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Study of job satisfaction and job stress of secondary school teachers of physical education of Gujarat state

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Abstract

The purpose of the study was to find out the job satisfaction and job stress of secondary school teachers of Physical education of Gujarat state.

Methods: The population for this study was physical education teachers of Gujarat State. However, given limited accessibility to the population, as well as limited financial resources and time, this study used 400 physical education teachers (200 from C.B.S.E. and 200 from G.S.E.B.) were selected from different schools of districts of Gujarat state. The age of the subjects were ranged from 30-40 years. The NUT Teachers Stress Survey questionnaire and Job Satisfaction with 17-item scale consisted of five subscales of job satisfaction were used and EFA, CFA was used for statistical analysis.

Results and Conclusion: The job stress accounted 18.2% on work activity only, 33.2% on use of skills only, 5% on work relationship only, 7.8% on pay and promotion potential and 96.2% on general working conditions.

Keywords: Job satisfaction, stress

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 while addressing 2.20 lakh primary school teachers

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".

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 Theodorej. Soflanos (2005) [13].

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.

Thus, it is important to understand the relationship between job demand the 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.

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.

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Methods

The population for this study was physical education teachers of Gujarat State. However, given limited accessibility to the population, as well as limited financial resources and time, this study used 400 physical education teachers (200 from C.B.S.E. and 200 from G.S.E.B.) were selected from different schools of districts of Gujarat state. The age of the subjects were ranged from 30-40 years.

The NUT Teachers Stress Survey questionnaire had six dimensions. Thirty four question was used with a five-point Likert scale ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*). The NUT Teachers Stress Survey measured six dimensions of teachers including Demand of their job, what control they have over their work, the support they receive from principal, their relationship at work, their role in the organization and the change and how it was managed.

Section 2 solicited information on respondents' Job Satisfaction. Items for Job Satisfaction. This 17-item scale consisted of five subscales of job satisfaction: General Working conditions, pay and promotion potential, work relationships, use of skills and abilities and work activities with a Likert scale ranging from 1(not satisfied at all) to 5 (extremely satisfied). To Study of job satisfaction and job stress of secondary school teachers of physical education of Gujarat state descriptive statistics, Exploratory factor analysis (Principal component analysis) and Confirmatory factor analysis was used.

Results: Findings of the present study was prepared according to the objective of the study.

Objective: To determine the relationship between the observed variables (Items) and the underlying construct (stress components)

In this research study, confirmatory factor analysis (CFA) model was run through AMOS software. Confirmatory factor analysis (CFA) allows the researcher to test the hypothesis that a relationship between the observed variable and the underlying latent construct exists. In this model, construct like demand, control, relationship and change was taken as the

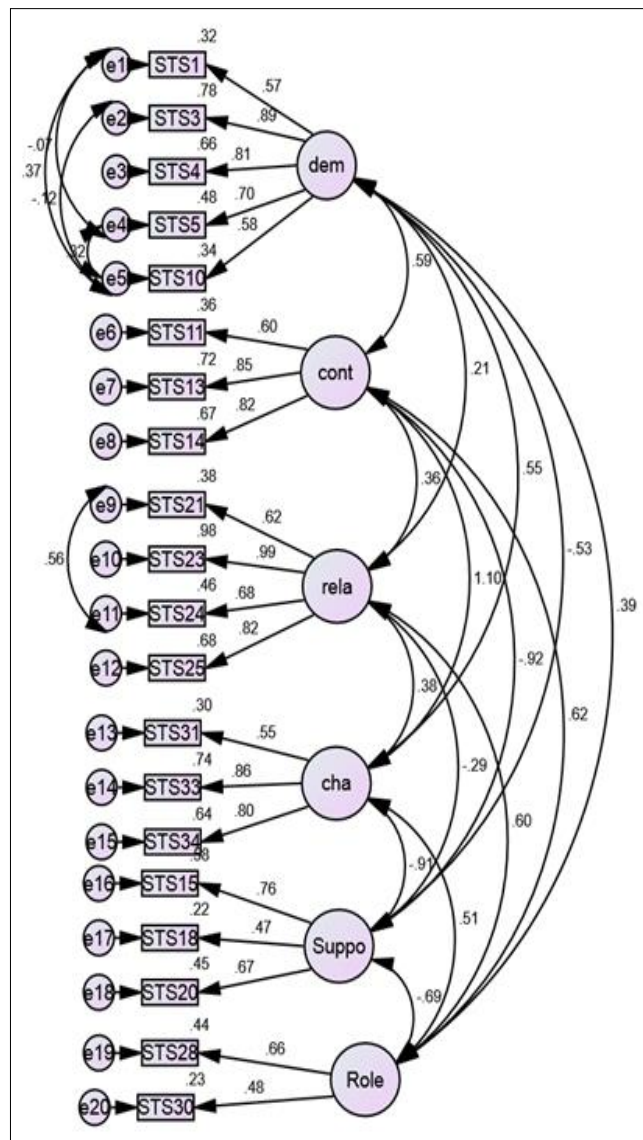


Fig 1: CFA for the factors that assists in Job stress (Standardized estimates)

