

Comparison of Organisational Climate, Occupational Stress and Work Motivation of Physical Education Teachers Working in Different Management of Schools in Uttar Pradesh

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Abstract

The purpose of the study was to compare the organisational climate, occupational stress and work motivation of physical education teachers working in different management of schools in Uttar Pradesh. The subjects were physical education teachers of the different management of schools of various regions of the Uttar Pradesh. Two hundred and ten (210) each from government schools, government aided schools, and unaided schools totaling 630 subjects were selected. The following were the criterion measures chosen for testing the hypothesis in the study. Organisational climate was measure by organisational climate scale prepared by Sanjoy Pethe, Sushma Chaudhari and Upinder Dhar. Occupational stress was measure by occupational stress index prepared by Dr. A.K.Srivastava and Dr. A.P.Singh. Work motivation was measured by work motivation questionnaire prepared by P.K.G. Agarwal. The research scholar administered the questionnaires, through mail as well as direct contact with the respondents. To compare the differences the Analysis of Variance ('F' ratio test). To test the hypothesis, 0.05 level of significance was chosen. Insignificant difference was found in organisational climate of physical education teachers working in different management of schools in Uttar Pradesh. Significant difference in occupational stress of physical education teachers working in different management of schools, further post hoc test reveals that there were significant differences between Government and Unaided schools. It has been observed that unaided schools were noticeably affected by success/failure in terms of the job, potential psychological and situational conditions or job factors, which cause job stress than government schools. Occupational stress and burnout are associated with poor health in teachers. Insignificant difference was found in work motivation of physical education teacher working in different management of schools in Uttar Pradesh.

KEYWORDS: Organisational climate, occupational stress and work motivation

Introduction

One of the characteristics of modern way of life is the great prevalence of organisations. They are created when a group of people comes together to accomplish certain objectives that as individuals they could not do for themselves or could not do as well. It is apparent that such organisations, as educational institutions, hospitals, factories, banks and government departments can render a quality of service that could never be offered by individuals working independently. **Btzioni (1964)** stated, "We are born in organisations, educated in organisations and generally spend much of our lives working for organisations."

Organisations 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 organisational climate of the institution. Analogously, personality is too individual what organisational climate is to organisation.

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

Stress is inevitable to the life of an employee. It has positive functional and negative dysfunctional effects on the work of life and job behaviour 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 performance. 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 direct the working force in such a way so that their collectives achieve efforts objectives of the enterprise. 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 was to compare the organisational climate, occupational stress and work motivation of physical education teachers working in different management of schools in Uttar Pradesh.

Significance of the study

The finding of the present study would help the physical educationists in their professional work in the following way: -

1. The results of the study would find out the organisational climate, occupational stress and work motivation of physical education teachers working in different management of schools in Uttar Pradesh.
2. The results of the study would give information regarding the organisational climate, occupational stress and work motivation of physical education teachers working in different management of schools in Uttar Pradesh.
3. The finding of study would provide the guideline to the future research investigation in sports psychology and sports sciences to conduct further research in this field

Method

Selection of subjects

The subjects were physical education teachers both male and female of the different management of schools that is government schools, government aided schools, and unaided schools were selected randomly from the whole population of physical education teachers of various regions of the Uttar Pradesh. Two hundred and ten (210) each from government schools, government aided schools, and unaided schools totaling 630 subjects were selected. The age of the subjects selected were ranging from 25-40 years.

Six hundred and thirty (630) physical education teachers who were working or had worked at least one year in anyone of the different management of schools that is government schools, government aided schools and unaided schools from the various regions both rural and urban of the Uttar Pradesh (Agra, Allahabad, Azamgarh, Bareilly, Basti, Faizabad, Gorakhpur, Jhansi, Kanpur, Lucknow, Meerut, Mirzapur, Muradabad, Sharanpur, Varanasi.)

Criterion measures

The following were the criterion measures chosen for testing the hypothesis in the study.

