

EXAMINING CORRELATION BETWEEN JOB STRESS AND PERSONALITY TYPES AMONG D.ED. TEACHERS IN ZILLA PARISHAD: A COMPREHENSIVE STUDY

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Abstract

The paper delves into the intricate interplay between job stress and personality traits within the context of Diploma in Education (D.Ed) teachers, highlighting the significance of understanding their dynamic relationship.

Keywords: Job Stress, Personality, Introvert, Extrovert, Conscientious, Neurotic, Experimental.

Introduction

The modern educational landscape is characterized by rapid changes, technological advancements, and evolving student needs. In this dynamic environment, teachers are often confronted with a myriad of responsibilities, including adapting teaching methods, fostering inclusivity, and addressing diverse learning styles. These demands can contribute to elevated levels of job stress, affecting not only the well-being of educators but also the quality of education they deliver. Job stress is a complex phenomenon encompassing emotional, cognitive, and physiological reactions resulting from perceived imbalances between job demands and available resources. As the teaching profession's demands intensify, the exploration of factors contributing to job stress becomes increasingly crucial.

Personality traits are recognized as influential factors that shape how individuals perceive and respond to stressors. Extensive research has shown that personality traits, such as resilience,

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emotional intelligence, and coping mechanisms, play a pivotal role in determining how individuals navigate and manage stressful situations. While research on job stress and personality traits within the teaching profession is abundant, there exists a need for more focused investigations into specific teaching contexts, such as the D.Ed. level, to comprehensively understand the nuances of this relationship.

Objectives

- To study the relationship between Job Stress and Personality type of Zilla Parishad D.Ed. teachers.

Hypotheses

- There is no significant relationship between job stress and personality types of zilla parishad D.Ed. teachers.

Significance of The Study

This study holds several implications for educational stakeholders, policymakers, school administrators, teacher training programs, and, most importantly, the teachers themselves. By comprehensively understanding the factors contributing to job stress and the role of personality traits, interventions can be designed to enhance teacher well-being, job satisfaction, and ultimately, the quality of education provided. Additionally, insights gained from this study can aid in the development of targeted support mechanisms that cater to the unique needs of D.Ed teachers, thereby fostering a positive and conducive teaching environment.

In conclusion, the intersection of job stress and personality traits within the realm of D.Ed teachers is a critical area of investigation. This study aims to contribute valuable insights to the existing body of knowledge, fostering a deeper

understanding of the challenges faced by educators and paving the way for informed strategies to enhance their professional experiences.

Review of Related Literature

For the research, Researcher has gone through number of studies, The studies done on personality and stress revealed the following:

Katyal, M., Jain and Dhanda, B. (2011); A Relative Investigation of Occupation Stress and Kind of by and by of Representatives Working in Nationalized and Non-Nationalized Banks, Harayana. In his work uncovered concurrence with the discoveries of exploration studies directed by Sadat Ali et al. (2005) and Kumar (2008). They found that representatives working in Government banks were found to charge better compared to those functioning in private sector.

Namrata (1992); "The relationship of character qualities, situational stress and uneasiness elements to understudy accomplishment" concentrate on shows. There was an opposite connection between scholarly accomplishment and level of pressure overall. The understudies having lower level of tension would in general score higher in the secondary school Test Successful people would in general be outgoing mentally predominant, feeling capable stable and excited. Whereas low achievers would in general be saved, mentally sub-par, sincerely less steady, confident tense and Disappointed.

Panda R. (1990); "Saw family climate, life stress, burnout and survival techniques among working and non-working housewives comparable to social nature" Concentrate on shows Working housewives felt more noteworthy profound fatigue while non-working house

spouses felt more prominent depersonalization however less pressure. Experience of individual achievement differed across sub social gathering. The joint impact of work status and sort of subculture were huge for autonomous control.

Hamarat E. and Others (2006); "saw pressure and adapting assets accessibility as indicators of life fulfillment in youthful, moderately aged and more established Grown-ups" shows both saw pressure and adapting assets accessibility reasonably foresee level of life fulfillment. It was additionally observed that the mix of adapting assets accessibility and saw pressure is a preferred indicator of life fulfillment over either factor is when thought about independently. Results likewise show critical relationships between's life fulfillment with saw financial prosperity, social help and stress checking.

Ho Nim Yan Vida (2011); The Impact of Character and Adapting on Apparent Work Pressure among the Middle class Labor force In Hong-Kong. in this ongoing review depended on self-report. Proportions of pressure are surveyed in an emotional premise. It is showed that proportions of pressure are exceptionally corresponded with profound temperament like neuroticism and negative affectivity (Waston and Pennebaker 1989). This suggests that people who are high in neuroticism are bound to report elevated degree of stress

Olaitan, L.O., Oyerinde, Obiyemi and Kayode (2010); The review looks to figure out different causes of occupation stress that instructors are presented to. It additionally tries to recognize the side effects of occupation infirmity that educators have created after they became

instructors. The review will likewise investigate how educators control the impacts of occupation stress.

Shacham M (2006) "Stress responses and adapting assets activated by youngsters under shelling and Assessment" - The primary discoveries showed that clearing of kids without their families upgrades their pressure responses. Kids' cleared without their families announced more profound and mental pressure responses however they like to remain with the families much under shelling. Young ladies report more pressure responses than young men and activate than influence (A)resources and the social (S) one more than young men Young men favor more than young ladies to change their residing place from now on and move to reside in as more secure spot.

