Job Stress, Job Satisfaction and Adjustment among Physical Education Teachers of Haryana Schools

Abstract of Synopsis

Submitted to:

FACULTY OF EDUCATION AND INFORMATION SCIENCES

For the degree of

DOCTOR OF PHILOSOPHY IN PHYSICAL EDUCATION

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Physical Education refers to the process of education that concerns activities which develop and maintain the human body. It is recognised as "an education through the physical activities for the total development of the total personality of the child to its fullness and perfection in body, mind and spirit" (National plan of Physical Education and Recreation 1956). In its broadest perspective physical education covers play, exercise, recreation and sport and is characterized by a general programme of motor activity, skill, free play and exercise assuring strength, health, fitness and well being within and even outside education. Precisely, physical education aims at helping the individual know his potentiality, realise his selfhood, improve his social status, enhance work efficiency, effect economy in physical movements, live abundantly and be at peace with himself and his environment. Physical Education contributes to the welfare of the society both as a discipline as well as a profession. Although, there are many non teaching options in Physical Education, teaching field is one that attracts many people. Teaching is considered as an occupation with good job security and teachers are well paid for their services. They enjoy the benefit of long vacation periods also which enables them to devote extra time to an additional job, travel, study or other opportunities. The greatest positive aspect of teaching is the personal satisfaction it provides because it carries a degree of personal involvement in the success of students.

Today, Physical Education teachers are playing a very vital role and their work can be divided into five different categories of duties namely, planning, teaching, evaluative, administrative and various unclassified ones. A physical education teacher requires a greater variety of talents than any other teaching area. His responsibilities are diverse and the society looks upto him as a leader who can create and maintain general fitness of the sedentary people in the machine age. The rise of sports science such as Physiology, Sports Psychology, Sports Sociology, Kinesiology and Biomechanics has also put a Physical Education teacher in a novel and sophisticated role. While teaching has traditionally been a respected
occupation, the teachers have begun to suffer from lack of support, recognition and respect from public. Physical Education teachers feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, inadequate facilities/materials, clerical work and non congenial working conditions. In proportion to the expectations of the society, the Physical Education teachers are not given due place and recognition. This leads to stress and this dissatisfaction. The extent of job stress, however, depends largely upon background experiences, temperament and environmental conditions. The idea of a dream job is shattered when one becomes incapable of satisfactorily dealing with the job challenges and expectations. Then there are emotional, behavioural, physiological, and other aspects too of the problem. Fimian, M.J. (1986) in his study indicated that continued stress can drastically lower job satisfaction and performance and can also damage the individual's personal life. The term "burnout" is often used to describe the effects of continual stress. Logically, a teacher's mental health can be expected to effect class room performance and interactions with students. Other variables associated with teacher stress and burnout are role problems, loss of control, isolation, dissatisfaction with salary, role overload, role ambiguity and lack of administrative support.

Generally, job satisfaction and life satisfaction are closely related and 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 favourableness or unfavourableness with which people view their jobs. 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. Bamundo and Kuppleman (1980) examined the effects of seven variables on job satisfaction. It was found that education and income positively and strongly moderated job satisfaction and life satisfaction relationship. Self employment also had a significant impact whereas occupation had only a modest effect. Age and service length showed strong effects. Urbanisation also did not dilute the relationship. Then comes the
importance of 'adjustment' which means that people who are able to adjust themselves according to the circumstances and environment can live in perfect harmony and lead a happy life. According to L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between its need 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 need and capacity to realise needs. As long as the balance is maintained a person remains adjusted. The very moment, it is disturbed he drifts towards maladjustment. The Physical Education teachers who start their careers enthusiastically, devote all their time to the profession, are dedicated to their jobs, may be susceptible to job stress which further results into 'dissatisfaction', and difficulty in adjustment. A well adjusted person possesses the characteristics of awareness of his own strengths and limitations, respecting one's self and others, an adequate level of aspiration etc. Such a person is, thus, an asset to himself and a boon to the society whereas a stressed, dissatisfied and maladjusted personality brings misfortune to one's self and discomfort to others. Keeping this thing in view, the present study shall, therefore, focus mainly on job stress, job satisfaction and adjustment among Physical Education teachers working in various kinds of schools in the state of Haryana.

