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**The Relationship of Self Efficacy & Job Stress to Job Satisfaction among the Physical  
Education Teachers of Haryana**

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**Abstract:** The purpose of this study is to identify job satisfaction levels of physical education teachers of Haryana based on their levels of self-efficacy and job stress. Bandura's social cognitive theory served as the theoretical framework and guided the study. Self-efficacy, job stress and job satisfaction were measured by the Self Efficacy Scale, Job Stress Scale and the Job Satisfaction Scale respectively. The subjects for this study were 500 teachers of physical education working in different senior secondary Public and Government schools in Haryana and were selected at random. Relationships among self-efficacy, job stress and job satisfaction of physical education teachers were examined using Pearson's Product Moment Correlation Method, Z-Score and Multiple Regression analysis. The study indicated that there was significant relationship of self-efficacy and job stress to job satisfaction among the teachers of physical education working in government and public schools of Haryana. This study contributes to the literature on job satisfaction among physical education teachers. It offers the administrators; educators and managements personnel psychometrically sound instruments to evaluate self-efficacy levels, job stress levels and levels of job satisfaction among their employed physical education teachers.

**Key-words:** *Efficiency, Stress, Work, Satisfaction*

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**Introduction:**

Physical education as an academic discipline in India has a chequered history. Though it is accepted as an integral part of education, it is not given the same status and does not arouse the same interest as other discipline in schools and colleges. The teachers of physical education have a feeling that they have not received their due recognition. There are no promotional avenues and stagnation has lead to frustration in almost all professionals.

People work in order to satisfy instinctual and biological needs and drives; and are unhappy to the point of sickness if they are denied such opportunity. People are inherently lazy; no one wants to work or does so unless he or she has to; and efforts to avoid work are the basis for all social and mechanical progress. People work basically to achieve material ends. Any other supposed motivations are rationalizations which would not support work motivations if material needs were provided by other means. People work even when their material needs are satisfied because of personal needs and social pressures. Only people whose sustenance needs are innate are motivated by the need to work. Other people must be stimulated by advertising, social pressure and other devices or else they would be satisfied. Peoples' needs are insatiable and therefore people will always work to achieve more material items. People work because of the satisfactions inherent in working, the sense of creativity, fulfillment, productivity and performing an expected and useful social role. Most people find their work boring, unsatisfying and uncreative and constantly seek to reduce the hours they must spend at it.

Self efficacy is an important aspect of our self. People differ in the extent to which they themselves control their life outcomes or the outcomes are controlled by luck or fate or other situational factors, e.g. passing an examination. A person, who believes that he/she has the ability or behaviors required by a particular situation, demonstrates high self-efficacy. The notion of self-efficacy is based on Bandura's social learning theory.

Bandura's initial studies showed that children and adults learned behavior by observing and imitating other. Peoples' expectations of mastery or achievement and their convictions about their own effectiveness also determine the types of behavior in which they would engage, as also the amount of risk they would undertake. A strong sense of self-efficacy allows people to select, influence, and even construct the circumstances of their own life. People with a strong sense of self-efficacy also feel less fearful. Self-efficacy can be developed, as the people with high self- efficacy have been found to stop smoking the moment they decide to do so. Our society, our parents and our own positive experiences can help in the development of a strong sense of self- efficacy by presenting positive models during the formative years of children.

Stress, as a psychological condition, has an inherent temporal aspect. Stress is defined as the anticipation inability to respond adequately to perceived demand, accompanied by anticipation of negative consequences for inadequate responses.

**Methodology:**

The data was collected on 500 subjects (250 teachers from government schools and 250 teachers from private schools of Haryana. The Sonali Sud’s Self-efficacy Scale, The Paliwal’s Job Stress Scale and The Muthyya’s Job Satisfaction Scale were administered and scoring of questionnaire was done as per the instructions provided in the respective Manuals. For collecting relevant data the research scholar visited few of the districts and questionnaires were also sent by post.

**Results and Discussion:**

**Correlation of Job Satisfaction (JS) & Self Efficacy (SE) among Physical Education Teachers of Government (G) and Public (P) Schools of Haryana (N = 250 each)**

	JSG	SEG	JSP	SEP
JSG	1.000 P = .	0.615** P = .000	0.803** P = .000	0.903** P = .000
SEG	0.615** P = .000	1.000 P = .	0.530** P = .000	0.642** P = .000
JSP	0.803** P = .000	0.530** P = .000	1.000 P = .	0.822** P = .000
SEP	0.903** P = .000	0.642** P = .000	0.822** P = .000	1.000 P = .

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Interpretation:- Figure (1) represents the correlations among job satisfaction & self efficacy for physical education teachers of government and public schools of Haryana. The sign of correlation coefficient indicates the direction of the relationship. “A positive correlation denoted by positive (+) sign indicates that the two variables tend to increase (or decrease) together (a positive association) and a negative correlation by minus (-) sign indicates that when one variable increases the other is likely to decrease (a negative association)”. A moderate degree of positive correlation (0.615) is shown between self efficacy government (SEG) and job satisfaction Government (JSG) which depicts that both the variables are moving in the same direction. In case of public school physical education teachers, a high degree of positive association (0.822) has been uncovered between job satisfaction public (JSP) and self efficacy public (SEP) which indicates that both the variables are moving in the same direction and with the increase/decrease in one the other also increases/decreases.

