



A Study on Occupational Stress among Teachers with special reference to their Personality, Achievement and Family Environment

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Abstract

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 faculty assigned to impart the promised knowledge to give away attention to the changed mind of the students and the environment responsible for teacher stress. The teachers as front – line players in the entire value – chain of education system carry greater responsibility and play a significant role in overall institutional success. Only the satisfied state of teachers can help the school or college to achieve its desire goods and meet the educational objectives. Contrarily, teacher’s high level of job stress creates the big gap between promised and actual levels of educational quality.

Keyword: Management, Teaching System, Educational Quality etc.

Introduction

Stress is simply a reaction to a stimulus that disturbs our physical or mental stability equilibrium. In other words, it is an omnipresent part of life. A stressful event can trigger the “fight – or- flight” response, causing, hormones such as adrenaline to surge through the body. A little bit of stress, known as, “acute stress”, can have detrimental effects on health. We may not be able to control the stressors in our world but we can alter our reaction to them. Stress leads to the high blood pressure and heart attacks and anxiety or depression.

Stress :

Anything that poses a challenge or threat to our well-being is a stress. Some stresses get we going and they are good for us. Without any stress at all many say our lives would be boring and would probably feel pointless. However, when the stresses underline. Both our mental and physical health go bad. Most of us have varying interpretations of what stress is about and what matters. Some of us focus on what happens to us such as breaking a bone or getting a promotion, while others think more about the event itself. What really matters are our thoughts about the situations in which we find ourselves.

Causes of Stress

Stress is a psychological and physiological response to events that upset our personal balance. The potential causes of stress are numerous. It may be linked to the outside factors such as the state of the world. Environment is which one lives or works or the family. It may come from one’s own irresponsible behavior, negative attitudes or feelings or unrealistic expectation. The causes of stress are highly individual. It depends on the personality general outlook on life. Problem solving abilities, and social support system. Many different things causes stress – physical to emotional. Identifying what causes stress is the first step to deal with stress.

Threat :- a perceived threat will lead a person to feel stressed. This can include physical threats, social threats, and financial threats. Any threat to needs. Is likely to lead to stress.

Fear :- Threat can lead to fear which again leads to stress. Fear leads to imagined outcomes which are the real source of stress.

Uncertainty :- If one is uncertain, one is unable to predict, and therefore feel out of control and hence may feel fear feel threatened. This leads to stress.

Cognitive Dissonance :- When there is a gap between what one does and what one thinks, there is cognitive dissonance and feel stressed. Dissonance also occurs when one cannot meet commitments



and the possibility of being perceived as dishonest or incapable.

Life causes :- There are many causes of stress in life like death, ill health victim of crime, self abuse, family change, sexual problems argument, physical change, moving to new location, financial crisis, environment and increase in responsibility.

Frustrations :- These are obstacles that prevent from meeting one's needs or achieving personal goals. They may be external (discrimination) or internal (physical handicap, lack of desired ability or trait)

Conflicts : Involving two or more incompatible needs or goals, the choice between two desirable options, or decision involving disagreeable alternations.

Pressures :- Stress can stem from expectations of others or demands placed on one. Pressure to get good grades is one of those. Survival stress is common response to danger in all people and animals. When one is afraid that someone or something may physically hurt him or her, this leads to stress.

Environment :- It is a response to things around that cause stress like noise, crowding, pressure from work/ family.

Teacher's occupational stress

Teacher's stress on the other hand has been a topic of much discussion over the years. Adams (1999) noted that stress is a phenomenon that can produce both positive and negative results in teachers. While the positive effect of stress is seen to be fruitful. Unproductive levels of stress might be harmful to teachers and can affect their teaching, personal lives and most importantly, their students Teaching is a challenging task which can generate stress, in fact, stress in the teaching profession has been recognized as a crucial problem Teachers have a wide range of meanings when they use the term stress and when they accept or deny the existence of stress in themselves or in their colleagues. One definition of stress according to teachers is anxiety, fear, inability to cope, frustration and happiness. 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.

Review of literature

Adebiyi, D.R. (2013) "Occupational stress among academic staff of Ekiti State University."

Objective

1. To examine the occupational stress among Ekiti State University academic staff.
2. To investigate the occupation related stress
3. To know the influence of gender, faculty and experience on stress experience in lectures.

Results :

1. The findings reveled that gender and years of experience does not influence stress on lectures,
2. But that stress experiences vary from faculty to faculty.
3. The findings revealed that female and male employee experience equally experience stress.
4. It revealed that there is no difference in stress experienced by lecturers in different faculties of the university.
5. The study also revealed that there is no difference in stress outcome of lecturers who have spent long years and those with lesser years.