Table 1: Regression Weights: (Group number 2 - Default model)

			Estimate	S.E.	C.R.	P	Label
STS10	<---	dem	1.000				
STS5	<---	dem	1.177	.099	11.928	***	par_1
STS4	<---	dem	1.155	.107	10.825	***	par_2
STS3	<---	dem	1.538	.142	10.845	***	par_3
STS11	<---	dem	.625	.057	10.951	***	par_4
ST14	<---	cont	1.000				
STS13	<---	cont	1.246	.058	21.547	***	par_5
STS11	<---	cont	.582	.043	13.414	***	par_6
STS24	<---	rela	.769	.050	15.321	***	par_7
STS23	<---	rela	1.165	.054	21.493	***	par_8
STS21	<---	rela	.637	.047	13.564	***	par_9
ST25	<---	rela	1.000				
STS34	<---	cha	1.000				
STS33	<---	cha	1.281	.061	21.131	***	par_10
STS31	<---	cha	.547	.046	11.905	***	par_11
ST20	<---	Suppo	1.000				
STS18	<---	Suppo	.655	.078	8.403	***	par_15
STS15	<---	Suppo	1.074	.085	12.665	***	par_16
ST30	<---	Role	1.000				
STS28	<---	Role	1.109	.150	7.402	***	par_17

The above table reveals that the significant relationship was found in (demand and st. 10, st. 5, st.4. st. 3, st. 1), (control and st. 14, st. 13, st. 11), (relationship and st. 25, st. 24, st. 23, st. 21), (change and st. 34, st. 33, st. 31), (support and st. 20, st18, st. 15)

Table 2: Standardized Regression Weights: (Group number 2 - Default model)

			Estimate
STS10	<---	dem	.582
STS5	<---	dem	.696
STS4	<---	dem	.815
STS3	<---	dem	.885
STS1	<---	dem	.568
STS14	<---	cont	.816
STS13	<---	cont	.848
STS11	<---	cont	.597
STS24	<---	rela	.677
STS23	<---	rela	.988
STS21	<---	rela	.615
STS25	<---	rela	.822
STS34	<---	cha	.799
STS33	<---	cha	.858
STS31	<---	cha	.546
STS20	<---	Suppo	.670
STS18	<---	Suppo	.473
STS15	<---	Suppo	.761
STS30	<---	Role	.483
STS28	<---	Role	.662

The above table reveals that the regression of weight of all the selected statement were between .45 to .988.

Table 3: Squared Multiple Correlations: (Group number 2 - Default model)

	Estimate
STS28	.438
STS30	.233
STS15	.579
STS18	.224
STS20	.449
STS31	.298
STS33	.737
STS34	.638
STS25	.676
STS21	.379
STS23	.977
STS24	.458
STS11	.356
STS13	.719
STS14	.666
STS1	.323
STS3	.784
STS4	.664
STS5	.485
STS10	.339

The above table reveals that the statements has estimated between 29.8% to 97.7%.

Objective: To determine the Convergent and to find out Discriminant validity measure of various constructs

Table 4: Convergent and Discriminant validity measure of various constructs

	CR	AVE	MSV	ASV	cha	dem	cont	rela	Suppo	Role
cha	0.785	0.558	1.219	0.551	0.747					
dem	0.839	0.519	0.345	0.225	0.555	0.720				
cont	0.802	0.580	1.219	0.583	1.104	0.587	0.762			
rela	0.864	0.622	0.356	0.150	0.378	0.206	0.358	0.789		
Suppo	0.675	0.417	0.843	0.500	-0.907	-0.526	-0.918	-0.285	0.646	
Role	0.497	0.336	0.476	0.326	0.511	0.391	0.618	0.597	-0.690	0.579

The above table reveals that the convergent and discriminant validity measures of various constructs taken together in CFA. As shown in the results the composite reliability (CR) of each constructs is more than 0.7 as well as greater than the average variance extracted except support and role. This insures the existence of convergent validity in the instrument except support and role. In addition to this average variance extracted of each construct is greater than MSV and ASV statistics which ensure the existence of discriminant validity of the instrument in change, demand and relationship.

Further in control, support and role the average variance extracted of each construct was less than MSV and ASV statistics. The correlation between the various constructs is also shown in the results.

Objective: To determine which of the items of Job satisfaction shows similar aspects for each component.

