CHAPTER - V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

Physical Education has a dynamic character. Sweeping changes have occurred in its concepts, curricula, content and courses over the past few years all over the world including India. With education tag, Physical Education more often than not, have had activity, instruction and sports competition as its major objective in education sector stretching from schools to universities. Professional approach to Physical Education is relatively a recent phenomenon, the origin of which could be traced to the realization that academics without Physical Education is of little consequence. This changing scenario has gone a long way in enlarging the scope of Physical Education and the role of Physical Education teachers. Today, Physical Education teachers play a very vital role and their work can be divided into different categories of duties. A Physical Education teacher requires a greater variety of talents than any other teaching area. His responsibilities are diverse in a school or an educational institution and it is important for him to come upto the expectations and aspirations of academia, students, teaching community, society and the profession of Physical Education in the matter of personal qualities and attributes. As the demands are too high accompanied by difficulties faced due to lack of infrastructure, indiscipline among students, lack of principal's support, role ambiguity, overload, etc., some of the Physical Education teachers feel strained and stressed and suffer from job dissatisfaction.
Job stress is a complex phenomenon and a subjective experience. According to National Institute for Occupational Safety and Health (1999), 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 a person". It is often linked or equated with challenge but the two are very different. A challenge motivates and energizes and one feels relaxed, satisfied and happy when it is met. Stress on the other hand arises when job demands are not met, relaxation turns into exhaustion and sense of satisfaction converts into feeling of tension. A certain level of stress is unavoidable and up to an acceptable level, stress can serve as a stimulus to enhance performance and productivity. However, when the level of stress is such that an individual is incapable of satisfactorily dealing with it, then the effect on performance may be negative. Then there are emotional, behavioral, physiological, and other aspects too of the problem.

Job satisfaction is one of the most crucial but controversial issues in behavioral management in organizations. There are a number of definitions of job satisfaction. One comprehensive definition is that it is a generalized attitude, resulting from many specific attitudes in three areas: (a) Specific job factors; (b) Individual characteristics and; (c) Group relationships. Therefore, the understanding of job satisfaction requires the consideration of factors such as wages, supervision, steadiness of employment, working conditions, advancement opportunities, recognition of ability, fair evaluation of work, redressal of grievances and so on. In addition to these, the employee’s age, health, temperament, desires, level of aspiration also play a significant role and must be considered. Job satisfaction can be measured by finding out the
gap between what a person experiences in actual condition and what he thinks should be there. It is the favorableness or unfavourableness with which people view their jobs. Vroom (1964) defines job satisfaction as "the positive orientation of an individual towards all aspects of work situation". So, the job satisfaction is resultant of a host of orientations to specific aspects of job and results when there is an agreement between job characteristics and wants of an employee. It expresses the amount of congruence between one's expectations and rewards. The importance of job satisfaction lies in the fact that it is closely linked with performance and productivity of a person and is affected by a number of factors.

The term adjustment is equally important when job stress and satisfaction are discussed. It has been defined by Oxford Dictionary as the process of positioning or regulating or arranging or adapting etc. According to Shaffer (1936), "Adjustment is the process by which living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs". In all senses, adjustment implies a satisfactory adaptation to the demands of day to day life and keeping a balance between needs and capacity to realize needs. As long as the balance is maintained, a person remains adjusted. The very moment it is disturbed, he drifts towards maladjustment. Thus, adjustment is a dynamic concept and is both influenced by and exerts an influence on the personality of an individual. A healthy, well adjusted person can live smoothly even in stressful and difficult conditions through the process of adjustment. Such a person is, thus, an asset to himself and his organization and a boon to the society whereas a stressed, dissatisfied and maladjusted personality brings misfortune to one's self and
discomfort to others and proves to be a liability. The Physical Education teachers who start their careers enthusiastically, devote all their time to the profession, are dedicated to their jobs, may also be susceptible to job stress which further results into 'dissatisfaction' and difficulty in adjustment. Keeping this thing in view, the present study was therefore, taken to focus mainly on job stress, job satisfaction and adjustment among Physical Education teachers working in various kinds of schools in the State of Haryana.

