

A Comparative Study of Occupational Stress among Physical Education Teachers Working in State Government, Central Government and Private Schools

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Abstract – The study was conducted to compare occupational stress among physical education school teachers in West Bengal State Govt., Central Govt. and Private school teachers. Twenty (20) participants were selected (total 60) randomly from each type of school. Six factors of occupational stress (Work Dilemma, Professional Growth, Professional Misconception, Working Condition, On Job Relation and Personal Status) were assessed using Occupational Stress Scale (English version) by Awadhesh Kumar Shirotiya and M. I. Quraishi. Significant difference was found among groups in all the variables except Work Dilemma. Results reveal that State Govt. teachers were significantly better than others in Working Conditions and Job Relation. Central Govt. teachers were significantly better than private teachers in personal status. Central Govt. teachers were weakest in personal growth as per self-report questionnaire. Private teachers were significantly poorer than Central Govt. teachers in Professional Misconception.

Keywords: Occupational Stress, Work Dilemma, Professional Growth, Professional Misconception, Working Condition, Job Relation and Personal Status.

INTRODUCTION

‘Stress’ word is derived from a Latin word ‘Stringere’ meaning ‘suffering opposition’. At present times it is mostly used as a sign of pressure, force, strain or efforts with reference to an object or person. Stress is the process that occurs in response to situations or events that disrupt or threaten one’s psychology or physiological functioning (Sachdeva & Kaur 2013). Occupational stress often stems from unexpected responsibilities and pressures that do not support with a person’s knowledge, skills, or expectations, inhibiting one’s ability to cope. Occupational stress can increase when workers don’t feel supported by supervisors or colleagues or feel as if they have little control over work processes (Roz H et al. 2016). Occupational stress or stressful working conditions have been connected to less productivity, absenteeism, and increased rates of accidents on the job and off the job (Cohen, L et al. 1964).

Stress is known to cause emotional exhaustion to teachers and this leads to negative feelings toward students. A stressed Physical Education teacher who is angry will find it difficult to give holistic care to students, which makes the teacher negligent in performing duties. Occupational Stress in Physical

education teachers affects their health and increases absenteeism, injury claims, attrition rate, infection rates and errors in treating student. Effective occupational Stress management among Physical education teachers is required for effective teaching environment (Vishnu, 2017).

The purpose of the study was to identify of the factors influencing the occupational stress of physical education professionals. Another purpose of the study was to recognize and differentiate the level of occupational stress of Physical Education teachers among different types of schools (State Government, Central Government and Private).

METHODOLOGY

The study was a cross sectional survey. Sixty participants were selected randomly for this study from State Government schools (West Bengal), Central Government schools (Kendriya Vidyalaya) and Private schools. All the participants were working as Physical Education teachers in different schools of West Bengal. Twenty (20) participants were randomly selected from each type of school. Minimum experience level was three years as inclusion criteria for participating in the study.

Occupational stress was the variable of the study which was further evaluated through six factors such as Work Dilemma, Professional Growth, Professional Misconception, Working Condition, On Job Relation and Personal Status. Occupational Stress Scale (English version) by Awadhesh Kumar Shirotiya and M. I. Quraishi was used to assess Occupational stress. There were five options i.e. strongly disagree, disagree, undecided, agree and strongly agree for each question out of total 53 questions. Before administering the test, prior permission was also taken from respondents and purpose of the study was described to them.

To find significant difference among State Government, Central Government and Private Schools one-way analysis of variance (ANOVA) was used.

RESULTS

Mean and standard deviation of all the six factors were calculated and presented in the table below.

Table 1: Descriptive Statistics and Graphical Representation of Occupational Stress

Variable	Type of School	Mean	Std. Dev.	Graphical Representation
Work Dilemma	Private	36	4.82	
	State Govt.	35.65	6.24	
	Central Govt.	32.45	6	
Professional Growth	Private	41.85	6.1	
	State Govt.	43.5	6.79	
	Central Govt.	36.7	5.41	
Professional Misconception	Private	29.5	4.33	
	State Govt.	28.3	5.76	
	Central Govt.	25.4	4.68	
Working Conditions	Private	36.25	4.64	
	State Govt.	41.65	4.07	
	Central Govt.	34.35	4.58	
Job Relation	Private	27.25	2.69	
	State Govt.	29.85	2.37	
	Central Govt.	26.85	2.21	
Personal Status	Private	9.15	2.06	
	State Govt.	10.9	2.38	
	Central Govt.	11.4	1.43	

These was a visible difference among State Government, Central Government schools and Private schools, to know whether the difference was significant or not One way analysis of variance was applied and results are shown in the table below.

