

JOB STRESSORS AND PERSONALITY

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ABSTRACT

In the present paper an attempt has been made to study whether there is any relationship between personality type and job stressors of teachers. For this purpose a sample of 122 higher secondary school teachers was selected randomly. They were administered two tests namely: (i) Indore Teachers' Job Stressors Scale and (ii) Maudsley's Personality Inventory. The findings of the study indicate that Job Stressors affect extrovert and introvert teachers equally.

INTRODUCTION

In today's world of education due to the advancement in the field of science and technology major emphasis is laid on technical and vocational education. Due to this reason the responsibility of the teachers has increased manifold. To fulfill this responsibility the teachers have to strive hard who in turn are responsible for generating stressful conditions. Apart from this routine work, the teacher has to discharge certain social responsibilities also like election duties, family planning campaign, pulse polio program etc. all these duties add to the stress of the teachers. Due to this the teacher becomes overburdened and his daily routine work is also affected. This causes a heavy toll on his health.

Some people can cope up with stress easily whereas some people find great difficulty in coping with stress and some people's routine activities are badly affected which may lead to depression. It is obvious that such varied reactions to stress are attributed to individual differences and personality disposition.

Let us now try to find out what is stress? What is personality and how personality is related with stress?

Stress: According to Burchfield (1979) Lazarus and Folkman (1984), Selye (1976) Stress is the process of adjusting to circumstances that disrupt or threaten to disrupt a person's equilibrium.

According to Webster's Dictionary (1977) Stress means strain, pressure, importance, emphasis, etc. Here stress means something which negatively affects individual.

Another term associated with stress is Stressor. Stressors are the events and situations (such as uncomfortable work place, being very ambitious, value conflict etc.) to which people must adjust. Some stressors involve physical demands e.g. extreme temperature, pollution, etc. But it has been found by the researchers that most of the significant stressors are psychological. A person who is going to appear in an interview is preparing hard to get through successfully. This person is facing stressors that can be just demanding as a day of hard physical labor.

JOB STRESSORS

Job stressors are integrated whole of overloadedness, role conflict, powerlessness, role ambiguity, motivelessness and frail interpersonal relationship, Varma (2002).

Kottcamp (1987) identified four job stressors related with teachers. They are overloadedness, role ambiguity, role conflict and powerlessness.

Personality

According to Stephen and Wayne (1986) personality is the unique set of behavior (including thoughts and emotions) and enduring qualities that influence the way a person adjusts to his or her environment. In this definition personality is seen as an influencing guiding and motivating behavior. Thomas (1990) defined personality as a distinctive and relatively stable pattern of behavior, thoughts, motives and emotions that characterizes an individual.

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Allport (1937) opined that traits are the building blocks of personality. Traits represent an organization of person's experience. We can think of traits as a readiness to think, perceive or act in a particular way across a variety of different situations.

The researches carried out in the field of personality try to offer an explanation why people react differently to different situations or phenomenon. In the present study researchers tried to find out the relationship between Job Stressors and Extraversion and Introversion trait of personality of teachers. Some researches conducted in this direction are given below.

Bharathi (1988) conducted a study entitled Role Conflict and Personality types as stressors of educated working women. The findings revealed that the most stressful group was the service oriented whereas the least one was the administrative group. Women having a high degree of type A personality factors were found to experience a greater degree of stress in psychological and behavioral dimensions than the moderate group which in turn had more stress in these areas than the low group. Women having a low degree of type B personality factors had more stress than the high group in its dimensions as well as in total.

Singh (1989) studied factors influencing burn out in teachers and reported that while teaching was viewed a joyful activity, some teachers believed that burn out in their profession emerged due to physical and emotional strain.

Misra (1991) conducted a study to find out the inter-relationship between organizational conflict in school teacher's stress and burnout in relation to teacher's personality at primary level. He found that teachers varying in personality and working under different management types used different coping behaviors to reduce their stress and conflicts. Being conscious about duty and patient in problematic situation, tried to adjust to the situations and solve the problem where identified as a most frequently adopted behaviors in stressful and conflicting situations.