5.1 JOB STRESS, JOB SATISFACTION AND ADJUSTMENT AMONG PHYSICAL EDUCATION TEACHERS

Job stress or occupational stress among Physical Education teachers has become quite inevitable these days due to manifold increase in job complexities and challenges. The expectations of the society towards Physical Education teachers are very high in the sense that they are looked upon as the only leaders who can protect and save general fitness of the sedentary people in the machine age. With the change in the concept of the subject, a Physical Education teacher has to concentrate upon success factors rather than think about failures in order to achieve proper results. However, the status of Physical Education teacher has deteriorated over the past few decades due to more than one reason.

A number of difficulties such as low level of administrative support, dissatisfaction with salary, student indiscipline, control over classroom policies, have become a part of teaching job. All this has resulted into more and more cases of Job stress among teachers in general and Physical Education teachers in particular. Poor working conditions generally in terms of relation with colleagues constitute one of the major sources of job stress. Dunham (1976) and Kyraicou (1979) found poor working conditions as one of
the significant sources of stress among teachers. As a result, they may feel emotionally and physically exhausted so as to match their capabilities with their job requirements. Task demands, physical demands, role demands and interpersonal demands are the four areas from where the job stress originates. Knotts (1996) found that job stress often results when one’s work, role and responsibility are not clearly defined. Hall and Rutherford (1976) identified organizational structure and working conditions to influence the teaching profession significantly. Al-Mohammadi and Capel (2006) found different causes of stress for different groups of teachers which could be related to different backgrounds and experiences and different roles and responsibilities in society. Akindutire (2006) concluded that the consequences of role conflict may be stress and frustration which may have further far reaching effects on the behavior and overall personality of a Physical Education teacher. For both urban and rural area school teachers and male as well as female teachers, student misbehavior and time pressure have been the leading sources of stress with no significant difference between groups (Abel and Sewell, 1999).

Demographic factors were found to be negatively related with job stress whereas significant positive relationship was found between work variables and job stress among govt. school male teachers by Abeid (2007). Troman (2000) noted that unsatisfactory social relationships with colleagues, principal, parents and management elicited hostile emotions from teachers and appeared to be a source of stress in teaching and also resulted into impacting negatively on teachers’ physical, professional and emotional well being. In a nutshell, stressors that have been identified among teachers
include role overload, role ambiguity, conflicting job roles, lack of influence over the work environment, demands made by external agencies, lack of support from principal, school climate and culture (Borg and Falzon, 1991; Dinham, 1993; Kyriacou, 1989; McCormic, 1997). Job stress can result in psychological, physical and behavioral consequences for teachers and for schools its outcome costs are not just monetary. Students learning can be disrupted or otherwise affected. For these reasons, job stress among teachers should be minimized and the job satisfaction, the relationship of which with job stress has been well established in the literature as the negative one, should be maximized.

Job satisfaction which is expressed as the amount of congruence between one’s expectations and rewards is closely linked to productivity and performance of a teacher and is affected by a number of factors. It can be categorized according to dimensions of work (Locke, 1969; Vroom, 1964) as well as construed as unidimensional or general (Scott and Dinham, 1999). Relationship between dimensions of job satisfaction and domains of job stress were investigated by Nobile (2003) and the study provided an opportunity to ascertain the strength of various relationships and identify predictors of job satisfaction dimensions from a set of job stress variables among teachers. Teachers’ job satisfaction is a multi-faceted construct critical to teacher retention, teacher commitment and school effectiveness. Yet studies of teacher satisfaction reveal wide ranges differences in what contributes to job satisfaction and group differences according to demographic factors, experience and position. Johansson and Heikinaro (2004) found interaction with students, professional success, professional autonomy and interaction
with colleagues as the major sources of job satisfaction among male and female Physical Education school teachers. Koustelios & Tsigilis (2005) found job satisfaction to be primarily affected by 'job itself' followed by 'supervision' and 'working conditions'. Job satisfaction levels differentiated between male and female school teachers and there was a positive co-relation between job satisfaction and stress-coping skills, concluded Bindhu and Sudheesh (2006).

