

ASSESSMENT OF OCCUPATIONAL STRESS, JOB SATISFACTION AND MENTAL HEALTH AMONG PHYSICAL EDUCATION TEACHERS WORKING IN PUBLIC SCHOOLS AND GOVERNMENT SCHOOLS AT DELHI AND NCR

(Received on: 20 Jan 2014, Reviewed on: 17 Feb 2014 and Accepted on: 05 Feb 2015)

Mr. Chetan Kumar, Research Scholar, Department of Physical Education
Shri Venkateshwara University, Gajraula, Distt J. P. Nagar, U.P.

Dr. Satish Yadav, Assistant Professor
Govt. P.G. College, Sector-9, Gurgaon (HR)



Abstract

The purpose of the study was to Assessment of Occupational Stress, Job Satisfaction and Mental Health among Physical Education Teachers working in Public Schools and Government schools at Delhi and NCR. For this study, 298 male and female Physical Education Teacher's from various private and government schools of Delhi and NCR were selected via simple random sampling as a subject. All the subjects belonged to different states and union territories of India and all the subjects had a minimum of two years job experience in a same school. The qualitative measurement of each subjects were taken with the help of standardized Occupational Stress Index (OSI), Job Satisfaction Scale (JSS) and Mental Health Battery (MHB). In order to ascertain significance of difference between the two groups the independent 't' was employed and the level of significance was set at 0.5. The results of this study are able to provide some insights that can be considered as intervening elements of occupational stress, job satisfaction and mental health higher secondary level school Physical Education teachers of India.

Keywords: Stress, Job Satisfaction, Mental Health and Teachers

Introduction

Teaching is regarding as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the pupils. As the society became more and more complex leading towards the modern age, physical activity came to be recognized as an organized supervised form of education and was termed as Physical Education. Physical Education is a comprehensive concept and its scope is very wide. In the 21st century, Physical Education is not physical training itself or simply body building or mass drill or pertaining to physical fitness alone. It has emerged as a multi-dimensional discipline. Physical Education has a

special significance unique role and has made unlimited contribution in the modern age as it caters to the biological, sociological and psychological necessities of the man.

In current scenario, Physical Education Teachers (PET) are playing a very vital role and their work can be divided into six different categories of duties namely planning, teaching, evaluative, administrative, counseling and various unclassified ones. A PET requires a greater variety of talents than the teacher of other discipline. 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 in the machine age.

PETs feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, inadequate facilities/materials, clerical work and non congenial PETs feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, inadequate facilities/materials, clerical work and non congenial working conditions. In proportion to the expectations of the society, the PETs are not given due place and recognition. This leads to stress and dissatisfaction.

In order to improve the whole prevailing situation it is very important to assess the occupational stress, of the Physical Education Teachers. So that these professional are able to contribute maximum to improve the academic system of the schools where they are working.

Present advance world is called the 'Age of Anxiety and stress'. Today stress is a subject, which is hard to avoid. One can find stress everywhere. It could be within the family, institution and any other social or economic activity.

Job satisfaction is the degree to which people like their jobs. Job satisfaction is directly related to job performance, attitude, motivation and morale. Job dissatisfaction was predicted by lack of career opportunities, poor organizational climate and morale and lack of autonomy at work, together with some domestic stressors (e.g., family health). It is shown that many factors related to teachers job satisfaction such as: higher motivation and ego strengths of teachers, promotions, work tasks, personality characteristics self perceived fatigue and career opportunities. These factors can increase the ability to cope with stressful conditions.

The concept of mental health is as old as human being. In recent years clinical psychologist as well as

educationist has started giving proper attention to the study of mental health. However, in India, relatively very few works have been conducted. Teachers' mental health plays an important role in the teaching-learning process. If the teachers are of unsound mind, they can harm nation in terms of poor teaching and guidance to the students. They cannot do justice to their job. Their maladjustment will not adversely affect their personality but will produce maladjustment tendency in children.