Table 5: Exploratory Factor Analysis of General working condition

Working condition	Communalities Extraction of all the statements	Communalities of selected items
ST. 1. Hours worked each week	.879	.879
ST. 2. Flexibility in scheduling	.664	.667
ST. 3. Location of work	.798	.803
ST. 4. Amount of paid vacation time/sick leave offered	.016	
% of Variance Explained	58.960	78.297
Cronbach's Alpha	.673	.860

Second column of above table shows the communalities of all the statements but only those statements were selected whose values were more than 0.45. In the third column the communalities value of the items whose values were more than 0.45 were once again analyzed. Eleventh row explained the total variance of all the items .673% with cronbach' alpha of .673 but for the selected items total variance explained was 78.297% with a cronbach' alpha of .860

Table 6: Exploratory Factor Analysis of Pay and Promotion Potential

Promotion potential	Communalities Extraction of all the statements	Communalities of selected items
ST. 5. Salary	.013	
ST. 6. Opportunities for Promotion	.739	.747
ST. 7. Benefits (Health insurance, life insurance, etc.)	.573	.540
ST. 8. Job Security	.588	.654
ST. 9. Recognition for work accomplished	.071	
% of Variance Explained	39.655	64.724
Cronbach's Alpha	.406	.726

Second column of above table shows the communalities of all the statements but only those statements were selected whose values were more than 0.45. In the third column the communalities value of the items whose values were more than 0.45 were once again analyzed. Eleventh row explained the total variance of all the items 39.655% with cronbach' alpha of .406 but for the selected items total variance explained was 64.724% with a cronbach' alpha of 0.726

Table 7: Exploratory Factor Analysis of Work relationships

Work relationship	Communalities Extraction of all the statements	Communalities of selected items
ST. 10. Relationships with your co-workers	.736	.736
ST. 11. Relationship(s) with your supervisor(s)	.693	.693
ST. 12. Relationships with your subordinates (if applicable)	.636	.636
% of Variance Explained	68.820	68.820
Cronbach's Alpha	.771	.771

Second column of above table shows the communalities of all the statements but only those statements were selected whose values were more than 0.45. In the third column the communalities value of the items whose values were more

than 0.45 were once again analyzed. Eleventh row explained the total variance of all the items 68.820% with cronbach' alpha of .771 but for the selected items total variance explained was 68.820% with a cronbach' alpha of 0.771

Table 8: Exploratory Factor Analysis of Use of skills and abilities

Skills and abilities	Communalities Extraction of all the statements	Communalities of selected items
ST. 13. Opportunity to utilize your skills and talents	.951	.951
ST. 14. Support for additional training and education	.951	.951
% of Variance Explained	.95.083	.95.083
Cronbach's Alpha	.948	.948

Second column of above table shows the communalities of all the statements but only those statements were selected whose values were more than 0.45. In the third column the communalities value of the items whose values were more

than 0.45 were once again analyzed. Eleventh row explained the total variance of all the items 95.083% with cronbach' alpha of .948 but for the selected items total variance explained was 95.083% with a cronbach' alpha of 0.948

Table 9: Exploratory Factor Analysis of Use of skills and Work activities

Work activities	Communalities Extraction of all the statements	Communalities of selected items
ST. 15. Variety of job responsibilities	.861	.861
St. 16. Degree of independence associated with your work roles	.755	.755
St. 17. Adequate opportunity for periodic changes in duties	.812	.812
% of Variance Explained	80.916	80.916
Cronbach's Alpha	.880	.880

Second column of above table shows the communalities of all the statements but only those statements were selected whose values were more than 0.45. In the third column the communalities value of the items whose values were more than 0.45 were once again analyzed. Eleventh row explained the total variance of all the items 80.916% with cronbach'

alpha of .880 but for the selected items total variance explained was .916% with a cronbach' alpha of 0.880

Objective: To determine the relationship between the observed variables (Items) and the underlying construct (Job Satisfaction components)

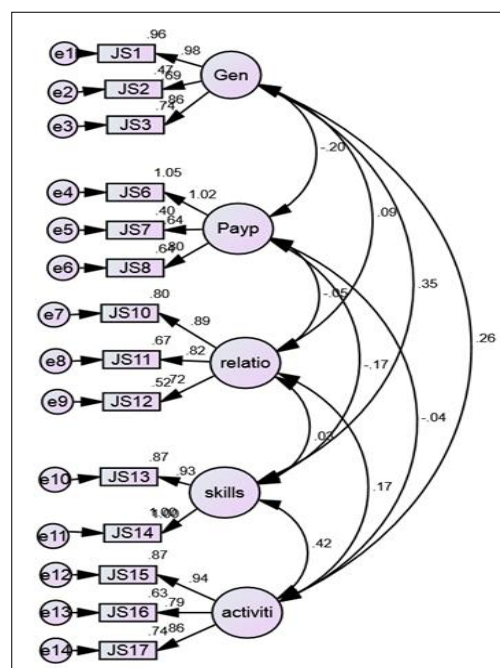


Fig 2: CFA for the factors that assists in Job satisfaction (Standardized estimates)

Table 10: Regression Weights: (GSEB - Default model)

