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A comparative study on organisational climate, occupational stress and work motivation among physical education teachers working in different management schools of Bidar district

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Abstract

As the society became more and more complex leading towards the modern age, physical activity came to be recognized as an organized supervised form of education and was termed as Physical Education. Physical Education is a comprehensive concept and its scope is very wide. In the 21st century, Physical Education is not physical training itself or simply body building or mass drill or pertaining to physical fitness alone. It has emerged as a multi-dimensional discipline. The purpose of this study was to assess and compare the organizational climate, occupational stress and work motivation of physical education teachers working in different management of schools in Bidar district. To achieve the purpose of the study 105 physical education teachers aged 25 to 50 years with at least two years experience in same school were selected randomly with 35 subjects each from government, govt. aided and unaided schools out 401 schools (approximately). The following criterion measures of the study are organizational climate is measured by organizational climate scale by S.Pethe., S. Chaudhari and U. Dhar, Occupational stress is measured by occupational stress index by Dr. A.K. Srivastava and Dr. A.P. Singh, Work motivation is measured by work motivation questionnaire by P.K.G. Agarwal. The data is collected through mail as well as direct contact with the respondents.

It is concluded that significant difference obtained in occupational stress of physical education teachers working in different management of schools in Bidar district. Significant differences found in occupational stress of physical education teachers working in unaided and government schools. Aided and government school teachers have better organizational climate than the Un-aided schools. Un-aided schools teachers have higher occupational stress in comparison to the aided and government school. The government school teachers have better work motivation than the aided and unaided schools. The results of this study are able to provide some insights that can be considered as intervening elements of organizational climate, occupational stress and work motivation of higher secondary level school Physical Education teachers of India. It is also concluded that it is higher authorities (management) who are concern and policy maker think of streamlining services conditions in terms of pay, benefits, duty hours and facilities etc.

Keywords: Physical education, school, organizational climate, occupational stress and work motivation

Introduction

As the society became more and more complex leading towards the modern age, physical activity came to be recognized as an organized supervised form of education and was termed as Physical Education. Physical Education is a comprehensive concept and its scope is very wide. In the 21st century, Physical Education is not physical training itself or simply body building or mass drill or pertaining to physical fitness alone. It has emerged as a multi-dimensional discipline.

Physical Education has a special significance unique role and has made unlimited contribution in the modern age as it caters to the biological, sociological and psychological necessities of the man. In current scenario, Physical Education Teachers (PET) are playing a very vital role and their work can be divided into different categories of duties namely teaching, coaching, planning, evaluative, administrative, counseling and various unclassified ones.

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A PET requires a greater variety of talents than the teacher of other discipline and his responsibilities are diverse and the society looks up to him as a leader who can create and maintain general fitness of the sedentary people in the machine age. PETs 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 PETs 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 PETs are not given due place and recognition. This leads to stress and dissatisfaction and in order to improve the whole prevailing situation it is very important to assess the organizational climate, occupational stress and work motivation of the Physical Education Teachers, so that these professionals are able to contribute maximum to improve the academic system of the schools where they are working. Based above facts the present investigation is taken into consideration for the need of hour.

Today's life is full of challenges. In everyday life we come across many situations. The work of a physical education teacher is a physically and mentally challenging. A physical education 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 a routine for a physical education teacher forwards a lot of stress to the teacher. More than ever before work is not seen as the root of infinite satisfaction and fulfillment, but rather a source of stress, discontentment and humiliation. Organizations are unique. Each one has its own culture, tradition and method of action. Educational institutions are no exception. Each institution has its own personality, which can be noticed by closely observing them. For instance, in one such educational institution, the teachers and the principal are zestful and show confidence in what they are doing. They find pleasure in working with one another and this pleasure is transmitted to the students who thus are given a fighting chance to discover that the institution can be a happy experience. Every institution has something specific that differentiates it from the other. It is this something that is called the "Personality" of the institution, which in turn, is termed as the organizational climate of the institution. Analogously, personality is too individual what organizational climate is to organization.

Organizational climate reflects the history of internal and external struggle, the types of people the organization attracts its work process, the modes of communication and the exercise of authority within the system. Just as society has cultural heritage, likewise the social organization possesses a distinctive pattern of collective feelings. In organizational climate, the focus is generally on the interpersonal relationship, between members and the organization.

Stress is inevitable to the life of an employee. It has positive functional and negative dysfunctional effects on the mark of life and job behavior of an employee. It has significant implication on the health and effectiveness of an employee in the job. Hence, it is necessary to examine some of the dimensions of stress and health on effective job commence. This is the positive effect of stress and mental health on the job performance of employee.

