



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2018; 3(1): 421-425

© 2018 Yoga

www.theyogicjournal.com

Received: 06-11-2017

Accepted: 07-12-2017

Jayalaxmi G Sirasangi

Research Scholar,

Department of Physical

Education and Sports Sciences

Akkamahadevi Women's

University Vijayapura, Bijapur,

Karnataka, India

Rajkumar P Malipatil

Research Guide Asst Professor,

Department of Physical

Education and Sports Sciences

Akkamahadevi Women's

University Vijayapura, Bijapur,

Karnataka, India

The comparative study of occupational stress, burnout self efficacy and job satisfaction on secondary school physical education teachers in demographical features

Jayalaxmi G Sirasangi and Rajkumar P Malipatil

Abstract

In this study, an attempt was made to Compare Occupational Stress, Burnout, Self-Efficacy And Job Satisfaction Among Physical Education Teachers Working In Different Types Of Schools Such As Government, Aided And Unaided Schools In The State Of Karnataka. It was hypothesized that there would be significant difference among government aided and unaided school physical education teachers as regards to their occupational stress, burnout, self-efficacy and job satisfaction. In sequence to achieve the objective of the present study, occupational stress scale developed by Dr.A.K. Srivastva and Dr A. P. Singh, Burnout scale developed by Karuna Shankar Mishra, self-efficacy scale developed by Banduras and Job Satisfaction Scale developed by Meera dixit (2003) was administered on a subjects of total 300 physical education teachers working in the state of Karnataka. Out of these, the teachers working in government schools numbered 100 whereas from aided 100 and unaided 100 school category, 100 teachers each were taken for the purpose of the study. Results of the study showed that significant differences in occupational stress, burnout, self-efficacy and job satisfaction existed among the three categories of the teachers.

Keywords: occupational stress, burnout, self-efficacy and Job Satisfaction, Government Schools, aided Schools, and unaided Schools.

Introduction

Today, teaching in Physical Education has become a very demanding profession which requires exceptional skills. Physical education teaches have to play a very vital role and their work involves a number of duties such as planning, teaching, coaching, training, evaluative, administrative and various unclassified ones. A physical education teacher requires a greater variety of skill talents than any other teaching area. His responsibilities are diverse and the society looks up to him as a leader who can create and maintain general fitness of the sedentary people on one hand and help produce sports individuals at grass root level, on the other. As a result, physical education teachers working in schools and other area feel their workload heavier, strenuous and difficult too. Some of them feel that in proportion to the expectations of the society they are not given due place, recognition, autonomy, salary, working conditions, opportunities for growth and advancement and so on.

Stress as we all know, has become an important feature of our daily lives. For the last few decades, research around stress has produced a large number of conferences, books, and articles, however despite the popularity of "stress" as a research topic, experts still do not agree on a common definition of this simple and at the same time controversial concept (Rees and Red fern, 2000). Stress is now usually defined as a feeling of physical or emotional tension and a feeling of being unable to cope with anxiety and discomfort, particularly in response to change (Vijayashree and Mund, 2011). It can be due to personal professional (occupational) reasons. It has been found that it is not only a problem for developed information societies but also for developing countries and is omnipresent in all professions. Each profession causes a specific level of stress. Researchers suggest that with rapid advancements and changes today, there is hardly any occupation left, the members of which do not suffer from occupational stress and burnout. Burnout is defined as a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that

Correspondence

Jayalaxmi G Sirasangi

Research Guide Asst Professor,

Department of Physical

Education and Sports Sciences

Akkamahadevi Women's

University Vijayapura, Bijapur,

Karnataka, India

are emotionally demanding (Pines and Aronson, 1988)8. The concept of teacher burnout was identified as a syndrome of physical and emotional exhaustion containing the development of negative job attitudes, and loss of empathic concern for clients. This syndrome involves three different dimensions, called; depersonalization which indicates the development of negative attitudes and impersonal responses towards the people with whom one works, emotional exhaustion refers to the feelings of over extension and exhaustion caused by daily work pressures, and conflicts with the colleagues, and lastly personal accomplishment means the sense of personal achievement, accompanied by self-esteem (Maslach and Pines, 1984). 9 This dimension is inversely related with burnout.

