

**COMPARITIVE ANALYSIS OF STRESS MANAGEMENT BETWEEN
PHYSICAL EDUCATION TEACHERS AND OTHER SUBJECT
TEACHERS OF CBSE SCHOOLS IN INDORE**

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Introduction

A set of techniques and program intended to help people deal more effectively with stress in their lives by analyzing the specific stressors and taking positive actions to minimize their effects. Stress in terms of a set of conditions having stress in it: "stress involves an interaction of person and environment. Stress is an area of interest among researcher and practitioners in many fields including teaching. Much of the research on causes of stress for teachers has focused on teachers in general, only a few studies have focused on Physical education teachers. Being a Physical Education teachers and having a work experience of one year I am considerably appreciate how stressful such professions can be. Every day interaction with students can trigger the experience of stress in teacher. The reality is that the teacher is normal but the work situation is often unpredictable and sometimes even abnormal from a professional point of view. Teachers working within the secondary school system confront multiple stressors on a daily basis that result in varying levels of evidence to suggest that teachers perceive, their jobs as more stressful than other comparable professionals and studies have shown that up to one third of teachers report experiencing high level of stress. Although, both the Physical education teachers and the other course teachers suffer from stress but there can be a considerable difference in the type as well as the level of stress they suffer. Both the groups have their own responsibilities and are dedicated solely towards their work. Stress at work can be a real problem to the organization as well as for its workers. Good management and good work organization are the best forms of stress prevention. If employees are already stressed, their managers should be aware of it and know to help. Work related stress is the response people may have when present with work demands and pressures that are not matched to their knowledge and abilities and which challenge

their ability to cope. Stress is a fact of everyday life. When people reach out for help, they are often dealing with circumstances, situations and stressors in their lives that leave them feeling emotionally and physically overwhelmed. Many people feel that they have very little resources or skills to deal with the high levels of stress they are experiencing. Many people consider stress to be something that happens to them, an event such as an injury or a job loss. Others think that stress is what happens to our body, mind, and behaviour in response to an event (E.g. heart pounding, anxiety, or nail biting). While stress does involve events and our response to them, these are not the most important factors. Our thoughts about the situations in which we find ourselves are the critical factor. When something happens to us, we automatically evaluate the situation mentally. We decide if it is threatening to us, how we need to deal with the situation, and what skills we can use. If we decide that the demands of the situation outweigh the skills we have, then we label the situation as “stressful” and react with the classic “stress response.” If we decide that our coping skills outweigh the demands of the situation, then we don’t see it as “stressful. There are some interactive activities throughout this workbook that ask for your responses. Each of these activities is optional, and none of your responses will be transmitted over the internet. These activities are solely for your self-evaluation. It is recommended that you record your responses for your own reference as you proceed. This information will help you identify where you can make changes and take action towards reducing stress in your life.

Methodology

The purpose of the present study was to look into wellbeing of CBSE school teachers of INDORE in relation to Stress level, and vulnerability. The study was conducted through descriptive method of research which has undoubtedly been the most popular and widely used method in education. It helps in explaining the phenomena in terms of the conditions or relationships that exists, process that are on-going, effects that are evident; or trends that are developing. It also involves in it measurement, classification, interpretation and evaluation. This method requires sample for the conduct of the study with certain research tools for the conduct of the study. The criterion measures for the study will be the scores obtained from the questionnaire of stress vulnerability scale as standardized by “Lyle H. Miller and Alma Smith” in the test of stress management. To

see the significance differences between the two groups T test will be applied. The level of significance chosen will be 0.05 levels.

Descriptive analysis of stress due to behavioural aspect

| S.No | Variable | No. Of Subject | Mean | Standard deviation | Standard Error | DF | t-value |
|------|--|----------------|------|--------------------|----------------|----|---------|
| 1 | Behavioural aspect of physical education teacher | 50 | 5.7 | 2.63 | .372 | 98 | 0.554 |
| 2 | Behavioural aspect of other subject teacher | 50 | 5.38 | 3.11 | .440 | | |

Level of significance 0.05

Table-2 reveals that t value of stress due to behavioural aspect of physical education and other subject teachers is 0.554, which is less than the tabulated value of 1.99. this implies that there is insignificant difference between the level of stress due to behavioural changes in Physical education and other subject teacher.

Descriptive analysis of stress due to Psychological aspect

| S.No | Variable | No. Of Subject | Mean | Standard deviation | Standard Error | DF | t-value |
|------|--|----------------|------|--------------------|----------------|----|---------|
| 1 | Psychological aspect of physical education teacher | 50 | 5.9 | 2.75 | .389 | 98 | 1.068 |

| | | | | | | | |
|---|---|----|------|------|------|--|--|
| 2 | Psychological aspect of other subject teacher | 50 | 5.28 | 2.85 | .404 | | |
|---|---|----|------|------|------|--|--|

Level of significance 0.05

Table-3 reveals that t value of stress due to psychological aspect of physical education and other subject teachers is 1.068, which is less than the tabulated value of 1.99. this implies that there is insignificant difference between the level of stress due to psychological changes in Physical education and other subject teacher