OBJECTIVES:

1. To ascertain the status of job stress, job satisfaction and adjustment among Physical Education teachers in Haryana schools.

2. To find out the significant factors responsible for job stress, job satisfaction and adjustment among Physical Education teachers working in schools of Haryana.

3. To examine the difference in job stress, job satisfaction and adjustment in Physical Education teachers with respect to sex of the teachers, nature of schools and location of schools.
4. To suggest, if possible, new measures to reduce the stress, improve job satisfaction and to make adjustment feasible.
HYPOTHESIS:

1. There would be no significant difference among the Physical Education teachers working in different types of schools with regard to job stress, job satisfaction and adjustment.

2. There would be no significant difference between job stress, job satisfaction and adjustment among the Physical Education teachers and sex of the teachers.

3. There is no relationship between job stress, job satisfaction and adjustment among the Physical Education teachers and location of the schools.

4. There would be a negative relationship of job stress with job satisfaction and job stress with adjustment.

RESEARCH DESIGN AND PROCEDURE:

A survey type study will be designed to find out significant difference among Physical Education teachers working in government, private and public schools in Haryana as related to their job stress, job satisfaction and adjustment variables. For the purpose, 300 Physical Education teachers (200 males and 100 females) working in High and Senior Secondary Schools in urban and rural areas of 10 districts in the state of Haryana namely Ambala, Karnal, Panipat, Kurukshetra, Yamuna Nagar, Kaithal, Sirsa, Hisar, Rohtak and Jind selected as sample will act as subjects.

To measure job stress, job satisfaction and adjustment among these teachers various test scales namely Occupational Stress Index, Job Satisfaction Scale and Teachers Adjustment Inventory will be used with their reliability co-efficient mentioned in the manual.

Analysis of variance statistical procedure will be used to compare three categories of Physical Education teachers i.e. working in government, private and public schools in their job stress, job satisfaction and adjustment variables. F Test will be used to test the hypothesis. Co-efficient of
correlation will be used to find out relationship among three variables and also relationship of each variable with the age and service length of selected teachers. T-test will also be applied to compare male and female teachers in the above stated variables.

**SIGNIFICANCE OF THE STUDY**

The results of the study would help to find out the degree/level of job stress, job satisfaction and adjustment with which the Physical Education teachers working in various types of schools in the state of Haryana differ amongst one another. The results would also help to understand the factors responsible for job stress, job satisfaction and adjustment among Physical Education teachers. The study might be useful in solving some of the problems of the teachers as related to the three variable. This would help them to understand various dimensions of adjustment and find out ways and means to be well adjusted persons. The study would help the administrators and government to create a congenial atmosphere in the institutions which would benefit both the sides.

**REFERENCES**:


Fimian, M.J., "Note on Reliability of the Teacher Stress Inventory", Psychological Reports, 1986, pp. 275-278.

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INTRODUCTION

Physical Education refers to the process of education that concerns activities which develop and maintain the human body. It conveys the idea of achieving the objectives of education through physical activities. Charles A. Butcher has defined physical education as "An integral part of total education process and has as its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes." In its broadest perspective physical education covers play, exercise, recreation and sport and is characterized by a general programme of motor activity, skill, free play and exercise assuring strength, health, fitness and well being within and even outside education. Precisely, physical education aims at helping the individual know his potentiality, realise his selfhood, improve his social status, enhance work efficiency, effect economy in physical movements, live abundantly and be at peace with himself and his environment. According to National Plan of Physical Education and Recreation 1956, "Physical Education is recognised as an education through the physical activities for the total development of the total personality of the child to its fullness and perfection in body, mind and spirit". It contributes to the welfare of the society both as a discipline as well as a profession. Although, there are many non teaching options in Physical Education, teaching field is one that attracts many people. Teaching is considered as an occupation with good job security and teachers are well paid for their services. They enjoy the benefit of long vacation periods also which enables them to devote extra time to an additional job, travel, study or other opportunities. The greatest positive aspect of teaching is the personal satisfaction it provides because it carries a degree of personal involvement in the success of students.

