

## THE RELATIONSHIP OF JOB STRESS TO JOB SATISFACTION AMONG THE PHYSICAL EDUCATION TEACHERS OF HARYANA

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### ABSTRACT

*The purpose of this study is to identify job satisfaction levels of physical education teachers of Haryana based on their levels of job stress. Bandura's social cognitive theory served as the theoretical framework and guided the study. Job stress and job satisfaction were measured by the Job Stress Scale and the Job Satisfaction Scale respectively. The subjects for this study were 500 teachers of physical education working in different senior secondary Public and Government schools in Haryana and were selected at random. Relationships among job stress and job satisfaction of physical education teachers were examined using Pearson's Product Moment Correlation Method, Z-Score and Multiple Regression analysis. The study indicated that there was significant relationship of job stress to job satisfaction among the teachers of physical education working in government and public schools of Haryana. This study contributes to the literature on job satisfaction among physical education teachers. It offers the administrators; educators and managements personnel psychometrically sound instruments to evaluate job stress levels and levels of job satisfaction among their employed physical education teachers.*

**Key words:** Job Satisfaction, Job Stress, Physical Education Teachers.

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### INTRODUCTION:

The members of the staff are the most important part of a department of physical education. Although facilities and equipments are important, it is in the human element the profession, the instructors and the teachers that determine the professional status of a department. A university will have many staff members where as a small high school may have only one man and or one women who devote all or part of their time to the teaching of physical education.

There has been a tendency to assign a heavier teaching load to physical teachers than to the teachers of academic subjects. A good job of teaching physical education is just as difficult as teaching any other subject. The tremendous physical drive necessary to good teaching of physical education activities.

People work in order to satisfy instinctual and biological needs and drives; and are unhappy to the point of sickness if they are denied such opportunity. People are inherently lazy; no one wants to work or does so unless he or she has to; and efforts to avoid work are the basis for all social and mechanical progress. People work basically to achieve material ends. Any other

supposed motivations are rationalizations which would not support work motivations if material needs were provided by other means. People work even when their material needs are satisfied because of personal needs and social pressures. Only people whose sustenance needs are innate are motivated by the need to work. Other people must be stimulated by advertising, social pressure and other devices or else they would be satisfied. Peoples' needs are insatiable and therefore people will always work to achieve more material items. People work because of the satisfactions inherent in working, the sense of creativity, fulfillment, productivity and performing an expected and useful social role. Most people find their work boring, unsatisfying and uncreative and constantly seek to reduce the hours they must spend at it.

Stress, as a psychological condition, has an inherent temporal aspect. Stress is defined as the anticipation inability to respond adequately to perceived demand, accompanied by anticipation of negative consequences for inadequate responses.

The stress faced by professional workers is substantial. For many professionals, it is intrinsic to job itself, where competing demand and pressures cannot be escaped. The sheer volume of work can also be overwhelming at times, whether one is a social worker, teacher, doctor, manager or coach, anyone in this kind of job knows, either from observing colleagues, that stress can have very serious consequences. It can develop into a living nightmare of running faster to stay in the same place, feeling under-valued, feeling unable to say in the same place, feeling unable to say 'no' to any demand but not working productively on anything. The sign of stress can include sleeplessness, a chest pain and sometimes-physical symptoms of anxiety about going to work. What is more, people who are chronically stressed are no fun to work with. They may be irritable, miserable, lacking in energy and commitment, self-absorbed. They may find it hard to concentrate on any one task and cannot rely on to do their share. It isn't easy to find a generally acceptable definition of "stress". Doctors, engineers, psychologists, management consultants, and lay persons all use the word in their own distinctive ways with their useful definition for this hand out that stresses a demand made upon the adaptive capacities of the mind and body if these

capacities can handle the demand and enjoy the stimulation involved then stress is welcome and helpful. This definition is useful in three ways:

- (1) Stress can be both good and bad
- (2) It isn't so much the events that determine whether stressed or not, it is our reaction to them, and
- (3) The definitions use the stress as a demand upon the body's capacities. If our capacities are good enough, we respond well, if they aren't we give way.

Job satisfaction is important to the employer, the worker and the community. A number of social factors play an important role influencing individual's choice of a particular profession or occupation. These include the community background (rural and urban), parents' occupation and educational level, income of the family, sex, personality traits of the individuals age, social status of the family and financial position. Lavingia (1977) states that job satisfaction improves the performance as well as the effectiveness of the individual, irrespective of the nature of work.

Job satisfaction is a very important attribute which is now a day's frequently measured by organizations. Job satisfaction describes how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent. There are a variety of factors that can influence a person's level of job satisfaction; some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social relationships and the job itself.

#### METHODOLOGY:

The data was collected on 500 subjects (250 teachers from government schools and 250 teachers from private schools of Haryana). The Paliwal's Job Stress Scale and The Muthyya's Job Satisfaction Scale were administered and scoring of questionnaire was done as per the

instructions provided in the respective Manuals. For collecting relevant data the research scholar visited few of the districts and questionnaires were also sent by post.