Descriptive analysis of stress due to Social aspect

| S.No | Variable | No. Of Subject | Mean | Standard deviation | Standard Error | DF | t-value |
|------|---|----------------|------|--------------------|----------------|----|---------|
| 1 | Social aspect of physical education teacher | 50 | 6.38 | 3.10 | .438 | 98 | -1.419 |
| 2 | Social aspect of other subject teacher | 50 | 7.30 | 3.37 | .477 | | |

Level of significance 0.05

Table-4 reveals that t value of stress due to social aspect of physical education and other subject teachers is -1.419, which is less than the tabulated value of 1.99. This implies that there is insignificant difference between the level of stress due to social changes in Physical education and other subject teacher

Descriptive analysis of stress due to physiological aspect

| S.No | Variable | No. Of Subject | Mean | Standard deviation | Standard Error | DF | t-value |
|------|--|----------------|-------|--------------------|----------------|----|---------|
| 1 | Physiological aspect of physical education teacher | 50 | 10.20 | 3.31 | 0.469 | 98 | -2.817 |
| 2 | Physiological aspect of other subject teacher | 50 | 12.14 | 3.56 | 0.503 | | |

Level of significance 0.05

Table-5 reveals that t value of stress due to physiological aspect of physical education and other subject teachers is -2.817 , which is less than the tabulated value of 1.99. This implies that there is insignificant difference between the level of stress due to physiological changes in Physical education and other subject teacher.

The descriptive statistics (averages and standard deviations) with regard to the score of stress vulnerability rating

| S.No | Variable | No of Subject | Mean | Standard deviation | Standard Error | Df | t-value |
|------|----------------------------|---------------|-------|--------------------|----------------|----|---------|
| 1 | Physical Education Teacher | 50 | 28.22 | 7.301 | 1.0326 | 98 | -1.154 |
| 2 | Other Subject Teacher | 50 | 30.08 | 8.754 | 1.2381 | | |

Level of Significance .05

Table 1 reveals that t-value of Physical Education Teachers and other Subject Teachers is - 1.154 which is less than tabulated value (1.99). So, it is clear from the results of the study that there is insignificant difference in stress level among Physical education teachers and other Subject teachers.

Discussion of findings

In case of Physical Education Teachers the mean value is found to be 28.22. according to the stress vulnerability rating the score is good and Physical Education Teachers are very little vulnerable to stress. Out of 50 Physical Education Teacher almost 32% teachers score below average value which indicates that they have excellent resistance to stress. However 42% teachers score above the average value which indicates that they have fair score above value fair score and have some vulnerability to stress. On the other hand, in case of Other Subject Teacher, 50% teachers are below the average value of 30.08 and hence have excellent resistance to stress, while only 26% have a score above average which indicates that their score is fair and they have some vulnerability to stress.

Finding with regards to the nature of stress experienced by teachers

The above study shows that the average value of each group lies within the range of 11 to 30. According to the stress vulnerability rating the score is good and both the group has very little vulnerability to stress. On comparing the mean of the two group by applying independent variable t-test, it was found that the t value is -1.154 which is less than the tabulated value of table is 1.99 and hence there is insignificant difference in the level of stress of both the groups. The study also reveals that the level of stress resistance is excellent in case of behavioral, psychological as well as social aspects according to the stress vulnerability rating and as the t values are 0.554, 1.068, -1.419 respectively for each aspect so there is insignificant difference in the level of stress experienced by both groups. However, the physiological aspects show that there is difference in the average value i.e. 10.2 and 12.14 respectively of both groups. According to the stress vulnerability rating the Physical Education teachers having a mean value of 10.2 are having excellent resistance to stress while other subject teachers suffer a very little vulnerability to stress.

Conclusion

From the result of the above study following conclusion can be drawn:-

1. Among physical education teacher 42 % have score above mean value and are some vulnerability to stress.
2. Out of 50 physical education teachers 16 scores below mean value and hence have excellent resistance to stress.
3. Among other subject teacher 25 out of 50 score below average and hence have excellent resistance to stress.
4. 26 % of other subject teacher score above mean value and shows some vulnerability to stress.
5. The mean value based on stress vulnerability rating of physical education teacher is 28.22. thereby meaning that the score is good and are very little vulnerable to stress
6. The mean value based on stress vulnerability rating of other subject teacher is 30.08. Thereby meaning that the score is good and are very little vulnerable to stress

7. The mean score on behavioral stress of physical education teacher is 5.70 and that of other subject teacher is 5.38. Thereby meaning the score is good for both groups and they have insignificant level of stress.
8. The mean score on psychological stress of physical education teacher is 5.90 and that of other subject teacher is 5.28. Thereby meaning the score is good for both groups and they have insignificant level of stress.
9. The mean score on social stress of physical education teacher is 6.38 and that of other subject teacher is 7.30. Thereby meaning the score is fair for both groups and they have insignificant level of stress.
10. The mean score on physiological stress of physical education teacher is 10.20 and that of other subject teacher is 12.14. Thereby meaning the score is fair for both groups and they have insignificant level of stress.

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