

Personality and Job Stress: A Comparative Study of Physical Education Teachers and General line teachers

Bilal Ahmad Bhat

Research scholar, Department of Education, A M U, Aligarh

Abstract

The aim of the present study was to find out the stress level and personality type among the physical education teachers and general line teachers and then to compare these teachers on the above said variables. For this a sample of 120 school teachers was selected by using multistage stratified sampling. The sample was taken from the schools of Kulgam district of Jammu and Kashmir state affiliated to Jammu and Kashmir Board of School Education. The principals of schools were requested to allow the investigator for the data collection of said nature. The data were collected by using job stress questionnaire by Dr. A. K. Srivastav and Dr. A. P. Singh and personality inventory named as Big five Personality Inventory by Dr Tom Buchanan. The collected data were then analyzed by using t test and it was found out that the general line teachers are more stressful than physical education teachers in the schools. The study highlights the stressful life of teachers who are teaching subjects except physical education. The study investigates the possible causes of this stressful life of teachers.

Keywords: Job Stress, Personality, Physical Education Teachers, General line teachers.

Introduction

Education in present schools is a deliberate process to meet or adjust a person in life; it is a character building process, enhancing one's personality and making him/her rational, capable, responsive and intelligent being. Twenty first century is characterized by multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. It is regarded as the century of stress and strain. Since, education is viewed as an instrument in the hands of experienced persons to develop the cognitive qualities, tolerance and understanding of people who are inexperienced, it prepares the younger generation to understand and face the realities of world (effect of globalization, industrialization). In this context, the schools and the teachers have more responsibilities in shaping the character of the students for such things. Thus, the role of the teacher in such type of society is even more vital for its adjustment and improvement. Realizations of such a role by the thinkers make the education system sometimes forcefully administered and a teacher feels stressed while playing the role. A lot is being expected from these nation builders, which becomes their source of stress. The demand of adjustment of wards from parents in the competitive world makes it an imperative step to be taken to compel teachers to do an extra ordinary work

and leads them to stressful. Teachers not only have the stress of dealing with so many diverse children on a daily basis. They are also charged with educating and helping to mold these children into productive members of society. With rules, regulations, guidelines, and performance expectations all around teachers can have very high levels of stress. The job is very demanding in that it has hardly any end.

Teacher's Responsibilities

Primarily the role and responsibility of a teacher is multitasked in the present day school system. This was altogether different just a few years ago. With the change in the type of teaching culture and added managerial responsibilities for teachers include planning and executing instructional lessons, assessing students based on specific objectives derived from a set curriculum, and communicating with parents. A teacher has to take on his responsibilities in the following capacities:

- Lesson planning and teaching.
- Accountability for student performance.
- Classroom management and discipline.
- Supervisory role.
- Extracurricular activity conducting and monitoring

Teachers and Stress

In relation to the profession of teaching, where a teacher is viewed as dispensers of knowledge; teachers are increasingly perceived as facilitators or managers of knowledge. They work in a constant socially isolated environments surrounded by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both, his own self and that of the pupil. This alone can be a sufficient cause for stress for an individual. But in the case of a teacher it is multiplied by other factors as well. Teaching has been identified as one of the most stressful professions today. The reasons for that are quite similar to other stressful occupations in the world. In a survey assessing the stress levels of various jobs by the Health and Safety Executive, teaching came out top. The report, *The Scale of Occupational Stress: further analysis of the impact of demographic factors and type of job*, published in 2000, found that 41.5% of teachers reported themselves 'highly stressed', while 58.5% came into a 'low stress' category, while 36% of teachers felt the effects of stress all or most of the time. This is indeed an alarming state and visibly also the biggest reason for school teachers quitting at a very high percentage or seeking professional help to fight back stress.