Mohanty (1992) studied occupational stress and mental health in executives of public

and private sectors. He found that private sector executives in general experienced greater job stress, mental health problems and perceived greater organizational support than public sector executives. Front line executives experienced greater stress and lesser organizational support and affective regulation and emotional discharge as coping strategies.

Mahapatra (1992) conducted a study on professionals related to job stressors, mental health and coping. He found that the three professional groups namely lawyers, doctors and police officers differed significantly on job stress dimensions.

Kamau (1992) reported that male teachers were found to be emotionally over extended, exhausted, internally controlled, anxiety-ridden, callous towards students, more personally accomplished and less capable of establishing constructive relationships. They were more capable of coping with ordinary demands and stress of life as compared to females.

From the above studies it is clear that the relationship between extroversion and introversion trait of personality of teachers and their relationship with job stressors was not studied thoroughly. The problem for the study was worded as:

“Study of Teachers' Job Stressors in Relation to Selected Personality Traits”.

OBJECTIVES

Following was the objective of the study:

To study the relationship between Teachers' Job stressors and extroversion and introversion trait of personality.

SAMPLE

Sample for the present study was drawn from the population of higher secondary school teachers of Indore city. 122 teachers were selected for the study randomly. Teachers belonged to different socio-economic-status. The teachers could read and write English and Hindi languages.

TOOLS

Job Stressors

For assessing the Job Stressors of teachers Indore Teachers' Job Stressor Scale by Buddhisagar and Varma (2005) was used. In this scale six main job stressors for teachers were assessed. The split half reliability for the above aspects ranged from .688 to .990 and test retest reliability ranged from .543 to .875. The scale possesses face as well as content validity. There is no time limit for the scale. However, it takes around 30 minutes to complete it.

Personality

For the assessment of personality Maudsley's Personality Inventory by Jalota and Kapoor (1971) was used. The Maudsley's Personality Inventory was designed to assess neuroticism stability and extraversion-introversion dimensions of personality. The inventory can be used as a group or an individual for adolescents and adults. There is no time limit but the inventory takes approximately 20 minutes. The split half reliability is .71 neuroticism and .42 for extraversion.

PROCEDURE OF DATA COLLECTION

The teachers were randomly selected from the population of higher secondary school teachers of Indore city. The selected teachers were informed about the objectives of the study. They were administered two tests namely: (a) Job Stressor Scale and (b) Maudsley's Personality Inventory. The collected data were subjected to Analysis of Variance.

RESULTS AND DISCUSSION

The results are presented in Table 1.

Table 1: Summary of ANOVA

	Sum of Squares	df	Mean square	f	Sig.
Between Groups	210.826	1	210.826	041	.839
Within groups	618263.434	121	5109.615		
	618474.260	122			

From the above table it is clear that the F value .839 is not significant. This means that no relationship exists between teachers' job stressors and extroversion and introversion trait of personality of teachers. In other words it can be said that job stressors influence in same fashion to teachers irrespective of their introversion or extroversion trait of personality.

The finding of the study reveals that: Job-stressors affect the teachers equally whether they are extroverts or introverts.

The reason for such a finding may be as follows:

1. The teachers whether they were extroverts or introverts were equally overloaded with different types of work such as election duties, family planning campaign, pulse polio program etc.
2. The teachers have to work under the authority of principals/ management. Hence they do not get enough opportunities for decision making and implementing innovative practices. Due to this condition of powerlessness they feel stressed. This is true for both introvert as well as extrovert teachers.
3. In the school environment the teachers sometimes become victims of professional jealousy and favoritism by administrators. This affects the inter personal relationship and causes stress.

The above mentioned reasons develop motivelessness among teachers. This leads to stressful conditions. It has been observed that the extroverts are social, venturesome, talkative, mix freely with others, bold etc. where as on the other hand the introverts are not so social, less talkative, hesitate in mixing with others, self-centered etc.

The teachers are also human beings and have emotions. Stressors cause emotional turmoil among teachers. Stress disrupts or threatens to disrupt a person's equilibrium. This phenomenon may be true for both extroverts and introverts. Being extrovert or introvert does not empower a person to fight with stressful or

adverse circumstances. This may be the reason for the present finding.

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