EFFECT OF REMEDIAL PROGRAM FOR SITUATIONAL STRESS IN RELATION TO PERSONALITY PATTERNS OF HIGH SCHOOL TEACHERS

[1]M.Maria Christuraj [2]Dr.D.Sivakumar

Abstract

Certain features to our personality that make us unique as people; however there are many aspects of our personality that are similar to other people. These similar personality factors are called Personality Traits. Research has indicated that certain personality traits can make us more vulnerable to stress. In stressful situations, all personality types display symptoms that are disadvantageous to others and unproductive for themselves. so the present study was conducted on "Effect of Remedial Program for Situational Stress in Relation to Personality Patterns of high school Teachers". Research methods adapting three phases, the objectives were (1) To find out level of situational stress among high school Teachers, (2)To find out level of personality Pattern among high school Teachers, (3) To find out significant difference among High School Teachers on Situational Stress with Certain Demographic Variables Such as a) Gender, b) Age, c) Educational Qualifications, d) Subjects taken (4) To find out level of Situational Stress in relation to Personality Pattern of High School Teachers after Experimentation, (5) To find out significant Relationship between Situational Stress and Personality Pattern of high school Teachers. The sample consisted of 200 high school teachers. Percentage analysis, t-test, F-test and Pearson-Product moment correlation of co-efficient, were used for analyzing the data. The result shows that there is a. Relationship between Situational Stress and Personality Pattern of high school Teachers.

Introduction

As human beings we have achieved a level of material progress and not have even attained prosperity and bliss in our life in the present context. The marvels of modern technology have given us enormous power over the forces of nature. We have conquered many obstacles and barriers of live but still we are not happier in the day to day life. There are many who are quite eager to take the credit for the progress that mankind has achieved. Religionists, educationists, scientists, politicians and economists- are all quick to claim that humanity is indebted to them for progress. Let us turn the spotlight on ourselves and ask ourselves to declare in all honesty if we also have been responsible for failing to bring peace and happiness to our fellow beings. Never before in the history of the world, has the human race been in such great need to be free from conflict, stress, ill-feeling, selfishness, decent and strife. We are in dire need of peace and free neither from stress nor only in our personal life at home and work, but also at the global level. The tension, stress, anxiety and fear arising from the conflict are not only disruptive but continue to exert a constant drain on our well-being, mentally and physically. The mind is the ultimate source of all happiness and misery. For there to be happiness in the world or in the work environment, the mind of an individual must first be at peace and happy. Today, especially in many so-called affluent societies, people are facing more problems, dissatisfaction and mental derangement in their work environment of the world. This is because men have become more work bound in nature. Their stress, tensions, fears, anxieties, and insecurity disturb their minds. This state of affairs has become the biggest problem in many countries. Since people have not learnt to maintain contentment in their lives hence naturally they will experience UN satisfactoriness **(Dhammananda, 2001).** Current life is full of stress with rapid changes occurring in the environment. Stress has become an inevitable part of human life. It is an emotional, intellectual or external change, demand and/or pressure. Now everyone is knowingly or unknowingly in stressful condition in their day to day work and in life.

[1] *Ph.D Scholar, Bharathiar University, Coimbatore*

[2] *Principal, CK College of Education, Cuddalore*

Stress has been identified as one of the factors related to teacher attrition and is believed to be a cause of high teacher turnover and absenteeism in parts of the Pacific **(Hammond & Onikama, 1997)**. Results of these studies indicate that in seven of the ten locations, teachers who said they might leave teaching within the next two years experienced higher degrees of stress and burnout than their non leaving peers **(Pacific Resources for Education and Learning R&D Cadre, 1998)**. These potential leavers displayed more emotional exhaustion, greater feelings of depersonalization, and less personal accomplishment in their jobs. These findings are corroborated by research conducted by **Kyriacou and Sutcliffe (1979),** who acknowledged that the intention to leave teaching is associated with teacher stress.

