachers' social emotional competence is,

$$OS = 153.471 - 1.789SA$$

*Note.* OS= Occupational Stress, SA = Social Awareness

### Discussion

The main purpose of this study was to investigate Social Emotional Competence in relation to Occupational Stress of basic education teachers. According to the research findings, in the subscales of **teachers' social emotional competence**, there were significant differences in teacher- student relationships and SEC (overall) by age. Teachers at the age range of 30 to 39 years old had higher mean scores in teachers-student relationships than those above 50 years old. It indicated that 30-39 years old teachers are somewhat mature in their profession by their age, and know how to approach the students. But, this finding was not consistent to the previous research conducted by Bar-on (2006) who discovered that older people are more emotionally and socially intelligent than younger people.

Then, by the ANOVA results, there were significant differences in teacher-student relationships, emotional regulation and social awareness, and social emotional competence (overall) by designation in teachers' social emotional competence. It stated that PAT were significant higher in the mean score in teacher-student relationships than JAT and SAT. It can be supposed that PATs meet with the young students in the age of 5 to 10- year- old children who rely on their teachers, and spend time the whole school day with their teachers.

And, ANOVA results in social emotional competence showed that working experiences for less than 5 years-teachers had highest mean scores in social awareness than other teachers. Depending on their less working experiences and healthy aged, they got knowledge such as moral civics and life skills which are learned from new curriculum of Basic Education Schools, Educational Degree Colleges and Universities in recent years. But there were no significant differences. There is a consistency by the previous findings of Tom (2012). Tom found that there were no significant differences in teachers' SEC by years of experience.

For the findings of **teachers' occupational stress**, significant differences can be seen in emotional manifestation and behavioral manifestation by age. It observed that teachers aged 20 to 29 years old were significant higher mean scores in emotional manifestation than those for 40 to 49 and above 49 years old. Consequently, the former teachers may have challenges for classroom management. Next, teachers who were above 49 years old had higher mean scores in behavioral manifestation than 20 to 29 years old teachers. It can be inferred that the former teachers may be annoyed with students' misbehavior.

In addition to the results for occupational stress by designation, PAT and JAT had higher mean scores in professional distress than SAT. Most PATs have the desire for job promotions. After that, SAT had the greater mean scores in discipline and motivation at stress than PAT. Most senior teachers feel upset about the problems of inadequate school-discipline. The finding is congruent with the findings of earlier study of Antoniou et al. (2013). Antoniou et al. expressed that elementary school teachers experience higher levels of stress.

Moreover, JAT had higher mean scores in cardiovascular manifestation and behavioral manifestation concerning occupational stress than PAT and SAT. That was, most of selected participants JATs are old aged teachers and they are not good in health, and impatient for job-related stress. This study was consistent with previous research conducted by Wang, Lan and Wang (2001) who found that occupational stress in secondary school teachers were significant higher than those in primary school teachers.

Again, in occupational stress, there were significant differences in emotional manifestation and behavioral manifestation by age. Teachers with less than 5 years in working experience had higher mean scores in emotional manifestation than those with 21 to 30 years in them. Teachers less than 5 years in working experiences feel high pressure and depression by students' disruptive behavior and relationships with parents. This finding agrees with the earlier findings of Yagil (1998) who found that inexperienced teachers undergo higher levels of stress than their experienced counterparts.

Afterward, in occupational stress, teachers who had working experiences for over 16 to 30 possessed greater mean scores in behavioral manifestation than those for less than 5 years. By observing that situation, the former teachers cannot put effort to extra jobs.

To explore the relationship between teachers' SEC and OS, Pearson product moment correlation was computed for the results. Mainly, the study examined that teachers' SEC and OS were low negatively correlated and statistically significant at the 0.001 level. Therefore, it can be concluded that the higher the teachers' social emotional competence, the lower the occupational stress in their teaching profession. This finding is congruent with the previous findings of Forcina (2012). Forcina found that there was a very weak negative relationship between level of SEC and teacher stress.

Therefore, Department of Basic Education (DBE) should offer workshop and training concerning Social and Emotional Learning (SEL) to teachers and school leaders. This study will support well understanding SEC, and teachers' life without occupational stress towards building modern developed Nations with quality teachers and students.



## Summary and Conclusion

Firstly, for the subscales of **social emotional competence**, 30 to 39 years old teachers were significant higher mean scores in teacher- student relationships by age. They are somewhat mature in their profession by their age. Then, the mean scores of PAT were also significant higher than JAT and SAT in teacher- student relationships, emotional regulation and social awareness. It can be supposed that PAT meet with the young students, and spend the whole day with them. And, there were no significant differences by working experiences.

Second, concerning the subscales of **occupational stress**, the mean scores of 20 to 29 years old teachers were significantly higher than other teachers in emotional manifestation by age. Novice teachers did not have much experience to manage their emotion. Then, the mean scores of 30 to 39 and above 40 years old teachers were significant higher in behavioural manifestation.

Next, the mean scores of PAT and JAT were significant higher than SAT in professional distress in the subscales of occupational stress. Most of them have desire for job promotion. SAT were significant higher mean scores in discipline and motivation. Most SAT feel upset about the problems of inadequate school- discipline. The mean scores of JAT were significant higher mean scores than PAT and SAT in cardio-vascular manifestation and behavioural manifestation. Most JATs in selected area are old age, and they are not patient for heavy workload. Then, the mean scores of teachers with 5 years for working experiences were significant higher in emotional manifestation. They feel high pressure and depression for unhealthy classroom management. Teachers with 16 to 30 years in working experiences were significant higher mean scores in behavioural manifestation in occupational stress. They cannot effort for their extra job by their age.

Teachers' social emotional competence and occupational stress were negatively correlated and statistically significant at 0.001 level. So, it can be concluded that the higher the teachers' social emotional competence, the lower the teachers' occupational stress.

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