			Estimate	S.E.	C.R.	P	Label
JS3	<---	Gen	1.000				
JS2	<---	Gen	.742	.066	11.323	***	par_1
JS1	<---	Gen	1.106	.068	16.155	***	par_2
JS8	<---	Payp	1.000				
JS7	<---	Payp	.741	.073	10.098	***	par_3
JS6	<---	Payp	1.238	.097	12.807	***	par_4
JS12	<---	relatio	1.000				
JS11	<---	relatio	.962	.091	10.589	***	par_5
JS10	<---	relatio	1.282	.120	10.686	***	par_6
JS14	<---	skills	1.000				
JS13	<---	skills	.916	.051	17.982	***	par_7
JS17	<---	activiti	1.000				
JS16	<---	activiti	.762	.056	13.614	***	par_11
JS15	<---	activiti	.967	.059	16.342	***	par_12

The above table reveals that the significant relationship was found in (General working conditions and st. 1, 2, 3) (pay and promotion potential and st.6, 7, and 8), (work activities and st. 10, 11 and 12), (use of skills and abilities and st. 13 and 14), (work activities and st. 15, 16 and 17.)

Table 11: Standardized Regression Weights: (GSEB - Default model)

			Estimate
JS3	<---	Gen	.858
JS2	<---	Gen	.685
JS1	<---	Gen	.979
JS8	<---	Payp	.798
JS7	<---	Payp	.636
JS6	<---	Payp	.785
JS12	<---	relatio	.722
JS11	<---	relatio	.816
JS10	<---	relatio	.893
JS14	<---	skills	.874
JS13	<---	skills	.933
JS17	<---	activiti	.859
JS16	<---	activiti	.793
JS15	<---	activiti	.935

The above table reveals that the regression of weight of all the selected statement were between .636 and 1.023.

Table 12: Squared Multiple Correlations: (GSEB - Default model)

	Estimate
JS15	.875
JS16	.628
JS17	.739
JS13	.871
JS14	.872
JS10	.798
JS11	.666
JS12	.521
JS6	.893
JS7	.404
JS8	.638
JS1	.958
JS2	.469
JS3	.736

The above table reveals that the statements has estimated between 40.4% to 89.3%

Objective: To determine the Convergent and to find out Discriminant validity measure of various constructs of Job satisfaction

Table 13: Convergent and Discriminant validity measure of various constructs of Job Satisfaction

	CR	AVE	MSV	ASV	relation	Genwo	Pay	skills	activities
relation	0.853	0.662	0.030	0.010	0.813				
Genwo	0.884	0.721	0.124	0.060	0.089	0.849			
Pay	0.869	0.696	0.038	0.018	-0.049	-0.196	0.834		
skills	0.967	0.935	0.176	0.082	0.032	0.352	-0.168	0.967	
activities	0.898	0.747	0.176	0.069	0.174	0.261	-0.043	0.419	0.864

The above table reveals that the convergent and discriminant validity measures of various constructs taken together in CFA. As shown in the results the composite reliability (CR) of each constructs is more than 0.7 as well as greater than the average variance extracted except support and role. This insures the existence of convergent validity in the instrument. In addition to this average variance extracted of each construct is greater than MSV and ASV statistics which

ensure the existence of discriminant validity of the instrument. The correlation between the various constructs of Job satisfaction is also shown in the results.

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

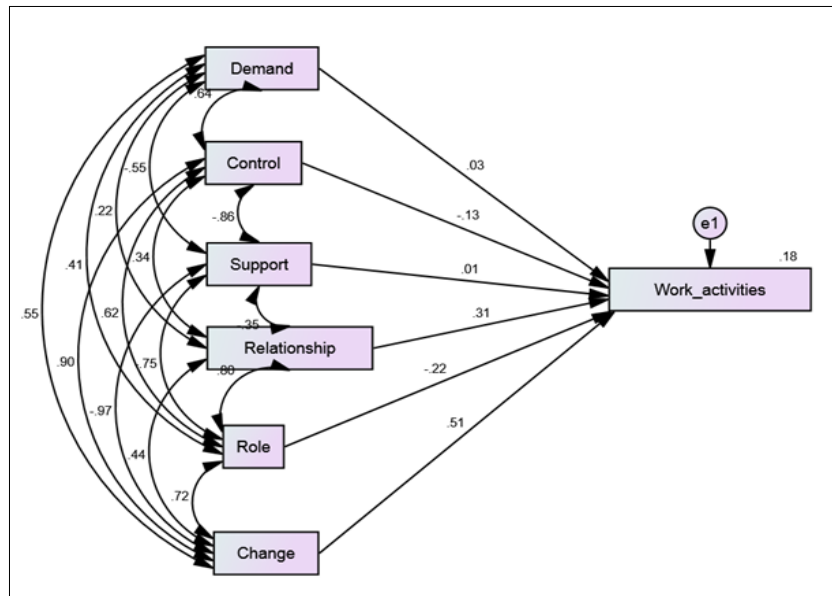


Fig 3: Path representation of Stress components and Work activities of Job Satisfaction

Table 14: Regression Weights: (Group number 1 - Default model) of Job Stress and Work Activities

