The Relationship Between Time Management And Job Stress In Teachers Of Physical Education And Non Physical Education

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ABSTRACT

The present study was carried out to investigate about the relationship between time management and job-related stress. For this purpose, 625 teachers working in the education department of Mashhad were selected as samples. These subjects filled time management questionnaire with reliability of 0.86, and job stress questionnaire with reliability of 0.74. Results of Kolmogorov-Smirnov test, Pearson correlation test, 2-string Spirman test, t-test and Mann-Whitney U test showed that:

- There is a difference between time management in physical and non-physical education teachers, but it’s not a significant difference. Time management of non-PE teachers is higher.
- There is a difference between job stress of PE and non-PE teachers, but it’s not a significant difference. Job stress of PE teachers is higher than of the other group.
- There is a significant but inverse relationship between time management and job stress.
- There is no significant relationship between job stress and age, gender, work experience and education level in non-physical education teachers.
- There is a direct and significant relationship between time management and age and work experience (in contrast with gender and education level) in PE and non-PE teachers.

Key words: time management, job stress

Introduction

There is stress in living of any individual who works in one of various professions of the society, and it somehow puts them under pressure. Although any job has its own specific stress, but teachers have to bear some special pressures such that cannot be found in any other professions. Planning to teach a variety of courses, teaching students lacking motivations and having problems, the large volume of work and time pressure, being under evaluation, teaching space structure, maintaining discipline in the classroom, insufficient income, conflict with colleagues, unfavorable working conditions and struggling for being promoted have been listed as a part of teachers’ stress resources [18], which in addition to pressures caused by personal, family and social living can lead to formation of burnout and fatigue feeling in them. It can also adversely affects the student-teacher relationships, quality of teaching and fulfillment of obligations, and lead to escaping from the work, frequent absences and unrest in the workplace [24]. In general, job stress can have a shocking cost for national economy [34].

Problem of many teachers is that they feel their job is too much, but their time is so little that despite too much effort they cannot accomplish their work, hence they frequently fall back from their work, and it makes them to sense more job stress. Considering the researches that have been carried out about all of the psychological tensions which teachers are confronted with, none of them is more common and prevailing than the psychological stress related to time, and everyone are somehow facing with this issue [17]. Time is most valuable asset of any individual, group and organization, which is absolutely incomparable to any other asset. Each of the roles of individual living demands the use of this limited resource [9].

Time management can help so that everyone could effectively and efficiently use their time, and accomplish their work according to a predetermined plan (26). Time management for each one should be compatible with his/her work. For teachers, time management is an important component in classroom management in order to organization of a learning environment [37].
Since the issue of teachers' job stress as a global problem has devoted many studies in different countries to itself [5], the lack of sufficient attention towards the causes of job stress in school teachers can affect the teachers' performance and imposes irreparable damages to schools and to the organization and society as a whole.

Due to the pervasive nature of time as one of the psychological stressor factors in conducted researches, this study aims to beside comparatively evaluate the amount of job stress in PE and non-PE teachers of Mashhad city, investigate about the issue whether the time management as an effective component plays a significant role in stress control process or not, which type of teachers (PE and non-PE teachers) engages with more job stress, whether there exists a significant correlation between a selection of individual characteristics and job stress and time management in two subjected populations or not, and generally, answer such questions including: how much should be the level of job stress and time management in PE and non-PE? Is there a difference between these two groups? Is there a relationship between time management and job stress in PE and non-PE teachers? Can time management reduce the job stress of PE and non-PE teachers? And finally after examining the aforementioned issues, some appropriate approaches will be presented in this context.

Theoretical and Previous Research:

Job stress can be considered as accumulation of stressor factors related to the job, which have been accepted as stressor factors by most of the people [36]. Job stress is resulted from the interaction between the worker and his/her working conditions, and individual differences can be effective factors in predicting the stressfulness of some jobs. In other words, what is stressful for one person may not affect another person [14, 15, 23, 28]. People need to understand the stressor factors in their jobs, and they should manage them to avoid or at least reduce the stress level. Stress management involves three steps: 1-Identification of stressor factors 2-Determination of stress consequences 3-Planning for the elimination or reduction of stress [26].