A number of studies have attempted to find the critical factors influencing job satisfaction among teachers and impact of these factors on teachers' work and their sense of empowerment. Zembylas and Papanastasion (2004) identified sources of dissatisfaction as lack of autonomy, teacher evaluation and promotion prospects, lack of respect and recognition from society and lack of discipline among students. The identification of such factors helps teachers transfer their perception from dissatisfaction to satisfaction. But the question is why some teachers enjoy their jobs while others in the similar conditions do not, and the answer lies, to a great extent, in the term 'Adjustment' which is often understood in relation to job stress and job satisfaction.

Adjustment has been defined by Warren (1934) as “any operation whereby an organism or organ becomes more favorably related to the environment or to the entire situation, environmental and internal”. An adjustment is always satisfying and reduces to a minimum the frustrations, the tensions and anxieties which a person must endure (Smith, 1962). Therefore, producing 'adjusted people' is a challenge for any profession including Physical Education. Sperling (1942) found athletes to be more socially adjusted than the non-athletes. Roy (1972) found that teaching behaviour of
those teachers whose personality adjustment was harmonious, skillful and fine were more effective. Different dimensions or variables of adjustment have been studied by psychologists e.g. Mangal (1996) gave five factors or broad areas of teacher adjustment. Sharma (2000) conducted a comparative study on male college Physical Education teachers from Himachal Pradesh, Punjab and Chandigarh and found no significant difference in their academic and general environment, professional relationship and personal life adjustment. Teachers of Physical Education working in Punjab and Chandigarh were found to be overall better adjusted than those working in the state of Himachal Pradesh. Pal (2001) concluded that there was significant difference among Physical Education teachers working in different types of schools in a number of adjustment variables. Physical Education teachers working in public schools differed significantly in four of the adjustment variables, namely; socio psycho physical, professional, personal life and overall adjustment variables. Adjustment process is found to be influenced by emotional as well as social factors and also integration of in- system support factors and facilitate induction to teaching. Eldar et.al (2003), keeping this in view, recommended professional and emotional support during the first year of teaching to make adaptation easy and fast. Chan (2008), while observing the interrelationship of emotional intelligence with active and passive adjustment of teachers, emphasized the need to enhance emotional intelligence to increase adjustment and thus combat job stress among teachers.
5.1.1. Need of the Study

Teaching in Physical Education is an exciting and challenging profession that combines classroom skills with emphasis on excellence in sports. The Physical Education teachers while playing a number of diverse as well as specialized roles as teachers, officials, organizers and administrators easily become prone to job stress. Job stress among Physical Education teachers working in schools has received the attention of researchers during the last few years though stress in school teaching has not been a new topic all over the world including India. Job stress which is generally negatively correlated with job satisfaction has been a topic of interest among various researchers. A dissatisfied and maladjusted Physical Education teacher cannot optimize the impact of his subject areas on children and adolescents. Hence, there is a need to study job stress, job satisfaction and adjustment among Physical Education teachers. The present study has also emerged out of the conflicting results of a few previous studies conducted so far in this regard. Therefore, the investigator has planned to conduct the present study i.e. to examine job stress, job satisfaction and adjustment among Physical Education teachers working in schools.

STATEMENT OF THE PROBLEM

In view of the need for conducting research in the area of job stress, job satisfaction and adjustment among Physical Education teachers in schools, the present research problem has been stated as under:

“JOB STRESS, JOB SATISFACTION AND ADJUSTMENT AMONG PHYSICAL EDUCATION TEACHERS OF HARYANA SCHOOLS.”
5.1.2 **Objectives of the study**

1. To find out the status/level of job stress, job satisfaction and adjustment among Physical Education teachers working in schools of Haryana.

