

Study of Relationship between time Management and Stress Management among Physical Education Instructor Non Physical Education Teacher

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ABSTRACT

The purpose of this research was to examine the link between time management and work stress. As a result, 625 instructors from Delhi NorthEast education department were used as test subjects. Both the time management and the work stress questionnaires were found to be highly reliable (reliability scores of 0.86 and 0.74, respectively). Job stress in PE instructors is greater than in other professions, according to the Kolmogorov-Smirnov test, Pearson correlation test, 2-string Spirman tests, t tests, and Mann-Whitney U tests. A strong correlation exists between work stress and poor time management; however, it is inversely related. In physical education instructors, age, gender, work experience, and education level had no significant impact on occupational stress. - Among contrast to gender and educational level, there is a direct and substantial correlation between time management and age and job experience in PE instructors.

Keywords: - Time management, Job stress, Management, Physical education

INTRODUCTION

In the modern world, there is a constant demand on those who work in any one of the many occupations. Though many occupations have their own unique stressors, teachers are subjected to unique pressures that cannot be encountered in any other field. Planned course offerings, students who are unmotivated or have behavioural issues, a high volume of work and short deadlines all contribute to teachers' stress. Other stressors include: being evaluated regularly, having a cramped space to work in and having to deal with difficult coworkers and the constant struggle to be promoted. Student-teacher relationships suffer, as does the quality of instruction and the ability of teachers to execute their responsibilities. This may also lead to students running away from school, frequent absences and dissatisfaction in the workplace. The national economy might suffer a stunning loss as a result of worker stress.

Teachers often complain that they have too much to do yet have so little time that they are unable to do it despite their best efforts, which causes them to procrastinate and add to their already high levels of stress. Time-related stress is the most typical and prevalent of the psychological pressures that instructors face, according to study. Individuals, groups, and organisations all have one thing in common: time is their most important asset. This finite resource must be used in every aspect of one's daily life. With the right time management, everyone will be able to get their task done in accordance with a specified schedule. Each person's work schedule should be taken into consideration while deciding on a time management strategy. It is critical for teachers to be adept in time management in order to maintain order in the classroom. As a global issue, teacher job stress has been the subject of numerous studies in a variety of countries. As a result, failing to pay attention to the root causes of teacher job stress can have negative effects on teachers' performance and result in long-term harm to schools, organisations, and society at large.

It is hypothesised that, due to the widespread nature of time as a psychological stressor element in previous research, this study intends to analyse whether or not time management as an effective component plays a major role in stress control among PE instructors.

LITERATURE REVIEW

Arslan Syed (2021) - In the current COVID-19 environment, this research aims to experimentally investigate the link between time management, job stress, and work performance. Using a random selection procedure, a total of 250 workers from various firms were recruited for this research. The participants were given questionnaires to complete. There is a link between time management, job stress, and work performance that was discovered using SPSS version 21. This study's hypothesis is supported by the notion of social exchange. Results show that there is a substantial negative association between time management and stress, a large positive relationship between time management and job performance, and a significant negative relationship between time management and work performance. Stress at work has a negative impact on an employee's productivity. Employees experience less stress at work when they are adept at effectively managing their time. At work, a reduction in stress has a positive effect on productivity. To perform at their best, employees must be able to manage their time effectively.

Zafarullah Sahito (2017) - For the purpose of this research, we surveyed teacher educators at university departments, institutes, and colleges of education in Sindh province of Pakistan to examine the link between work satisfaction and motivation. The researchers interviewed 40 teacher educators to get their perspectives on the job. Teacher educators' routines, habits, and other traits linked to time management, work satisfaction, and motivation were examined in-depth throughout the interviews. An study of narratives, using qualitative research methodologies, is used in this article to demonstrate the benefit of communicating evidence-based information. Educators and administrators of universities, colleges, institutions, and departments now have a solid resource for learning how to improve their time management skills in order to feel more fulfilled in their work and personal life.

M. Khodaveisi (2015) - An investigation on the degree of work stress and time management among physical education instructors at Hamedan universities is the primary purpose of this study. According to Spielberg's work stress questionnaire (Cronbach alpha coefficient of 0.83) and the modified questionnaire of time management, the results of the field research method (Cronbach alpha coefficient 0.84). Participants in the study comprised all Hamedan University physical education faculty and non-faculty instructors who were either PhD students or had at least five years of teaching experience. The research sample also included all Hamedan University physical education faculty. In the end, a total of 61 physical education instructors were involved. The mean age of physical education instructors was found to be 38.92 8.8 years old, with stress at work assessed at 4.09 1.6 years old and time management at 105.9 9.07 years old. Additionally, a strong link was found between work stress and other aspects of effective time management (goal setting, planning, and performance evaluation). T-test results indicated that there was no significant difference in physical education instructors' work stress or time management between males and females, regardless of their education level. Researchers have shown that better time management among physical education instructors leads to lower levels of work-related stress, which in turn has a positive impact on the teachers' overall wellbeing.

