

A Literature Review of Occupational Stress, Burnout and Job Satisfaction among Physical Education Professionals



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Abstract

We can see that in India a lot of emphasis is laid on research concerning the players or athletes. But little to no emphasis is given to the problems faced by the physical education teachers or the coaches. We worry about the athletes, students and players when it comes to the low level of performance at the highest level. No one is concerned about the teachers or coaches if they get what they deserve so that they give what is expected from them. In this paper focus is laid on the problems that the physical education professionals face at workplace leading to occupational stress and ultimately dissatisfaction with the job. The teachers and coaches face stress due to 1) problems with administration; 2) workload and responsibilities; 3) physical education curriculum; 4) low status of physical education; 5) salaries, bonuses and allowances; 6) poor school facilities; 7) pupils' problems; 8) responsibilities for pupils' safety. It is seen that job satisfaction was primarily affected by "job itself" followed by "supervision" and "working conditions". The research also shows that physical education teachers are the most stressed and dissatisfied with their jobs compared to other teachers in the profession.

Keywords: Occupational Stress, Burnout, Job Satisfaction, Physical Education Teachers.

Introduction

Work Stress is an overall event that has been found to increment antagonistic wellbeing, introduction and by and large prosperity stresses in differing official and social instructions. Be that as it may, Colligan and Higgins (2005) qualification that word related pressure is a confused logical worldview that includes an underlying comprehension of the "parent idea" known as weight. As a rule, stress is normally seen as far as general physiological and mental responses that incite ill-disposed mental or physical wellbeing conditions when an individual's versatile abilities are overextended. In this manner, work pressure is prominently portrayed as happening when there are inconsistencies between the physiological requests inside a work environment and the powerlessness of representatives to either oversee or adapt to such work requests. In any case, Dewe and Trenberth (2004) recommended that the assorted nature and view of pressure encounters experienced inside the working environment makes it hard to locate a unitary meaning of worry in a swathe of studies and reports on the effect of weight on authoritative prosperity and efficiency. To this end, stress has been defined in various ways throughout the years as either an improvement, or a reaction, or a boost reaction mix or a value-based connection among people and the earth. Worry as a boost is seen as involving the qualities of the condition that are viewed as exasperating and have the impact of causing strain responses in the individual presented to such outer highlights, circumstances or ecological variables. Along these lines, the precursor of the improvement put together models of pressure centers with respect to what befalls the individual and not that which occurs in the individual. In actuality, worry as a reaction essentially thinks about worry from a person's mental responses to stressors. In this way of thinking, early persuasive grant of Selye (1974) characterized worry as "the non-explicit reaction of the body to any request upon it" and which has a high inclination of upsetting ordinary homeostatic administrative physiological working of the individual concerned. Besides, Selye initially conceptualized the distinction among eustress and misery.

Along these lines, Selye contends that paying little mind to either pressure responses are advantageous (eustress) or produce hurtful (trouble) results, the substantial improvement still experiences its general metabolic procedures for the motivations behind either planning receptive emissions to battle, suit or evacuate upsetting conditions.

Physical Education has increased tremendous significance in the twentieth century, with the presentation of physical instruction as a subject in school and universities, an enormous number of physical training instructors are utilized in these organizations. In contrast to different instructors in the school, the physical training educators have the additional obligation of encouraging physical instruction subjects, determination of groups and training, going with different groups for the competitions and keeping up control in the school. These natures of the activity make physical training instructors a remarkable position in the school and universities with tremendous duties and desires. Subsequently, physical training instructors are increasingly inclined to pressure, particularly word related pressure. Lazarus and Folkman (1984) characterized, "Stress is in amicable fit between an individual and nature, one in which the individual's assets are saddled or surpass, constraining the individual to battle, more often than not in the unpredictable manner and to adapt to." According to Margolis and Kores (1974), "Word related pressure is a condition worth communicating with laborer qualities is to upset mental and physiological homeostasis. Arandelovic and Ilic (2006) announced that the word related pressure is brought about by the blend of the extreme interest of the activity and little power over the circumstance. The causal circumstance conditions are work stressors and the upset homeostasis is work related pressure." Occupational pressure is one of the major issues for representatives and the businesses in any association. It influences the work productivity and execution of the representative in the association. In this manner, straightforwardly influence the wellbeing and prosperity of the workers.

