



ISSN: 2456-4419

Impact Factor: (RJIF): 5.18

Yoga 2019; 4(1): 198-199

© 2019 Yoga

www.theyogicjournal.com

Received: 11-11-2018

Accepted: 13-12-2018

Kum GG Danappanavar

Research Scholar,

Department of Studies in

Physical Education and Sports

Sciences Akkamahadevi Women's,

University Vijayapura,

Karnataka, India

Study of occupational stress between male and female physical education teachers of government senior secondary schools of Vijayapur

Kum GG Danappanavar

Abstract

The aim of the present study is to determine the Occupational stress between male and female physical education teachers of government senior secondary schools of Vijayapur. To assess the statement of the problem total one hundred teachers (50 male and 50 female) physical education teachers were selected for the study. Occupational stress was measured by "Teachers Occupational Stress Scale prepared by Dr. O. P. L. Srivastava and Dr. Bina Srivastava". To determine the level of significant difference 't' test was applied. The level of significance was fixed at 0.05 levels.

Keywords: Occupational stress, male, female, Vijayapur

Introduction

The word "stress" is defined by the Oxford Dictionary as "a state of affairs involving demand on physical or mental energy". In medical parlance "stress" is defined as a perturbation of the body's homeostasis. Extreme stress conditions are detrimental to human health. But in moderation stress is normal and in many cases, proves useful. An occupational stress can be caused by too much or too little work, time pressure and deadlines, fatigue from physical strains of work environment, excessive travelling, long hours, having to cope with changes in work.

Stress is the abnormal reaction that the organism displays against threading environmental elements. (Luthans, 1994). Stress, which is a general term used for pressure that people are exposed to in life (Jepson and Forrest, 2006) may be defined as the individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person.

When a person feels insufficient in dealing with demands and challenges faced in life, she/he experiences stress. Being harmed by this situation or taking advantage or it mainly depends on the person because stress may either be a factor threatening the organism physically or psychologically or a power which gives energy in dealing with life (Baltaş, 2002) [6].

Sources of stress may be classified as individual, organizational and outside of organization (Gupta, 1981; Kreitner and Kinick, 1992) or it is possible to divide them into two groups as individual and organizational components (Nahavandi and Malekzadeh, 1999; Smith and Milstein, 1984). Organizational stress, which is also called professional stress, is the interaction between working conditions and the working person in environments in which the work demand exceeds the skills of the worker (Ross and Altmaier, 1994).

Distress results in loss of service in the organization, increase in costs, and loss of work of different types (Robbins, 1986), dissatisfaction and loss of spirits in workers (Griffin, 1990), lack of harmony between managers and workers (Hubbard, 1995), lack of productivity, burnout (Dunham, 1992), lack of job satisfaction (Van Dick, Phillips, Marburg and Wagner, 2001) in addition to creating personal problems. Apart from these, it is possible that workers may become ill or lose their lives (Allen, 1983) [2]. Distress is one of the most important hindrances in the realization of organizational aims (Klarreich, 1988).

Stress sources of teachers may be summarized as low motivation in students, discipline problems, the pressure of time and the work load, being assessed by others, colleague

Correspondence

Kum GG Danappanavar

Research Scholar,

Department of Studies in

Physical Education and Sports

Sciences Akkamahadevi Women's,

University Vijayapura,

Karnataka, India

relationship, conflict and indefiniteness of roles, bad working conditions and self-respect, students' discipline problems, the inadequate support of colleagues, family and friends (Detert, Derosia, Caravella and Duquette, 2006; Kyriacou, 2001) [11, 36]. In addition, students' being late to school, their failure and students' not doing homework may cause stress in teachers (Adams 2001; Joseph, 2000) [1].

Objective of the study

To find out the significant difference between male and female physical education teachers of Vijayapur.

Hypothesis of the study

There will be no significant difference between male and female physical education teachers of Vijayapur.

Methodology

Total one hundred male and female teachers (50 male and 50 female) physical education teachers) from different government senior secondary schools were selected. Occupational stress was measured by "Teachers Occupational Stress Scale prepared by Dr. O. P. L. Srivastava and Dr. Bina Srivastava". To determine the level of significant difference 't' test was applied. The level of significance was fixed at .05 levels.

Table 1: Descriptive statistics of school teachers of different subjects on occupational stress

Group	Mean	SD	't'
Male Physical education teachers	26.66	2.05	4.17*
Female physical education teachers	28.54	2.40	

Significant at 0.05 level t =1.96

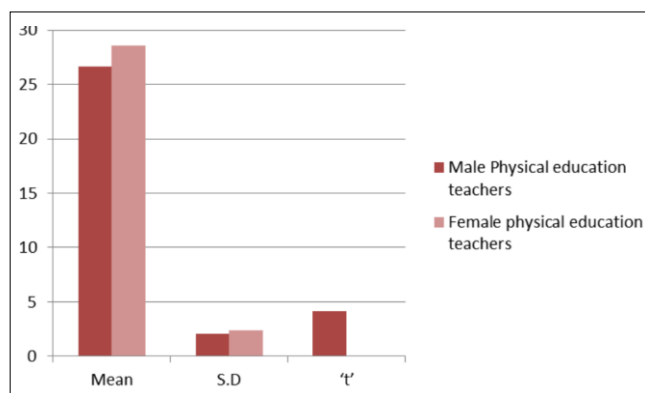


Fig 1: Graphical representation of Mean on occupational stress level of school teachers of Vijayapur

Table 1: shows that the mean and S.D value on occupational stress variable for male and female physical education teachers was 26.66 ± 2.05 and for female was 28.54 ± 2.40. The table 1 shows that the occupational stress level of female Physical education teacher is higher than the male physical education teachers of Vijayapur.

Conclusion

On the basis of the findings and within the limitations of the study, the following conclusions are drawn: The study revealed that there were significant differences in occupational stress between male and female physical education teachers of senior secondary school Vijayapur. It is important for educational organizations to study and manage rationalistically the stress sources of teachers who have the important duty of educating individuals. Although

stress in educational organizations have been determined with various studies, the number of researchers who have studied in different societies is limited (Kyriacou, 2001) [36]. For this reason, we have tried to contribute to field research by comparing general stress levels of teachers in different societies.

Reference

1. Adams E. A proposed causal model of vocational teacher stress. *Journal of Vocational Education and Training*. 2001; 53(2):223-246.
2. Allen RJ. *Human Stress: Its nature and control*. New York: Macmillan Publishing Company, 1983.
3. Amason P, Allen MW, Holmes S. Social support and acculturative stress in the multicultural workplace. *Journal of Applied Communication Research*. 1999; 27(4):310-334.
4. Atkinson M. *Coping with stress at work*. London: Thornsons Publishing, 1994.
5. Barling J. *Employment, stress and family functioning*. New York: John Wiley Sons Ltd, 1990.
6. Baltaş Z. *Verimli iş hayatının sırrı*. İstanbul: Remzi Kitapevi, 2002.
7. Bernard ME. *Teachers stress: Factors contributing to teacher stress: Implications for research, prevention, and remediation*. *Behavioral Counseling*. 1989; 2(1):3-25.