Esmael abbasnejad (2013) - The purpose of this research was to examine the link between time management and work stress. As a result, 625 instructors from Delhi's North East education department were used as test subjects. Both the time management and the work stress questionnaires were found to be highly reliable (reliability scores of 0.86 and 0.74, respectively). Physical and non-physical education instructors have somewhat different time management skills based on the results of the Kolmogorov-Smirnov test, Pearson correlation test, 2-string Spirman test, t-test, and Mann-Whitney U test. Non-physical education instructors had better time management skills. In terms of work stress, there is a difference between PE instructors and non-PE teachers. PE instructors are more stressed out than their counterparts. A strong correlation exists between work stress and poor time management; however, it is inversely related. Stress levels among non-physical education instructors are not related to factors such as age, gender, work experience, or education level. Age and job experience have a clear correlation with time management in PE and non-PE instructors, unlike gender and education level.

Misty D. Lambert (2012) - Instructors' stress levels, especially those of starting agricultural teachers, should be closely monitored. It was the goal of the research to figure out if instructors' stress levels were related to their perceptions of their own time management skills. Using the Time Management Practices Inventory and the Job Stress Survey, the data was collected and measured. In all, 36 new agriculture instructors in Missouri were surveyed for the research. When contrasted to the norm data, the results show that starting instructors prefer to think of themselves as competent time managers. In addition, the majority of these educators do not report high levels of stress. Seven-time management techniques had little to no impact on teachers' work stress, job pressure, or lack of support indices.

Objectives

1. To study relationship between job stress and time management in PE and non-PE teachers.
2. To study of job stress in PE and non-PE teachers

3. 3.To study role of Time management among PE and non-PE teachers
4. 4.To study relationship between demographic characteristics and job stress.
5. To study relationship between demographic characteristics and time management.

Hypotheses:

H1: There is a relationship between job stress and time management in PE and non-PE teachers.

H2: There is no relationship between job stress in PE and non-PE teachers.

H3: There is a relationship between time management in PE and non-PE teachers.

H4: There is a relationship between demographic characteristics (age, gender, education level, work experience) and job stress.

H5: There is a relationship between demographic characteristics (age, gender, education level, work experience) and time management.

While the study's objectives are more in line with applied research, the data gathering and analysis approach is more in line with correlation schemes. According to this study, all teachers in the city of Delhi whose employment credentials have been recognized by education offices in Delhi North East districts are included in the statistical population. Physical education instructors make up 711 of the 18254 teachers in North East, according to data provided by the central office of education. The other 17543 teachers teach courses other than physical education. Physical education instructors and non-PE teachers are both included in the stratified sample procedure used in this study.

Two kinds of questionnaires were used to gather data for this study: the Don Hel Rachael and John work stress questionnaire (reliability: 0.86) and the Karen Midkeif time management questionnaire (reliability: 0.79) that Moghimi validated in 2006

Table 1 illustrates the scoring procedure for the provided work stress questionnaire, which consists of 10 items divided into three categories: physical environment, job conflict, and role ambiguity (1).

Table 1: Scoring Method for Job Stress Questionnaire

Never	Rarely	Sometimes	Often	Always
0	4	6	8	10

Thirteen items are included in the time management questionnaire.

Cronbach's alpha was used to determine the questionnaire's reliability in this research.

Table 2: Coefficients for the Research Variables

Non physical education	physical education	Chapters Questions	r
0/73	0/62	job stress	1
0/58	0/65	time management	2

Descriptive and inferential statistical approaches of two kinds were used in this study. The Kolmogorov-Smirnov test, Pearson correlation test, 2-string Spirman test, t-test, and Mann-Whitney U have been used in the inferential statistical approach, which includes frequency tables, percentages, averages, and standard deviations. Calculations have also been made using the Spss software programme.

