



The Relationship Between Successful Separation and the Occupational Stress of Physical Education Teachers in Isfahan

¹Reyhaneh Nasr Esfahani, ²Majid Khorvash, ³Mina Mostahfezan

¹Department of Physical Education, Mobarakeh [Isfahan] Branch, Islamic Azad University, Isfahan, Iran.

²Department of Physical Education, Majlesi [Isfahan] Branch, Islamic Azad University, Isfahan, Iran.

³Department of Physical Education, Najafabad [Isfahan] Branch, Islamic Azad University, Isfahan, Iran.

ARTICLE INFO

Article history:

Received 10 January 2013

Received in revised form 11 March 2014

Accepted 19 March 2014

Available online 1 April 2014

Keywords:

Successful Separation, Profession Stress, Physical Education Teachers

ABSTRACT

Background: The purpose of the present research is to study the relation of Successful separation with the profession stress of physical education teachers of Isfahan in 2012. **Methodology:** The research method was descriptive-correlation and its population included 1637 physical education teachers from whom 305 ones were according to the population volume and randomly selected as the sample. Measurement instruments included the character questionnaire of R. Stertesodi Brown Einstein (Majidi, 2006) and the profession stress questionnaire made by the researcher. After facial narrative and content confirmation, by using Kronbach Alfa test, its reliability coefficient for each questionnaire was gained as 0.87 and 0.95. Data analysis was performed at descriptive and deductive levels. The average percentage and measure deviation indexes were applied at descriptive level and at deductive level, Lowin test; Colmogroph Smironeuf test, F and t tests [variance analysis], test of mono-variable t, Pierson correlation coefficient test and multiple regression tests were performed. A significant level was considered for the hypothesis test [$p < 0.05$]. **Results:** The results showed that character dimensions have a significant relationship with profession stress and the student ingredients, the professional qualifications of the manager and teachers as well as organizational factors and the social-economic situation are meaningful predictors for teachers' profession stress. Based on the demographic data, there is difference between male and female in terms of professional stress and the stress was less than the average among the teachers. **Conclusion:** There is a reverse relation between success ambition and profession stress. Furthermore, from the character dimension averages obtained, it was determined that the success-ambition dimension has the highest average among the teachers.

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To Cite This Article: Reyhaneh Nasr Esfahani, Majid Khorvash, Mina Mostahfezan., The relationship between Successful separation and the occupational stress of physical education teachers in Isfahan. *J. Appl. Sci. & Agric.*, 9(3): 1104-1106, 2014

INTRODUCTION

Stress is common phenomenon in teaching profession & sometimes all teachers face to it & can say stress is part of their jobs. Teachers in different degree [education levels] & times have reported occupational stress from minor to sever & teaching is considered as 10 stress profession Allison (2007).

Regarding to the one of the providence strategies of students' problems that it is explained in teaching framework, intervention in teachers' level & trying to decrease their stress is obtained through better teaching environment. Ability of facing to stress is important skill that all teachers need it & must be learnt strategies in first stage that maximize the stress & in the next stage overcome the generated stress.

Parts of teachers' skill & ability in facing the workplace stress are related to their personal characteristics. Scientists states different divisions & different opinions about personal dimensions, such as; Etckeensen & Mack Cland researches, moreover their personal dimension, they divided the persons to 3 categories; "seeking success, power demand & individuals need to dependency" & each of them behave in specific practices & finally they need to the different opinions. Seeking success persons want to be better than others & always following to get feed backs & see their results of works. Power demand pays more attention to the successes & in their decisions allege [follows-up] the terms & conditions & low & against the persons with the need to dependency & with interested to establish & maintain rapport to others & don't show special commitment to obeying the rule & regulation Narimani (2007). The seeking success persons tend to situations that following to find solutions to facing the problems of personal responsibility; otherwise, they don't satisfy in their need of success against successful results of performance.

Corresponding Author: Reyhaneh Nasr Esfahani, Mobarakeh [Isfahan] Branch, Islamic Azad University, Isfahan, Iran.
Tel: 09131865621

Seeking success persons are not persons who believe the chances. They don't interest to the successful that the results obtained based on the chances & other external control & they believe to the tries Keramati (2005). Now, regarding to the negative effects of stress on Physical Education performance & satisfactions & teachers' successful characteristics are related to the level of irritability & also the way of facing the stress, is there relationship between seeking success & Physical Education professional stress? So, we decide to study on the relationship between physical education teachers' professional stress & seeking success in Isfahan.

