Chapter I

INTRODUCTION

1.1 Introduction

In everyday life, working class people come across many situations where they have to cope with many situations and conditions, putting them in a lot of stress. Stress has become an inevitable part of human life in modern times. It is becoming a global phenomenon affecting all genres of people. The optimum level of occupational stress poses a risk to most organizations. “Teachers in particular not only have the stress of dealing with so many diverse children on a day to day basis; they are also entitled with educating and helping to mold these children into productive members of society. With rules, regulations, guidelines and performance expectations can induce very high levels of stress; the job can be demanding and has hardly any relief. Quite often teachers must take their work home overnight or on the weekends in order to be prepared for the next class or session on the field, or the teachers will have to score the test given to the children, in free time, which is possible only when he/she gets home. The traditional summer break that so many teachers once looked forward to, has began to reduce over the past few years, as well with most schools beginning to adopt block schedules which require yearlong school sessions with no more than nine week vacation period”(Kaur, 2011).

Physical educationists should have dynamic characters, as extensive changes have occurred in the content of physical education, its curriculums, concepts, and courses over the decades, all over the nation. Physical education more often than not, has activity, instructions, and sports competitions as its major objective in the education sector stretching from schools to universities. That perhaps can be the reason, why greater stress is laid in the teacher’s education programmes, through the decades, as it has been on the creation of a competent cadre of professional leaders like physical education teachers and coaches. Professional approach to physical education is a relatively recent phenomenon, the origin of which could be traced to the beginning of civilized schools and convents itself, the realization that academics without physical education is and will be of education with a minimal effectiveness. The changing scenario has gone a long way in enlarging the scope of physical education and its key role teachers in recent years.
(Kyriacou, 1987). Now, there are far greater opportunities and avenues than ever before for freshmen to specialize in one or the other branch of physical education and prepare for teaching/non-teaching careers. Physical education teachers who normally used to be ex-army personnel have been replaced by skill – masters, and the subject has become as rich as any other field.

1.2 Concept of stress

1.2.1 Meaning and definition

The word, “Stress” has been derived from Latin word, “Stringere” which means to draw tight. The term is used to refer to hardship, strain, adversity or affliction. Various terms have been synonymously used with stress such as anxiety, frustration, and pressure. In medical terms stress is described as, "a physical or psychological stimulus that can produces mental tension or physiological reactions that may lead to illness."

(http://dictionary.reference.com/)

Stress is defined in terms of its physical and physiological effects of an individual. Stress is mental, physical or emotional strain or tension or it can be a situation or factor that can cause it. The term stress has been differently described by scholars.

Arnod (1960) believes that “Stress is any condition that disturbs normal functioning”.

Selye (1956) defines stress as ‘any external events or internal drive which threatens to upset the organismic equilibrium’.

According to Beehr and Newman (1978), “stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning”.

According to Britannica, stress is a state of bodily or mental tension resulting from factors that tend to alter an existent equilibrium. Stress is an unavoidable effect of living and is an especially complex phenomenon in modern technological society. (http://www.britannica.com/)
Occupational 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 worker. Occupational stress can lead to poor health and even injury.

Occupational stress is the experience of negative feelings, such as worry or frustration (Lath, 2010), and is further described as the physical and emotional response that occurs when workers perceive an imbalance between their work demands and their capability the resource to meet these demands.

1.2.2 Stress among teachers

Occupational stress is a term used to define ongoing stress that is related to the workplace. It can be defined as the physical and emotional response that occurs when workers perceive an imbalance between their work demands and their capability and/or resources to meet these demands or in simple words, it is the harmful physical and emotional response that can happen when there is a conflict between job demands on the employee and with the amount of control that an employee has over meeting those demands. Occupational stress is a growing problem worldwide, which results in substantial loss both to employees and organizations (Cotton & Hart, 2003). Occupational stress has been defined as the situation where occupation related factors interact with the employees in a manner that disrupts his/her physiological conditions forcing them to deviate from normal functioning (Jarvis, 2002).

Occupational stress, in particular, is the inability to cope with the pressures in a job (Rees, 1997). It is a mental and physical condition which affects an individual’s productivity, effectiveness, personal health, and quality of work (Comish & Swindle, 1994). The ways in which stress manifests itself are generally referred to in terms of behavioural, physical or psychological outcomes.

Teacher stress is a specific type of occupational stress where a teacher experiences unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher (Kyriacou, 1987). Overall, teachers manifesting high levels of stress also show signs of high levels of psychological distress, usually demonstrated by high anxiety and low psychological well-being, as well as decreased job satisfaction, i.e., mental ill-health, job dissatisfaction among the teachers (Traverse &
Cooper, 1996). Teachers form the crux of the education system, preparing young adolescents to build their nation with purpose and responsibility to confront the challenges of tomorrow. They are the social engineers and custodians of the future and it is the responsibility of a teacher to mould and shape their future.

Teachers are perennially exposed to high levels of stress cutting across all cultures (Copper & Kelly, 1993; Reglin & Reitzammer, 1997; Mokdad, 2005). The combination of long working hours, insufficient pay, role ambiguity, poor teaching facilities, lack of social recognition, poor organizational environment, and strained relationship with colleagues make up a stressful recipe. As Kyriacou (1987) points out, it is the insidious day to day sources of stress with their cumulative effect, and not the less frequent but occasionally intent sources of stress, which teachers are concerned with. The personality variables that have been linked to stress include locus of control, self-esteem, behaviour pattern, hardiness, and negative affectivity (Ganster & Schaubroeck, 1991; Murphy, 1995). Demographic variables that are proven to relate to someone’s job stressor/health relationships include gender, age, marital status, job tenure, job title, and hierarchical level (Dua, 1994; Murphy, 1995), among which gender, age, and hierarchical level were found to be the most significant, as further explanations reveal.