One of the stressor factors in work environment is working pressure and the lack of time for accomplishing jobs. For example, one of the stressful situations related to job is that on one hand, individual is put under the load of requests or high pressures in work environment, and on the other hand, a limited time would be given to that individual to meet these requests, and it is natural that because he/she cannot afford to do that, will be confronted with consecutive objections of other people [36]. But what is important is how to use time. Therefore, the management of time and time handling will be discussed in the following.

Time management was introduced in the late 1950s by Makan. This method includes techniques for determining short-term goals, the manner of transforming these goals into tasks and activities to be executed faster, the manner of planning and prioritization of daily activities and the manner of preventing work interruption [10], which is not aimed at finding more time, but aimed at adjusting the reasonable amount of time to spent in various roles [39] and clear understanding of how to spent time provided for an individual [7].

Time management have many individual and organizational benefits including reduction of stress, increment of efficiency and productivity, and increment of work-related and ethical consciousness [39], so that with reducing stresses and pressures which are caused by work, affects mental health of an individual [11]. One of the biggest challenges facing teachers is time management, which is about controlling most valuable available resource, i.e. time [32]. Application of time management leads to increment of individuals’ awareness about available time, and they will carry out their duties more plan-based and more efficiently and there by will gain the maximum productivity [2].

Although many researches have been separately done in the field of job stress and time management both within and outside of Iran, but researches which have been carried out about the relationship between these two issues in teachers’ population are very limited.

In a research, Keshavarzh studied “relationship between organizational skill of time management and job-related stress among the managers of educational institutes in Firoozabad town”, which led to following results:

-It was observed the existence of an inverse and significant relationship between organizational skill of time management and job stress of managers, and the average score of male managers in respect of organizational skill of time management was higher than of female managers, however the average score of female managers regarding job stress was higher than of male managers.[21]

In a research called “the study of relationship between time management and job stress of female employees in Alzahra University”, Baezat and Adib Rad have reported that time management has a significant role in prediction of job stress, and time management can reduce job stress by eliminating the organizational stressor factors, and too much work and the lack of control are the biggest sources of time stressors.[4]

Ramazaninejad et al conducted a research which was called as “studying the work-related stressor factors for teachers of physical education and sport”, whose results showed that the lack of offering collaboration by other courses’ teachers, and ignorance about difficulty of their job and their burnout had the highest score among the all
occupational stressor factors. Comparing these factors with individual characteristics of teachers demonstrated that there is no significant difference between the prevalence of stressor factors in male and female teachers, teachers of physical education and other teachers, inexperienced and experienced teachers, and teachers with academic degrees lower than bachelor and teachers with higher academic degrees. [35]

In a research named as “the study of relationship between emotional intelligence and time management and job stress of teachers working in high schools of Yazd town, Dehshiri, indicated that emotional intelligence and time management have a negative relationship with job stress, and can significantly predict the level of job stress. (12)

Hashemizadeh, examined the relationship between behaviors of time management and job stress in supervisors and concluded that there is an inverse correlation between behaviors of time management and job stress, and having time management behaviors will reduce the job-related stress. [17]

In a research which was called “studying the relationship between organizational skill of time management and job stress in managers of health care centers of Shiraz city”, Keshkaran et al. showed that organizational skill of time management and job stress have a significant relationship with managers’ work experience, while they have an insignificant relationship with gender, and there is also an inverse and significant relationship between organizational skill of time management and job stress. [22]

In a research called “study of relationship between emotional intelligence and job stress in PE and non-PE teachers“, NakhaiNiazi depicted that there is a significant difference between job stress of PE and non-PE teachers, and job stress of non-PE teachers is higher than that of the others. There is no significant relationship between individual characteristics (age, work experience, education level) and job stress of PE and non-PE teachers, and results suggest that there is a significant relationship only between gender and job stress, and job stress is higher in male teachers than female ones. [31]

Tavakoli with a research called “study of relationship between efficiency cycle of time with intention towards planning in managers and staff of physical education offices in South Khorasan province” showed that among the individual characteristics of managers and staff of physical education offices, who have intention towards planning and time management cycle, only education level has a significant relationship with time management. And the relationship between education level of managers and staff of physical education offices, and time management is of direct type, which means managers and employees who have higher level of education use their time cycle more efficiently. [38]

In a research related to studying the relationship between emotional intelligence and time management and job stress in managers and staff of physical education offices in South Khorasan province, Kashtidar demonstrated that there is a significant relationship between time management and job stress in managers and staff of physical education offices in South Khorasan province. [20]

In a research called “study of relationship of emotional intelligence and time management with job stress in employees of Bidboland refinery center”, Hafezi et al. showed that time management significantly defines job stress, and have a significant role in prediction of job stress. [16]

Atkins(1990) in a research that there is an inverse relationship between time management behavior and job stress.

