



## Survey of Professional Stress and Self-Concept of Teachers Working at various levels from 1990-2015

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**Abstract:** *The research for the review literature is one of the first and foremost important steps in the research process. The search for related literature is a time consuming but fruitful phase of any research programme. In this article, the researchers were made an attempt to present findings from the collected related literature from 2001 to 2015 on professional stress and self-concept. The main motto behind this article is, the review literature provide meaning to research work. It will be helpful in formulate objectives and hypothesis clearly and carry out the research activity systematically to bridge the gaps to a great extent.*

**Key words:** *literature, livelihood, stability, psychological*

### Introduction

Stress is a function of an inexorable tendency to cope with a topsy-turvy environment. A professional stress is any force that pushes a psychological or physical factor behind its range of stability, producing a strain with in individuals. There is a growing awareness of the importance of the role of the jobs in difference aspects of life because having a job is not only a means of livelihood, but also a way of having a direct relationship with an individual's mental and physical health. In fact a job or profession will affect the total pattern of life and helps to determine the income level and economic security. According to the World Health Organization (WHO), about 400 million people around the world suffer from mental disorders, this number of mental disorder cases could be a reflection of the stressful lifestyle that are prevalent in the new millennium. Infact professional stress has been identified as the 20<sup>th</sup> century disease (Bailey, 1980) studies Cooper and Cart Wright (1994), Kinman.B,1998,

Spielberger and Rehieser (1994) have identified, amongst other stressors professional stress as one of the cardinal militating factors against employee well-being and effective performance. Professional stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of the job and the capabilities, resources and needs of the employee to cope with the job demands. (Akinboye, Akinboye and Adeyemo, 2002) professional stress is pervasive and invasive stress in the work place has assumed increased importance in recent times the world over. Any professional can be a candidate for burn out if they do not know how to avoid and manage daily stressors. High level of professional stress often leads to job dissatisfaction, absenteeism, turnover and burn out. Burnout is a Pathological syndrome in which emotional depletion and maladaptive detachment develop in response to prolonged professional stress (Niku,2004).

### Stress in Teaching Profession



Consideration of the school as an institution that should contribute to the overall development of each student influenced by the numerous roles of the teacher such as guide, friend, philosopher, navigator, mentor, motivator, model, evaluator, role of regulator, role of partner, etc. Over the past 50 years education has become more complex. The demand for quality and accountability in education had also increased. These demands have increased pressure on teachers, with the result that teaching is now regarded by teachers as highly stressful. As observed by Lhospital and Gregory (2009) teachers today face high stress that can compromise their well-being, longevity in the profession and the quality of their interactions with students. Teacher stress may lead to severe negative consequences such as job absenteeism, teacher turnover, reduced output and health problems. At the personal level, it may result in burnout, which is characterized by emotional exhaustion, depersonalization, reduced personal accomplishment and reduced teacher competence. Winfield (2000) indicated that the prevalence of professional stress among academic and general staff of universities from across the globe alarmingly wide spread and increasing. Stress in teaching is an ongoing issue of concern for those involved in education. Teacher stress is defined as experiences in teachers of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). The work of the teacher is a physically and mentally challenging. A teacher needs a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which is

a routine for a teacher towards a lot of stress to the teachers (Surinder, 2011).

#### Self-Concept

Self-concept is a fundamental internal standard or criterion of personality that, as a referent function, regulates and directs the behaviour and activities of the individual. Self-concept has been referred to as a personality characteristic. Recent work by personality researchers has indicated that personality traits such as the big five (neuroticism, extraversion, conscientiousness, agreeableness and openness) are "Core" characteristics that are not subject to change, while self-concept is defined as malleable personality characteristic. They define it as such because self-concept can be influenced by context, life events and environmental factors. Self-concept is a multi-dimensional construct and have determined that the causal effects of personality on behaviour are more likely to be mediated some extent by self-concept.

Self-Concept at work – Self-concept is the ability to reflect on one's own traits, skills and behaviour. Traits, Competencies and Values are the three factors that are part of self-concept. Traits are specific patterns of behaviour that exist within an individual. These traits lead to the idea that other people will view an individual based on these repetitive trait behaviours.

**Competencies** - This is when an individual grows to understand what skills, abilities and knowledge they have in an organizational environment. Once these skills are identified the individual will create a self-concept about where they excel at work.

**Values** – The last part of the self-concept deals with an individual's values, which



are concepts and beliefs about their behaviour. An individual's values can be determined by their actions and verbal expressions.

**Relation between professional stress and self-concept**

Self-concept is associated with stress. Self-concepts are images people have about themselves and this perception of self is an important factor in evaluation of a situation as stressful or otherwise. A fundamental premise of rational emotive therapy states that stressful conditions do not exist in their own right but vary significantly in relation to the perceptions and cognitions of those who react to these conditions. Self-concept embraces self-esteem, self-image and self-confidence.