Today, Physical Education teachers are playing a very vital role and their work can be divided into five different categories of duties namely, planning, teaching, evaluative, administrative and various unclassified ones. A physical education teacher requires a greater variety of talents than any
other teaching area. His responsibilities are diverse and the society looks upto him as a leader who can create and maintain general fitness of the sedentary people in the machine age. The rise of sports science such as Physiology, Sports Psychology, Sports Sociology, Kinesiology and Biomechanics has also put a Physical Education teacher in a novel and sophisticated role. While teaching has traditionally been a respected occupation, the teachers have begun to suffer from lack of support, recognition and respect from public. Physical Education teachers feel their workload heavier, strenuous and difficult too. They face a lot of problems due to longer working hours, inadequate facilities/materials, clerical work and non congenial working conditions. In proportion to the expectations of the society, the Physical Education teachers are not given due place and recognition. This leads to stresses and dissatisfaction. The extent of job stress, however, depends largely upon background experiences, temperament and environmental conditions. The idea of a dream job is shattered when one becomes incapable of satisfactorily dealing with the job challenges and expectations. Some of the physical education teachers feel that they have a heavy workload, less recognition from society, lack of co-operation, little opportunities for growth and advancement and so on. Those who are not satisfied with their jobs have high stress level and are less adjusted in comparison to those who have job satisfaction.

**JOB STRESS**

Job stress is a complex phenomenon and a subjective experience. According to National Institute for Occupational Safety and Health, 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 upto 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, behavioural, physiological, and other aspects too of the problem. Fimian, M.J. (1986) in his study indicated that continued stress can drastically lower job satisfaction and performance and can also damage the individual’s personal life. The term "burnout" is often used to describe the effects of continual stress. Logically, a teacher's mental health can be expected to affect class room performance and interactions with students and others as well. Other variables associated with teacher stress and burnout are role problems, loss of control, isolation, dissatisfaction with salary, role overload, role ambiguity and lack of administrative support.

**JOB SATISFACTION**

Job satisfaction is one of the most crucial but controversial issues in behavioural management in organisations. There are a number of definitions of job satisfaction. One comprehensive definition is that it is a generalised attitude, resulting from many specific attitudes in three areas: 1. Specific job factors; 2. Individual characteristics; and 3. 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. Further his family relationships, social status, recreational outlets also contribute to job satisfaction.

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 favourableness 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. Bamundo and Kuppleman (1980) examined the effects of seven variables on job satisfaction. It was found that education and income positively and strongly moderated job satisfaction and life satisfaction relationship. Self employment also had a significant impact whereas occupation had only a modest effect. Age and service length showed strong effects. Urbanisation also did not dilute the relationship. However, the nature and extent of factors contributing to job satisfaction are not yet fully known. The studies of Herzberg, Mausner and Synderman and the two factor theory of job satisfaction - dissatisfaction proposed by them are of much importance as they provide the broadest scope so far in understanding the relevant factors affecting job satisfaction.

