A Study of Job Stress in Relationship with 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 in relationship with personality traits of the secondary school teachers in Bandipora district of Jammu and Kashmir State. The tools used for data collection were Personal data sheet, Job Stress Scale constructed and standardized by Srivastava and Singh (1981), and Multivariate Personality Inventory constructed and standardized by Muthayya (1973). After data collection, researcher analyzed and interpreted data by using Pearson's Coefficient of Correlation 'r' to test the hypothesis. The result showed that there is a significant positive but negligible relationship between the job stress and personality traits of the secondary school teachers in Bandipora district.*

Introduction

Twentieth century has been considered as the period of incredible change in human history because of competitions and conflicts. Modern thinkers identify this age as the "Age of Stress". Stress related to work environment, is known as job stress. 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. Teaching is considered a highly stressful profession and teachers have to perform various duties from early mornings to late evenings. Being house masters, most of the teachers are engaged with the student round the clock. They are disturbed by the students regarding matters such as –'I am ill', "somebody has stolen my pen or books", and "he is beating me" etc. If the students do not turn up in any activity of the school in time, House Master is responsible for that. So it creates unnecessary tension and extra burden on teacher's mind. So, job stress matters potentially to teacher's health and their work. Teacher's personality is a significant variable in the teaching learning process. His personality must be such as to develop habits and skills which interest and serve others. It's doing things with people, for people and even involves self-sacrifice.

Need of the Study

From home to the workplace, stress is involved in everybody's life. In this era of educational technology, stress is also a vital and positive ingredient of teacher's daily life. At the work place the secondary school teachers have to face so many conflicts and tensions in various situations because of 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 are stressors and generate overwhelming pressures and challenges which further leads to stress and strain on secondary school teachers. So, there is an urgent need to study the job stress of secondary school teachers. A teacher must be an Integrated Personality, because teacher is the backbone who measures the achievement and aspiration of the nation. A nation is built by citizens and citizens are moulded and shaped by teachers within the classrooms. So, a teacher must be an effective, efficient, competent and a character personality. He should posses the personality traits

essential for quality education. He must be physically, intellectually, socially, morally and emotionally fit to teach his pupils. So, there is need to measure the personality traits of secondary school teachers.

Review of Related Literature

Indumati T. Bharambe and Priya N. Kurkure (2011) compared job stress and job stressors of male and female secondary teachers of Dhule district in Maharashtra state, in which 75 were males and 75 were females. The data were collected through Indore Teacher's Job Stressors Scale by Dr. Meena Buddhisagar Rathod and Dr. Madhulika Varma. It was found that the all job stressors affect males and females equally. The males and females have equal job stress. Chhaya, N.P.(1974) studied the characteristics of effective and ineffective school teachers with respect to personality adjustment, attitudes towards teaching, interest in teaching, emotional stability, extroversion-introversion and authoritarianism. It was concluded that the effective teachers had better personality adjustment, more favourable attitude towards teaching and emotional stability than the ineffective teachers. The effective teachers were also more introvert and ineffective teachers were more authoritarian than their counterparts. Omotere Tope (2011) examined the effects of personality of the teacher on school discipline. One hundred (100) students were randomly selected from four secondary schools in Wukari Local Government Area of Taraba State. Four hypotheses were tested and it was found that the teacher's personality affects the school discipline especially in the classroom situation, on the assembly ground and outside the school setting.

Objective

To find out the significant relationship between the job stress and personality traits of the secondary school teachers in Bandipora district.

Hypothesis

There is no significant relationship between the job stress and personality traits of the secondary school teachers in Bandipora district.

Operational definitions of the key terms

Job stress: In the present study job stress refers to the scores obtained by the secondary school teachers on the "Job Stress Scale" developed and standardized by Srivastava and Singh.

Personality traits: In the present study, a personality trait refers to the scores obtained by the secondary school teachers on the "Multivariate Personality Inventory" developed and

standardized by Muthayya.

Secondary school teachers: Secondary school teachers are those teachers who were working in the different government and private secondary/high schools in Bandipora district of Jammu and present Kashmir State.

Methodology
Method
Normative Survey Method of research has been used.

Delimitation of the study
The delimitations of the study are listed as under:

1. In the present study, only 10th standard secondary school teachers were selected as subjects of the sample.
2. The sample size was delimited to 300 secondary school teachers only.
3. The study covered only 25 selected government and private secondary school teachers.
4. The study was conducted in one district of Jammu and Kashmir only namely Bandipora.

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 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. 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 and 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.

Statistical technique used
Correlational statistical technique was used to analyze the data collected from the sample:

Analysis and interpretation of data
The tools were administered to the sample of 300 secondary school teachers from 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 technique namely Pearson's 'r'. The result is given in the following table.

Table
Showing the Relationship between Job Stress and Personality Traits of the secondary school teachers

Sample	N	Correlation 'r'	Level of Sig. at 0.05
Total Sample	300	0.11	Significant

From the above table, it is shown that there exists a significant positive and negligible relationship (r=0.11) between job stress and personality traits of the secondary school teachers at 0.05 level of significance. Hence, the already framed null-hypothesis, "There is no significant relationship between the job stress and personality traits of the secondary school teachers" stands rejected. It is concluded that there is a significant positive relationship between the job stress and personality traits of the secondary school teachers in Bandipora District.

Finding:
There is a significant positive relationship between the job stress and personality traits of the secondary school teachers in Bandipora District of Jammu and Kashmir State.

Conclusion
The study aimed to know the job stress in relationship with personality traits of the secondary school teachers in Bandipora District. It was found that there is a significant positive relationship between the Job Stress and Personality Traits of the secondary school teachers in Bandipora District of Jammu and Kashmir State. Hence, due importance to various factors affecting job stress and personality traits 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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