Physical education programs have been identified as an important mechanism in the effort to increase physical activity, but there is little empirical information regarding the best approach toward accomplishing this goal. Recent evidence suggests that for physical activity interventions to be successful, they need to extend beyond the physical education class to include the whole school environment and supervision (McKenzie, et al. 1995, 1996; Powers, Conway, McKenzie, Sallis, & Marshall, 2002; Sallis, et al., 2001; Sallis & McKenzie, 1991; Strelow, et al., 2002).

Statement of the Present Study

The Comparative Study of Occupational Stress, Burnout Self Efficacy and Job Satisfaction on Secondary School Physical Education Teachers in demographical features.

Objective of the Study

1. There was no significance difference between who has working in different types of management government, aided and unaided school of secondary school physical education teachers in Karnataka state
2. There was no significance difference in the job satisfaction of secondary school physical education teachers, have low, moderate and high job satisfaction.

Hypotheses

H 1: It was hypothesized that government school physical education teachers may be high burnout, better job satisfaction and moderate occupational stress in comparison with aided and unaided school.

H 2: It was hypothesized that aided school physical education teachers have moderate job satisfaction and moderate occupational stress and moderate self efficacy and low burnout in comparison with government and unaided school.

H 3: There exist significance difference in the job satisfaction government, aided and unaided schools of secondary school physical education teachers in Karnataka state.

Delimitation of the study

- The study is delimited to Karnataka state India.
- The study is delimited to secondary school physical education teachers working in secondary school affiliated to the state board Karnataka school education were selected for the study.
- The present data delimited to total 100 governments, 100 aided and 100 unaided schools, division wise data collecting.

Method of the study

For the present study data was collected with the help of structured questionnaire. For the present study Five point

Likert scale is used.

Size of Sample

Analysis of the present study 25 government, 25 aided and unaided school were selected randomly from Karnataka state. Total 300 secondary school physical education teachers taken to the present study was selected randomly.

Sl. No	Name of the Variables	Authors Name
1	Occupational Stress	Dr. A.K. Srivastva and Dr A. P. Singh.
2	Job Satisfaction	Meera Dixit (1993)
3	Burnout	Dr Karuna Shankar mishra
4	Self-efficacy	Banduras

Table 1: shows that occupational stress and types of managements in secondary school physical education teachers in Karnataka state

Variables	Managements	Mean	SD
Occupational stress	Government	123.31	11.16
	Aided	150.79	15.46
	Unaided	202.30	10.54
	Total	158.80	35.11

The above table represents the Summary statistics of occupational stress by school management. It shows the followings:

1:-The dimensions mean score of occupational stress is (158.80±35.11), in which the mean occupational stress is highest in Unaided (202.30±10.54) lowest in Aided (150.79±15.46) and followed by government (123.31±11.16)

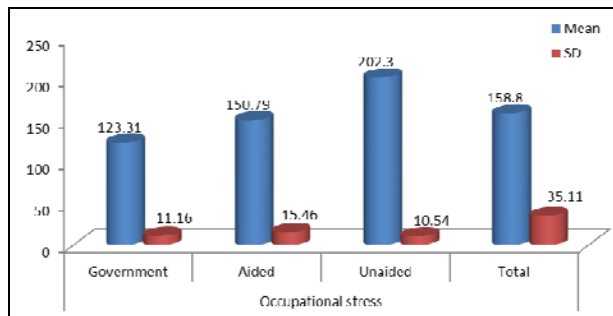


Fig 1

The above graph shows that findings the study it was a significance difference was found between occupational stress of secondary school physical education teachers of government aided and unaided school teachers (123.31) government schools have less occupational stress and unaided schools have (202.30) high occupational stress . There is less occupational stress in government schools because they don't have that much of work pressure. There will be no one to task how much you have worked or not. That's why there is less stress. In aided schools involve children only for the sake of showing achievements externally. Unaided schools are also having pressure on teachers because here teachers are made to do all other work too.