Stress is often accepted as an inescapable aspect of teaching. Teachers’ lives are adversely affected by stress leading to physical ill-health (Otto, 1986; Mokdad, 2005) and mental ill-health (Fletcher & Payne, 1982; Finlay- Jones, 1986; Beer & Beer, 1992). Teachers’ stress often affects their ability to function effectively (Blasé, 1986; Poornima, 2010), sometimes to the extent of causing burnout (Seldman & Zager, 1998; Reddy, 2011).

Brown and Ralph (1992), made an attempt to assess the level of stress experienced by the higher secondary school teachers. Sabu and Jangiah (2005) reported that teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students’ progress, and emotional exhaustion. Increased occupational stress among teachers had weakened the efficiency of the teachers.

Primarily the role and responsibility of a teacher is multi-tasked in the present day school system. The change in the type of teaching culture and added managerial responsibilities
have outgrown excessively, which was not the case a few years ago. The tasks, including planning and executing instructional lessons, assessing students based on specific objectives derived from a set curriculum, and communicating with parents are stressful enough to increase psychological stigmas. Nonetheless, a teacher has to take on his responsibilities in the following dimensions too:

- Develop a positive, respectful working relationship.
- Meet standards of professional and ethical conduct in relation to students, parents, and colleagues.
- Advocate for conditions of success for students with special needs.
- Advocate for the protection of the legal and human rights of students and their families.
- Follow guidelines established by the school/state to protect the safety and well-being of children and youth.
- Maintain positive, supportive, professional relationships within the education community.

In relation to the profession of teaching, where a teacher is viewed as a dispenser of knowledge, teachers are increasingly perceived as facilitators or managers of knowledge. They constantly work in socially isolated environments surrounded by hostile views and sometimes the threat of physical abuse, and are at the same time under a constant fear and threat of accountability for each and every action of both their own self and that of the pupil. This alone can be a sufficient cause for stress in an individual, but in the case of a teacher it is multiplied by other factors as well. Teaching has been identified as one of the most stressful professions today. The reasons for that are quite similar to other stressful occupations in the world.

Stress at work resulting from increasing complexities of work and its divergent demands, has become a prominent and pervading feature of modern education based organizations. The researchers in the area of organizational psychology and management have used the term job stress to denote employees’ mental state aroused by a job situation or a combination of job situations perceived as presenting excessive and divergent demands. Caplan et al. (1975) have accordingly defined occupational stress as “any characteristics of job environment which poses a threat to the individual”.

5
Tam and Mong (2005), indicated that job stress means that people experience a psychological state which is incongruence and misfit between the worker’s perceptions of the demands on them and their ability to cope with those demands. Abel and Sewell (1999) used the transactional model to define stress, which emphasized that stress depends on an individual’s cognitive appraisal of events and circumstances at work and the perception of their own ability to cope with it. The experience of stress is due to perception of demand and the inability to meet this demand, which finally threatens a teacher’s mental or physical well-being. In the case of teacher stress, it is used to describe ‘a demand made upon the adaptive capacities of the mind and body, which if continued beyond the ability of these capacities to respond, leads to the physical and psychological exhaustion and possibly the ultimate collapse as referred by Seyle’ (Fontana, 1989).

In the last two decades, intensive researches have been carried out in USA and Europe concerning the sources and symptoms of teachers’ professional stress (Kyriacou, 1996). Studies in the field of teacher’s stress show that the greater part of stress is associated with the rapid pace of changes in education, particularly in the 1980s and 1990s. Teaching profession is generally considered as a noble profession with lots of expectations from the parents towards their children’s education and the development of their personalities. These expectations may also contribute as a source of stress. The present study attempts to identify the sources of stress and also study its relation with certain demographic variables.

1.2.3 Levels of stress

Educational research identifies four levels of stress. They are:

i. Low: where the stress induces no major problems.

ii. Moderate: where the stress level is bearable, the individual should examine and can seek ways of reducing it.

iii. Serious: there is a risk of a psychological breakdown.

iv. Very serious: where the individual is nearing a state of total collapse Selye (1976).

1.2.4 Factors contributing to work stress

Work-related stress is the natural reaction of people to being put under intense pressure at work, over a period of time. According to the American Institute for Preventive Medicine
(2001), many factors contribute to work stress, of which some factors are more important than the others, but each can be influential. Listed below are a set of those factors that one can indicate how and at what level these factors contribute.

**Nature of the job**
- Work overload
- Low salary
- Physical hazards
- Inconvenient hours
- Excessive physical effort
- Poor working conditions
- Repetitive, dehumanizing environment
- Extremely difficult or extremely easy tasks.

**Work relationships**
- Competition among employees
- Not accepted by fellow workers
- Problems in giving assignments to others
- Poor relationships with co-workers, supervisor, or staff.

**Organizational role**
- Unclear job description
- Conflicting job demands
- Too much responsibility for people
- Too much responsibility for things

**Career development**
- Lack of job security
- Over qualified for the job
- Under qualified for the job
- Ambition is inhibited by boss
- Inadequate credit for accomplishments
Organizational structure and atmosphere

- Little control over decisions
- Office politics
- Restrictions on behaviour
- Discouragement of individual expression
- Being evaluated

Non-work factors

- Health
- Family problems
- Money problems
- Life stages
- Life satisfaction.

1.2.5 Causes of stress

The major sources of stress that lead to a job burnout or health problems can be as many as listed above, and one such factor is occupational stress, which can affect one’s home life too. The common sources of major occupational stress are lack of control, increased responsibility, job satisfaction and performance, uncertainty about work roles, poor communication, lack of support, and poor working conditions. The work related stressors are as follows:

Overload
This is the extent to which individuals feel that the demands of their workload and the associated time pressures are a source of stress, such as unrealistic deadlines and expectations.

