

A Comparative Study of Occupational Stress And Emotional Intelligence Among Physical Education Teachers Working in Kendriya Vidyalaya and Public Schools of Madhya Pradesh

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Abstract – Every strong emotion has at its roots an impulse to action; managing those impulses is basic to emotional intelligence.” The terms emotional intelligence, emotional literacy, emotional competence and emotional competencies are used in varying contexts throughout these pages. Emotional intelligence is the capacity to acquire and apply information of an emotional nature, to feel and to respond emotionally. This capacity resides in the emotional brain/mind. Emotional literacy and emotional competence are used interchangeably to describe the relative ability to experience and productively manage emotions. The shorthand for these terms is EQ. Emotional competencies are skills and attributes – self-awareness, empathy, impulse control, listening, decision making, and anger management – whose level of development determines the strength of our emotional intelligence and the degree of our emotional competence.

Keywords: Occupational Stress, Emotional Intelligence, Physical education Teachers, Kendriya Vidyalaya, Public School,

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INTRODUCTION

Physical education is a widening profession that focuses on human movement. Modern physical education is not just exercise, serving as a balance to sedentary living, not merely physical training, but a qualitative program based on a knowledge of physiological and psychological and effects of exercise at various age levels. Its customary application has had the major objective of providing people with increasing control over their own performance capabilities. Within this process, the mind also gets disciplined to the requirement and aptitude of its body in turn can give alertness and expressions to the mind. It concerns itself with factors of aging, fatigue, nutrition, rest, sleep as these relate to one's health. Physical education seeks to achieve an optional functioning of all systems of the body in harmonic coverage with a discerning mind.

Physical Education and sport are an important part of the tradition and cultural heritage of every country. The needs related to promoting and creating

conditions for undertaking physical activity by the elderly and people of advanced age constitute medical, economic and social challenges of recent years and foreseeable future. Not only do people want to live longer, but they also want to maintain independence and high quality of life. Despite the fact that many years ago (1978) UNESCO identified Physical Education as one of the basic human rights, in some countries Physical Education is under challenge.

Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. This will discuss the areas from which occupational stress originates. Next, the outcomes of stress will be discussed, followed by an examination of the classifications of stressors. The remainder of the discussion will be focused on the aspects of organizational communication and

recommendations for prevention of occupational stress and stress management.

Stress is a term we frequently use to define a feeling of being under pressure. Challenging pressures, which serve as motivators, are a normal and valuable part of our lives. In everyday terms it can be related to the sort of tensions we experience before an exam, a job interview or an important event. When the task is satisfactorily completed there is a sense of achievement and the body system slows down again in a desire to relax. It is only when the pressures build up or are repeated over a period that it can turn into sort of negative pressure we call 'stress'. Because it can be linked to so many areas of our everyday lives there can be no single strategy for the effective management of negative stress. It has to be a consideration in the development of all working practices and policies. To create a healthy workplace environment there should be an emphasis on the prevention of unnecessary stress and recognition of the need to make appropriate assistance available to support staff when, inevitably, stresses do arise. The following notes of guidance are essentially concerned with stress in its negative and potentially harmful form. They provide information on the common causes and effects of stress at work, the legal context and measures which can be taken to manage stress effectively. Advice is given about how to recognize the signs and symptoms of stress and to assist employees with stress-related difficulties and/or sickness absence emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On posits that EI develops over time and that it can be improved through training, programming, and therapy. Baron hypothesizes that those individuals with higher than average EQs are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success and the existence of emotional problems.

OBJECTIVES OF THE STUDY

1. To determine the current level of occupational stress and emotional intelligence among the Physical Education Teachers Kendriya Vidyalaya and Public Schools of Madhya Pradesh.
2. To compare occupational stress, and emotional intelligence between Physical Education Teachers of Kendriya Vidyalaya and Public School of Madhya Pradesh.

HYPOTHESES

It was hypothesized that there would be significant difference between Physical Education Teachers of Kendriya Vidyalaya and Public School in relation to occupational stress and emotional intelligence.

SELECTION OF SUBJECTS

The subjects selected for the present study was One Hundred sixty (160) qualified Physical Education Teachers (80 Kendriya Vidyalaya & 80 Public Schools). Who had a minimum of two years job experience in the same School. The subjects are selected age range from 25 to 55 years. Kendriya Vidyalaya and Public Schools was the field of study. They were selected by purposive, randomly sampling technique. All of them have at least Bachelor in Physical Education.