1. Organisational climate was measure by organisational climate scale prepared by Sanjoy Pethe, Sushma Chaudhari and Upinder Dhar. This scale contain 22 items and measures organisational climate on the basis of factor analysis into 4 areas – (i) results, rewards and interpersonal relations, (ii) organisational process, (iii) clarity of roles and sharing of information (iv) altruistic behaviour.
2. Occupational stress was measure by occupational stress index prepared by Dr. A.K.Srivastava and Dr. A.P.Singh. It contains 46 items and related to different stress – over load, role ambiguity, role conflict, group pressure, responsibility, under-participation, powerlessness, poor peer relationship etc.
3. Work motivation was measured by work motivation questionnaire prepared by P.K.G. Agarwal. It assesses work motivation both intrinsic and extrinsic. It has 26 items and on the basis of these items 6 motivational factors were identified – dependence, organisational orientation, work group relations, psychological incentives, material incentives and job situations.

Introduction of the questionnaires

Organisational Climate Scale (OCS)

It was prepared by Sanjoy Pethe, Sushma Chaudhari and Upinder Dhar. The test had widely used for measuring organisational climate. The test reliability was 0.87 and validity was 0.93. Rate the situation and people working in your organisation by placing cross mark (X) on each of the following 22 dichotomous attributes. These items were compiled in the form of a bipolar scale with affirmative and negative poles or ends. The scale was being administered only to explore the general opinion of working people. Item 2, 3, 4, 5, 10, 11, 12, 14 and 15 measure factor (Results, rewards and interpersonal relations). Item 13, 16, 17, 18, 19, 20, 21 and 22 measure factor (Organisational process).

Item 6, 7, 8, and 9 measure factor (Clarity of roles and sharing of information). Item 1 measure factor Altruistic behaviour)

Scoring:

The scholar scrutinized the completed questionnaire in order to insure that the subjects have responded to every item and there was no question left unanswered. Manual scoring was done conveniently; hence no scoring key was provided. Each item had two opposite adjectives on a 7-point semantic differential scale. The respective score was summed up to obtain final score. The highest score possible was 154 and lowest score possible was 22. The normal range (favourable) score were 84 – 124. The score were considered high score when the obtained score in the range of 125 and above. The score were considered low score when the obtained score in the range of 83 and below. Scores obtained by each subject on each item were added up which represented one’s total score on organisational climate scale (OCS).

Occupational Stress Index (OSI)

It was prepared by Dr. A. K. Srivastava and Dr A. P. Singh. The test had widely used for measuring occupational stress. The test reliability was 0.935 and 0.90, the validity was found to be 0.59 with measure of job anxiety. The scale consists of 46 items, each to be rated on a 5-point scale. Out of 46 items 28 were ‘true keyed’ and rest 18 were ‘false keyed’. The item related to almost all relevant components of the job life which cause stress in some way or the other, such as, role overload, role ambiguity, role conflict, group and political pressure, responsible for persons, under participation, powerlessness, poor peer relationship, intrinsic impoverishment, low status, strenuous work in conditions and unprofitability. The occupational stress index (OSI) had 46 items out of which 28 were ‘true keyed’ and 18 were ‘false keyed’ questions, which was added to the questionnaire to diminish response bias towards actual test items. Every subject had five possible responses i.e. Strongly disagree, Disagree, Undecided, Agree, Strongly agree.

Scoring: “True keyed” were scored according to the following key: -

SCORE	RESPONSE
1.	Strongly disagree
2.	Disagree
3.	Undecided
4.	Agree
5.	Strongly agree

In case of “false keyed” items scoring was carried according to the following key.

SCORE	RESPONSE
1.	Strongly agree
2.	Agree
3.	Undecided
4.	Disagree
5.	Strongly disagree

occupational stress ranges from 151 – 230. Scores obtained by each subject on each statement were added up which represent one’s total score on occupational stress index (OSI).

