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Occupational stress among physical education teachers of Jammu and Kashmir

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Abstract

In order to assess the job stress of school teachers the investigator has used Teachers' Occupational Stress Scale (TOSS) was developed. It is a thirty items likert type scale based on five dimension (work load, students' misbehavior, lack of professional recognition, lack of classroom resources and poor colleague relations) The total score for the TOSS will be the scores on all the dimensions. The scores of the scale are to be interpreted like higher the score implies higher the level of occupational stress. With the help of the questionnaire related to the level of occupational stress and social adjustment (socio-psychological variables) necessary data was collected. Data regarding selected socio-psychological variables from 200 male and female physical education teachers working in government and public schools was collected by the scholar himself with the help of other subject teachers, coaches and colleagues. In order to assess the level of occupational stress and the level of social adjustment, the tests were conducted on 50 male physical education teachers working in government schools, 50 female physical education teachers working in government schools, 50 male physical education teachers working in public schools and 50 female physical education teachers working in Public schools in Jammu and Kashmir. The data was analyzed by applying Descriptive statistics i.e. mean, standard deviation, standard error and range in order to assess the level of occupational stress and the level of social adjustment of physical education teachers working in government and public schools of Jammu 44 and Kashmir. To compare the level of occupational stress and the level of social adjustment among physical education teachers working in government and public schools of Jammu and Kashmir, Independent „t“ statistical test and One way analysis of Variance (ANOVA) and LSD were applied. The level of significance was set at 0.05. & the data was analyzed by Statistical Package of Social Sciences (SPSS version 20.0).

Keywords: Occupational stress, physical education teachers, stress scale (TOSS) etc.

Introduction

The executives are worried about low productions in the company, businessmen are worried about low profit and workers are worried about their job security and low wages. Now days the world has become a global village and a lot of luxuries have come to the market. People want to get them all but are unable to afford. As a result, they develop a kind of dissatisfaction among themselves. There are various conditions in the work life like, excessive work, poor remuneration, nepotism and corruption and poor boss – employee relationship that also make them dissatisfied and stressed. Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent and pervading feature of the modern organizations. Stress as opined by Robinson (2007) is a pressure of adverse influences, circumstances (such as stress of teaching) that disturbs the natural physiological balance of the body. Malow-Iroff and Johnson (2006) are of the view that stress is the individual's response to the events (such as response to our biological temperament, interaction with others and the environmental conditions in which one is placed, etc. and the events themselves are stressors. Life events and the stress they place on the individual are not the problem until the individual fails to handle the situation competently and engages in poor coping skills. Occupational stress may be the result of the individual characteristics of the person or related to his/her environment (Sharma, Sood and Spielberg, 1998; Ahmad, Raheem and Jamal, 2003; Hansen and Sullivan, 2003; Bachkirova, 2005; Tytherleigh, Webb, Cooper and Ricketts, 2005; Betoret, 2006; Grebennikov and Wiggins, 2006; Jepson and Forrest, 2006; Lazuras, 2006 and

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Zhang, 2007). Although the teaching profession has traditionally been regarded as low stress occupation (French *et al.*, 1982) but during the past two decades the situation is somersaulted (Olivier & Venter, 2003). Teaching is becoming more challenging as a profession: more paper work, more bureaucracy and more unruly classes. Worldwide surveys reveal widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Compared to the general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction (Schonfield, 1990). Borg (1990) [5] reported that up to one third of the teachers perceive their occupation as highly stressful. It is clear that teachers can be exposed to a number of sources of stress. Kyriacou (2001) also reported that the main sources of teacher's stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions prospects, unsatisfactory working conditions, ambiguity of the teacher's role, poor relationships with colleagues, pupils, and administrators, and job insecurity.

There is a pervasive perception among teachers surveyed who have reported their jobs as highly or extremely stressful (Kyriacou and Sutcliffe, 1978; Boriles, 1982; Borg and Falzon, 1989 [5]; Soloman and Feld, 1989; O Connor and Guglielmi & Tatrow, 1998; Pithers and Soden, 1998). Furthermore there is research evidence that indicates that work related stress among teachers has serious implications on their work performance, health and psychological status (Capel, 1987; Cooper, 1986; Pierce and Molly, 1990).

Health and psychological outcomes can in turn lead to poor teaching performance, poor job satisfaction, increased absenteeism, poor decision making and bad judgment (Eckles, 1987; Quick and Quick, 1984). The pupils of stressed teachers have less effective professional and personal attention with attendant negative educational consequences. There is also a general community cost. Therefore, all those factors which influence occupational stress on teachers and its consequences must be studied thoroughly. Sports psychology is the scientific study of behaviour in sports or sports related context. It is an attempt to understand how and why underlying sports behavior.