Job Stress

The concept of stress was introduced in 1936 by the Canadian philosopher (physiologist) H. Selye. He describes it as "the general adaptation syndrome" (GAS) as the body's effort to respond to the demands of the environment (Selye 1977). It can be defined as the harmful physical and emotional responses that

occur when the requirements of the job (profession) do not match the capabilities, resources, or needs of the worker. It can lead to poor health and even injury. According to Scott (2006), stressors at work place include unclear requirement, role overload, high stress times with no down times, big consequences for small failures, lack of personal control, lack of recognition, poor leadership. Occupational stress spreads gradually and continuously over time, sending people into downward spiral from where it is hard to recover. Nearly everyone agrees that job stress results from the interaction of the worker and the conditions of work. However, on the importance of worker's characteristics versus working conditions as the primary cause of job stress, there are different views. These differing viewpoints are important because they suggest different ways to prevent stress from occurrence at work. According to one important school of thought, differences in individual characteristics such as personality and coping style are most important in predicting whether job conditions will result in stress or satisfaction or not. In other words, what is stressful for one person may not be a problem for another and at other place of work.

Personality

Psychologically speaking, personality is all that a person is. It is the totality of one's overt as well as covert behavior towards oneself and others as well. It includes everything (concrete and abstract) about the person, his physical, emotional, social, mental and spiritual make-up. It is the quality that makes a person different from others. It is not just a collection of so many traits or characteristics, It is the organization of some psycho- physical systems or some behavior characteristics which functions as a unified whole. By looking through one's physique or sociability, we cannot pass judgment over one's personality. It is complex whole, which is very difficult to understand without taking all things into consideration. It is only when we go carefully in all the aspects-biological as well as social; we can have an idea about his personality.

According to Pervin (1999), "personality represents those characteristics of the person or of the people that generally account for consistent pattern of responses to the situation". In the words of American Psychological Association, it is the individual differences in characteristic patterns of thinking, feeling and behaving.

Personality in Work Settings

Organizational psychologists make the assumption, those people are the happiest, and do their best up to their level in work environment when person's job fits him for that. When the individuals who hold various jobs have personal characteristics that suit them for the work they do. Several aspects of the big five dimensions of personality seem to be linked to the performance of many different jobs.

In one large scale study, Salgado (1997) reviewed previous research conducted with literally tens of thousands of participants that examined the relationship between individual's standing on the big five dimensions and job

performance. Results were clear depicting: conscientiousness and emotional stability (neuroticism) were both significantly related to job performance across all occupational groups and across all measures of performance. In other words, the higher the individual's scores on these dimensions, the better the job performance of the individual.

Objectives

1. To assess the job stress level and personality among physical education teachers and general line teachers.
2. To determine difference, if any, in level of job stress and type of personality between physical education teachers and general line teachers.

Methodology

The survey type of study which falls under descriptive method was used to get the required data for data analysis.

Population

All the teachers of govt. schools affiliated to the Jammu and Kashmir Board of School Education (JKBOSE) of Kashmir valley was the population of the study.

Sample

For the present study, 120 male teachers were selected from the Kulgam district of Kashmir, in which 60 were Physical education teachers and remaining 60 were general line teachers from the schools affiliated to the Jammu and Kashmir Board of School Education (JKBOSE). The subjects were selected by using Multistage stratified random sampling technique. The criterion of stratification was nature of teaching subject. The different stages for sample selection were the selection of districts, educational zones, schools and finally the teachers who were stratified on the basis of nature of teaching subject.

Tools for data collection and analysis

The tools of data collection were job stress questionnaire by Dr. A. K. Srivastav and Dr. A. P. Singh and personality inventory named as Big five Personality Inventory by Dr Tom Buchanan. For analyzing the data, percentage distribution was used to find out percentage distribution of subjects with regard to job stress and personality type. 't' test was applied to find out differences in the level of job stress and type of personality of teachers from different subjects.

Analysis and interpretation of data

Table 1 presents data regarding the percentage distribution of physical education teachers and general line teachers with regard to their job stress level.

Table 1: Level of Job stress among physical education teachers and general line teachers N=120 (60 physical education teachers, 60 general line teachers)

Variable	Categories	physical education teachers (%)	general
line teachers	(%)		
	Low	44.0	
24.0			
Job stress	Moderate	52.0	
42.0			
	High	4.0	
34.0			

Table 2: Showing significance of mean difference between physical education teachers and general line teachers on job stress index

Group	N	Mean	Standard deviation	T value	Level of significance
Physical education teachers	60	8.44	1.39	2.29	Significance at 0.05 level
General line teachers	60	8.99	1.62		

Table 2 shows the mean comparison of physical education teachers and General line teachers on job stress scale. The above table reveals that the two groups differ significantly on the job stress scale as the calculated t-value (2.29) is greater than the tabulated t-value (1.98) at 0.05 level of significance. Hence we can conclude that General line teachers feel stressed at work.