## RESULTS AND DISCUSSION:

**Figure 1**

**Correlation of Job Satisfaction (JS) & Job Stress (JST) for Physical Education Teachers of Government (G) and Public Schools (P) of Haryana (N = 250 each)**

	<b>JSG</b>	<b>JSTG</b>	<b>JSP</b>	<b>JSTP</b>
<b>JSG</b>	1.000 P = .	-0.795** P = .000	0.803** P = .000	-0.435** P = .000
<b>JSTG</b>	-0.795** P = .000	1.000 P = .	0.530** P = .000	0.398** P = .000
<b>JSP</b>	0.803** P = .000	-0.745** P = .000	1.000 P = .	-0.480** P = .000
<b>JSTP</b>	-0.435** P = .000	0.398** P = .000	-0.480** P = .000	1.000 P = .

\*\* . Correlation is significant at the 0.05 level (2-tailed).

**Interpretation:** - Figure (1) represents the correlations among job satisfaction & self efficacy for physical education teachers of government and public schools of Haryana. Job stress of government (JSTG) school physical education teachers has a high degree of negative association (-0.795) with job satisfaction of government (JSG) represent as level of stress increases the level of satisfaction decreases and vice-versa. A moderate degree of negative correlation (-0.422) has been found between self efficacy government (SEG) and job stress government (JSTG) which means that with the increase in stress level, self efficacy of government school physical education teachers decreases. While in case of job stress of public school physical education teachers (JSTP) there is moderate degree of negative association (-0.480) with job satisfaction of public school physical education teachers (JSP) signify as level of stress increases the level of

satisfaction decreases and vice-versa. Self efficacy of public school physical education teachers (SEP) has a moderate degree of negative correlation (0-.525) with job stress of public school physical education teachers (JSTP) which shows that both the variables are moving in the opposite direction.

*Z-Test:*

**Figure 2**

**Comparison of Job Satisfaction Level for Physical Education Teachers of Government & Public Schools of Haryana**

	Satisfaction (G)	Satisfaction (P)
<b>Mean</b>	32.508	38.708
<b>Known Variance</b>	66.71680321	53.70154217
<b>Observations</b>	250	250
<b>Hypothesized Mean Difference</b>	0	
<b>Z</b>	-8.93337091	
<b>P(Z&lt;=z) one-tail</b>	0	
<b>z Critical one-tail</b>	1.644853627	
<b>P(Z&lt;=z) two-tail</b>	0	
<b>z Critical two-tail</b>	1.959963985	

**Interpretation:-** With the application of Z-Test it is evident that we reject null hypothesis at 5% level of significance because the value of 'P' for one-tail and two-tail is less than .05 (0<.05). While mean of satisfaction level of physical education teachers of government schools is less than mean of satisfaction level of public school physical education teachers, therefore, physical education teachers of government schools are more satisfied than public school teachers.

**Figure 3****Comparison of Job Stress level for the Physical Education Teachers of Government & Public Schools of Haryana**

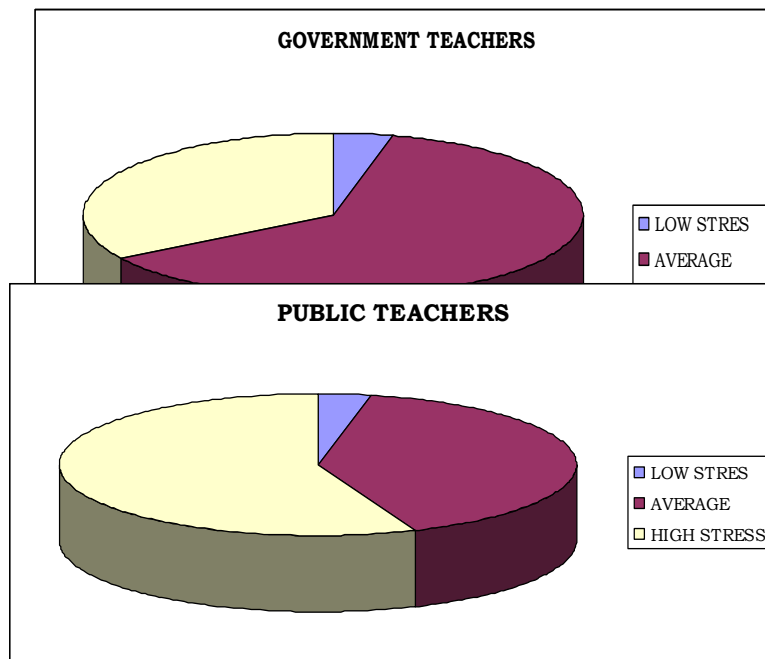
	<b>Job Stress (G)</b>	<b>Job Stress (P)</b>
<b>Mean</b>	27.012	29.924
<b>Known Variance</b>	42.16451406	47.5002249
<b>Observations</b>	250	250
<b>Hypothesized Mean Difference</b>	0	
<b>Z</b>	-4.862398298	
<b>P(Z&lt;=z) one-tail</b>	5.7986E-07	
<b>z Critical one-tail</b>	1.644853627	
<b>P(Z&lt;=z) two-tail</b>	1.15972E-06	
<b>z Critical two-tail</b>	1.959963985	

