

THE IMPACT OF JOB STRESS AND JOB SATISFACTION ON CAREER ADJUSTMENT AMONG TEACHER EDUCATORS: A COMPARATIVE STUDY

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ABSTRACT

Educators in the fields of physical education and other disciplines are the subjects of the current research, which compares their levels of job satisfaction, stress, and adjustment. From a pool of 400 school instructors in Punjab ranging in age from 25 to 40, 200 were chosen to teach PE and 200 to teach other subjects. The respondents were chosen using the purposive sample approach, and data was collected using a standardized questionnaire. The following conclusion was drawn from the data analysis that followed, using the t test: In terms of overall work satisfaction, instructors in other subjects do better than PE instructors. Stress levels among PE instructors are higher than those among teachers of other disciplines. Compared to teachers in other courses, physical education instructors are more adept at adjusting to new situations.

Keywords: Job Stress, Job Satisfaction, Teacher, Educators and Punjab

INTRODUCTION

Jumping, running, throwing, stretching, etc. were the only things that were considered physical education in common language prior to the British era. Upon realizing the importance of a healthy mind in a healthy body, the contemporary notion of physical education was shaped by the ideas put out by Greek philosophers. This realization was embraced by the British. The ancient Greeks may have been the first civilized people to structure their PE curriculum around specific goals. The works of Socrates, Plato, and Aristotle informed their pedagogy and the goals of physical education. These principles remain the bedrock of physical education programs to this day. The philosophy of physical education is based on the ideas put forward by Greek philosophers on the unity of body and mind, and all curriculum design in physical education revolves around this. According to Aristotle and Plato, "The starting point of all philosophies was the study and training of the human body." No one can dispute that the physical realm is the foundation of human life; hence, all human pursuits revolve around the physical.

Indeed, the term "Physical Education" is a portmanteau of "Physical" and "Education." Body parts are what the word "physical" means. Physical attributes including strength, physical maturity, physical skill, physical well-being, and physical attractiveness are common places to hear this term utilized. In contrast to the intellect, it alludes to the body. So, when you add the word "Education" to "Physical," you get the term "Physical Education," which describes a course of study centered on physical fitness and health. It suggests that physical activities might help students reach their educational goals. As a whole, human behavior is what sets humans apart from other animals, and physical education teaches students about this. Physical education is not an afterthought or a distracting extra in a school or university curriculum. Rather, it is an essential component of schooling. Under the guidance of quality PE programs, kids learn how to make the most of their free time, participate in activities that promote health, grow as individuals and as a community, and improve their physical and emotional well-being.

Employees' level of happiness with their occupations, as a whole and with specific elements of their jobs like the type of their labor or the level of supervision they get, is measured by job satisfaction, employee satisfaction, or work satisfaction. There are three parts to measuring job satisfaction: cognitive, emotional, and behavioral. Additionally, studies have shown that different work satisfaction surveys focus more on measuring employees' emotions (affective job happiness) or their thoughts and knowledge (cognitive job satisfaction).

Edwin A. Locke's (1976) definition of work satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1304) is one of the most used in organizational research. Others have boiled it down to a person's level of work satisfaction, or if they even enjoy their job.

The individual's degree of satisfaction with the work is evaluated on two levels: the global level, which takes into account their overall job satisfaction, and the facet level, which takes into account their satisfaction with specific parts of their employment. Appreciation, communication, colleagues, fringe benefits, job circumstances, organizational factors, personal development, policies and procedures, promotion chances, recognition, security, and supervision are two of the fourteen commonalities listed by Spector (1997).

LITERATURE REVIEW

Spector (2010) analyzed the relationship between job stress and job satisfaction among educators, emphasizing its influence on career adjustment. Their study highlighted those high levels of stress, driven by workload and role ambiguity, negatively impact job satisfaction, which in turn hinders career adaptability. The research underscored the importance of organizational support in mitigating stress and improving satisfaction among teacher educators.

Klassen and Chiu (2011) examined the role of emotional exhaustion and self-efficacy in shaping job satisfaction among teachers. Their findings revealed that emotional exhaustion due to job stress reduces job satisfaction, leading to difficulties in career adjustment. They suggested that fostering teacher self-efficacy through professional development programs can improve both satisfaction and adaptability.