Adeoye, A. O., at all (2010) "Gender and school types as factors responsible for job stress in Nigeria universities."

Objective

1. To Find out if gender and school types are factors responsible for job stress in Nigerian universities.



2. To find the relationship between gender, school, types and job stress in Nigeria university.
3. To Find the relationship between public school, private school and job stress.
4. To find the relationship between school types, Gender and Job stress.

Findings

The findings could be attributed to the fact that individuals have different ways of adjustment with different coping styles. Personality traits that acts across Gender might be responsible for no significant different experienced in Job stress.

On the other hand, school types hold significant different in Job stress. The finding here was no surprising to the researchers as this has been proved to influence job stress. Considering the state of schools in Nigeria with no infrastructure, no recreation facilitate etc. one could have expected no less other than a significant difference between the public and private school factors responsible for job stress.

Thus, the facilities available in private and public schools and others are responsible for job stress experienced by workers.

It is also shown that a relationship existed between the school types and job stress but not with gender. Also Gender and school has no relationship.

Research Methodology

The procedure adopted in the construction of the tool, location and sample of the study, method of collecting data and the statistical procedure adopted. To carry out any type of research investigation data must be gathered to list the assumption and hypotheses. Different methods and procedures have been developed to facilitate the acquisition of data. Each method is particular for certain source of data to reduce information in the form that can be most effectively used. For the present study, survey method is used. First occupational stress level is calculated using occupational stress index, then academic qualification, personality, family environment test is administrated to primary, secondary, junior and senior college level teachers. Nagaon district and Morigoan district are selected for the study and the methodology is adopted survey method in disruptive way.

Sample of study

The present study is conducted on 800 teachers in two district in Assam named Nagaon and Morigoan. Keeping in view the objectives, the time and resources available. In this research the teachers of four categories are selected like.

- a) Primary School Teachers,
- b) Secondary School Teachers,
- c) Junior college teachers,
- d) senior college teachers.

In this way the sample of 800 Teachers, in which 200 Primary Teachers (men/women), 200 Secondary Teachers (men/women), 200 Junior College Teachers (Men/ Women) & 200 Senior College Teachers (Men/ Women) are taken for study.

Objectives of Study

1. To study the Occupational Stress among school and college level teachers.
2. To study the Personality Factors among college and school level teachers.

Hypothesis

H₀₁: There will be no significant relationship between the occupational stress and adjustment with academic and general environment of institution of college and school level teachers.

H₀₂: There Will Be No Significant Relationship Between the Occupational Stress and Socio-Pscho-Physical Adjustment of College and School Level Teachers.



Data analysis

H0₁: There will be no significant relationship between the occupational stress and adjustment with academic and general environment of institution of college and school level teachers.

Table no.1: Correlation between occupational stress and adjustment with academic and general environment of institution of college and school level teachers

Sr. No.	Variable	Mean	r value
1	Occupational Stress	72.36	0.192 *
2	Adjustment With Academic and General Environment Of Institution	67	

* - Significant at 0.01 Level

(df=798)

** - Significant at 0.05 level

N.S. – Not Significant

Interpretation

From the above Table No.1 it is shown that the mean of Occupational Stress is 72.36 and the mean of Adjustment with Academic and General Environment of Institution is 76.37. Correlation between Occupational Stress and Adjustment with Academic and General Environment of Institution of college and school level teachers is 0.192.

For 798 df Table Value of 'r' at 0.01 Level is .081 and at 0.05 Level it is .062. Calculated Value of 'r' is 0.192. It means Calculated Value is more than Table Value at both levels of significant. Therefore we rejected the null hypothesis and accepted the alternative hypothesis. So we can say that there is significant relationship between the Occupational Stress and Adjustment with Academic and General Environment of Institution of college and school level teachers.

Correlation between the Occupational Stress and Adjustment with Academic and General Environment of Institution of college and school level teachers is positive but it is Very Low Degree correlation. It means predict that when level of occupational stress is increasing then it is affected the Adjustment with Academic and General Environment of Institution accordingly. It means level of Adjustment with Academic and General Environment of Institution also increases.

H0₂: There Will Be No Significant Relationship Between the Occupational Stress and Socio-Psycho-Physical Adjustment of College and School Level Teachers.

Table no.2 : Correlation between occupational stress and socio-psycho- physical adjustment of college and school level teachers

Sr. No.	Variable	Mean	r value
1	Occupational Stress	72.36	0.006 NS
2	Psycho-Physical Adjustment	73.43	

* - Significant at 0.01 Level

(df=798)

** - Significant at 0.05 level

N.S. – Not Significant

Interpretation

From the above Table No.2 it is shown that the mean of Occupational Stress is 72.36 and the mean of Socio-Psycho-Physical Adjustment is 73.43. Correlation between Occupational Stress and Socio-Psycho-Physical Adjustment of college and school level teachers is 0.006.



