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A comparison of mental stress in virtual teaching among physical education teachers working in government and private schools in Sri Lanka: A special reference to Ratnapura district

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Abstract

Physical education teacher frequently handles a variety of duties both inside and outside the classroom. The purpose of present study was to assessment of mental stress in virtual teaching experienced by physical education teachers working government and private schools in Ratnapura district, Sri Lanka. To achieve this purpose total Eighty (N=80) subjects were selected in this present study. They were divided into two equal groups. Each namely Government school (n= 40) and Private school (n=40). Subjects were selected using random sampling method and age ranges from 30-50 yeas. The perceived stress Questionnaire (PCQ) was used as the method for collecting data in this comparative study. The data were analyzed and compare with the help of statistical procedure SPSS Version 26 using one way ANOVA which included mean, standard deviation with significant level of 0.05. The results showed that the statistical analysis for the mean scores of mental stresses between the government school physical education teachers and private school physical education teachers is 63.40 versus 92.97. According to the research findings. On average, private schools have a higher mean score on both measures compared to government schools, and there is a significant difference in scores between the two groups. Therefore, it can be concluded that physical education teachers at government schools have less mental stress than private school physical education teachers when virtual lessons are conducted. These findings may contribute to new discoveries in the fields of physical education and sports, and highlight the mental stress experienced by physical education teachers in government and private schools.

Keywords: Government schools & private schools, mental stress, physical education, virtual teaching

1. Introduction

Education is a challenging occupation, as teachers are often committed to providing the best care for their students ^[1]. Physical education teachers play various roles, such as group discussion leader, planner, tutor, evaluator, club sponsor, counselor, disciplinarian, classroom manager, parent interviewer, administrator, and troubleshooter. They must be creative and creative to solve new opportunities and problems ^[2]. Physical education originated as a means of survival and evolved into a structured social-educational activity. Teachers' stress can be attributed to factors such as low student motivation, discipline concerns, time constraints, workload pressure, peer relationships, conflict, unfavorable working conditions, low self-esteem, and lack of support from coworkers, family, and friends ^[3]. The government of Sri Lanka intends for the primary school years to be free, as well as the first degree of university studies. A network of schools covering the entire island has been constructed in an attempt to guarantee that every child has access to education ^[4]. These schools currently have access to the resources they require. The government employs and compensates all teachers. The ratio of teachers to students is now 1:17. Along with reduced transportation costs, free textbooks, school supplies, lunches, free medical care, including dental treatment, and scholarships for worthy students, the children enjoy a package of social advantages. Certain facilities are accessible to children with disabilities in order to guarantee equal opportunity ^[5].

The rise of the upper middle class during the colonial era led to the opening of many additional private schools in Sri Lanka. The Ministry of Education's suggested locally produced curricula are taught in English, Tamil, or Sinhala at these private schools. Modern facilities are typically more readily available in private schools than in public ones [6]. In addition to the Government Schools, there are currently 66 Private Schools (registered prior to 1960 and not since), of which are 33 fee-paying independent private schools and 33 fee-paying assisted private schools. Anyone in Sri Lanka who is willing to pay tuition and has the necessary funds is welcome to enroll in one of the international schools in Sri Lanka. These schools are not under the supervision or control of the Ministry of Education because the Board of Investment (BOI) has been in charge of them since the late 1980s. As a result, there is less student discipline than in other types of schools, and educational quality varies greatly throughout institutions [7]. The schools are able to provide excellent amenities and standards because of their high tuition fees and commitment to servicing the children of expatriate parents. Historically, physical education started out as a way for humans to survive biologically and developed into a methodical social-educational endeavor during the period of the Cultural Revolution's subsequent millennia. It is impossible to appreciate or explain the practices, innovations, causes, and movements that have made such a significant contribution to the advancement of physical education and human civilization in general without reference to current physical education [8]. The historical viewpoint of physical education is divided into two sections: one that addresses the distant past and the other that is more recent but finally combines with the present [9].

Most of us can certainly identify when stress is unpleasant, but did you know that stress can also occasionally be advantageous? Eustress, sometimes referred to as healthy stress, is beneficial to your well-being [10]. Positive stress has been shown to increase focus, energy, and productivity compared to negative stress or suffering [11]. For others, it may seem thrilling as well. On the other side, negative stress often leads to concern, anxiety, and a decrease in performance. Furthermore, it is painful and might worsen if neglected. Long-term stress is recognized to be harmful to our health. Dependable source [12].

