Chapter –I

INTRODUCTION

A teacher who is only waiting for the bell to end the day can never shape minds. But a teacher who thinks about the pupils, the pupil’s future is a true teacher: CM Narendra Modi\(^1\) while addressing 2.20 lakh primary school teachers

In today’s age of automation, advanced technology and high competition, man has great dreams of a luxurious living and enjoys at the thought of experiencing it. On the other hand man also suffers a great deal when his dreams do not materialize into materialistic goals. Some take their suffering in their stride, whereas there are many who cannot face situations as they are. It is a well-accepted fact that every human being is an individual with his own unique characteristics and ways of responding and behaving. There are various ways of responding and behaving. Can be either positive or negative, can make one’s life a happy one or a miserable are, can make one a successful person or a failure. These facts are true of every individual in every sphere of life.

Education is one of the most powerful instruments for reducing poverty and inequality and lays a foundation for sustained economic growth. The Millennium Development Goals (MDGs) which include

\(^1\) http://www.narendramodi.in/shri-modi-addresses-2-20-lakh-primary-school-teachers-from-all-over-gujarat-via-video-conferencing/
eight goals were framed to address the world's major development challenges including Primary Education. In all regions, inequalities in access to education continue to pose major barriers to fully attaining the MDG 2 target of ensuring that, by 2015, children everywhere, boys and girls alike, can complete a full course of primary schooling. Globally, 123 million youth (aged 15 to 24) lack basic reading and writing skills; 61 percent of them are young women. Too many children are still denied their right to primary education. In 2011, 57 million children of primary school age were out of school, down from 102 million in 2000. More than half of these out-of-school children live in sub-Saharan Africa. Significant and substantial progress has been made in meeting many of the MDG targets – including primary education. However, progress in reducing the number of children out of school has slowed considerably over time. Stalled progress means that the world is unlikely to meet the target of universal primary education by 2015.²

According to God Frey H. Thomson, “Education is the effect of the environment upon the individual producing changes in his habits of thought and behavior”. It is a lifelong process through which an effective

adaptation of the individual to the physical and social environment takes place. The major objective of education is modification of behavior so that the individual becomes an acceptable member of the society and achieves its ultimate goal. Education is often confused with schooling which in its narrowest sense means learning of 3R’s (reading, writing, arithmetic) strictly confined to the four walls of the classroom. Acquisition of knowledge and its judicious use are essential ingredients of education but they are not complete education. The complete education underscores experience, broadness outlook, elevates man from the state of animal hood, aims at the harmonious development of individual’s personality and affords opportunities to each and every one to realize the highest aim of life within the limits and limitations of one’s potential.\(^3\)

Education is the process by which the individual is shaped to fit into the society and which maintains and advances the social order. It is a systematic process designed to make man more rational, mature and knowledgeable. Education is the modification of behavior of an individual for his own personal happiness, for his better adjustment in society and for making him a successful citizen contributing something original to the society. The major purpose of education is to render each

\(^3\)Dr. M.L. Kamlesh, *Psychology in Physical Education and Sports* (B.V. Gupta, Managing Director, Metropolitan Book, 1983 (O.Pvt.Ltd.)p. 15.
individual to become free, to realize limitations, to find out the means of solution, and contribute to improve the quality of life for him and others. Education is designed to serve the needs of the individual and the society. It aims at preparing children for change.\(^4\)

Physical education is a widening profession that focuses on human movement. Its customary application has had the major objective of providing people with increasing control over their own performance capabilities. Within this process, the mind also gets disciplined to the requirement and aptitude of its body in turn can give alertness and expressions to the mind. Physical education seeks to achieve an optional functioning of all systems of the body in harmonic coverage with a discerning mind.\(^5\)

Physical Education by its very nature is concerned with the whole child who grows continuously, but not in evenly measured steady manner, in the real sense physical education is a process through which favorable adaptations and learning-organic, neuromuscular, intellectual, social, cultural, emotional and aesthetic result from and proceeds through selected and fairly vigorous physical activities\(^6\).