COLLECTION OF DATA

160 teachers from Madhya Pradesh were purposive randomly selected. (80) Working in Kendriya Vidyalaya and (80) working in Public Schools from the state of Madhya Pradesh were selected as the subjects. Permission was obtained from the school management to administer the questionnaire on selected Physical Education Teachers from their school. The investigator personally delivered the covering letter and questionnaire/scale to the respondents. Each subject and school management was assured confidentiality at the outset of the study. Almost all the Physical Education Teachers and Schools management agreed to co-operate in the study. These measuring tools had no time limit but on an average it required about 35 minutes time for responding.

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 following variables were selected for the present study.

1. Occupational Stress
2. Emotional Intelligence

TOOLS USED

The Tools Used For collection of data adopted for the study was as follows:-

1. In order to assess the Occupational Stress for Physical Education Teachers the investigator used Occupational Stress Scale for Physical Education Teachers (OSS-PET) developed by Dr. Awadhesh

Kumar Shirotriya & Dr. M.I.Quraishi. This scale consisted 53 items.

- Emotional Intelligence for Physical Education Teachers the investigator used Mangal Emotional Intelligence Inventory (MEII, Hindi Version) developed by Dr. S.K. Mangal and Mrs. Shubhra Mangal. This inventory consisted 100 items.

STATISTICAL TECHNIQUE

The data was analyzed by applying Descriptive statistics i.e. mean, standard deviation, standard error and range in order to assess level of Occupational stress, Job Satisfaction, Mental Health and Emotional Intelligence of physical education teachers working in Kendriya Vidyalaya and Public schools of Madhya Pradesh. For comparison of these variables the independent 't' test was exclusively employed and the level of significance for 't' test was set at 0.05. Moreover, the analysis of variance was done with the help of SPSS Version 20.0.

ANALYSIS OF DATA

Table-01

't' value for Kendriya Vidyalaya and Public Schools Physical Education Teachers on the Variable of Occupational Stress

Variable	Group	N	Mean	SD	Df	t-value
Occupational Stress	Kendriya Vidyalaya	80	200.96	18.58	158	16.61*
	Public Schools	80	152.58	18.25		

*level of Significance 't' (0.05)*Degree of freedom (158) = 1.65

It is evident from table 01, that 't' value (16.61) for occupational stress which is significant at 0.05 level for the df (n-2) =158,

Since the calculated value of t(=16.61) is greater than tabulated $t_{0.05} (158) (=1.65)$, H_1 was accepted and it was concluded that Kendriya Vidyalaya teachers highly Occupational Stress than Public School teachers.

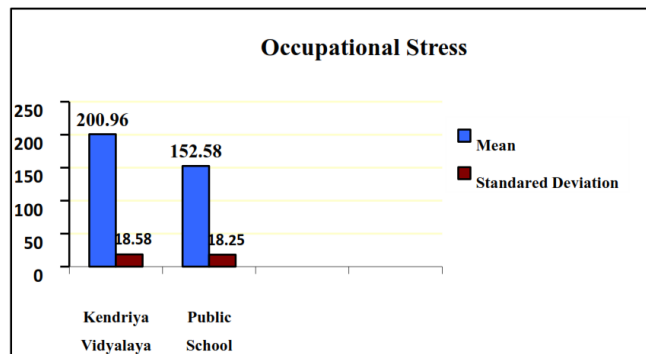


Figure 01 Comparison of Means Scores in relation to the Occupational stress between Physical Education Teachers working in Kendriya Vidyalaya and Public Schools

Table-02

't' value for Kendriya Vidyalaya and Public Schools Physical Education Teachers on the Variable of Emotional Intelligence

Variable	Group	N	Mean	SD	Df	t-value
Emotional Intelligence	Kendriya Vidyalaya	80	82.16	5.31	158	9.12*
	Public Schools	80	74.52	5.27		

*level of Significance 't' (0.05)*Degree of freedom (158) = 1.65

It is evident from table 02, that 't' value (9.12) for emotional intelligence which is significant at 0.05 level for the df (n-2) =158,

Since the calculated value of t(=9.12) is greater than tabulated $t_{0.05} (158) (=1.65)$, H_1 was accepted and it was concluded that Kendriya Vidyalaya teachers were good Emotional Intelligence than Public School teachers.