Work Motivation Questionnaire (WMQ)

It was prepared by K. G. Agarwal. The test had widely used for measuring work motivation. The test reliability was 0.994 and the test factorial validity was found out using all the items were factor analyzed using principal component method. The statements were designed to have difference in terms of individual reactions to various situations. The questionnaire was meant to study the organization, whether the organization was capable to fulfill its individual employee need. The scale consists of 26 items; all the items were likert type, which were rated on a 5-point scale. The item related to almost all relevant factors of the job life which influences in some way or the other, such as, dependence, organizational orientation, work group relations, intrinsic motivation, material incentives and job situation. Factor scores were worked out by using the following classification: Factor I: Dependence: Item no. 15, 16, 17, 18, 20, 21, 22, and 23. Factor II: Organizational orientation: Item no. 1, 5, 8, 11, 12, and 13. Factor III: Work group relations: Item no. 6, 14, 19, and 20. Factor IV: Psychological work incentives: Item no. 2, 23, 24, 25, and 26. Factor V: Material incentives: Item no. 2, 3, 4, and 5. Factor VI: Job situation situation: Item no. 7, 9, and 10.

Scoring: All the items were likert type, which were rated on 5 points scale. Since the items were likert type, assigning 5 to most positive response and 1 to the extreme negative response does summated scoring. So, in this way scores 5, 4, 3, 2, 1 were given to each item; alternatively a, b, c, d, e were also assigned respectively. The scoring scheme thus was as follows:

SCHEME	SCORES
(a) Measure work motivation fully	5
(b) Measure work motivation to a great extent	4
(c) Measure work motivation to some extent	3
(d) Measure work motivation to a little extent	2
(e) Does not measure work motivation	1

The highest score possible was 130 and lowest score possible was 26. Scores obtained by each subject on each statement were added up which represent one's total score on work motivation questionnaire (WMQ).

Administration of Questionnaires

The research scholar administered the questionnaires, through mail as well as direct contact with the respondents. For this purpose, the physical education teachers of government schools, government aided schools, and unaided schools of the Uttar Pradesh state were approached for their help and cooperation in this study. The physical education teachers were requested to answer the questionnaires. After obtaining the permission they all were contacted and were also personally requested by the research scholar to respond to the questionnaires. A total of 825 subjects (275 physical education teachers from each group the government schools, government aided schools, and unaided schools of the Uttar Pradesh state) were administered the questionnaires. A total of 645 questionnaires were obtained duly filled from physical education teachers. The remaining subjects were either not available consistently or kept on delaying the filling-up of the questionnaire on some pretext or the other. These subjects were dropped from the list after having been approached a number of times. To make all the three groups equal 4 and 11 questionnaires from government aided and unaided schools respectively were randomly taken out and not considered for the study. Finally a total of 630 questionnaires were

selected (210 physical education teachers from each group the government schools, government aided schools, and unaided schools of the Uttar Pradesh).

Statistical Technique

To compare the differences in the organisational climate, occupational stress and work motivation of physical education teachers working in different management of schools in Uttar Pradesh were analysed using the Analysis of Variance ('F' ratio test). To test the hypothesis, 0.05 level of significance was chosen based on the nature of the study

Results

Findings: The mean scores of the organisational climate, occupational stress and work motivation of physical education teachers working in different management of schools that is government schools, government aided schools, and unaided schools in Uttar Pradesh is given in table-1.

Table – 1
Mean scores of the organisational climate, occupational stress and work motivation of physical education teachers working in different management of schools in Uttar Pradesh

S.No.	Variables	Govt.	Means Aided	Unaided
1.	Organisational Climate	93.36	93.43	94.11
2.	Occupational Stress	108.24	110.94	115.47
3.	Work Motivation	93.3	92.5	88.17

Findings of the study of the organisational climate, occupational stress and work motivation of physical education teachers working in different management of schools that is government schools, government aided schools, and unaided schools in Uttar Pradesh has been presented below.

'F' ratio test computed with regard to the organisational climate of physical education teacher working in different management of schools that is government schools, government aided schools, and unaided schools in Uttar Pradesh has been presented in table-2.