Today management pays more attention towards motivation of employee. The main task of management is to the working force in such a way so that their collective achieve efforts objectives of the enterprise. This is only able when the

workers take interest in their work and have the desire to do good work. This depends on the fact that worker is how much motivated. There is basic difference between the capability to work and desire to work.

According to Margolis and Kores (1974) "Occupational stress is a condition worth interacting with worker characteristics is to disrupted psychological and physiological homeostasis. The causal situation conditions are job stressors and the disrupted homeostasis is job related stress." Occupational Stress Occupational Stress is stress at work. Stress is defined in terms of its physical and physiological effects on a person (or thing). Stress is mental, physical or emotional strain or tension or it is a situation or factor that can cause this. Occupational stress occurs when there is a discrepancy between the demands of the environment/workplace and an individual's ability to carry out and complete these demand. Often a stressor can lead the body to have a physiological which in turn will result on a strain on a person physically as well as mentally.

Today every school management pays more attention towards motivation of their teachers. The main task of management is to direct the working force in such a way so that their collectives achieve efforts objectives of the school and management. This is only possible when the workers take interest in their work and have the desire to do good work. This depends on the fact that the worker is how much motivated. There is basic difference between the capability to work and desire to work.

Purpose of the Study

The purpose of the study is to assess and compare the organizational climate, occupational stress and work motivation among physical education teachers working in different management schools of Bidar district.

Objectives of the Study

1. To find out the organizational climate, occupational stress and work motivation among physical education teachers working in different management of schools in Bidar district.
2. To find out the differences in organizational climate among physical education teachers working in different management of schools in Bidar district.
3. To find out the differences in occupational stress among physical education teachers working in different management of schools in Bidar district.
4. To find out the differences in work motivation among physical education teachers working in different management of schools in Bidar district.
5. To provide some insights that can be considered as intervening elements of organizational climate, occupational stress and work motivation of higher secondary level school Physical Education teachers of India.
6. To suggest and provide adequate information to the authorities (management) who are concern and policy maker think of streamlining services conditions in terms of pay, benefits, duty hours and facilities etc for physical education teachers.

Material and methods

Selection of Subjects

The subjects are physical education teachers both male and female worked at least two years in different management of schools like government, government aided and unaided

schools were selected randomly from the whole population of physical education teachers of various regions of the Bidar District. Thirty one physical education teachers (35) each from government, government aided and unaided schools totaling 105 subjects ranging from 25-50 years were selected.

Criterion Measures

1. Organizational climate is measure by Organizational Climate Scale prepared by Sanjoy Pethe, Sushma Chaudhari and Upinder Dhar.
2. Occupational stress is measured by Occupational Stress Index prepared by Dr. A.K. Srinivastava and Dr. A.P. Singh.
3. Work motivation is measured by Work Motivation Questionnaire prepared by P.K.G. Agarwal.

Administration of Questionnaire

For this purpose, the investigator approached Bidar District Physical Education Officer and Zonal Physical Education Officers and obtained their permission. The research scholar administered the questionnaires through direct contact with the respondents during their zonal meetings and requested the physical education teachers of government, government aided

and aided schools for their help and cooperation in this study. Firstly the investigator took 10 minutes of orientation regarding how to give their responses to questionnaire and explained them in detail. The physical education teachers were requested to answer the each statement of three questionnaires. A total of 105 subjects (35 physical education teachers from each group i.e., government, government aided and unaided schools of Bidar district were responded to the questionnaires.

Statistical Technique

To compare the difference in the organizational climate, occupational stress and work motivation of physical education teachers working in different management schools of Bidar district were analyzed using the Analysis of Variance (F ratio test). To test the hypothesis at 0.05 level of significance is chosen based on the nature of the study.

Results and discussions

The mean scores of the organizational climate, occupational stress and work motivation of physical education teachers working in different management schools of Bidar district is given in table 1.

Table 1: Mean Scores of the organizational climate, occupational stress and work motivation of physical education teachers working in different management schools of Bidar district

S.N	Variables	Govt.	Govt. aided	Un- aided
1.	Organizational Climate	95.23	92.12	84.41
2.	Occupational Stress	114.62	117.03	122.17
3.	Work Motivation	102.8	97.1	92.22

According to the table 1 there is a difference in the mean scores of physical education teachers working in different government, government aided and unaided schools of Bidar district on organizational climate, occupational stress and work motivation variables.

Findings on analysis of variance of organizational climate, occupational stress and work motivation of physical education teachers working in different government, government aided and unaided schools of Bidar district are presented below.

Table 2: Analysis of variance for organization climate of physical education teachers working in different management schools of Bidar district

Scores of Variance	Df	SS	MSS	'F' Ratio
Between groups	2	28.12	17.26	6.82
Within group	34	85964.2	271.25	

Level of Significance .05 level, F.05 (2,207) =3.04

Table 2 reveals that there is a significant difference in organizational climate of physical education teachers working in different management schools of Bidar district as the obtained 'F' ratio 6.82 is higher than the tabular values or 3.04 required for the 'F' ratio to be significant at .05 level with (2,207) degree of freedom.