			Estimate	S.E.	C.R.	P	Label
Work_activities	<---	Demand	.036	.073	.489	.625	
Work_activities	<---	Change	.586	.512	1.144	.252	
Work_activities	<---	Role	-.331	.418	-.791	.429	
Work_activities	<---	Relationship	.269	.189	1.428	.153	
Work_activities	<---	Support	.010	.574	.017	.986	
Work_activities	<---	Control	-.141	.128	-1.101	.271	

Table 15: Standardized Regression Weights: (Group number 1 - Default model) Job Stress and Work Activities

			Estimate
Work_activities	<---	Demand	.029
Work_activities	<---	Change	.506
Work_activities	<---	Role	-.217
Work_activities	<---	Relationship	.309
Work_activities	<---	Support	.009
Work_activities	<---	Control	-.134

The above table reveals that the no significant relationship was found in demand, change, role, relationship, support, control and work activities.

The above table reveals that estimates of role, control and work activities were negative in nature. But, in demand, change, relationship, support it was positive and weak.

Table 16: Squared Multiple Correlations: (Group number 1 - Default model) Job Stress and Work Activities

	Estimate
Work_activities	.182

The job stress accounted 18.2% on work activity only.

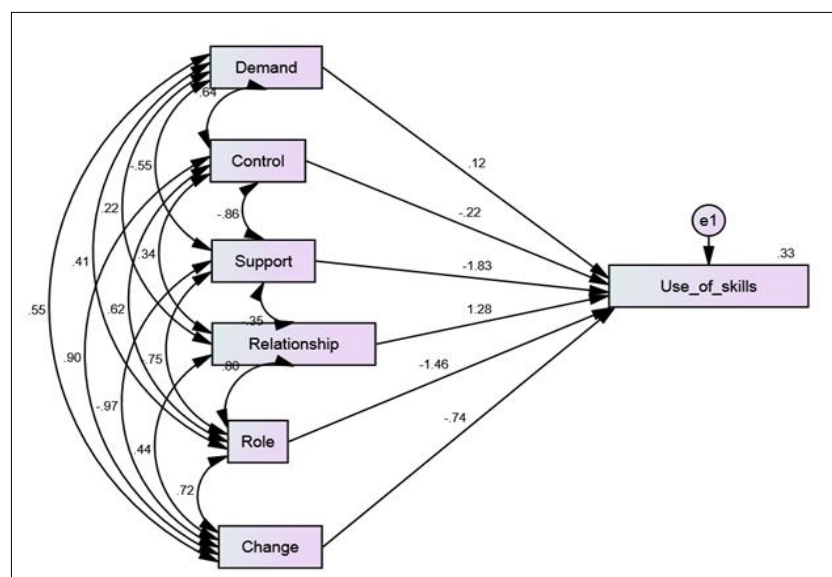


Fig 4: Path representation of Stress components and Work activities of Job Satisfaction

Table 17: Regression Weights: (Group number 1 - Default model) Job Stress and Use of skills

			Estimate	S.E.	C.R.	P	Label
Use_of_skills	<---	Demand	.187	.083	2.251	.024	
Use_of_skills	<---	Change	-1.080	.580	-1.863	.062	
Use_of_skills	<---	Role	-2.784	.474	-5.877	***	
Use_of_skills	<---	Relationship	1.396	.213	6.539	***	
Use_of_skills	<---	Support	-2.621	.650	-4.031	***	
Use_of_skills	<---	Control	-.286	.145	-1.972	.049	

The above table reveals that the no significant relationship was found in demand, control and change. Whereas there was

a significant relationship between role, relationship and support and use of skills.

Table 18: Standardized Regression Weights: (Group number 1 - Default model) Job Stress and Use of skills

			Estimate
Use_of_skills	<---	Demand	.122
Use_of_skills	<---	Change	-.744
Use_of_skills	<---	Role	-1.458
Use_of_skills	<---	Relationship	1.278
Use_of_skills	<---	Support	-1.828
Use_of_skills	<---	Control	-.217

The above table reveals that estimates of change, role support, and control and use of skills were negative in nature and

strong in change component. But, in demand, relationship, was positive and weak.

Table 19: Squared Multiple Correlations: (Group number 1 - Default model) Job Stress and Use of skills

	Estimate
Use_of_skills	.332

The job stress accounted 33.2% on use of skills only.