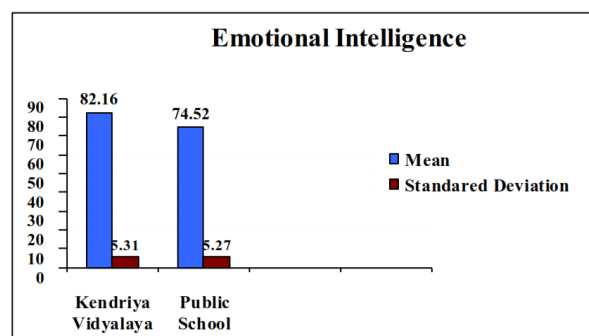


Figure - 02 Comparison of Means Scores in relation to the Emotional Intelligence between Physical Education Teachers working in Kendriya Vidyalaya and Public Schools.

DISCUSSION OF FINDINGS

The analysis of data reveals that there is significant difference in the selected two variables

(Occupational Stress, Emotional intelligence) between both the groups.

A significant difference was evident in relation to Occupational Stress between Kendriya Vidyalaya and Public Schools Physical Education Teachers. The findings of the present study reveal that Kendriya Vidyalaya Physical Education teachers as a whole are more occupational stress than public schools teachers. The data occurred in occupational stress was found more in Kendriya Vidyalaya teachers as they were having transfer able job and not having a stabilized position for working. It is also found that they face educational regarding as their studies. Get affected due to movement molarity in their parent's job. Some of the work places are located at such places where proper transportation facilities are not available. Teachers posted at schools located under hill station area were found high occupational stress as compared to teachers posted at schools located city areas. Kendriya Vidyalaya teachers have to be purely dependent on the fixed amount of salary and increment they get from the Kendriya Vidyalaya than Public schools. Public teacher are found to be more relaxed as their wards get stability in their education at one place fuller concentration from their side in every aspect of Child's life. Whereas the public teachers are found to have low occupational stress as the working place are found according to their convenience. The salary status is seen to be more composed and seem to have high at different levels of growth according to their working abilities. High emotionally intelligent teachers were found less stressful than teachers having low emotional intelligence.

In the present study, a significant difference is evident in relation to, Emotional intelligence between Kendriya Vidyalaya and Public Schools Physical Education Teachers. The Kendriya Vidyalaya teachers as govt. employees are found to have highly emotional intelligence as they are in much secured position in their jobs. They have various training programmers on regular basis which give them ample opportunities to enhance their knowledge of their relevant field. Teachers posted in low level sports facilities schools obtained higher mean than high level of sports facilities with respect to institutional/plan and policies component of job-satisfaction. Kendriya Vidyalaya physical education teachers working with high grade designation, more number of working hours per day, high experience in the previous institution have the ability to balance their level of emotions. They even have the people around them who are equally free like them. Their wards and families are in secured and stable positions which make them feel enthusiastic. They are able to resolve all their issues found to be present in their social lives and in the families as they are mentally free from any pressure at working place. They are seen to full fill their responsibility with full efficiency of mind. The teachers of public schools have lots of pressure at work places which directly

affect the mind of an individual as the earning is found to be very low or comparatively low from the demands of daily need. They do not find time to think about themselves and keep them busy in the assigned works which affect their personal and social life by giving pressure on the mind continuously. They lose their mental ability as they don't have the options to change rather than to their continue work even in worst conditions. The Maslow hierarchy of need theory (1943) supports these quitted reasons. It clearly depicts that the individual has to full fill the lower needs first to reach the hierarchy of needs. So the physiological and safety needs should be accomplished first to be Obtain the emotional satisfaction. These findings are supported by the following studies that are presented below.

CONCLUSIONS

On the basis of the findings of the study, the following conclusions were drawn:

1. From the results of the study, it was clear that the Kendriya Vidyalaya physical education teachers as a whole were found to be highly occupational stressed compare to Public Schools.
2. From the results of the study, it was clear that the Kendriya Vidyalaya physical education teachers as a whole were found to be good Emotional Intelligence compare to Public Schools.

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