Exercise is the cornerstone of physical education and serves as its primary instructional aid. One of the main objectives of physical education programs is to increase pupils' physical activity levels. Students who engage in physical activity

experience a variety of emotions, which should enhance their mental and physical well-being [13]. Effective communication and nice interactions between the teacher and students are important factors that contribute to positive emotional experiences in physical education sessions [14]. The main objective of many alternative or online PE programs is physical activity. Even though engaging in regular physical activity is essential to a top-notch PE program, it is only one component [15]. Standards-based physical education encompasses both physical exercise and knowledge and skill development. The main objective of this study is to compare the mental stress in virtual teaching among physical education teachers in government and private schools [16].

2. Materials and Methods

For this study, sixty (80) physical education teachers from two different kinds of schools have been employed. It describes the government and private schools in the Ratnapura district of Sri Lanka. The schools were selected randomly. For this study, forty (40) PE teachers from public schools and forty (40) PE teachers from private schools have been selected. The teachers that possess over three years of expertise in their field were selected. The Personal Information Form and the Perceived Stress Questionnaire will be used as the survey instrument to compare them based on specific criteria. In Ratnapura district, there are 238 PE teachers in government sector in Ratnapura district and 57 PE teachers in private sector.

The survey instrument that used to compare the stress level of teachers was the Perceived Stress Questionnaire and the Personal Information Form, according to certain criteria. The researcher looked over the literature on different sorts of job demands, employee behavior in the workplace, and stress variables before choosing those for the current study. Data were gathered using the Perceived Stress Questionnaire and the Personal Information Form. Objective The 30-item PSQ was developed as a measure to assess stressful life events and circumstances that often cause or worsen symptoms of disease. Stress has a major effect on the regularity and quality of the sleep cycle, hence the PSQ may be a helpful tool for determining the underlying causes of sleep disturbances. Although the scale has been employed in scientific research, its application in therapeutic settings is especially recommended.

