



JOB STRESS AND PERSONALITY OF PHYSICAL EDUCATION TEACHERS AND OTHER SUBJECT TEACHERS: A COMPARATIVE STUDY

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Abstract: The present study was undertaken to measure and compare the Personality and Job stress of Physical education teachers and other subject teachers working in the various secondary schools of Jammu and Kashmir State, 120 teachers were selected from the districts of Jammu & Kashmir State, in which 60 were Physical education teachers and other 60 were other subject teachers. Physical education teachers reported higher stress levels Unreasonable group and Political Pressure, Strenuous work condition and Low Status as compare to other subject teachers. While other subject teachers reported higher stress levels in Role over Load, Role Conflict, Powerlessness, Intrinsic Impoverishment, Unprofitability, Role Ambiguity, Responsibility for Persons, Poor Peer Relations and Under Participation as compare Physical Education teachers. Finally Researcher concluded that in physical education teachers Group the factors like Unreasonable group and Political Pressure, Strenuous work condition and Low Status were the main sources of Stress. While in other subject teachers group the highest stressors were the factors like Role over Load, Role Conflict, Powerlessness, Intrinsic Impoverishment, Unprofitability, and Role Ambiguity, Responsibility for Persons, Poor Peer Relations and Under Participation. In the present study, we observed that P.E.T. got good results in personality factors agreeableness, Conscientiousness and Openness as compared to other subject teachers, and other subject teachers got good results in personality factors Extroversion and Neuroticism. Finally, Researcher concluded that physical education teachers were more reserved, less energetic, more friendly, cooperative, methodical, more relaxed and imaginative. On the other hand other subject teachers were more energetic more aggressive, less cooperative, less careful, and emotional.

Keywords: Job stress, Personality, Role over load, Physical education teachers

Introduction:

Psychology is an academic and applied field involving the study of behavior, mind and thought and the subconscious neurological bases of behavior. Psychology refers to the application of such knowledge to various spheres of human activity, including problems of individuals' daily lives and the treatment of mental illness. 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. The concept of job stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physically, and it motivates us to learn new skills and master our occupations. When a challenge is met, we feel relaxed and satisfied. Thus, challenge is an important ingredient for healthy and productive work. The importance of challenge in our work lives is probably what people are referring to when

they say, "a little bit of stress is good for you. Job stress is that which derive specifically from conditions in the work place. These may either cause stress initially or aggravate the stress already present from other sources. Job stress matters to our health and our work. When we feel stressed, our bodies respond by raising the concentration of stress hormones in our blood.

Good stress vs. Bad stress

Stress is not always bad. Stress in the form of a challenge energizes us psychologically and physically, and it motivates us to learn new skills and master our work. When a challenge is met, we feel relaxed and satisfied. This is good stress or *eustress*. However, sometimes a challenge is turned into job demands that cannot be met. This is negative stress, or *distress*, which sets the stage for illness, injury, and job failure.

Personality is mental organization of a human being at any stage of his development. The human being is a completely integrated functioning unit as a

complete whole is separates the physical from the mental or leads to a dualistic interpretation of the facts of human existence cannot be accepted to us.

Personality: Personality is their dynamic organization with the individual of these psychophysical systems that determine his unique adjustment to his environments. Individual has inherent needs, urges or drives serves as motivation of behavior towards satisfied goals. If the individuals fails to achieve one or more of these behavior goals, if occurs a disorganization of his personality unless a changed mode of action results in the satisfaction of the needs or unless the goal itself is modified.

Personality is related to his system reaction and reaction possibility in total as viewed by follow members of society. It is the sum total of behavior trends manifested in his social adjustment. Human personality does not exist unless there are other individuals to react to the individual and to whom he may respond or surround him by a system of reactions and behavior.

The development of personality

As suggested above, personality can be changed and altered. A poor personality cannot be the result of heredity in the sense that one inherits a good or bad personality. It is the result of our own outlook and response to things around us; this shapes our personalities. As Oliver Holmes said, "I am part of all that I have met. "If one can learn to read, to write, and even speak by practice, one can also learn the skills of good personality. Unlike our physical bodies which grow almost automatically, personality needs constant self-direction. Some of the areas needing attention are: sincerity, personal integrity, humility, courtesy, charity and wisdom. These characteristics should be a part of the teacher's life regardless of whether or not one is teaching. These are musts in the life of the tutor. They are the necessary ingredients of a successful teacher. You may improve your personality, admitting that your personality can and should be changed.

Objectives

To measure the job stress of physical education teachers and other subject teachers.

To measure the personality of physical education teachers and other subject teachers.

To compare the job stress and personality of physical education teachers and other subject teachers.

Methods and procedure

This is a survey study under descriptive research. For the present study, 120 teachers were selected from the districts of Jammu & Kashmir, in which 60 were physical education teachers and other 60 were other subject teachers. All subjects were selected with the help of random sampling technique. The level of significance was kept at 0.05 to test the hypothesis.

Result of job stress

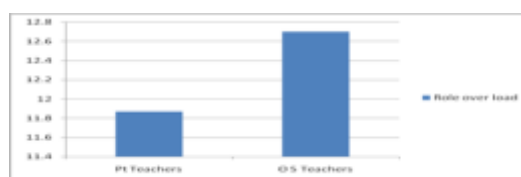
Descriptive statistics of physical education teachers and other subject teachers on job stress sub scale role over load scores.