Table 2: Summary statistics of burnout and its types of management in secondary school physical education teachers of Karnataka state

Variables	Managements	Mean	SD
Burnout	Government	90.67	6.14
	Aided	100.55	9.26
	Unaided	148.39	8.81
	Total	113.20	26.53

The above table represents the Summary statistics of Burnout by school management. It shows the followings:

1:-The total mean Burnout is 113.20 ± 26.56 in which the mean score is stress is Burnout highest in Unaided (148.39 ± 8.81) lowest in Aided (100.55 ± 9.26) and followed by government (90.67 ± 6.14).

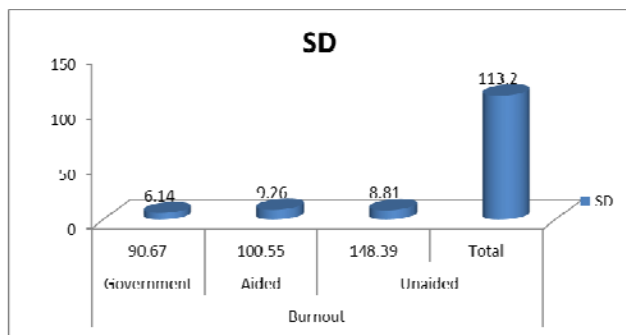


Fig 2: Table Shows That Burnout And Types of Management In Secondary School Physical Education Teachers In Karnataka State.

Burnout is something which decreases a person’s physical and mental energy. For a physical education teacher burnout will be more. Government physical education teachers, have less burnout, aided physical education teachers have moderate burnout and unaided physical education teachers have more burnout, since morning till evening they are made to work even though they are tired physically.

Table 3 Summary statistics of Self efficacy by types of management secondary school Physical education teachers

Variables	Managements	Mean	SD
Self efficacy	Government	160.52	11.48
	Aided	169.77	2.47
	Unaided	190.48	7.49
	Total	173.59	14.89

The Summary statistics of Self Efficacy by school management. It shows the followings: 1:-The total mean Self Efficacy is 173.59 ± 14.89 in which the mean score is stress is Self-Efficacy highest in Unaided (190.48 ± 7.49) lowest in Aided (169.77 ± 11.48) and followed by government (160.52 ± 6.14).

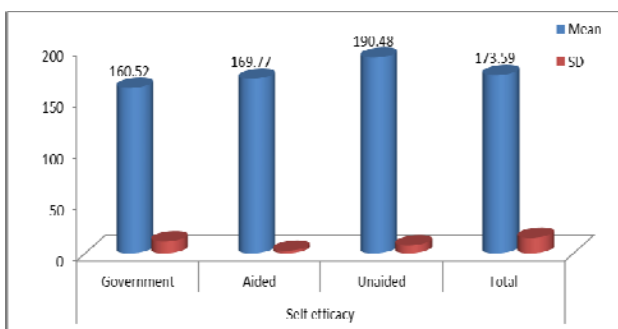


Fig 3: Summary statistics of Self efficacy and its dimensions by types of management secondary school Physical education teachers

The Summary statistics of Self Efficacy by school management. It shows the followings: 1:-The total mean Self Efficacy is 173.59 ± 14.89 in which the mean score is stress is Self-Efficacy highest in Unaided (190.48 ± 7.49) lowest in Aided (160.52 ± 11.48) and followed by government (160.52 ± 6.14).