Causative and Exacerbatory Factors of Occupational stress

According to Kendall, E., et. al (2000) causative or exacerbatory factors of work stress could be identified. In particular, movement along the trajectory could be associated with factors such as:

1. Personal vulnerabilities
2. Characteristics of the job
3. Organizational climate
4. Congruence between the person and the environment
5. Perceptions and appraisal by the worker
6. Culture and socialization processes
7. Human resource management practices
8. The medical, statutory and legal processes
9. Injury management and return-to-work practices

Review of Literature

In their study Laima Trinkūnien and Laimutė Kardelienė, 2013 reviewed many papers on occupational stress and job satisfaction from around the world. Their intent was to identify the various

factors of occupational stress and job satisfaction among physical education teachers.

Below are few studies reviewed by them.

The purpose of D. Smith and G. W. Leng's (2003) research was to assess the burnout levels of secondary school PE teachers in Singapore and identify some specific work conditions related to burnout. The Work Environment questionnaire (Fejgin et al., 1995), administered to 74 Singapore PE teachers, measured the relationship between burnout and four theoretical dimensions: psychological, structural-physical, social and bureaucratic. It was found that physical education teachers in Singapore experienced only moderate levels of burnout. They perceived bureaucratic, psychological and social to be significant contributors. However, there was no significant relationship between the demographic data (age, gender, race, marital status, position, years of teaching, and educational level) and burnout among teachers.

The reasons for PE teacher burnout consist mainly of the following: 1) physical education is a non-examinable (not graded) subject and usually takes the second place in schools; 2) school rankings according to the annual physical fitness tests and weight control; 3) PE teacher teaches at least one academic subject; 4) PE teachers are also sometimes required to serve as guardians, disciplinarians, and role models; 5) PE teachers' feeling of monotony because they usually teach the same curriculum over and over again; 6) excessive and unnecessary paperwork; 7) the dual role conflict of teaching and coaching (between self, school and the Ministry of Education); 8) lack of time (for in-service programs and the requirement to fulfil 100 hours of courses per year; 9) additional work (as going with school teams for several weekends) with no extra pay; 10) the marginal status of PE for negative attitudes toward the PE teacher and his or her profession.

The reason for the investigation did in Qatar (Arab nation in the Middle East) was to recognize reasons for worry for physical training instructors in toward the start and end of the school year just as any progressions through the span of the year. A subsequent intention was to attempt to clarify any distinctions in reasons for worry as per: sexual orientation, nationality, kind of school, and measure of involvement. Results demonstrated that there were various reasons for worry for various gatherings of instructors which could be identified with various foundations and encounters and various jobs and obligations in the public arena because of various social and social desires and ecological elements (Al-Mohannadi, Capel, 2007). The reasons for worry for PE instructors: 1) issues with organization; 2) outstanding task at hand and obligations; 3) physical training educational plan; 4) low status of physical training; 5) compensations, rewards and stipends; 6) poor school offices; 7) understudies' issues; 8) duties regarding students' security. Measurably noteworthy pressure factor set up was "Outstanding task at hand and duties" and the best however factually immaterial factor was "Understudies' issues" toward the start and end of the scholastic year for PE instructor.