Control
The experience of pressure is strongly linked to perceptions of control, lack of influence and consultation in the way in which the work is organized and performed can be a potential source of pressure, such as lack of control over aspects of the job, lack of involvement in decision making- account not taken of staffs’ ideas/suggestions about the job, lack of influence over performance targets, and lack of time.
Work relationships
Many jobs demand regular contact with other people at work. Poor or unsupportive relationships with colleagues and/or supervisors can be a potential source of pressure. In addition, pressure can occur if individuals feel isolated or unfairly treated. Poor work relationships can be a result of: aggressive management style, lack of support from others, isolation at work, aversive behaviour, e.g. bullying and harassment, lack of understanding and leadership, manager forever finding fault, others not pulling their weight, others take credit for personal achievements, and poor relationships with colleagues.

Job security
This is the extent to which lack of job security and job changes are a source of pressure, for example, job insecurity, lack of job permanence, future job change, and fear of skill redundancy.

Work-life balance
The demands of work have the potential to spill over and affect personal and home life and so put a strain on relationships outside work, for example:
- Long hours: being expected to or having to work additional hours at home to the detriment of personal, partner, and family relationships
- Over-demanding and inflexible work schedules
- Unsocial hours
- Excessive travel time
- Work interfering with home/personal life.

Resources and communication
To perform a job effectively, individuals need to feel that they have appropriate training, equipment, and resources. They also need to feel that they are adequately informed and are valued. Stress may result from lack of: information about what is going on in the organization, feedback on performance, adequate training to do the job, and equipment/resources to do the job.

Pays and benefits
The financial rewards associated with a job are important in terms of lifestyle. They are also often perceived to be an indication of an individual's worth and value to the
organization. Although financial reward may not be a prime motivator, it could become a factor if there are other negative aspects of the job.

**Other aspects of the job**
These are potential sources of stress that relate to the fundamental nature of the job itself. Factors such as the physical working conditions, types of tasks, and the amount of satisfaction derived from the job.

- Job is unlikely to change in the next few years
- Poor physical working conditions
- Dull and repetitive work
- Lack of enjoyment of job
- Fear of physical violence
- Work performance closely monitored
- Organization changes for change's sake
- Dealing with difficult customers/clients

Borg, Riding and Falzon (1991), through answers to questionnaires provided by 545 Maltese teachers, identified four main causes of stress. They were pupil misbehaviour, poor working conditions, poor staff relations, and time pressure.

**1.2.6 Effects of stress**

Stress is considered as an involuntary response to a dangerous situation. When people face a situation which their brain is incapable of handling, it puts the body on alert by producing hormones which are required in fight or flight situation, which are:

- Rapid heartbeat.
- Increased blood pressure.
- Reduced blood supply to the skin.
- Cessation of digestive activities.
- Increased perspiration.
- Additional release of sugar into the system to cope with the additional energy requirement.
- Decrease in immune system’s functions to preserve it for later action.
All these actions are a perfect requirement if we come across a physically stressful situation, like being attacked by a large predator, but most unbefitting in a classroom scenario. All these actions which are mentioned above have a very long lasting negative effect if these stressful situations are to become a frequently occurring feature. They may lead to the following serious and even fatal conditions:

- Depression and anxiety.
- Alcoholism.
- Drug dependency.
- Congenital heart diseases.
- Stress related diabetes.

The prolonged stress among teachers is more today. A shortage of teachers and increasing student enrollment is enough to create a highly stressful profession, but research shows that there are many other stressors unique to the teaching profession.

Chadwick (2000), has provided the effects of teachers stress as physiological effect and cognitive, emotional & behavioral effects. They are follows:

i. **Physiological effects of stress:**

- Hair loss
- Eating disorders
- Tense, muscle ache and pain
- Palpitations and chest discomfort
- Fainting
- Choking
- Indigestion and nausea
- Diarrhea and frequent urination
- Tremors and twitching
- Breathlessness and hyperventilating
- Tension headaches
ii. *Cognitive, emotional & behavioral effects of stress:*

- Lack of concentration/ability to think rationally
- Easily distracted
- Reduced memory
- Increased errors
- Organization & planning deteriorate
- Tension increases
- Change in personality
- Irritable/Aggressive
- Depression/Isolation
- Reduced self-esteem
- Speech problems
- Less enthusiasm
- Lower energy levels/Sleeplessness
- Absenteeism
- Burnout

1.3 **Coping with stress**

People cope with stress in many different ways and each has their own way to deal with it. The common physical symptoms of stress include:

- Weight loss
- Trouble sleeping
- Constantly feeling tired
- Poor performance at work
- Increased dependency on alcohol or drugs ([http://www.homegroup.org.uk/](http://www.homegroup.org.uk/))

Ability to deal with stress varies from person to person. It has been found that “stronger correlations to burnout existed in terms of how teachers perceive themselves rather than how they feel others perceive them” (Friedman, 1991).
Coping strategies are designed to dilute the effects of this attack on physical well-being. They are also meant to make fitter for the times the teacher has to face unavoidable stress levels.

Recent research finding has suggested that when workers suffer from prolonged stress of the organizational factor, they are potentially passive to have burnout. A few studies have been conducted in Hong Kong to investigate the correlation between work stress and burnout. This study found that the stress factor contributes three dimensions of burnout to the teachers.

Here are some of the coping strategies:

- Write a list
- Manage one’s time
- Speak to others
- Do some physical exercise
- Avoid foods high in sugar and caffeine
- Revisit one’s goals
- Avoid drugs and alcohol
- Stop worrying about things that cannot be changed
- Do something that might be enjoyed
- Learn to say no.

