



RESEARCH PAPER

Association between Job Stress and Personality of Teachers in Punjab, Pakistan

¹Mehwish Jabeen , and ²Dr. Abida Nasreen

1. Ph. D Scholar, Institute of Education & Research, University of the Punjab, Lahore, Pakistan
2. Associate Professor, Institute of Education & Research, University of the Punjab, Lahore, Pakistan

Corresponding Author mehwish4469@gmail.com

ABSTRACT

The fundamental aim of this research was to explore correlation amid Job Stress and Persona of Secondary School Teachers of Punjab, Pakistan. This quantitative Study with correlational design focused on understanding how job stress relates with personalities of teachers in the region. Random sampling was done and 768 male and female secondary school teachers were selected with equal proportion. Two instruments, the Teacher Stress Inventory and Big Five Inventory-10, were adopted. Pilot testing was done to explore instruments' reliability.838 and .784 respectively. Descriptive statistics (frequency, percentage, mean and standard deviation) and inferential statistics (Pearson correlation) was applied for data examination. The null hypothesis was rejected, results revealed a moderate but significant association between scores of job stress and all personality dimensions, with Pearson correlation values ranging from .333 to .447. Together, educational institutes and teachers may play their part in reducing job stress through proper support and resources along with awareness regarding personalities.

Keywords: Job Stress, Personality Traits, Teachers

Introduction

Educators are the most precious asset of every nation. These are teachers who transfer information and expertise to pupils so that later on these pupils can join several occupations and can serve their country and can contribute in their country's economy. Recent global changes have brought different challenges and increased a worldwide race inform of industrial progress and standardizations in every profession along with teaching. Teachers engaged in several scholastic institutes feel massive burden to fulfill their clients' anticipations either they are scholars, employees, parents or any other stakeholders of educational system. Job stress is usually demarcated in form of obstruction which come about in result of challenging work expectations and personality is described as a person's constant configurations of how they think, feel, and act. To realize and compete the new challenges of present, it is important to highlight the connection between stress element which teachers have to face on job and their personalities.

Literature Review

Stress

Stress is a worldwide phenomenon affecting people from all walks of life (Dewe, 1986). Hardie et al. (2005) stated stress is a state or condition which is viewed as challenging, difficult or scary. According to Folkman and Lazarus (1986) stress is an association between an individual and his/her surrounding and considered exhausting and harmful for his/her welfare. According to Weiss (2020) Stress is a major risk to mental health of human beings and is present everywhere. Commonly stress is acknowledged as anxiety or tension and it is the inability of human beings to manage their environments and

when negative and pitiable situations rises in an environment then human body respond in form of nervousness or anxiety (Dobson & Smith, 2000).

Payne and Donaghy (2010) described that human beings are always under stress, but they recognize their stress only when they are unable to handle or manage it. In other words when people talk about or report their feeling of stress, they are actually gone through more stress than they can handle easily.

Job Stress

Workplace strain happens whenever there's a difference exist among the demands of work and demands of individuals (Tsutsumi et al., 2009). Job stress, in particular, arises from challenging work expectations and is typically characterized by various obstructions that hinder performance. While every occupation entails a certain level of anxiety, the degree of this anxiety varies across different jobs. Job stress primarily emerges from the gap amid a person's abilities and the demands of his work. When the demands of a job exceed a person's capacity to meet them, stress ensues, potentially leading to a range of negative physical, emotional, and psychological effects (Khan, et. al., 2020; Cooper & Cartwright, 1994).

Stanton et al. (2001) described Job strain as something frightening or challenging at workplace which keeps employees restless. Strain at work can be understood as job-related anxiety that adversely affects a person's emotional and physical health. Reactions to job stressors can be any favorable or unfavorable, depends on different reasons like the nature of the demands placed on individuals, the degree of control which they can have on their undertakings and the degree of assistance which they get from their coworkers and directors. When the demands are manageable, and there is sufficient control and support, individuals may respond positively, finding motivation and growth opportunities in challenging situations. Conversely, when demands are overwhelming and support is lacking, stress can lead to unfavorable results like exhaustion, decreased job contentment, and various health issues (Netemeyer et al., 2005).

Teachers' job stress

Javed et al. (2021) stated that one occupation where there is a lot of stress is teaching. Kyriacou and Sutcliffe (1978) explored that most of educators experience stress at work. Boyle et al. (1995) indicated that a significant portion of teachers deal with lot of stress.

According to Dobson and Smith (2000) stress is an incompetence of individuals to manage their environments. Stress among teachers indicates a condition where educators have to face some undesirable, challenging and difficult elements which may present inside or outside the institute and disturb daily activities, have negative impact on performance such as low morale, low job satisfaction, high anxiety and exhaustion (Gillespie et al., 2001). Hussain et al. (2019) investigated how stress affects teachers' performance in the classroom and elaborated as that stress is something which reduces teachers' effectiveness, lowers the job satisfaction, impact negatively on students' outcome and also impact negatively with mental and physical health. Gillespie et al. (2001) also elaborated on stress that stress which is occasional or daily stress is tolerable part of any job including teaching while persistent or chronic stress can have negative effects on teachers as teachers face prolonged stress may experience lack of enthusiasm, bad performance in managing classrooms and may experience over fatigue.