**ADJUSTMENT**

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 L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between its need 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 need and capacity to realise 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. The internal (personal) and external (environmental) aspects of an individual are in constant interaction during the process of adjustment. However, as a
personality trait, adjustment is an individual characteristic. Different individuals adapt/adjust differently in similar environmental situation. Adjustment involves a reaction of the person to the demands imposed upon him or how an individual manages to cope with various demands and processes of life. A healthy, well adjusted person can live smoothly even in stressful and difficult conditions through the process of adjustment. The Physical Education teachers who start their careers enthusiastically, devote all their time to the profession, are dedicated to their jobs, may be susceptible to job stress which further results into 'dissatisfaction' and difficulty in adjustment. A well adjusted person possesses the characteristics of awareness of his own strengths and limitations, respecting one’s self and others, an adequate level of aspiration etc. Such a person is, thus, an asset to himself and his organisation 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. Keeping this thing in view, the present study shall, therefore, focus mainly on job stress, job satisfaction and adjustment among Physical Education teachers working in various kinds of schools in the State of Haryana.

REVIEW OF LITERATURE

Since the time immortal, teaching has commanded a high degree of respect from all the sections of the society. Teachers, the 'gurus' have always been truly regarded as 'torchbearers', 'path finders', 'role models' and builders of the society and nation. Presently teaching has become a rather, complex profession.

Sperling (1942) studied the difference in adjustment of athletes and reported athletes to be more socially adjusted than the non-athletes.

Johnson (1967) attempted to apply Herzberg’s (1959) famous "Motivation to Work" study and identified five factors (achievement, recognition, interpersonal relations, work itself and responsibility) that had statistical significance in affecting teacher satisfaction.
Quitingu (1975) studied tenure in relation to job satisfaction factors. He used chi-square analysis to identify the factors affecting job satisfaction and found highly significant relationship between job satisfaction and each of the variable namely age, status, location of institution, years of experience, level of teaching assignment and marital status.

Slepika (1975) found that successful players were more cooperative, emotionally stable, adjustable and aggressive than unsuccessful players.

Anderson et al. (1980) emphasized the effectiveness of meditation as a stress-management strategy. 91 teachers took part in a five week course of meditation, levels of stress being compared before and after. As hypothesised, levels of stress were lower following the course.

Maslach and Jackson (1981) found that there is no single source of teacher stress, but usually stress is a combination of factors or problems such as class size, emotional exhaustion, depersonalization, lack of accomplishment in the job and role strain.

Fielding (1982) Conducted a study with the primary objective to determine whether personality characteristics of teachers affect their level of stress and burnout. A random sample of 162 school teachers was taken. The highest level of stress was reported in inter personal situations and second highest level was reported in new situations. Teachers having negative attitude/beliefs about students, external focus of control and intolerance of ambiguity reported more stress burnout than other teachers.

Fimian and Santoro (1983) indicated that emotional manifestations as a result of stress and/or pressure often affect certain behaviour of teachers. In some cases, severe stress can have a detrimental effect on job performance.

Litt and Turk (1985) surveyed high school teachers to identify sources of stress and dissatisfaction that might induce teachers to leave teaching. The result suggested that the role teachers perceived for themselves and the
school climate, particularly the relationship with administrators may be extremely important in predicting job stress and dissatisfaction.

*Wright (1985)* attempted to determine if relationships existed between esteem, autonomy, job satisfaction and the intention to quit teaching. He found that teachers' overall job satisfaction was positively correlated with the perceived amount of esteem and negatively correlated with the intention to quit teaching.

*Fimian and Blenton (1987)* indicated that issues such as litigation, liability, accountability, tenure, unions, along with increasingly diversified responsibilities and fast changing ideas have made teaching more stressful. In fact, Duke (1984) estimated that as many as 20 percent of all new teachers leave the profession during the first few years.

*Gill (1990)* studied 406 teachers (234 males and 172 females). She found that successful Physical Education teachers belong to higher socio-economic status and were more creative and better adjusted than less successful teachers. She found that male Physical Education teachers were better adjusted and more original than female Physical Education teacher.