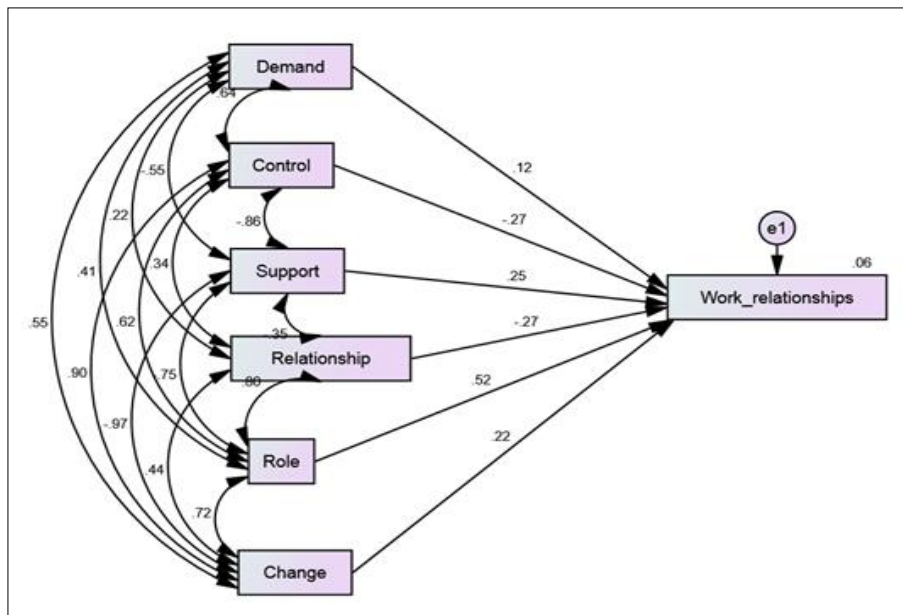


Fig 5: Path representation of Stress components and Work activities of Job Satisfaction

Table 20: Regression Weights: (Group number 1 - Default model) Job Stress and Work Relationship

			Estimate	S.E.	C.R.	P	Label
Work_relationships	<---	Demand	.118	.062	1.902	.057	
Work_relationships	<---	Change	.198	.431	.459	.646	
Work_relationships	<---	Role	.626	.352	1.778	.075	
Work_relationships	<---	Relationship	-.182	.159	-1.146	.252	
Work_relationships	<---	Support	.223	.483	.461	.645	
Work_relationships	<---	Control	-.225	.108	-2.079	.038	

The above table reveals that the no significant relationship was found in demand, change, role, relationship, support, control and work relationship

Table 21: Standardized Regression Weights: (Group number 1 - Default model) Job Stress and Work Relationship

			Estimate
Work_relationships	<---	Demand	.122
Work_relationships	<---	Change	.218
Work_relationships	<---	Role	.524
Work_relationships	<---	Relationship	-.266
Work_relationships	<---	Support	.249
Work_relationships	<---	Control	-.272

The above table reveals that estimates of relationship and control were negative in nature. But, demands, change, role and support was positive and weak.

Table 22: Squared Multiple Correlations: (Group number 1 - Default model) Job Stress and Work Relationship

	Estimate
Work_relationships	.055

The job stress accounted 5.5 % on work relationship only.

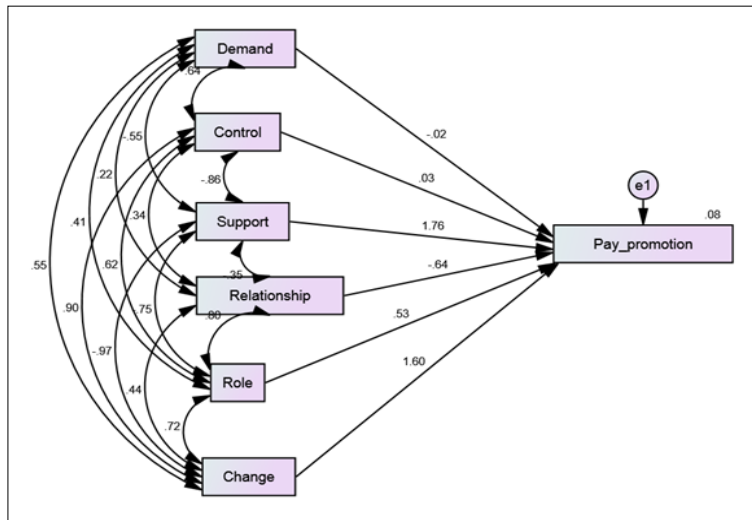


Fig 6: Path representation of Stress components and Work activities of Job Satisfaction

Table 23: Regression Weights: (Group number 1 - Default model) Job Stress and Pay and Promotion

			Estimate	S.E.	C.R.	P	Label
Pay_promotion	<---	Demand	-.022	.066	-.335	.737	
Pay_promotion	<---	Change	1.563	.460	3.399	***	
Pay_promotion	<---	Role	.683	.376	1.818	.069	
Pay_promotion	<---	Relationship	-.469	.169	-2.772	.006	
Pay_promotion	<---	Support	1.707	.516	3.311	***	
Pay_promotion	<---	Control	.025	.115	.221	.825	

Table 24: Standardized Regression Weights: (Group number 1 - Default model) Job Stress and Pay and Promotion

			Estimate
Pay_promotion	<---	Demand	-.021
Pay_promotion	<---	Change	1.595
Pay_promotion	<---	Role	.530
Pay_promotion	<---	Relationship	-.637
Pay_promotion	<---	Support	1.764
Pay_promotion	<---	Control	.029

The above table reveals that the no significant relationship was found in demand, role and relationship. But a significant relationship was found in case of change and support with pay and promotion potentials of physical education teachers.