Table – 2
Analysis of variance for organisation climate of physical education teachers working in different management of schools in Uttar Pradesh

Source of variance	Df	SS	MSS	'F' Ratio
Between groups	2	24.47	12.23	0.03
Within groups	207	80447.3	388.63	

Level of significance .05 level, $F_{.05}(2, 207) = 3.04$

Table-2 reveals that there were insignificant difference in organisational climate of physical education teachers working in different management of schools in Uttar Pradesh as the obtained 'F' ratio 0.03 was not higher than the tabular value of 3.04 required for the 'F' ratio to be significant at .05 level with (2, 207) degree of freedom

'F' ratio test computed with regard to the occupational stress of physical education teacher working in different management of schools that is government schools, government aided schools, and unaided schools in Uttar Pradesh has been presented in table-3.

Table – 3
Analysis of variance for occupational stress of physical education teachers working in different management of schools in Uttar Pradesh

Source of variance	Df	SS	MSS	'F' Ratio
Between groups	2	1867.85	933.925	3.42 *
Within groups	207	56455.08	272.73	

* Level of significance .05 level, $F_{.05}(2, 207) = 3.04$

Table-3 reveals that there were significant difference in occupational stress of physical education teachers working in different management of schools that is government schools, government aided schools, and unaided schools in Uttar Pradesh as the obtained 'F' ratio 3.42 was higher than the tabular value of 3.04 required for the 'F' ratio to be significant at .05 level with (2, 207) degree of freedom.

As the 'F' ratio of occupational stress was found to be significant, the post hoc test (Least significance difference test) was applied to test the significance of difference between the paired means for different management of schools that is government schools, government aided schools, and unaided schools. The ordered paired means & the difference between the means has been presented in Table-4.

Table – 4
Ordered paired means & the difference between the means for occupational stress of physical education teachers working in different management of schools

AIDED	GOVT.	UNAIDED	DIFFERENCE BETWEEN MEANS (DM)
110.94	108.24		2.70
110.94		115.47	4.53
	108.24	115.47	7.23 *

Level significance at .05 level, C.D. $0.05 = 7.04$

Table-4 reveals that the means difference of occupational stress for different management of schools. There were significant differences between Government and Unaided schools, where the differences are 7.23, which is higher than critical difference

value C.D. $0.05 = 7.04$. The table further reveals that there is no significant difference between the means of Aided & government and aided & unaided schools, where the means difference are 2.70 and 4.53 respectively.

'F' ratio test computed with regard to the work motivation of physical education teacher working in different management of schools that is government schools, government aided schools, and unaided schools in Uttar Pradesh has been presented in table-5.

Table – 5
Analysis of variance for work motivation of physical education teachers working in different management of schools in Uttar Pradesh

Source of variance	Df	SS	MSS	'F' Ratio
Between groups	2	1065.83	532.91	2.34
Within groups	207	47171.15	227.88	

Level of significance .05 level, $F_{.05}(2, 207) = 3.04$

Table-5 reveals that there were insignificant difference in work motivation of physical education teacher working in different management of schools in Uttar Pradesh as the obtained 'F' ratio 2.34 was not higher than the tabular value of 3.04 at .05 level with (2, 207) degree of freedom.

Discussion / Conclusions

The results of the study have shown significant occupational stress difference of physical education teachers working in different management of school, Unaided schools differ from government schools in occupational stress. It has been observed that unaided schools were noticeably affected by success/failure in terms of the job, potential psychological and situational conditions or job factors, which cause job stress than government schools. Occupational stress and burnout are associated with poor health in teachers. Mental and physical health variables (anxiety, depression, irritation, and somatic symptoms).

On the basis of the findings and within the limitations of study, the following conclusions are drawn:

1. The study revealed that there were significant differences obtained in occupational stress of physical education teachers working in different management of schools in Uttar Pradesh.
2. The result of the study further revealed that there were significant mean differences obtained in occupational stress of physical education teachers working in unaided and government schools.
3. The study revealed that the private schools teachers have better organisational climate than the aided and government school.
4. The study further revealed that the unaided schools teachers have higher occupational stress in comparison to the aided and government school.
5. The result of the study further revealed that the government school teachers have better work motivation than the aided and unaided schools.

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