

A study of Occupational Stress between College Teachers and Senior Secondary Teacher of Physical Education

Monika Kumari

Asstt. Coach Boxer, Sai Bawana

ABSTRACT

The purpose of the study was investigate the level of occupational stress experienced by the college teachers and the higher secondary school of the physical, education teacher. The sample consisted of 20 respondents from each group that index (OSI). Significant mean difference the variables related to role overload. Role ambiguity and responsibility under participation, Power-Lessness, Peer relation and unpredictability was observed. The study shows difference in the over-all stress various sub scales of the (OSI).

Key Words: Comparison, Job Satisfaction, Blood Pressure, Psychological Factors, Biological aspect, Job Stress.

INTRODUCTION

The occupational powerful factor, effects of the college and school Teachers in Physical Education. There is increasing evidence that work related stress can contribute to a variety of ailments, like tension stress, anxiety, mental illness, tension headaches and backaches, lows high blood pressure, cardiovascular disease. Unsold proportion in society.

Job stress expert, doctors and researchers have reported different mental, Physical, Psychological, Biological and Physiological conditions at difference type of work as potential occupational stressors (Bogg & Cooper, 1995).

Indian researcher have studies role stress. Job, level, Job tension, Job satisfaction and Job Pariraties in related Job Level and Length of servise in Physical Education occupational groups.

Physical Education teacher work under physical managements and at different level (college & school etc.) where the working conditions are not a like. The physical education teacher's personal experience is field of sports and game, personal variable facilities Availability, atmosphere, achievement of the physical education teacher have often been significant areas of investigation.

However the effects of existing system on Teacher, Psychological Physical, Mental, Social state is by and Large, a neglected area where it is accepted that teachers are not working in stable working conditions of social values (Femoses) Psychologist above says.

The aim of the study was to compare the level of stress between the college and school teachers of physical education teaching graduate and postgraduate classes and higher secondary school physical education teachers (H.S.S.P.E.T). These groups were tested for role stress responsibility inter group relationship, working conditions and experience status etc.

METHODOLOGY

20 subject in all were randomly selected to participate in the study Govt. & non Govt. School 10 physical education. Teacher from Govt. & Non Govt. Colleges and Sr. Secondary school teachers from Rohtak were also requested to participate in the study. The average age of the college physical education teachers & Sr. Secondary School Physical Education Teachers.

TOOL AND PROCEDURE

The 5 Point Likert stress Index (OSI) Standardized by Srivastava & Singh (1984) was administered to all the subjects of Assess the occupational stress Level. Forty- six Item & comprised the OSI under the broad category of 12 sub –Scales.

Table: Mean, SD of Occupational Stress Level

Table 1 Contains the Mean Scores and SDs all the subject of (OSI).

S.I No.	Sub Scale	College Teacher		HSSPETS	
		M	S.D.	M	S.D.
1.	Role overload	17.10	3.57	19.70	2.49
2.	Role Conflict	13.95	3.66	14.55	2.53
3.	Role Ambiguity	9.50	2.90	11.10	1.88
4.	Unreasonable Group and Political Pressure	11.25	3.19	11.55	2.51
5.	Responsibility for Person	9.00	1.38	10.00	2.59
6.	Under Participation	11.20	2.48	12.95	2.50
7.	Powerlessness	7.82	2.24	9.20	2.13
8.	Poor Peer Relation	12.30	2.31	10.80	2.64
9.	Intrinsic	10.50	1.76	10.50	1.70
10.	Low Status	7.50	1.50	7.55	1.99
11.	Strenuous Work	9.25	2.39	10.30	2.78
12.	Unpredictability	5.75	1.79	6.80	1.52
Overall Score		126.15	3.21	135.9	3.30

RESULT AND DISCUSSION OF FINDINGS

The HSSPET show a significantly higher level of stress than the college & school & Physical Education Teacher on role over load, role conflict and role ambiguity factors which may be attributed to the fact that the HSSPETs are performing more multiple roles than their counterparts. The number of teacher hours of the HSSPETs per week seems to be higher than the college Physical Education Teacher. Beside teaching the HSSPETs are also involved in supervising games sports, maintaining discipline in classroom college sports meet and school sport meet in school premises, organizing school other sports function etc.

The table reveals a significant difference between the two groups on the dimension of responsibility, some previous studies (e.g. Kyanriacou) & Sutcliffe 1987) have focused responsibility factors as an important stressor from the Physical Education Teachers. The HSSPETs have more responsibility in regard to their pupils, performance and face higher expectation demand from the students parents as well as the students than the college physical education teachers.

CONCLUSION

Significant difference on factor like under participation and powerlessness between the HSSPETs and college teachers reveals that different managements demanded different role and gave out different expectation from their employees. Autonomy to work in found to be associated more with colleges P.E. teachers than HSSPETs. Lack of recognition in decision making, sports and games infrastructure facilities availability and teacher authority etc. may be the cause for the HSSPETs reporting higher stress on those factors than their counterparts. Poor relationship with the peer group is always a source of stress to anyone college Physical Education Teachers and HSSPETs differ significantly on this factor. The desire to get closer to the head of the Institution (e.g., Head of Department and Dean and Registrar for some personal benefits may be a potent cause for college Physical Education Teachers. In addition, since responsibility of their students among themselves may have prompted them to score lower on the group stress scale than the college Physical Education Teachers. Unpredictability was also found to be a responsibility for stress among HSSPETs and College P.E. Teachers. When compared with the responsibility and problems shared by the HSSPETs of college Physical Education Teachers are more comfortable. The College Physical Education Teachers get more time to attend to their sports and game activities and have enough time, enjoy higher salary associated benefits etc. than the HSSPETs.

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