The above table reveals that estimates of demand and relationship was negative in nature. But, change, role, support and control was positive and weak.

Table 25: Squared Multiple Correlations: (Group number 1 - Default model) Job Stress and Pay and Promotion

	Estimate
Pay_promotion	.078

The job stress accounted 7.8% on pay and promotion potential only

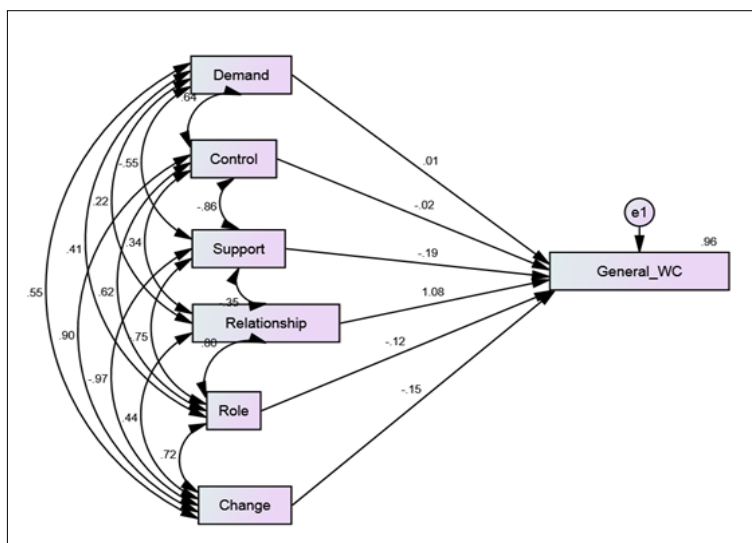


Fig 7: Path representation of Stress components and Work activities of Job Satisfaction

Table 26: Regression Weights: (Group number 1 - Default model) Job Stress and Pay and General Working Conditon

			Estimate	S.E.	C.R.	P	Label
General_WC	<---	Demand	.020	.019	1.068	.285	
General_WC	<---	Change	-.201	.129	-1.553	.120	
General_WC	<---	Role	-.218	.106	-2.065	.039	
General_WC	<---	Relationship	1.108	.048	23.313	***	
General_WC	<---	Support	-.254	.145	-1.755	.079	
General_WC	<---	Control	-.028	.032	-.859	.390	

The above table reveals that the no significant relationship was found in demand, change, role, support, control with general working condition of physical education teachers. But a significant relationship was found with relationship at work and general working conditions.

Table 27: Standardized Regression Weights: (Group number 1 - Default model) Job Stress and Pay and General Working Conditon

			Estimate
General_WC	<---	Demand	.014
General_WC	<---	Change	-.147
General_WC	<---	Role	-.121
General_WC	<---	Relationship	1.080
General_WC	<---	Support	-.189
General_WC	<---	Control	-.022

The above table reveals that estimates of role, change, support and control were negative in nature. But, demand and relationship, was positive and weak.

Table 28: Squared Multiple Correlations: (Group number 1 - Default model) Job Stress and Pay and General Working Conditon

	Estimate
General_WC	.962

The job stress accounted 96.2% on general working conditions.

Discussion of Findings

Education is the process by which the individual is shaped to fit into the society, which maintains and advances the social order. It is a systematic process designed to make man rational, mature and knowledgeable. Education is the modification of human behaviour of an individual for his/her own personal happiness and better adjustment in society by helping him/her to be a useful citizen, contributing something original to the society. Education in its broad sense means preparation for life. It should help each individual for life and to become all he is capable of becoming. Therefore, it is inevitably to all round development of the person. Education must be concerned with developing optimum organic health, vitality, emotional stability, social consciousness, knowledge, wholesome attitudes and spiritual and moral qualities (Bucher, 1960) [2].

Physical education programmes are related to educational objective. Movement does not take place without something happening to personality and social behaviour. Physical education is education through meaningful physical activities and it is an integral part of general education. Physical education and education are two sides of the same coin. Physical education is necessarily education through the medium of physical activities (Bucher, 1960) [2].

Physical education is integral part of the total education process, a field of endeavour which has as its aim the development of physically, mentally, emotionally and socially

fit citizen through the medium of physical activities which have been related with a view to realizing there outcomes (Bucher, 1960) [2].

Physical education is an educational process that has as its aim the improvement of human performance through the medium of physical activities selected to realize this outcome. This education is given by Sport activities. Sports is defined as activities involving powers and skills, competition, strategy, and-or chance, and engaged in fort he enjoyment, satisfaction and-or personal gain (such as income) of the participant, and-or others (e.g., spectators), including organized and recreational sports, as well as sports as entertainments. The term is used widely at this time physical education and sports, which incorporates the traditional emphasis on physical education and at the same time stresses the area of sport with which physical education is vitally concerned and involved (Wuest, 1987) [14].