2. To find out the difference in job stress, job satisfaction and adjustment among male and female Physical Education teachers working in the schools of Haryana.

3. To find out the difference in job stress, job satisfaction and adjustment among Physical Education teachers working in urban and rural schools of Haryana.

4. To compare job stress, job satisfaction and adjustment among Physical Education teachers working in government, private and public schools of Haryana.

5. To study relationship of job stress with job satisfaction as well as job stress with adjustment in Physical Education teachers working in Haryana.

6. To suggest possible measures to reduce stress, improve job satisfaction and to make adjustment feasible among Physical Education teachers working in schools of Haryana.

5.1.3 **Hypotheses**

1. There would be a significant difference in job stress, job satisfaction and adjustment among male and female Physical Education teachers working in schools of Haryana.
2. There would be a significant difference in job stress, job satisfaction and adjustment among Physical Education teachers working in urban and rural schools of Haryana.

3. There would be a significant difference in job stress, job satisfaction and adjustment among Physical Education teachers working in government, private and public schools of Haryana.

4. There would be a negative relationship of Job stress with job satisfaction as well as job stress with adjustment, among Physical Education teachers.

5.2 METHODOLOGY

5.2.1 Design

A survey type study was conducted to find out significant differences among Physical Education male and female teachers working in government, private and public schools in urban and rural areas of Haryana as related to their job stress, job satisfaction and adjustment variables.

5.2.2 Sample

For the purpose of the study, 300 Physical Education teachers (180 male and 120 female) working in government (N=116), private (N=92) and public schools (N=92) were selected randomly from 10 districts of Haryana State. In the male group 90 teachers each were taken from urban and rural schools of Haryana whereas the female group comprised of 65 and 55 teachers from urban and rural schools respectively. All these teachers had at least 3 years of teaching experience in the field of Physical Education.
5.2.3 Tests used

The following standardized tests were used in the present study:

1. **Occupational Stress Index (OSI) by Srivastava and Singh (1984):**
   Occupational Stress Index (OSI) was developed by Srivastava and Singh. The OSI measures the extent of stress which employees perceive arising from various constituents and conditions of their job. The scale consists of forty six items, each to be rated on five point scale. Out of 46 items, 28 were true keyed and rest 18 was false keyed. A scoring key is used for scoring each test form. The test has high reliability and validity.

2. **Job Satisfaction Scale (JSS) by Singh and Sharma (1986):** The job satisfaction scale developed by Singh & Sharma was used to measure job satisfaction among the sample teachers. It consists of 30 statements. Each statement has five alternatives from which a respondent has to choose any one which candidly expresses his response. The scale measures job satisfaction in two types of areas i.e., job-intrinsic (factors lying in the job itself) and job-extrinsic (factors lying outside the job). The scale has a high reliability which works out to be 0.978. The scoring of each statement was done as per the directions given in the test manual.

3. **Teachers Adjustment Inventory (TAI) by S.K. Mangal (1996):** The inventory consists of 253 items. The first order factors were deduced by principal component method which gave five factors or broad areas of teachers’ adjustment. The scoring of each of the five dimensions of
adjustment was done as per the directions given in the manual. The inventory has a high reliability and validity.

5.2.4 Procedure

The investigator contacted most of the teachers individually at their places of posting. Some of them were contacted in groups during Zonal, District and State level school competitions organized by the Haryana School Education Directorate from time to time. The test scale sheets were sent to some of the teachers by registered post/courier also. A brief description of test scales along with the objectives and importance of the study were explained to the subjects to ensure their honest, correct and sincere responses. They were asked to give responses as per the first reply that comes to their mind after reading each question carefully. After data collection, all the answer sheets were scored on the basis of scoring procedure as given in the manual of these tests. The raw scores were statistically analyzed and results were interpreted accordingly.