Certain features to our personality that make us unique as people; however there are many aspects of our personality that are similar to other people. These similar personality factors are called Personality Traits. Research has indicated that certain personality traits can make us more vulnerable to stress. In stressful situations, all personality types display symptoms that are disadvantageous to others and unproductive for themselves. The kinds of circumstances that induce stress also vary from type to type. Although any type can display any symptom from time to time, different types specialize in specific behaviors.

Research has indicated that certain personality traits can make us more vulnerable to stress. People with such traits are known as extrovert personalities. Extroverts tend to be more competitive, more impatient, have time urgency when compared to the more relaxed and laid back introvert personalities. It's important to realize that we are all a mixture of type Ambivert personality traits but if we are excessively type extrovert this can make us more vulnerable to stress. We all need stress in order to survive. However, when stress becomes excessive it can be very damaging. It can harm: health, happiness, work performance, team spirit and co-operation, relationships, personal development.

Stress Management is an important part of daily living for everyone. Stress management involves, at the simplest level: recognizing the symptoms of stress, identifying the causes, taking action to address the causes and thereby reduce the symptoms, where necessary, taking interim steps to relieve the symptoms until the underlying causes have been addressed. There are many healthy ways to manage and cope with stress, but they all require change. Either change the situation or change reaction is required. Managing stress is all about taking charge: taking charge of thoughts, emotions, schedule, our environment, and the way to deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on. Coping with stress involves learning how to think constructively, to solve problems, to behave flexible and to provide oneself with feedback about which tactic work and which do not. Stress management starts with identifying the sources of stress in life.

In the light of above, the investigator has realized the need and has made an honest attempt to reduce the situational stress of High School teacher by the way of developing a suitable remedial programme to reduce it and attempted a research inquiry on Effect of Remedial Program for Situational Stress in Relation to Personality Patterns of high school Teachers.

Statement of the Problem

The Problem was stated on **"Effect of Remedial Program for Situational Stress in Relation to Personality Patterns of high school Teachers"**

Operational Key Terms Definitions
Effect

The investigator defined "effect" means something brought about by a cause or a result or an outcome. Here in the present investigation the investigator considered effect as the change or reduction of situational stress of high school teachers after adapting the developed remedial program in comparison with before adapting the remedial program. Therefore the high level situational stress phenomenon that

directly made effect through remedial program and it is reduced to another level of situational stress phenomenon or not.

Remedial Program

The remedial program is considered as by the investigator is an agent or therapy or strategy that cures or correct or intended to correct or improve deficient behaviour in a specific supplying remedy. Here the developed program for the reduction of situational stress or high school teacher is called as remedial program.

Situational Stress

The researcher defined and considered situational stress as an adaptive response to an external factor that result in physical, psychological or behavioural deviation in an individual in a particular situation or working environment. And also it is a perceived inability of an individual to deal with a work environmental demand or work situation. Further it is the reactions of the teachers to threatening factors in their work environment.

Personality Pattern

The researcher defined personality pattern is extrovert, introvert and Ambivert. This operational Definition of personality pattern-extrovert, introvert and Ambivert has been considered and found from the work of **Eysenck and Eysenck (1958).**

High School Teachers

The students for studying in the classes from 6th to 10th are called as high school students, and the school which they have been studying is called high school. The teachers teaching high school students are called high school teachers.

Objective
1. To find out level of situational stress among high school Teachers
2. To find out level of personality Pattern among high school Teachers
3. To find out significant difference among High School Teachers on Situational Stress with Certain Demographic Variables Such as a) Gender, b) Age, c) Educational Qualifications, d) Subjects taken
4. To find out level of Situational Stress in relation to Personality Pattern of High School Teachers after Experimentation
5. To find out significant Relationship between Situational Stress and Personality Pattern of high school Teachers

Hypothesis

Based on the above objectives hypothesis was formulated

Method of the Study

Research methods adapting different phases of this present research study are discussed hereunder. The present research study has been carried out in three phases. In phase-I, the level of situational stress of high school teachers and the personality pattern of high school teachers has been assessed through descriptive survey method by administrating Rating Scale on Situational Stress (RS-SS) and Extrovert-Introvert Inventory (E-I I) subject to item analysis and establishing reliability and validity developed by the investigator by using stratified random sampling technique. Further the relationship of situational stress with personality pattern of high school teachers has been also found.

