

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

**The Relationship between Personality Types and Occupational
Stress of Teachers in selected Private Higher Education
Institutions of Addis Ababa**

By

Dargie Yemane Hadush

A Thesis Submitted in partial fulfillment of the requirements for the award of a
Master's Degree in Social Psychology

Advisor: Daniel Tefera (Ph.D.)

June, 2020

Addis Ababa, Ethiopia

The Relationship between Personality Types and Occupational Stress of Teachers in selected Private Higher Education Institutions of Addis Ababa

By: Dargie Yemane Hadush

Approved by:

1. _____

Advisor

Signature

Date

2. _____

Internal Examiner

Signature

Date

3. _____

External Examiner

Signature

Date

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other University, and that all the sources of materials used for the thesis have been duly acknowledged.

Dargie Yemane Hadush

Signature _____

Date _____

ENDORSEMENT

This research project has been submitted to Addis Ababa University, College of Education and Behavioral Studies, School of Psychology for examination with my approval as University advisor.

Name

Signature

Date

Abstract

The objective of this study was to examine the relationship between personality types and occupational stress of teachers in private higher education institutions of Addis Ababa. The study employed correlational research design and the lottery method was used to select 154 participants. Two instruments were used which were Big Five Inventory (BFI) and Teachers Occupational Stress Scale (TOSS). To analyze the collected data, both descriptive and inferential statistics were applied. The findings of the study revealed that 30.3% of the teachers experienced a low level of stress, 42.8% experienced moderate levels of stress, and 26.9% experienced high levels of occupational stress. Female teachers score significantly higher occupational stress ($M=57.74$, $SD=11.24$) as compared to the males ($M=47.76$, $SD=5.24$) and the t -test yielded a statistically significant difference between the mean scores of male and female teachers on the overall occupational stress scale ($t=-4.491$, $df=143$, $P=.000$, $\alpha=0.05$). The result also indicated that there is a significant negative correlation between occupational stress and conscientiousness ($r=-0.442$, $p<0.05$), agreeableness and occupational stress ($r=-0.371$, $p<0.05$), and extraversion and occupational stress ($r=-0.347$, $p<0.05$). However, there is no statistically significant relationship between openness and occupational stress of teachers ($r=-0.002$, $p>0.05$). There was a significant positive correlation between neuroticism and the occupational stress of teachers ($r=0.211$, $p<0.05$). Moreover, the results revealed that personality has a statistically significant negative link with occupational stress ($r=-0.338$, $p<0.05$).

Acknowledgements

This thesis would not have been possible without the contribution and support of several individuals and organizations.

Special gratitude goes to God for his merciful deeds and helped me a lot in my entire life and my thesis work. I would also like to thank St. Marry for Her support throughout my life.

I would like to express my heartfelt appreciation and gratitude to my advisor, Daniel Tefera (Ph.D.) for his guidance, pieces of advice, encouragement, and corrections throughout this research work. I would like also to thank my beloved brothers Haftu Yemane and Mengesha Hayelom for providing me all the necessary materials and advice for my thesis.

Special recognition goes to Awet Berhane for his precious comments and advice on entire research work. I would like to express my heartfelt thanks and indebtedness to my friends Zinabu Kiros and Melkamu Aynalem for devoting their time to commenting, correcting, and guiding in the course of conducting the study.

Special thanks go to my friends Danayit Nigus, Tidigina Degefia, Meskerem Gizaw, and Mahlet Alemayehu for their encouragement, support, and assistance. I would like to sincerely thank my parents who are my strength, inspiration, and my life.

Lastly, I want to thank all respondents for their willingness and participation in the study.

Dargie Yemane Hadush

Table of Contents

Content	Page
Abstract-----	iii
Acknowledgements-----	iv
Table of contents-----	v
List of tables-----	vii
List of figures-----	vii
Abbreviations-----	viii
Chapter One-----	1
1. Introduction-----	1
1.1 Background of the study-----	1
1.2 Statement of the problem-----	4
1.3 Objective of the study-----	6
1.4 Significance of the study-----	6
1.5 Scope of the study-----	7
1.6 Operational definition of terms-----	7
Chapter Two-----	9
2. Review of related literature-----	9
2.1 Personality types-----	9
2.2 Occupational stress level of teachers-----	11
2.3 Personality types and Occupational stress-----	17
2.4 Gender and Occupational stress-----	20
2.5 Theoretical Framework of the study-----	23
Chapter Three-----	26
3. Research Methodology-----	26
3.1 Research design-----	26
3.2 Population and Sampling-----	26
3.3 Data collection instruments-----	28

3.4 Data collection procedure-----	30
3.5 Data analysis-----	31
3.6 Issues of instrument validation and reliability-----	31
3.7 Ethical considerations-----	33
Chapter Four-----	34
4. Results and Discussions-----	34
4.1 Results-----	34
4.1.1 Demographic characteristics of participants-----	34
4.1.2 Level of occupational stress-----	35
4.1.3 Gender difference on occupational stress-----	35
4.1.4 Relationship between personality types and occupational stress-----	35
4.1.5 Regression analysis of personality types and occupational stress-----	37
4.2 Discussions-----	38
Chapter Five-----	44
5. Summary, Conclusion, and Recommendations-----	44
5.1 Summary-----	44
5.2 Conclusion-----	45
5.3 Recommendations-----	46
Reference-----	47
Appendices-----	55
Appendix A: Background information-----	56
Appendix B: Big Five Inventory (BFI) Scale-----	57
Appendix C: Teachers Occupational Stress Scale (TOSS) -----	59
አባሪዎች-----	60
አባሪ ሀ: ዳራዊ መረጃዎች-----	61
አባሪ ለ: የስብሰባ ዓይነት መለኪያ መጠይቅ-----	61
አባሪ ሐ: የሥራ ጭንቀትን መለኪያ መጠይቅ-----	64

List of Tables

Table 1: Name and sample size of each PHEIs-----	28
Table 2: Scoring table for the occupational stress inventory of teachers-----	30
Table 3: Big Five Inventory (BFI) Scale and TOSS Pilot Test Reliability result----	32
Table 4: Correlation matrix of personality types & occupational stress of teachers-	36
Table 5: Regression analysis: Model Summary-----	37
Table 6: ANOVA Result-----	37
Table 7: Coefficients of regression-----	38

List of Figures

Figures 1: Conceptual framework of the study-----	25
---	----

Abbreviations

BFI	Big Five Inventory
GAS	General Adaptation Theory
ILO	International Labour Organization
M	Mean
NEO-PI	Neuroticism, Extraversion, Openness, Personality Inventory
OS	Occupational stress
PEF	Person-Environment Fit
PHEIs	Private Higher Education Institutions
SD	Standard Deviation
SPSS	Statistical Package for Social Science
TOSS	Teachers Occupational Stress Scale

Chapter One

1. Introduction

1.1 Background of the study

Personality traits can play a significant role within the effectiveness of organization performance and recent studies have reported that many personality traits predict specific work-related behaviors, stress reactions, and emotions well under conditions (Zamir, Hina, & Zamir, 2014). However, some individuals are more vulnerable to stressful situations than others. For example, Neuroticism is recommended to be linked to individual differences in emotional reactivity to stress (Zamir, Hina, & Zamir, 2014).

Personal elements of an individual such as evaluation of stressful events, the selection and efficiency of dealing strategies, and the impact of stress on well-being may increase or minimize the effect of stress (Ozutku & Altindis, 2011). Some individuals easily exposed to stress such as neuroticism personality but others like individuals with openness to experience personality and agreeableness are less exposed to stress (Ozutku & Altindis, 2011).

Personality can be defined as an enduring and stable characteristic of an individual which makes him unique. It is the total accumulation of an individual's unique characteristics' that anticipated being consistent and stable across situations (Asmawati, Fatimah, Norhayati, Nor Ba'yah, & Roseliza, 2014). They further considered personality, as a combination of an individual's belief, attitude, emotion, and behavior which relatively assumed to be stable and make him/her unique (Asmawati et al., 2014).

Stress could be a condition of strain on one's emotion's thought processes and wellbeing. When it's excessive, it can threaten one's ability to deal with the environment (Saravanan & MuthuLakshmi, 2017). As a result of this excessive pressure, the employees develop certain symptoms of stress like becoming nervous and worry that affects his/her performance. Stress is the general term applied to the pressures people feel in life (Saravanan & MuthuLakshmi, 2017).

In the past two decades' educational psychologists and social researchers gave much emphasis to the issue of stress (Popoola & Ilugbo, 2010). It appears to be an unavoidable characteristic within the lives of human beings and affects the day to day living. It occurs

when there is a discrepancy between the individual's interest, capability, and demands of the working environment (Pithers & Soden, 2006).

Compared to other professions, the teaching profession is at high risk for higher levels of occupational stress (Gurpreet, 2009; Aftab, 2013; Alemu, Teshome, Kebede & Regassa, 2014; Gebrekirstos, 2015; Baraza, Simatwa, & Gogo, 2016). According to these researchers, the great stressors for teachers include student misbehaviors, work overload, uncomfortable working environment, delay and non-payment of salaries, time pressure, parent's insults, and assaults, lack of motivation of students, teachers' competence and poor relationships with administration and colleagues.

Stress costs plenty within the teaching profession but little attention was given than other occupations (Gurpreet, 2009). The prices of stress within the teaching set are high in terms of wasted training for those that leave their jobs and in terms of the psychological and physical effects upon those that stay. A stressed teacher is also no longer remains a role model for the young generation (Gurpreet, 2009).

According to Chan, Chen, and Chong (2010) in their study in Hong Kong of work stress of teachers from primary and secondary schools, the results indicated that compared with one year and five years ago, 91.6% and 97.3% of the responding teachers reported a rise of perceived stress level, respectively. The study further revealed that heavy workload; time pressure, education reforms, external school review, pursuing further education and managing students' behavior and learning were the foremost frequently reported sources of occupational stress. However, the study found that there is no statistically significant difference between male and female teachers in experiencing occupational stress ($p>0.05$).

A study conducted by Popoola and Ilugbo (2010) found that all teachers experience (100%) occupational stress and only they differ in the level of stress they experience. The poor interaction of teachers with students and their parents triggers occupational stress in teachers (Ipek, Akcay, Atay, Berber, Karalik, & Yilmaz, 2018).

The link between personality types and occupational stress has been a frequently studied research topic in numerous disciplines including educational settings (Dumitru & Cozman, 2012). It helps to know how certain individuals function properly while others exposed to stressful stimuli (Dumitru & Cozman, 2012). Most of the time a competitive person,

aggressive, and hostile personality type is more experienced occupational stress. Anxious people can be more stressed at work or frustrated and dissatisfied when things don't go consistent with their plan (Mmaduakonam & Ifeoma, 2015).

Individuals with different personality types differ in their perception of the effects and consequences of stress (Ozutku & Altindis, 2011). A personality characteristic of an individual affects his/her view and the way how they experience stress. The working environment also affects the individual's capacity of managing stress. This asserts that occupational stress is not a characteristic of either the environment or individual but it is the result of the interaction between an individual and the environment (Ozutku & Altindis, 2011).

In developing countries, like Ethiopia, teachers experience a lot of challenges and stressors that affect their performance (Elleni, 2017). This results in lower quality education and affects the educational environment productivity. A study conducted by Gebrekirstos (2015) revealed that all teachers (100%) experienced a high level of occupational stress. Studies conducted by Alemu, Teshome, Kebede, and Regassa (2014) and Elleni (2017) also yielded similar results.

The rationale for conducting this research is that my observation and familiarity I have had with the problem of teachers' stress and boredom working on different levels of educational institutions. As all of we might know that teachers are the main pillars in educating and molding a generation of a given country, apart from that neither they are given due attention nor free from mental pressure for being a teacher. As of my exposure to the area, the level of stressor situation is seemingly high in private higher institutions. I worked as a teacher in a private school and had the opportunity to discuss with different teachers about the nature and prevalence of occupational stress. I have observed the problem while we discuss the issue of teaching in different circumstances. Thereafter, it has always been a puzzle for me to know the issue from a scientific standpoint whether the problem stems from the individual personality type or external factors currently working as a teacher. Accordingly, the researcher is driven by all these reasons in mind to explain the relationship between personality types and occupational stress of teachers of private higher education institutions in Addis Ababa.

1.2 Statement of the problem

In today's world, occupational-related stress influences individual performance and organization productivity in many ways. Individuals employed in one organization experience different psychological and emotional problems (Baysak & Yener, 2015). Particularly in developed countries, individuals are more prone to occupational stress and one third among the employed are struggling with occupational stress (International Labor Organization (ILO), 2002).

Darge (2002) in his study of the predominance of different sources of stress among teachers in government senior high schools of Addis Ababa reported that the main sources of teachers stress include related student's behaviour, salary and promotion, and evaluation. The findings of the study further suggest that, although salaries and benefits remained to be critical areas of teacher stress and should receive due attention, it was useful to simultaneously deal with other sources of stress of equal or secondary importance (Darge, 2002).

Nagra and Arora (2013) researched the influence of occupational stress and health among teachers. They used a random sample of 206 teachers. The results revealed that 94.2% of teachers experienced a moderate level of occupational stress. And 4.4% of teachers experienced a high level of occupational stress while 1.4% experienced a low level of occupational stress.

Boyle, Borg, Falzon, and Baglioni, 1995; Baraza, Simatwa, and Gogo, 2016) researched the nature of stress within the occupational setting and the results showed that the teaching profession is one of the foremost stressful occupations in the world. According to these researchers, teachers are more exposed to different occupational stressful stimuli and experience emotional disturbance, work overload, low achievement in their performance, role conflict, absenteeism, and burn out.

Researches conducted by Asmawati et al. (2014), Gurpreet (2009), Morris (2015), and Colomeischi (2015) discovered that there is a significant relationship between occupational stress level and personality dimensions of teachers ($p < 0.05$). These findings revealed that neurotic individuals are more experienced feeling of stress. There is a correlation between neuroticism and stress levels. Individuals with neurotic personality are more vulnerable to stressful stimuli. They also stated that the extraversion dimension, openness to experience,

conscientiousness, and agreeableness were negatively related to job stress. According to these researchers, extraversion individuals are less vulnerable to stress and function properly compared to introverts.

