



A study of job stress of secondary school physical education teachers in relation to their gender and type of schools

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Abstract

In the present study, efforts have been made to make a comparative study of job stress in relation to gender and type of school. A sample of 60 (30 male + 30 female) physical education teachers of secondary schools in Rohtak district were taken as sample on the basis of random sampling method. The occupational stress index (OSI) by A.K. Srivastava and A.P. Singh. (1983) ^[14] Hindi/English was used in the present study. The analysis was done by adopting statistical mean, "t" ratio. The findings of the study revealed that (i) Male and female secondary school physical education teachers do not differ significantly on job stress; and (ii) government secondary school physical education teachers have significantly less job stress than private secondary school physical education teachers.

Keywords: Job stress, Physical education teacher, Male, Female, Govt., Private

Introduction

The teaching profession is one of the helping professions in which practitioners are normally committed to giving their best for the welfare of those entrusted in their care. While the commitment is laudable, the consequences can be detrimental when the job demands overshadow the individual's coping resources, as well as the job rewards; thus leaving the practitioner feeling unhappy and unable to perform well (Hayward, 1991) ^[6].

Today, Physical Education teachers are playing a very vital role and their work can be divided into five different categories of duties namely, planning, teaching, evaluative, administrative and various unclassified ones. A physical education teacher requires a greater variety of talents than any other teaching area. His responsibilities are diverse and the society looks upto him as a leader who can create and maintain general fitness of the sedentary people in the machine age. The rise of sports science such as Physiology, Sports Psychology, Sports Sociology, Kinesiology and Bio-mechanics has also put a Physical Education teacher in a novel and sophisticated role. While teaching has traditionally been a respected occupation, the teachers have begun to suffer from lack of support, recognition and respect from public. Physical Education teachers feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, inadequate facilities/materials, clerical work and non congenial working conditions. In proportion to the expectations of the society, the Physical Education teachers are not given due place and recognition. This leads to stress and this dissatisfaction. The extent of job stress, however, depends largely upon background experiences, temperament and environmental conditions. The idea of a dream job is shattered when one becomes incapable of satisfactorily dealing with the job challenges and expectations. Then there are emotional, behavioural, physiological, and

other aspects too of the problem.

Stress, which is a general term used for pressure that people are exposed to in life (Jepson and Forrest, 2006) ^[7] may be defined as the individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person (Griffin, 1990) ^[4]. When a person feels insufficient in dealing with demands and challenges faced in life, she/he experiences stress. Being harmed by this situation or taking advantage of it mainly depends on the person because stress may either be a factor threatening the organism physically or psychologically or a power which gives energy in dealing with life (Baltaş, 2002) ^[2]. Sources of stress may be classified as individual, organizational and outside of organization (Gupta, 1981; Kreitner and Kinick, 1992) ^[5, 10] or it is possible to divide them into two groups as individual and organizational components (Nahavandi and Malekzadeh, 1999; Smith and Milstein, 1984) ^[12]. Organizational stress, which is also called professional stress, is the interaction between working conditions and the working person in environments in which the work demand exceeds the skills of the worker (Randall and Altmaier, 1994) ^[13].

Stress sources of teachers may be summarised as low motivation in students, discipline problems, the pressure of time and the work load, being assessed by others, colleague relationship, conflict and indefiniteness of roles, bad working conditions and self-respect, students' discipline problems, the inadequate support of colleagues, family and friends (Detert, Derosia, Caravella and Duquette, 2006; Kyriacou, 2001) ^[3, 11]. In addition, students' being late to school, their failure and students' not doing homework may cause stress in teachers (Adams 2001; Joseph, 2000) ^[1]. It is important for educational organizations to study and manage rationalistically the stress sources of teachers who have the important duty of educating individuals. Although stress in educational organizations have

been determined with various studies, the number of researchers who have studied in different societies is limited (Kyriacou, 2001) [11]. Kayastha and kayastha (2012) [9] found that occupational stress is associated with job satisfaction Occupational stress was negatively associated with six job satisfaction facets. It was seen that a high level of occupational stress will reduce job satisfaction. Reducing occupational stress such as workload, conflict and Unreasonable Group and political pressures may lead to high satisfaction with regards to Work, pay, co-workers, supervision, Promotion, Job in General.

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. The teacher must be aware of his clear role to build up the nation. Teachers are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher’s personality. A teacher at present has a vulnerable position. College teachers protest that they are not paid enough. The importance of pay or a factor in occupational has been greatly over emphasized. In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load. Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about. Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations. With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

For this reason, we have tried to contribute to field research by comparing general stress levels of teachers in different societies. The aim of our study is to determine and compare the stress levels of physical education teachers who work in different socio-cultural situations.

Objectives of the study

1. To study the job-stress between male and female secondary school physical education teachers.
2. To study the job-stress between government and private secondary school physical education teachers.

Hypotheses

1. There is no significant difference in job-stress between male and female secondary school physical education teachers.
2. There is no significant difference in job-stress between

government and private secondary school physical education teachers.

Material and Method

Subjects

For the purpose of the present study, a total of 60 physical education teachers (30 male + 30 female) teaching in government and private secondary schools of Rohtak district were selected randomly.

Tool used

The occupational stress index (OSI) by A.K. Srivastava and A.P. Singh. (1983) [14] Hindi/English was used in the present study. It contains 46 items and related to different stresses - Overload, role ambiguity, role conflict, group pressure, responsibility, under participation, powerlessness, poor peer relationship etc.

Statistical Analysis

Mean, Standard Deviation and ‘t’ test were used to analyse the data.

Results

The job stress of male & female and government & private physical education teachers are given table 1 to table 2.

Table 1: Mean, Standard Deviation and ‘t’-value for mean scores of job-stress with respect to male and female secondary school physical education teachers

Variable	Group	N	Mean Scores	S.D.’s	t-value
Job-Stress	Male	30	115.97	8.39	1.637 ^{NS}
	Female	30	116.67	7.96	

NS= Not Significant

Table 1 reveals that t-value (1.637) for the mean scores of job-stress between male and female physical education teachers which is not significant at any level of significance. In this situation, the null hypothesis “There is no significant difference in job-stress between male and female secondary school physical education teachers,” is retained. It may therefore be concluded that male and female secondary school physical education teachers almost have same level of job stress.

Table 2: Mean, Standard Deviation and ‘t’ value for means scores of job stress respect to government and private school physical education teachers

Variable	Group	N	Mean Score	S.D.’s	t-value
Job-stress	Govt. School Physical Education Teachers	30	112.36	7.37	7.439**
	Private School Physical Education Teachers	30	120.38	8.98	

** Significant at 0.01 level

Table 2 reveals that t-value (7.439) for the mean scores of job-stress between government and private schools physical education teachers which is significant at 0.01 level of

significance. In this situation, the null hypothesis “There is no significant difference in job-stress between government and private secondary school physical education teachers,” is rejected at 0.01 level of significance. It may therefore be concluded that government secondary school physical education teachers have less job-stress in comparison to private physical education teachers.

Findings of the study

1. It was found there is no significant difference between male and female physical education teachers regarding job stress.
2. Government secondary school physical education teachers were found to have less job stress than private physical education teachers.

Educational implications

The present study will undoubtedly enrich the existing stock of knowledge in the field of education. The study has great relevance for the teachers. Thus, the finding may be particularly useful for educational planners, thinkers, demographers, teachers, psychologists, administrators and policy makers especially concerned with the infrastructure of schools. The present study has given a clear picture of the current situation to help and identify the factors responsible for job stress in the life of secondary school physical education teachers.

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