Salami, S.O. (2002); work related pressure character social help and burnout among school of instruction address. Kambala Global College. Uganda. The principal reason for this study was to research the relationship of occupation stress character and social help to burnout among school of instruction teachers. The subsequent object was to inspect the degree to which character and social help can support the adverse consequences of weight on burnout.

Method Used in Current Study

Survey method was used for the research study.

Sampling Method Used for The Study

The researcher selected Non probability sampling method of sampling for the study. The type of Non-Probability selected was Purposive Sampling. The Advantage of Purposive sampling was best suited for the study.

The sample size of the data finalized were 355 school teachers.

Tools for Data Collection

For the current study, the following tool were selected for data collection.

- 16 PF Prepared by S.D. Kapoor and V.K.D. Tripathi for testing of personality types.
- Questionnaires were prepared, by researcher, for knowing the Job stress of teachers

Participant of The Current Study

The total number of 355, D.Ed. teacher of various zilla parishad school, were the

participant of the current study. The sample included Male and Female teachers. These were teacher, who have been working as zilla parishad teacher in Zilla Parishad schools for minimum fifteen year an above. We find 61 teachers with Introvert Personality type 58 Extrovert, 81 Conscientious, 54 Neurotic, 46 Experimental and 55 Teachers with Stability Personality respectively. The data was divided according to the personality trait identified in teachers.

Analysis

Variable	Total No of teacher	Mean	S.D.	Co-Relation	't' Value	Remark
Job Stress	61	15.95	2.74	.132	1.03	Insignificant
Introvert		7.13	1.87			

Variable	Total No of teacher	Mean	S.D.	Co-Relation	't' Value	Remark
Job Stress	58	15.95	2.76	0.622	4.70	Significant
Extrovert		5.86	2.35			

Variable	Total No of teacher	Mean	S.D.	Co-Relation	't' Value	Remark
Job Stress	81	15.19	2.46	0.678	8.67	Significant
Conscientious		7.05	1.84			

Variable	Total No of teacher	Mean	S.D.	Co-Relation	't' Value	Remark
Job Stress	54	15.87	2.93	.129	0.80	Insignificant
Neurotic		7.37	1.43			

Variable	Total No of teacher	Mean	S.D.	Co-Relation	't' Value	Remark
Job Stress	46	15.91	2.92	.108	0.64	Insignificant
Experimental		6.23	2.33			

Variable	Total No of teacher	Mean	S.D.	Co-Relation	't' Value	Remark
Job Stress	55	15.85	2.85	0.393	3.04	Significant
Stability		7.31	2.05			

The calculated 't' value is were found significant in teachers with Extrovert, Conscientious and stability (4.70),(8.67) and (3.04) respectively and Insignificant in teacher identified with personality of Introvert (1.03) , Neurotic (0.80) and Experimental (0.64) traits.

Interpretation and Findings

The Zilla parishad D.Ed. teachers with Introvert personality never face stress. The interpretation proves that, introvert teacher as seen are more concern of their inner world. They avoid social situation, as it drain their energy. Job stress occur when at

least one try to face the situation, this teachers are never ready to face any situation they either try to escape or avoid. Hence proves, Introvert teachers never face Job Stress

The Zilla parishad D.Ed. teachers with Extrovert personality face stress. The interpretation proves that, Extrovert teacher have tendency self-confidence, active, adventurous, accretive, making friends. They have a leadership quality and strong tendency to reappraise problem positively. When these personality teachers are not given job satisfying there need their stress level increase. most circumstance it happens that this teacher are suppressed and tend to have Job stress. Hence proves, Extrovert teachers face Job Stress

The Zilla parishad D.Ed. teachers with Conscientious personality face stress. The interpretation proves that, Conscientious teacher have higher degree of organizational commitment, their being persistence, hardworking nature and ready to help other attitude make their personality work more. When these personality teachers are not given job satisfying there need, and their energy is not used in proper directions their stress level increase. The situation with this kind of personality gets worse when they are not given opportunity to explore. Hence proves, Conscientious teachers face Job Stress.

Conclusion

The conclusion can be drawn from the study that, Zilla parishad Teachers of this personality type should be considered but if this personality type teachers have Job Stress than it can be state that their personality, attitude and positive skill are used in wrong ways,

Their works do not justify their energy, attitude and do not satisfy their need to work.

Suggestion for Teachers

For this the researcher suggest the teachers to be:

1. The teacher should be ready for Experimenting in their field.
2. Up-date and Up-grade their education.
3. They should themselves be eager to be a part of new orientation and refresher course.
4. They have to deal with the stress and have to develop problem solving ability in them, they should work for social support for self-development, and more stability has to be part of their life.
5. Deal with changes and ability to respect diversity.
6. Physically and Psychosocially Healthy.
7. Opportunity to learn
8. Participate in early intervention Programme, do better.
9. Use of technology to decrease rather than increase disparities.
10. Effective and appropriate stimulation.
11. Work for social acceptance and support.
12. Self-Development and Up Gradation
13. Social Networking skill
14. Self-Assessment
15. Ready to Change

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