Reddy and Ramamurthi (1991) cited in Gurpreet (2009) explored the relationship between stress experienced on the job-age, personality, and general ability of police officers and reported that except age the other variables failed to show any contribution to stress. Age of employee's influenced the perception of stress but personality and general ability have limited contribution to the influence of stress (Gurpreet, 2009).

Dessalegn, Abebe, Bekele, Benalefew, and Berhanu (2016) in their study assessment of occupational stress and associated factors among nurses in East Gojjam Zone public hospitals, found that more than half of the nurses were experienced occupational stress. The result also shows that female nurses were perceived as high occupational stress than male nurses. Another study conducted by Gezae, Walelegn, Getahun, and Ararso (2018) also researched health care workers and found similar results. According to these researchers, there is a high level of occupational stress among health care workers. There is a significant relationship between male and female health care workers ($p < 0.01$). Males have a low level of occupational stress level (23.5%) compared to female health workers (62.8%).

Gebre Kirstos (2015) conducted a study on occupational stress among secondary school teachers and their coping strategies and found that all teachers (100%) experienced a high level of occupational stress. The possible reason suggested by the author was either the working condition of that zone is highly inconvenient, or the cost of living these days is more difficult for the teachers. Besides, the result shows that there is an insignificant difference between male and female teachers in experiencing occupational stress ($t = .633$, $df = 319$, $p = .527$, $\alpha = .05$ that is p-value is greater than alpha value, two-tailed). The author illuminated a reason for this insignificant difference among male and female teachers and suggested that this may be due to using similar occupational stress-reducing mechanisms and there is no gender-based treatment (affirmative action) given to female teachers (Gebrekirstos, 2015, pp. 143-157).

Even though there are sufficient research findings on the issue of the link between personality types and occupational stress of teachers in other countries, as far as my knowledge is concerned, in Ethiopia studies on the area of personality types and occupational stress is

limited. This shows that there is a knowledge gap on the issue of the link between personality types and occupational stress of teachers in the country. So, this study intends to fill the gap and examines whether there is a significant association between the level of occupational stress and personality dimensions of teachers.

1.3 Objective of the study

The general objective of this study was to examine the relationship between personality types and occupational stress of teachers in some selected private higher education institutions of Addis Ababa. The study more specifically addresses the following research questions:

- ✓ What is the level of occupational stress of teachers?
- ✓ Is there any significant difference between male and female teachers in experiencing occupational stress?
- ✓ Is there any significant relationship between extraversion personality type and occupational stress of teachers?
- ✓ Is there any significant relationship between agreeableness and occupational stress of teachers?
- ✓ Is there any significant relationship between conscientiousness and occupational stress of teachers?
- ✓ Is there any significant relationship between neuroticism and occupational stress of teachers?
- ✓ Is there any significant relationship between openness to experience and occupational stress of teachers?

1.4 Significance of the study

Occupational stress has been one of the major prevalent problems in the educational setting (Aftab, 2013). Previous studies revealed that teachers experience a high level of occupational stress (Aftab, 2013; Gebrekirstos, 2015). So, the study of this kind has important implications for the teaching-learning process. It has practical and theoretical as well as methodological significance. Practically the result of this study provides teachers with information related to

the level of occupational stress and its association with personality dimensions. It also helps other government bodies like school administrators and policy-makers to understand the nature of occupational stress in the teaching profession and take certain stress-reducing mechanisms.

Moreover, this study helps school counselors to understand the prevalence of occupational stress and association with the personality characteristics of teachers. A result of this research finding, the counselor can apply certain coping mechanisms that reduce the occupational stress levels in the educational setting.

Given limited studies conducted to examine the link between personality types and occupational stress of teachers in our country, this study will serve as a theoretical and methodological foundation for future research.

1.5 Scope of the study

The study is delimited in terms of its study site, target population, and the concepts it addresses. The study site is delimited in Addis Ababa city administration PHEIs only. The study was conducted in private higher education institutions particularly Gage College, St. Mary's University, Damat College, Addis Ababa Medical and Business College, Universal Technology College, International Leadership Institute, Africa Beza College, Universal Medical College, and Micro link information and Technology College. This study is also delimited conceptually focusing on the relationship between personality types and occupational stress of teachers. The variables included in this study were socio-demographic factors, personality types, and occupational stress of teachers.

1.6 Operational definition of terms

Private Higher Education Institutions: include Colleges, Institutes, University Colleges, and University's owned privately and established for educational purposes.

Personality: is a collection of consistently shown features which are unique to the individual and separate him/her from other individuals.

Personality types: is defined in this study as the combination of the five dimensions of openness to experience, conscientiousness, agreeableness, extraversion, and neuroticism characteristics that an individual separate and make him unique from other peoples.

Extraversion: Individuals with extraversion personality types tend to be sociable, being full of life, excited, cheerful, talkative, enterprising, and experience positive feelings of joy and excitement.

Agreeableness: An individual tends to experience positive humanitarian aspects of kindness, trustworthiness, caring for their physical appearance, forgiving, tolerant, valuing compromise rather than competition, helpful reluctant to enter interpersonal conflicts, avoidant of using power, or creating pressure to resolve a conflict in situations they entered.

Conscientiousness: Conscientiousness individuals are careful, organized, purposeful, planned, hard-working, determined, achievement-oriented, decisive, tidy, disciplined, 10 prepared to deal with problems, adherence to ethical principles and values, and the ability to finish a job started and the tendency to think carefully before taking action.

Neuroticism: Individuals with neuroticism personality are experiencing negative emotions of being nervous, anxious, needing the approvals of others, being suspiciousness, constantly changing moods, and being inconsistent.

Openness to experience: Individuals who are open to experience are flexible about the principles, they reject traditional gender roles, and that they approach trials with a humorous manner and show inherent interest towards new experiences.

Occupational stress: Occupational stress is defined as the negative or unpleasant outcome of the demands of tasks that teachers face in carrying out their professional roles, duties, and responsibilities.

Level of occupational stress: Teachers' occupational stress levels are categorized into low (18-41), moderate (42-66), and high (67-90) levels of stress.

Chapter Two

2. Review of Related Literature

This chapter concerns with reviewing of previous research findings. The chapter consists of the concept of personality types, occupational stress of teachers, and relationship between personality dimensions and the occupational stress levels of teachers. And it highlights the issue of gender and teachers' occupational stress. Finally, it deals with theoretical and conceptual frameworks of the study.

2.1 Personality types

Personality is the accumulation of characteristics of an individual that uniquely influences his/her cognitions, motivations, and actions in numerous circumstances. An individual's personality can cope up with occupational stress and has become a matter of concern for researchers. The success of any profession depends on the individual's characteristics he/she must effectively perform a task and have the capacity of managing occupational stress. The qualities of an individual can help him to become control and overcome stress and equipped with diversified occupations (Zamir, Hina, & Zamir, 2014, p. 21-27).

Individuals are expected to act in a consistently in several environmental conditions and different time settings. This revealed that almost all people do not have extreme personalities that change in different circumstances. Generally, an individual's personality remains constant within different settings like time, place, and different occasions (Ambachew, 2014). To understand and explain the construct of personality researchers proposed numerous personality frameworks that have varying levels of evidence of reliability and validity. However, the Big Five is the dominant personality framework which is supported by the lexical hypothesis (Ambachew, 2014).

Personality types are the fundamental dimensions or characteristics that an individual separate and make him unique from other peoples. It can be seen as a constituent of different traits that represents an individual holistically. It is based on these characteristics that can be used to identify and recognized him/her from other individuals. Researchers try to classify an individual's personality characteristics into five big domains. The five domains underlying

one's personality include openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (Yilmaz, 2014).

Modern theories described personality as one's traits that affect their perception and behavior towards the environment (Swider & Zimmerman, 2010). It also plays an important role in determining the reaction and responses when exposed to a stressful situation such as coping style and behavior. For example, narcissistic individuals have high expectations for their job design and career advancement, when these expectations are not met despite their efforts, it will increase their level of stress thus causing burnout (Swider & Zimmerman, 2010).

There is a consensus in the organizational behavior research of the personality factors often termed as "Big-Five personality types (John & Srivastava, 1999; Costa & McCrae, 2017). It is the foremost widely used personality model in contemporary psychology. The types of personality types are extraversion/introversion, agreeableness, conscientiousness, emotional stability, and openness to experience (John & Srivastava, 1999; Yilmaz, 2014).

Extraversion / Introversion: individuals with extraversion personality types tend to be outgoing, being full of life, enthusiastic, joyful, talkative, enterprising, and experience positive feelings of joy and excitement. Since extravert individuals tend to show positive emotions, they are usually defined as active, ambitious, energetic, enthusiastic, open-hearted, and communicative. However, individuals with introvert personalities are reserved, shy, and timid. The high score in the Big Five Inventory shows the individuals are related to extraversion personality whereas low score in this measurement is associated with characteristics like being distant, quiet, introverted, and preferring solitude.

Agreeableness: an individual tends to experience positive humanitarian aspects of compassion, dependability, caring for their physical appearance, merciful, open-minded, valuing compromise rather than competition, helpful reluctant to enter interpersonal conflicts, avoidant of using power, or creating pressure to resolve a conflict in situations they entered. While high scores in this measurement are associated with characteristics like humility, believing in cooperation, sincerity, and understanding, lower scores emphasize characteristics like skepticism, stubbornness, competitiveness, and being cautious.

Conscientiousness: Conscientiousness individuals are careful, organized, decisive, scheduled, hard-working, determined, achievement-oriented, decisive, orderly, well-

organized, prepared to deal with problems, adherence to ethical principles and values, and the ability to finish a job started and the tendency to think carefully before taking action. As the score increases in this measurement characteristic like; being systematic, determined, achievement-oriented, ambitious, and meticulous increase.

Neuroticism: Individuals with neuroticism personality are experiencing negative emotions of being worried, nervous, needing the approvals of others, being suspiciousness, constantly changing moods, and being unreliable. The increase of the scores in this dimension is associated with characteristics like being comfortable confident, patient, open to criticism, resistant to stress while the lower score is associated with characteristics like being anxious, nervous, and shy.

Openness to Experience: Individuals who are open to experience are flexible about the principles, they reject traditional gender roles, and that they approach trials with a humorous manner and show inherent interest towards new experiences. Individuals who show openness to experience are highly imaginative, creative, curious, courageous, fans of diversity, and freedom. Individuals who are not open to experience have traditional attitudes regarding interpersonal relationships, show strong adherence to the rules and principles, are not/cannot be creative, do not/cannot dream, do not like adventure, show absolute obedience to authority, are conservative, and adopt a standard or familiar work or behavioral patterns. High scores in this measurement indicate characteristics like creativity, analytical thinking, openness to other perspectives, and sensitivity, while low scores indicate characteristics like being traditional, conservative, and indifferent.

2.2 Occupational stress level of teachers

Interest in the area of occupational stress among teachers increased in the 1970s since then considerable research has been conducted in many countries (Dhar & Magotra, 2018). It is an important area of research for educationalists and researchers. Several surveys have taken to understand the stressful nature of teaching (Dhar & Magotra, 2018).

There is no single and universal agreement on the meaning and definition of stress. During the 18th century, stress was seen as a force and pressure towards an individual's body part (Baysak & Yener, 2015). Gradually, different researchers and disciplines give increasing emphasis on the nature of stress and contributed a lot of findings related to the concept and

effects of stress. One of the prominent researchers about stress is Hans Selye. He viewed stress as the physiological response of our body to stressful stimuli (Baysak & Yener, 2015). This concept is more concerned with the biological aspect of the body reacts to stress.

The feeling of stress in occupational settings particularly teachers is universal and cross-cultural (Gurpreet, 2009). Teachers face problems of high stress that limit their quality of life and positive interaction with their students. And a teacher who struggles to continue in his/her teaching profession gradually develops a sense of dissatisfaction and hopelessness (Gurpreet, 2009).

The teaching profession is one of the most stressful work settings that characterized prolonged discomfort and work overload (Baraza, Simatwa, & Gogo, 2016). Researches conducted by Alemu, Teshome, Kebede, and Regassa (2014), and Gebrekirstos (2015) concluded that teachers experience a high level of occupational stress. According to these researchers, the causes of teacher stress include work overload, interpersonal relations problems, school culture, family size, class size, domestic chores, student discipline, and setting of examinations.

Barkhuizen and Rothmann (2008) in their study of occupational stress of academic staff in South African higher education institutions found that work overload and work-life balance contributed significantly to the ill health of academics. Four occupational stressors, work overload, job control, resources and communication, and job characteristics contributed significantly to the commitment of academics to their institutions.

Tytherleigh, Webba, Cooperb, and Ricketts, (2005) in their study of occupational stress in UK higher education institutions of all staff categories reported that the most significant source of stress for all higher education staff (irrespective of the category of an employee) was job insecurity. The results show that staff reported significantly higher levels of occupational stress related to control, resources, relationships, and communication. But the findings revealed that the staff reported significantly lower levels of commitment both from and to their organization ($p < 0.05$). Besides, they also stated significantly lower levels of occupational stress concerning overload, and job overall, work-life balance, and lower levels of physical ill-health ($p < 0.05$).

Antoniou, Polychroni, and Vlachakis (2006) studied gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. A cross-sectional design was used. Two self-report measures were administered to a sample of 493 primary and secondary school teachers. The findings of the study reported that the most highly rated sources of stress referred to problems in interaction with students, lack of interest, low attainment, and handling students with challenging behaviour.

According to Ipek et al., (2018) teaching profession is a stressful occupation that affects the teacher's self-esteem, moral wellbeing, and self-confidence. The study further found that teachers develop different psychological symptoms such as frustration, tension, and anxiety that inhibit the routine activities of the individual and indirectly affect the academic achievements of students. Teaching is regarded as one of the high-stress occupations. Their findings also show that there is no significant difference between males and females in facing occupational stress.