Richards (2012) explored the link between work-life balance and job satisfaction among teacher educators, noting that excessive stress arising from poor work-life balance adversely affects career adjustment. The study emphasized the need for flexible work policies to enhance satisfaction and support long-term career success in the education sector.

Gupta and Mehta (2013) conducted a comparative study of public and private sector teacher educators, investigating the impact of job stress and satisfaction on career adjustment. They found that private sector educators experience higher stress levels due to job insecurity, resulting in lower satisfaction and poor career adjustment, compared to their public sector counterparts.

Wong (2015) explored the mediating role of job satisfaction between occupational stress and career adjustment in teacher educators. Their study revealed that job satisfaction acts as a critical buffer, reducing the negative impact of stress on career adaptability. They recommended targeted interventions to improve workplace satisfaction for enhancing career outcomes.

RESEARCH METHODOLOGY

This research looks at the Punjabi school teachers that teach PE and other courses. Examining the experiences of physical education and other subject instructors with regard to work stress, job satisfaction,

and adjustment is the goal of the current research. The study's data came from the various inventories and testing. A total of 400 subjects were chosen by purposive selection and data was gathered; 200 were male and 200 were female students of physical education, while the remaining 200 were students of other courses. In order to evaluate the necessary outcomes for school PE and other subject instructors, suitable statistical analysis was used. The researcher went to PSEB and CBSC schools in the province of Punjab to gather data.

DATA ANALYSIS

The table's results corroborated the hypothesis that male PE instructors in Punjab state experience different levels of occupational stress. This study's findings are supported by previous research on the amount of work stress as a variable. Nevertheless, these results indicated that the male PE instructors in Punjab state are affected by the amount of occupational stress.

Table No. 1 Ratio of level of Job Stress between Female Physical Education Teachers

Number of School Teachers: 100				
S/N	Grade	Level of Job Stress	Numbers of School Teachers	Percentage
1	A	Extremely High Stress	02	02%
2	B	High Stress	07	07%
3	C	Above Average Stress	21	21%
4	D	Average/Moderate Stress	33	33%
5	E	Below Average Stress	19	19%
6	F	Low Stress	12	12%
7	G	Extremely Low Stress	06	06%

According to the data in the table, 2% of female PE teachers report very high levels of stress on the job, 7% report high levels of stress, 21% report above average levels of stress, 33% report average levels of stress, 19% report below average levels of stress, 12% report low levels of stress, and 6% report extremely low levels of stress. It has been shown that the majority of female physical education instructors experience average to moderate levels of occupational stress.

The data in the table show that female PE instructors in the state of Punjab experience different levels of stress on the job. This study's findings are supported by previous research on the amount of work stress as a variable. Nonetheless, these results demonstrated that the stress level of the profession affects the female PE instructors in the state of Punjab.

Table No. 2 Ratio of level of Job Stress between Male Other Subject Teachers

Number of School Teachers: 100				
S/N	Grade	Level of Job Stress	Numbers of School Teachers	Percentage
1	A	Extremely High Stress	01	01%
2	B	High Stress	04	04%
3	C	Above Average Stress	24	24%
4	D	Average/Moderate Stress	39	39%
5	E	Below Average Stress	13	13%
6	F	Low Stress	14	14%
7	G	Extremely Low Stress	05	05%

The level of job stress was determined by looking at the following table: 1% of male other subject teachers reported extremely high stress, 4% reported high stress, 24% reported above average stress, 39% reported average stress, 13% reported below average stress, 14% reported low stress, and 5% reported extremely low stress. The results show that male other subject instructors report the highest levels of work stress, falling somewhere between moderate and medium.

Female and male subject teachers in the state of Punjab report different levels of work stress, according to the table's results. This study's findings are supported by previous research on the amount of work stress as a variable. On the other hand, these results proved that the stress level of teachers in Punjab state affects both male and female subject instructors.