5.3 FINDINGS OF THE STUDY

The following findings were derived from the results of the study:

5.3.1 Job Stress

1. No significant differences existed between male and female Physical Education teachers working in various schools of Haryana on the variable job stress as the t value was found to be non significant between the two groups.

2. The physical Education teachers working in rural and urban area schools differed significantly regarding their job stress. The t ratio was
calculated to be significant statistically. The urban teachers were found to be having more job stress.

3. On the basis of school category, it was noticed that significant differences existed among government, private and public schools Physical Education teachers. The F-ratio was found to be significant statistically. This significant difference was in favour of government school teachers when verified through post hoc test.

5.3.2 Job Satisfaction

1. Significant differences on job satisfaction were observed between male and female Physical Education teachers working in various schools as the t ratio was found to be significant statistically between the two groups. The male teachers have been found to have more job satisfaction.

2. It has also been observed that the teachers working in rural and urban area schools differed significantly on the variable job satisfaction as the t ratio was found to be significant at .01 level. The rural teachers were found to be more satisfied with their jobs.

3. While comparing the job satisfaction among the government, private and public schools Physical Education teachers, it was noticed that significant differences existed among them as the F-value was significant at .01 level. The govt. school teachers were having more job satisfaction than the other two categories of teachers.
5.3.3 Adjustment and Its Sub-Variables

5.3.3.1 Academic and General Environment of the Institution

1. The comparison between the male and female Physical Education teachers on the variable academic and general environment of the institution did not indicate any significant difference between them as the t ratio was found to be non significant statistically.

2. Non significant differences were observed between rural and urban area Physical Education teachers on the variable of adjustment with academic and general environment of the institution. The t ratio as obtained was found to be less than the tabulated value at .05 level.

3. School category-wise, it was noticed that non significant difference existed among government, private and public school Physical Education teachers as far as their adjustment with academic and general environment of the institution was concerned.

5.3.3.2 Socio-Psycho Physical Adjustment

1. Socio-Psycho physical adjustment when compared between the male and female Physical Education teachers was found to be non significant. They were found to have almost similar status on this variable.

2. The results of comparison between rural and urban area teachers on the variable socio-psycho physical adjustment did not show any significant differences as the t ratio stood non significant statistically indicating at their status at par.

3. The Physical Education teachers working in government, private and public schools differed significantly from one another as the F-ratio in
case of socio-psycho physical adjustment was found to be statistically significant. The government school teachers have been found to be more adjusted than those in the other two types of schools.

5.3.3.3. Professional Relationship Adjustment

1. While making comparison between male and female Physical Education teachers on the professional adjustment, the t ratio indicated that statistically significant difference existed between the two groups. The female school teachers have been found to be more adjusted as compared to the male teachers.

2. Rural area Physical Education teachers differed significantly from their urban area counterparts on the variable of professional adjustment as the t value calculated was found to be significant at .01 level of confidence. The rural teachers have been found to be more adjusted.

3. Significant differences existed in the mean scores of professional adjustment among Physical Education teachers working in government, private and public schools as the F-ratio calculated was higher than the tabulated value at .01 level of significance. The government school teachers have been found to be more adjusted than their counterparts.

5.3.3.4 Personal Life Adjustment

1. On personal life adjustment, male and female Physical Education teachers did not differ significantly as the calculated t ratio was found to be lower than the tabulated value at .05 level of confidence.
2. It was also observed that rural and urban area Physical Education teachers had no significant difference between them on their personal life adjustments, as the t ratio was found less than the required value at. 05 level of significance.

3. On the basis of school category, it was noticed that significant difference existed among government, private and public school Physical Education teachers on the adjustment sub variable of personal life. The F-ratio was found to be significant statistically. This significant difference was in favour of government school teachers when verified through post hoc Test.