Aftab (2013) investigated the relationship between teacher's occupational stress, job satisfaction, work values, and pupil control ideology of Aligarh Muslim University teachers. 608 secondary school teachers were used as a sample from 41 schools of Eastern and Western Province of India. The analysis of the data indicated that the majority of secondary school teachers' (47.70%) have less occupational stress. The finding also revealed that factors such as poor student behavior, ranging from low levels of student motivation to misbehavior, and poor relationships with administration and colleagues can lead to occupational stress (Aftab, 2013). In some cases, teachers contend with poor working conditions that include a lack of resources and poor physical features of school buildings. Also, they struggle with poor prospects concerning pay, promotion, and career development which also contribute to their stress.

Other study conducted by Saravanan and MuthuLakshmi (2017) on occupational stress among teachers of higher secondary schools in Nagappattinam District found that the majority of the teachers, 62 (51.67%), had a high level of stress, 35 (29.17%) had a medium level of stress and the remaining 23 (19.16%) had a low level of occupational stress.

Agai–Demjaha, Karadzinska Bislimovska, and Mijakoski (2015) in their study of the level of work-related stress among teachers in elementary schools of Macedonia found that the majority of the participants were perceived occupational stress as moderate. They employed a

descriptive-analytical model of a cross-sectional study that involved 300 teachers. The result shows that teachers perceived a moderate level of stress. However, there is a significant difference related to demographic factors in experiencing stress like gender, age, and work experience. Females experienced a high level of occupational stress (15.8%) than males (3.8%). Further, they concluded that the teaching profession is one of the most stressful occupations comparing with other occupations (Agai–Demjaha, Bislimovska, & Mijakoski, 2015, pp. 484-488).

Reddy and Poornima (2012) in their study of occupational stress and professional burnout of University Teachers in South India revealed that the teaching profession is a highly stressful occupation. The result found that the majority of teachers (74%) experienced a moderate and high level of occupational stress. Also, the study showed that is a significant relationship between occupational stress and burnout of university teachers (Reddy & Poornima, 2012).

Baraza, Simatwa, and Gogo, (2016) examined the levels of stress among secondary school teachers and its implication on students' academic performance in Kenya. The study found that 6.06% of the teachers experienced low levels of stress, 37.37% experienced moderate levels of stress and 56.57% experienced high levels of stress. According to these researchers', interpersonal relations, school culture, work overload, family size, class size, domestic chores, student discipline, and setting of examinations are the main reasons for stress.

Ghani, Ahmad, and Ibrahim, (2014) also explored occupational stress among special education teachers in Malaysia. A total of 92 special education teachers have participated in the study. The finding of the study indicated that the overall occupational stress level of the respondent is moderate. Among the five stressors, pupil misbehaviour is the strongest determinant of teacher stress with a mean of 3.70. Other factors that influence occupational stress include are teacher workload ($M = 3.22$), time and resources difficulties ($M = 3.11$), recognition ($M = 3.05$), and interpersonal relationships ($M = 3.00$) respectively.

Hasan (2014) conducted a comparison study of occupational stress of primary government and private school teachers of Tehsil Laksar, District-Haridwar. A total of 100 respondents participated in the study. The findings of the study revealed that in general, the primary school teachers have found to be highly stressed. Moreover, private primary school teachers have also found to be highly stressed in comparison to their government primary school

teacher counterparts. The results showed that 65% of the teachers were highly stressed, 20% experienced moderate, and 15% experienced low occupational stress.

Hatti, Aneelraj, Kalita, and Baruah (2016) explored occupational stress of school teacher's working in government and private schools. A total of 160 respondents participated in the study. The result of the study revealed that occupational stress in school teachers was a mean of 3.181 with a SD of 0.306. The findings of the study show that 27(19.6%) were highly stressed, and majority of the participants 111(80.4%) were moderately stressed. According to these researchers, the main sources of occupational stress include time management, work-related stressors, professional distress, discipline/motivation, and professional investment, and their mean ranges from 3.25 ± 0.36 to 3.60 ± 0.57 . The finding of the study further revealed that five manifestations of occupational stress include emotional, fatigue, cardiovascular, gastrointestinal, and behavioural problems, and their mean ranges from 2.71 ± 0.90 to 3.24 ± 0.65 .

Kebelo and Ananda Rao (2012) conducted a study of role stressors as predictors of psychological strain among academic officers of Ethiopian higher education institutions. A total of 369 academic officers were randomly selected. The findings of the study indicated that over 37 percent of variations in psychological strains were accounted for by the combined effects of role stressors. It was also found that role boundaries, role overload, role insufficiency, and role ambiguity were significant determinates of psychological tensions.

Selamawit and Amanuel (2014) similarly conducted a cross-sectional study of work-related stress and associated factors among nurses working in public hospitals of Addis Ababa. A total of 343 nurses participated in the study and the result of the study show that 121 (37.8%) nurses reported experiencing occupational stress. Further, the results discovered that there is a significant relationship between nurses' occupational stress and gender ($p < 0.05$).

Abiy (2014) conducted a study of work-related stress and coping strategies of the ministry of defense central command referral hospital military health workers. A total of 56 military health workers were selected using a purposive sampling technique. About 80% of the respondents perceived a considerable level of stress and the rest perceive high-level stress with none of the participants under low-level stress. The study further showed that the t-calculated (1.695) is less than the t-table of 2.00. It implies that there is no significant difference between male and female military health workers on the level of stress ($p > 0.05$).

Amsalu (2018) in his assessment of job-related stress and its predictors among nurses working in government hospitals of West Shoa Zone reported that 87(49.2%); 95%CI: 42.4%-56.5%) of nurses were occupationally stressful. Death and dying, uncertainty regarding patient treatment, conflict with a supervisor, and workload were the most sources of stress for nurses with mean scores of 2.76, 2.55, 2.5, and 2.4 respectively.

Alemu, Teshome, Kebede, and Regassa, (2014) explored the experiences and sources of stress among practicing student teachers in the Eastern region of Ethiopia. A total of 112 participants were selected from the total population of 197 using a stratified random sampling technique. The result indicated that 96% of females and 90% of male participants scored a stress level of 29 and above (out of the possible 56) indicating that they were often, stressed. Though female participants showed a higher level of stress than their male counterparts, the difference was not significant.

Gebre Kirstos (2015) in his study of occupational stress among secondary school teachers and their coping strategies in the central zone of the Tigray region found that all teachers (100%) experienced a high level of occupational stress. The result revealed that interpersonal related sources, administrative related sources, and students'-parent's related sources were the major source of teachers' stressors. Besides, the most used coping strategy by more than half of the teachers was turning to religion. What is more, the result of this study also indicated that gender, workplace, and family size do not affect experiencing occupational stress among the teachers.

Herman, Prewitt, Eddy, Savale, & Reinke, (2020) researched on occupational stress and coping mechanisms in middle school teachers. A total sample of 102 teachers and 1450 students participated in the study. The results found that nearly all teachers were characterized by high stress and high coping (66%) or high stress and low coping (28%).

Another study by Kabito and Wami, (2020) in their study of perceived work-related stress and its associated factors among public secondary school teachers in Gondar city reported that the overall prevalence of perceived occupational stress was found to be 58.2%. The finding of the study showed a high proportion of stress among participants.

2.3 Personality types and teachers stress

In behavioral sciences, personality is defined as a holistic composition of emotion, attitude, thought, and behavior (Ahmad & Ashraf, 2016). It is the totality of an individual that makes him unique. It represents the unique characteristic of an individual that are assumed to be consistent and stable patterns of responses to the situation.

Employee personality and its traits have been a well-researched topic. The increasing impact of stress in the working environment attracts attention to study the relationship between the personality types of employee and their occupational stress level (Ahmad & Ashraf, 2016).

Several individuals expressed the view that personality variables were suggested to be linked with the notion of stress like anxiety and neuroticism. A study was conducted by Yilmaz (2014) to further examine the notion of personality and stress level. These results support the claims made within the literature and personality types interact in complex ways with stress. This study backed by the evidence of (Zamir, Hina, & Zamir, 2014) which supports the ideas of positive links between personality characteristics and burnout. On the opposite side, the extraversion personality dimension has a negative relationship with stress (Zamir, Hina, & Zamir, 2014).

Aniței, Stoica, and Samsonescu, (2013) in their studies of particularities of personality traits and perceived stress at the workplace for the young workers in Romania found that there is a statistically significant connection between emotional stability and satisfaction at the workplace ($r=.482$, $p<0.05$) and between conscientiousness and satisfaction at the workplace ($r=.48$, $p<0.05$). The study was conducted in 34 entry-level workers aged between 20 to 26 years old ($M=23.74$, $SD =2.58$).

Asmawati et al., (2014) conducted a study of the relationship and influence of personality on job stress among academic administrators at a National University of Malaysia. The result of the study discovered that there was a statistically significant correlation between personality and occupational stress. The study also indicated that there is a significant positive link between neuroticism and occupational stress ($r= 0.38$), and psychoticism and occupational stress ($r=0.17$). However, the study revealed that there is a statistically negative correlation between extraversion and occupational stress ($r= - 0.26$).

Popoola and Ilugbo (2010) explored personality traits as predictors of stress among female teachers in the Osun state teaching service. They used a sample of 370 teachers drawn from 50 randomly selected primary and secondary schools in Osun State. The finding of the study indicated that 80.3% of female teachers in Osun State teaching service had a low level of stress. In addition the study found that there is no a statistically significant relationship between stress and each of the personality traits of extraversion ($r = -0.073$, $p > 0.05$), locus of control ($r = 0.047$, $p > 0.05$); self-concept ($r = -0.101$, $p > 0.05$) and achievement motivation ($r = -0.013$, $p > 0.05$). The results also presented that the marital status of female teachers significantly influenced the occupational stress level experienced by them ($F = 3.44$, $p < 0.05$).

Individual personality difference contributes to the existence of stress. Personality traits influence the level of stress an individual experience in many dimensions like how much individuals are vulnerable or exposed to stressful situations, the intensity, and pattern of emotional and physiological responses to the situation and also the length of time they might take to recover from the stressful experience (Desai & Pandya, 2017). Stress influences an individual from three perspectives. Some personality traits are easily exposed to stressors while others are affected when they react to stressful stimuli. Other personality traits do not just influence of person's exposure to stress and their possible reaction to the situation but also affect an individual's access to emotional and physiological stimulants to regain homeostatic in the stressful situation (Desai & Pandya, 2017).

Ozutku and Altindis (2011) conducted a study on the big five personality factors and other elements in understanding the work stress of Turkish health care professionals. Data were collected using questionnaires from 462 health care professionals who are working in 25 different state hospitals and 12 cities in Turkey. The results of the correlation analysis showed that extraversion was negatively linked with work stress ($r = -0.093$, $p < 0.05$), and neuroticism were positively linked with work stress ($r = 0.0162$, $p < 0.01$).

Ahmad and Ashraf (2016) in their study of the impact of occupational stress on university employees' personalities found that occupational stress has a statistically significant impact on employees' personality ($p < 0.01$). Data were collected from 200 respondents. The researchers employed correlational and multiple regression statistical tools to analyze the collected data. All variables of occupational stress (pressure at work, support at work, job

satisfaction, and nature of the job) displayed a significant impact on teachers' personality ($p < 0.01$).

Colomeischi (2015) explored teacher's burnout with their emotional intelligence and personality types in Romanian teachers. The results showed that personality influences the susceptibility of teachers to experience a feeling of occupational stress and burnout. The study further states that there is a negative link between neuroticism personality type and occupational stress ($p < 0.05$).

Another study conducted by Paola, Anna, and Barrano (2015) found that there is a significant link between personality and occupational stress ($p < 0.05$). The result shows that openness personality type is positively associated with occupational stress while emotional stability negatively associated with occupational stress. The remaining three personality types (extraversion, agreeableness, and conscientiousness) did not show a statistically significant relationship with occupational stress (Paola, Anna, & Barrano, 2015).

Zhang (2012) examined the relationship between personality traits and occupational stress among Chinese academics. The findings of the study found that neuroticism personality type is highly vulnerable to occupational stress whereas conscientiousness is less susceptible to occupational stress. The reason suggested by the researcher is that an individual with conscientiousness personality type frequently used adaptive stress-coping mechanisms. The study also discovered that extraversion and openness to experience have a moderate level of vulnerability while agreeableness was the least important factor in occupational stress (Zhang, 2012).

Mmaduakonam and Ifeoma (2015) also studied the personality traits as determinants of stress among secondary school teachers in Anambra state. They used simple random sampling and selected 1000 participants from 6036 target populations. The finding of the study shows that individuals with a personality of high competitive tendency exhibited a high level of occupational stress than with low competitive tendencies. Teachers with high anxiety experienced a high level of occupational stress and these with low anxiety levels exhibited a low level of occupational stress.

Morris (2015) examined the connection between personality traits and perceived stress levels in developing nations and the results revealed that neuroticism and stress were positively

correlated ($r=0.51$, $p<.05$). The analysis also showed that there is a significant negative association between extraversion personality and occupational stress ($r= -0.44$, $p<.05$).

Dawson and Thompson (2017) explored the effect of personality on occupational stress in Veterinary Surgeons and 311 respondents have participated in the study. The analysis of multiple regression results revealed that personality is a better predictor of occupational stress than the environment ($p<.001$). The study further found that the neuroticism personality dimension significantly predicts occupational stress ($p<.001$), and the components of neuroticism that contribute the most to stress are depression ($p = .002$) and anger hostility ($p = .005$).

Batista (2017) explored the relationship between occupational stress and instigator workplace incivility, as moderated by personality, to select organizational outcomes (i.e., perceived physical health and intent to turnover). Data were collected from 206 fulltime working adults in the healthcare industry. The findings of the study suggest that personality did play a significant role in the stress-incivility relationship. Conscientiousness and agreeableness reduced the relationship, while neuroticism and extraversion strengthened the relationship.

Melisa, Bulent, and Meral, (2016) examined the effects of family-work conflict, locus of control, self-confidence, and extraversion personality on employee work stress. The results of the study indicated that family-work conflict affects work-overload, poor work environment, and poor role congruence stressors positively and significantly ($p<0.05$). Moreover, the findings of the study indicate that there is no significant effect of extraversion personality and self- confidence on stressors ($p>0.05$).