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\(^6\) James A. Baley and David A, Field, \textit{Physical Education and Physical Educator} (Boston : Allyn and Bacon, 1976), p.4
Plato was among the first to recommend the careful planning of the physical education of the youth. In his Protagoras of about 350 B.C. he said, “…. Send them to the master of physical training so that their bodies may better minister to the virtuous mind and that they may not be compelled through bodily weakness to play the coward in war or any other occasion”. Socrates also emphasized the importance of physical development objectives in these words”. No citizen has a right to be an amateur in the matter of physical training …. What a disgrace it is for a man to grow old without even seeing the beauty strength of which his body is capable of.7

Modern physical education is not just exercise, serving as a balance to sedentary living, not merely physical training, but a qualitative program based on a knowledge of physiological and psychological and effects of exercise at various age levels. It concerns itself with factors of aging, fatigue, nutrition, rest, sleep as these relate to one’s health.

The aim of physical education must be inexorably related to the qualities of the physically educated person. Thus, it is not only an essential ingredient of human biologic life, but also mental social, emotional and spiritual life. Physical education is interested in the process of human movement as well as in the product and consequently uses many patterns of activity. A new physical education concept has emerged

in our societies. It is a body of knowledge which acknowledges that, “as we learn to move, to we move to learn” that as we strive for human well-being there is humanism in the strife.  

Physical education is that part of education which proceeds by means of or predominantly, through movement, it is not same separate, partially related field. This significant means of education, furnishes one’s angle of composed of many components, inter related functional units, rather than of several distinctly compartmentalized facilities. The physical, mental and social must all be considered together. Physical education when well taught can contribute more of the goal of general education than can any other school subject, not more to each goal than any other subject, but more to all goal than any other school subject.

The international charter of physical education and sports 1978 of the UNESCO states that over all education system must assign the requisite place and importance to physical education and sport in order to establish a balance and strengthen links between physical activities and other components of education. The aim of physical education is similar to general education as “Over all development of human being and society”. The general education also tends for the development various aspect like mental, physical, social, emotional intellectual, psychological

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and socio-economic development etc. similarly physical education also works in the same direction which leads to the social development and also all round development of the human being.

Physical education through physical activities is a vital instrument of education on account of the universal acceptance of these views and to have healthy individual who are fit to face the various challenges of life. It is important to lay emphasis on the medium of physical education programs for achieving objective. To highlight the importance of physical education process, it has been said “physical education process, which is divine given, should be motherly fed and fatherly nourished in the young age of the child”.

Physical education is a misinterpreted field and misunderstand by many people today among administrators, teachers and people in the community are those who think of physical education as athletics exercises and preparation or as play and a waste of time, one of the crucial problems facing the profession today is to educate the public how physical education can contribute to the fundamental purpose of education.\(^\text{10}\)

The central board of secondary education, New Delhi has introduced physical education as a compulsory subject in 10+2+3 pattern of education in 1975. However, in spite of all such commissions, it is

\(^{10}\)Leurence A. Pope and Lul’s F. Mens, A Professional Carrier in Physical Education (Englewood Chiffs, New Jersey Prentice Hall Inc. 1962).
observed that physical education is not given its due recognition or an equal status in school curriculum. Hence, it would be helpful to find out the root cause for the step motherly treatment with this subject. The reasons for such inequality may be due to any one or more of the following factors:

1. Role of school and college administrations.
2. Parents and public reaction.
3. Attitude of other teachers and physical education teachers.
4. Attitude of students.
5. Finances.
6. Facilities and personnel.
7. Equipment’san programmers.\footnote{Central Board of Secondary Education Syllabi and Courses for Delhi Secondary Examination (1977) p.1}

What type of programme in physical education is followed in an educational institution largely depends on the attitude of the head of the faculty of the institution.

Job satisfaction has been considered as a balance between an employee’s desire and what he is actually offering in Job. Various factors are believed to influence job satisfaction i.e. degree of fulfillment in work, quality of environment, relationship with higher authorities, opportunity for promotion, opportunities to be a part of decision-making
and other service benefits. Job Satisfaction refers to the fulfillment acquired by experiencing various rewards and job activities in his Job.\textsuperscript{12}

Job satisfaction means that, persons’ satisfaction with his/her job without any psychological and mental pressure. But today in the emerging era of privatization, job satisfaction has great importance. The purpose of this study was to define job satisfaction and its effect within the delimited variables and work area. Finally research describes the job satisfaction of physical education teacher of school organization. Job satisfaction also deals with team work within the particular organization. Progress of the organization depends on the employee’s satisfaction with his job, and other material gains. Teachers who are happy and committed towards their duties and responsibilities are more satisfied with their working environment and result in execution of better quality of work as compared to fellow teachers.