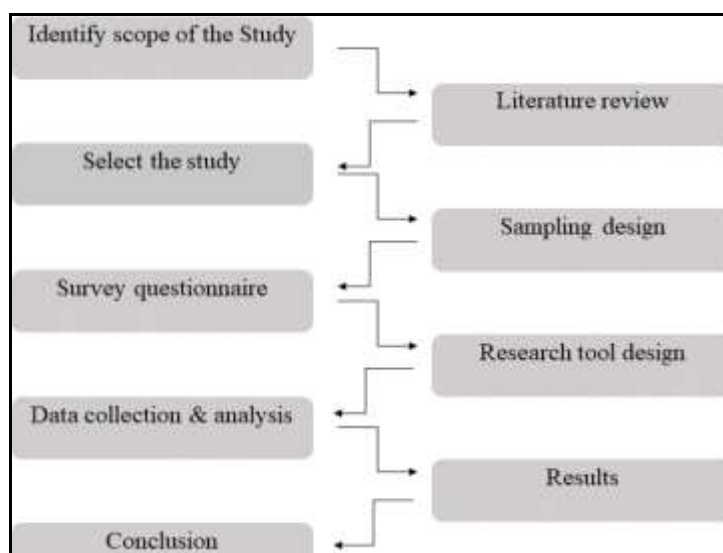


Fig 1: Methodology of the research

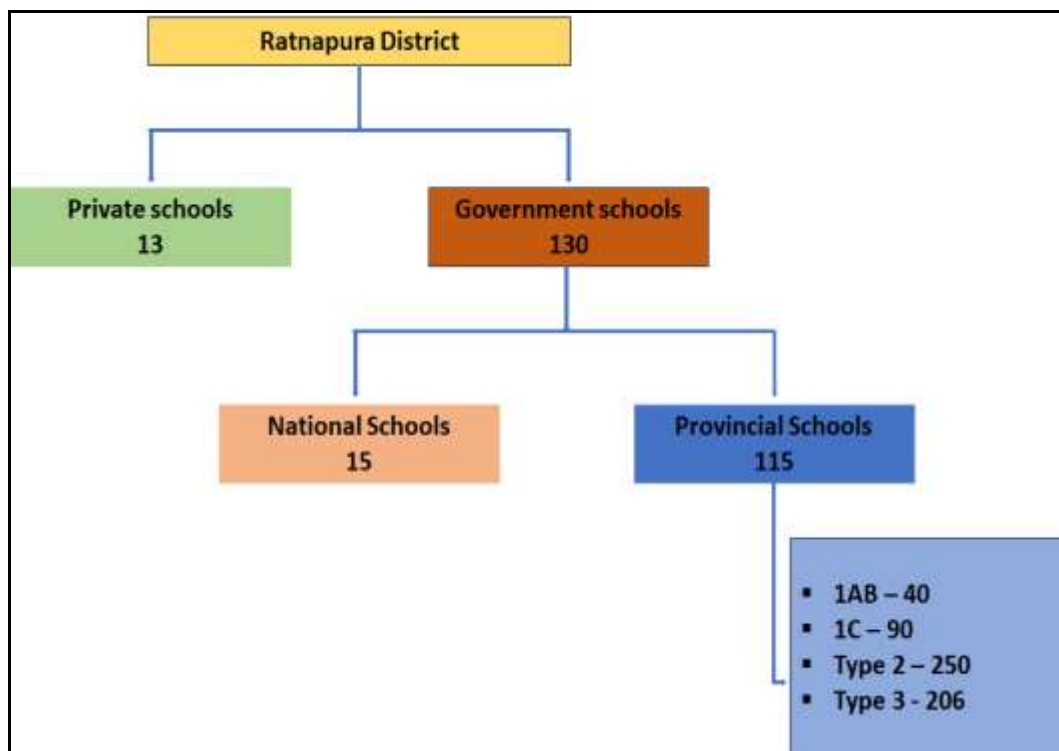


Fig 2: Distribution of schools in Ratnapura district

3. Results & Discussion

Data were acquired to assess teachers' psychological stress during the virtual teaching process. To determine which questions for each component or factor examined relevant themes, principal components analysis was employed. SPSS

(version 26) was used in conjunction with ANOVA to analyze the data. The appropriate statistical techniques were applied to the data analysis.

3.1 Descriptive Results

Table 1: Descriptive results of the Government sector

Government sector	Mean	63.40
	Standard Deviation	13.803
	Minimum	45
	Maximum	97

Table 2: Descriptive results of the Private sector

Private sector	Mean	92.97
	Standard Deviation	11.683
	Minimum	66
	Maximum	107

3.2 Test Hypothesis

- Ho: ANOVA's null hypothesis (HO) states that there is no variation in group means.
- Ha: The alternative hypothesis (Ha) states that at least

one group departs considerably from the dependent variable's overall mean.

3.3 Results of ANOVA Test

Table 3: Mean and Standard deviation comparison between Government school PE teachers, Private school PE teachers and Total

Group	Mean	SD
Government	63.40	13.806
Private	92.97	11.683
Total	78.19	19.568

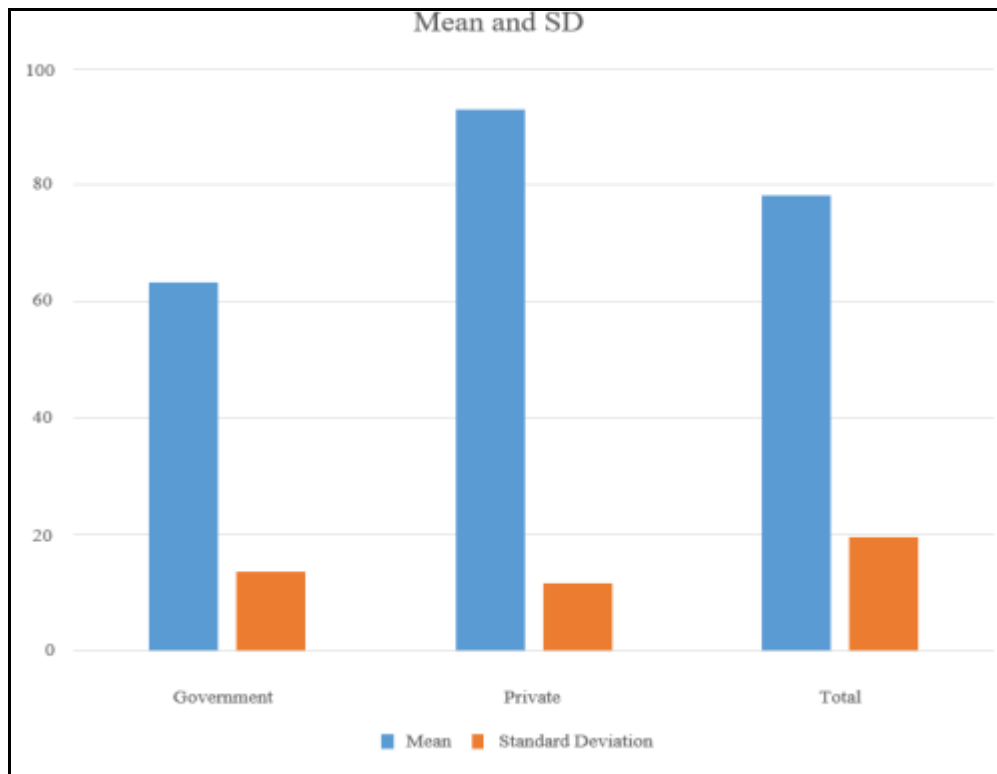


Fig 3: Mean and Standard deviation Comparison between Government school, private schools and Total results.