2.4 Gender and occupational stress of teachers

Examining the gender difference in experiencing occupational stress of teachers, many researchers (Agai–Demjaha, Bislimovska, & Mijakoski, 2015; Ahmad & Ashraf, 2016; Baraza, Simatwa, & Goge, 2016; Desalegn, Abebe, Bekelle, Benalefew, & Berhanu, 2016; Gezae, Wallegn, Getahun, & Ararso, 2018) revealed the existence of a significant association between female and male teachers. Some researchers found that female teachers perceived a high level of occupational stress while other findings show male and female teachers did not differ significantly in experiencing stress levels.

According to Aftab (2013), in her study of the relationship among teachers' occupational stress, job satisfaction, work values, and pupil ideology of Aligarh Muslim University reported that greater percentage of female teachers' (54.74%) experience less stress toward their occupation than their male colleagues (39.50%). The analysis of the results revealed that males' occupational stress is significantly higher than female teachers ($p < 0.01$). Females, thus, were observed to come across less stressful experiences in secondary schools.

Zamir, Hina, and Zamir (2014) conducted a study to understand the relationship between personality and occupational stress of academic managers at the higher education levels. The results showed that female academic managers ($M = 225.28$) have higher occupational stress than male academic managers ($M = 205.88$). The mean scores on occupational stress questionnaire and personal strain questionnaire are the highest for females which indicates that female academic managers experience more occupational role stress (Female; $M = 105.27$, Male; $M = 94.03$) and personal strain (Female; $M = 72.12$, Male; $M = 63.37$).

Even if their result is not statistically significant ($p > 0.05$) female teachers have shown a low level of occupational stress in different studies (Hasan, 2014; Suleman, Hussain, & Jumani, 2018). To the contrary of this result, Gebrekirstos (2015) found that there is no statistically significant difference between males and females in experiencing occupational stress. He concluded that gender doesn't play a significant role in contributing experience of occupational stress. Gebrekirstos (2015) emphasize that the reason gender may not show a statistically significant difference in experiencing occupational stress is due to the same mechanism used both male and females in coping occupational stress. Other research findings (Alemu, Teshome, Kebede, & Regassa, 2014; Ghani, Ahmad, & Ibrahim, 2014; Ipek et al., 2018) also shown that there is no a statistically significant difference between male and female teachers of occupational stress level.

Another study conducted by Jude (2011), and Hasan (2014) discovered that there is no significant difference between male and female teachers in exhibiting occupational stress. However, the findings of Nagra and Arera (2013) found that female teachers are highly exposed and experienced a high level of occupational stress than male teachers. The study moreover shows that the overall stress level of all 206 participants was moderate level.

According to Nagra and Arora (2013) in their study of the influence of occupational stress and health among teacher educators indicated significant differences regarding occupational

stress among teacher educators with gender and marital status. The result of the t-test (3.52) of the significance of the means applied to each group indicate that male and female teacher educators differ significantly in their occupational stress scores as the values are found to be significant at both the levels (0.05 and 0.01).

Ghania, Ahmad & Ibrahim (2014) conducted a study on the occupational stress of special education teachers in Malaysia. The result revealed that there is no statistically significant difference in work stress among the respondent based on gender, marriage status, and highest academic qualification. Furthermore, the result of this study failed to show a significant correlation between teacher stress and demographic factors such as age, length of teaching experience, and the respondents' monthly salary. The analysis of t-test result revealed that there is no statistically significant difference between male and female special education teachers ($p > 0.05$).

Ipek et al., (2018) in their study of the relationship between occupational stress and teacher self-efficacy of participants showed that female participants of the study are more prone to occupational stress ($M= 2.03$, $SD= 0.67$) than their male colleagues ($M= 1.94$, $SD= 0.86$). However, the study failed to show a statistically significant difference between male and female teachers in experiencing occupational stress ($t= 0.503$, $p= 0.616$). This research finding is also supported by Jude (2011) and she found that there is no a significant difference between male and female teachers in suffering occupational stress ($p>0.05$).

Maxwell (2012) conducted a study of the relationship between occupational stress and job satisfaction among high school teachers in the North Metropole District in the Western. 118 participants have participated in the study. The analysis of independent sample T-test indicated that there is a statistically significant difference, ($t = -3.227$, $p < 0.01$), in the stress levels of educators based on their gender. The results furthermore showed that female teachers experience significantly higher levels of occupational stress ($M= 61.74$) compared to male teachers ($M= 54.25$).

Suleman, Hussain, and Jumani, (2018) examined occupational stress among secondary school heads. A total of 402 secondary school heads were selected as a sample through a multistage sampling technique in which 260 were males and 142 were females. The findings revealed that both male and female secondary school heads were found occupationally stressed concerning work overload, role conflict, strenuous working conditions, unreasonable political

pressure, under participation, and unprofitability. Comparatively, there was no significant difference between the overall occupational stress of male and female secondary school heads ($t = -1.243, p > 0.05$).

2.5 Theoretical Framework of the study

On the various theories that describe the relationship between personality types and occupational stress, a person-environment fit model is a predominant and important model for this research study. This theory will guide the whole research process. Person-environment fit was developed as the result of the works of Lewin and Muray and suggested that an individual develops a feeling of occupational stress when there is a mismatch between the environment and the personality of the person (Gatchel & Schultz, 2012).

The person-environment fit model was developed by the cooperation of different scholars predominantly the work of Kahn, French, Caplan, and Van Harrison (Hassard & Cox, 2015). The main theoretical assumption of this model is that the mismatch between individual qualities such as personality, ability, and interest on one hand and the environmental situations such as organizational structure, salary, and suitable working environment, on the other hand, creates occupational stress (Hassard & Cox, 2015). This means the skill or desires of the individuals fail to meet by the organization or the requirement of the organization fail to meet by the individual creates occupational stress.

Occupational stress is stress formulated in the workplace and caused when an individual cannot carry out the demand of the working environment (Kaur, 2011). It occurs as a discrepancy between the demand of the workplace and an employee's skill to perform a task of the requirements. Most of the time occupational occurs when there is an overload of responsibility beyond the capacity of the individual. It is a negative physiological and psychological response that occurs when the employee perceives there is an imbalance between his/her ability and the demand of the occupation (Kaur, 2011).

The person-environment fit theory takes into consideration the typical characteristics of the individual separately and in combination with the environment (Pithers & Soden, 2006). They further explained that the magnitude of stress experienced by the person is proportional to the mismatch of the person with the working environment. The person's background,

personality, and coping mechanisms of stressful situations influence the individual's tendency to exhibit occupational stress.

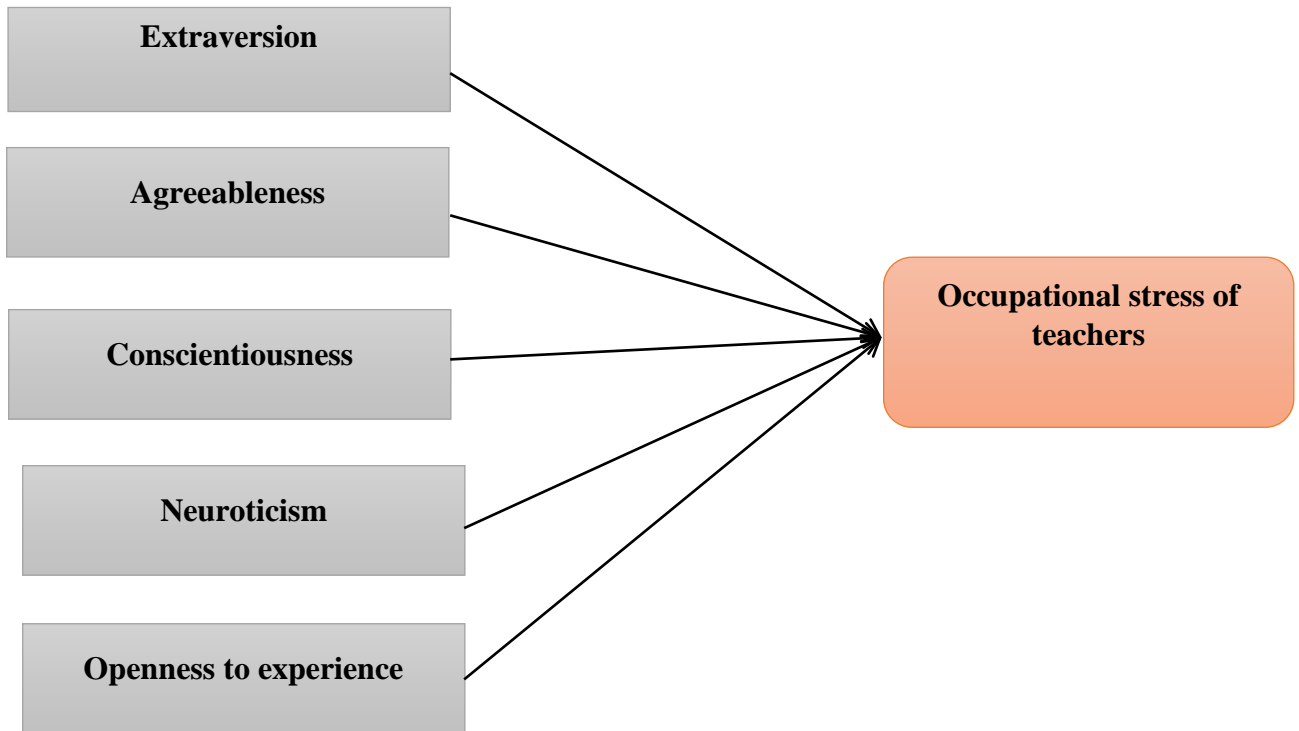
The link between the environmental factors and an individual's response to the stressful stimuli results in occupational stress. An individual's reaction to the unexpected and undesired strain related to his occupation manifests emotions like anger, worries, and tension (Maxwel, 2012). This unpleasant emotion, in the long run, leads to stress. Human beings have a state of unconditional capacity to react to things in a way that can handle them. But sometimes the response to the external stimuli differs from person to person (Maxwel, 2012).

According to Saravanan and MuthuLakshmi (2017) occupational stress has the effect of controlling and determining employee's personal and organizational behaviour. This leads to the low efficiency of the organization and low satisfaction of the employee. Thus, occupational stress can induce an individual's reaction to change the stressful stimuli by deviating from normal functioning. The inability to control and managing these stressors results in problems of the psychological and physical functioning of an individual (Saravanan & MuthuLakshmi, 2017).

To sum up, an individual's unique personality traits influence the predisposition of exhibiting occupational stress in the educational setting. Certain personality traits like neuroticism and anxiousness are highly vulnerable to occupational stress and conscientiousness personality is least vulnerable to occupational stress. So, a balance between an individual's interest, ability, and personality with the working environment is required to effectively function in the working place.

Figure 1: Conceptual Framework of the Study

The conceptual framework of the study shows the relationship between personality types and occupational stress of teachers. The independent variable of this study is personality types (extraversion, openness to experience, conscientiousness, agreeableness, and neuroticism) and the dependent variable is the occupational stress level of teachers.



Chapter Three

3. Research Methodology

This chapter describes the methodologies that are used in this thesis. It consists of research design, population and sampling, data collection instrument, data collection procedure, data analysis, and ethical considerations.

3.1 Research Design

Research design is the blueprint of this study and helps to guide the whole process. The study employed a correlational research design. Correlation design helps to examine the magnitude, degree, and direction of the relationship between the variables.

3.2 Population and Sampling

The study was conducted in Addis Ababa city administrations of private higher education institutions. The researcher selected this site for its familiarity and proximity with the study site. The target population of this study was teachers who are currently working at Private Higher Education Institutions of Addis Ababa. There are 85 private higher education institutions in Addis Ababa (HERQA, 2012). Practically, it is difficult to include all the target populations in the study. The researcher employed a lottery method of the simple random sampling method to select 9 private higher educations.

Lottery method is most of the time applicable when the population and sample size involved are relatively small i.e., fewer than 100 in the population and fewer than 50 in the sample (Kothari, 2004). Due to this reason the researcher used the lottery method to select the institutions. Even if it is difficult to precisely determine how a sample could be representative of a population, Kothari (2004) recommend that 10% of the defined population is sufficient. In this study, the researcher selected 9 (10% of 85) PHEIs as a representative of the total 85 institutions. The researcher wrote the names of all colleges on pieces of papers and drawn 9 private higher education institutions as a sample.

The researcher employed simple random sampling to select participants from each nine private higher education institutions. The researcher gave an equal chance of selection and tries to avoid bias based on participants' socio-demographic factors. Every participant of the

study had the same probability of being chosen. The reason why the researcher used simple random sampling is each participant will have an equal chance of selection. As a result of this, it is easy to generalize the result of the study to the target population. This helps to make an inference from the sample to the general population.

Sample size determination

The total target populations of the nine selected private higher education institutions were 250. Based on Yamane (1967) formula, cited in Meaza (2018), the researcher used a sample calculating formula from the total population. Yamane’s (1967) formula is applicable for determining sample size if two conditions are met. 1st, the population must be known and 2nd the population must be finite. Based on this justification and its simplicity the researcher employed this scientific formula for determining sample size out of 250 total populations. By employing Yamane’s (1967) scientific sample size determination formula each private higher education had an equal chance of selection based on their total number of employees.

$$n = \frac{N}{1 + N(e)^2}$$

Where: n= Sample size

N= Population

e= Sampling error (0.05)

$$n = \frac{250}{1 + 250(0.05)^2}$$

Therefore, based on the calculation the total sample size was 154. The total teachers in each private higher education were not the same across the nine colleges. So, the following formula was used to calculate the number of samples from each selected private higher education institution.

$$n! = \frac{nN!}{N} = \text{Where, } n! = \text{total number of sample size in each private higher education}$$

n= total number of sample size

N! = total number of population in each private higher education

N= total number of population

Table 1: Name of institutions and their respective sample size

Institutions	Total population	Sample size
Gage College	25	15
St. Marry University	60	38
Damat College	35	23
Addis Ababa Medical and Business College	30	18
Universal Technology College	25	15
International Leadership Institute	10	6
Africa Beza College	20	12
Universal Medical College	25	15
Micro Link Information and Technology College	20	12
Total	250	154

3.3 Data Collection Instruments

The data collection instrument employed in this study was a structured questionnaire. The questionnaire consists of three parts. The first part is about socio-demographic characteristics (sex, age, work experience, and academic qualification of participants). The second part is the big five scales which measure the five personality dimensions or types of individuals. The third part is the stress scale which is the Teachers Occupational Stress Scale (TOSS). These two instruments will be discussed briefly below.