Causes of teachers' job stress

Kyriacou (2001) described as teachers may experience stress due to certain aspects of their work, which can result in a range of negative feelings like rage, worry, frustration, hopelessness, and uneasiness.

According to Manabete et al. (2016) teachers have to face a lot of stress from different sources which include heavy workloads, long work hours and emotional demands of their job. This stress can impact their performance and wellbeing and by addressing these issues through providing better support, resources and work-life balance, teachers' effectiveness and job satisfaction may improve.

Workload is one major aspect of job stress among teachers. As according to Ali et al. (2013) teachers have to deal with large class sizes as a result of it they experience extensive workloads in form of large number of responsibilities as grading of students along with administrative duties. Friesen and Williams (1985) also reported as that workload is one among top five stressors of teachers. Orejudo et al. (2020) reported that misbehavior among pupil is indeed a significant cause of tension for teachers and can be considered as most impactful of various stressors.

Troman (2000) explained about causes of job stress as that poor interactions with various stakeholders of educational system such as principals, evaluators, teachers and parents are among the factors that cause stress in teachers and a supportive and communicative school culture should be foster.

Javed et al., (2021) too described that Teachers' stress on the job can be caused by an extensive range of circumstances, comprising but not restricted to: workload, job insecurity, working environment, time pressures, and varying school rules. Tsai et al. (2006) explored another significant factor contributing to teachers' stress was time limitation. Besides time constraints professional recognition need was also an important factor which contributes in teachers stress (Blasé, 1986). Ekundayo and Kolawole (2013) submitted that pitiable interactions with superordinates were one of major source of stress at work for teachers.

Ismail et al. (2023) identified the degree of strain experienced by teachers and explored that the highest level of teachers' stress was workload followed by lack of resources and administrative management while time constraint was at moderate level and unpleasant conduct on part of students and discipline issues were at lowest level.

Current study explored teachers' job stress in terms of five aspects like workload, professional recognition needs, time troubles, unsatisfactory relationships among colleagues and students' misbehavior presented by Boyle et al. (1995).

Personality

Personality signifies those features of an individual or a group of the people which usually demonstrate a constant pattern of reactions to certain circumstances. It encompasses all of a person's actions towards both himself and others (Pervin, 1999).

There are various qualities of personality and a well known taxonomy of personality is called big five. The trait theory has been accepted as an ultimate solution for accessing personality by researchers (Costa & McCrae, 1999). Many researchers consider that the big-five persona model is not only better but also a comprehensive expression of personality like (Briggs, 1992; Costa & McCrae, 1999; Digman, 1990; Goldberg 1992; McCrae & John, 1992; Widiger & Trull, 1997).

Five different factors or traits through which personality is usually explored are frankness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Desa et al. (2014) stated that personality is the composite of all that an individual is.

Judge et al. (2000) explained the "Big 5" and described nervousness which is neuroticism as the feeling of uneasiness, uncertainty, self-doubt and disparity. There is a greater likelihood that people who feel themselves highly neurotic, they experience more unpleasant emotions, bodily signs and life events. According to Costa and McCrae (1992) it is not easy for people who remain highly neurotic to deal with pressures easily and they remain unhappy and irritated.

Extraversion is like friendliness, supremacy, aspiration, confidence or boldness. Extrovert people usually have positive, constructive thoughts, more friends, large social circle and leadership qualities (Lounsbury et al., 2012). Overly enthusiastic individuals who feel more at ease in expressing their emotions and feelings are more likely to be extravert (Barrick et al., 2001).

Costa and McCrae (2010) elaborated about conscientiousness as people who tend to be more careful, reliable, focused on success, consistent and organized. People having more conscientiousness quality always keep focus on hard work and goal oriented.

Open to experience people are those who are always welcoming to new experiences and are more likely to be intelligent, creative and enthusiastic. People with openness to experience tend to be more interested in new information, ideas and experiences (Yang & Hwang, 2014). People who are more on agreeable trait tend to be not only sympathetic, trustworthy and open-minded but also agreeable trait is linked to be pleasing, believable, supportive, and amiable (Costa & McCrae, 2010).

Stress and Personality

Personality is one among the most probable kinds of source, which deals differently in stressful situations like either by avoiding stressful factors or being resistant to such factors or learn to handle difficult situations (Dumitru & Cozman, 2012; Grant & Langan-Fox, 2006; Holahan & Moos, 1986; Luo et al., 2023; Vollrath, 2001).

Previous researchers also put forth their attention towards these two substantial constructs of job stress and personality and discovered that there exists an association between job stress also narrated as work stress and occupational stress and personality (Desa et al., 2014; Sadeghi et al., 2016; Valiei et al., 2013).

Hypothesis

H₀: There is no considerable correlation amid Job Stress and Personality of School Teachers in Punjab.

Material and Methods

Study Paradigm and Design

This research was constituted on positivism paradigm, descriptive in nature along with correctional scheme, having an intention to discover a link amid stress at job and persona of School teachers in Punjab.