Stress is an integral part of the natural fabric of life. Some of it occurs because we try to do too much in the time available and some of difficulties with inter personal relationship either at home or at work. Coping with stress and anxiety is needed for normal human growth and development. Any situation in which a persons behaviour is evaluated by other can be stressful, even the act of getting up in the morning generates enough stress. Going to school, college, being separated to parents or siblings, speaking or performing in public are among the many potential sources of stress.

Stress affects the individual and the organization too. Sometimes it is stimulating and beneficial and sometimes it can be harmful. Almost every individual experiences response to stress. It is, essentially a response to danger. Work stress, in particular, can be both positive and negative. On the one hand, stress at work can have positive effects i.e. it can create job satisfaction, enhance a sense of well being and accomplishment and job performance of the employees. On the other hand, stress at work can result in a loss of efficiency, negative job attitudes, dissatisfaction and poor performance. Excessive stress at work affects physical and mental health of the personnel. Hyper stress at work turns normally useful bodily reactions into damaging overreactions.

Stress in general term applied to the pressures people feel in life. The presence of stress at work in almost inevitable in many jobs. When pressures begin to build up, it can cause adverse strain on one's emotions, thought processes and physical condition. When stress become excessive, employees develop various symptoms of stress that can harm their jobs performance and health and even threaten their ability to cope with the environment. People who are stressed may become nervous and develop chronic worry. They are easily provoked to anger and unable to relax. They may be uncooperative or use alcohol or drugs excessively. Although these conditions also occur from other causes, they are common symptoms of stress. Stress also leads to physical disorders, because the internal body system changes to try to cope with stress. Some physical disorders are short-range, such as an upset stomach. Others are longer range, such as a stomach ulcer. Stress also leads to degenerative diseases of the heart, kidneys, blood vessels and other parts of the body. Therefore, it is important that stress, both on and off the job, be kept at a level low enough for most people to tolerate without disorders. A stressors is defined as any perceived feature of the environment that harms, threatens, or challenges the worker and strain refers to psychological, physiological and behavioral changes that occur as a result of exposure to stressors.

Today, man is subjected to a large number of stress situations in the modern fast way of life and his balance is frequently disturbed. The system is constantly kept under sympathetic stimulations without enough time for the parasympathetic system to do its job. This repeated sympathetic stimulations lead to intermittent upsurges of heart rate, blood pressure, poor digestion, elevated blood glucose, etc. When this happens a number of years it becomes a habit for the heart and the blood vessels to remain in a stimulated state and they lose the capacity to come back to the resting levels. This is the main cause for the increasing incidence of high blood pressure and diabetes among the people today.

When stress overloads the system the levels of the hormones adrenaline, noradrenalin and corticosteroids begin to rise, and in short term this gives rise to tense muscles, nausea and rapid breathing and heart rates. If this is ignored, long term stress sets in and among the many problems it can cause are allergies, irritable bowel syndrome, panic attacks, depression, insomnia, migraine, asthma, ulcers, colitis, hormone imbalance, high blood pressure and heart disease. A number of other illness may be aggravated by it. So, while the word stresses is often banded about, it is in fact not a condition to be taken lightly. Indeed, doctors describe stress as a killer. Stress may have many causes and what makes one person feel uncomfortably stressed may make another just feel pleasantly stimulated. However, there are certain major factors that will cause stress to everyone top of the list is bereavement, followed by divorce, moving house and other lifestyle changes such as new job. These events have always been with us, but today we also have to cope with an unstable employment market, the scattering of the family structure and mundane but very stressful factors such as increasingly noisy roads, traffic jams and rush hour commuting on packed trains. Stress is not bad in and of itself. It may help to make is more alert, energize us, or give us a motivational kick in the pants. For years, actors, entertainers, public speakers, and athletes have known how to turn stress into "high energy" performances. Properly harnessed, stress can indeed work to our advantage at times. But chronic, big time stress can make us big time losers...losers of health and wellness. Aside from taxing the body, excess stress can also tax the mind and lead to poor health decisions, such as the abuse of alcohol or drugs or other self destructive behaviours.

Most adults spend more time of work than in any other single activity. It is not surprising. Then, that jobs or carriers are a central sources of stress. Some of the factors producing stress in work setting are obvious for example, work overload, or being asked to do too much in too short period of time. Interestingly being asked to do too little can also be quite stressful. Such underload, producers intense feelings of boredom, and these in turn, can be very stressfully. Occupational stress has been defined as employee's mental state aroused by a job situation or a combination of job situations perceived as presenting excessive or divergent demands. Copper and Marshal defined occupational stress as negative environmental factors or stressors associated with a particular job.

Thus in the Present study also no significant difference in the mean of the response of the physical education teachers from GSEB and CBSE was found in case of Demand, control, support, relationship, role, change, general working condition, pay and promotion potential, use of skill and abilities, work activities. Whereas difference was found only in case of Work relationship. So, the problem in both the GSEB and CBSE are both more or less same.

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