Various personal and organizational factors like family setups, management type, and interpersonal relationships in school help to achieve job satisfaction. Job satisfaction describes commitment of an individual with his/her job. Organizational set-up and design like job rotation, delegation of authorities along with responsibilities, and job re-engineering etc contributes in enhancement of job satisfaction and

\textsuperscript{12}Theodore J. Soflanos (2005), “The relationship between organizational climate and job satisfaction as reported by community college executive secretaries and associates to the president.” Unpublished research in the University of Florida.
performance. Other factors like the environment, employee involvement, empowerment and independence work position that influences the job satisfaction.

Job satisfaction is an important factor which can create a difference in productivity and hence is usually measured by various organizations. Conducting surveys is one of the most common methods of assessing satisfaction for pay, promotion, supervision, tasks, and co-workers. The majority of questioners are multiple choices having responses in yes or no while others ask to rate their satisfaction on 0-5 point scale, so that responses can be compared and analyzed easily. Job satisfaction among the workers is an important and essential variable for the functioning of any organization. The term, job attitude and ethical moral are often used synonymously as reflected by effective orientation on the part of an individual towards his/her job.

Every age has its monsters, this century is no exception. “Stress is one of the biggest monsters of the present century. Stress has revalued with man since the dawn of civilization and shows no signs of ever becoming extinct. It thrives in an urban habitat, due to overcoming and overcrowding and industrial technology. Man has ventured to study the stressing great deal with it. Live with it or get out of its way. Stress may well be his number one energy. On the other hand he has seen that the stress can also consigned rather large number of people to mental
institutions, psychiatrists couch, prisons and hospital. It is also suspected that may be cause of cancer.

The modern living lifestyle is known to produce various physical and psychological stresses and subject the individual to produce oxidative stresses as well (Bhattacharya S, Pandey US, Verma NS.)

Looming deadlines, a relationship crisis, a dead battery and the fuse gets shorter or shorter. We think of stress as something which is coming from out there, and that the best response we can make is to grit our teeth and carry on. The word “stress”, however, actually refers to our response, in mind, body and spirit, to what is buffeting us – and there’s a lot we can do about that!

Stress has been identified as being damaging to individual. In many situations individuals have different tolerance levels to cope with stress. Leary advocated that stress runs the risk of conveying negative images of oneself in competitions feeling like being unskilled, incompetent, unfit, and unable to handle pressure which is conveyed to observers, teammates, Physical Education teachers, opposing team members and to the world at large.

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According to Cranwell-Ward & Abbey (2005)\textsuperscript{15} stress occurs when there is perceived imbalance between pressures and coping resources for a particular situation. Stress can be described in 4 different ways, depending on the level of pressure.

1. Hypo-stress: Cause of stress may sometimes be boredom or too little pressure and often can take the form of frustration, indifference, depression, and pent-up emotion. 2. Eu-stress: When an individual is under the influence of optimum pressure one usually thrives and makes the most out of one action. This is also known as the stimulating side of stress, or “stress arousal”. It helps employees to uncover their hidden mental and physical abilities. 3. Hyper-Stress: This situation happens when pressure becomes extreme. The hyperstress reactions may vary from person to person and even for the same person, from situation to situation. In this phase, one is very likely to feel panicked, out of control, and even unable to cope with a given situation. 4. Distress: After a continuous stress within one individual, the one experiences distress. This might have negative effect or costs for both the individual and the organization. In addition, the individual is most likely to experience health problems and a wish to get away from the situation. When being too high, stress is seen negatively (Cranwell-Ward & Abbey, 2005)\textsuperscript{16}

\textsuperscript{16}Ibid.
Thus, it is important to understand the relationship between job demand and job stress because if there will be optimum level of stress it will lead to Eu-stress. But, if there will be more pressure of job, the teachers will suffer from distress.

**Statement of the Problem**

Very little research was found in Gujarat state that explores stress during the job of the physical education teachers at school level. The impacts of job demands of physical education teachers are very important because they conduct both theory and practical classes on the ground and off the ground. Therefore, attempt has been made to study the job satisfaction and job stress of secondary school teachers of Physical education of Gujarat state.
Delimitations

(i) Only secondary schools teachers are selected.