Researchers A. Wong and L. Louie (2002) attempted to identify what PE teachers were doing in secondary schools and what help they needed from professional bodies in the field. In order to collect preliminary data for the purpose of understanding the present situation, questionnaires were responded 209 (including 132 males and 76 females) secondary school PE teachers in Hong Kong, China. The data indicating, that physical education lessons in Hong Kong secondary schools were skill oriented in general and typically that PE teachers were technocratic in nature. Respondents were also asked to list three most important problems for the teaching of physical education in secondary school. Their responses can be summarized in the following five problem areas. They are ranked according to their importance: 1) school-environment related, e. g. insufficient facilities/equipment, insufficient curriculum time, a marginal subject and not part of the school assessment; 2) student-related, e. g. poor physical ability, poor attitude and poor motivation, poor discipline; 3) teacher-related, e. g. too heavy a workload, incompetent in both skills and knowledge, teacher burn-out; 4) social environment related, e. g. subject not valued by students/parents, subject not valued by the society as a whole related; and 5) subject-matter related, e. g. no text books, no standard comprehensive curriculum, no standard/objective evaluation. As to problems in the school environment, facilities and equipment deficiency and low subject status were perceived as the greatest problems.

PE teachers in Hong Kong (Wong, Louie, 2002) regarded a serious problem in the present teaching situations: 1) most PE teachers were required to teach at least one other subject such as language, history, mathematics, etc.; 2) excessive daily workloads led to low motivation; 3) PE teachers had a great amount of additional workload involving coaching, managerial and non-academic duties. A shortage of manpower was not a problem.

An adverse tendency about the lack of PE teachers was shown in a study by R. M. Ingersol (2003). The author suggests that forty-six per cent of teachers will leave the profession within their first five years of teaching. These data refer to teachers from all disciplines including physical education.

Numerous studies report reasons why new PE teachers feel overwhelmed during their first years of teaching. Such feelings are linked with: a) low status of the subject matter; b) a lack of respect given to PE by members of the school community; c) physical isolation in the school setting; d) fewer colleagues for collaboration; e) the lack of appropriate resources or teaching space (McCormack, Thomas, 2003). D. Liston et al. (2006) identified different reasons for difficulties in the first years of teaching physical education: heterogeneous and difficult students, large class sizes and sharing space with other physical education classes, is vastly different from the reality of a classroom teacher with a limited number of students who are commonly seated at their desks.

The purpose of the study carried out in Korea (Lee et al., 2006) was to examine the causes and consequences of occupational stress in Korean secondary PE teachers when compared with classroom teachers. Three of these significant differences were for a stressor scales: workload, organizational climate, and home-work balance. Four outcome scales also exhibited significant differences: job satisfaction, energy levels, organizational security, and physical symptoms. It was established that job-related stressors accounted for between 3–30% of the outcome variance for PE teachers, and 12–40% for classroom teachers. The determinants of outcome variables were generally different for the two groups.

Professional burn-out in the activities of PE teachers was researched by a Chinese scientist (Mei-Juan, 2006). Research results showed that the causes of professional burn-out appeared in the community, at school, teachers' professional adjustment, interrelations, as well as personal environment.

Aiming at establishing links between burn-out and job satisfaction, 175 PE teachers from Greek schools were interviewed (Koustelios, Tsigilis, 2005, p. 189). It was established that job satisfaction was primarily affected by "job itself" followed by "supervision" and "working conditions", whereas burnout is affected by "personal accomplishment" and "emotional exhaustion". Intrinsic aspects of job satisfaction seemed to correlate stronger to burnout than the extrinsic.

Specific factors associated with job satisfaction and dissatisfaction of male and female PE teachers working at different levels in Finnish schools were studied by N. Johansson and P. Heikinaro-Johansson (2004). On the basis of their evidence the authors established five sources of job dissatisfaction: poor working conditions, work under pressure of time, student misbehavior, large class sizes and lack of resources.

