A STUDY OF JOB STRESS AND PERSONALITY TRAITS OF THE SECONDARY SCHOOL TEACHERS IN BANDIPORA DISTRICT OF JAMMU AND KASHMIR STATE

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Abstract:- The present study designed to know the job stress and personality traits of the secondary school teachers. This survey was conducted on the sample of 300 secondary school teachers which included 201 male and 99 female teachers from 25 secondary schools in Bandipora district of Jammu and Kashmir State. The tools used for data collection were Personal data sheet, Job Stress Scale constructed constructed and standardized by Srivastava and Singh in (1981) and Multivariate Personality Inventory constructed and standardized by Muthayya (1973). After data collection, researcher analyzed and interpreted data by using descriptive analysis and differential analysis to test the hypotheses. The result shows that there is a moderate level of job stress and high level of personality traits of the secondary school teachers in Bandipora district.

Keywords: Job Stress, Personality Traits, Secondary School Teachers, Bandipora District.
Introduction

      Stress related to work environment, is known as job stress. It has become the Twenty-First Century buzzword. It can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Teacher's stress is a specific type of job stress. It is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher. Job stress matters potentially to teacher's health and their work. It creates different problems within the society such as wastage, stagnation, selfishness, bigotry, black-marketing, drug-addiction, acid attacks,

corruption, extremism, moral degradation and exploitations. These problems are threats to humanity and social order. So, education is the need of the hour. This is what Dr. Iqbal has said;

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اس دور میں تعلیم ہے، امراضِ ملت کی دوا

ہے خونِ فاسد کے لئے، تعلیم مثلِ نشتر

(اقبالؔ)
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Translation: Education acts as a treatment for infections of the people of nation, for blood curdled (bloodshed) person, education acts as an incision, so that his/her infected blood will come out".

For that purpose, a teacher must be an effective, efficient, competent and a character personality. He should possess the personality traits essential for quality education. A teacher with well built personality can have effective impact on his students and on the other hand a teacher with weak personality can't be an effective teacher in the classroom. So the success of an institution or a nation is mainly determined by teacher's personality. Teacher's personality is a significant variable in the teaching learning process. Personality traits of the teachers must be identified, measured, improved and developed, so that better outcomes can be achieved which in turn, leads to preparation of better future citizens and it will help for the development of our nation

Need of the Study

At the work place the secondary school teachers have to face so many difficulties such as increasing competition, frequent changes in time-table indiscipline of students, overcrowded classrooms, vague and diverse curriculum, lesser span of time to complete syllabus, goals and criteria of success, unwillingness of students, rules and regulations of school, results of the students, management expectations, political, and parental pressures and pressures from higher authority etc. These stressors generate overwhelming pressures and challenges which further leads to stress and strain on secondary school teachers. Teacher is also characterized by great responsibility, with no freedom to leave the classroom for more than a few moments. Teacher has no rights to punish his students for their misbehavior. The unproductive level of stress might be harmful to teachers and can affect their teaching, personal lives and most importantly their students. So, there is an urgent need to study the job stress of secondary school teachers. If the job stress is correctly measured and controlled, the better outcomes can be achieved which in turn, leads to preparation of better future citizens and it will help for the development of our nation.

Review of Related Literature

Rajvir and Pradeep Kumar (2012) studied the job stress and job satisfaction among different faculties of Jawahar Navodaya Yidyalays of India. 240 teachers (120 male and 120 female) which consists 30 male and 30 female teachers belonged to each faculty named physical education, arts, commerce and science were randomly selected. Data were collected through Job Satisfaction Questionnaire and Job Stress Questionnaire and was analyzed and interpreted by used descriptive statistics. It was found that there was very low degree of job satisfaction among and very much job stress among teachers of different facilities of Jawahar Navodaya Yidyalayas of India.

Kyriacou and Chin (2004) explained teachers stress in primary schools in Taiwan.They found that 26 percent of the teachers reported that being a teacher was either very or extremely stressful. The main source of stress identified was the changing education policies of government and also increaseing teachers workload.

Abel and Sewell (1999) in U. S found that urban secondary teachers experienced significantly more stress from poor working conditions and poor staff relations than did rural school teachers. Poor working conditions and time pressures predicted burnout for rural school teachers while pupil misbehaviour and poor working conditions predicted burnout for urban school teachers. In addition to school type, location and workplace conditions have been found to impact on the job stress of teachers.