The Big Five Inventory (BFI)

There are various scales (John Holland's job-personality questionnaires (1971); Eysenck Personality Inventory-Revised (EPQ-RS (1992) developed to measure the personality types of individuals (Costa & McCrae, 2017). But the Big Five Inventory (BFI) is a comprehensive

assessment inventory and applicable in different cultures (Costa & McCrae, 2017). It is an efficient and flexible assessment tool that measures the five personality dimensions.

The instrument is a 44-item scale measuring the five personality traits of extraversion, agreeableness, neuroticism, conscientiousness, and openness. The scale was developed by John & Srivastava (1999). The 44 items have five subscales and the extraversion type contains 8 items, agreeableness has 9 items, conscientiousness 9 items, neuroticism has 8 items, and openness with 10 items. The instrument uses a 5-point Likert scale and the pattern of scoring response from Strongly Disagree was given a worth of =1, Disagree a worth of = 2, Undecided a worth of = 3, Agree worth of =4, and Strongly Agree worth of =5. From the total 44 items, 14 Items were score reversely. The Cronbach alpha for each dimension was .88 for extraversion, .79 for agreeableness, .82 for conscientiousness, .84 for neuroticism, and .81 for openness. The Cronbach alpha for the total score was .83.

Examples of items from the instrument include (a) I see myself as someone who is talkative. (b) I see myself as someone helpful and unselfish with others. (c) I see myself as someone relaxed, handles stress well. (d) I see myself as someone worried a lot. (e) I see myself as someone who has an active imagination. (f) I see myself as someone who remains calm in tense situations.

Teachers Occupational Stress Scale (TOSS)

Before selecting teachers occupational stress scale the researcher investigated different scales that measure teachers' occupational stress like that of (Clark, 1980, Fimian & Santoro, 1983; Boyle et al., 1995). Even though these instruments measure the occupational stress of teachers the questions did not fit with the researchers' focus of the research area. And the scales are not shorter and easy to administer. Because of these reasons the researcher considered teacher's occupational stress developed by Aftab (2013) as appropriate for this study.

Teachers' Occupational Stress Scale (TOSS) measure teachers' occupational stress levels. It was developed by Aftab (2013) and has 20 questions. The instrument uses a 5 — point Likert scale and the pattern of scoring response category, 'strongly agree' was given a rate of 5, 'agree' a rate of 4, 'undecided' a rate of 3, 'disagree' a rate of 2 and 'strongly disagree' a rate of 1. Based on the results of pilot testing 2 items were deleted from the original instrument.

The instrument has 18 negatively worded items. For instance, (i) I am bored with my job (ii) My opinions are not appreciated by my principal (iii) My job does not satisfy me any longer.

The teachers' occupational stress score is calculated by adding the individual scores of all the items together where the possible range can be between 18-90, with a mean of 54. A low score on the TOSS indicates a low level of stress or high satisfaction toward the teacher's job, and a high score on TOSS indicates a high level of stress or low satisfaction toward the teacher's job.

Teachers' occupational stress levels are categorized into low- (18-41), moderate (42-66), and high (67-90) levels of stress following stress scores obtained. The scale has split-half reliability of 0.83. The inner consistency coefficient determined by the Cronbach alpha correlation is 0.92. The scoring table for the occupational stress level is stated in table 2 as follows:

Table 2: Scoring table for the occupational stress inventory for teachers

Label	Range of scores
Low OS	18-41
Moderate OS	42-66
High OS	67-90

The categorization of the current occupational stress level of the private higher education institutions teachers was accompanied by using the scoring system which was established by the developer of the scale and some modifications were made based on the result of pilot testing.

3.4 Data Collection Procedure

The researcher first got a letter from the school of psychology and then went to the selected private higher education institutions. Further, after due permission, the researcher made contact with the teachers and explain the objectives of the study to them. The researcher assured respondents that the information provided by them would be kept confidential. Then, after getting informed consent the researcher distributed the questionnaire. They were

illuminated to go through the general instructions given on the top of the front page of the questionnaire before filling the given items.

Furthermore, as far as the elaboration on how to fill the questionnaire is concerned, the researcher described the necessary guides. If there may be doubts and confusions the researcher made it clear by setting alternatives like telephone and email address. After completion, the researcher collected the data from the teachers and at the same time, the questionnaire was carefully checked by the researcher to see if all the items were answered or not.

3.5 Data Analysis

After gathering and collecting data the next important step is analyzing the data. The collected data was processing using SPSS (version 25). Data collected related to socio-demographic aspects of participants and participant's occupational stress level were analyzed using descriptive measures of frequency and percentage. The data collected on the link between personality dimension and OS were analyzed using the Pearson-product moment correlation. To examine the significant gender difference in the occupational stress levels of teachers T-test was used. The results were reported and presented in tables.

3.6 Issue of Instrument Validation and Reliability

The pilot test was conducted to ensure the relevance, clarity, and appropriateness of items within the objective of the study. Based on the advisor of this thesis comments and Polit & Beck (2006) recommendations at least 6 experts were required to get the accurate and acceptable results of the content validity index. The researcher distributed to 6 experts who are currently working in the INSA research center and the content validity of the instruments was reviewed. Translation of the instruments from English to Amharic version was made to contextualize and make it clear the items in the instrument. Back translation also conducted from Amharic to English version to confirm the actual and precise meaning of words used during translation.

Prior to the calculation of the Content Validity Index (CVI), the relevance rating must be recorded as 1 (relevance scale of 3 or 4) or 0 (relevance scale of 1 or 2). To calculate S-CVI/Ave, items scored as relevant are added together and divided by the total number of items. Based on the rating and recommendation of the experts' 4 items from the big five

inventory and 2 items from the teacher’s occupational stress scale were deleted that lacks relevance and to avoid redundancy of items. Few items also rephrased and modified to ensure equivalence in meaning between the English and Amharic versions. I conducted an analysis of the two instruments reviewed by the 6 experts and the result of the Scale-Content Validity Index (S-CVI) of the Big Five Inventory was 0.92 and the Teachers Occupational Stress Scale (TOSS) was 0.94. Polit and Beck (2006) recommend a Scale-CVI/Ave of 0.90.

To ensure the reliability of the instruments the researcher administered a questionnaire for 30 teachers who will not be part of the actual study. There is no rule of thumb of sample size for pilot testing but Browne (1995) recommended that 30 respondents were appropriate for conducting pilot testing. Based on this suggestion I used 30 participants as a sample. According to Sekaran and Bougie (2016) reliabilities, less than 0.60 are poor, those in the 0.70 range are acceptable, and those over 0.80 are good. During the pilot testing, 28 male and 2 female teachers participated and their age ranges from 22-55 years old. And related to their academic qualification there were 6 Diplomas, 16 Degree, and 8 Master teacher participants. Based on the results of pilot testing the Cronbach alpha for the two instruments are stated below.

Table 3: Big Five Inventory (BFI) Scale and TOSS Pilot Test Reliability Result

Subscale name	No. of items in the original scale	Chronbach Original scale	No. of items used in the study	Final Chronbach in this study
Extraversion	8	.88	8	.71
Agreeableness	9	.79	8	.78
Conscientiousness	9	.82	9	.83
Neuroticism	8	.81	8	.80
Openness	10	.83	7	.85
TOSS	20	.92	18	.90

As can be seen from the above Table 3 the pilot testing result of the Big Five Inventory (BFI) and Teachers Occupational Stress Scale (TOSS) is almost like the original scale.

3.7 Ethical Considerations

First, the researcher got permission from Addis Ababa University School of psychology to conduct the research. After that those who are willing to participate in the study made an oral agreement and got full information about the purpose of the study and remain confidential and anonymous. The researcher informed the respondents and whose name will not be associated with the publication or any other material and instead to protect the confidentiality of participants the researcher assigned codes.

Furthermore, the researcher explained deeply the goal of the study and if it harms them. They also informed the willingness to continue or discontinue during the study. The participants also informed to give information as honestly and accurately as possible. Finally, the researcher used alternative contact mechanisms like email and phone number to elaborate if they encountered problems and misunderstanding of questions.

Chapter Four

4. Results and Discussion

4.1 Data Presentation, analysis, and interpretation

This chapter deals with data presentation and discussion of the research findings. It presents the results of demographic characteristics of respondents, level of occupational stress, and the relationship between personality types and occupational stress of teachers. Finally, it deals with the discussion of the research findings with previous research studies.

4.1.1 Demographic characteristics of participants

The demographic characteristics of the respondents of this study are presented in Table 5 below. A total of 154 questionnaires were distributed to participants and 145 (94.2%) were properly filled and returned.

Out of the total number of respondents who completed the questionnaire, 118 (81.4%) were male and 27 (18.6%) were female teachers. It is evident from the result shown that there are more male than female teachers working in private higher education institutions (PHEIs) of Addis Ababa.

With regard to the age distribution, the data show that 56 (38.6%) of the respondents were in the age category 20-30 years followed by 43 (29.7%) respondents who belonged to the age category of 31-40 years. The least number of respondents 22 (15.1%) failed in the age range of 41-50 years old followed by 24 (16.6%) in the age range of 51-60 years.

The data depict that the highest percentage (N=68, 46.9%) of academic qualification of teachers included in the study was BA/BSc Degree followed by a Master Degree consisting of 56 (38.6%). The remaining respondents (N=21, 14.5%) had a Diploma.

The data gathered also revealed that 40 (27.6%) respondents have work experience between 0-5 years followed by 39 (26.9%) respondents who have 6-10 years of work experience. 31 (21.6%) respondents reported having served for more than 15 years while 35 (24.1%) respondents served for about 11-15 years.

4.1.2 Level of occupational stress of teachers

Categorization of the Level of Occupational Stress of the Teachers

The analysis of the data regarding the level of occupational stress experienced by PHEIs teachers yielded that 40 (30.3%) and 62 (42.8%) teachers have low and moderate levels of occupational stress, respectively. The prevalence of occupational stress among teachers of PHEIs included in this study is 27%. In this study, 39 (26.9%) teachers experienced high occupational stress.

The mean occupational stress scores of the respondents were 48.6 with a standard deviation of 11.09. The minimum and maximum scores obtained by the respondents were 29 and 75, respectively. The data presented show that nearly half of the teachers experienced a moderate level of occupational stress.

4.1.3 Gender difference in occupational stress

To test whether there is a significant mean difference between a male and female teacher's in experiencing OS or not, the researcher carried out an independent samples t-test. The mean occupational stress scores of male and female teachers were found 47.76 and 57.74 with SDs of 11.24 and 5.24 respectively. When the means of two groups compared, the t-test yielded a statistically significant difference between the mean scores of male and female teachers on the overall occupational stress scale ($t = -4.491$, $df = 143$, $P = .000$, $\alpha = 0.05$). More specifically, female teachers score significantly higher occupational stress as compared to males.

4.1.4 Relationship between personality types and occupational stress of teachers

The relationship between personality types and occupational stress of teachers was investigated using a two-tailed Pearson correlation analysis. These findings are presented in Table 5 below.

Table 4: Correlation matrix of personality types and occupational stress

Variables	1	2	3	4	5	6
1. Extraversion	–					
2. Agreeableness	0.237**	–				
	.004					
3. Conscientiousness	0.547**	0.489**	–			
	.000	.000				
4. Neuroticism	-0.126	-0.298**	-0.241**	–		
	.132	.000	.003			
5. Openness	0.009	0.048	0.045	-0.038	–	
	.912	.569	.588	.649		
6. OS	-0.347**	-0.371**	-0.442**	0.211*	-0.002	–
	.000	.000	.000	.001	.976	

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 4 above shows the correlation between the dimensions of personality and the occupational stress scores of teachers. As it has been clearly shown in the Table 4 above, the extraversion ($r = -0.347$, $p = .000$), agreeableness ($r = -0.371$, $p = .000$), and conscientiousness ($r = -0.442$, $p = .000$) personality dimensions had a statistically significant link with occupational stress of teachers. The result of the study showed that there is a positive correlation between neuroticism and occupational stress of teachers ($r = 0.211$, $p < 0.05$).

The finding of the study failed to reveal a statistically significant relationship between openness ($r = -0.002$, $p = .976$) and occupational stress. The analysis further determined the relationship between overall personality score and occupational stress. The analysis yielded a statistically significant moderate negative association between personality and occupational stress in PHEIs of Addis Ababa ($r = -0.338$, $p = .000$, $\alpha = 0.05$). This implies that personality and occupational stress have an inverse relationship and as an overall score of personality increase the score in occupational stress decrease and vice versa.

4.1.5 Regression analysis of personality types and occupational stress

The researcher conducted a regression analysis to determine which personality dimension (i.e. extraversion, agreeableness, conscientiousness, neuroticism, and openness) influence and predict occupational stress of teachers in PHEIs of Addis Ababa.

Table 5: Regression analysis: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.501 ^a	.251	.224	9.76667

a. Predictors: (Constant), extraversion, neuroticism, agreeableness, conscientiousness, openness to experience

As can be seen from the above Table 5, the R-square value for the regression model is .251. This indicates that personality types (openness, extraversion, neuroticism, agreeableness, and conscientiousness) in this study explain 25.1% of the variation in experiencing occupational stress of teachers.

Table 6: ANOVA Result

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4437.225	5	887.445	9.304	.000
Residual	13258.913	139	95.388	–	–
Total	17696.138	144	–	–	–

As shown in the ANOVA table (Table 6) the sample data provide sufficient evidence to conclude that the regression model was well fit. In other words, it can be concluded that personality types (i.e. openness, extraversion, neuroticism, agreeableness, and conscientiousness) predicted teacher’s occupational stress significantly.

