

## **EFFECT OF PERSONALITY DIMENSIONS ON OCCUPATIONAL STRESS OF TEACHERS**

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### **ABSTRACT**

*The present study on relationship between personality and occupational stress of high school teachers was carried out in Rewari, Haryana with 200 teachers as sample (94 govt. and 106 private school teachers) Personality was assessed with the help of Eysenck personality questionnaire developed by Eysenck and Eysenck. Occupational Stress was assessed with the help of occupational stress Index developed by A.K. Srivastava and Singh. Correlation coefficient and regression analysis revealed the relationship and impact between personality and occupational stress. There was positive correlation between psychoticism and neuroticism with occupational stress of govt. and private high school teachers. But there was no significant relationship between extroversion and occupational stress of govt. and private high school teachers.*

### **INTRODUCTION**

Teachers are very important assets and they play very crucial role in every society. Teacher is indeed the kingpin of education process. His commitment and devotion to the teaching profession counts a lot. The effective and efficient functioning of any educational institution depends primarily on the quality and commitment of human resources. Recently teachers were put to bitter ridicule and criticism as society perceive them as irresponsible and non-devoted. It is really a matter of great concern. Probably no professional group has been criticized as vehemently and as intensively as teachers. In the modern age, teachers and their problems have attracted a great deal of attention of researchers. The negative impacts of occupational stress on teacher's quality and quality of education can easily be imagined. Many teachers complain of being under stress and they are alienated from the work.

### **PERSONALITY**

Personality is like a iceberg: only the tip of the psychic iceberg is above the 'waterline' which represents the part of the psyche that is available to awareness. Part of the psyche that is below the waterline is available with effort the preconscious but most is unavailable the unconscious. All port "Personality is the dynamic organization within the individual of those psychological system that determine his characteristic behaviour and

thought." Eysenck (1974) proposed a three dimensional model of personality i.e. Psychoticism, Neuroticism and Extraversion.

### **PSYCHOTICISM**

Eysenck has put forward a model of psychoticism, according to which the dispositional personality traits of psychoticism extends from one end. High psychoticism are aggressive, egocentric, antisocial and tough-minded low psychoticism are high empathy, socialization and co-operativeness.

### **EXTRAVERSION**

Eysenck has described the traits of extraversion as sociable, active, carefree and venturesome.

### **NEUROTICISM**

Neuroticism person as emotionally unstable and prone to anxiety psychological distress and moody.

### **OCCUPATIONAL STRESS**

Occupational stress is that which derives specifically from conditions in the workplace. These may either cause stress initially or aggravate the stress already present from other sources. Beehr and Newman (1978) defined job stress as a condition wherein job related factors interact with the worker to change his or her psychological or physiological condition such

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that she or he is forced to deviate from normal functioning.

According to Kyriacou (1989) Teacher stress refers to the experience by teachers of unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness resulting from the aspect of their work as teachers.

### OBJECTIVES

The study was conducted to achieve the following objectives.

1. To study the relationship of personality with occupational stress of high school teachers.
2. To study the relationship of personality with occupational stress of govt. high school teachers.
3. To study the relationship personality with occupational stress of private high school teachers.
4. To ascertain the impact of personality on occupational stress of high school teachers.

### HYPOTHESES

The following hypotheses were formulated to achieve the objectives of the study.

1. There exists no significant relationship between personality and occupational stress of high school teachers.
2. There exists no significant relationship between personality and occupational stress of govt. high school teachers.
3. There exists no significant relationship between personality and occupational stress of private high school teachers.
4. There exists no significant impact of personality on occupational stress of high school teachers.

### METHODOLOGY

Descriptive survey method was used.

### SAMPLE

The sample of 200 teachers employed in high school (94 govt. and 106 private school teachers) were drawn by using random sampling technique.

### TOOLS USED

Following tools were used for data collection.

1. Occupational Stress Index by (A.K. Shrivastava and Singh) 1981.
2. Eysenck Personality Questionnaire. Revised, 1999

### STATISTICAL TECHNIQUES

Mean, S.D., Pearson's product moment correlation and regression analysis were calculated.

### RESULTS AND DISCUSSION

Table-1

**Co-relation coefficient values of personality with Occupational Stress of High School Teachers  
N=200**

Personality's Dimensions	Occupational Stress
Psychoticism	.4007**
Extraversion	-.1240 <sup>NS</sup>
Neuroticism	.4401**

\*\*significant at .01 level

NS Not significant

Table-1 shows that there is significant relationship between psychoticism and occupational stress of high school teachers. Similarly, there is significant relationship between neuroticism and occupational stress. It means higher level of psychoticism and neuroticism leads to more occupational stress. But no significant relationship between extroversion and occupational stress. Therefore, the hypothesis-I is accepted in case of extraversion.

Table-2

**Co-relation coefficient values of personality with Occupational Stress of Govt. High School Teachers  
N=94**

Personality's Dimensions	Occupational Stress
Psychoticism	.4876**
Extraversion	-.1802 <sup>NS</sup>
Neuroticism	.5379**

\*\*significant at .01 level

NS Not significant

Table-2 indicate that there is significant relationship between psychoticism and neuroticism with occupational stress of govt. high school teachers. But extraversion is not significant with occupational stress. It means higher level of psychoticism and neuroticism leads to more occupational stress of govt. high school teachers. Therefore, the hypothesis II is accepted in case of extraversion.

**Table-3**  
**Co-relation coefficient values of personality with Occupational Stress of Private High School Teachers**  
**N=106**

Personality Dimensions	Occupational Stress
Psychoticism	.2742**
Extraversion	-.0372 <sup>NS</sup>
Neuroticism	.3605**

\*\*significant at .01 level  
NS Not significant

Table-3 indicates that there is significant relationship between psychoticism and neuroticism with occupational stress of private high school teachers. But there is no significant relationship of extroversion with occupational stress. Therefore the hypotheses 3, is accepted in extraversion case.

**Table-4**  
**Impact of personality on occupational stress of High School Teachers**  
**N=200**

Independent Variables	Dependent Variables (Occupational Stress)		
	Beta	Smile 'r'	't' value
Psychoticism	.26**	.4407**	3.71
Neuroticism	.33**	.4401**	4.73

Multiple R = .49  
R-square = .25  
\*\* significant at .01 level

Table-4 shows that psychoticism and neuroticism emerged as contributing significantly to occupational stress. The R-square indicates that the contribution of psychoticism and neuroticism to occupational stress is 25%. The positive values of Beta shows that more the score of psychotocism and neuroticism will leads to more occupational stress of high school teachers.

**CONCLUSIONS**

The analysis and interpretation of results presented in this chapter leads to the following conclusions:-

1. Both govt. and private school teachers have higher level of psychotocism and neuroticism leads to more occupational stress.
2. Extraversion teachers (both govt. and private schools) have no occupational stress.

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