In phase–II, remedial program is developed and validated based on the assessment of the level of situational stress of high school teachers. Finally in phase-III, the developed Rating Scale on Situational Stress (RS-SS) Extroversion and Introversion Inventory (E-I-I) has been taken as pre test before

experimentation with developed remedial program. Then the developed remedial program is experimented to the identified high school teachers who possessed high level of situational stress.

Further during, after and after 15 weeks of experimentation of the remedial program, the same Rating Scale on Situational Stress (RS-SS) is used by the investigator as progressive, post and retention tests. At the end of the experimentation, the personality pattern of the high school teachers were assessed through Extrovert-Introvert Inventory (E-I I) for finding the relation with situational stress at the end of the experimentation. The single quasi experimentation methodology is adapted for the experimentation of the developed remedial program to the high school teachers for reducing situational stress of high school teachers. The following flow chart shows the research procedures adapted in different phases of the present research investigation.

Sampling Procedure

The area of the study for the assessment of situational stress and personality pattern of high school teachers was Ariyalur District in TamilNadu the researcher selected 200 high teachers under purposive sampling.

Data Collection

Thus the data formulated for the present study has been collected in the following stages.

The Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-I I)   was administered to the sample of 200 high school teachers in Phrase –I. Thus the data is formulated for the present investigation in the first stage.

In Phrase – III, the investigator implemented the developed remedial programme to the chosen 60 high school teachers (Extrovert-26, Introvert-15 and Ambivert-19) who had high situational stress. Before, during and after remedial programme experimentation with chosen 60 high school teachers, a pre, progressive, post and retention stages of assessment have been conducted by the investigator with Rating Scale on Situational Stress (RS-SS). Before and after remedial programme experimentation with chosen 60 high school teachers, a pre and post assessment have been conducted by the investigator with Extrovert and Introvert Inventory (E-I I). Thus the data is formulated for the present investigation in the next stage.

Statistical Techniques used in the Study:

The data thus obtained were analyzed by using appropriate statistical techniques. Percentage analysis, t-test, F-test, and co-relational test.

Analysis of the Data

Table.1 Numbers and Percentage of High School Teachers in respect of High, Medium and Low Level of Situational Stress

Variable	High		Medium		Low	
	N	%	N	%	N	%
Situational Stress	60	31.00	74	36.00	66	33.00

It is found that 31% of high school teachers had high level of situational stress in their teaching profession. Regarding medium level of situational stress of high school teachers in their teaching, 36% of high school teachers had medium level of situational stress. Only 33% of the high school teachers had low level of situational stress in their profession.

Table .2 Numbers and Percentage of High School Teachers in Respect of Extrovert, Introvert and Ambivert Personality Pattern

Variable	Extrovert		Ambivert		Introvert	
	N	%	N	%	N	%
Personality Pattern	58	30.00	77	39.50	65	32.50

It is found that 30% high school teachers have the personality pattern of extrovert in nature. 32.50% of high school teachers have fall in the category of introvert in nature. 39.50% of high school teachers have ambivert personality pattern.

Table.3 Mean and SD scores of High School Teachers on Situational Stress with Certain Demographic Variables and the calculated' and 'F' Values

S.No	Variables	Items	N	Stress		F/t
				Mean	SD	
1	Gender	Male	084	197.01	22.68	0.135@
		Female	116	196.60	19.88	
2	Age	20 to 24	004	203.50	15.00	4.776**
		25 to 30	039	191.58	18.25	
		30 to 40	091	193.51	19.52	
		40 to 50	061	202.24	22.55	
		50 and above	005	224.60	24.37	
3	Educational Qualifications	D.T.Ed	037	190.94	17.77	1.904@
		Graduation	079	197.17	18.57	
		Post Graduation	084	198.97	24.17	
4	Subjects taken	Arts	079	199.62	22.83	2.192*
		Science	109	195.81	20.18	
		Vocational	012	186.83	12.94	

Gender

The calculated value **0.135** of high school teachers on situational stress is not significant at 0.05 levels**.** Hence it is found that the mean scores of the men teachers (197.01) and women (196.60) do not vary.