Chaudhary, D. L., and Meena, K. (2006) attempted to understand the personality traits and occupational stress differentials of high school female teachers in Haryana. For this, 361 high school female teachers were tested with Maslach Burnout Inventory(MBI). The subjects were categorized into high and low burnout groups on the basis of test scores. The high burnout group scored significantly high on psychoticism, neuroticism, lie scale, type-a behaviour, emotional exhaustion, depersonalization but low on extroversion, occupational stress and personal accomplishment. The low burnout group scored low on psychoticism, neuroticism, lie scale, type-a behaviour, emotional exhaustion, depersonalization and personal accomplishment, but high on extroversion and occupational stress.

Beavers, Amys (2011) investigated the similarities and differences of personality traits within teacher groups, as well as examined the effects of personality on job satisfaction for teachers, through a longitudinal study used analysis of covariance and multiple regression. It was found that the mathematics, science, and physical education teachers were more resolute, analytical and investigative while as English, History, and special education teachers were more open-minded and sensitive at elementary and secondary stages.

Objectives of study

The following objectives have been formulated for the present study:

1. To find out the level of Job stress of secondary school teachers in Bandipora district.
2. To find out differences in Job stress between the:
    a) Government and Private secondary school teachers.
    b) Urban and Rural secondary school teachers.
    c) Married and Unmarried secondary school teachers
    d) Male and Female secondary school teachers.
3) To find out the level of Personality traits of secondary school teachers in Bandipora district.
4) To find out differences in Job stress between the:
    a) Government and Private secondary school teachers.
    b) Urban and Rural secondary school teachers.
    c) Married and Unmarried secondary school teachers
    d) Male and Female secondary school teachers.

Hypotheses of the study

1). The level of job stress of the secondary school teachers is high in Bandipora district.
2). There is no significant difference in the mean scores of job stress between the:
    a) Government and Private secondary school teachers.
    b) Urban and Rural secondary school teachers.
    c) Married and Unmarried secondary school teachers

       d) Male and Female secondary school teachers.

3) The level of Personality traits of the secondary school teachers is high in Bandipora district.

4) There is no significant difference in the mean scores of Personality traits between the:

       a) Government and Private secondary school teachers.

       b) Urban and Rural secondary school teachers.

       c) Married and Unmarried secondary school teachers

       d) Male and Female secondary school teachers.

Methodology

Normative Survey Method has been used in the present study.

Sample

For the present study, the population was 736 secondary school teachers working in different government and private secondary schools of the Bandipora district. From the population, 300 secondary school teachers were selected by using the simple random sampling technique.

Tools

1. Personal Data Sheet:- To collect some personal information from the secondary school teachers, personal data sheet was formulated.

2. Job Stress Scale:- Job Stress Scale has been developed and standardized by Dr. Srivastava and Dr. Singh in 1981. It measures the extent of stress which employees/teachers perceive arising from various components and conditions of their job or occupation. It is known as Occupational Stress Index. In the present study, it is used to measure the Job Stress of the secondary school teachers. In this tool, the researcher makes some slight changes under the guidance of supervisor. It consists of 46 statements. Out of 46 statements, 28 are positive and 18 are negative. For every statement, five (5) alternative responses namely strongly disagree, disagree, undecided, agree and strongly agree are provided and the subject were required to choose any one of them. For negative statement 5 to 1 and for positive statement 1 to 5 values were given to analyze the scores of the scale. The maximum score that one can get in this test was 230. The scores are categorized as high, moderate and low levels of job stress. The reliability and validity of this tool was established by the author and which was found to be 0.90 and 0.59 respectively.

3. Multivariate Personality Inventory:- The research tool ''Multivariate Personality Inventory'' has been developed and standardized by Dr. B.C. Muthayya in 1973. It consists of 50 statements/items regarding behavior of a person. In the present study, it is used to collect the data regarding the multivariate personality of the teacher. The total pattern of teacher's reactions to the different statements reveals their job stress and personality traits. Each statement have only two options i.e. ''Yes'' and ''No'', where the ''Yes 'indicates the presence of the variable in the respondent and is called as positive statement. The 'No' indicates the absence of the variable and is called as negative statement. The positive statements have the scoring as '1' for Yes and '0' for No. In case of negative statements, the scoring has been reversed i.e. '0' for Yes and '1' for No. Other than the statements 8, 24 and 48 are positive statements. On the basis of this scoring scheme, the higher the score the greater the prevalence of negatively oriented personality. The reliability and validity of this tool was established by the author and which was found to be 0.59 and 0.77 respectively.

Analysis and Interpretation of Data

The tools were administered to the sample of 300 secondary school teachers in Bandipora district of Jammu and Kashmir state. The responses were recorded by researcher and then scored according to the instructions given in the manual. The obtained scores were tabulated and analyzed by an appropriate statistical techniques namely descriptive analysis and differential analysis.