Discussion about the graph1. 12 in government schools n one asks for self efficacy in aided schools wants are seen much. But in private schools the teachers does the work in order to keep his personality at its height

Table 4: Summary statistics of job satisfaction and types of management in secondary school physical education teachers of Karnataka state

Variables	Managements	Mean	SD
Job satisfaction	Government	216.46	10.19
	Aided	190.12	10.90
	Unaided	169.38	30.20
	Total	191.99	27.35

The above table represents the Summary statistics of occupational stress by school management. It shows the followings:

The total mean job satisfaction is 191.99 ± 27.35 , in which the mean score is job satisfaction is highest in Unaided Government (216.46 ± 10.19) and lowest in Aided (190.12 ± 10.90) followed by Unaided (169.38 ± 30.20)

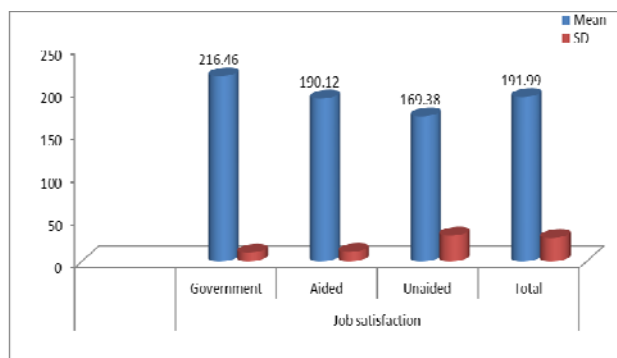


Fig 4: Summary statistics of job satisfaction and types of management in secondary school physical education teachers of Karnataka state

The above table represents the Summary statistics of occupational stress by school management. It shows the followings:

The total mean job satisfaction is 191.99 ± 27.35 , in which the mean score is job satisfaction is highest in Unaided Government (216.46 ± 10.19) and lowest in Aided (190.12 ± 10.90) followed by Unaided (169.38 ± 30.20)

Discussion about the table: government school physical education teachers have job satisfaction as they get handsome salary, promotions policies are good. In aided schools too teachers have the fear of transfer, plans. Policies and adjustment with staff members. Even though there will be n adjustment they ought to adjust themselves.

Conclusions

1. There was no significance difference in the job satisfaction of secondary school physical education teacher’s appointment as government (permanent) and contractual basis in Karnataka state.
2. There was no significance difference in the government and aided school physical education teachers have better job satisfaction of secondary school physical education teachers have more salary and less salary in Karnataka state.
3. It was found that moderate self efficacy behaviour in physical education teacher working in different division

of Karnataka

4. It was noticed that there is more occupational stress among unaided physical education school teacher working in different divisions.
5. Government physical education teachers have low occupational stress compare to aided and unaided school teachers.
6. It was noticed that aided physical education teachers have moderate occupational stress compare to unaided schools
7. 7 : The physical education teacher should be actively interested in farming a compatible environment in the school more of the time spends to at the school.
8. 8: Secondary school physical education teachers should try to find exact cause of job dissatisfaction and solve the problems by a conjoint discussion with the management or organisation.
9. 9: Secondary school physical education teachers should consider their profession as a service to the society rather than a daily wage earner.
10. Teacher they find complications in adjustment with the co- staff and there members of the institution they should feel free to discuss it with the higher authorities of the organisation.
11. The findings of the study also make clear that unaided secondary school physical education teachers as a whole are found to be greater occupational stressed.
12. The significance difference is found secondary school physical education teachers working in government, aided and unaided school in relation to the level of occupational stress. It is also clear from the present study that the secondary school physical education teachers working in unaided schools are more occupationally stressed in comparison with secondary school physical education teachers working in government and aided schools.
13. The authority should see that suitable congenial environment should be provide to the physical education teachers
14. They should set up for open discussion symposiums etc for teachers to explicit their opinion.
15. There should be not being differentiation among the teachers in any case with regard to salary, work distribution or sharing of responsibilities.
16. In private school teachers are not given job security even after working rigorously. They should be given job security for two years. Because it takes minimum a year to understand the nature of the institution.
17. There is a no significance even in some government schools too some of the secondary school physical education teachers don't have sufficient job satisfaction, because of their educational qualification, their aspiration and other things.

Recommendation and Suggestion for further study

Based on the finding the research scholar has drawn following recommendations.