Table 3: Descriptive Data Regarding Characteristics and Specifications of Subjects

Total		Group non-Physical		Group Physical		Field of Study	
Percent	Frequency	Percent	Frequency	Percent	Frequency		
100	625	60	375	40	250	Sex	
67/52	422	68	255	66/8	167		
32/48	203	32	120	33/2	83		

DATA ANALYSIS

1. There is a relationship between job stress and time management in PE and non-PE teachers. (**H1**)

Table 4: Pearson Correlation Test between Job Stress and Time Management in the Sample

Total	non-Physical	Physical	Statistics Test
-0/213	-0.210	-0/371	Correlation
0/0001	0/0001	0/0001	Significant level

In both PE and non-PE classrooms, the Pearson correlation test found a negative and statistically significant link between work stress and time management. Consequently, this theory was proven correct.

Table 5: descriptive statistics of average variable job stress in PE and non-PE Teachers

SD	Average	Group
1/576	4/57	Physical
1/780	4/54	non-Physical

2. There is no relationship between job stress in PE and non-PE teachers. (H2)

Table 6: Job Stress in PE and non-PE Teachers

Quantity	Test statistics
1/013	T-statistics
0/312	Significant level

-Physical education (PE) and non-physical education (NPE) instructors experience similar levels of occupational stress.

There is a statistically insignificant difference between the average stress levels of physical education instructors (4.75) and those of all other teachers (4.54). As a result, this theory was ruled out.

3. There is a relationship between time management in PE and non-PE teachers. (H3)

Table 7: Mean Scores of Times Managing Variable for PE and non-PE Teachers

Mean Scores	Group
196/82	Physical
204/32	non-Physical

Table 8: Comparison between Time Management in PE and non-PE Teachers

Significant level	Statistic-z	Statistic-u
0/579	-0/554	14437/50

-In terms of effective time management, PE instructors have no advantage over those in other subject areas.

Physical education instructors (196.82) had a lower average of time management than other teachers (204.32), although the difference is not significant. As a result, this theory was deemed to be invalid.

4. There is a relationship between demographic characteristics (age, gender, education level, work experience) and job stress. (H4)

5.

Table 9: Correlation Test between Individual Characteristics and Variable of Job Stress in Subjects

Significant level			Correlation coefficient				
Total	non-Physical	Physical	total	non-Physical	Physical		
0/612	0/363	0/359	-0/024	-0/049	0/095	Age	Job stress
0/793	0/692	0/775	-0/013	-0/021	0/03	work experience	
0/226	0/444	0/121	-0/057	-0/041	-0/16	education level	
0/217	0/178	0/191	-0/058	0/349	0/385	gender	

According to the data in the table, workplace stress among PE instructors and non-PE teachers is unrelated to their age, gender, work experience, or degree of education. As a result, this theory was ruled out. As a result, this theory was ruled out.

5. There is a relationship between demographic characteristics (age, gender, education level, work experience) and time management.(H5)

6.

Table 10: Correlation Test between Individual Characteristics and Variable of Time Management in Subjects

Significant level			Correlation coefficient				
Total	non-Physical	Physical	total	non Physical	Physical		
0/001	0/0001	0/931	0/171	0/228	-0/009	Age	Time management
0/001	0/0001	0/486	0/162	0/191	0/071	work experience	
0/176	0/229	0/645	-0/067	-0/06	-0/047	education level	
0/1	0/081	0/0001	0/082	0/327	0/591	gender	

CONCLUSION

Teachers who do not teach physical education have better time management skills than those who do. Considering the data, it's safe to say that the majority of PE instructors also hold down another work. There is also a difference in occupational stress between PE and non-PE instructors, however this difference is not substantial in terms of importance. Physical education teachers experience more stress at work than their non-physical education counterparts for a variety of reasons, including the fact that they may believe they don't have a legitimate place in the educational system and believe that their employer doesn't care about their work, as well as the pressures of managing and providing for their students. Time management is one of the best strategies to reduce stress at work. People with good time management abilities are able to make better use of their time and complete their tasks according to a specified schedule. A lack of control over your time limit and too much work is two of the most common drivers of workplace stress, and time management may help alleviate this tension by removing these concerns.

Findings from research conducted in Delhi, India, show that time management may minimize work stress by reducing the time-related stressor aspects, therefore it is of enormous relevance, but many individuals are unaware of its actual value. Hope for the future may be established via effective time management. People in society, particularly those in time-sensitive professions like teaching, may prevent numerous failures, difficulties, strains on the job, and losses or damages as a result of time management issues if they make an effort. As a result, school authorities should incorporate the importance of time management in their plans more than before.

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