Hence the formulated hypothesis there is a significance difference in the situational stress of High School teachers due to variations in their gender is rejected.

It is concluded that the men and women high school teachers do not vary on situational stress.

Age

The calculated 'F' value **4.776** of high school teachers on situational stress is significant at 0.01 level.

It is found that 50 and above years age of high school teachers (224.60) have higher level of situational stress followed by 20 to 24 age (203.50), 40 to 50 age (202.24), 30 to 40 age (193.51) and 25 to 30 age (191.58).

Hence the formulated hypothesis there is a significance difference in the situational stress of high school teachers due to variations in their age is accepted.

It is concluded that the50 and above year's age of high school teachers have more situational stress followed by 20 to 24 age, 40 to 50 ages, 30 to 40 ages and 25 to 30 ages.

Educational Qualification

The calculated 'F' value **1.904** of high school teachers on situational stress is not significant at 0.05 levels**.**

Hence it is found that the mean scores of the D.Ted qualified teachers (190.94), graduation (197.17) and post graduation (198.97) do not vary.

Hence the formulated hypothesis there is a significance difference in the situational stress of high school teachers due to variations in their educational qualifications is rejected.

It is concluded that the educational qualifications of High School teachers have not made any significant difference on situational stress.

Subjects Taken

The calculated 'F' value **2.192** of high school teachers on situational stress is significant at 0.05 levels.

It is found that arts subject taken high school teachers (199.62) have higher level of situational stress followed by science (195.81) and vocational (186.83).

Hence the formulated hypothesis there is a significance difference in the situational stress of high school teachers due to variations in their subject taken is accepted.

It is concluded that the arts subject taken of high teachers have more situational stress followed by science and vocational.

Table.4 Number and Percentage of Situational Stress in relation to Personality Pattern of High School Teachers after Experimentation

Before Experimentation		After Experimentation		
		Situational Stress		
Personality Pattern	High Situational Stress %	High %	Medium %	Low %
Extrovert	43.33(26)	6.6(4)	23.33(14)	13.33(08)
Introvert	25.00(15)	1.6(1)	05.00(03)	18.33(11)
Ambivert	31.66(19)	6.6(4)	16.66(10)	08.33(05)

43.33% of extrovert, 25% of introvert and 31.66% of ambivert of high school teachers who had high level of situational stress had been taken into experimentation with developed remedial program.

After the experimentation, it is found that out of 43.33% extrovert high school teachers who had high situational stress, 13.33% changed into low level of situational stress and 23.33% of high school teachers changed into medium level of situational stress. But 6.6% of extrovert of high teachers who had high situational stress had the same high level of situational stress even after the experimentation with developed remedial program. As in the case of introvert personality of high school teachers, 25% has been taken into experimentation out of which 18.33% of high school teachers had low level of situational stress and 5% of high school teachers had medium level of situational stress after experimentation with developed remedial program. But 1.6% of introvert high school teachers had high situational stress even after the experimentation with developed remedial program.

Considering the ambivert personality of high school teachers who had high level of situational stress before experimentation (31.66%), 8.33% of high school teachers had low level of situational stress and 16.66% of high school teachers had medium level of situational stress after experimentation with developed remedial program. Remaining 6.6% of ambivert personality of high school teachers who had high level of situational stress has been never changed after experimentation with developed remedial program. It is found that regarding as a whole of high school teachers who had high level of situational stress, 45% of high school teachers became medium level of situational stress and 40% of high school teachers became low level of situational stress after experimentation with developed remedial program. Remaining 15% of high school teachers who had high level of situational stress had not been changed even after experimentation with developed remedial program.

Table.5 Relationship between Situational Stress and Personality Pattern of high school Teachers Significant at 0.01 level**

	Situational Stress	Personality Pattern
Situational Stress	1	0.73**
Personality Pattern	0.73**	1

Conclusion

From these specific findings the investigator has concluded that the developed and validated remedial program to reduce the situational stress of High School teachers is effective and it is assured in every stage of experimentation.

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