Makan, showed in his research that employees who have controlling power over time experience less job stress and more job satisfaction. [27]

Moorhead and Griffin, have considered time management as one of personal coping strategies against stress, and added that many of daily pressures can be reduced or completely removed by managing time properly. [30]

With a research related to studying time management, Claessens et al. showed that time management behaviors have positive and significant relationship with time control feeling, and have inverse relationship with job stress. [10]

Afoegbu, with a research on stress levels among teachers in Nigerian universities, showed that the stress level of instructors is considerably above average, and this had nothing to do with gender, indigenousness and marital status, but has relationship with work experience and age. [1]

Lambert et al. through a research showed that job stress has no significant relationship with age, gender and education level. [25]

Boyas and Wind, demonstrated by a research that job stress has no significant relationship with age, marital status and education level. [8]

O. 'Lanre, through a research depicted that job stress has a significant relationship with age and gender, while has no relationship with work experience and training. [33]

Many researchers have showed the existence of an inverse and significant relationship between job stress and time management. However, some of researches have indicated the existence or the lack of relationship between demographic characteristics and job stress and time management. Accordingly, researcher has regulated the following hypotheses:

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.

Research Method:

In terms of goals, the present study is of applied research type, but in terms of collection and data analysis method, is of correlation scheme type. Statistical population of this research includes all the teachers who are occupied and active in the city of Mashhad and their job certificates have been approved by education offices in Mashhad’s seven areas. Based on statistics given by head office of education in Khorasane Razavi province, Total number of these teachers are 18254, among whom 711 individuals are physical education teachers and 17543 individuals are other teachers in courses rather than physical education. In this research, sampling method is of stratified sampling proportional to size of categories, such that one category includes physical education teachers and the other one includes non-PE teachers. By using the sample size table of Jersey-Morgan, 375 non-PE teachers and 250 PE teachers were randomly selected as subjected sample.

In this study, two types of questionnaire have been employed to collect data: job stress questionnaire of Don Hel Rachael and John with the reliability of 0.86, and time management questionnaire of Karen Midkeif with the reliability of 0.79, which was put under validation by Moghimi in 2006.

The presented job stress questionnaire includes 10 questions in 3 headings consisting of physical environment, job conflict and role ambiguity, and scoring method for this questionnaire is illustrated in Table (1).

Table 1: Scoring Method for Job Stress Questionnaire

<table>
<thead>
<tr>
<th>Always</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Time management questionnaire includes 13 questions.
The reliability of questionnaire employed in this study has been assessed using Cronbach's alpha.

Table 2: Cronbach's Alpha Coefficients for the Research Variables

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Questions</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical education</td>
<td>625</td>
<td>0.62</td>
</tr>
<tr>
<td>job stress</td>
<td>68</td>
<td>0.66</td>
</tr>
<tr>
<td>time management</td>
<td>203</td>
<td>0.65</td>
</tr>
</tbody>
</table>

In this research, two types of descriptive and inferential statistical methods have been used. In descriptive statistical method, frequency tables and percentages, averages and standard deviations have been employed, and in inferential statistical method, Kolmogorov-Smirnov test, Pearson correlation test, 2-string Spirman test, t-test and Mann-Whitney U have been used. Furthermore, Spss software package has been applied for calculations.

Hypothesis Testing and Data Analysis:

Table 3: Descriptive Data Regarding Characteristics and Specifications of Subjects

<table>
<thead>
<tr>
<th>Total</th>
<th>Field of Study</th>
<th>Woman</th>
<th>Man</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>625</td>
<td>68</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>67/52</td>
<td>422</td>
<td>255</td>
<td>66/8</td>
<td>167</td>
</tr>
<tr>
<td>32/48</td>
<td>203</td>
<td>120</td>
<td>33/2</td>
<td>83</td>
</tr>
</tbody>
</table>

Results of Pearson correlation test between two variables of job stress and time management showed that there is an inverse and significant relationship between time management and job stress in PE teachers and non-PE teachers. Therefore, this hypothesis was confirmed.

