

INVESTIGATING THE COMPREHENSIVE RELATIONSHIP BETWEEN COPING FACTORS AND PERSONALITY TYPES AMONG D.ED. TEACHERS IN ZILLA PARISHAD

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Abstract

This study examines the intricate interconnection between coping factors and personality types among Diploma in Education (D.Ed.) teachers employed within the jurisdiction of Zilla Parishad. In the context of education, coping strategies play a crucial role in how teachers manage the multifaceted demands of their profession, while personality types influence their characteristic responses to various situations. By focusing on D.Ed. teachers, who operate within diverse and resource-constrained settings, this research seeks to uncover the nuanced interplay between these psychological factors.

Employing a mixed-methods approach, the study combines quantitative assessments of coping mechanisms and personality traits with qualitative insights gathered through interviews and surveys. The research aims to discern patterns and correlations between coping strategies and personality types specific to D.Ed. teachers in Zilla Parishad.

Preliminary findings suggest a complex relationship between coping mechanisms and personality traits, indicating that certain personalities are predisposed to particular coping strategies. These findings illuminate potential avenues for tailoring support systems and professional development initiatives that align with the unique characteristics of D.Ed. teachers. The study's implications extend to the enhancement of teacher well-being, job satisfaction, and the overall quality of education.

Introduction

Coping strategies are essential psychological mechanisms individuals employ to manage stressors and challenges in their lives. In the context of educators, coping mechanisms can significantly impact their ability to handle the demands of their profession, ranging from managing classroom dynamics to dealing with administrative pressures. Personality types, on the other hand, encompass enduring patterns of thoughts, emotions, and behaviors that shape an individual's characteristic approach to various situations. The interaction between coping strategies and personality types is complex, as certain personality traits may predispose individuals to specific coping mechanisms.

The specific focus on D.Ed. teachers in Zilla Parishad adds nuance to this investigation. These teachers are situated at the grassroots level of education, often working in diverse and resource-constrained environments. Exploring the coping factors and personality types within this group can shed light on the unique challenges they face, the coping

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mechanisms they develop, and how these mechanisms may relate to their inherent personality traits. Understanding the relationship between coping factors and personality types, educators, administrators, and policymakers can develop tailored interventions and support systems for D.Ed. teachers. This study aims to contribute to the existing body of knowledge by revealing patterns that could help identify strategies for enhancing teacher well-being, job satisfaction, and ultimately the quality of education.

Objectives

- To study the relation between personality types and coping skill factors of zilla parishad D.Ed. teachers.

Hypotheses

- There is no significant relationship between personality types and coping skill factors of zilla parishad D.Ed. teachers.

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, Haryana. 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.

Olaitan, L. O, Oyerinde, Obiyemi and Kayode (2010); The review looks to figure out different causes of occupation stress that instructors are presented. 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.

- (a) 16 PF Prepared by S.D. Kapoor and V.K.D Tripathi for testing of personality types.
- (b) Questionnaires were prepared, by researcher coping skills of teachers.

Participant of The Current Study

The total number of 200 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, Personality respectively. The data was divided according to the personality trait identified in teachers.

Analysis

	Introvert			Extrovert			Conscientious		
	'r'	't'		'r'	't'		'r'	't'	
Problem solving	0.138	0.465	Insignificant	0.44	1.86	Significant	0.29	1.28	Insignificant
Social Support	0.128	0.415	Insignificant	0.300	0.1.82	Significant	0.45	2.19	Significant
Negotiation	0.692	3.03	Significant	0.31	0.989	Insignificant	0.05	0.202	Insignificant
Emotional Regulation	0.471	1.69	Insignificant	0.09	0.287	Insignificant	0.37	1.65	Insignificant
Avoidance and Denial	0.103	0.32	Insignificant	0.32	1.00	Insignificant	0.40	1.31	Insignificant

The table presents correlation coefficients ("r" values) and corresponding "t" values for three personality traits-Introvert, Extrovert, and Conscientious-across various coping factors: Problem solving, Social Support, Negotiation, Emotional Regulation, and Avoidance and Denial. None of these correlations are statistically significant. In summary, the table displays the correlations between different personality traits and coping factors among the participants. The "r" values indicate the strength and direction of the correlation, while the "t" values and the "Significant" or "Insignificant" labels indicate whether the correlations are statistically meaningful.

Conclusion

The correlations between personality traits-Introvert, Extrovert, and Conscientious - and various coping factors among the studied group of individuals yields intriguing insights into the interplay between these psychological dimensions. While several noteworthy correlations have been identified, it is imperative to interpret these findings with careful consideration of their statistical significance and practical implications.

The correlations with "Social Support" stand out as particularly relevant. Extrovert and Conscientious traits demonstrate significant positive associations with seeking and receiving social support. This aligns with existing psychological literature suggesting that individuals possessing these traits may be more inclined to engage in social interactions, seeking assistance and fostering collaborative networks. On the other hand, the positive correlation between the Introvert trait and "Negotiation" raises questions about the nuanced role of introversion in conflict resolution, warranting further

investigation into the underlying mechanisms.

However, the majority of correlations across coping factors and personality traits appear to be weak and statistically insignificant. This implies that while certain trends may emerge within this sample, the individual variations and contextual factors likely play a substantial role in shaping coping mechanisms. It is crucial to recognize that coping strategies and personality traits are multifaceted and influenced by numerous external factors beyond the scope of this study.

These findings underscore the complexity of the relationships under examination and highlight the need for a comprehensive understanding of educators' coping strategies within the specific context of Zilla Parishad.

Suggestion for Teachers

Based on the conclusions drawn from the analysis of correlations between personality traits and coping factors among D.Ed. teachers in Zilla Parishad, several practical suggestions can be provided to support educators in their professional roles:

Engage in self-awareness exercises to understand your strengths and potential areas for growth. Regular self-reflection can help align teachers coping mechanisms with your inherent personality traits.

Engage in professional networks, collaborate with colleagues, and seek mentorship opportunities. These interactions can provide valuable insights and emotional support throughout teaching journey of teachers.

Conflict Resolution Skills: If you possess Introverted traits and show a positive

correlation with negotiation skills, consider honing your conflict resolution abilities. Recognize the unique strengths introversion can bring to these situations, such as thoughtful listening and considered responses.

Flexible Coping Strategies: Understand that coping strategies are not one-size-fits-all solutions. Given the varied and complex nature of teaching, cultivate a range of coping mechanisms that can be adapted to different situations. This flexibility can help you navigate diverse challenges effectively.

Professional Development: Leverage the insights gained from this study to inform your professional development choices. Seek out workshops, training, and resources that align with your personality traits and enhance your coping abilities. This tailored approach can lead to more impactful personal and professional growth.

Seek Guidance: If you find yourself struggling with coping strategies or experiencing stress, don't hesitate to seek guidance from counselors, mentors, or support groups. Utilize the available resources to ensure your well-being and effectiveness in the classroom.

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