*Carroll & Ferrara (2000)* indicated that rules and procedures under which the educators operate were viewed by them as a threat to their autonomy. Therefore rules and procedures which do not impinge upon autonomy would not promote job satisfaction but rules and procedures that do encroach upon autonomy would foster job dissatisfaction, thereby putting educators at risk for turnover and eroding educational quality.

*U.S. Department of Education (2001)* in its National Survey of Postsecondary Faculty, revealed that Postsecondary Faculty members were highly satisfied with their autonomy to choose course content, topics to research as well as research methods. They were satisfied with nature of their work because of autonomy. Thus autonomy worked as a motivator to help them move towards meeting higher order need such as self-actualization.
Flynn & Mok (2002) in this study emphasized that principals should be accessible to staff members when issues arise and assistance is needed. School leadership teams need to build supportive and friendly climates and provide avenues for regular constructive feedback. This is consistent with the job satisfaction dimensions of supervision, relationship with the principal and school domain.

Thomas, Clark & Lavery (2003) found time and overload pressure, parental expectations and negative community attitudes as high stresses than school administration.

Woods & Weasmer (2004) in his study suggested that stress arising from a perceived lack of support, including support from the principal and a feeling of not being appreciated by the principal is likely to be related to how satisfied staff members are with their relationship with their principal. Lack of satisfaction with the supervisory relationship might lead individuals to report stress.

John J. De Nobile and Johan McCormick (2005) in their paper “Job Satisfaction and Occupational stress is Catholic Primary Schools” mentioned nine job and four occupational stress factors which they identified during their study on 356 staff members from 52 primary schools of 6 Catholic school system in New South Wales, Australia. The results hold implications for school systems and school administration.

**STATEMENT OF THE PROBLEM**

The problem has been stated as “Job stress, job satisfaction and adjustment among Physical Education teachers of Haryana schools.”

**DELIMITATION**

The study has been delimited to Physical Education teachers consisting of males and females working in High and Senior Secondary government, private and
public schools in urban and rural areas of 10 districts in State of Haryana. The districts under study are Ambala, Karnal, Panipat, Kurukshetra, Yamuna Nagar, Kaithal, Sirsa, Hisar, Rohtak and Jind.
OBJECTIVES

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.


5. To study relationship of job stress with job satisfaction and 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.

HYPOTHESIS

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 among Physical Education teachers working in Government, Private & Public schools of Haryana.

4. There would be a negative relationship of Job stress with job satisfaction and adjustment.
SIGNIFICANCE OF THE STUDY

The results of the study would help to find out the degree/level of job stress, job satisfaction and adjustment among the Physical Education teachers working in various types of schools in the state of Haryana. The results would also help to understand the factors responsible for job stress, job satisfaction and adjustment among Physical Education teachers. The study might be useful in solving some of the problems of the teachers as related to the three variables. This would help them to understand various dimensions of adjustment and find out ways and means to be well adjusted persons. The study would help the administrators and government to create a congenial atmosphere in the institutions which would benefit both the sides.

RESEARCH DESIGN

A survey type study will be designed to find out significant difference among Physical Education 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.

SAMPLE

300 Physical Education teachers (180 males and 120 females) from different schools of 10 districts in the state of Haryana will be used as sample for the study. In males group 90 teachers each will be taken from urban and rural schools of Haryana. The females group will comprise of 65 and 55 teachers from urban and rural schools respectively.

TOOLS USED

To measure job stress, job satisfaction and adjustment among these teachers following test scales will be used with their reliability co-efficient mentioned in the manual.