Shirotriya & Quraishi (2013) observed Job work load, job work ambiguity, job work conflict, job work pressure, under job work participation, powerlessness, work job peer relations, intrinsic impoverishment, job work support, strenuous job work conditions, on job recognition, infrastructure and equipments, on job development opportunities, prevailing misconceptions regarding Physical Education to be the major causes of occupational stress for Physical Education Teachers. Kayastha, D. P. & Kayastha, R. (2012) Occupational stress and Job satisfaction and both indicate people appraisal towards the workplace and work it. Thus, it is important to have valid measure of job satisfaction and occupational stress. This measure is also important in the Nepalese teaching context. This preliminary study established internal consistency using Cronbach alpha values for both instruments. In addition to this, the investigators investigate the relationship between teacher stress and job satisfaction facets with particular reference to corporate, Higher Secondary School of Nepal. The findings of the study revealed that the reliability of both instruments were greater than 0.82. Singh, J. & Valsaraj, K. M. (2011) compared the occupational stress of Physical Education Teachers (PET's) in different management of schools in Uttar Pradesh. 630 PET's aged 25 to 40 years, with at least one year experience in anyone of different management of schools in U. P. were selected for this study. Ahadi, B. (2009)7 examined the relationship between mental health and job satisfaction among high schools principals and teachers in Iran. It was hypothesized that global job satisfaction and its 5 components: Satisfaction with work, co workers, pay, promotion and supervision have negative correlations with the 9 mental disorders: Somatization, obsessive – compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation and psychoticism. Smilansky (1984) observed teachers' work satisfaction and revealed that teachers' general satisfaction and stress at work were related mostly to their reported feelings about happening within class (such as relations with pupils, the process of teaching, and pupil behaviour in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals).

Research methodology is a science of studying how research is conducted in a scientific manner, to systematically solve a research problem. The study used both qualitative and quantitative approaches. Qualitative approach was used in collecting respondents' views during the interviews and

observation while quantitative approach was used to collect information from respondents through questionnaire. Mainly focus on collection of primary data. Secondary data used from websites, books & journals.

Assessment of Occupational Stress, Job Satisfaction and Mental Health among Physical Education Teachers working in Public Schools and Government schools at Delhi and NCR.

Data Collection

Data for this investigation were collected two hundred and ninety eight (298) qualified Physical Education Teacher's (PET's) from public schools and government schools of Delhi and NCR, starting with seeking permission from the higher authorities (Principals, Manager, Chair person) concerned to involve subjects in the study. Almost all the authorities agreed to cooperate in the study.

Selection of Index, Inventory And Battery

1. Occupational Stress Index (OSI)¹ by A.K. Srivatsava and A.P. Singh.
2. Job Satisfaction Scale (JSS)² by Dr. Amar Singh and Dr. T.R. Sharma
3. Mental Health Battery (MHB)³ by Dr. Jagdish and Dr. A.K. Srivatsava.

Analysis of Data

Data pertaining to three psychological variables have on two selected subjects groups i.e. Public Schools PET's & Government Schools PET's comprising in total 298 subjects have been presented. To compare the Public Schools PET's & Government Schools PET's on Occupational stress, Job Satisfaction and Mental Health independent't' were exclusively employed and the level of significance for t-ratio was set at 0.05. Moreover, the independent't' was done with the help of Statistical Package for the Social Sciences (SPSS) Version 21.

TABLE-1
MEANS, STANDARD DEVIATIONS AND 'T' VALUE FOR PHYSICAL EDUCATION TEACHERS (PET'S) OF PUBLIC SCHOOLS AND GOVERNMENT SCHOOLS OF DELHI & NCR ON THE VARIABLE OF OCCUPATIONAL STRESS

Group	Mean	SD	df	t-value
Public School	76.56	15.13	296	1.79
Government Scholl	79.89	16.88		

* Significant at 0.05 level of significance $t_{(0.050/296)} = 1.97$

It is evident from table 1, there is no significant difference in occupational stress between the groups i.e. Public Schools PET's & Government Schools PET's as the obtained 't' value was 1.796 which is less than tabulated t value (1.97).

TABLE-2
MEANS, STANDARD DEVIATIONS AND 'T' VALUE FOR PHYSICAL EDUCATION TEACHERS (PET'S) OF PUBLIC SCHOOLS AND GOVERNMENT SCHOOLS OF DELHI & NCR ON THE VARIABLE OF JOB SATISFACTION

Group	Mean	SD	df	't'-value
Public School	76.55	15.13	296	1.79
Government Scholl	79.89	16.88		

* Significant at 0.05 level of significance $t_{(0.05)(296)} = 1.97$

It is evident from table 2, there is no significant difference in job satisfaction between the groups i.e. Public Schools PET's & Government Schools PET's as the obtained 't' value was 1.796 which is less than tabulated t value (1.97).