Research studies such as Popoola and Ilugbo(2005) and Kokkinos (2007) show that self-concept has a pervasive influence of the perceptions of stress and distress. Akinboye and Adeyemo (2002) found that some people are generally less stress prone depending on the personality traits. Self-concept is the dimension that significantly determines the choice of activities which a person enters, and the success of their performance, so the consideration of teachers self-concept is justified. Researchers have shown that teachers with high self-esteem which is the evaluative dimension of self-concept are more successful in their profession (Schultz and Hausafus, 1982).

**Need:** Research is a continuous process thus research in any field will be effective when the researcher is aware of previous studies. A survey of previous related research helps the researcher to know the facts and other information about the topic he/she selected. Basing on this feature, the authors are going to present the survey on the researches from 2001

to 2015 on "Professional Stress and Self-concept of Teachers".

Paulik.A.K and Karel (2001) examined the modulating effect of hardiness, optimism and self-concept on subjective evaluation of occupational stress among 158 university teachers. The results of the study proved the effect is to be similar to those in comparison work load of teachers at other schools. The results further, indicated hardiness, optimism and self-concept are positive personality characteristics which facilitate coping with the demands of teaching. The personality factors appear to be effective buffers against the impact of stress among these teachers.

Mani.R.S (2002) determine the relationship between teacher's personalities and their stress levels on work related factors. A sample of 444 teachers working in higher secondary schools including 186 male teachers and 258 female teachers selected randomly from 24 selected schools of Andhra Pradesh. The results indicated that, there was a significant regression of personality on the predictor variables such as time pressure, administrative problems and pupil misbehaviour. The neurotism (low self-concept) personality dimension showed significant negative correlation with educational changes. A significant positive correlation is found between high self concepted teachers and time pressures, administrative problems and pupil misbehavior.

Shen et.al (2002) investigated the relationship between stress, coping strategies and personality characteristics of teachers. The big five factor inventory and a teacher coping strategy scale were administered to 235 primary and secondary teachers of south Africa.



Factor analysis revealed that there were three types of strategies in coping with occupational stress viz., active, passive and self-control. Correlation analysis showed significant positive correlation between passive coping strategies and high level self-concept personalities (extraversion) and negative correlation between passive coping strategies and agreeableness. A significant negative correlation found between self-concept coping strategies and neuroticism. Meanwhile a significant positive correlations found among self-control coping strategies, extraversion, agreeableness and consciousness were found. It is concluded that teacher's coping strategies are correlated with their personality characteristics.

Jurado.N (2005) aimed to examine the association of personality with self-concept as main factor and other individual and working conditions with depressive symptoms. A sample of 498 teachers answered a questionnaire concerning individual and work characteristics, some job related perceptions and the wish to change jobs. Depressive symptoms were associated highly with low self-concepted males and females and also youngsters were facing depressive movements greater than aged subjects. There was a significant relation between job satisfaction and high job stress. Teachers working under private management expressed high scores of professional stress and showed interest in changing the jobs. They also experience lowered scores of self-directedness.

Kukinos,C.M (2007) conducted a cross sectional study sought to investigate the association between burnout, personality characteristics and job stressors in primary school teachers

from Cyprus. A representative sample of 447 primary school teachers were completed measures of burnout, personality and job stressors along with demographic and professional data. Results showed that both personality characteristics including self-concept, self-esteem, type-A, Type-B etc., and work related stressors were associated with burnout dimensions. There was a significant difference between the teachers who have high self-concept and low self-concept, means high self-concept teachers are better dealing with stressful professional situations than that of low self-concept teachers. Neuroticism (people who have low self-concept) was a common predictor of all dimensions of burnout. Managing student misbehaviour and time constraints were found to systematically predict dimensions of professional stress among teachers.

Popoola, Bayode, Isaiah and ILUGBO, Esther Ajoke (2010) investigated the stress level of female teachers in OSUN state teaching service and determined the relationship between stress and each of the personality traits of self-concept, extraversion, locus of control and achievement motivation using a sample of 370 teachers drawn from 50 randomly selected primary and secondary schools in OSUN state. Data were collected using four standardized personality instruments and a stress assessment Inventory (SAI). The results showed that 80.3% female teachers in OSUN state teaching service had low level of stress and that there was no significant relationship between stress and each of personality traits of extraversion, locus of control, self-concept and achievement motivation. The results also showed that marital status of female teachers significantly influenced the



stress experienced by them. specifically, women who were divorced experienced more stress than those who were single substantial predictors of the level of stress experienced by female teachers in OSUM state teaching service.

Mills (2009) studied the causal factors in teacher stress and morale. Through this study, factors that create stress for the teachers are discussed and categorized into familiar sections including pupils, working conditions, working in an organization, the effect of management, the self-concept and role conflict, selection, training, assessment, pay and promotion are dealt with together in an additional category. The major findings of the study were (i) the teachers with high self-concept are able to manage the stressful situations of their profession (ii) there is a significant difference in the levels of self-concept with regard to gender, age and experience i.e. male showed high self-concept levels, old aged showed better self-concept levels than youngsters and experienced teachers showed high and positive self-concept than beginners. After the findings are discussed, conclusions and recommendations are made for the improvement of morale and reduction of stress in the teaching profession. Many of the conclusions are linked closely to the self-concept of the teacher. This self-concept appears to be the focal point in which the problems besetting the teacher meet and are dealt with in either a positive or negative manner. Many of the recommendations are made have the effect on the self-concept of the teacher as a prominent feature. The stress providing situations experienced by teachers seems to be reaching unacceptable levels. The physical and mental welfare of teachers is called upon to be monitored in order to reduce the

harmful effects that poorly motivated teachers may have on pupils and in order to reduce the physical and mental difficulties apparently being suffered by the teaching profession.