### 1.3.1 Healthy Physical State

- Regular exercise
- Code of conduct
- Nutritional diet
- Social support
- Methods of instruction
- Provide for self-renewal
- Parental involvement
- Policies and procedures
- Good sleep and strong mental state
- Stay intellectually stimulated (mental exercise)
• Be current with the subject and teaching methods
• Put things into perspective
• Know oneself (strengths and weaknesses)
• Use other teachers as a resource
• Gain stability from relationships (family/friends)
• Practice relaxation/meditation
• Escape through hobbies, interests, and passions
• Establish clear classroom expectations
• Methods of assessment/grading

The teachers should ensure that they control their work environment. If teachers continue to experience unhealthy stress, even after following the proactive and ABC method, then they should seek outside assistance. Outside assistance is typically sought after prolonged exposure to unhealthy stress.

1.4 Physical education

1.4.1 Meaning and definition

Historically speaking, physical education began as a survival technique of man's biological development and developed into an organized social-educational endeavour over the following millennia of cultural revolution. The present physical education may not be explained and understood without reference to the practices, developments, motives, and movements that have so critically influenced the march of human civilization in general, and physical education in particular. The historical perspective of physical education can be divided into two parts: one dealing with the ancient past and the other comparatively recent past which gradually mingles with the present.

The Greek philosophers, who propounded the idea about body and mind unity, were, perhaps, the first civilized people to recognize the idea of sound mind in a sound body. The Greeks, therefore, are considered to be first people to give some structure to physical education. Widely acclaimed as “the cradle of European civilization”, ancient Greece served as a cultural bridge between the East and the West chiefly due to its geographical position. The Greeks left indelible foot prints on the sands of time in the fields of art, poetry, music, education, medicine, physical education, and sports. Socrates, Plato,
Aristotle, Hippocrates, Milo, and others were celebrities in their own respective fields. The Grecian craze for sports and physical activity was due to their circumstances which compelled them to remain in a state of fighting fit and to come up with strategies of subjugating and subduing the opponents both on the battlefield and on the political forum. The concept of physical education may have served dual purposes, fitness for war and recreation in peace. Chariot-racing, boxing, wrestling, foot racing and archery were the common sports which in their extreme forms served as the training tools for military adventures. During the growth and rise of Rome as a world power, hard work and physical exercise prepared the youth for war. The Dark Ages, with the revival of asceticism reduced interest in physical education. The Puritans and other early settlers in America who had a great deal of work to do frowned upon other types of activities that did not consist of work form (Kamlesh, 2002).

Physical education is a combination of two words – physical and education. The word physical refers to the body, and indicates bodily characteristics such as strength, speed endurance, flexibility, health, coordination, and performance. It generally contrasts the body with the mind. The term education when used in conjunction with physical, refers to a process of education that develops the human body, especially fitness and movement skills. In olden days, the body was considered a distinct entity separate from mind, intellect, and spirit. But today, it has been realized that man has to be taken as a whole, and physical education is not merely concerned with his physical strength. Therefore, physical education is not only a physical activity, but a process of development of the person as a whole. It develops courage to stand against odds and to face life squarely. It moulds a man’s personal and group relations. Physical education is now-a-days connected with the biological, sociological, psychological, philosophical, political, and cultural aspects of life. It deals with the totality of human behaviour which makes man different from the other species. The concept can be defined in a variety of ways.

According to Freeman (1964), “Physical education is the sum of man’s physical activities elected as to kind and conducted as to outcomes”. While planning a physical activity programme, consideration must be given to two things. First, activities should be selected taking into account age, sex, and environments. Second, the outcome should be more than physical. Apart from health, fitness, and vigour, the mental and social aspects of human personality are also taken care of.
Bucher (1992) defined the aim of physical education as, “the development of physical, mental, emotional and socially fit citizens through the medium of physical activities that have been selected with a view to realizing these outcomes”. In a highly hectic and socially volatile lifestyle, the acquisition of a variety of skills is necessary in order to economize on one’s time, energy, and effort. Physical education makes people skillful, directly as well as indirectly. A ‘physically educated’ person can meet any event because he is fit, tough, courageous, and energetic. This apart, the skills learnt on the playground, when transferred to life situations, enable people to live economically, perform routines skillfully, and accomplish things successfully.

According to the National Plan of Physical Education and Recreation (1956), a pioneer document prepared by the Central Advisory Board of Physical Education and Recreation in India, “Physical education is education; it is education through physical activities for the development of total personality of the child to its fullness and perfection in body, mind and spirit”. Physical education is a rare discipline, which uses physical activity as the medium for human development. It is a vital part of education, not a frill or ornament tacked on the school or college programme as a means of keeping students busy. In striving for fitness, it trains a child’s mental, moral, and social faculties, arouses in him awareness of the environment, develops alertness, presence of mind, resourcefulness, discipline, cooperation, and a spirit of respect, sympathy, and generosity towards others – qualities that are essential for a happy, healthy, and well-disciplined life of health and peace.

Learning is a lifelong process and so is education; it begins from the cradle and ends with the grave. Learning is an essential condition of physical, mental, intellectual, social, cultural, and even spiritual development of a person. It cannot be categorized as either physical or mental, but as a continuum along a linear scale where at one end it seems to be more of physical and at the other more of mental or cognitive. Therefore, it is necessary to have a holistic view of learning in education as well as physical education.

1.5 Physical education in Karnataka

Very little has been written about the state of physical education in India. However, the history of physical education in India can be studied along with the classification of
various periods of political history of India such as the Vedic Age, Epic Age, Rajput Period, Islamic Regime, British Empire rule, and the Post Independent Period of today.