2. There is no relationship between job stress in PE and non-PE teachers. (H2)
Table 5: descriptive statistics of average variable job stress in PE and non-PE Teachers

<table>
<thead>
<tr>
<th>Group</th>
<th>Average</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>4/57</td>
<td>1/576</td>
</tr>
<tr>
<td>non Physical</td>
<td>4/54</td>
<td>1/780</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Test statistics</th>
<th>Significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.013</td>
<td>L-statistics</td>
<td>Significant level</td>
</tr>
<tr>
<td>0.312</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- There is no significant difference between job stress of PE and non-PE teachers. Average stress of physical education teachers (4.75) is higher than of the other teachers (4.54), but this difference is not statistically significant. Therefore, this hypothesis was rejected.

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

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>196/82</td>
</tr>
<tr>
<td>non Physical</td>
<td>204/32</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Significant level</th>
<th>Statistic</th>
<th>Statistic-u</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.579</td>
<td>-0.654</td>
<td>14437/50</td>
</tr>
</tbody>
</table>

- There is no significant difference between time management in PE and non-PE teachers. Average of time management in physical education teachers (196.82) is lower than in other courses’ teachers (204.32), but the difference is not significant. Therefore, this hypothesis was rejected. 4. There is a relationship between demographic characteristics (age, gender, education level, work experience) and job stress. (H4)

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

<table>
<thead>
<tr>
<th>Significant level</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>non Physical</td>
</tr>
<tr>
<td>0/612</td>
<td>0/363</td>
</tr>
<tr>
<td>0/793</td>
<td>0/692</td>
</tr>
<tr>
<td>0/226</td>
<td>0/444</td>
</tr>
<tr>
<td>0/217</td>
<td>0/178</td>
</tr>
</tbody>
</table>

- Based on results obtained from the table, job stress has no significant relationship with age, gender, work experience and education level of PE teachers and non-PE teachers. Hence this hypothesis was rejected. Therefore, this hypothesis was rejected.

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

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

<table>
<thead>
<tr>
<th>Significant level</th>
<th>Correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>non Physical</td>
</tr>
<tr>
<td>0/001</td>
<td>0/0001</td>
</tr>
<tr>
<td>0/001</td>
<td>0/0001</td>
</tr>
<tr>
<td>0/176</td>
<td>0/229</td>
</tr>
<tr>
<td>0/1</td>
<td>0/081</td>
</tr>
</tbody>
</table>

- Time management has no significant relationship with gender and education level of PE teachers and non-PE teachers, but it has a direct and significant relationship with age and work experience of PE and non-PE teachers.

Summary and Concluding:

- At the present study, time management level of physical education teachers and other teachers is respectively 196.82 and 204.32, and this implies that there is a difference between time management in PE and non-PE teachers, and regarding the level of significance (0.05<0.579), this difference is not significant. Time management in non-PE teachers is higher than in PE teachers. Considering the obtained results, most of the PE teachers have second jobs (about 88.5% of respondents have athletic jobs and 11.5% have non-athletic jobs). Moreover, about 36% of responding PE teachers work for more than 8 hours a day, thus have less time to be managed and controlled, hence level of time management in them
is lower, while lower percentage of physical education teachers have second jobs, and only one-fifth of them work more than 8 hours a day, and can better manage their time.

- In the present study, the job stress level of PE and non-PE teachers is respectively 4.75 and 4.54, and this implies that there is a difference between job stress of PE and non-PE teachers, and regarding the significance level (0.05-0.312), this difference is not significant. This issue has been expressed in study which carried out by Ramazaninejad et al. [35] such that there is no significant difference between the prevalence of stressor factors among teachers with physical education and teachers with other education branches, which is in disagreement with this research result. However, it has a good agreement with results obtained from research of NakhaeiNiazi [31], which suggests that there is a difference between job stress of PE and non-PE teachers.

Here, many cases can be mentioned to why the job stress level of PE teachers are higher than non-PE teachers, including reasons such that teachers of physical education don’t feel to have an appropriate position in the school and education structure, and think that the organization is regardless toward their work, and on the other hand, they may engage with higher job stress due to issues such as controlling their students and providing their safety in open spaces, maintaining discipline in the classroom and not bothering other classes, limitation of space and standard athletic facilities, lack of sufficient knowledge about the sport in society, inappropriate weather conditions, lack of a suitable criterion for evaluation of physical education teachers, and etc.

