



OCCUPATIONAL STRESS AND SELF-ESTEEM AMONG SCHOOL TEACHERS IN RELATION TO THEIR PERSONALITY TYPES

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Abstract

The study was conducted to assess the occupational stress and self-esteem among school teachers in relation to their personality types. The population taken for the study were 90 school teachers (Females) working on various locations of Kollam district based on the personality type they belong to Type A (29), Type B (31) and Mixed type (30). The tools such as Occupational Stress Index, Rosenberg Scale and Type A/B behaviour pattern scale were used to measure occupational stress Index (A.K. Srivastava & A.P. Singh) Self-esteem Scale (Rosenberg) and Type A/B behaviour Pattern Scale (Upinder Dhair & Jain) and the personal data of school teachers were collected by using a personal data sheet. The statistical techniques used in the study were one way ANOVA and Duncan's Multiple Range Test. The study concluded that there was no significant difference on self-esteem in relation to personality types, but there was significant difference on occupational stress in relation to personality types i.e., Type B personality shows low level of occupational stress, But Type A and Mixed personality shows high level of occupational stress among school teachers (Females).

KEY WORDS

Occupational stress, Self-esteem, Personality Type A, Type B, Mixed, School teachers

INTRODUCTION

In the past two decades, interest in the concept of stress and research and stress has reached an all time high. Life would be simple indeed if all of our needs were automatically satisfied. In reality, however many obstacles both personal and environment prevent this ideal situation. All situation positive and negative that require adjustment can be stressful. The emotional problems that developed were supposed to be due to stress.

Environmental factors reason stress are those universal factors that are not intrinsic to workers but depend on the environment of the organization. Cooper and Bright (2001) stated that along with the work environment, the person role at work has been identified as the major source of stress because of role conflict, accountability for people and conflict of role border. Career development is another area having stress impact and lack of safety.

Role conflict happens when an employee experiences mismatched stress or incompatible goals nearby tasks linked with their job that can persuade negative emotional response due to apparent inability to be effective on the job. Furthermore, having to do tasks that are not perceived to be part of one's job role can potentially lead to stress linked with role conflict (Cooper & Sutherland, 2000).

OCCUPATIONAL STRESS

Occupational stress is a disorder associated with job or work. The anxiety may be expressed in the form of tension and anxiety and the development of physical symptoms such as head ache or cramps. It may also call occupational neurosis or burnout. Occupational stress can be defined as the experience of unpleasant, negative emotions such as tension, anxiety, frustration, anger and depression resulting from aspects of works. Work-related stress was once thought of as occurring only in those who work in senior positions; it is now acknowledged that occupational stress can be experienced by employees at every level in healthcare sector causes stress.

Occupational or job stress may be defined as a "mechanism whereby the human body attempts to adapt to the environment." The body has a normal mechanism for dealing with stressful situations that is known as the "fight or flight" response. As soon as the brain senses danger, it sends messages (electrical, chemical, and hormonal) that stimulate the extra energy needed to fight the danger or run away from it. The stress cycle always includes the danger stimulus, the removal of the danger, and a state of equilibrium.

SELF-ESTEEM

Branden (1969), Self-esteem is an essential human need that is vital for survival and normal, healthy development. Self –esteem automatically from within based on a person's beliefs and consciousness. It occurs in conjunction with a person's thoughts, behaviours, feelings and actions.

Emler and Reicher (2005) did a careful, critical evaluation of the literature. His conclusion was essentially that there is little evidence for the casual power of low self-esteem causing social problems. The researchers drew a number of specific conclusions.

- Relatively low-self-esteem is not a risk factor for delinquency, violence toward others like drug use, alcohol abuse, and education under- attainment or racism.
- Low self-esteem is a risk factor for suicide, depression, teenage pregnancy and victimisation by bullies. However, in each case it is only one among several related risk factors.
- Low childhood self –esteem also appears to be associated with adolescent eating disorders and among males only, with low earnings and employment problems.
- Young people with high self-esteem are more likely than others to hold racist attitudes, reject social pressures from adults and peers engage in physically risky behaviour.