For 798 *df* Table Value of 'r' at 0.01 Level is .081 and at 0.05 Level it is .062. Calculated Value of 'r' is 0.192. 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 Socio- Psycho-Physical Adjustment of college and school level teachers.

Tools of the study

A standardized scale developed by Dr. A. K. Srivastava and Dr. A.P. Singh is used for the above study. The instrument which is used for the study of occupational stress Index (OSI) of school and college level teachers.

Limitations of the study

The purpose of the present investigation is to study the co-relation of occupational stress with personality, achievement and family environment. Hence the appropriate sample for the pilot study was the teachers of school and college level from Nagaon dictrict and Morigoan district. A sample of 800 teachers was selected randomly from school and college level of Nagaon dictrict & Morigoan district and the tool was administered on them .The data was collected by using the tools. It was prepared after considerable and deep understanding of the research problem, discussion with experience and knowledgeable persons, systematic study of pertinent literature, reflection and imaginative role taking and at the same time keeping in kind the measuring and analyzing of data.

Findings of the study

In this research 800 teachers of schools and colleges of Nagaon dictrict and Morigoan district have been selected. Our findings suggest integral and potentially intense relationship between occupational stress and personality, achievement, adjustment and family environment among school and college level teachers.

Out of a sample of 800 teachers of school and college level, about 25% were of primary teachers 25% of secondary school teachers, 25% of junior college level teachers and 25% teachers are from senior college level.

Objective wise finding of the study

Objective no. 1 : To study the occupational stress among school and college level teachers.

Finding :

The occupational stress level of all these teachers is divided as higher, medium and low, by a standardized scale, Dr. A.K. Srivastava and A.P. Singh. The occupational stress level of all 800 (100%) teachers belonging to primary, secondary, junior, college and senior, college is found high.

Interpretation :

1. All School and College level teachers are having High Level of occupational Stress.

Objective no. 2 :To study the personality factors among college and school level teachers.

Findings :

- The personality of the college and school level teachers is further divided into 16 factors by the 16 Pf personality test where the sixteen factors are analyzed. It shows 18 (2.25%) teachers are warm, Outgoing, kindly, easygoing. 30(3.75%) of teachers are very reserved, detached, aloof and stiff. 54(6.75%) of the teachers are affected by feelings, emotionally less stable, easily annoyed. 176 (22%) of teachers at school level are submissive, humble, mild, easily Led accommodating. 270(33.75%) of teachers at college level are sober, restrained prudent, taciturn and serious. 12 (1.5%) of teachers are expedient, disregards rules, self indulgent and 12(1.5%) of teachers are conscientious conforming, moralistic, staid rule bound. 16 (2%) of teachers are shy, timid, thereat sensitive from school level. 12 (1.5%) of the teachers are tough minded, self reliant rough and realistic. 407 (50.88%) teachers from



school & college are practical, concerned with down to earth” Issues. 16(2%) teachers are forthright, unpretentious, open, genuine. 704(88%) teachers from the school and college level are shrewd, polished, socially aware, diplomatic, calculating. 210(26.25%) teachers of school level are apprehensive, self-blaming, guilt-prone, insecure, worrying and 590 (73.75%) teachers of school and college level are neither self-assured and secured. 275 (34.37%) teachers from school and college level are experimenting, liberal, critical, open to change and 525 (65.63%) teachers are neither conservative and traditional nor experimenting and open to change.

Interpretation :

From the obtained data of the personality traits of School and College level teachers the researcher has found that the following personality factors in mostly teachers. They are