As the 'F' ratio of organizational climate is found to be significant, the post hoc test (Least significance difference test) is applied to test the significance of difference between the paired means for different management schools of Bidar district. The ordered paired means and the difference between the means is presented in the table 3.

Table 3: Post hoc test for organization climate of physical education teachers working in different management schools of Bidar district

Govt.	Govt. aided	Un-aided	Difference Between Means (DM)
95.23	92.12		3.11*
	92.12	84.41	7.71*
95.23		84.41	10.82*

Level of Significance .05 level

Table 3 reveals that the mean difference of organizational climate for different management schools of Bidar district. There are significant differences between Government and Govt. aided schools, Govt. aided and Un-aided schools, Government and Un-aided schools, where the mean differences are 3.11, 7.71 and 10.82 respectively.

'F' ratio test computed with regard to the occupational stress of physical education teachers working in different

management schools of Bidar district is presented in Table 4.

Table 4: Analysis of variance for occupational stress of physical education teachers working in different management schools of Bidar district

Scores of Variance	Df	SS	MSS	'F' Ratio
Between groups	2	196.23	964.42	6.15
Within group	34	68142.14	292.31	

Level of Significance .05 level, F.05 (2,207) =3.04

Table 4 reveals that there were significant difference in occupational stress of physical education teachers working in different management schools of Bidar district as the obtained 'F' ratio 6.15 is higher than the tabular value of 3.04 required for the 'F' ratio significant at .05 level with (2,207) degree of freedom.

As the 'F' ratio of occupational stress is found to be significant, the post hoc test (Least significance difference test) is applied to test the significance of difference between the paired means for different management schools of Bidar district. The ordered paired means and the difference between the means is presented in the table 5.

Table 5: Post hoc test for occupational stress of physical education teachers working in different management schools of Bidar district

Govt.	Govt. aided	Un-aided	Difference Between Means (DM)
114.62	117.03		2.41*
	117.03	122.17	5.14*
114.62		122.17	7.55*

Level of Significance .05 level

Table 5 reveals that the mean difference of occupational stress for different management schools of Bidar district. There are significant differences between Government and Govt. aided schools, Govt. aided and Un-aided schools, Government and Un-aided schools, where the mean differences are 2.41, 5.14

and 7.55 respectively.

'F' ratio test computed with regard to the work motivation of physical education teacher working in different management schools of Bidar district is presented in table 6.

Table 6: Analysis of variance for work motivation of physical education teachers working in different management schools of Bidar district

Scores of Variance	Df	SS	MSS	'F' Ratio
Between groups	2	1256.32	636.12	5.82
Within group	34	58423.14	268.17	

Level of Significance .05 level

Table 6 shows that there is a significant difference in work motivation of physical education teachers working in different management schools of Bidar district as the obtained 'F' ratio 5.82 is higher than the tabular value of 3.04 required for the 'F' ratio significant at .05 level with (2,207) degree of freedom.

As the 'F' ratio of work motivation is found to be significant, the post hoc test (Least significance difference test) is applied to test the significance of difference between the paired means for different management schools of Bidar district. The ordered paired means and the difference between the means is presented in the table 7.

Table 7: Post hoc test for work motivation of physical education teachers working in different management schools of Bidar district

Govt.	Govt. aided	Un-aided	Difference Between Means (DM)
102.8	97.1		5.7*
	97.1	92.22	4.88*
102.8		92.22	10.58*

Level of Significance .05 level

Table 7 reveals that the mean difference of occupational stress for different management schools of Bidar district. There are significant differences between Government and Govt. aided schools, Govt. aided and Un-aided schools, Government and Un-aided schools, where the mean differences are 5.7, 4.88 and 10.58 respectively.

motivation of higher secondary level school Physical Education teachers of India.

- The results of this study provided adequate information to the authorities (management) who are concern and policy maker think of streamlining services conditions in terms of pay, benefits, duty hours and facilities etc for physical education teachers.

Conclusions

- There is a significant difference in occupational stress, organizational climate and work motivation of physical education teachers working in different management schools of Bidar district.
- There is a significant difference in occupational stress of physical education teachers working in unaided and government schools.
- Aided and government school teachers have better organizational climate than the Un-aided schools.
- Un-aided schools teachers have higher occupational stress in comparison to the aided and government school.
- The government school teachers have better work motivation than the aided and unaided schools.
- The results of this study are provided some insights that can be considered as intervening elements of organizational climate, occupational stress and work

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