TABLE-3
MEANS, STANDARD DEVIATIONS AND 'T' VALUE FOR PHYSICAL EDUCATION TEACHERS (PET'S) OF PUBLIC SCHOOLS AND GOVERNMENT SCHOOLS OF DELHI & NCR ON THE VARIABLE OF MENTAL HEALTH

Group	Mean	SD	df	't'-value
Public School	174.84	19.59	296	0.012
Government Scholl	174.87	19.98		

* Significant at 0.05 level of significance $t_{(0.05)(296)} = 1.97$

It is evident from table 3, there is no significant difference in mental health between the groups i.e. Public Schools PET's & Government Schools PET's as the obtained 't' value was -.012 which is less than tabulated t value (1.97).

Conclusion

The results of this study are able to provide some insights that can be considered as intervening elements of occupational stress, job satisfaction and mental health higher secondary level school Physical Education teachers of India. Within the limitation of present study and findings of the study following conclusion may be drawn:

1. Between both the selected groups all were endure highest level of occupational stress. Probable reasons for this result could be no clear cut assign level of duty and extended duty hours for Physical Education Teachers PET.
2. Both the selected groups have almost similar level of job satisfaction and mental health this may be due to similar level of working atmosphere and transitions lifestyle.

3. Contrary to popular perception Physical Education subject teachers working conditions are significantly unfavorable and not ideal one resulting more occupational stress in PET's.

4. It is also concluded that it is higher authorities (management) who are concern and policy maker think of stream liming services conditions in terms of pay, benefits, duty hours etc. be stream line.

References:

- Ben-Ari, R., Krole, R., & Har-Even, D. (2003). Differential Effects of Simple Frontal Versus Complex Teaching Strategy on Teachers' Stress, Burnout, and Satisfaction, *International Journal of Stress Management*, v. 10, n. 2, pp. 173-195.
- Chaplin R. P. (1995) Stress and Job Satisfaction: a study of English primary school teachers. *Educational Psychology*.v. 15, n. 4, pp.473-489.
- Cooper C. L., U. Rout, & B. Faragher (1989). Mental health, job satisfaction, and job stress among general practitioners. *BMJ*. February v. 11, n. 298(6670), pp. 366-370.
- Cooper, C.L. & Marshall, J., Occupational source of stress: A review of the literature relating to coronary heart disease and mental ill health, *Journal of Occupational Psychology*, v. 49, pp. 11-28.
- Herrera Roberto and Jon Lim Yean Sub (2003). Job Satisfaction among Athletic Trainers in NCAA Division I-AA Institutions, *the Sport Journal*, v. 6, n. 1.
- Itschaki, N. (1994). O'ccupational stressor and burnout among hospital social workers. *Dissertation Abstract International* 55 (3), p. 740-A.
- Kornhauser,A. (1976). *Mental Health of the Industrial Worker: A Detroit study*; New York :Wiley
- Kumar, C., Shirotriya, A.K., & Kumar, R. (2013). Occupational Stress & Job Dissatisfaction of Physical Education Teachers: Obstructing in Making Sports Laurels. *Journal of Physical Education and Yoga*, v. 4, n.1, pp. 15-17.
- Kyriacou, C. (2001). Teacher Stress: Directions for Future Research. *Educational Review*, v. 53, n. 1, pp. 27-35.
- Sherry E. Sullivan (2000). Organizational stress, Job Satisfaction and Job Performance: where do we go from here? *Journal of Management* v. 62, n. 3, pp. 815-25.
- Shirotriya, A.K. (2011). Defining the Role & Contribution of Physical Education and Physical Education Teachers towards the Society. *Journal of Physical Education and Yoga*, v. 2, n. 1, pp. 130-135.
- Shirotriya, A.K., and Basumatary, B. (2010) Occupational Stress & Frustration Tolerance of Indian Security Forces. *Indian Journal of Psychometry and Education*, v. 41, n. 2, pp. 214-218.
- Shirotriya, A.K.,and Singh, D.K. (2012). Intervention on Occupational Stress and Frustration Tolerance of Physical Education Teachers Working in Public Schools at Delhi & NCR: Pilot Study. *Seminar proceedings, ISPERYS-2012-BHU*, pp. 424-429.