**Correlation of Job Satisfaction (JS) & Job Stress (JST) for Physical Education Teachers of Government (G) and Public Schools (P) of Haryana (N = 250 each)**

	JSG	JSTG	JSP	JSTP
JSG	1.000 P = .	-0.795** P = .000	0.803** P = .000	-0.435** P = .000
JSTG	-0.795** P = .000	1.000 P = .	0.530** P = .000	0.398** P = .000
JSP	0.803** P = .000	-0.745** P = .000	1.000 P = .	-0.480** P = .000
JSTP	-0.435** P = .000	0.398** P = .000	-0.480** P = .000	1.000 P = .

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Interpretation: - Figure (2) represents the correlations among job satisfaction & self efficacy for physical education teachers of government and public schools of Rajasthan. Job stress of government (JSTG) school physical education teachers has a high degree of negative association (-0.795) with job satisfaction of government (JSG) represent as level of stress increases the level of satisfaction decreases and vice- versa. A moderate degree of negative correlation (-0.422) has been found between self efficacy government (SEG) and job stress government (JSTG) which means that with the increase in stress level, self efficacy of government school physical education teachers decreases. While in case of job stress of public school physical education teachers (JSTP) there is moderate degree of negative association (-0.480) with job satisfaction of public school physical education teachers (JSP) signify as level of stress increases the level of satisfaction decreases and vice- versa. Self efficacy of public school physical education teachers (SEP) has a moderate degree of negative correlation (0-.525) with job stress of public school physical education teachers (JSTP) which shows that both the variables are moving in the opposite direction.

**Comparison of Job Satisfaction Level for Physical Education Teachers of Government & Public Schools of Haryana**

	Satisfaction (G)	Satisfaction (P)
Mean	32.508	38.708
Known Variance	66.71680321	53.70154217
Observations	250	250

Hypothesized Mean Difference	0	
Z	-8.93337091	
P(Z<=z) one-tail	0	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0	
z Critical two-tail	1.959963985	

Interpretation:- With the application of Z-Test it is evident that we reject null hypothesis at 5% level of significance because the value of „P“ for one-tail and two-tail is less than .05 ( $0 < .05$ ). While mean of satisfaction level of physical education teachers of government schools is less than mean of satisfaction level of public school physical education teachers, therefore, physical education teachers of government schools are more satisfied than public school teachers.

**Comparison of Self Efficacy level for Physical Education Teachers of Government & Public Schools of Haryana**

	Self Efficacy (G)	Self Efficacy (P)
Mean	30.708	32.532
Known Variance	16.05495582	8.9246746999
Observations	250	250
Hypothesized Mean Difference	0	
Z	-5.77034571	
P(Z<=z) one-tail	3.95545E-09	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	7.91091E-09	
z Critical two-tail	1.959963985	

Interpretation:- From figure-10 it is obvious that we reject null hypothesis at 5% level of significance because the value of „P“ for one-tail and two-tail is approx to zero (0.000000003 & 0.000000007). While mean of self efficacy level of physical education teachers of government school is less than mean of self efficacy level of physical education teachers of public school. Consequently the physical education teachers of government schools are less

efficient than physical education teachers of public schools.

**Comparison of Job Stress level for the Physical Education Teachers of Government & Public Schools of Haryana**

	Job Stress (G)	Job Stress (P)
Mean	27.012	29.924
Known Variance	42.16451406	47.5002249
Observations	250	250
Hypothesized Mean Difference	0	
Z	-4.862398298	
P(Z<=z) one-tail	5.7986E-07	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	1.15972E-06	
z Critical two-tail	1.959963985	

Interpretation:- From the above figure it is apparent that we reject null hypothesis at 5% level of significance because the value of „P“ for one-tail and two-tail is approx to zero (0.0000005 & 0.000001). Whereas mean of job stress level of government school physical education teachers is less than mean of job stress level of public school physical education teachers. As a result physical education teachers of public school are facing more stress than physical education teachers of government schools.

**Conclusions:**

Within the limitations of the present study, the following conclusions can be drawn: The job stress of physical education teachers working in private schools is more than those working under government management. The level of job satisfaction among the physical education teachers of private schools is also less as compared to that in the physical education teachers of government schools. The level of self efficacy is more in private school physical education teachers as compared to the physical education teachers in government schools. The degree of job security for government school physical education teachers is much more leading to complacency in their attitudes. There is a significant relationship between job stress & self efficacy to job satisfaction among physical education teachers of schools of Rajasthan working under different managements.

### **Recommendations:**

In the light of conclusions drawn above, following recommendations are made: It is recommended that the managements of private schools should assign only those teaching duties to the teachers of physical education which are directly associated with their job profile in order to exact more commitment out of them. Private schools should appoint adequate number of teachers of physical education as per their students' strength so that the teaching workload of physical education teachers does not exceed the load given to other academic teachers. Government schools should also enhance their physical education infrastructure so as to provide proper grounds and playing facilities in order to increase the efficiency levels of teachers. Job security in the form of continuity of job, increments and post retirement benefits for performing individuals go a long way in increasing job satisfaction. Such provisions should be made for private school teachers too. The study may be undertaken in other states of the country to provide a comparative analysis regarding job stress & self efficacy and their impact on job satisfaction among the teachers of physical education. The same study may be undertaken by involving other variables such as attitudes, job anxiety and aspiration of teachers of physical education and administrators. The same study may be replicated by selecting teachers other than that of physical education as subjects, so that workload and job satisfaction of these academic teachers can be better compared to that among teachers of physical education.

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