(ii) Study has been delimited to Physical education teacher belongs to Central board of secondary education (C.B.S.E.) and Gujarat secondary education board (G.S.E.B.) of Gujarat state.

(iii) For this study government, none government, semi government schools male and female physical education teachers are select.

(iv) For this study, only questionnaire method was used.

Limitations

There is some limitations about questionnaires related to research study in that grievance of subject, financial, social, emotional, situation. We do not get better response. This is not creating good effect on final result. This is limitation of this study.

The factors affecting the study such as physical, social and different social environment, living methods which may affect the result are dilated for this study.

Hypothesis

1. It was hypothesized that the all the items of Job satisfaction and Job stress may show similar aspect to its component.
2. It was hypothesized that the relationship between the component of Job Stress & Job satisfaction and the underlying construct may be significant and valid.

3. It was hypothesized that there will be no significant difference in the mean of the response of the physical education teachers in relation to job stress and Job satisfaction between GSEB and CBSE Physical Education Teachers.

4. It was hypothesized that the Path Analysis between the Job Stress and Job Satisfaction of Physical Education Teachers of Gujarat State will be significant in nature.

**Objective of the Study**

1. To determine which of the items of Job stress of Physical Education Teachers of Gujarat States shows similar aspects for its each component.

2. To determine the relationship between the Items of Job Stress and the underlying construct (Stress) and to determine the Convergent and to find out Discriminant validity measure of various constructs.

3. To find the mean of the response of the physical education teachers in relation to job stress and to compare the mean response between GSEB and CBSE Physical Education Teachers.
4. To determine which of the items of Job satisfaction of Physical Education Teachers of Gujarat States shows similar aspects for its each component.

5. To determine the relationship between the Items of Job Satisfaction and the underlying construct (Job satisfaction) and to determine the Convergent and to find out Discriminant validity measure of various constructs.

6. To find the mean of the response of the physical education teachers in relation to job satisfaction and to compare the mean response between GSEB and CBSE Physical Education Teachers.

7. To determine the Path Analysis between the Job Stress and Job Satisfaction of Physical Education Teachers of Gujarat State.

Definitions and Explanations of the Term

Physical Education

“Physical education an integral part of the total education process is a field of endeavor that has an its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of
physical activities that have been selected with a view to realizing these out comes”.17

“Physical is the interaction of persons and social group with certain in view for the development of persons and the welfare of society through the medium of psychomotor activity.”18

“Physical education on essential aspect of general education in which physical activities are used as a mean of educating and modifying a person for better and fuller living.”19

“Physical education is a profession, discipline and program of activity. (Govt. of India) 1964”.20

“Physical education is a process by which changes in the individual are brought about through movement experiences” .21

Long fitness habits through skills development and term play is provided to develop attitudes of fairness, co-operation and sportsmanship”.22

Stress

The body’s reaction to mental or physical challenges23.

22 Internet Website.
23 www.hopkinsmedicine.org
A physical, chemical or emotional factor causing mental tension; possible factor in causing disease\textsuperscript{24}

**Occupational Stress**

The functional definitions for the study is that the body’s reaction to mental or physical challenges that are caused due to occupation. Job stress is a significant topic of interest for organizational researchers, managers, and society as a whole. It is of great importance, since job stress is one of the factors of influencing individual work performance (Warr, 2002).\textsuperscript{25}

**Job satisfaction**

job satisfaction is defined as “the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

**Central Board of Secondary Education**

The central board of secondary education is a board of education for school level in India of central government.

**Gujarat Secondary Education Board**

The Gujarat secondary and higher secondary education board or G.S.E.B. is a government of Gujarat body responsible for determining the policy –related, administrative , cognitive and intellectual direction the state’s higher educational system takes.

\textsuperscript{24} www.paxilier.com/glossary
Significance of the Study

1. The present study will help to find out the contributory component of stress and job satisfaction.

2. The present study may throw light on the relationship between the job satisfaction and job stress of physical education teachers of Gujarat State.

3. To find out the status /level of jobstress and job satisfaction among physical education teachers working in schools of C.B.S.E. In Gujarat State.

4. To find out the status /level of jobstress and job satisfaction among Physical education teachers working in schools of G.S.E.B. In Gujarat State.