Populace and Sample

The inhabitants of the research was male and female Secondary School Teachers of Punjab. Random selection was done at several stages to gather data of 768 Teachers from Punjab. Sample comprised of Male and female teachers in equal proportion.

Research Instruments

Two research instruments were adopted in this study. Job stress was explored by Teacher Stress Inventory (TSI) established by (Boyle et al., 1995). TSI is a self-administered, a likert scale with five points: strongly disagree to strongly agree. It consisted on 20 items distributed in 5 factors of job stress such as Students' misbehavior, workload, time/resource difficulties, poor colleague relationships and professional recognition needs.

Personality was explored through Big-Five Inventory-10 (BFI-10) by (Rammstedt & John, 2007). BFI-10 is a short measure of personality having ten items spread on five aspects of personality include sociability, consciousness, neuroticism, openness to experience and extraversion. It is also a self-reported form having likert scale with 5 points which falls between sturdily disagree to sturdily agree.

Validity and reliability of instruments

Appropriateness of instruments was ensured through experts' judgment. Dependability of the instruments was figure out through pilot testing. Thirty male and thirty female Secondary School Teachers took part in pilot testing and in this way compositly 60 Teachers participated in pilot testing. Cronbach Alpha was applied to figure out the dependability of instruments. The reliability of Teacher Stress Inventory was .838 while of Big Five Inventory-10 was .784.

Table 1
Reliability of Job Stress and Personality Scale

Variables	No. of Items	Cronbach's Alpha
Job Stress	20	.838
Personality overall	10	.784

Data Collection

Data collection was done personally and through fellow researchers and postal services. Before data collection the objective of the study was communicated and a formal consent was taken from participants by keeping in view ethical considerations.

Results and Discussion

IBM SPSS-25 was used for analysis of data. Descriptive statistics was applied for detailed examination such as to explore respondents' demographic information in terms of gender, marital status, teaching experience and age. There were found 50% male and 50% female teachers in sample of the study. On the basis of marital status there were 53.6% married and 46.4% single teachers were present in the sample of the study. On the basis of teaching experience most of teachers 30.4% out of 768 teachers found having less teaching experience and a small number of teachers 8.3% out of 768 teachers were found highly experienced, while on the basis of demographic information on age revealed that majority of teachers 29.2% have a place in age group of 26-30 years while minority of teachers 7.3% have place in group where ages ranges from 20-25 Years.

Table 2
Association Amid Job Stress and Personality of Teachers

	NU	CN	AG	EX	OP
Job Stress	.441**	.447**	.400**	.445**	.333**

**Correlation is significant at the 0.05 level (2- tailed)

To explore an association amid work stress and persona of teachers, correlation coefficient Pearson r was computed. As personality is considered a composite of 5 qualities of neuroticism, amicability, extraversion, conscientiousness and directness towards experience. Considering the five traits of personality Table 2 depicts a relationship between job stress and persona qualities. Results revealed that the null proposition: There is no considerable correlation between Job Stress and Personality of School Teachers in Punjab was rejected and there found weak to moderate substantial association values amid job stress and dispositional qualities of Secondary School Teachers at $p \leq 0.05$, degree of significance. Strength of the relationship was weak to moderate as ranges from .333 to .447.

Discussion

The current study's goal was to explore if a connection exists between job stress and personality dispositions or not. Findings rejected the null assumption and revealed that there is significant and moderate association exists and r value ranges from .333 to .447 between scores on job stress scale and scores on personality traits. The outcome of current research was consistent with findings of other studies where a substantial association value found between job stress and dispositional qualities (Ahmad & Ashraf, 2016; Desa et al., 2014; Fathizadeh & Khoshouei, 2016; Roozbehani et al., 2020). While inconsistent with study of Popoola and Ilugbo (2010) where it was not found a significant relationship between both variables. Current study offers a useful reference material for educational stakeholders and highlights the need for strategies to reduce job stress and support teachers' mental satisfaction in Punjab's educational system. To handle issues related to job stress which teachers have to face, educational institutes should emphasis more on resolving issues which teachers have to face due to job stress. Educational institutes can help teachers through encouraging awareness regarding the existence of job stress, providing support and proper resources to help lessen the intensity of job stress. Besides the efforts from educational institutes, teachers should also put attention towards the more prominent dispositional characters of their own personalities. It may help them to understand better about themselves and resultantly they can put efforts in reducing their job stress level.

Conclusion

The study intended to evaluate whether there exists an association amid work strain and persona of Secondary School teachers or not. The null supposition was rejected : There is no considerable correlation amid Job Stress and Personality of School Teachers in Punjab. It was concluded that there exists a significant and little to modest association values between scores of work strain and scores of dispositional qualities of secondary school teachers of Punjab.

Recommendations

As this study focused on connection amid work stress and personalities of Secondary School teachers, researcher propose following suggestions for research in future.

1. The scope of the research may be expand in future through studying these variables at different levels of education system.
2. Research of these variables in comparison of government and private educational institutes may prove a good addition in literature and may provide a new insight for these variables.
3. A qualitative research on these variables may provide a deep understanding of these constructs.
4. In future some other sub factors may be explored under thses constructs besides those which remain focused in current study.

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