In recent times, tremendous developments have taken place in the field of physical education at the global level. Too much emphasis on excellence and performance has catalyzed research in sport sciences, management, teaching technology, training methodology, etc. As a consequence, the very perception of physical education differs from person to person. It has grown into a huge banyan tree whose branches are difficult to distinguish. A variety of terms and expressions used as alternatives for physical education (such as physical training, drill, physical culture, play, gymnastics, sports and games, etc.) has become archaic, obsolete, and a misnomer. Therefore, the term physical education needs to be understood in its proper perspective (Bhattacharya, 1991).

1.6 Role of physical education teachers in secondary schools

In the secondary schools, physical education teachers help younger children to develop their motor skills, spatial ability, and cognition through movement, while honing the students' social skills by leading them in cooperative activities. They teach the students about exercise and fitness, team and individual sports, team building, health and nutrition, or the effects of exercise on human body systems (such as the muscular system, the skeletal system or the cardiovascular system). Physical education teachers often become involved in the school’s extracurricular activities by becoming sports coaches. Their charters of demands include making physical education a subject for study with examination for classes from 6th to 10th standard. During his tenure, Kageri, the former Primary and Secondary Education Minister, Government of Karnataka, gave a press note. He said that the schools were now better off on account of the physical education teachers’ contribution. "Physical education, sports and yoga boost the children's spirit and activities. As such, the physical education teachers are confronted with many challenges and in this backdrop, physical education will be given a higher grant. Physical education should become an integral part of academic education," he said. (http://www.thefreelibrary.com/)

The secondary schools physical education classes or sections are often determined depending on the experience or interest and the options available at the schools. Course offerings may range from the more traditional basketball, football, volley ball, swimming,
wrestling, gymnastics, tennis, and running to more contemporary activities such as rock climbing, rollerblading, ultimate Frisbee, fitness, aerobics and dance. Middle school physical education teachers use traditional sports (such as volleyball and basketball), adventure activities (such as rock climbing, rope climbing, and skiing), and leisure activities (such as inline skating and biking) to help students stay fit. While continuing to educate students about traditional, adventure, and leisure activities, high school physical education teachers focus on helping students establish positive habits and attitudes about exercise and fitness.

Physical education teachers concentrate on improving the students' strength and motor skills. They may administer physical fitness and posture tests, set up special exercise programmes, and coach softball, basketball, and other sports.

“The activities and tasks performed by a teacher of physical education may be divided into five categories; namely planning, teaching, evaluating, administrative and various unclassified duties” (Willam, 1988). The physical education teacher / instructor has the responsibility to help the students develop skills, master knowledge, and acquire attitudes and social qualities that help a person become all that he/she is capable of. The responsibilities of physical education teachers have increased manifold in the modern scientific age. “From an idealistic point of view, a physical education teacher ought to have loyalty towards profession, alertness of body and mind, adjustability, initiative, fitness for work, discipline, enthusiasm, sincerity, self control, sociability, super motor capacity, sense of humour, honour, dignity, self confidence, impartiality, communicative skills, sportsman’s spirit etc. He must be a model for his students and colleagues with regard to his character, conduct and behavior” (Kamlesh, 2002).

The physical education section is the responsibility of the Director (Secondary Education) in the Dept. of Public Instruction. Following are the activities performed in this section:

- Conducting of sports events and competitions for school children at Zonal, Block, District, Divisional and State level.
- Organizing all logistics for the State level teams representing at the National level sports meets organized by the School Games Federation of India (S.G.F.I).
• Taking up planning activities to release grant for the progressive development of physical education activities like organizing national sports meet, procurement of sport material, and for training activities.
• Organizing cultural activities by school children in national festivals.
• Releasing of grants to organizations like the Bharat Sava Dal and Bharat Sevak Samaj.
• Functions towards collection of students’ sports fee and its usage. (http://www.schooleducation.kar.nic.in/secedn/secphyedu.html)

Today, physical education teachers are playing a number of diverse as well as specialized roles as teachers, officials, organizers, and administrators. If the question is, “What does a physical education teacher do?” The answer will be “A Lot”. This answer is not inaccurate, as for a physical education teacher is often expected to be a jack of all trades and requires a greater variety of talents than any other teaching area. He should be a good planner in the sense that he must understand the objectives of physical education and design a programme that fits into the total educational programme. He should also compare the objectives to the local needs or the area of physical education in which the students are weak or are interested in improving themselves. These two areas are combined ideally, to yield the programme objectives or aims or specific goals for which the local programme of physical education will be designed.

The expectations of the society and nation from physical education teachers are very high in the sense that they are the only leaders who can protect and save the 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 further added to the already enhanced scope of the duties of physical education teachers. The qualities, traits, and characteristics of personality and character of the physical education teachers, by and large, are abstract concepts. Prescribing norms and objective standards on this account is but impossible. Only academic and professional qualifications - not even competencies – can be desirably listed out so that one can adhere to their prescribed standards.

With the change in the concept of physical education, the role of the physical education teacher has gone beyond the playground and entered the classroom teaching. It is perhaps
far more important for a physical education teacher to concentrate upon success factors rather than think about failures in order to achieve proper results. In order to meet the high standards of his profession, a physical education teacher must take advantage of all the information available to him about the students. This includes the characteristics and needs of the pupils, the facilities and tools with which he may work, organizational and administrative factors that affect the programme, and knowledge of the subject matter and activities he is going to undertake.

According to Miller and Massey (1963), “Although the teacher of physical education has much in common with teachers in general, the unique nature of the subject matter requires certain uncommon abilities in certain areas. The characteristics of a physical education teacher are normally equated with success”. Today physical education recognizes its responsibility for man’s total development, i.e., physical, mental, educational, and intellectual. Hence, through it the teacher has an opportunity to nurture health, happiness, character, and democratic spirit among children. Physical education, when well taught, can contribute more to the goals of general education. It is not expected to be only for better metabolism or for greater strength.