Variable	Groups	N	Mean	Std. deviation	St.Error mean
Role over load	Phy. Edu. teachers	60	11.8667	1.53454	.19811
Role over load	Other subject teachers	60	12.7000	1.69045	.21824

In the above table, there were 60 physical education teachers having mean 11.8667 and with standard deviation 1.53454 and standard error mean .19811 on the job stress sub scale role over load. Similarly there were of 60 other subject teachers having mean 12.7000 with standard deviation 1.69045 and standard error mean .21824on the job stress sub scale role over load respectively. (In the table n means the number of teachers).

Independent sample ‘t’ test of role over load

T	df	Sig. (2-tailed)	Mean difference	Std.Error difference
-2.827	118	.006	-.83333	.29474



Comparison of mean of role over load between physical education teachers and other subject teachers.

Results of personality

Descriptive statistics of physical education teachers and other subject teachers on extraversion scores.

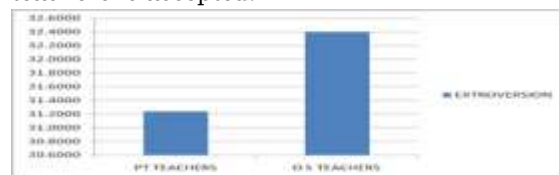
Variable	Groups	N	Mean	Std. deviation	St. Error mean
Extraversion	Phy. Edu. teachers	60	31.2333	2.72071	.35124
Extraversion	Other subject teachers	60	32.4000	2.53250	.32694

In the above table, there were 60 physical education teachers having mean 31.2333 and with standard deviation 2.72071 and standard error mean 2.72071, on the personality factors like extraversion. Similarly there were of 60 other subject teachers having mean 25.9833, with standard deviation 2.53250 and standard error mean 0.32694 on the personality factors like extraversion, (in the table n means the number of teachers).

Independent sample 't' test of extroversion

T	Df	Sig. (2-tailed)	Mean difference	Std. Error difference
-2.431	118	.017	-1.16667	.47986

In the table, mean differences for the extraversion of physical education teachers and other subject teachers was 1.16667. This difference when tested by independent't' test't' value was found 2.431. Which was significant at 0.05 significance level for 118 degree of freedom? Therefore the research hypothesis, there is significant difference between extraversion of physical education teachers and other subject teachers is accepted.



Discussion of findings

Discussion of findings about job stress: it was observed from the finding that the job stress of physical education teachers and other subject teachers significant differences were found between physical education

teachers and other subject teachers in job stress i.e. Role over load, role conflict, powerlessness, intrinsic impoverishment, unprofitability. Therefore the research hypothesis, there is significant difference between the job stress of physical education teachers and other subject teachers is accepted. While from the other variables of job stress i.e. role ambiguity, unreasonable group and political pressure, responsibility for persons , poor peer relations, under participation, low status, strenuous work condition that no significant differences were found between physical education teachers and other subject teachers. Therefore the null hypothesis, there is no significant difference between the job stress of physical education teachers and other subject teachers is accepted.

In the present study, we observed that physical education teachers got good results in job stress i.e. unreasonable group and political pressure, strenuous work condition and low status as compare to other subject teachers. While other subject teachers got good results in job stress i.e. role over load, role conflict, powerlessness, intrinsic impoverishment, unprofitability, role ambiguity, responsibility for persons, poor peer relations and under participation as compare physical education teachers.

Discussion of findings about personality:

it was observed from the finding that the personality traits of physical education teachers and other subject teachers significant differences were found between physical education teachers and other subject teachers in personality factors i.e. Extraversion, agreeableness, neuroticism and openness. Therefore the research hypothesis, there is significant difference between the personality factors of physical education teachers and other subject teachers is accepted. While from personality factor like conscientiousness that no significant differences were found between physical education teachers and other subject teachers. Therefore the null hypothesis, there is no significant difference between the personality factors of physical education teachers and other subject teachers is accepted.

Conclusion:

The observation of the survey data, with in limitation of the present study, the following conclusion has been drawn

It was observed that Physical education teachers reported higher stress levels unreasonable group and political pressure, strenuous work condition and low status as compare to other subject teachers. While other subject teachers reported higher stress levels in role over load, role conflict, powerlessness, intrinsic impoverishment, unprofitability, role ambiguity, responsibility for persons, poor peer relations and under participation as compare physical education teachers. Finally researcher concluded that in physical education teachers group the factors like unreasonable group and political pressure, strenuous work condition and low status were the main sources of stress. While in other subject teachers group the highest stressors were the factors like role over load, role conflict, powerlessness, intrinsic impoverishment, unprofitability, role ambiguity, responsibility for persons, poor peer relations and under participation. The reviewed studies have investigated these themes in various teacher samples ranging from mainstream to special schoolteachers, heads of departments, deputy heads and head teachers. It is argued that, in view of the recent and ongoing changes in schools and their curricula as well as the prevailing working conditions of teachers, our present understanding of stress in teaching needs to be based on updated information. Some recommendations for future research are also set out.

In the present study we found that there is significant difference between physical education teachers and other subject teachers in personality factors i.e. Extraversion, agreeableness, neuroticism and openness. While in personality factor conscientiousness there is no significant differences were found between physical education teachers and other subject teachers.

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