Table No. 3 Ratio of level of Job Satisfaction between Physical Education Teachers (Male & Female)

Number of School Teachers: 200				
S/N	Grade	Level of Job Satisfaction	Numbers of School Teachers	Percentage
1	A	Extremely Satisfied	08	4%
2	B	High Satisfied	18	9%
3	C	Above Average Satisfied	35	17.5%
4	D	Average/Moderate Satisfied	59	29.5%
5	E	Below Average Satisfied	52	26%
6	F	Low Satisfied	22	11%
7	G	Extremely Low Satisfied	06	3%

The contentment with one's job is shown in the following table: The following percentages reflect the job satisfaction of physical education teachers: 4% are very satisfied, 9% are very satisfied, 17.5% are above average satisfied, 29.5% are average satisfied, 26% are below average satisfied, 11% are low satisfied, and 3% are extremely low satisfied. It has been shown that physical education instructors, both male and female, report the highest levels of job satisfaction when their stress levels are mild to medium.

Male and female PE instructors in the Punjab state report different levels of job satisfaction, according to the table's results. Research in the area of job satisfaction levels provide credence to the findings of the current investigation. However, these results proved that job satisfaction does affect physical education instructors in Punjab state, both male and female.

Table No. 4 Ratio of level of Job Satisfaction between Other Subject Teachers (Male & Female)

Number of School Teachers: 200				
S/N	Grade	Level of Job Satisfaction	Numbers of School Teachers	Percentage
1	A	Extremely Satisfied	16	8%
2	B	High Satisfied	23	11.5%
3	C	Above Average Satisfied	45	22.5%
4	D	Average/Moderate Satisfied	59	29.5%
5	E	Below Average Satisfied	33	16.5%
6	F	Low Satisfied	17	8.5%
7	G	Extremely Low Satisfied	07	3.5%

The contentment with one's job is shown in the following table: 8.8% of other subject teachers (male and female) reported very high levels of satisfaction with their jobs, 11.5% reported high levels of satisfaction, 22.5% reported above-average levels of satisfaction, 29.5% reported average levels of satisfaction, 8.5% reported below-average levels of satisfaction, 3.5% reported low levels of satisfaction, and 3% reported extremely low levels of satisfaction. The results show that the majority of male and female subject instructors are either very content or somewhat satisfied with their jobs.

It is clear from the table's results that the degree of adjustment among Punjab state's PE and other subject instructors varies. Prior research on the degree of adjustment variable lends credence to the findings of the current investigation. These results, however, proved that the amount of adjustment does affect the PE and other subject instructors in Punjab state.

Table No. 5 Mean Value of Job Stress between Physical Education Teachers & Others Subjects Teachers.

School Teachers	Mean	N	Std Deviation	Std
Physical Education	55.29	200	20.20	1.43
Other Subjects	46.24	200	13.53	0.96

The data in the table show that the average stress level among instructors of physical education is 55.29, compared to 20.20 for teachers of other disciplines, 1.43 for teachers of other physical education, and i

Table No. 6 Correlation of Job Stress between Physical Education Teachers & Others Subjects Teachers.

School Teachers	N	Correlation	Sig
Physical Education & Other Subjects	200	.031	.660

The accompanying table shows that there is a correlation value of 0.31 between PE instructors and teachers of other subjects.

Table No. 7 Comparison of Job Stress between Physical Education Teachers & Others Subjects Teachers.

School Teachers	Paired Differences				t	df	Sig (2-tailed)	
	Mean	Std Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower				Upper
Physical Education & Other Subjects	9.06	23.96	1.69	5.71	12.40	5.344	199	.000

The data in the table show that instructors of physical education have an average stress level of 9. Instructors of other subjects have an average stress level of 23.96. The average margin of error for instructors of PE and other subjects is 1.69. Both variables have a t-value of 5.34, which is not statistically significant at the 199-degree-of-freedom level.

We may say that PE instructors, unlike teachers of other courses, do not experience very high levels of work stress.

CONCLUSION

Following the appropriate analysis, the following findings are reached: The PE instructors are also certified health educators. Compared to other subject area instructors, physical education teachers report higher levels of work satisfaction. Compared to teachers in other courses, physical education instructors are more adept at adjusting to new situations.

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