Hardman and Marshall (2000), in a world survey of physical education concluded that the following factors need to be ameliorated before physical education teachers as professionals can begin to optimize the impact of their subject areas on children and adolescents – statutory requirements for physical education, subject status of physical education, curriculum time allocation, and teacher training and resources. An all-round flourishing of the individual personalities is possible only when the subject is perceived as an area of educational experience which all should embrace. Currently, the education system is educating people to be inactive as the focus is primarily on the subjects, which are not physical in nature. No evidence, however, exists to indicate that participation in physical activity has an adverse effect on academic performance.

A study by Shephard and Lavelle (1994), found that children (6-12 years old) who received 5 hours per week of physical education/activity achieved greater academic success than those who received only 40 minutes per week. Therefore, the responsibility lies on the physical education teachers if the potential impact of the subject on the individual and the nation as a whole is to be realized. Physical education is neither a
business nor an industry; it is a field of education where the inter-personal interaction is better understood as a means of socialization process than a trade transaction.

In its multi-dimensional perspective, physical education is –

1) A programme of activities,
2) An instructional process,
3) A field of organization and administration, and
4) An area of research and development.

Accordingly, a physical education teacher has to use his skills and aptitudes for a business-like approach to “man, movement, mind and material” and there are neither short cuts nor compromises on the quality, competence, and efficiency of those involved. But unfortunately, in proportion to the expectations of the society, the physical education teachers have not been given due place and recognition. They face a lot of problems while carrying out their responsibilities. Bad working conditions, ill-maintained playgrounds, and lack of facilities create obstacles and hurdles in their efficient and smooth functioning.

1.7 Secondary school education in Karnataka

The Karnataka Secondary Education Examination Board came into existence in the year 1966, and has been conducting SSLC and other examinations. Every year the student strength is increasing tremendously. The board regulates and supervises the system of secondary education in Karnataka State. It executes and governs various activities that include devising of courses of study, prescribing syllabus, conducting examinations, granting recognitions to schools, and providing direction, support, and leadership for all secondary educational institutions under its jurisdiction.

As of March 2006, Karnataka has 9,499 secondary schools with 92,287 teachers with 1.384 million students (researcher was not able to retrieve updates) (http://www.schooleducation.kar.nic.in/secedu/secphyedu.html). There are three kinds of schools in Karnataka, viz., government (run by the government), aided (financial aid is provided by the government) and un-aided private (no financial aid is provided). In majority of these schools, the medium of instruction is either English or Kannada. The syllabus taught in the schools is either of CBSE, ICSE, NIOS or the state syllabus
(defined by the Department of Public Instruction of the Government of Karnataka). The curriculum includes subjects like science, social studies, and mathematics, apart from language related subjects. In order to maximize attendance in schools, the Karnataka Government has launched the midday meal scheme in government and aided schools in which free lunch is provided to the students. At the end of the secondary education, the students pursuing the state syllabus have to pass an examination called as SSLC to move on to the next level.

The government, aided and un-aided high schools of the state (from VIII to X Standard) come under the purview of the Director, Secondary Education. Although secondary education is free in the state, it is not compulsory as in the case of primary education. Due to several concerted efforts made for the universalization of primary education during the last decade, there has been an increase in the demand for secondary education facilities.

1.8 District profile of Dakshina Kannada

The district of Dakshina Kannada is situated on the western coast of India, about halfway between Bombay and Cape Comorian. From north to south, it is a long narrow strip of territory and from east to west it is a broken low plateau, which spreads from the Western Ghats to the Arabian Sea. The part of its length lies along the seaboard. The area is intersected by many rivers and streams, and presents varied and most picturesque scenery.

Dakshina Kannada, the erstwhile South Kanara is the southern coastal district of Karnataka State with an area of 4866 sq. km. The district lies between 1257’ and 1350’ North Latitude and 74 and 75 50’ East Longitude. It is about 177 kms. in length and 40 kms in breadth at its narrowest and about 80 kms as its widest part. It has a population of 18,97,730 as per the 2001 census.

The district spreading from the Western Ghats towards the Arabian Sea to the west is bounded by Udupi district in the north, Shimoga, Chikmagalure and Hasana districts in east, Kasaragod taluk of Kerala state and Coorg district in south, and Arabian Sea in the west. The district can be divided into 3 belts, the coastal strip, the middle belt, and the Western Ghat section. An interesting feature of the coastal strip and the middle belt is that, it is not a plain but a series of estuarine low lands separated by numerous hill ranges projecting the Western Ghats. The coastal tract is the most thickly populated part
of the district, as it is fertile and has trading facilities. The middle belt consists of hills and dales and forms in to an undulating terrain. The valleys are fertile and boast of several gardens of areca nut and coconut, and paddy fields, which are the main crops of the district. The Western Ghats form the eastern boundary of the district consisting of evergreen forests with patches of paddy fields and areca nut gardens scattered here and there surrounded by forests.

The important rivers of Dakshina Kannada district are Suvarnanadi, Shambavi (Mulki), Gurpur River, Nethravathi, Pavanje, and Nandini, besides which there are many other rivers with perennial flow of water and a number of streams, all running from east to west. The district can be divided into two agro-climate regions as coastal region and Malnad region. The coastal region consists of Mangalore, and the Malnad region consists of Belthangady, Puttur, Sullia, and Buntwal taluks.