5.3.3.5 Financial Adjustment

1. It has also been observed that the male and female teachers did not differ significantly on the variable of financial adjustment as the t ratio was found to be non significant even at .05 level.

2. There were significant differences between the Physical Education teachers working in rural and urban area schools on the variable of financial adjustment. The t ratio was calculated to be significant statistically at .01 level. The teachers working in urban area schools were better adjusted as compared to their rural area counter parts.

3. On the basis of school category, the results revealed that significant differences existed among government, private and public school Physical Education teachers. The F-ratio was found to be significant statistically at .01 level. This significant difference was in favour of government school teachers when post hoc test was applied to verify the difference.
5.3.4 Total Adjustment

After taking into consideration the sub-variables of adjustment, the following findings on the total adjustment were arrived at:

1. On the total adjustment male and female Physical Education teachers did not differ significantly as the obtained t ratio was found to be non-significant statistically.

2. While comparing the rural and urban area teachers on the total adjustment, no significant difference was found.

3. There were significant differences on the variable total adjustment among Physical Education teachers working in government, private and public schools. The govt. school teachers have been found to be more adjusted than their counterparts.

5.3.5 Co-relation among Job stress, Job Satisfaction and Adjustment

1. A negative significant relationship at .01 level was observed between the job stress and the job satisfaction of the Physical Education teachers of Haryana schools.

2. There was a negative significant relationship between job stress and four of the adjustment sub-variables namely; academic and general environment of the institution, socio-psycho physical adjustment, professional relationship adjustment, personal life adjustment and also the overall adjustment. However, job stress and financial adjustment were not found to be significantly correlated.

3. A positive significant relationship between job satisfaction and overall adjustment at .05 level of confidence was suggested by the results of the study.
4. Socio-psycho physical adjustment was found to be positively significantly related with job satisfaction. No other adjustment sub variable was found to be significantly correlated with job satisfaction.

5.4 CONCLUSIONS

On the basis of the above findings, the following conclusions may be drawn which may be considered as the highlights of the study:

1. On the variable of job stress, no significant differences exist between male and female Physical Education teachers of Haryana schools; whereas significant differences are found between rural and urban area teachers where the later are more job stressed than their counterparts in rural areas. Physical Education teachers belonging to government schools are less job stressed than the teachers working in private and public schools. The teachers working in public schools are having the highest job stress.

2. Male teachers are found better satisfied in their jobs as compared to female Physical Education teachers. Teachers working in rural areas are more satisfied in their jobs as compared to teachers working in urban area schools. The Physical Education teachers working in government schools are more satisfied in their jobs as compared to the other two categories of teachers i.e. teachers working in private and public schools.

3. On the variable of adjustment with academic and general environment of the institution, no gender differences are found and no differences exist between rural and urban area teachers as well as the three groups of teachers working in government, private and public schools.
4. No differences are found between male and female Physical Education teachers as well as teachers of urban and rural areas on the socio-psycho physical adjustment; but teachers working in government schools are better on this variable as compared to those in private and public schools.

5. On the variable of professional adjustment, female teachers and rural area teachers are found better than their counterparts. Significant differences exist on this adjustment among government, private and public school teachers.

6. No significant differences are found between male and female teachers as well as teachers of urban and rural area on the variable of personal life adjustment but teachers working in government schools are better adjusted in their personal life as compared to the private and public school teachers.

7. Whereas no gender differences are found on the variable of financial adjustment yet the teachers working in urban areas as well as in govt. schools are found to be better adjusted financially than their respective counterparts.

8. In total adjustment, teachers differed neither on the basis of gender i.e. male and female nor on the basis of area i.e. rural and urban. But the govt. school teachers have better total adjustment in comparison to their counterparts.

