

# OCUPATIONAL STRESS AMONG TEACHERS AND PERSONALITY

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## Abstract

Occupational stress is known as stress experienced at the work place. The amount of stress a person experiences at work is likely to be a result of the interaction of a number of factors such as type of work they are doing (their occupation), the presence of work stressors, the amount of support they receive both at work at home. There may be various reasons for occupational stress like family requirements, personal values, and skills and the circumstance, disrespect to job, personal adjustments & sometimes integration between personality and personal clashes. Hence the present study tries to find out the relationship between occupational stress among teachers and their personality. For this study 800 teachers working at primary secondary school, junior and senior college of Nagpur city were taken as sample. The relationship between occupational stress and personality was derived using occupational stress index and 16 PF personality test. The data was analyzed using coefficient of correlation 'r' to ascertain the relationship. The result reveals that there is no significant relationship between the occupational stress and personality of college and school level teachers.

**Keywords :- Occupation, Stress, Personality.**

Stress is a reaction to a stimulus that disturbs our physical or mental stability equilibrium. In other words, it is an omnipresent part of life. Means anything that poses a challenge or threat to our well-being is stress. Stress can be a stem from expectations of others or demands placed on one. The cause of stress are highly individual. It depends on the personality general outlook on life, problem solving abilities, and social support system. Many different factors may cause stress physical to emotional.

Occupational stress is known as stress at work place stress is harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control on an employee has over meeting these demands. In general, the combination of high demands in a job and a low amount of control over the situation can lead to stress. The experience of workplace stress has been subject to a large amount of research. In the workplace, stress can be the result of any number of situations. The relentless requirement to work at optimum performance takes its toll in job dissatisfaction, employee turnover, reduced efficiency, illness and even death.

Teachers stress, is much talked & a topic of discussion, now a days. One definition of stress according to teacher is anxiety, fear, inability to cope, frustration and happiness too. Teacher's stress is also known as an experience of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspects of the teacher's work job demands like large amount of paperwork and lessons planning contribute to higher stress level among teachers along with long working hours, indiscipline students, salary problems, frequent policy change by government, are also the causes.

Meanwhile, research indicates that teachers play vital role in the care for the personal welfare and emotional support of students. So the people should not be bound by stress. Chaka (1998) indicates that a teacher's physical and mental wellness could be adversely affected by work that is monotonous, dull and repetitive. Mc Cormick (1996) indicated in his study on teachers stress, "Overall significant differences for personal characteristics when grouped with occupational stress." Adams (1999) noted that stress is a phenomenon that can produce both positive and negative results in teachers.

## Significance of the study

In the developing country like India, where literacy rate is low, resources are limited and very few percentage of students reach to the university level, it requires imperative attention of higher management towards teaching system and the stress experienced by the teachers. Research studies have widely discussed about the co relationship between the occupational stress with personality & achievement. Only the satisfied state of teachers can help the school or college to achieve its desired goals & meet the educational objectives. So to find out the hidden reasons of the occupational stress of teachers and to throw more light to the co-related aspects, it is needful to study thoroughly.

## Objectives of the study

To study the occupational stress among school and college level teachers; To study the personality of School and college level teachers; To study the relationship between the occupational stress and personality of the school and college level teachers.

## Hypothesis

There is no significant relationship between the occupational stress and the personality of the school and college level teachers.

## Methodology

Present study is an empirical study and is exploratory in nature. In the present study data has been collected from all Govt. aided and Govt. school and colleges of Nagpur District, Maharashtra by administering Teacher's occupational stress scale by Dr. srivastava and Dr. A. P. Singh. To calculate the relationship of occupational stress with personality, 16 PF personality test is used.

## sample

The present study is conducted at Nagpur district of Maharashtra State. The 800 teachers of four different categories were selected as sample. The teachers working at different levels include 200 primary Teachers (men/women), 200 junior college teachers (men/ women) and 200 senior college teachers (men/ women) are taken for study.

## Result and interpretation

The objective wise analysis and results are given as follows:

1. To study the occupational stress among school and college level teachers. Table1- level of occupational stress among school and college level teachers.