<table>
<thead>
<tr>
<th>Total geographical area in hectares</th>
<th>4,861 Sq. Km</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>2,089,649</td>
</tr>
<tr>
<td>Male population</td>
<td>1,034,714</td>
</tr>
<tr>
<td>Female population</td>
<td>1,054,935</td>
</tr>
<tr>
<td>Sex Ration (Male &amp; Female)</td>
<td>0.98:1.00</td>
</tr>
<tr>
<td>Literacy Rate</td>
<td>88.57%</td>
</tr>
<tr>
<td>Male literacy</td>
<td>93.13</td>
</tr>
<tr>
<td>Female literacy</td>
<td>84.13</td>
</tr>
</tbody>
</table>

Table 1.1 Dakshina Kannada: General Information

In 2011, Dakshina Kannada had a population of 2,089,649 of which males and females were 1,034,714 and 1,054,935, respectively. With regards to the Sex Ratio in Dakshina Kannada, it stood at 1020 per 1000 male compared to the 2001 census figure of 1022. The average national sex ratio in India is 940 as per the latest reports of Census 2011 Directorate.

The average literacy rate of Dakshina Kannada in 2011 was 88.57 compared to 83.35 of 2001. If things are looked at gender-wise, male and female literacy were 93.13 and 84.13, respectively. Total literates in Dakshina Kannada District were 1,666,323 of which males and females were 864,019 and 802,304, respectively (http://www.census2011.co.in/census/district/252-dakshina-kannada.html).
1.8.1 Uniqueness of Dakshina Kannada district

Dakshina Kannada district is in the forefront in education. Primary and secondary education has reached every section of society in the region. The district's literacy rate is above the national average. In higher education (Degree and above), Dakshina Kannada district has made tremendous progress in recent years. The professional education rate in the region has reached high standards and is overwhelming. Students from different parts of India flock in to Dakshina Kannada and Udupi districts, to get the best possible education. A host of educational institutes offering courses in Medicine, Engineering, Pharmacy, Nursing, Hotel and Catering, Law and Management are located in this district. The district is home to many research institutes like the National Research Centre for Cashew at Puttur, the Central Plantation Crops Research Institute at Vittla, etc. (http://en.wikipedia.org/wiki/Dakshina_Kannada)

The researcher has taken the secondary schools of Dakshina Kannada as geographical coverage because of many reasons. Dakshina Kannada is a unique region of Karnataka, where the climate of the district shares the diverse pattern of the other districts of Karnataka. It is characterized by excessive humidity (about 78%) during the greater part of the year. There are four seasons, viz., 1) Four wet months of June, July, August, and September, when the district encounters strong winds, high humidity, heavy showers, and
a slight fall in temperature, 2) Two warm and damp months of October and November when the south-west monsoon is retreating, 3) Three cool months of December, January, and February when generally dry conditions prevail, and 4) Three hot months of March, April, and May which is the period of rising temperature. The climate in the district is generally equable. However, it is colder in the interior than in the coast. Maybe there are four seasons, as most of the time one can feel high temperature throughout the year. The weather conditions probably make the people of the district to be more active and mobile due to high humidity and other related conditions.

The district is full of hills and dales, which form into an undulating terrain and evergreen forests. The students have to travel to schools with great difficulty. Most of the schools are situated in rural areas that are not on surface/level lands. These make the students to be stronger and very active.

The education system of the district is very good. There are many secondary schools. Of these many are aided schools. The aided schools have comparatively better facilities than the government schools.

Sports organizations are also very efficient and active compared to other districts. There are a lot of sports activities frequently going on in the district because people are aware of the importance of sports and games, and there are many donors who sponsor the sports activities in the district. Among the rural sports, Korikatta and Kambala are very popular. Korikatta is the modernised version of the cockfight, whereas, Kambala is a buffalo race that takes place in a paddy field, which is played with high spirit and vigour by the people.

More importantly, the schools in the district are supposed to be the best in Karnataka. Every year, the district fights for the first or second position in 10th standard results all over Karnataka. Education for women is given a much higher priority than in the rest of the state. It is because of the education system of the district is very good and the teaching too.
1.9 Significance of the study

Stress is one of the most pervasive phenomena of the modern world lifestyle and it affects people from all walks of life. By the late twentieth century, it has become a major cause of concern not only to the individuals, but also to the organizations in which they work. Hence, occupational stress poses a risk to most organizations, and it is important to deal effectively with the causes and effects of stress, to be a successful organization. Experts have tried to define the concept of occupational stress in many ways; however, the general consensus is centered on the idea of a perceived imbalance in the interface between an individual, the environment, and other individuals.

A review of occupational stress research clearly reveals that most of the research in this area has concentrated only on industrial and commercial organizations, especially under normal work environment. Stress is becoming a global phenomenon affecting all professions and all categories of employees. Stress is one of the most debilitating personal and medical problems of modern complex organizations. The socio-psychological approach to the problem of stress has widened the scope of stress research as it calls for the study of social institutions and situations from which the stressor variables originate.

The work of a teacher is a physically and mentally challenging one. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend which is routine for a teacher puts a lot of stress on part of the teaching. Now, more than before, work is not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment, and humiliation. This increased negative orientation to work is probably due to the fact that man no longer finds meaning or a sense of him/herself in the community or as Freud (1962) once suggested, but which does not seen to exist today, his work at least gives him a secure place in a portion of reality in the human community. It is because of the dramatic changes that have taken place in the society over the last decade or two that work and life stress have became more immediate focal points of interest. This interest has reflected itself in an ever increasing research orientation into occupational stress, the impact of life events, with a burgeoning and desperate range of investigations being undertaken into the sources and manifestation of stress, it was felt that we should ‘step back’ and reflect on what needs to be done, that is to focus on priorities or issues or problem areas of importance.
Research on stress is of great relevance in physical education as well as sports field as it provides a new dimension to the understanding and dealing of social problems. It is often assumed that the nature of work of physical education teachers is more vulnerable than other teachers to the ravages of stress. Unlike teachers, physical education teachers who are working in secondary schools have a lot of workload and pressure. As each secondary school has only one position, it is not so easy to train and prepare the pupil for sports and maintain discipline in the school. Sometimes they have to work in the field morning to night. Sometimes a lone physical education teacher has to handle more than five hundred students.