Methodology:

The recent research is correlation & it is practical ones. The methods of collecting data are surveying method, based on the presented statistics of human resource office showed the teachers in 1937-2010. The methods of sampling are stratified random based on the sample volume & 305 persons are selected based on Cochran & Sharp table as sample. The measuring tools were personality questionnaire of R. streets & D. Braunstein in 15 questions with seeking success, power demand & need to dependency components & researchers' questionnaire of occupational stress. R. Street & D. Brannstein's personal test questionnaire was standardized by Majidi (2006) on Tarbiat Modares University students & included 15 questions & each one as 5 selections & professional stress questionnaire is made by researchers & includes 23 questions & each one has 5 selections & is used Likert 5- items, for determining the validity of Seeking success & professional stress questionnaire were used 10 persons of Physical Education & sport science experts that they have PHD in management & planning, so they stated their opinions & then content & face validity were determined by them. Stability of seeking success questionnaire was obtained 0.87 based on Cornbaches' Alpha coefficient & it was 0.95 in professional stress test questionnaire based on C ronbaches' Alpha coefficient the researcher used descriptive methods [mean, SD], for analyzing the data & also for obtaining homogeneity variance was used deductive statistics such as Lovin test,, for distributing the data was used Smirnov test, for comparing means was used F & t tests [variance analyzing]

For comparing hypothetical means was used variant t-test, for finding the relationship between variables was used Pearson correlation coefficient test & for forecasting the criterion variable was used test. All above methods were done by computers & SPSS 19 software in error level 0.05.

Results:

What are the score means of Physical Education teachers' responsibility dimensions?

Table 1: Distribution the maximum, minimum mean & standard deviation of personality dimensions [single variable t].

	minimum	maximum	mean	SD	Hypothesis mean of society	T	P
Seeking success	5	25	21.18	2.39	15	30.86	0.001
Power need	5	25	20.01	3.40	15	24.96	0.001
Need to dependency	5	25	19.80	3.27	15	24.82	0.001

Regarding to the results of the table [1], t of critical value of it is meaningful in the error level [0.05 percents]. So the score mean of personality dimensions are more than average among above dimensions in teachers.

What is the professional stress of Physical Education teachers in province?

Table 2: Minimum, maximum, men & standard deviation distributions in professional stress in teachers [single-variable t].

	minimum	maximum	mean	SD	Hypothesis mean of society	T	P
Students	4	20	11.36	4.24	12	-2.53	0.012
Teachers competence	5	25	13.63	4.98	15	-4.62	0.001
Managers	4	20	10.69	7.48	12	-4.90	0.001
Organizational factors [schools, education & social]	5	25	11.50	5.30	15	-11.16	0.001

Regarding to the results of table [2], t is meaningful in critical value of table in the error level [0.05], so, teachers' stress is lower than medium level in above dimensions.

Is there meaningful relationship between teachers' seeking success & professional stress?

Table 3: Correlation coefficient between seeking success & professional stress.

		student	Professional competence	The factors related too managers	Organizational factors	Socio-economic
	r	-0.101	-0.0157	-0.131	-0.169	-.163
Seeking success	p	0.088	0.008	0.027	0.004	0.006

Regarding to the table [3], correlation coefficient is meaningful between seeking success & stress level in professional competence dimensions, managers, and organizational, economical & social factors in the $P \leq 0.05$ level. So, there is reverse relationship between seeking success & professional stress, professional competence dimensions, cases that related to manager & organizational economical & social factors.

Conclusion & discussion:

What are the Physical Education teachers' personality dimensions?

The findings of research showed that personality dimensions [seeking success, power need & need to dependency] is more than average. The results of recent research are same as the results of Chatlear (2012). That named "surveying the athletes personality" & showed that personality is one of the most challenges in sport concept & the basic of most policies & strategies of teams is for improving the athletes' performance & operation. In this research, all personality is same in all components [seeking success, power need & need to dependency]. This similarity can be because of similarity among tow statistic population based on sport, also these results are same as Land & Itkison's stratified of personality & they divided persons in three groups; seeking success, power need & need to dependency. These results showed that the meaningful in 3 personality dimensions what is the amount of components of Physical Education teachers' professional stress in Isfahan. The results of research showed that teachers' professional stress in all components [students, teachers' professional competence, managers & organizational factors; schools & education & social & economical statues]. The highest priority related to competence & the lowest ones related to the managers. The results of this research is same as Coakanews (2007), surveying on teachers' stress resources & its effects on job burnout & showed that the most important personal stress in teachers are being angry, as the results of this research, the most important stress resources related to the competence in teachers. This difference is because of different culture [Iran & Greece] among teachers, also these results are same as Berg (1990) opinions & Daina & Warma (1998). Berg results, Warma & Daina determined 100 areas as most frequent source of stress [students' lack of motivation, maintain discipline, time pressure of over work, coping with change valuation by others, relationship between associates, self-esteem & work position, supervision & management, role conflict & ambiguity in bad terms of work]. This similarity is because of teachers' answer to the stress situation in job.

Is there meaningful relationship between seeking success with Physical Education teachers' professional stress in Isfahan?

The results showed that correlation coefficient is meaningful between seeking success & professional stress in professional competence dimension, manager, organizational & social & economical factors. These results are not same as Samari's research, studying on interrelationship of personal characteristics & job stress in work place. Samari's results showed that among studies variables are forecasting total & type anxiety [A-B]. This difference can be because of different in work place. The results of recent research are same as Majidi (2006), results research, relationship between personality dimension & burnout among physical education male teachers. The results of statistic test showed that, there is meaningful relationship between personality dimensions. [Extraversion, openness to experience, deontology, emotional compatibility & stability] & the job burnout components [emotional burnout, depersonalization & lack of personal success] also it is noteworthy, it is measured relationship between personality dimension & stress.

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