ABSTRACT

The present study aimed to examine the levels of occupational stress experienced by secondary school physical education teachers working in Dakshina Kannada district of Karnataka State, and the coping strategies adapted by them as well as their relationship. The sample consisted of 288 physical education teacher respondents.

The study aimed to understand the conceptual framework of stress and coping, to find out the relationship between the dimensions of teacher stress and coping, to identify the causes of stress according to gender, type of schools, and amount of experience among physical education teachers, to assess the levels of occupational stress as well as the extent of coping among physical educational teachers, and to study the influence of secondary variables on occupational stress and coping mechanisms. Alternative hypotheses were formulated for the study. Physical education teachers experience varied with the levels of stress. To cope with stress, physical educational teachers employ various coping mechanisms. Male and female teachers differ significantly in their occupational stress and coping strategies. There is a significant relationship between occupational stress and coping strategies adopted. The demographic variables significantly influence occupational stress and coping. The respondents were responded to the Employment Organization Sources of Stressors (EOSS) scale (Telaprolu and George, 2005) and Coping checklist by Rao et al. (1984). This EOSS and Coping checklist are used with some modifications. The data were analyzed with the help of programs called SPSS 17.0.

The research findings point out that physical education teachers generally suffer from a moderate level of occupational stress in most of the components of occupational
stress and total occupational stress. Only in role ambiguity and unprofitability, physical education teachers had significantly low levels of stress. As far as coping strategies are considered, it was found that male and female physical education teachers did not differ significantly in their mean coping strategies. School type comparison revealed that only in one coping strategy, teachers differed significantly. In the case of physical activity related coping, it was found that teachers working in unaided schools had higher levels of coping, followed by government and aided school teachers who had lesser levels of coping. None of the coping strategies were influenced by the educational level of the physical education teachers. Lastly, through regression analysis it was found that five coping strategies out of eight were the best predicted occupational stress of the teachers. They are spiritual related coping, unproductive coping mechanism, unhealthy coping habits, social support coping, and physical activity related coping. Other coping strategies like problem solving coping strategy, healthy cognitive coping, and high risk coping were less predicted. Lastly, alleviating stress among physical education teachers as well as effective coping with stress has been discussed.