By review of literature it is found that only few studies have been carried out on stress among the physical education teachers in India and abroad. So, the researcher was interested to conduct a study on the stress and coping patterns among the physical education teachers who are working in the different secondary schools of Dakshina Kannada district. It is presumed that the study will help the physical education teachers regarding the areas in which more stress will be induced, and how to reduce the stress in different situations and conditions. This study will be novel to the field of physical education.

1.10 Statement of the problem

The present study is conceived under the title “STRESS AND COPING PATTERNS AMONG PHYSICAL EDUCATION TEACHERS OF SECONDARY SCHOOLS”.

1.11 Definition of key concepts

*Stress*

Selye (1974) explained the term “stress” as the changes in the body which occur whenever demands are placed upon it, and further stated that “stress” is any influence which disturbs the natural equilibrium of the body.

Stress has been defined as a "substantial imbalance between demand and response capability, under conditions where failure to meet demand has important (perceived) consequences" (McGrath, 1970, p. 20).
**Stressor**

Stressor is any agent that causes stress to an organism. An environment condition of influence that stresses (causes stress for) an organization.

The term stressors as defined by Selye (1974) are the external stimulus which brings about stress. The stressor can be either physiological or psychological in nature and will elicit the same response in the organization.

Here the term stress refers to the workload undertaken by a teacher of physical education as a part of his duties in the school.

**Coping strategies**

The ways in which the individual makes attempt to adjust to the demands/ stressful situations in a given environment termed as coping strategies. When individuals experience stress, they adopt ways of dealing with it. An individual cannot remain in a continual state of tension, so even if a deliberate and conscious strategy is not utilized to deal with stress, some strategy is adopted. This is called coping with stress. The word ‘coping’ has been used mainly with two meanings, in a general meaning it is strategies of dealing with stress, the second meaning is like efforts to master conditions of harm, threat or challenge. In the present study, the term coping denotes the first meaning (ways of dealing with stress).

**Physical education**

According to Bucher (1987) “Physical education is an interior part of the total educational process and is a field of endeavor which has as its aim the development of physical, mental, emotional and social fit citizens through the media of physical activities selected with a view to realizing these outcomes”. Further he states that “Physical Education is the phase of education concerned with the teaching of skills, acquisition of knowledge and development of attitudes through human movement”.

According to Wayman (1938) “Physical Education is that part of education which has to do with development and training of whole individual through physical activity”. Jain
(1999) states that, “Physical Education is considered as that part of all education which proceeds by means of predominantly through, physical activity”.

**Physical educational teachers**

A teacher of physical education is one who possesses professional qualification in physical education and imparts physical education and looks after the physical education programmes in an institution. In the present study, the physical education teachers are those teachers who are working in the secondary schools of Dakshina Kannada district.

**Secondary schools**

A school that is intermediate in level between elementary school and college and offers general, technical, vocational, or college-preparatory curricula are known as secondary schools. In the present study, a total of 288 secondary schools of Dakshina Kannada district of Karnataka state have been taken as a sample.

**1.12 Objectives of the study**

The present study is an attempt to examine the stress phenomenon and coping pattern among physical education teachers working in the secondary schools. The central purpose of this study is to evaluate the various dimensions of occupational stress and its role in coping patterns. Keeping in view the central purpose, the following objectives have been framed by the researcher for this study:

1. To study the conceptual framework of stress and coping.
2. To find out the relationship between the dimensions of teacher stress;
3. To identify the causes of stress according to gender, type of schools, and amount of experience among physical education teachers.
4. To assess the levels of occupational stress among physical education teachers.
5. To study the influence of secondary variables on occupational stress and coping mechanisms.
6. To study the extent of coping by physical education teachers.
7. To investigate whether there is any relationship between occupational stress and coping mechanisms.
1.13 Hypotheses

The following alternative hypotheses were formulated for the present study:

1. Physical education teachers experience varied levels of stress.
2. To cope with stress, physical education teachers employ various coping mechanisms.
3. Male and female teachers differ significantly in their occupational stress and coping strategies.
4. There is significant relationship between occupational stress and coping strategies adopted.
5. Demographic variables significantly influence occupational stress and coping

1.14 Limitations and delimitations of the study

Limitations:

- The study is limited to 288 secondary schools located in different places of Dakshina Kannada district.
- The study covered only the stress and coping strategies of physical education teachers working in 288 different government schools, private aided and private unaided schools with the help of questionnaire method.
- Gender disparity in sample size could not be avoided.

Delimitations:

- The study is delimited to secondary schools located in the district of Dakshina Kannada only.
- The present study was delimited to stress and coping, other psychological variables have not been studied.
- The present study was delimited to 231 male teachers and 57 female teachers.
1.15 Organization of the thesis

The reports of the study have been presented in five chapters:

The **first chapter** introduces the concepts of the stress and coping strategies, concept of physical education, physical education in Karnataka, role of physical education teachers in schools, secondary education in Karnataka, and district profile of Dakshina Kannada. The chapter also highlights the need for the study, and presents the statement of the research problem, its objectives, and methodology adopted for data collection and data analysis. The chapter provides details on the scope and limitations of the study, and a brief summary of the remaining chapters.

The **second chapter** presents a review of literature on stress and coping pattern among teachers in general and stress and coping pattern among physical education teachers in particular.

The **third chapter** presents methods and materials.

The **fourth chapter** presents an analysis and interpretation of the data based on the objectives and hypotheses formulated.

The **fifth chapter** presents a summary of the findings of the investigation, verification of the hypotheses, and concludes with suggestions to eradicate stress of physical education teachers at their working place.

The lists of references are provided at the end of this report. The questionnaire is provided in the appendix.