Table 4: Total Sector Anova Test Results

Total* Sector	Sum of Squares	df.	Mean square	f	P value
Between Groups	17493.61	1	17493.61	106.96	0.0001
Within Groups	12756.57	78	163.54		
Total	30250.18	79			

According to table 04 the mean value of the total score differs by 29.57 points between the government and private sectors. Additionally, the mean difference's p value (0.0001) is smaller than alpha's 0.05 threshold. This indicates that there is a large mean difference between the two groups' total scores.

Table 5: PCQ Index Sector Anova Test Results

PCQ index* Sector	Sum of Squares	df.	Mean square	f	P value
Between Groups	2.160	1	2.160	106.96	0.0001
Within Groups	1.575	78	0.020		
Total	3.735	79			

The results presented in table 05 the mean value of the total score differs by 0.3288 points between the government and private sectors. Additionally, the mean difference's p value (0.0001) is smaller than alpha's 0.05 threshold. This indicates that there is a large mean difference between the two groups' total scores.

4. Discussion

The characters of physical education are dynamic. Over the past few years, there have been significant changes made to its concepts, curriculum, materials, and courses everywhere in the world, including India. Physical education has frequently included action, instructions, and athletic competition as its main goals in the education sector, which extends from school to college. Similar studies on the mental strain experienced by Physical Education teachers have been conducted in a number of other countries. One can add this study to the list of examples. An investigation into the stress that physical

education instructors experience in both public and private schools. In this study, the levels of stress felt by teachers employed in the public and private sectors are compared. 64 secondary school physical education instructors from the Allahabad region, chosen as a typical sample (32 government schoolteachers and 32 private school teachers). At the conclusion of the study, it was discovered that instructors in public schools' experience only low levels of stress, while those in private schools have moderate levels. The aim of the study was to investigate the relationship between the mental stress levels of physical education teachers working in both government and private schools. As a result, it is necessary to compare mental stress with its sub variable, stress, as well. Government school instructors have a higher mean score on the variable of total adjustment compared to their counterparts in private and government schools who teach physical education. Government schools offer better working circumstances, a steady wage, less work, fringe perks, etc., which might be ascribed to this disparity. Additionally, there are more prospects for promotion for teachers in public schools.

The pensioner benefits, increased salary, gratuity, study leave, and other benefits provided to these teachers allow them to more readily adapt to their everyday lives and personal circumstances. The level of mental stress experienced by physical education instructors working in government schools and private schools was thought to differ significantly. Despite the fact that mental stress among these teachers is frequently mentioned in this study, several studies have focused on the job stress and mental stress of physical education teachers. According to study, there are three different types of stress that people might experience: physical stress, mental stress, and emotional stress. Mental stress can be brought on by ordinary daily occurrences like job changes, minor ailments, performance goals to meet, or even an unexpected casual visit from a higher-ranking officer to the home. Different people may be able to withstand different amounts of stress depending on the length and

intensity of the stress. High performance, a high degree of motivation, and subsequent job happiness are all products of optimal stress. An excessive amount of stress has negative effects on the body and the mind. According to the study's findings, government high school physical education teachers are significantly less stressed at work than their counterparts at private secondary schools.

This study provides the results of a statistical analysis comparing the performance of government schools and private schools in terms of the "total" and "PCQ index" measures. The report includes descriptive statistics (means, standard deviations, minimums, and maximums) for each group, as well as an ANOVA table. The descriptive statistics show that, on average, private schools have a higher mean score on both the total and PCQ index measures compared to government schools. The standard deviations are also relatively similar for both groups, indicating that the scores in each group are relatively consistent. The ANOVA table shows that there is a significant difference in the scores on both the total and PCQ index measures between government schools and private schools. The "sig." column in the table shows that the probability of obtaining these results due to chance is very low (less than .001). Overall, this research suggests that private schools tend to have higher scores on both the total and PCQ index measures than government schools. However, it's important to note that this report is based on a sample of government schools and private schools and these results may not be generalized to the entire population. Also, other factors that could be affecting the results such as socio-economic backgrounds of students, teacher's qualifications, funding etc. should also be considered.

5. Conclusion

According to the study's findings, physical education teachers in Sri Lanka's Ratnapura district who work in both government and private schools report significantly different levels of mental stress. Government schools' teachers' average mental stress scores were 63.40, whereas private school teachers' average scores were 92.97. This difference is statistically significant at the 0.000 level, according to the analysis. It can be concluded that Compared to their colleagues in private schools, physical education teachers in public schools reported less stress at work. As a result of factors like longer working hours, inadequate facilities and resources, and poor working conditions, private school teachers may experience higher levels of stress.

It's important to note that these results are based on a sample of government and private schools in Ratnapura district of Sri Lanka and may not generalize to the entire population. Other factors such as the socio-economic backgrounds of students, teacher's qualifications, funding etc. should also be considered. Therefore, it might be beneficial to look into the mental stress experienced by physical education teachers in various locations and educational settings.

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