Personality:

Table 3: Showing significance of mean difference between physical education teachers and General line teachers on extroversion dimension of personality

Group	N	Mean	Standard deviation	T value	Level of significance
Physical education teachers	60	31.2333	2.72071	2.431	Significance at 0.05 level
General line teachers	60	32.4000	2.53250		

Table 3 shows the mean comparison of physical education teachers and General line teachers on extroversion dimension of big five personality inventory. The above table reveals that the two groups differ significantly on poor extroversion dimension as the calculated t-value (2.431) is greater than the tabulated t-value (1.98) at 0.05 level of significance. Hence we can say that there is a difference on extroversion dimension among physical education teachers and General line teachers. The General line teachers are extrovert than those of physical education teachers.

Table 4: Showing significance of mean difference between physical education teachers and General line teachers on agreeableness dimension of personality

Group	N	Mean	Standard deviation	T value	Level of significance
Physical education teachers	60	30.3000	2.46535	8.308	Significance at 0.05 level
General line teachers	60	25.9833	3.18094		

Table 4 shows the mean comparison of physical education teachers and General line teachers on agreeableness dimension of big five personality inventory. The above table reveals that the two groups differ significantly on agreeableness dimension as the calculated t-value (8.30) is greater than the tabulated t-value (1.98) at 0.05 level of significance. Hence we can say that there is a difference on agreeableness dimension among physical education teachers and General line teachers. The physical education teachers are more agreeable than those of General line teachers.

Table 5: Showing significance of mean difference between physical education teachers and General line teachers on conscientiousness dimension of personality

Group	N	Mean	Standard deviation	T value	Level of significance
Physical education teachers	60	39.7333	2.74860	.032	Significance at 0.05 level
General line teachers	60	39.7167	2.89413		

Table 5 shows the mean comparison of physical education teachers and General line teachers on conscientiousness dimension of big five personality inventory. The above table reveals that the two groups do not differ significantly on poor conscientiousness dimension as the calculated t-value (0.032) is less than the tabulated t-value (1.98) at 0.05 level of significance. Hence we can say that there no difference on conscientiousness dimension among physical education teachers and General line teachers.

Table 6: Showing significance of mean difference between physical education teachers and General line teachers on neuroticism dimension of personality

Group	N	Mean	Standard deviation	T value	Level of significance
Physical education teachers	60	19.2833	2.66230	2.865	Significance at 0.05 level
General line teachers	60	20.7667	2.99925		

Table 6 shows the mean comparison of physical education teachers and General line teachers on neuroticism dimension of big five personality inventory. The above table reveals that the two groups differ significantly on neuroticism dimension as the calculated t-value (2.865) is greater than the tabulated t-value (1.98) at 0.05 level of significance. Hence we can say that there is difference on neuroticism dimension among physical education teachers and General line teachers. General line teachers are more neurotic than physical education teachers.

Table 7: Showing significance of mean difference between physical education teachers and General line teachers on openness dimension of personality

Group	N	Mean	Standard deviation	T value	Level of significance
Physical education teachers	60	19.23	2.66	5.16	Significance at 0.05 level
General line teachers	60	21.76	2.81		

Table 7 shows the mean comparison of physical education teachers and General line teachers on openness dimension of big five personality inventory.

The above table reveals that the two groups differ significantly on openness dimension as the calculated t-value (2.292) is greater than the tabulated t-value (1.98) at 0.05 level of significance. Hence we can say that there is a difference on openness dimension among physical education teachers and General line teachers. General line teachers are more open than physical education teachers.