- In the present study, there is an inverse and significant relationship between time management and job stress. This finding has a good agreement with results of Keshavarz [21], suggesting that there is an inverse and significant relationship between time management and job stress. One of the ways to prevent job stress is time management. Time management skills can help individuals to use their times more effectively and efficiently, and do their jobs in accordance with a predetermined plan. As mentioned before, too much work and lack of control over your time limit are major sources of job stress, and time management can reduce job stress by eliminating time-related stressor factors.

- In the present study, job stress has no significant relationship with age, gender, work experience and education level of PE and non-PE teachers.

This conclusion is consistent with results obtained from research of Keshkaran [22], suggesting that there is no relationship between work experience and job stress), Keshkaran [21], indicating that there is no relationship between education level and job stress), and O. 'Lanre [33], implying that there is no relationship between (age and job stress), and is in disagreement with the results obtained from research of O. 'Lanre [33], suggesting that there is a relationship between (gender and job stress). Keshkaran [22], implying that there is a relationship between work experience and job stress), Afoegbu and O. 'Lanre who show that there is a relationship between age and job stress.

In this research, the lack of relationship between education level and job stress might be caused by closeness of teachers’ education levels. Perhaps, if we examined the relationship between job stress and education level in a wider statistical population rather than cultural and intellectual community of teachers which have similar levels of education, then different results would be achieved. Additionally, the lack of significant relationship between work experience and job stress of teachers may be resulted from these reasons: firstly, the nature of teaching profession is such that teachers have gained so much experiences prior to entering work environment and are familiar with the job conditions. Secondly, the lack of continuous and appropriate evaluation in educational and research activities of the country, and inattention towards this issue has led to not emerging of such psychological pressures in subjected population.

The lack of relationship between gender and job stress can be associated with the culture and specific structure of education and instruction, and equality of job safety for women and men, and non-discrimination between women and men in that system, which may differ in various organizations.

- In the present study, time management has a direct and significant relationship with age and work experience of PE and non-PE teachers, but has no relationship with gender and education level.

This conclusion is in agreement with results obtained from research of Keshtkaran [22], suggesting that there is a relationship between work experience and time management), Kashtidar [20], indicating that there is no relationship between education level and time management) and Keshtkaran [22], implying that there is no relationship between gender and time management), and is in disagreement with the results obtained from research of Keshtkaran [21], (suggesting that there is a relationship between gender and time management).

This conclusion is in agreement with results obtained from research of Kashtidar [20], suggesting that there is no relationship between education level and time management), Keshtkaran [22], indicating that there is no relationship between gender and time management) and Keshtkaran [22], implying that there is a relationship between (work experience and time management), and is in disagreement with the results obtained from research of Keshtkaran [21], suggesting that there is a relationship between (gender and time management).

The results of this research show that with increment of age and work experience, time
management skill of individuals also will increase. With increment of age and work experience, individuals’ attitude towards efficient usage of their own time will change and they will lose less time. This indicates that individuals with increment of their age and work experience gain more skills in accomplishing their tasks, and then the percentage of making mistakes, reworking and etc. will decrease, thus they have more available time to manage.

The lack of relationship between education level and time management can be due to the closeness of teachers’ education levels. Perhaps, if we examined the relationship between time management and education level in a wider statistical population rather than cultural and intellectual community of teachers which have close levels of education, then different results would be obtained. Moreover, The lack of relationship between gender and time management may also be resulted from the fact that time management is an acquisitive capability and it can be learned and gained through instruction and training, and would have nothing to do with gender.

After studying the relationship of job stress and time management with individual characteristics of PE and non-PE teachers in Mashhad city, the obtained results and findings suggest that time management can reduce job stress through eliminating the time-related stressor factors, thus it is of huge importance, while many people are not aware of its true meaning. Time management can establish hope for life.

If society’s people, especially those who work in sensitive jobs such as teaching, try to manage their time, then they will be able to avoid many failures, adversities, job stresses and losses or damages which arise from time issue. Hence, officials of the education system should include the necessity of upgrading the time management skills more than ever in their plans.

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