Poraj.G (2009) made an attempt to define the relation between burnout in the teaching profession and personal traits in the context of two criteria, gender and the place of employment. A sample of 390 teachers (312 women and 78 men) was administrated with Maslach burnout Inventory (MBI) and NEO-FFI Inventory for measuring personality. The results provide evidence that the relationship between distinguished neuroticism and extraversion. It has been noticed that there is an association between conscientiousness and professional effectiveness. Although men and women have different personality traits, there are no differences between their levels of self-concept, but there was a significant difference in their range of burnout syndrome. The most distinct symptoms of burnout were revealed by junior high school teachers. A raised competence and high self-concept decrease the burnout.

Afseaneh Zamani Rad and Rohany Nasir (2010), investigated the relationship between burnout with career self-concept among teachers and differences is burnout and career self-concept based on gender. A sample of 200 teachers from Mashhad, Iran were administered with the Maslach burnout inventory and a questionnaire to measure career self-concept prepared by the researchers. Results indicated that there is a significant relationship between teachers burnout and career self-concept, male teachers showed more burnout than female teachers. There is a significant difference in career self-concept between



male and female teachers. This study also found a negative correlation between burnout and career self-concept among Irani sample. This research proved that samples with high burnout have low self-concept lead to feeling of worthlessness, unmotivated, dissatisfaction with work and consequently lead to decrease in career self-concept.

Suhail Ahmad Khan (2010) stated that self-concept is the sum of all our thoughts, feelings and belief about yourself. The self-concept may be positive or negative. This paper focuses on self-concepts of secondary school teachers and its relationship with their professional adjustment. The research was correlated in Aurangabad, Maharashtra on a sample of 50 teachers. Self-concept of teachers was assessed with the help of Personality Differentials (PD) scale by Agarwal and the teacher adjustment was measured with the help of Teacher Adjustment Inventory by Mangal. The results revealed that secondary school teachers have negative self-concept and the level of their adjustment is also poor. The coefficient correlation between positive self-concept and teachers adjustment of secondary school teachers of Aurangabad is negative and negligible.

Blagica zlatkovic, Snezana Stojilkovic, Gordana Dijigic and Jelisaveta Todorovic (2012) conducted a study on the association of teachers' self-assessment of the effectiveness in different teachers' roles performing and their self-concept. A sample of 120 teachers were given self-concept scales and the inventory of teachers' roles. The results show that self-assessed effectiveness in all teachers' roles is significantly correlated with global competence dimension of self-concept that indicates subjective feeling of

capability for any action and its successful performance

Anene Mmaduakonam and Obi Ifeoma.E (2015) made an attempt to find out whether personality traits such as achievement drive, high competitive tendency, high level of anxiety and self-concept are determinants of occupational stress. The sample consisted of 1000 teachers made up of 450 males and 550 females drawn through multi stage sampling technique. The instrument for the study was a structured questionnaire tagged Personality Traits and Stress (PTS)'. The findings of the study revealed that teachers with a low self-concept exhibit significantly higher level of stress than teachers with high self-concept. Based on the findings it was recommended among others that teachers should be exposed to stress management techniques through seminars and workshops.

### Conclusions

From the review of related literature on professional stress and self-concept of teachers the following factors were identified

- Self-concept plays a significant role in the relationship between teachers and their working environment.
- Teachers with positive and high self-concept were seemed to be succeeded in tackling burnout situations of their profession when compared to low self-concept teachers.
- Male teachers were having higher levels of self-concept than their female counterparts.
- Depressive symptoms were associated highly with male and female teachers who have low self-concept and most of the youngsters are become the victims of depression when compared to with senior teachers.





- Teacher effectiveness in all of their professional roles is significantly correlated with global-competence dimension of self-concept.
- Teachers with high professional stress have low self-concept lead to feeling of worthlessness, unmotivated, dissatisfaction with work and consequently lead to decrease in career self-concept.
- Teaching having high level of professional self-concept presented low levels on exhaustion and high levels of personal accomplishment directly lead to less professional stress
- The teachers who have negative self-concept showed poor adjustment levels in their profession.
- Personality characteristics including self-concept, self-esteem, Type-A and Type-B personalities and work related stressors were associated with burnout dimensions.
- Neuroticism Personality Trait (people who have low self-concept) was a common predictor of all dimensions of professional stress.
- It was also found that there was a positive correlation between teachers self-concept and psychological symptoms which were occur because of professional stress.

#### **Conclusion**

It can be concluded that teachers with high and positive self-concept show better professional competencies, managing the stressful situations of their professional life, effectively cope with stress by adopting suitable coping strategies and finally they have the ability to influence their students in all dimensions.

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