Descriptive analysis

Hypothesis No 1: The level of Job stress of the secondary school teachers is high in Bandipora district.

Table 1: Mean and standard deviation for the level of Job Stress of total sample.

Job Stress	N	Mean	Std. Deviation	Level of Job stress
Total Sample	300	123.40	15.96	Moderate

The mean and standard deviation of job stress of secondary school teachers for the total sample and sub-sample were calculated and they are given in above table (1). The job stress mean of the entire sample is 123.40and SD is 15.96, this denotes the moderate level of stress as per the manual of the scale. Hence the framed hypothesis is rejected. It is concluded that the secondary school teachers have moderate level of job stress.

Hypothesis No 2

a) There is no significant difference in the mean scores of job stress between the government and private secondary school teachers.

Table 2: Showing the significance of mean difference in the job stress of government and private secondary school teachers

S.No.	Sample	N	Mean	S.D	Critical ratio	Level of Significance
1	Government	211	117.4739	13.64876	5.46	Significant
2	Private	89	127.3371	15.70607		

In order to find out the significant mean difference in the mean scores of job stress of government and private secondary school teachers, the above table (2) shows that government teachers have less job stress as compared to private teachers. The calculated t-value (5.46) is greater than table value at (0.05) level of significance for 298 degree of freedom, which depicted that there is significant mean difference between government and private secondary teachers. Hence, the framed null hypothesis No-(a of 2) stands rejected. The result inferred that government and private secondary school teachers differ significantly in the level of job stress.

b) There is no significant difference in the mean scores of job stress between the urban and rural secondary school teachers.

Table 3: Showing the significance of mean difference in the job stress of urban and rural secondary school teachers

S No.	Sample	N	Mean	S.D	Critical ratio	Level of Significance
1	Urban	116	126.6121	13.15511	6.04	Significant
2	Rural	184	116.4837	14.73221		

In order to find out the significant mean difference in the mean scores of job stress of urban and rural secondary school teachers, the above table (3) shows that urban secondary school teachers have high job stress as compared to rural secondary school

teachers. The calculated t-value (6.04) exceeds the table value at (0.05) level of significance for 298 degree of freedom, which depicted that there is significant mean difference between urban and rural secondary teachers. Hence, the framed null hypothesis No-(b of 2) stands rejected. The result inferred that urban and rural secondary school teachers differ significantly in the level of job stress.

c) There is no significant difference in the mean scores of job stress between the married and unmarried secondary school teachers.

Table 4: Showing the significance of mean difference in the job stress of married and unmarried secondary school teachers

S No.	Sample	N	Mean	S.D	Critical ratio	Level of Significance
1	Married	181	118.8398	14.39644	-2.24	Significant
2	Unmarried	119	122.7731	15.54133		

In order to find out the significant mean difference in the mean scores of job stress of married and unmarried secondary school teachers, the above table (4) shows that married teachers have less job stress as compared to unmarried teachers. The calculated t-value (-2.24) is greater than the table value at (0.05) level of significance for 298 degree of freedom, which depicted that there is significant mean difference between married and unmarried secondary teachers. Hence, the framed null hypothesis No-(c of 2) stands rejected. The result inferred that married and unmarried secondary school teachers differ significantly in the level of job stress.

d) There is no significant difference in the mean scores of job stress between the male and female secondary school teachers.

Table 5: Showing the significance of mean difference in the job stress of male and female secondary school teachers

S No.	Sample	N	Mean	S.D	Critical ratio	Level of Significance
1	Male	201	118.4876	15.39809	1.18	Not significant
2	Female	99	124.2828	13.27499		

In order to find out the significant mean difference in the mean scores of job stress of male and female secondary school teachers, the above table (5) shows that male teachers have less job stress as compared to female teachers. The calculated t-value (1.18) is less than the table value at (0.05) level of significance for 298 degree of freedom, which depicted that there is no significant mean difference between male and female secondary teachers. Hence, the framed null hypothesis No-(dof 2) stands accepted. The result inferred that male and female secondary school teachers do not differ significantly in the level of job stress.