9. Negative relationship is observed between job stress and job satisfaction as well as four variables of adjustment and total adjustment.
10. Positive relationship is observed between job satisfaction and total adjustment and only one variable of adjustment i.e. socio-psycho physical adjustment.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

After the completion of the present research work, the investigator has come to this understanding that work on job stress, job satisfaction and adjustment among Physical Education school teachers could be further probed into and the following suggestions can be put forth:

1. The present study was limited to schools only. An attempt may be made to investigate job stress, job satisfaction and adjustment among college level Physical Education teachers.

2. A similar study of comparison between Physical Education school teachers and other allied subject teachers may also be taken up.

3. The present study was conducted on govt., private and public schools. A similar study is also possible on Physical Education teachers working in Kendriya Vidyalayas, Navodaya Vidyalayas, Convent schools and boarding schools.

4. It is also suggested that similar type of study should be conducted comparing the Physical Education teachers of Haryana with the teachers of some other state of the country, especially with those of Punjab.

5. There are many other psychological variables such as personality traits i.e. extroversion and introversion, locus of control etc. which need to be studied in order to have a comprehensive personality profile of Physical Education teachers.
6. Demographic variables such as age, experience, marital status, qualifications etc. in relation to job stress, job satisfaction and adjustment of Physical Education teachers may also be included to further extend the scope of the study.

7. A similar comparative study between coaches of different games, athletes and sportspersons may also be conducted.

8. A similar type of comparative study may be suggested between Indian and foreign Physical Education school teachers.

5.6 RECOMMENDATIONS

The present study has some practical implications. The following recommendations are made to the school administrators, Physical Education teachers, staff members, school system, educational psychologists, sports psychologists and government agencies for effective and fruitful Physical Education teaching in schools:

1. At the time of recruiting Physical Education teachers, in addition to giving weightage to their examination scores, personality evaluation should be made by means of psychological tests. However, utmost care will have to be taken that the tests are administered by competent persons and are objective in nature.

2. Admissions to courses in Physical Education teacher training colleges should not be given on the basis of academic results and performance in sports alone but also on the basis of entrance test. Due weightage should also be given to socio-psychological variables of the candidates.
3. Refresher courses of short duration should be made compulsory for Physical Education teachers so as to refresh and update the knowledge, to acquaint them with the latest techniques, new rules and regulation of various games & sports and to inform them about the new schemes, projects and competitions.

4. Incentives should be provided to those Physical Education teachers who excel in their field so that a demonstrative effect is exerted on those teachers who have lagged behind in their work.

5. Public and private schools should make more adequate provisions on issues such as class size, official hours of duty, levels of extra curricular involvement, availability of sabbaticals etc. to provide a better regulatory framework within which the Physical Education teachers would be able to find solutions to some of their stress problems at the school level itself.

6. Open communication system and sharing dialogue with other groups like parents, society and administration should be encouraged as this is the way to receive support and assistance.

7. Involvement of Physical Education teachers in school decision making along with supporting innovations and new ideas may also be helpful in coping with job stress, enhancing job satisfaction and making adjustment possible.

8. Special workshops, seminars and training programmes should be conducted for Physical Education teachers in order to help them manage their stress by learning stress management techniques and stress coping strategies.
9. The Physical Education teachers should also be given training on modern psychological skills so that they can tackle and teach students in a better way.

10. Staff members must be available to support one another by sharing ideas of concerns and assisting peers to overcome work related problems. The idea of creating ‘Quality Circles’ may be of much use in this regard as the means of providing relief from some playground duties, regular staff meetings and increased staff social activity. All this can contribute to the development of supportive school climate.

11. Adequate education funding, particularly sports funding must be considered for all types of schools. This matter cannot be resolved by unions alone. What is demanded is a change in national priorities, a heightening of society expectations as regards schooling and collective action among coalitions of interested groups to bring about the needed change.

12. Last, but not the least, if distress is caused due to an inappropriate person job fit, assistance in making a career change may be the only reasonable suggestion.