Findings of the study

- The study reveals that majority of teachers who are general line teachers in schools had moderate (42%) level of stress followed by high levels of job stress (34%). On the other hand, majority of teachers engaged in physical education teaching and instructions had moderate (52%) followed by low (44%) levels of job stress. So it can be concluded that teachers working as General Line teachers had higher job stress than those working as physical education teachers and instructors.
- It was found that highly significant difference ($t=2.29$) in the mean scores of job stress between the physical education teachers and General line teachers of schools, with General line teachers having higher job stress as compared to physical education teachers.
- It was found that a highly significant difference existed between the mean scores of physical education teachers and General line teachers working in schools with regard to neuroticism ($t= 2.86$). The General line teachers working were found to be more neurotic than physical education teachers.
- It was depicted that a highly significant difference existed between the mean scores of physical education teachers and General line teachers working in schools with regard to extroversion ($t= 2.43$). The General line teachers working were found to be more extrovert than physical education teachers.
- It was revealed that a highly significant difference existed between the mean scores of physical education teachers and General line teachers working in schools with regard to attitude towards experience ($t= 2.29$). The General line teachers working were found to be more open to experience than physical education teachers.
- It was found that General line teachers were antagonistic while as physical education teachers as agreeable.
- There were no significant difference existed between the mean scores of physical education teachers and General line teachers with regard to conscientiousness. The General line teachers working and physical teachers were having same level of conscientiousness.

Discussion

The study reveals that the General line teachers are more stressful than physical education teachers. It does not mean that physical education teachers are not stressful but it highlights that the General line teachers are comparatively stressful than physical education teachers. The possible reason for the present findings may be the physical education teachers have fewer classes than general line teachers, the students may not be willing to attend such classes or serious for these classes. The other reason could be the grade pay scale in which physical education teachers receive technical grade means they receive higher perks than general line teachers. As a result of this work overload, the general line teachers have to face stress and strain at workplace which is responsible for higher neurotic symptoms among them like emotional instability, depressive mood, nervous breakdown, hyper reactivity, over anxiousness, etc. The positive link between job stress and neuroticism is endorsed by several research findings (Srivastava 2001; Kumaresean 2004; Grant and Langan-Fox 2006; Smithikrai 2007).

References

1. American Psychological Association. (2016). APA personality homepage. Retrieved, January 28, 2016, from <http://www.apa.org/topics/personality/>.
2. Figen, E. (2011). Occupational Stress of Teachers: A Comparative Study between Turkey and Macedonia. *International Journal of Humanities and Social Science*.7 (1).
3. Gupta, N. (1981). Some sources and remedies of work stress among teachers. [Online] Available: <http://www.eric.ed.gov/PDFS/ED211496.pdf>
4. Grant S, Langan-Fox J (2006). Occupational stress, coping and strain: The combined interactive effect of the Big Five traits. *Personality and Individual Differences*, 41: 719-732.
5. Kumaresean S 2004. Organizational stressors and job stress among managers: The moderating role of neuroticism. *Singapore Management Review*, 20: 125-134.
6. Milieu Ignatius O. N, & Chinagorom O. P. (2015). Stress among Secondary School Teachers in Ebonyi State, Nigeria: Suggested Interventions in the Worksite. *Journal of Education and Practice*. 26 (6).
7. Mohall, M. R. N. & Sangestani, F. P.(2015). The Relationship between Job Stresses with Personality Dimensions of Physical Education Teachers in Education Organization of Tabriz. *Research Journal of Sport Sciences*, 3 (5): 144-148.
8. Pervin, L.A. (1999). *Handbook of Personality: Theory and Research*. New York: The Guilford Press.
9. Salgado, J.F. (1997). The five factor model of personality and job performance in European community. *Journal of Applied Psychology*, 82(1): 30-43.

10. Selye, H. (1976). *The Stress of Life*. New York: McGraw Hill, 1956. Rev. ed. 1976.
11. Smithkrai R.S. (2007). Career satisfaction, personality and burnout among surgical oncologists. *Annals of Surgical Oncology*, 14(11): 3043- 3053.
12. Srivastava P (2001). Relationship between job satisfaction and job stress among teachers and managers. *Indian Journal of Industrial Relations*, 44(1): 14-23.
13. Srivastava, P. (2000). Relationship between job satisfaction and job stress among teachers and managers. *Indian Journal of Industrial Relations*, 44(1): 14-23.
14. Tim Rogers and Finona Graham. (2000). *Responding to Stress*. Viva Book Private Limited, New Delhi
15. Virender, K. (2014). A study of job stress of secondary school physical education teachers in relation to their gender and type of schools. *Global International Research Thoughts*.