FIGURE 4.1: Showing the Mean and S.D value for the level of Job stress of the secondary school teachers
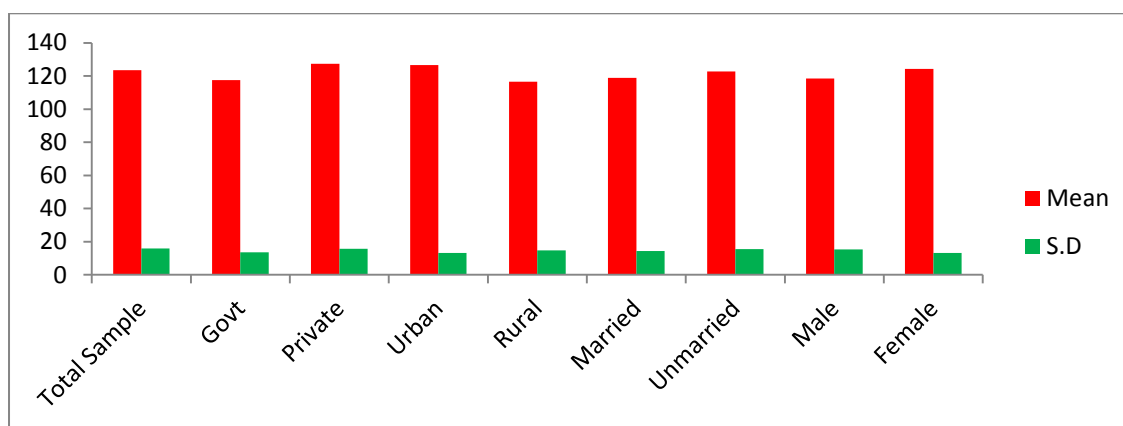
Hypothesis No 3 : The level of personality traits of the secondary school teachers is high in Bandipora district.

Table 6: Mean and standard deviation for the level of personality traits of total sample.

Job Stress	N	Mean	Std. Deviation	Level of Job stress
Total sample	300	30.42	6.00	High

The mean and standard deviation of personality traits of secondary school teachers for the total sample and sub-sample were calculated and they are given in above table (6). The personality traits mean of the entire sample is 30.42and SD is 6.00, this denotes the high level of personality traits as per the manual of the scale. Hence the framed hypothesis is accepted. It is concluded that the secondary school teachers have high level of personality traits.

Hypothesis No 4

a) There is no significant difference in the mean scores of personality traits job stress between the government and private secondary school teachers.

Table 7: Showing the significance of mean difference in the personality traits job stress of government and private secondary school teachers

S.No.	Sample	N	Mean	S.D	Critical ratio	Level of Significance
1	Government	211	30.64	5.68	1.00	Not Significant
2	Private	89	29.88	6.70		

In order to find out the significant mean difference in the mean scores of personality traits government and private secondary school teachers, the above table (7) shows that government teachers have high mean scores in personality traits as compared to private teachers. The calculated t-value (1.00) is less than the table value at (0.05) level of significance for 298 degree of freedom, which depicted that there is no significant mean difference between government and private secondary teachers. Hence, the framed null hypothesis No-(a of 4) stands accepted. The result inferred that government and private secondary school teachers do not differ significantly in the level of personality traits..

b) There is no significant difference in the mean scores of personality traits between the urban and rural secondary school teachers.

Table 8: Showing the significance of mean difference in the personality traits of urban and rural secondary school teachers

S No.	Sample	N	Mean	S.D	Critical ratio	Level of Significance

| 1 | Urban | 116 | 30.38 | 6.48 | 0.94 | Not Significant |
| 2 | Rural | 184 | 30.16 | 5.67 | | |

In order to find out the significant mean difference in the mean scores of personality traits of urban and rural secondary school teachers, the above table (8) shows that urban secondary school teachers have high mean scores in personality traits as compared to rural secondary school teachers. The calculated t-value (0.94) less than the table value at (0.05) level of significance for 298 degree of freedom, which depicted that there is no significant mean difference between urban and rural secondary teachers. Hence, the framed null hypothesis No-(b of 4) stands accepted. The result inferred that urban and rural secondary school teachers do not differ significantly in the level of personality traits.

c) There is no significant difference in the mean scores of personality traits between the married and unmarried secondary school teachers.

Table 9: Showing the significance of mean difference in the personality traits of married and unmarried secondary school teachers

S No.	Sample	N	Mean	S.D	Critical ratio	Level of Significance
1	Married	181	30.43	6.15	0.86	Not
2	Unmarried	119	30.38	5.81		Significant

In order to find out the significant mean difference in the mean scores of personality traits of married and unmarried secondary school teachers, the above table (9) shows that married teachers have slightly high personality traits as compared to unmarried teachers. The calculated t-value (0.86) is less than the table value at (0.05) level of significance for 298 degree of freedom, which depicted that there is no significant mean difference between married and unmarried secondary teachers. Hence, the framed null hypothesis No-(c of 4) stands accepted. The result inferred that married and unmarried secondary school teachers do not differ significantly in the level of personality traits.

d) There is no significant difference in the mean scores of personality traits between the male and female secondary school teachers.