**Interpretation:-** From the above figure it is apparent that we reject null hypothesis at 5% level of significance because the value of 'P' for one-tail and two-tail is approx to zero (0.0000005 & 0.000001). Whereas mean of job stress level of government school physical education teachers is less than mean of job stress level of public school physical education teachers. As a result physical education teachers of public school are facing more stress than physical education teachers of government schools.

**Figure 4****Frequency Distribution of Job Stress level of Physical Education Teachers of Government & Public Schools of Haryana**

<b>LEVEL</b>	<b>GOVERNMENT SCHOOLS</b>	<b>PUBLIC SCHOOLS</b>	<b>TOTAL</b>
<b>LOW STRESS</b>	10	08	18
<b>AVERAGE</b>	155	102	257

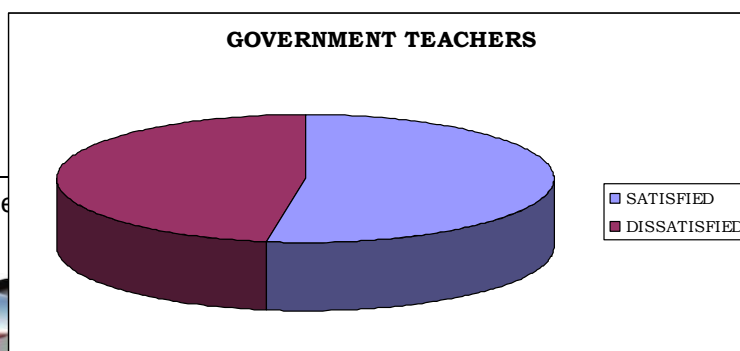
<b>HIGH STRESS</b>	85	140	225
<b>TOTAL</b>	250	250	500



**Figure 5**

**Frequency Distribution of Satisfaction level of Physical Education Teachers of Government & Public Schools of Haryana**

LEVEL	GOVERNMENT SCHOOLS	PUBLIC SCHOOLS	TOTAL
<b>SATISFIED</b>	131	42	173
<b>DISSATISFIED</b>	119	208	327
<b>TOTAL</b>	250	250	500

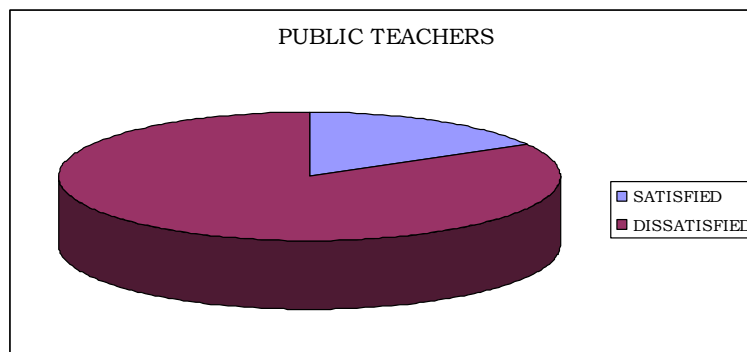


Double Blind Peer-Review

Impact Factor: 1.806

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#### CONCLUSION:

Within the limitations of the present study, the following conclusions can be drawn:

The job stress of physical education teachers working in private schools is more than those working under government management. The level of job satisfaction among the physical education teachers of private schools is also less as compared to that in the physical education teachers of government schools. The degree of job security for government school physical education teachers is much more leading to complacency in their attitudes. There is a significant relationship between job stress to job satisfaction among physical education teachers of schools of Haryana working under different managements.

#### Recommendations:

In the light of conclusions drawn above, following recommendations are made:

It is recommended that the managements of private schools should assign only those teaching duties to the teachers of physical education which are directly associated with their job profile in order to exact more commitment out of them. Private schools should appoint adequate number of teachers of physical education as per their students' strength so that the teaching workload of physical education teachers does not exceed the load given to other academic teachers. Job security in the form of continuity of job, increments and post retirement benefits for performing



individuals go a long way in increasing job satisfaction. Such provisions should be made for private school teachers too. The study may be undertaken in other states of the country to provide a comparative analysis regarding job stress and its impact on job satisfaction among the teachers of physical education. The same study may be undertaken by involving other variables such as attitudes, job anxiety and aspiration of teachers of physical education and administrators. The same study may be replicated by selecting teachers other than that of physical education as subjects, so that workload and job satisfaction of these academic teachers can be better compared to that among teachers of physical education

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