Sr. No.	Level of Occupational Stress	Response	Percentage (%)
1	Low Occupational Stress	00	00%
2	High Occupational Stress	800	100%
	Total	800	100%

**Interpretation :** All the school and college level teachers are having high level of occupational stress as seen above.

2. To study the personality of the college and school level teachers.

Table 2 – factor wise percentage of personality among school and college level teachers.

Sr. No.	Personality Factors	Level						Total
		Low		Medium		High		
		Response	%	Response	%	Response	%	
1	A (Behavioural Quality)	0	0%	782	97.75%	18	2.25%	800(100%)
2	B (Intellectual Quality)	30	3.75%	758	94.75%	12	1.5%	800(100%)
3	C (Spiritual Quality)	54	6.75%	746	93.25%	0	0%	800(100%)
4	E (Adjustive Quality)	176	22%	624	78%	0	0%	800(100%)
5	F (Virtuous Quality)	270	33.75%	530	66.25%	0	0%	800(100%)
6	G	12	1.5%	776	97%	12	1.5%	800(100%)

	(Expedient Quality)							
7	H (Daunting Quality)	16	2%	784	98%	0	0%	800(100%)
8	I (Realistic Quality)	12	1.5%	556	69.5%	232	29%	800(100%)
9	L (Suspicious Quality)	0	0	349	43.63%	451	56.37%	800(100%)
10	M (Static Quality)	407	50.88%	393	49.12%	0	0%	800(100%)
11	N (Diplomatic Quality)	16	2%	80	10%	704	88%	800(100%)
12	O (Self-assured Quality)	0	0%	590	73.75%	210	26.25%	800(100%)
13	Q1 (Liberal Quality)	0	0%	525	65.63%	275	34.37%	800(100%)
14	Q2 (Resourceful Quality)	0	0%	670	83.75%	130	16.25%	800(100%)
15	Q3 (Compulsive Quality)	32	4%	768	96%	0	0%	800(100%)
16	Q4 (Tranquil Quality)	0	0%	782	97.75%	18	2.25%	800(100%)

**Interpretation :** In this objective researcher had used the 16 Pf Personality scale to collect the information related with teacher's personality 18(2.25%) teachers are in the high sten score of factor 'A' that is behavioural factor of personality. 782 (97.5%) of the teachers fall in the middle category, i.e. they are neither very reserved nor very worm hearted. 30(3.75%) of the college and school level teachers are having less intellectual quality and 12 (1.5%) of the teachers are more intelligent whereas 758(94.75%) of teachers are neither more intelligent nor less one. 54(6.75%) of the total teachers are very emotional, no teacher is emotionally stable whereas 746(93.25%) teachers belonged to the average type of response to the emotional state of mind. 176(22%) college and school level teachers are having adjective quality, whereas no teacher is having bossy type of nature and 624(78%) of teachers are having either humble or very dominate type of personality traits. 270(33.75%) of teachers are sober & serious in nature whereas 530 (66.25%) teachers are neither sober nor very spontaneous & enthusiastic. 12(1.5%) of teachers are having expedient quality of personality whereas 12(1.5%) of teachers are rule bound and 776(97%) of teachers are neither expedient nor conscientious about rule. 16(2%) of the teachers are very shy & timid no teacher is a bold and 784 (98%) teachers are having middle quality of daunting, i.e. neither bold nor timid. 12(1.5%) of the teachers are tough minded & realistic whereas 232(29%) of teachers are overprotected and 556(69.5%) are neither rough or realistic nor intuitive. No teacher is trusting or easy to get on& 451(56.37%) teachers are having suspicious quality and 349 (43.63%) teachers are neither trusting nor skeptical 407(50.88%) of the college and school level teachers show static quality of personality and no teacher is imaginative in nature whereas 393(49.12%) teachers are neither practical nor imaginative in their behavior. 16(2%)of teachers are very open showing no diplomacy whereas 704(88%) teachers are very shrewd and diplomatic in nature and 80(10%) teachers are neither genuine nor diplomatic or shrewd. No teacher is self-assured, secure and 210(26.25%) teachers are prone to guilt whereas 590(73.75%) teachers are neither self assured nor self-blaming. No teacher of college and school level is conservative, 275(34.37%) teachers are experimenting whereas 525(65.63%) teachers are neither conservative nor experimenting or liberal. No teacher of college and school level is group oriented i.e. listens to others. 130(16.25%) teachers are self sufficient whereas 670(83.75%) teachers are neither resourceful nor a 'joiner'. 32(4%) of teachers are careless of social rules, and no teacher shows compulsive quality & 768(96%) teachers are neither careless of social

rules nor compulsive. No college or school level teacher is relaxed or shows tranquil quality. 18(2.25%) teachers are tense and frustrated, whereas 782(97.75%) teachers are neither relaxed nor show tranquil quality.