Table 7: Regression coefficients of personality variables

Model	Coefficients ^a				
	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	T	Sig.
(constant)	96.924	13.249		7.618	.000
Extraversion	-.458	.253	-.159	-1.808	.073
Agreeableness	-.670	.300	-.193	-2.238	.027
Conscientiousness	-.756	.305	-.244	-2.483	.014
Neuroticism	.258	.264	.076	.977	.330
Openness	.052	.141	.027	.369	.713

a. Dependent Variable: OS

As shown in the Table 7 above, the regression analysis of the study revealed that agreeableness ($\beta = -0.193$, $t = -2.238$, $p = 0.027$) and conscientiousness ($\beta = -0.244$, $t = -2.483$, $p = 0.014$) personality dimensions significantly predicted occupational stress of teacher's in private higher education institutions of Addis Ababa. Specifically, the unstandardized beta (B) represents the slope of the line between personality types and occupational stress. For instance, one unit increase in extraversion results in 0.458 units decrease in the level of occupational stress.

The results in Table 7 above also display that neuroticism, extraversion, and openness to experience personality dimensions did not predict occupational stress significantly.

4.2 Discussion

This section elaborated on the research findings, examined how the research questions were addressed and discussed the implications of the results. The major findings of this study are presented in concerning the previously identified research questions in chapter one. The findings of these questions are indicated below:

4.2.1 General pattern of occupational stress of PHEIs teachers

Occupational stress is a universal phenomenon that is being progressively used in the workplace. The reason is that human beings have many biological, psychological, and social needs. When these needs are not satisfied, they experience stress (Aftab, 2013). The findings

of the current study revealed that the majority of the teachers' in PHEIs of Addis Ababa experienced a moderate level of occupation stress. The result of the study also revealed that female teachers experienced more occupational stress compared to male teachers.

The results obtained in the present study are supported by other investigations. Khurshid, Butt, and Malik (2011) reported that public sector university teachers' reported experiencing a moderate to high-level occupational role stress, whereas the private sector university teachers reported mild to moderate role stress. This means teachers whether in government or private institutions experience stress. What may vary are the stress levels. The possible explanations suggested by the researcher might be teachers encounter many overload tasks like lack of teaching materials, counselling a large number of students, poor salary, family issues, workload, and financial resources.

The current finding is similar to the results obtained by Ahghar (2008) and who reported that 40.2% of the teachers showed occupational stress at levels below the mean value, 26.6% at the mean level, and 13.42% at the level higher than the mean. The findings are also in line with the findings of Raza (2012) and found that a moderate level of stress is perceived by university teachers.

Similar results were found in a study conducted by Dahiya (2015) in the issue of occupational stress and personality traits in the Indian Manufacturing Sector. The finding of the study shows that the large scale prevalence of occupational stress among blue-collar employees in the Indian manufacturing sector as a majority of the respondents i.e., 82.4%, participated in the survey reported that perceived level of occupational stress is average and above. Among these, the percentage of respondents with a high level of occupational stress is 46.3%, while the rest 36.1% of respondents are those for whom the average level of occupational stress has been recorded. The percentage of respondents with a low level of occupational stress is the lowest (17.6%).

Gebre Kirstos (2015) in his study of occupational stress among secondary school teachers and their coping strategies in the central zone of the Tigray region found that all teachers (100%) experienced a high level of occupational stress.

4.2.2 Mean difference between male and female teachers in experiencing occupational stress

The demographic characteristics of participants indicate that there is still a huge gap between male and female teachers in private higher education institutions. This implies that even if the Ministry of Education and Addis Ababa Education Bureau are trying their best to increase the number of female-teachers in PHEIs, the gap is not yet narrowed.

The result of the current study found that female teachers experienced more occupational stress compared to male teachers. Similar findings were reported by Anbu (2015). He found that female teachers experienced more occupational stress than male teachers in higher secondary school institutions. The reason he suggested by Anbu (2015) was that female teachers apart from guiding the failure school students, have to look after their family members, they were not able to allocate equal weightage to work as well as family environment, hence this results in enhanced stress level.

A study conducted by Agai–Demjaha, Bislimovska, & Mijakoski, (2015) found that female teachers showed a high level of occupational stress compared with male teachers. Other various studies (Baraza, Simatwa, & Goge, 2016; Saravanan & MuthuLakshmi, 2017; Gezae, Wallegn, Getahun, & Ararso, 2018) also found consistent results with the finding of the current study and conclude that female experienced high level of occupational stress than male teachers. The reason they suggest in the finding was female teachers additionally involved more in domestic activities beyond their academic responsibilities.

The current finding is inconsistent with the findings of Aftab (2013), in her study of the relationship among teachers' occupational stress, job satisfaction, work values, and pupil ideology of Aligarh Muslim University reported that greater percentage of female teachers' (54.74%) experience less stress toward their occupation than their male colleagues (39.50%). Females, thus, were observed to come across less stressful experiences in secondary schools.

The present finding of the study is also contrary to the study of Jude (2011) and Hasan (2014). They discovered that there is no significant difference between male and female teachers in displaying occupational stress. However, the result is confirmed in the study conducted by Nagra and Arera (2013). They found that female teachers are highly exposed and experienced a high level of occupational stress than male teachers.

To the opposite of this result, Gebrekirstos (2015) found that there is no significant difference between male and female teachers in experiencing occupational stress. He concluded that gender doesn't play a significant role in contributing experience of occupational stress. Gebrekirstos (2015) emphasize that the reason gender may not show a statistically significant difference in experiencing occupational stress is due to the same mechanism used both male and females in coping occupational stress. The researcher suggested possible explanations for the gender difference may be due to the female teachers' experienced different workloads and tasks besides the teaching settings. Besides, male and female teachers may apply different stress coping mechanisms.

4.2.3 Relationship between personality types and occupational stress

As presented in the finding section, personality type (extraversion, neuroticism, agreeableness, and conscientiousness) has a significant relationship with the occupational stress of teachers. Specifically, there was a positive correlation between neuroticism and the occupational stress of teachers. But there was a weak and statistically insignificant relationship between openness and occupational stress.

Similar results found by O'Connor (2015) and reported a strong positive correlation between stress and neuroticism. The finding also indicated that there is a moderate negative correlation between conscientiousness and occupational stress and between extraversion personality dimension and occupational stress. But the current finding of this study is not similar to the results of the regression analysis result which was found by O'Connor (2015) that revealed that occupational stress was predicted by neuroticism.

The current finding is in line with a study conducted by Paola, Anna, and Barrano (2015) and who found a significant link between personality and occupational stress. In particular, the result shows that neuroticism is positively associated with occupational stress and which is similar to the present finding. Contrary to the current finding Paola, Anna, and Barrano (2015) found that the three personality types (extraversion, agreeableness, and conscientiousness) did not show a statistically significant relationship with occupational stress. And the openness to experience dimension is also found a significant link with occupational stress which is contrary to current findings.

Other study finding by Asmawati et al. (2014) in their study of the relationship and influence of personality on job stress among academic administrators at a National University of Malaysia also confirmed the present study result. They found that there is a statistically significant association between personality and occupational stress. Further, the finding of the study indicated that there is a positive relationship between occupational stress and neuroticism, and a meaningful negative link was found between occupational stress and extraversion which is similar to the result of the recent study.

The present finding replicates the previous study which was conducted by Dahiya (2015). Dahiya (2015) in his study of occupational stress and personality traits in the Indian Manufacturing Sector found that personality traits have a significant relationship with occupational stress. The Pearson product-moment correlation analysis revealed that all the five types of personality traits i.e., Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness were found to have a significant relationship with the level of occupational stress experienced by employees.

In the present research study, the regression results indicated that personality traits are positively and significantly related to occupational stress and could explain 25.1% of the variation in occupational stress of PHEIs of Addis Ababa. A study conducted by Dahiya (2015) also found similar results and who stated that the personality types could explain 71.5% of the variation in the value of occupational stress. He also found that neuroticism is highly responsible for occupational stress which is contradictory to the current research finding.

The previous finding of Madavi (2016) was found similar results with the current study and reported that there is a statistically significant link between extraversion and occupational stress and a statistically insignificant relationship between openness and occupational stress. The finding of the study also found that agreeableness and conscientiousness personality types were not significantly associated with occupational stress which is contrary to the present finding.

The present finding also found that conscientiousness and agreeableness personality types predict occupational stress of teachers significantly. This result is in line with previous studies (Asmawati et al.; Dahiya, 2015; and Madavi, 2016). The implication of this finding suggests that individuals with conscientious and agreeableness personality traits are less

exposed to occupational stress because they are well organized and solve stressful situations calmly and in pleasant mood.

The current findings are consistent with the person-environment fit model that guides my thesis work which was developed by the cooperation of different scholars predominantly the work of Kahn, French, Caplan, and Van Harrison (Hassard & Cox, 2015). The theory suggests that mismatch between the individuals' capacity and environmental demands create occupational stress. The finding of the study also revealed that various teachers are working in contradiction with their personality, capacity, and interest. This gradually leads teachers to experience different psychological problems like boredom, difficulty concentrating at work, easily irritated, dissatisfaction with their work, and avoid smooth communication with their colleagues.

Chapter Five

5. Summary, Conclusion, and Recommendation's

5.1 Summary

The main objective of this study was to examine the link between personality types and occupational stress of teachers in PHEIs of Addis Ababa. To arrive at the intended objectives, the study was guided by the following basic research questions.

1. What is the level of occupational stress of teachers?
2. Is there any significant difference between male and female teachers in experiencing stress?
3. Is there any significant relationship between extraversion personality type and occupational stress of teachers?
4. Is there any significant relationship between agreeableness and occupational stress of teachers?
5. Is there any significant relationship between conscientiousness and occupational stress of teachers?
6. Is there any significant relationship between neuroticism and occupational stress of teachers?
7. Is there any significant relationship between openness to experience and occupational stress of teachers?

To address the research questions, a correlational research design was applied. The population of this study consisted of a total of 250 teachers who are currently working in private higher educations of Addis Ababa and a total of 154 participants were selected as a sample. Out of this 118 male and 27 female teachers properly filled and returned the questionnaire.

Both descriptive and inferential statistics were applied in analyzing the data. To examine the link between personality types and occupational stress Pearson-product moment correlation

was used. An independent samples t-test was used to observe the difference in the experiencing occupational stress of male and female teachers.

The first research question addressed the issue related to the proportion of teachers who experienced occupational stress of teachers in private higher education institutions of Addis Ababa. The result of the study revealed that only 26.9% of teachers teaching at private higher learning institutions in Addis Ababa experienced a high level of occupational stress.

The analysis of independent samples t-test found that the mean occupational stress scores of male and female teachers were found 47.7 and 57.74, with SDs of 11.24 and 5.24 respectively. The t-test yielded a statistically significant difference between the mean scores of male and female teachers on the overall occupational stress scale ($df = 143$, $t = -4.491$, $P = .000$, $\alpha = 0.05$).

The correlation analysis of the study revealed that there is a statistically significant negative correlation between occupational stress and conscientiousness ($r = -0.442$, $p < 0.05$), agreeableness and occupational stress ($r = -0.371$, $p < 0.05$), and extraversion and occupational stress ($r = -0.347$, $p < 0.05$). However, there is no statistically significant relationship between openness and occupational stress of teachers ($r = -0.002$, $p > 0.05$). There was a significant positive correlation between neuroticism and the occupational stress of teachers ($r = 0.211$, $p < 0.05$). Moreover, the results revealed that personality has a statistically significant and negative association with occupational stress ($r = -0.338$, $p < 0.05$). However, only two of the personality dimensions which were conscientiousness ($r = -0.244$, $p = 0.014$, $\alpha = 0.05$) and agreeableness ($r = -0.193$, $p = 0.027$, $\alpha = 0.05$) predicted occupational stress significantly.

5.2 Conclusion

Based on the result of the study, the researcher concluded the following points.

- The prevalence of occupational stress among teachers of PHEIs is nearly 27%.
- There is a statistically significant difference between male and female teachers in experiencing occupational stress. The findings of the study found that the mean score of female teachers is higher than compared of male teachers.

- The analysis of Pearson product-moment correlation shows that there is a statistically significant association between personality types and occupational stress except openness to experience dimension ($p < 0.05$).

5.3 Recommendations

The following recommendations are suggested by the researcher:

- For PHEIs the significant relationship between 4 personality types (i.e. conscientiousness, agreeableness, extraversion, and neuroticism) and occupational stress is helps to understand the nature of the variables. With understanding about such an outcome, teachers could possibly reduce their occupational stress by developing and aligning their personality type with the occupational settings.
- Based on findings of the study, employing individuals with conscientiousness and agreeableness personality dimensions could influence and predicts the level of occupational stress. So, school administrates and human resource should ensure that they identify the personality type of applicants before they made any recruitment and selection decision.
- In this study, the relationship between personality types and occupational stress of teachers were tried to be examined. Future research should extend the variables like salary, working conditions, age, experience, qualification, position, and educational reforms into consideration.
- The current research was conducted in PHEIs only. So, future researchers should emphasize private and government education institutions.