Objectives

1. To find out the level of Occupational Stress of Male Physical Education Teachers working in Government schools of Jammu and Kashmir.
2. To find out the level of Occupational Stress of Female Physical Education Teachers working in Government Schools of Jammu and Kashmir.
3. To find out the level of Occupational Stress of Male Physical Education Teachers working in Public schools of Jammu and Kashmir.
4. To find out the level of Occupational Stress of Female Physical Education Teachers working in Public schools of Jammu and Kashmir.

Methodology

In this chapter, the procedure that includes the Selection of subjects, selection of the variables, criterion measures, reliability of data, competency of the tester, administration of the questionnaires, collection of data and statistical technique for analyzing the data has been described. For the purpose of this study a total of 200 Physical Education Teachers (50 male & 50 female from Government schools and 50 male & 50 female from Public schools) were selected as subjects and their age ranged from 20 to 50 years. In the present investigation, Government and Private schools was the field of study. As per the sample, 200 teachers of schools of Jammu and Kashmir, were taken up on the basis of stratified random sampling techniques.

Selection of variables

The research scholar reviewed the available literature pertaining to the different types of job demands and employee's behavior to the environment and the occupational stress was selected for the present study.

Criterion measure

In order to assess the job stress of school teachers the investigator used Teachers' Occupational Stress Scale (TOSS) were developed. It is a thirty items likert type scale based on five dimension (work load, students' misbehaviour, lack of professional recognition, lack of class room resources and poor colleague relations) The total score for the TOSS will be the scores on all the dimensions. The scores of the scale are to be interpreted like higher the score implies higher the level of occupational stress.

Results

The statistical data collected on socio-psychological occupational stress and social adjustment variables on 200 physical education teachers working in government and public schools of Jammu and Kashmir has been presented in this chapter. The data pertaining to various socio-psychological variables occupational stress and social adjustment had been analyzed by using the descriptive statistics i.e. mean, standard error of mean, median, mode, standard deviation, variance, skewness, kurtosis, range, minimum and maximum in order to assess level of occupational stress and level of social adjustment of physical education teachers working in government and public schools of Jammu and Kashmir. To compare the level of occupational stress and level social adjustment between physical education teachers working in government and public schools of Jammu and Kashmir and, one way analysis of Variance (ANOVA) and LSD were applied. The level of significance was set at 0.05., and the data was analysed by SPSS version 20.0.

Findings of the study

The findings of the study pertaining to descriptive statistics for the various socio-psychological variables among 200 physical education teachers working in government and public teachers have been presented in table No. 1 and 2.

Table 1: Descriptive statistics to analyze the level of occupational stress of male and female physical education teachers working in government and public schools of Jammu and Kashmir

Measures	Physical education teachers working in government school		Physical education teachers working in public school	
	Male	Female	Male	Female
N	50	50	50	50
Mean	64.7200	69.0400	90.2267	95.4067
Std. Error of Mean	1.47599	1.42637	1.36757	1.55646
Median	61.0000	71.5000	87.0000	91.0000
Mode	45.00	91.00	91.00	115.00
Std. Deviation	16.07706	15.46939	14.74929	15.06263
Variance	326.780	305.180	280.539	363.384
Skewness	0.381	0.008	0.645	0.342
Std. Error of Skewness	0.198	0.198	0.198	0.198
Kurtosis	-1.122	-1.339	0.199	-0.969
Std. Error of Kurtosis	0.394	0.394	0.394	0.394
Range	73.00	69.00	77.00	74.00
Minimum	41.00	41.00	61.00	64.00
Maximum	114.00	110.00	138.00	138.00

It is evident from table no. 1 that the mean and standard deviation scores of the occupational stress of male and female physical education teachers working in government schools are 68.7200, 18.07706 & 73.0400, 17.46939 respectively. The

mean and standard deviation scores of the level of occupational stress of male and female physical education teachers working in public schools are 94.2267, 16.74929 & 99.4067, 19.06263 respectively.