3. To study the relationship between the occupational stress and personality of the school and college level teachers.

Table 3. Correlation between occupational stress and personality (all factors) of college & school level teachers.

Sr. No.	O/S mean	Personality men (Personality factors)	'r' Value
1.	72.36	Behavioral quality 60.55	-0.06
2.	72.36	Intellectual quality 60.58	-0.02
3.	72.36	Spiritual quality 52.98	-0.05
4.	72.36	Adjustive quality 44.16	-0.02
5.	72.36	Virtuous quality 40.88	-0.02
6.	72.36	Expedient quality 60.96	0.05
7.	72.36	Daunting quality 51.90	-0.01
8.	72.36	Realistic quality 68.98	-0.02
9.	72.36	Suspicious quality 77.51	-0.04
10.	72.36	Static quality 34.15	-0.07
11.	72.36	Diplomatic quality 86.60	0.057
12.	72.36	Self-Assured quality 68.18	0.05
13.	72.36	Liberal quality 70.55	-0.004
14.	72.36	Resourceful quality 63.70	0.07
15.	72.36	Compulsive quality 54.69	0.001
16.	72.36	Tranquil quality 53.38	0.02

**Interpretation :-** From the above table, we can see that the mean of occupational stress is constant and it is in correlated with all the factors of personality. Overall mean of personality is 59.36 where mean of occupational stress is 72.36, so the 'r' value is 0.01. It shows that calculated value is less than table value at both levels of significance. So we accepted null hypothesis. Therefore there is no significant relationship between the occupational stress and personality of college & school level teachers. From the table it is clear that the mean of occupational stress is constant & that is 72.36 and the mean of personality factor 'A' (Behavioral Quality) of college and school level teachers is 60.55.

For 798 df table value of 'r' at 0.01 level is 0.81 and at 0.05 level is 0.062 and calculated value of 'r' is -0.06. It means calculated value is less than table value at both levels of significance. Therefore we accepted null hypothesis. So we can say that there is no significant relationship between the occupational stress and personality factor 'A' (Behavioral quality) of college & school level teachers. Further the mean of personality factor 'B' (Intellectual Quality) is 60.58 and the correlation between occupational stress (mean 72.36) and personality factor (intellectual quality) of college and school level teachers is -0.02. It means calculated value is less than table value at both levels of significance. Therefore we accepted null hypothesis. So we can say that there is no significant relationship between the occupational stress and personality factor 'B' (Intellectual quality) of college and school level teachers. Personality factor 'C' mean 52.98 (spiritual quality) is correlated with occupational stress mean 72.36, with the result -0.05. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value of 'r' is -0.05. It means calculated value is less than table value at both levels of significance. Therefore we accepted null hypothesis. So we can say that there is no significant relationship between the occupational stress and personality factor 'C' (Spiritual quality) of college and school level teachers.

Further the mean of occupational stress 72.36 is correlated with personality factor 'E' (Adjective quality) 44.16 having correlation -0.02. for 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is 0.062. And calculated value of 'r' is 0.02 It means calculated value is more than table value at both levels of significance. So we can say that there is significant relationship between