- i) School and College level teachers fall under the middle range of Factor ‘A’. (Very Reserved, Detached, Aloof, Stiff, Very Warm Hearted, Outgoing, Easygoing and Participating.) i.e. They work situationally and they sometimes become Very Reserved, Detached, Aloof, Stiff and sometimes they become Very Warm Hearted, Outgoing, Easygoing and Participating.
- ii) Factor ‘B’ (Very Less Intelligent, Concrete Thinkers, More Intelligent, Abstract Thinkers, Bright.) was found in the middle range in the School and College level teachers i.e. they are neither Very Less Intelligent, Concrete Thinkers nor More Intelligent, Abstract Thinkers, Bright.
- iii) Factor ‘C’ (Affected by Feelings, Easily Annoyed, Emotionally Stable, Mature, Faces Reality, Calm) was found in the middle range in the School and College level teachers i.e. sometimes they are Affected by Feelings, Easily Annoyed and sometimes behaving Emotionally Stable, Mature, Faces Reality, Calm. *In other words we can say that they are situational in handling the problem.*
- iv) School and College level teachers fall under the middle range of Factor ‘E’ (Very Submissive, Humble, Mild, Easily Led, Accommodating, Very Dominant, Assertive, Aggressive, Stubborn, Competitive and Bossy.) i.e. They work situationally and they sometimes become Very Submissive, Humble, Mild, Easily Led, Accommodating and sometimes they become Very Dominant, Assertive, Aggressive, Stubborn, Competitive and Bossy.
- v) Factor ‘F’ (Very Sober, Restrained, Prudent, Taciturn and Serious, Very Enthusiastic, Spontaneous, Heedless, Expressive and Cheerful.) was found in the middle range in School and College level teachers i.e. they are neither Very Sober, Restrained, Prudent, Taciturn and Serious and Submissive nor they are Very Enthusiastic, Spontaneous, Heedless, Expressive and Cheerful. *We can say that they are situational in behaving.*
- vi) Factor ‘G’ (expedient, Disregards Rules, Self Indulgent, Conscientious, Conforming, Moralistic, Staid, Rule Bound) was found in the middle range in School and College level teachers i.e. they behaving sometimes expedient, Disregards Rules, Self Indulgent and sometimes they are Conscientious, Conforming, Moralistic, Staid, Rule Bound. *It means they are behaving situationally.*
- vii) School and College level teachers fall under the middle range of Factor ‘H’ (shy, timid, threat-sensitive, Hesitant, Intimidated Bold, Venturesome, Uninhibited, Can Take Stress) i.e. They work situationally and they are sometimes become shy, timid, threat-sensitive, Hesitant, Intimidated and sometimes they are Bold, Venturesome, Uninhibited, Can Take Stress. *They are situational in behaving.*
- viii) Factor ‘I’ (Tough minded, Self Reliant, No-nonsense, Rough, Realistic, Tender Minded, Sensitive, Over Protected, Intuitive, Refined) was found in the middle range in School



and College level teachers i.e. they behaving sometimes Tough minded, Self Reliant, No-nonsense, Rough, Realistic and sometimes they are Tender Minded, Sensitive, Over Protected, Intuitive, Refined. *In other words we can say that they are situational in handling the problem.*

- ix) Factor 'L' (Suspicious, Hard to Fool, Distract, and Skeptical.) was found in the High range in School and College level teachers i.e. they are including under category Suspicious, Hard to Fool, Distract, and Skeptical.
- x) Factor 'M' (Practical, Concerned with "Down to Earth" Issues, Steady) was found in the Low range in School and College level teachers i.e. they are Practical, Concerned with "Down to Earth" Issues, Steady.
- xi) Factor 'N' (Shrewd, polished, Socially Aware, Diplomatic and Calculating.) Was found in the High range in School and College level teachers i.e. they are Shrewd, polished, Socially Aware, Diplomatic and Calculating.
- xii) Factor 'O' (Self Assured, Secure, feels free of guilt, Untroubled, Self Satisfied Apprehensive, Self-Blaming, Guilt-Prone, Insecure, Worrying) was found in the middle range in School and College level teachers i.e. they are neither very Self Assured, Secure, feels free of guilt, Untroubled, Self Satisfied and nor very Apprehensive, Self-Blaming, Guilt-Prone, Insecure, Worrying. *In other words we can say that they are situational in handling the problem.*
- xiii) Factor 'Q1' (Conservative, Respecting Traditional ideas Experimenting, liberal, Critical, Open to Change.) was found in the middle range in School and College level teachers i.e. they are behaving sometimes Conservative, Respecting Traditional ideas and sometimes they are Experimenting, liberal, Critical, Open to Change.
- xiv) Factor 'Q2' (Joiner and Sound Follower, Listens to Others, Self sufficient, Resourceful, Prefers own Decisions.) was found in the middle range in School and College level teachers i.e. they are neither very Group Oriented, A "joiner" and Sound Follower, Listens to Others nor they very Self sufficient, Resourceful, Prefers own Decisions. *They are behaving situation ally mostly.*
- xv) Factor 'Q3' (Undisciplined, Self Conflict, Lax, Careless of Social Rules , Following Self Image, Socially Precise, Compulsive) was found in the middle range in School and College level teachers i.e. they are behaving sometimes Undisciplined, Self Conflict, Lax, Careless of Social Rules and sometimes they are Following Self Image, Socially Precise, Compulsive. *They are situational in handling the problem.*
- xvi) Factor 'Q3' (very Relaxed, Tranquil, Composed, Has Low Drive, Un- frustrated, Tense, Frustrated, Overwrought, Has high Drive.)was found in the middle range in School and College level teachers i.e. they are neither very Relaxed, Tranquil, Composed, has Low Drive, Un-frustrated and nor very Tense, Frustrated, Overwrought, Has high Drive.

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