Table 2: One Way ANOVA of Occupational Stress

Variable		Sum of Squares	df	Mean Square	F	p-value
Work Dilemma	Between Groups	153.1	2	76.55	2.34	0.106
	Within Groups	1867.5	57	32.76		
Professional Growth	Between Groups	503.233	2	251.617	6.709	0.002
	Within Groups	2137.75	57	37.504		
Professional Misconception	Between Groups	177.733	2	88.867	3.608	0.033
	Within Groups	1404	57	24.632		
Working Conditions	Between Groups	573.733	2	286.867	14.562	.000
	Within Groups	1122.85	57	19.699		
Job Relation	Between Groups	106.133	2	53.067	8.98	.000
	Within Groups	336.85	57	5.91		
Personal Status	Between Groups	55.833	2	27.917	7.005	0.002
	Within Groups	227.15	57	3.985		

From the above table it is evident that the differences among groups were significant in all the variables except Work Dilemma. This indicates that three categories of school teachers were different from each other. Further, post hoc test was conducted to compare means of groups. As, the groups were of equal sample size, LSD test was used as post hoc. The results of post hoc test were shown in the following table.

Table 3: Post Hoc Tests (LSD) of Occupational Stress

Variable	(I) Type of School	(J) Type of School	Multiple Comparisons		
			Mean Difference (I-J)	Std. Error	p-value
Professional Growth	Private	State Govt.	-1.65000	1.94	0.398
		Central Govt.	5.15000*	1.94	0.01
	State Govt.	Central Govt.	6.80000*	1.94	0.001
Professional Misconception	Private	State Govt.	1.20000	1.57	0.448
		Central Govt.	4.10000*	1.57	0.011
	State Govt.	Central Govt.	2.90000	1.57	0.07
Working Conditions	Private	State Govt.	-5.40000*	1.40	.000
		Central Govt.	1.90000	1.40	0.181
	State Govt.	Central Govt.	7.30000*	1.40	.000
Job Relation	Private	State Govt.	-2.60000*	0.77	0.001
		Central Govt.	.40000	0.77	0.605
	State Govt.	Central Govt.	3.00000*	0.77	.000
Personal Status	Private	State Govt.	-1.75000*	0.63	0.008
		Central Govt.	-2.25000*	0.63	0.001
	State Govt.	Central Govt.	-.50000	0.63	0.432

In professional growth there was significant difference between Private with Central gov. (p=0.010) and state government and Central Government (p=0.001). In Professional Misconception there was significant difference between Private with Central Government (p=0.011). Significant difference was found between teachers of Private with State Government schools (p=0.000) and between State Government and Central Government school teachers (p=0.000) in case of working conditions. In case of Job Relation significant difference was found between Private with State Govt. (p=0.001) and State Government with Central Government (p=0.000). There was significant difference between Private with State Govt. (p=0.008) and Private with Central Government (p=0.001) in Personal Status.

DISCUSSION

Work dilemma denotes the difficulty and embarrassment PET's face in their day-to-day job. Work dilemma is not a sign of healthy atmosphere in

work. Though the results of the study shows that Central Govt. teachers work dilemma was lower than State Govt. and Private Schools teachers, one way ANOVA was unable to find any significant difference. So, on the basis of the study it can be concluded that PET's working in different types of schools don't experience different levels of work dilemma.

Professional growth is about betterment of professional skills, opportunities for career growth, getting rewarded and recognized for good work and promotional aspects. Results of the study reveal that Central Govt. teacher's Professional growth was lower than both State Govt. and Private Schools teachers. Central Govt. teachers participate in more number of Workshops/ Seminars. They also get more opportunity for sports coaching and enjoy higher salary than others. All these support the fact that Central Govt. teachers should have higher ratings in professional Growth. But findings of the study are depicting a different picture. An in depth analysis of Professional growth should be conducted to discover reason behind low professional growth of Central Govt. Physical Education teachers.

The dimension professional misconception tells us about the misunderstanding and misinterpretations about Physical Education subject and the problems PET's face due to that. Many times PET's are assigned works that are unprofessional and unrelated to their skills and interest. This study found that Private school Physical Education teachers suffered with professional misconceptions the most. Though there score was not significantly different from that of State Government teachers. The least sufferers of professional misconception were Central Government school teachers. Permanency of Private school teachers is least and many times they are assigned other duties than teaching. Some of the State Government school teachers who participated in the study said that they did not have playground hence they have to take other subject classes whereas Kendriya Vidyalaya are equipped with excellent facility and Physical Education is an important part of CBSE curriculum. This may the reason of varied levels of professional misconception among teachers in different settings.

In this study, working condition refers to facilities available to teachers, how PET's are valued in their school, general well-being and satisfaction for teachers etc. Job relation is about Physical Education Teachers personal and professional relation with school colleagues. In both of these variables State Government PET's were significantly better than both Private and Central Government School teachers.

Central Govt. teachers had the highest personal status among all types of PET's. It was significantly better than private school teachers though there was no significant difference between Central and State Govt. teachers. Private school PET's scored significantly lower than both Central and State Govt. teachers.

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