the occupational stress and personality factor 'E' (Adjective quality) of college and school level teachers. It is shown that the mean of occupational stress is 72.36 and the mean of personality factor 'F' (Virtuous quality) is 40.88 correlation between occupational stress and personality factor 'F' (Virtuous quality) of college and school level teachers is -0.02. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value of 'r' is -0.02. It means calculated value is less than table value at both levels of significance. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the occupational stress and personality factor 'F' (Virtuous quality) of college & school level teachers. Further it is seen that the mean of personality factor 'G' (Expedient quality) is 60.96. So the correlation between mean of occupational stress 72.36 and personality factor 'F' (Expedient quality) of college and school level teachers is 0.05. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value of 'r' is 0.05. It means calculated value is less than table value at both levels of significant. Therefore we accepted null hypothesis. So we can say that there is no significant relationship between the occupational stress and personality factor 'G' (Expedient quality) of college & school level teachers. The mean of personality factor 'H' (Daunting quality) 51.90 correlated with the mean of occupational stress 72.36 and the correlation between occupational stress and daunting quality is -0.01. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 & calculated value of 'r' is -0.01. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the occupational stress and personality factor 'H' (Daunting quality) of college and school level teachers. The correlation between the mean of occupational stress 72.36 and the mean of personality factor 'I' (Realistic Quality) of college & school level teachers is 0.02. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated Value of 'r' is 0.02 It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So there is no significant relationship between the occupational stress and realistic quality of college and school level teachers. Further the mean of occupational stress 72.36 is correlated with the mean of personality factor 'L' suspicious quality 77.51 which form the correlation is -0.04. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value of 'r' is -0.04 . It means calculated value is less than table value at both levels of significant therefore we accept the null hypothesis. So we can say that there is no significant relationship between the occupational stress and personality factor 'L' (Suspicious quality) of college and school level teachers. It is then the mean of occupational stress 72.36 and mean of the personality factor 'M' (static quality) 34.15 correlated correlation between occupational stress and personality factor 'M' (static quality) of college and school level teachers is -0.07. So for 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value of 'r' is -0.07. It means calculated value is more than table value at 0.05 level of significance. Therefore we rejected null hypothesis. So we can say that there is significant relationship between the occupational stress and personality factor 'M' (Static quality) of college and school level teachers. Further the correlation between occupational stress and personality factor 'N' (Diplomatic quality) of college and school level teachers is found, 0.06, where mean of occupational stress is 72.36 and mean of personality factor 'N' (Diplomatic quality) is 86.60. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value of 'r' is 0.057. It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So we can say that there is no significant relationship between the occupational stress and personality factor 'N' (Diplomatic quality) of college and school level teachers. The mean of personality factor 'O' (self assured quality) is 68.18 is then correlated with the mean of occupational stress 72.36 and the correlation is 0.05. So for 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value of 'r' is 0.05. It means calculated value is less than table value at both levels of significant. Therefore we accepted null hypothesis. So we can say the that is no significant relationship between the occupational stress and personality factor 'O' (self assured quality) of college & school level teachers. Occupational stress mean is 72.36 and the mean of personality factor 'Q1' (liberal quality) is 70.55 correlation between occupational stress and liberal quality of college and school level teachers is -0.004. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value is less than table value at both the levels of significant. Therefore the null hypothesis is accepted. So there is significant relationship between the occupational stress and personality factor 'Q1' (Liberal quality) of college and school level teachers. Further the mean of occupational stress is 72.36 and the mean of personality factor 'Q2' (Resourceful quality) is 63.70 and its correlation between occupational stress and Q2 of college and school level teachers is 0.07. From 798 df table value of 'r' at 0.01 levels is 0.081 and at 0.05 level is .062 and calculated value is more than table value at 0.05 level of significant. Therefore we rejected the null hypothesis and accepted the alternative hypothesis. So there is significant relationship between the occupational stress and personality factor 'Q2' (Resourceful quality) of college and school level teachers. The constant mean 72.36 of occupational stress and mean of personality factor 'Q3' (compulsive quality) of college and school level teachers is correlated and the correlation is 0.001. From 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So there is no significant relationship between the occupational stress and personality factor 'Q3' (compulsive quality) of college and school level teachers at last the mean of occupational stress 72.36 and the mean of personality factor 'Q4' (Tranquil quality) is 53.38 and the correlation between occupational stress and personality factor 'Q4' (tranquil quality) of college and school level teacher is 0.02. For 798 df table value of 'r' at 0.01 level is .081 and at 0.05 level is .062 and calculated value of

'r' is 0.02 It means calculated value is less than table value at both levels of significant. Therefore we accepted the null hypothesis. So there is no significant relationship between the occupational stress and personality factor 'Q4' (tranquil quality) of college and school level teachers.

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