



GENDER DIFFERENCE ON OCCUPATIONAL STRESS AMONG PHYSICAL EDUCATION TEACHERS OF PUNJAB

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ABSTRACT :

Studies investigating gender differences over the past two decades have produced contradictory results, with some to indicate no differences, and some suggesting that either men or women experience more psychological stress. Present investigation assess the gender differences in occupational stress among physical education teachers (male & female) of Punjab. Occupational Stress Index (O.S.I) by Dr. A K Shrivastava & Dr. A P Singh was used to measure the level of occupational stress. Mean, standard deviation and 't' test were employed to analyze the obtained results. From the sample collected and data of 180 physical education teachers female teachers found to be in more stress than the males. Obtained data on Mean score of female (152.87, sd=17.54) and male mean scores (146.43, sd=15.02) showed significant difference among the groups as the obtained critical ratio 2.64 was much lesser than the required table value at 0.05 level of confidence. The results of the present research are supported by Antoniou et al. (2006)⁸ which examined gender and age gaps in workplace stress and professional burnout and the study revealed significantly higher levels of occupational stress was experienced by female teachers specifically.



KEYWORDS : Stress, Gender Difference, Physical Education etc.

1. INTRODUCTION:

Stress can be described as any disorder that causes individuals, whether psychologically, physically or emotionally, to lose their composure. 'stress is described by Bruno (1991)¹ as an organic wear rate. Selye, a Canadian physician who was an early explorer of stress-related health risks, defined stress as the amount of all non-specific human shifts. "External stress may be both positive and negative, such as cheerful, challenge, divorce and occupational responsibilities" is described by Mason (2001)² as the corporal reaction to negative factors.

Hinkle(1973)³ states that tension was used to mark the difficulty or discomfort in the 17th century, and in the 18th century stress, which was directly linked to individuals, organs or mental powers, was referred to as the strength, stress or hard work. Stress as a teacher "is the experience of a teacher who experiences distressing emotions like tension, frustrations, anger and depression resulting from the teacher's work" Kyriacou (1987)⁴. Teachers globally face the problem of tension at work, but the severity of the problem varies. According to Kristensen (2005)⁵, between 10 to 40% of teachers suffer from intense stress or burnout. Maslach (2001)⁶ argued that teachers in Asian countries have an even higher degree of tension. Physical education has the most significant aim in the education industry

ranging from schools to universities, operation, instructions and sports tournaments. This may be why the teacher's training services over the decades placed greater emphasis, because it was on the development of a qualified system of technical leaders such as physical teachers and coaches. A comparatively modern development, the roots of which may be traced to the beginning of civilized schools and convents themselves, is the professional approach to physical education, the recognition that academics without physical education are and would be minimally successful in schooling. In recent years, the evolving situation has gone a long way in extending the impact of physical education and its main position for teachers (Kyriacou, 1987)⁴. Today, for freshmen to excel in one or the other division of physical education and train for teaching/non-teaching jobs, there are much more opportunities and ways than ever before. Teachers in physical education who usually used to be ex-army staff were replaced by skills-masters, and the topic became as rich as any other sector.

2. METHODOLOGY

2.1 Selection of Subject For the purpose of the study, total 180 physical education teachers(90 males and 90 females) from various schools of Punjab were selected as the sample for the study.

2.2 Instrument to measure the level of stress among the teachers, Occupational Stress Index (O.S.I) by Dr. A K Shrivastava & Dr. A P Singh was used.

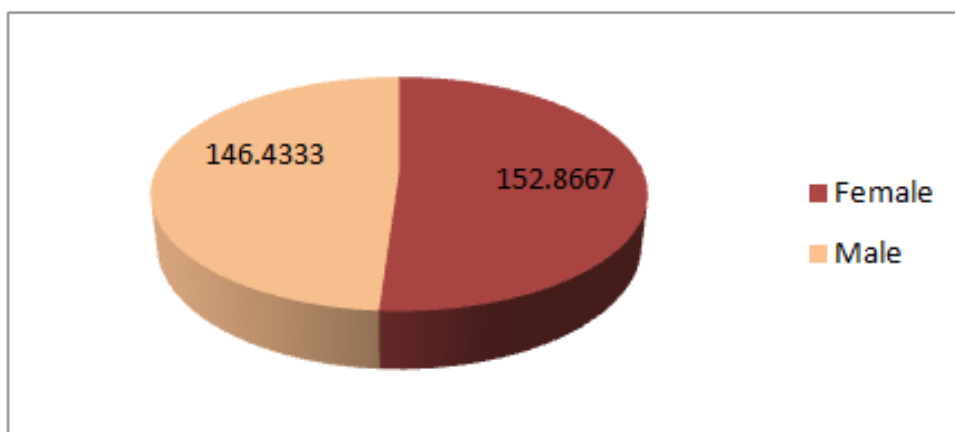
2.3 Statistical Analysis To estimate the level of occupational stress descriptive statistics mean, standard deviation and 't' test were employed.

3. ANALYSIS

Table 3.1
Comparative analysis of gender difference on occupational stress

| | | N | Mean | SD | T/CR | P-Value |
|----------------|--------|----|--------|-------|------|---------|
| Marital Status | Female | 90 | 152.87 | 17.54 | 2.64 | 0.009* |
| | Male | 90 | 146.43 | 15.02 | | |

* Significant at 0.05 level (df,178) 1.97



Gender Difference comparative analysis on occupational stress revealed significant difference among the groups. Mean score of female (152.87, sd=17.54) scored lower than the male mean scores (146.43, sd=15.02). Obtained critical ratio 2.64 was much lesser than the required table value 1.97 (178df) to be significant at 0.05 level of confidence.

4. DISCUSSION

Gender-wise comparison revealed significant difference in overall level of occupational stress, where women physical education teachers experienced more occupational stress than male physical education teachers. The workload endured has exceeded exponentially due to the newly recognized recognition in the field of sports performance or physical education..The female physical teacher has to work at the early hours of her day and finish at nightfall. The time from morning to night in between, while most of them need to look after their families and domestic duties. The results of the present research are in line with the study by Antoniou et al. (2006)⁸ among primary and high school teachers in Greece, which examined gender and age gaps in workplace stress and professional burnout. Their study revealed those significantly higher levels of occupational stress was experienced by female teachers specifically with regard to interaction with students and colleagues, workload, students' progress, and emotional exhaustion. O' Lanre (2009)⁹ in a study on Nigerian teachers found gender and age differences in their stress. Ravichandran and Rajendran (2007)¹⁰ in their study on teachers indicated that the personal variables: sex, age, educational levels, years of teaching experience and types of school, play a significant role in the perception of various sources of stress related to the teaching profession

5. CONCLUSION

Results of the study concluded that the female physical education teachers of Punjab had more occupation stress than the male teachers. The uniqueness of a female physical education teacher is that she has to work off late hours either in the morning or evenings with several additional roles in their personal and professional life which puts them under stress as the timings are beyond the stipulated time table. Few of the intervention programmes can be planned for physical education teachers with high stress like stress management, etc., to establish the effectiveness of stress management programmes

The study's findings concluded that in Punjab female physical education teachers had more occupational stress than the male teachers. A female physical education teacher's uniqueness is that she has to work several hours starting early in the morning ending up late in the evenings with many concurrent positions in her personal and professional life, which places them under stress when the timings are outside the daily routine. To overcome the situation training projects may be planned to assess the efficacy of stress management programmes for physical education teachers with high stress, such as anger management, etc.

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