- The present study concentrates on job satisfaction, self efficacy. Burnout and occupational stress hence it is recommended that other variables such as stress, anxiety may be included in the study.
- As the present study concentrated on schools teachers it may be extended to university and deemed university also.
- The same study may be conducted exclusively on male and females staff separately.

Reference

1. Bandhana B. Job satisfaction and values among kendriya vidyalaya teachers. *Journal of Education and Practice*. 2011; 2(11, 12):17-24.
2. Francis G, Jr GM. Job satisfaction. *Human Behavior in the Work Environment A Managerial Perspective California: Goodyear Publishing Company, Inc. Santa Monica, California, 1982, 70-82.*
3. Gupta CB. *Human Resource Management*. New Delhi: Sultan Chand & Sons, 2009, 30, 2
4. Gowri PA, Mariammal K. College Teachers „Attitudes towards Teaching and Job Satisfaction. *Journal of Community Guidance & Research*. 2011; 28(1):99-106.
5. Hackman JR, Oldham GR. Motivation through the design of work: Test of a Theory. *Organizational Behaviour and Human Performance*. 1978; 16:250-279.
6. Kumari S, Jafri S. Level of Organizational Commitment of Male and Female Teachers of Secondary Schools. *Journal of Community Guidance & Research*. 2011; 28(1):37-47.
7. Bandura A. Self-regulation of motivation through anticipatory and self-regulatory mechanisms. In R. A. Dienstbier (Ed.), *Perspectives on motivation: Nebraska symposium on motivation* Lincoln: University of Nebraska Press. 1991b; 38:69-164.
8. Lent RW, Hackett G. Career self-efficacy: Empirical status and future directions. *Journal of Vocational Behavior*. 1987; 30:347-382.
9. Maddux JE, Stanley MA. (Eds.). Special issue on self-efficacy theory. *Journal of Social and Clinical Psychology*. 1986; 4(Whole No.3).
10. Schunk DH. Self-efficacy and cognitive skill learning. In C. Ames & R. Ames (Eds.), *Research on motivation in education. Goals and cognitions* San. 1989; 3:13-44.
11. Diego: Academic. Schwarzer, R. (Ed.). (1992). *Self-efficacy: Thought control of action*. Washington, DC: Hemisphere. White, J *Rejection*. Reading, MA: Addison-Wesley, 1982.
12. Wood RE, Bandura A. Social cognitive theory of organizational management. *Academy of Management Review*, 1989; 14:361-384.
13. Abdullah MM, Parasuraman B. Job Satisfaction among Secondary School Teachers, *Journal Kemaunusiaan*. 2009; 13(1):10-17.
14. Abeid A Amri. Job Stress among Teachers, *Journal of King Saud University*. 2007; 16(2):16-29.
15. Abel MH, Sewell J. Stress and Burnout in Rural and Urban Secondary School teachers, *The Journal of Education Research*. 1999; 92(5):287-293.
16. Adams E. Vocational Teacher Stress and Internal characteristics, *Journal of Vocational and Technical Education*. 1999; 16(1):112-123.
17. Aggarwal S. A study of Intelligence, Age, Sex, Communities and Income Groups Indian *Psychological Review*. 1987; 14(2):47-54.
18. Akindutire IO. Analysis of Role Conflict and Stress of Physical Education Teachers, *Journal of Research in Physical, Health Education and Recreation*. 2006; 2(16):139-146.
19. Alam S Shah. A Study of Job Stress on Job Satisfaction among University Staff in Malaysia, *European Journal of Social Sciences*. 2009; 8(1):105-128.
20. Alay S, Kocak S. A Study of Stress Sources, Symptoms and Strategies of Physical Education Teachers in

Elementary Schools, *Journal of Education*. 1999; 16(2): 11-14.

21. Al-Mohammadi A, Capel S. Stress in Physical Education Teachers in Qatar, *Social Psychology of Education*. 2006; 10(1):55-75