Table 2: Descriptive statistics to analyse level of social adjustment of male and female physical education teachers working in government and public schools of Jammu and Kashmir

Measures	Physical education teachers working in government school		Physical education teachers working in public school	
	Male	Female	Male	Female
N	50	50	50	50
Mean	121.9933	114.8600	125.9533	131.3067
Std. error of mean	2.02113	2.33574	2.09720	1.62125
Median	124.0000	123.0000	132.5000	134.0000
Mode	129.00	87.00	145.00	145.00
Std. deviation	24.75369	28.60681	25.68533	19.85618
Variance	612.745	818.349	659.736	394.268
Skewness	0.038	-0.176	-0.529	-0.734
Std. error of skewness	0.198	0.198	0.198	0.198
Kurtosis	-0.611	-1.458	-0.789	0.522
Std. error of kurtosis	0.394	0.394	0.394	0.394
Range	128.00	91.00	106.00	104.00
Minimum	82.00	69.00	79.00	79.00
Maximum	210.00	160.00	185.00	183.00

It is evident from table no. 2 that the mean and standard deviation score of the level of social adjustment of male and female physical education teachers working in government schools are 125.9933, 24.75369 & 118.8600, 28.60681 respectively. The mean and standard deviation score of the level of occupational stress of male and female physical education teachers working in public schools are 130.9533,

25.68533 & 134.3067, 19.85618 respectively. The findings pertaining to independent, 't' test in order to compare the level of occupational stress and level of social adjustment of male and female physical education teachers working in government and public schools of Jammu and Kashmir have been presented in table no. 3.

Table 3: Comparison of the level of occupational stress between male physical education teachers working in government schools and public schools of Jammu and Kashmir

Male physical education teachers	N	Mean	Std. deviation	Std. error mean	't' -value	Value sig.
Government school	50	63.7200	18.07706	1.47599	-12.676*	0.000
Public school	50	91.2267	16.74929	1.36757		

Table no. 3 reveals that the value of t- statistics is -12.676. This t value is significant as the p - value is 0.000 which is less than 0.05., required for significance at 0.05 level, thus, the null hypothesis of equality of population means of two

groups is rejected and it may be revealed from this table that the level of occupational stress of male physical education teachers working in government and public schools of Jammu and Kashmir is different.

Table 4: Comparison of the level of occupational stress of female physical education teachers working in government schools and public schools of Jammu and Kashmir

Female physical education teachers	N	Mean	Std. deviation	Std. error mean	't'- value	Value sig.
Government school	100	73.0400	17.46939	1.42637	-12.489*	0.000
Public school	100	99.4067	19.06263	1.55646		

Table no. 4 reveals that the value of t– statistics is -12.489. This t value is significant as the p – value is 0.000 which is less than 0.05., required for significance at 0.05 level, thus, the null hypothesis of equality of population means of two groups is rejected and it may be revealed from this table that the level of occupational stress of female physical education teachers working in government and public schools of Jammu and Kashmir is different. The researcher examined the Occupational Stress and Social Adjustment Comparison among Physical Education Teachers working in Government and Public Schools of Jammu and Kashmir. From the results of the study it is clear that the public school Female teachers as a whole are found to be highly occupational stressed. This high level of occupational stress might be determined due to the stress - related health problems, lowered work productivity, inability to cope with work stress, job change consideration and heavy workload. Heavy workload was also the most frequently cited reason for considering job stress during the job. Female teachers working in public schools were more likely to consider heavy workload as a result of occupational stress. The findings of the study are in consonance with the study carried out by Arlene Gray Blix *et al.* (2006) [4], Mark G. Borg *et al.*, (2006) [5], Chris Kyriacou (2006) and Jayne Griffith (2010).

Conclusions

On the basis of the findings of the study, the following conclusions are drawn: 1. From the results of the study, it is clear that the public school Female physical education teachers as a whole are found to be highly occupational stressed. 2. The findings of the present study also make clear that public school Female teachers as a whole are found to be highly socially adjusted. 3. The significant difference is found among Male Physical Education Teachers working in Government and Public Schools in relation to the level of occupational stress. It is also clear from the present study that the Male Physical Education Teachers working in Public Schools are more occupationally stressed in comparison with the Male Physical Education Teachers working in Government Schools. 4. The significant difference is found among Female physical Education Teachers working in Government and public schools of Jammu and Kashmir in relation to the occupational stress. It is also clear from this study that female physical education teachers working in Public schools are more occupationally stressed in comparison with the female physical education teachers working in government schools. 5. The significant difference is found between Male and Female physical Education Teachers working in Government schools of Jammu and Kashmir in relation to the occupational stress. It is also clear from this study that female physical education teachers working in government schools have greater level of occupational stress in comparison with the male physical education teachers working in government schools. 6. The significant difference is found between Male and Female physical Education Teachers working in public schools of Jammu and Kashmir in relation to the occupational stress. It is also clear from this study that female physical education teachers working in public schools have greater level of

occupational stress in comparison with the male physical education teachers working in public schools.

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