Reference

- Abiy, T. (2014). Work-related stress and coping strategies of ministry of defence central command referral hospital military health workers.
- Aftab, M. (2013). *An Investigation into the relationship among teacher's occupational stress, job satisfaction, work values, and pupil control ideology*. Aligarh Muslim University,
- Agai–Demjaha, T., Bislumovska, J.K., & Mijakoski, D. (2015). Level of work-related stress among Teachers in Elementary Schools. *Journal of Medical Sciences*, 3(3), 484-488. doi.org/10.3889/oamjms.2015.076
- Ahghar, G. (2008). The role of school organizational climate in occupational stress among secondary school teacher in Tehran. *International Journal of Occupational Medicine and Environmental Health*, 21(4), 319-329.
- Ahmad, N., & Ashraf, M. (2016). The impact of occupational stress on university employees' personality. *Journal of Education and Educational Development*, 3(2). Available at SSRN: <https://ssrn.com/abstract=2942161>
- Alemu, Y., Teshome, A., Kebede, M., & Regassa, T. (2014). Experience of Stress among Student-Teachers Enrolled in Postgraduate Diploma in Teaching (PGDT): The Case of Haramaya University Cluster Centers, Ethiopia. *African Educational Research Journal*, 2(3), 96-101.
- Ambachew. T. (2014). *Birth Order Personality and Academic Achievement Motivation Among Addis Ababa University*. Addis Ababa University, Ethiopia.
- Amsalu, N. (2018). Assessment of job-related stress and its predictors among nurses working in government hospitals of West Shoa Zone, Oromia region, Ethiopia
- Aniței, M., Stoica, I., & Samsonescu, M. (2013). Particularities of personality traits and perceived stress at the workplace for the young workers in Romania. *Procedia-Social and Behavioral Sciences*, 84, 1010-1014. doi: 10.1016/j.sbspro.2013.06.690
- Antoniou, A.S, Polychroni, F., & Vlachakis, A.N. (2006). Gender and age differences in occupational stress and professional burnout between primary and high-school

- teachers in Greece. *Journal of Managerial Psychology*, 21(7), pp. 682-690. doi: 10.1108/02683940610690213
- Asmawati, D., Fatimah, Y., Norhayati, I., Nor Ba'yahA, k., & Roseliza, M.R. (2014). A study of the relationship and influence of personality on job stress among academic administrators at a National University of Malaysia: *Journal of Social and Behavioral Sciences*, 114, 355 – 359. doi: 10.1016/j.sbspro.2013.12.711
- Baraza, O.T., Simatwa, E.M., & Gogo, J.O. (2016). Levels of Stress among Secondary School Teachers and its Implication on Students' Academic Performance in Kenya: A Case Study of Kakamega North Sub County. *Greener Journal of Educational Research*, 6(2), 052-066. doi: <http://doi.org/10.15580/GJER.2016.2.032816069>.
- Barkhuizen, N. & Rothmann, S. (2008). Occupational stress of academic staff in South African higher education institutions. *South African Journal of Psychology*, 38(2), pp.321-336.
- Batista, L.C. (2017). The relationship between occupational stress and instigator workplace incivility as moderated by personality: a test of an occupational stress and workplace incivility model. Florida International University Electronic Theses and Dissertations. doi: 10.25148/etd.fidc001942
- Baysaka, B., & Yener, M.I. (2015). The relationship between perceived leadership style and perceived stress on hospital employees: *Journal of Social and Behavioral Sciences*, 207, 79 – 89. <https://doi.org/10.1016/j.sbspro.2015.10.159>
- Boyle, G.J., Borg, M.G., Falzon, J.M., & Baglioni, A.J. (1995). A structural model of the dimensions of teacher stress. *British Journal of Educational Psychology*, 65 (1), 49-67: ISSN 2044-8279.
- Browne, R. H. (1995). On the use of a pilot sample for sample size determination. *Statistics in Medicine*, 14(17), 1933–1940. doi:10.1002/sim.4780141709
- Chan, H.S., Chen, K., & Chong, Y.L. (2010). Work Stress of Teachers from Primary and Secondary Schools in Hong Kong. Proceedings of the International Multi conference of Engineers and Computer Scientists, 3, March 17-19, 2010 Hong Kong.

- Colomeischi, A. A. (2015). Teachers` Burnout in Relation with Their Emotional Intelligence and Personality Traits. *Journal of Social and Behavioral Sciences* 180, 1067 – 1073. doi: 10.1016/j.sbspro.2015.02.207
- Costa, P. T., Jr., & McCrae, R. R. (2017). The Revised NEO Personality Inventory (NEO-PI-R). *The NEO Personality Inventory. Psychological Assessment*, 2, 223-257. doi:10.4135/9781849200479.n9
- Dahiya, S. (2015). Occupational Stress and Personality Traits in the Indian Manufacturing Sector: An Analytical Study. *Journal of Human Resource Management and Organisational Behaviour*, 1(2). doi: 10.16962/EAPJHRMOB/issn.2394-0409
- Darge, W. (2002). The predominance of different sources of stress among teachers in government senior high schools of Addis Ababa. *The Ethiopian Journal of Education*, 12(1).
- Dawson, B.Y. & Thompson, N.J. (2017). The Effect of Personality on Occupational Stress in *Veterinary Surgeons. JVME* 44(1). doi: 10.3138/jvme.0116-020R
- Desai, U. & Pandya, K. (2017). Measuring impact of personality traits on level of work stress among employees of Insurance Industry. *Stress Management Professional an International Journal*, 5(1), 64-71.
- Dessalegn, H.A, Abebe, D.A., Bekele, T.M., Benalefew, L.M., Berhanu, D.T. (2016). Assessment of Occupational Stress and Associated Factors among Nurses in East Gojjam Zone Public Hospitals Northwest Ethiopia. *Clinical Medicine Research*, 6(2), pp. 43-48. doi: 10.11648/j.cmr.20170602.13
- Dhar, N. & Magotra, R. (2018). A Study of Occupational Stress among Teachers Teaching in JKBOSE & CBSE in Jammu District: A Comparative Study. *International Journal of Advanced Research in Education & Technology (IJARET)*, 5(1)
- Dumitru, V.M. & Cozman, D. (2012). The relationship between stress and personality Factors. *International Journal of the Bioflux Society*, 4(1).

- Elleni, K., (2017). Job satisfaction of teachers in some selected secondary schools of Addis Ababa (Master thesis, Addis Ababa University). Retrieved from <https://pdfs.semanticscholar.org/d26f/15740a06ca76c63541ed4af84676f1d9fc4c.pdf>
- Gatchel, R.J. & Schultz, I.Z. (2012), *Handbook of Occupational Health and Wellness*, 23 Handbooks in Health, Work, and Disability. doi: 10.1007/978-1-4614-4839-6_2,
- Gebre Kirstos, H. A. (2015). Occupational stress among secondary school teachers and their coping strategies: The case of central zone of Tigray region. *International Journal of Academic Research in Education and Review*, 3(6), 143-157.
- Gezae, G., Walelegn, W., Getahun, K., & Ararso, T. (2018). Work Related Stress among Health Care Workers in Mekelle City. *An International Peer-reviewed Journal of Health, Medicine and Nursing*, 46
- Ghani, M. Z., Ahmad, A. C., & Ibrahim, S. (2014). Stress among special education teachers in Malaysia. *Procedia-Social and Behavioural Sciences*, 114, 4-13.
- Gurpreet, R. (2009). Teachers Stress Search for the Right Vision. *NICE Journal of Business*, 4(1), 1-7.
- Hasan, A. (2014). A study of occupational stress of primary school teachers. *Educationia Confab*, 3(4).
- Hassard, J., & Cox, T. (2015). *Work-related stress: Nature and management*. London: Birkbeck.
- Hatti, S., B., Aneelraj, Kalita, K. N., & Baruah, A. (2016). Occupational stress of school teacher's working in government and private schools. *International Journal of Medicine Research*, 1(5), 53-55.
- Herman, K.C, Prewitt, S.L., Eddy, C.L, Savale, A., & Reinke, W.M. (2020). Profiles of middle school teacher stress and coping: Concurrent and prospective correlates. *Journal of School Psychology* 78, 54–68. <https://doi.org/10.1016/j.jsp.2019.11.003>
- Higher Education Relevance and Quality Assurance, (HERQA, 2012). Recognized Private Higher Education Institutions in Ethiopia. Retrieved from <https://www.google.com/search?q=private+higher+education+institutions&rlz=1C1C>

- Holeyannavar, P. G., & Itagi, S. K. (2010). Stress and health status of primary school teachers. *Karnataka Journal of Agricultural Sciences*, 23(4), 620-624.
- International Labor Organization. (2002). Work place stress: A collective challenge. ILO Publications, Geneva.
- Ipek, H., AKcay, A., Atay, S.B., Berber, G., Karalik, T., & Yilmaz, T.S. (2018). The Relationship Between Occupational Stress and Teacher Self-Efficacy: A Study with EFL Instructors. *Anadolu Journal of Educational Sciences International*, 8(1), 126-150. DOI: 10.18039/ajesi.393945
- John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. *Handbook of personality: Theory and research*, 2, 102-138.
- Jude, A.M. (2011). Emotional intelligence, gender and occupational stress among secondary school teachers in Ondo state, Nigeria. *Pakistan Journal of Social Science*, 8(4), pp. 159-165
- Kabito, G.G. & Wami, S.D. (2020) .Perceived work-related stress and its associated factors among public secondary school teachers in Gondar city: a cross-sectional study from Ethiopia. *BMC Research Notes*, 13(36). <https://doi.org/10.1186/s13104-020-4901-0>
- Kaur, S. (2011). Comparative Study of Occupational Stress among Teachers of Private and Govt. Schools in Relation to their Age, Gender and Teaching Experience. *International Journal of Educational Planning & Administration*, 1(2), 151-160.
- Kebelo, K.K & Ananda Rao, T.V. (2012). Role stressors as predictors of psychological strain among academic officers of Ethiopian Higher Education Institutions. *Journal of the Indian Academy of Applied Psychology*, 38(2), 367-373.
- Khurshid, F., Butt, Z. H., & Malik, S. K. (2011). Occupational role stress of the public and private sector universities teachers. *Language In India: Strength for today and Bright Hope for Tomorrow*, 11. Kothari, C.R. (2004). *Research methodology: methods and techniques* (2nd revised ed.). new Delhi: New Age International Publisher.

- Mahdavi, A. (2016). Relationship between Job Stress and Personality Dimensions of Physical Education Teachers in the City of Pars Abad. *Business and Economics Journal*, 7(245). doi: 10.4172/2151-6219.1000245
- Maxwell, A.R. (2012). The Relationship between Occupational Stress and Job Satisfaction among High School Teachers in the North Metropole District in the Western Cape (Master thesis, Western Cape University).
- Meaza, T. (2018). *Assessment of Job Stress in Selected Branches of Commercial Bank of Ethiopia* (Master thesis, ST. Mary's University). Retrieved from <http://197.156.93.91/bitstream/123456789/4330/1/Meaza%20Teshome.pdf>
- Melisa, E.K., Bulent, A., & Meral, E. (2016). Effects of family-work conflict, locus of control, self-confidence and extraversion personality on employee work stress. *Procedia - Social and Behavioral Sciences*, 235, 269 – 280
- Mmaduakonam, A. & Ifeoma, O.E. (2015). Personality traits as determinants of stress among secondary school teachers in Anambra state. *European Scientific Journal*, 11(11).
- Morris C. (2015). *The Connection between Personality Traits and Perceived Stress: An in-depth look at how personality traits can influence perceived stress during an immersion study in a developing nation* (Master's thesis, Indian university). Retrieved from <https://scholarworks.iu.edu/dspace/handle/2022/19998>
- Nagra, V. & Arora, S. (2013). Occupational stress and health among teacher educators. *International Journal of Advanced Research in Management and Social Sciences*, 2(8). ISSN: 2278-6236
- O'Connor, N. (2015). The correlation among personality characteristics, stress, and coping of caregivers of individuals with intellectual and developmental disabilities. Walden Dissertations and Doctoral Studies.
- Ozutku, H. & Altindis, S. (2011). Big five personality factors and other elements in understanding work stress of Turkish health care professionals. *African Journal of Business Management*, 5(26), 10462-10473. doi: 10.5897/AJBM11.2110 ISSN 1993-8233

- Paola, M., Anna, P., & Barrano, C. (2015). Relationships between personality and burn-out: an empirical study with helping professions' workers. *International Journal of Humanities and Social Science Research*, 1, 10-19.
- Pithers, R.T & Soden, S. (2006). Person-environment fit and teacher stress. *Educational Research*, 41(1), 51-61.doi: 10.1080/0013188990410105
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? critique and recommendations. *Research in Nursing & Health*, 29(5), 489–497. doi:10.1002/nur.20147
- Popoola, B. I. & Ilugbo, E. A. (2010). Personality traits as predictors of stress among female teachers in Osun state teaching service. *Edo Journal of Counseling*, 3(2), 173-188.
- Raza A (2012). Relationship between Occupational stress and job satisfaction of faculty: The case of universities of Punjab. *Ali Raza/Elixir Human resource management* 43: 6913-6920.
- Reddy, G.L. & Poornima, R. (2012). Occupational Stress and Professional Burnout of University Teachers in South India. *International Journal of Educational Planning & Administration*, 2(2), pp. 109-124
- Samad, N. I. A., Hashim, Z., Moin, S., & Abdullah, H. (2010). Assessment of stress and its risk factors among primary school teachers in the Kiang Valley, Malaysia. *Global Journal of Health Science*, 2(2), 163-171.
- Saravanan, K. & MuthuLakshmi, K. (2017). A Study on Occupational Stress among Teachers of Higher Secondary Schools in Nagappattinam District. *Journal of Teacher Education and Research*, 12(2), 144-156. doi: 10.5958/2454-1664.2017.00017.9
- Selamawit Zewdu Salilih, MSc; Amanuel Alemu Abajobir, (2014). Work-Related Stress and Associated Factors Among Nurses Working in Public Hospitals of Addis Ababa, Ethiopia: A Cross-sectional Study. *Workplace Health & Safety*, 62(8).
- Sekaran, U. & Bougie, R. (2016). *Research methods for business a skill-building approach*. Chichester, West Sussex: United Kingdom John Wiley & Sons.

- Swider, B., w., & Zimmerman, R., D. (2010). Born to burnout: A meta analytic path model of personality, job burnout, and work outcomes. *Journal of Vocational Behaviour*, Vol. 76, pp. 487-506.
- Suleman, Q., Hussain, I., & Jumani, N. B. (2018). Occupational Stress among Secondary School Heads: A Gender Based Comparative Study. *Journal of Education and Educational Development*, 5(2), 240-258.
- Tytherleigh, M.Y., Webba, C., Cooperb, C.L., & Ricketts, C. (2005). Occupational stress in UK higher education institutions: a comparative study of all staff categories. *Higher Education Research & Development*, 24(1), pp. 41–61.
- Yilmaz, K. (2014). The Relationship between the Teachers' Personality Characteristics and Burnout Levels. *Journal of Anthropologist*, 18(3), 783-792.
- Zamir, Hina, & Zamir, 2014). Relationship between Personality and Occupational Stress among Academic Managers at Higher Education Level. *Research on Humanities and Social Sciences*, 4(7), 21-29.
- Zhang. L.F. (2012). Personality traits and occupational stress among Chinese academics. *International Journal of Experimental Educational Psychology*, 32(7), 807-820. doi: 10.1080/01443410.2012.746641

Appendices

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Direction: This instrument is used to collect data on personality types and occupational stress levels of teachers. The data collecting tool has three parts. Part one is all about participants' background information. The second part is related to teachers' personality types and the last part is about teachers' occupational stress level questions. There is no need for putting down your name. Thus, you are kindly requested to fill out the questionnaire carefully and return it after responding to each item. Your response is confidential and there are no "right" or "wrong" answers.