(i) Occupational Stress Index (OSI) by Srivastava & Singh (1984)

(ii) Job Satisfaction Scale by Singh and Sharma (1986)
(iii) Teachers Adjustment Inventory by Mangal (1996)

To measure job stress, Occupational Stress Index developed by Srivastava and Singh (1984) will be used. The authors claim that the tool may be conveniently administered to all categories of employees. The scale consists of 46 items, each to be rated on five point scale. The validity of OSI has been determined by computing co-efficients of correlation between the scales on the OSI and the various measures of job attitude and job behaviour. Split half method was applied to establish the reliability of the scale which was found to be .935

The job satisfaction scale developed by Singh & Sharma (1986) will be used to measure job satisfaction among the sample teachers. The scale has a very wide acceptance in measuring psychological aspects of functioning in any profession. It consisted of 80 statements in the pilot study. After try out only 30 statements were retained in the final. The scale has been standardized on engineers, doctors and teachers. The test retest reliability of the scale works out to be .978

Teachers Adjustment Inventory by Mangal (1996) will be applied to measure the adjustment among teachers. In the pilot study 410 items were pooled under 21 dimensions of teacher adjustment. The 'upper and lower thirds', 'point biserial 'r' and 'content analysis' were used to finalise the scale which retained 253 items. First order factors were reduced by Principal component method which gave the following factors or broad areas of teachers adjustment:
1. Adjustment with academic and general environment of the institution.
2. Social - psycho - physical adjustment.
3. Professional relationship adjustment
4. Personal life adjustment
5. Financial adjustment and job satisfaction.

The reliability of the scale was established by both test retest method and split half method.
PROCEDURE FOR DATA COLLECTION

The investigator would try to contact the Physical Education teachers for collection of data during the Zonal, District and State level school competitions organized by the Haryana School Education Directorate. When needed, the investigator will also contact the teachers at their places of posting individually. The required material used for the collection of data can also be sent by registered/speed post/ courier to the teachers who are having personal relations with the investigator. As far as possible, the investigator would try to assemble the teachers at one place and collect the relevant data through the prescribed tools of the study. Verbal instructions will be given to the respondents in order to get the genuine data. All efforts will be made on the part of the investigator to get correct and speedy responses from the sample teachers. In this way, data will be collected from all the 300 Physical Education teachers.

PROCEDURE FOR STATISTICAL ANALYSIS

All the answer sheets would be scored on the basis of scoring procedure as given in the manuals. The raw score would be statistically analyzed in terms of means, standard deviation and t-ratios. The analysis of variance and correlation will also be used as per need. Tables and graphs would be drawn out showing the results of the study. Discussion on results would be done in the light of various theoretical frameworks.

CHAPTER SCHEME

Chapter I. INTRODUCTION
1.1 Job Stress
1.2 Job Satisfaction
1.3 Job Adjustment
1.4 Statement of the Problem
1.5 Delimitations
1.6 Objectives of the Study
Chapter II. REVIEW OF RELATED LITERATURE

Chapter III. PROCEDURE AND METHODOLOGY

3.1 Sample
3.2 Design of the Study
3.3 Selection of the Test Scales.
3.4 Procedure for Data Collection
3.5 Procedure for Statistical Analysis

Chapter IV ANALYSIS OF DATA AND RESULTS OF THE STUDY

Chapter V SUMMARY, CONCLUSION AND RECOMMENDATIONS

BIBLIOGRAPHY

APPENDICES

Appendix A Occupational Stress Index
Appendix B Job Satisfaction Scale
Appendix C Teacher Adjustment Inventory (MTAI)
Appendix D Master Chart

Index of Variables

TENTATIVE PLAN OF WORK

First year :

(i) Data will be collected from male and female Physical Education teachers working in Government, Private and Public schools in urban as well as rural areas of the selected districts of the state.

(ii) The material collected from different teachers will be sorted out for the purpose of tabulation.

(iii) Collecting of related literature from different sources and by visiting libraries of various institutions.
Second year:
(iv) Step (i) - (iii) will be repeated.
(v) Analysis of data will be done.

Third year:
(vi) Step (i) - (v) will be repeated.
(vii) The analysed data will be interpreted to draw out conclusions and suggest recommendations.
(viii) Research work will be compiled in the form of thesis and will be submitted to the Faculty of Education and Information Sciences, Punjabi University, Patiala.

REFERENCES