Self-esteem is an extremely popular construct within the field of psychology and has been related to virtually every other psychological concept or domain, including personality (Jamali and Asadi, 2010). Success is not measured by how much one gains but of how satisfied one is with one's work (Grandin, 2002). Hence, a person should put a high value for his performance and be confident of his achievement because those judgments he makes are the drive for mastering proficiency (Stout, 2001).

PERSONALITY TYPES

Personality is the dynamic organization within the individual of those psychological systems that determine his characteristics behaviour and thought (All port, 1961).

The characteristics or blend of characteristics that makes a person unique (Weinberg & Gould, 1999). Personality types plays an important role in determining how healthy we are psychologist say.everythig is related to everything else. One of the most common personality classifications used by psychologists is the A and B personality type classification. Such behavioural patterns were presented by two Californian

cardiologists Mayer Friedman and Rey Rosenman (Pervin, 2001). They showed that there is a different personality style which contributes to cardiovascular disease. Friedman and Rosenman called it type A.

The persons who are of A type personality are susceptible to physical and mental illness. They are characterized by these three criteria: 1) extreme sense of time urgency, 2) competition and ambition, 3) Aggression and hostility, especially when the situation is out of control (Rosen Han and Seligman, 2011). The type A individuals are so competitive, perfectionist, hardworking, ambitious, restless, hostile, and time-sensitive. They are anxious checking the time frequently (Cooper, 1993; The personality features of type A individuals tend to appear from the age of three or four. (Friedman and Rosenman, 1974). Unlike the type A individuals the type B individuals have lower levels of competition, time urgency, and nervousness. They take the things easy and have a philosophical viewpoint that tells them to wait until everything is just right” (Sarafino, 2006, p.112). The type B individuals are so permissive, fond of life quality, regular and cautious (Karimi and Kumar 2010). Mixed personality types likes to show characteristics both type A and type B.

SIGNIFICANCE OF THE STUDY

Work is a central part of human life. Modern era women are also used to work in different work settings like educational institutions, industrial setting, banks etc... And due to over load pressure from others, work load, they may experience a form of stress cause from those experiences that we call it as occupational stress. In the case of women teachers working in different school experiences work stress from the students they taught, the works they are doing, peer pressure, and other external pressure from the concerned authorities, salary issues and all. And those who possess different personalities experience their occupational stress in different way. As a result their self-esteem may vary based on the personality they have.

The significance of the current study lies in the following points:

- The significance of the present study stems from the fact that it is one of the rare studies addressed the problem of occupational stress and self-esteem among school working women teachers at Kollam Kerala colleges.
- This study provides information on the phenomenon of occupational stress and its importance and how the personality types changes with the job stress in which they are undergoing
- .This study helps to investigate the how the occupational stress and self-esteem vary with different personality groups (Type A, Type B and mixed personality groups) that can make a better understand in teachers to deal with the occupational stress and thus by enhancing their self-esteem. This study would be informative to, educationalists, counsellors especially for school counsellors, teachers etc.

The current belief in our society is that school teachings an easy job and that school teacher’s life is to be envied for they have lots of holidays and vacations, less working hours, no pressure of work and no technicalities and rigors of bureaucratic rules, procedures and discipline to stifle or crumble them. It is also believed that school teacher’s role is quite simple having no complexities, tension and conflicts. This widely prevalent belief is incorrect for this is outsider’s perception of the role of women school teachers.

The result of this study may also provide clear picture to teachers at schools , parents and educational institutions on the extent and causes of this phenomenon to understand it deeply, and enable them to develop treatment and prevention programs to reduce this problem.

OBJECTIVES

- To find out whether there exists any mean difference on the scores of personality Type A on occupational stress and self-esteem among school teachers.
- To find To find out whether there exists any mean difference on the scores of personality Type B on occupational stress and self-esteem among school teachers.

- To find out whether there exists any mean difference on the scores of personality Type Mixed on occupational stress and self-esteem among school teachers.

HYPOTHESES

- H1. There will be a significant mean difference on the scores of personality Type A on occupational stress and self-esteem among school teachers.
- H2. There will be a significant difference on the scores of personality Type B on occupational stress and self-esteem among school teachers.
- H3. There will be significant mean difference on the scores of personality Type B on occupational stress and self-esteem among school teachers.

STATEMENT OF THE PROBLEM

The problem for the present investigation has been stated as: **“OCCUPATIONAL STRESS AND SELF-ESTEEM AMONG SCHOOL TEACHERS IN RELATION TO THEIR PERSONALITY TYPES”**.