Thank You in Advance!

Appendix A: Background information

Instruction: Kindly fill up the following and put a checkmark (✓) on the following information which implies to you and for those with a blank space, write your response in the space provides.

1. Sex: Male Female
2. Age: _____
3. Academic qualification: Diploma Degree Master
PhD Other _____
4. Work experience: _____

Appendix B: The Big Five Inventory (BFI)

Instruction: Here are several characteristics that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement. Strongly Disagree=1, Disagree= 2, Undecided= 3, Agree=4, Strongly Agree=5

No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	I see myself as someone who:					
1	Is talkative					
2	Tends to find fault with others					
3	Does a thorough job					
4	Is depressed, blue					
5	Is original, comes up with new ideas					
6	Is reserved					
7	Is helpful and unselfish with others					
8	Can be somewhat careless					
9	Is relaxed, handles stress well					
10	Is curious about many different things					
11	Is full of energy					
12	Starts quarrels with others					
13	Is a reliable worker					
14	Can be tense					
15	Is creative, a deep thinker					
16	Generates a lot of passion					
17	Has a forgiving nature					
18	Tends to be disorganized					
19	Worries a lot					

20	Has an active imagination					
21	Tends to be quiet					
22	Is generally trusting					
23	Tends to be lazy					
24	Is emotionally stable, not easily upset					
25	Is inventive					
26	Has an assertive personality					
27	Can be cold and detached					
28	Perseveres until the task is finished					
29	Can be irritable					
30	Is sometimes shy, inhibited					
31	Is considerate and kind to almost					
32	Does things efficiently					
33	Remains calm in tense situations					
34	Prefers routine work					
35	Is outgoing, sociable					
36	Makes plans and follows through with them					
37	Gets nervous easily					
38	Likes to reflect, play with ideas					
39	Likes to cooperate with others					
40	Is easily distracted					

Scoring:

BFI scale scoring (“R” denotes reverse-scored items):

Extraversion: 1, 6R, 11, 16, 21R, 26, 30R, 35

Agreeableness: 2R, 7, 12R, 17, 22, 27R, 31, 39

Conscientiousness: 3, 8R, 13, 18R, 23R, 28, 32, 36, 40R

Neuroticism: 4, 9R, 14, 19, 24R, 29, 33R, 37

Openness: 5, 10, 15, 20, 25, 35R, 38

Appendix C: Teachers Occupational Stress Scale

Instruction: Please indicate your opinion about each statement by putting a tick mark (✓) in any one of the five columns against the given statements that best represent your beliefs.

No.	Statements	SA	Agree	Undecided	Disagree	SD
1	I am bored with my job.					
2	My opinions are not appreciated by my principal.					
3	My job does not satisfy me any longer.					
4	My students do not respond well to my teaching.					
5	Going to my job is very exhausting for me.					
6	I have difficulty concentrating at work.					
7	I do not have ample control over my students.					
8	My workplace environment is not very pleasing.					
9	I get easily irritated at work.					
10	I avoid communication with my students.					
11	I lose confidence when interacting with my work colleagues.					
12	I feel unwell at work.					
13	I avoid interaction with my colleagues.					
14	I feel sick when I think about work.					
15	I usually think and worry about my promotion.					
16	I am anxious when I am about to give a lecture in my class.					
17	Students' queries in the classroom annoy me a lot.					
18	I feel stressed out at work.					

አባሪዎች

በአዲስ አበባ ዩንቨርሲቲ

በትምህርትና የባህሪ ጥናት ኮሌጅ

የስነልቦና ትምህርት ክፍል

በተሳታፊዎች የሚሞላ መጠይቅ

መመሪያ፣ይህ ጥናት የመምህራን በስራ ምክንያት የሚመጣ ጭንቀት ካላቸው ስብዕና ያለው ቁራኝት ለመመርመር ያለመ ነው። ለዚህም ሲባል ሦስት አይነት መጠይቆች ተዘጋጅተዋል። (1) አጠቃላይ ግላዊ ዳራ መጠይቅ (2) የስብዕና ምዘና መጠይቆች እና (3) በስራ ምክንያት የሚመጣ ጭንቀት መለኪያ መጠይቅ ናቸው። እባክህን(ሽን) በእያንዳንዱ ክፍል የተሰጡትን መመሪያዎች በጥሞና በማንበብ ሃሳቦቹን በትክክል መረዳትህን(ሽን) አረጋግጥ(ጭ)። በእነዚህ መጠይቆች የቀረቡት ማናቸውም ጥያቄዎች “ትክክል” ወይም “ስህተት” የሚባል ምላሽ የላቸውም። በመጠይቆቹ የሚሰበሰቡ መረጃ ሙሉ ለሙሉ ለትምህርታዊ ጠቀሜታ ብቻ የሚውል ነው። በመሆኑም አንተ(ች) የምትሰጠው(ጭው) መረጃ በከፍተኛ ሚስጥርነት ይጠበቃል።አንተ(ች) ለእያንዳንዱ ጥያቄ ምላሽ በምትሰጥበት(ጭበት) ወቅት የምትወስደው(ጅው) ጥንቃቄ በጥናቱ የሚገኙ ውጤቶችንና የጥናቱን ድምዳሜዎች በእጅጉ ይወስናል። ስለሆነም መጠይቆቹን በታማኝነትና በከፍተኛ ጥንቃቄ ትሞላ(ይ) ዘንድ አጥኝው በአክብሮት ይጠይቃል።

ለትብብርህ(ሽ) ከወዲሁ አመሰግናለሁ!

አባሪ ሀ: ዳራዊ መረጃዎች

መመሪያ: መመሪያ፣ የዚህ መጠይቅ አላማ ስለ አንተ(ቺ) ግላዊ መረጃ ማግኘት ነው። እባክህን(ሽን) ለጥያቄዎች ተገቢውን መልስ በተሰጡት ባዶ ቦታዎች ላይ አስፍር(ሪ)።

1. **ፆታ:** ወንድ ሴት

2. **የትምህርት ደረጃ:** _____

3. **ዕድሜ:** _____

4. **የሥራ ልምድ:** _____

አባሪ ለ: የስብዕና ዓይነት መለኪያ

መመሪያ: ከዚህ በታች የተዘረዘሩት ባህሪያት የእናንተን የስብዕና ዓይነት ለመለየት የቀረቡ ናቸው። ስለዚህ እኔን ይወክላላል የምትሉትን ባህሪያት በፊት ለፊቱ ካለው ሰንጠረዥ ውስጥ ባለው ቁጥር በመተካት አስቀምጡት። እባክዎ ለእያንዳንዱ ጥያቄዎች መልሶቻቸውን በማክበብ መልሱ።

1. በጣም አልስማማም
2. በተወሰነ መልኩ አልስማማም
3. መወሰን አልችልም
4. በተወሰነ መልኩ እስማማለሁ
5. በጣም እስማማለሁ

ከዚህ በታች ከተዘረዘሩት ባህሪያት ውስጥ ራሳችሁን እንዴት ትገልጹታላችሁ						
ተ.ቁ	ዓ.ነገሮች	አማራጮች				
		1	2	3	4	5
1	ብዙ የሚያወራ ሰው	1	2	3	4	5
2	ከሌሎች ስህተትን እንደሚፈልግ ሰው	1	2	3	4	5
3	ስራዎችን በዝርዝር/በጥልቀት የሚሰራ ሰው	1	2	3	4	5

4	የሚተክዝ ወይም የሚደበር ሰው	1	2	3	4	5
5	አዳዲስ ሃሳቦችን የሚያፈልቅ እና የራሱን ስራ ይዞ የሚመጣ ሰው	1	2	3	4	5
6	ቁጥብ	1	2	3	4	5
7	ለመርዳት ዝግጁ እና ለእኔ ብቻ የማልል	1	2	3	4	5
8	የተወሰነ ግድየለሽ እንደሚሆን ሰው	1	2	3	4	5
9	ፈታ ያለና የሚገጥሙትን ውጥረቶች በደንብ እንደሚቆጣጠር	1	2	3	4	5
10	ስለበርካታ የተለያዩ ነገሮች ለማወቅ ጉጉ እንደሆነኩ	1	2	3	4	5
11	በሙሉ ጉልበቱ እንደሚንቀሳቀስ ሰው	1	2	3	4	5
12	ከሌሎች ጋር ጸብ እንደሚያስጀምር	1	2	3	4	5
13	አስተማማኝ ሰራተኛ እንደሆንሁ	1	2	3	4	5
14	የሚጨነቅ ሰው	1	2	3	4	5
15	ብልህ እና በጥልቅ አሳቢ	1	2	3	4	5
16	በርካታ ትጋቶችን እንደሚያፈልቅ	1	2	3	4	5
17	ይቅርታ የማድረግ ተፈጥሮ እንዳለኝ	1	2	3	4	5
18	ዝርክርክ የመሆን አዝማሚያ እንዳለኝ	1	2	3	4	5
19	በብዛት የሚጨነቅ	1	2	3	4	5
20	ንቁ ዓይነት-ህሊና እንዳለው ሰው	1	2	3	4	5
21	ዝምተኛ የመሆን አዝማሚያ እንዳለኝ	1	2	3	4	5
22	አጠቃላይ ታማኝ እንደሆንሁ	1	2	3	4	5
23	እንደሚሰንፍ ሰው	1	2	3	4	5
24	በስሜት የተጋ እና በቶሎ የማይናደድ ሰው	1	2	3	4	5
25	የፈጠራ ሰው እንደሆንሁ	1	2	3	4	5

26	ራስን የመግለጽ ስብዕና እንዳለኝ	1	2	3	4	5
27	የተረጋጋ እና ኩሩ	1	2	3	4	5
28	ስራ እስኪያልቅ ድረስ ተግባር እንደምሰራ	1	2	3	4	5
29	በቀላሉ ብስጫ እና እንደሚናደድ	1	2	3	4	5
30	አንዳንድ አይን አፋር እንደሆንሁ	1	2	3	4	5
31	ለሰው አሳቢ እና በብዛት ለእያንዳንዱ ሰው ሩህሩህ እንደሆንሁ	1	2	3	4	5
32	ነገሮችን በብቃት እንደሚሰራ	1	2	3	4	5
33	በአስጨናቂ ሁኔታዎች ውስጥ ተረጋጅ እንደምቆይ	1	2	3	4	5
34	የእለት ተዕለት ስራዎችን መስራት እንደምመርጥ	1	2	3	4	5
35	ተግባር እና ተጨዋች	1	2	3	4	5
36	እቅዶች የሚያወጣ እና ባወጣው እቅድ እንደሚመራ ሰው	1	2	3	4	5
37	በቶሎ እንደሚጨነቅ	1	2	3	4	5
38	በሃሳብ የሚጨወት እና ሃሳቡን የሚገልጽ	1	2	3	4	5
39	ከሌሎች ጋር መተባበር እንደሚወድ	1	2	3	4	5
40	በቀላሉ እንደሚረበሽ	1	2	3	4	5

አባሪ ሐ: የመምህራን በስራ የሚመጣ ጭንቀትን መለኪያ መጠይቅ

መመሪያ: ከዚህ በታች የተዘረዘሩት ጥያቄዎች የእናንተን በስራ ጭና ምክንያት የሚመጣ ጭንቀትን ለመለየት የቀረቡ ናቸው። ስለዚህ እኔን ይወክላኛል የምትሉትን በፊት ለፊቱ ካለው ሰንጠረዥ ውስጥ ባለው ቁጥር በመተካት አስቀምጡት። እባክዎ ለእያንዳንዱ ጥያቄዎች መልሶቻቸውን በማክበብ መልሱ።

6. በጣም አልስማማም
7. በተወሰነ መልኩ አልስማማም
8. መወሰን አልችልም
9. በተወሰነ መልኩ እስማማለሁ
10. በጣም እስማማለሁ

ተ.ቁ	ዓ.ነገሮች	አማራጮች				
		1	2	3	4	5
1	በስራዬ የድካም ስሜት ይሰማኛል።	1	2	3	4	5
2	የበላይ ኃላፊዎች ሀሳቤን አያበራትቱኝም።	1	2	3	4	5
3	በስራዬ ብዙም የእርካታ ስሜት አይሰማኝም።	1	2	3	4	5
4	ተማሪዎቼ የማስተሚራቸው ትምህርት በአግባቡ አይቀበሉትም።	1	2	3	4	5
5	ወደ ስራ ገበታዬ መሄድ ለኔ አሰልቼ ነው።	1	2	3	4	5
6	በሚሰራው ስራ የተኩረት ማጣት ያጋጢመኛል።	1	2	3	4	5
7	ተማሪዎቼ በአግባቡ ለመቆጣጠር አቅም የለኝም።	1	2	3	4	5
8	የስራ ቦታዬ ሳቢና ማራኪ አይደለም።	1	2	3	4	5
9	በስራዬ በቀላሉ የመናደድ ስሜት ይሰማኛል።	1	2	3	4	5
10	ከተማሪዎቼ ጥሩ የመግባባት ክህሎት የለኝም።	1	2	3	4	5
11	ከስራ ባልደረቦቼ ጋር በማደርገው ግንኙነት በራስ መተማመኔ ይወርዳል።	1	2	3	4	5

12	በስራ ቦታ ጥሩ ስሜት አይሰማኝም።	1	2	3	4	5
13	ከስራ ባልደረቦቼ ግንኙነት አቁሚያለሁ።	1	2	3	4	5
14	ስለ ስራ ሳስብ የህመም ስሜት ይሰማኛል።	1	2	3	4	5
15	ሁሉግዜ ስለ የስራ ዕድገት አስባለሁና እጩነቃለሁ።	1	2	3	4	5
16	በክፍል ውስጥ ለማስተማር በሚሄድበት ጊዜ የጭንቀት ስሜት ይሰማኛል።	1	2	3	4	5
17	ተማሪዎች ክለስ ውስጥ የሚያነሱዎቸው ጥያቄዎች ያበሳጩኛል።	1	2	3	4	5
18	በስራ ሰዓት የጭንቀት ስሜት ይሰማኛል።	1	2	3	4	5