

# Comparative study of Job stress between Physical Education Teachers and other subject Teacher

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## **Introduction**

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.

On the basis of experience and research, NIOSH favors the view that working conditions play a primary role in causing job stress. However, the role of individual factors is not ignored. According to the NIOSH view, exposure to stressful working conditions (called job stressors) can have a direct influence on worker safety and health. But as shown below, individual and other situational factors can intervene to strengthen or weaken this influence. Theresa's need to care for her ill mother is an increasingly common example of an individual or situational factor that may intensify the effects of stressful working conditions. Examples of individual and situational factors that can help to reduce the effects of stressful working conditions include the following: Balance between work and family or personal life A support network of friends and coworkers A relaxed and positive outlook.

Lazarus and fokman (1984) defined stress as a “relationship between the person and environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well being”.

**Sample:** A purposive sampling device was used to select the sample of the study. Total 192 teachers. 24 each of eight subjects i.e. subject teachers (Physical Education, Geography, History, Maths, English, Hindi, Economics and Information Technology) have been selected from the schools which are affiliated to C.B.S.E.(Central Board of Secondary Education) and H.B.S.E.(Haryana Board of Secondary Education). Samples have collected from the state of Haryana ,Distt.Rohtak Schools in India.

**Selection of variables:** To measure job stress, occupational stress index developed by Srivastava and Singh (1984) was used. The authors have claimed that tool may be conveniently administered to all categories of employees. The scale consisted of 46 items each was to be rated on given point scale. Out of 46 items 28 were true keyed and 18 were false keyed.

**Table no. 1**

Comparative results of physical education teachers and other subject teachers on job stress.

Sr. No.	Subject	Mean	S.D.	SEM	Subject	Mean	S.D.	SEM	t-ratio
1.	Physical Education	120.90	11.967	2.44	Geography	137.04	24.59	5.02	2.888**
2.	Physical Education	120.90	11.967	2.44	History	144.01	26.63	5.43	3.831**
3.	Physical Education	120.90	11.967	2.44	Hindi	142.21	20.08	4.10	4.461**
4.	Physical Education	120.90	11.967	2.44	Maths	136.38	24.01	4.90	2.823**
5.	Physical Education	120.90	11.967	2.44	Economics	136.29	24.96	5.09	2.721**
6.	Physical Education	120.90	11.967	2.44	English	138.17	27.88	5.69	2.785**
7.	Physical Education	120.90	11.967	2.44	Information Technology	139.58	21.64	4.41	3.697**

$P < 1.68^*$

$P < 2.42^{**}$

### Result and Discussion of Table 1:

The teachers of Physical Education have recorded main score 120.92 in comparison with Geography Teachers mean score 137.04, History teachers mean score 144.01, Hindi Teachers mean score 142.21, Maths Teachers mean score 136.38, Economics Teachers mean score 136.29, English Teachers mean score 138.17 and Information Technology Teachers mean score 139.58 on the variable of occupational stress and this difference has been found statistically significant with t-values 2.888 of Geography teachers, 3.831 of History teachers, 4.461 of Hindi teachers, 2.823 of Maths teachers, 2.721 of Economics teachers, 2.785 of English teachers and, 3.697 of Information Technology at 0.01 level of confidence. The result of occupational stress clearly indicates more proness of Geography, History, Hindi, Maths, Economics, English and Information Technology teachers towards occupational stress in comparison with Physical Education teachers who have recorded less occupational stress and the difference have been found statistically significant at 0.01 level of confidence.

**Table 2:** Significance of differences among Physical Education teachers working in C.B.S.E. and H.B.S.E. Board school on occupational stress.

Sr. No.	Group	Mean	S.D.	T-matrix
1.	C.B.S.E.	119.35	13.008	0.055
2.	H.B.S.E.	119.78	14.038	-----

In Table 2 Significance of Difference among Physical Education teachers working in C.B.S.E. and H.B.S.E. Board schools have been presented on occupation stress.

Physical Education teachers working in C.B.S.E. teachers mean 119.35 and H.B.S.E teachers mean 119.78. Similarity Physical Education teachers working in comparison with C.B.S.E. teachers S.D.

13.038 and 14.008 recorded by H.B.S.E Board teachers. Obtained t-values as per T-matrix have not been found significant.

The result of table 2 Suggests that there is no statistically significant difference among Physical Education teachers working in C.B.S.E. and H.B.S.E. Board schools on the variable of occupational stress

### Conclusions:

Teachers of Physical education have reported lower lever of occupational stress which have been found significantly better than, other group of teachers.

### Reference:

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