METHOD

A sample consists of (N= 90) Female school teachers randomly chosen from schools on various locations of Kollam district, Kerala based on the personality type they belongs to Type A (29), Type B (31) and Mixed type (30). The sample is collected only from female teachers irrespective of their age, type of school they are. The tools such as Occupational Stress Index, Rosen berg Scale and Type A/B behaviour pattern scale were used to measure occupational stress Index (A.K Srivastava and A.P Singh, 1984) Self-esteem Scale (Rosenberg,1965) and Type A/B behaviour Pattern Scale (Upindher Dhair and Jain,1974) and the personal data of school teachers were collected by using a personal data sheet. In order to check the significant mean difference and to compare which are more significant than the other, One way ANOVA and post –hoc test of Duncan’s Multiple Range Test were used.

ANOVA for the variable occupational stress and self-esteem on the three types of personality (Type A Type B and Mixed).

Table 1: Significant mean difference for the variables occupational stress and self-esteem on three types of personality (Type A Type B and Mixed)

<i>Variable Group</i>	<i>N</i>		<i>Sum of squares</i>	<i>df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig</i>
1	occupational stress	Between Groups	878 .748	2	439.394	3.13	0.48
		Within group	12188 .141	87	140.094	6	
		Total	13066 .889	89			
2	Self - Esteem	Between Groups	5.342	2	2.671	0.33	0.717
		Within Groups	694.900	87	7.988	7	
		Total	700.322	89			

NS : Not Significant

Table 1 implied that, There is no statistically significance among the three types of personality groups on occupational stress and self-esteem. F value is not significant at 0.01 or 0.05 level in occupational stress and self-esteem. ie, F value is found no significance in occupational stress and self-esteem.

Compare the difference on the three types of personality

Table 2 : Multiple Range Test (Duncan's method) obtained by the three groups of personality on the variable occupational stress.

<i>Type of personality</i>	<i>N</i>	<i>1</i>	<i>2</i>
Type A personality	29	122.6897	()
Type B personality	31	128.3667	128.3667
Mixed personality	30	()	130.0323

Table 2 implied that, The mean scores obtained by Type A and Mixed personality are 128.3667 and 130.0323 respectively and did not show much difference.

But the mean score of 122.6897 obtained by Type B personality group shows difference and which is low compared to the other two groups. Type A and Mixed personality groups shows higher occupational stress than type B personality groups. The result shows that there is influence of Mixed personality on the variable occupational stress

DISCUSSION

The relevance of the present study is aimed to investigate the difference on the scores of personality types Type A, B and Mixed on occupational stress and self-esteem among school teacher and to explore which one is more significant than other.

According to the first hypothesis personality types have linked to occupational stress in which many of the earlier findings shows the similar findings (Faghih and Bagheri, 2012) and on the other hand self-esteem doesn't shows any significant difference on personality types. Some of the earlier researches revealed personality types have not much effect on self-esteem

Considering other hypothesis, The mean scores obtained by Type A and Mixed personality is 128.3667 and 130.0323 respectively and did not show much difference. But the mean score of 122.6897 obtained by Type B personality group shows difference and which is low compared to the other two groups. Type A and

Mixed personality groups shows higher occupational stress than type B personality groups. The result shows that there is influence of Mixed personality and Type A personality on the variable occupational stress among school teachers.

Considering the variable occupational stress and personality types A, B and Mixed groups. Type A (128.36) and Mixed type personality (130.03) shows higher occupational stress when it is comparing to Type B personality (122.68) respectively .

FINDINGS

- There is no significant relationship between occupational stress, self-esteem, and personality among school teachers.
- There is significant difference in personality types (Type A, Type B and Mixed) on the variable occupational stress
- Type B personality shows low occupational stress and shows much difference in occupational stress, but Type A and Mixed shows higher occupational stress and do not show much difference.

CONCLUSION

The present study found that the personality type does not influence one's self esteem. It is understood from the results that occupational stress changes depending on teacher's personality type. Further the study is also attempted to find out the difference in occupational stress on the basis of their personality types A,B and Mixed types. It was found that Type A and Mixed type showed higher impact on occupational stress than Type B personality.

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