Table 10: Showing the significance of mean difference in the personality traits of male and female secondary school teachers

S No.	Sample	N	Mean	S.D	Critical ratio	Level of Significance
1	Male	201	30.71	5.67	3.20	Significant
2	Female	99	29.83	6.61		

In order to find out the significant mean difference in the mean scores of personality traits of male and female secondary school teachers, the above table (10) shows that male teachers have high personality traits as compared to female teachers. The calculated t-value (3.20) exceeds the table value at (0.05) level, which depicted that there is significant mean difference between male and female secondary teachers. Hence, the framed null hypothesis No-(d of 4) stands rejected. The result inferred that male and female secondary school teachers differ significantly in the level of personality traits

FIGURE 4.10: Showing the Mean and S.D value for the level of personality traits of the secondary school teachers
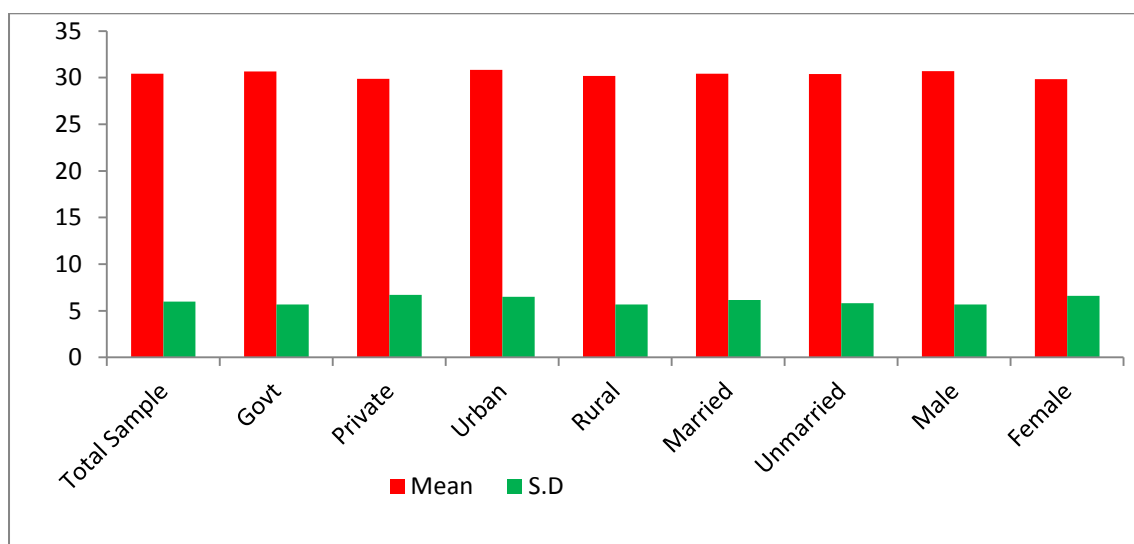
FINDINGS

Findings Based on **DESCRIPTIVE ANALYSIS** of the secondary school teachers in respect to their Job Stress and Personality traits.

1) The level of Job stress of the secondary school teachers is moderate in Bandipora District.

2) The level of Personality traits of the secondary school teachers is high in Bandipora District.

Findings Based on **DIFFERENTIAL ANALYSIS** of the secondary school teachers in respect to their Job stress.

a) There is significant difference in the mean scores of job stress between the government and private secondary school teachers.

b) There is significant difference in the mean scores of job stress between the urban and rural secondary school teachers.

c) There is significant difference in the mean scores of job stress between the married and unmarried secondary school teachers.

d) There is no significant difference in the mean scores of job stress between the male and female secondary school teachers.

Findings Based on **DIFFERENTIAL ANALYSIS** of the secondary school teachers in respect to their Personality traits.

a) There is no significant difference in the mean scores of personality traits between the government and private secondary school teachers.

b) There is no significant difference in the mean scores of personality traits between the urban and rural secondary school teachers.

c) There is no significant difference in the mean scores of personality traits between the married and unmarried secondary school teachers.

d) There is significant difference in the mean scores of personality traits between the male and female secondary school teachers.

Conclusion

The present study gives clear idea about the job stress of the secondary school teachers in Bandipora District. The findings of the study reveal that the level of job stress of the secondary school teachers is moderate. Hence, due importance to various factors affecting Job stress of the teachers may be given, so that there is decrease in job stress,

increase in job involvement for prevalence of congenial learning environment within an educational institution.

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