Turkish National Education Ministry initiated a study involving 197 PE teachers: 47 women and 150 men. The aim of the research was to establish teachers' job satisfaction (Yaman, 2009). Determining the factors which are influential on the teachers' job satisfaction, such as the profession and its characteristics, working conditions, social relationships, economic conditions, administration and inspection and social requirements, thus finding out the factors causing job dissatisfaction and helping teachers in working more efficiently and attaining job satisfaction are vitally important in terms of properly raising the future generations as well. Based on the findings, the factors affecting job satisfaction were determined and the suggestions were offered.

A study carried out in Poland (Brudnik, 2004) showed that PE teachers experienced the greatest professional burn-out compared to other teachers at school. According to S. Tucholska (2003), PE teachers are the group of teachers most unsatisfied with their profession. PE specialists aiming to conduct high-quality classes come across obstacles which can cause frustrations and stress. Interfering variables were indicated by M. K. Gross (2009): a) limited

equipment and supplies (LaFee, 2008), b) large class sizes (Hastie et al., 1999; Barroso, et al., 2005), and c) discipline problems (Kulinna, 2008). Lack of sufficient time and large class size (Siedentop, 2009) (cited from: Gross, 2009) may be the most serious problems that cut across physical education.

S. M. Al-Khalefa (1999) found the major causes of stress for PE teachers to be: work conditions; salaries, bonuses and allowances; status of physical education; supervision; school facilities; workload; career development (cited from: Al-Mohannadi, Capel, 2007).

Babu. R. et. Al. (2016) investigated the level of occupational stress and interest in teaching of teachers. They tried to find the relationship between the two. In their study they found that the occupational stress and interest in teaching are at moderate levels.

Nasir. M. et. al (2016) examined the job satisfaction among private college teachers in Pakistan. The factors that contribute to job satisfaction were identified as working environment, stumpy salary, non-availability of accommodation, lengthy procedures to follow rules and regulations, behavior of supervisors, freedom for participation in decision making and recognition of the society. They said that teachers should be provided better training methods, restroom facilities and also training to overcome stress during job.

Elroy. P (2018) studied the Job Satisfaction between Physical Education Teachers and Sports Coaches. The results showed that there is no significant difference between Physical Education Teachers and Coaches in terms of Job Satisfaction. The higher job satisfaction of Physical Education Teachers compared to Coaches can be attributed to the respect and pay scale that they receive.

Kenioua. M. et. al (2016) investigated the relation between job satisfaction, job performance and organizational commitment of the physical education teachers. The results showed a strong positive correlation between job satisfaction and job performance and also between job satisfaction and organizational commitment. The researchers concluded by saying that there is a need of creating an appropriate environment to ensure the success of physical education teachers as well as giving incentives and promotions.

Elroy. P (2018) compared the Occupational Stress among Physical Educators and Other Subject Educators. The outcomes revealed that there is no significant difference in occupational stress among Physical Education Teachers as well as Other Subject Educators. The higher Occupational stress of Physical Education Teachers compared to Subject Teachers was attributed to the pressure, lack of respect, over load and lack of facilities that the physical education teachers receive at their work place.

Jigmat. D. (2017) examined the occupational stress of physical education teachers of Jammu and Kashmir. The study aimed to compare the teachers based on gender (male and female), area (rural and urban) and sector (government and private). After analysis it was concluded that there is no significant

difference among the physical education teachers in relation to gender, area and sector.

Discussion and Conclusion

In India we always say that we are under achievers when it comes to a variety of sports. Hence, we lay a lot of emphasis on the players, athletes or our students. There is a lot of research done on improving the players and athletes. The entire focus is on the players and there little or no focus at all on the people that make these players or athletes that is the physical education teachers and coaches. A teacher or coach who is stressed or not satisfied will not be able to give their best to the students and hence the students will not be able to gain any knowledge and become better in sports. So it is of utmost importance that there is emphasis laid on the physical education teachers and coaches when it comes to their mental health. It has been seen that poor working facilities, lack of equipment, lack of regard for the physical education subject, the salaries, extra work load and also teaching of other subjects lead to stress among physical education teachers which ultimately leads to job dissatisfaction among these professionals.

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