

A COMPARATIVE STUDY ON SELECTED PSYCHOLOGICAL CHARACTERISTICS BETWEEN RURAL AND URBAN PHYSICAL EDUCATION TEACHERS OF PUNJAB

Amritpal Kaur, Research Scholar, Department of Physical Education and Sports Technology, Sri Guru Granth Sahib World University, Fatehgarh Sahib, Punjab
Email: amritpalkaur9391@gmail.com

Abstract

The purpose of the study was to compare selected psychological characteristics between rural and urban physical education teachers of Punjab. The total 40 samples in which 20 rural and 20 urban physical education teachers of Punjab. It was hypothesized that there will be significant difference in selected psychological variables between rural and urban physical education teachers of Punjab. All the samples were selected by Stratified sampling technique. To assess Emotional Exhaustion of selected subjects Teachers Burnout Inventory by Madhu Gupta and Surekha Rani (2017) was used. To find out Coping Mechanism, Coping Mechanisms Scale (CMS) by Devendra Singh Sisodia and Motiwala (2022) was preferred. For the purpose of this study descriptive statistics will be calculated. To find out the difference in selected Physical education teachers of Punjab *t*-test will be applied. All these tests will be applied by using SPSS (Statistical Package for Social Sciences) software version 23. The level of significance will be set at 0.05. Result found that Rural having high amount of Emotional Exhaustion as compared to urban physical education teachers of Punjab. Rural having high amount of Coping Mechanisms as compared to urban physical education teachers of Punjab.

INTRODUCTION

Physical education is a combination of two words – physical and education. The word physical refers to the body, and indicates bodily characteristics such as strength, speed, endurance, flexibility, health, coordination, and performance. It generally contrasts the body with the mind. The term education, when used in conjunction with physical, refers to a process of education that develops the human body, especially fitness and movement skills. In olden days, the body was considered a distinct entity separate from mind, intellect, and spirit. But today, it has been realized that man has to be taken as a whole, and physical education is not merely concerned with his physical strength. Therefore, physical education is not only a physical activity, but a process of development of the person as a whole.

An effective teacher not only imparts the entire educational curriculum allotted to him in the best and most efficient manner, but also ensures the best possible academic performance and an optimum personality development of the students. In the present scenario when there is a fierce competition in every sphere of life, effectiveness of the teachers becomes imperative to empower the students to face the emerging challenges of the global world. The effectiveness of a teacher depends largely on his/her personality (Khatal, 2010).

Emotional exhaustion is a feeling when emotional resources seem inadequate to deal with the situation.

It refers to a feeling of excessive emotional stress and being drained by contact with other people (Kowalski, Ommen et al., 2010). Depersonalization refers to the treatment of other individuals as objects rather than people. Patients are viewed negatively and cynically when depersonalization occurs. A diminished feeling of personal accomplishment refers to a tendency to evaluate one's own behavior and performance in a negative way, resulting in a feeling of incompetence on the job and an inability to achieve performance goals (Cooper, Dewe, & O'Driscoll, 2001).

Emotional exhaustion is a state that consequences from an extreme job stress and demand which constantly promote to severe mental strain. This state may also be referred to as emotional exhaustion (EEX). It is a personal tendency or ability to experience as if inner resources have been fatigued due to psychological as well as emotional, physical, and social effect. It usually does not require medicinal intervention if individual is not suffer from more severe problems. In nearly all cases, an individual can get better if he takes gets relax or decreases the reason of stress. If an individual occurs over strained with stress, there is a danger of that person will suffer from EEX. This state of an individual may be influence the satisfaction level and quality of life (QuoL) and tend to correlate with emotional/psychological well-being (Boekhorst, Singh and Burke, 2017).

Coping refers to the action-oriented and intra-psychic effort which is helpful in managing environments, internal demands, and conflicts among them which tax or exceed a person's **resources (Cohen et al., 1979)**. Coping is an ongoing process that changes in response to the demands of life and personal appraisal of circumstances (**Ridder et al., 2003**). Positive coping is associated with better mental health outcomes, while negative coping is associated with psychological problems (**Mark and Smith, 2012**). Positive coping styles, such as problem-solving attempts, information seeking, and social support, focus on actively trying to cope with stress and change the problematic situation. The hallmarks of negative coping styles are avoidance, wishful thinking, and substance use. Negative coping focuses on the emotions triggered by the stressor, not the stressor itself (**Nowack, 1989**).

Coping mechanisms are some sort of "survival skills" which people use to deal with the stress, pain, and natural changes which they experience in their lives. They stand for positive and negative coping mechanisms. Negative coping mechanisms may include denial, self-harm and addiction, while positive coping mechanisms entail the individual's ability to maintain a positive disposition and healthy lifestyle, establishing structure support and creating effective and creative pathways (**Custodio & Siy, 2017**).

PURPOSE OF STUDY

The purpose of this study was to compare Emotional Exhaustion and Coping Mechanisms of physical education teachers of Punjab. It was hypothesized that there will be significant difference in selected psychological variables between rural and urban physical education teachers of Punjab.

MATERIAL AND METHODS

For this study 40 subjects in which 20 rural and 20 urban were selected by Stratified sampling technique from different areas of Punjab. Further, they were divided into two subgroups of rural and urban. Selected psychological characteristics of Emotional Exhaustion were assessed with the help of teachers Burnout Inventory by Madhu Gupta and Surekha Rani (2017). There are 40 items which are related to Perceived Self Efficacy, Students' Disruptive Behaviour, Collegiality and Institutional Climate. Selected psychological characteristics of Coping Mechanisms were assessed with the help of Coping Mechanisms Scale (CMS) by Devendra Singh Sisodia and Motiwala (2022). There are 50 items in these questionnaire. These questionnaires were distributed to selected subjects. After the completion of inventory were collected from them and scoring was done as mentioned by authors.

PROCEDURE

To assess Emotional Exhaustion of selected subjects Teachers Burnout Inventory by Madhu Gupta and Surekha Rani (2017) was used. This inventory is highly reliable and valid to evaluate Emotional Exhaustion of physical education teachers of Punjab. To measure Coping Mechanisms of selected subjects Coping Mechanisms Scale (CMS) by Devendra Singh Sisodia and Motiwala (2022) has been preferred.

STATISTICAL TECHNIQUE

Descriptive statistics i.e., mean and standard deviation were calculated. As per objective of the study, independent t-test was employed. All tests were employed with the help of SPSS-software version 23. The level of significance was set at 0.05.

RESULT AND DISCUSSION

TABLE NO. 1

COMPARISON OF EMOTIONAL EXHAUSTION BETWEEN RURAL AND URBAN PHYSICAL EDUCATION TEACHERS OF PUNJAB

Total EE	RURAL (N=20)		URBAN (N=20)		't'
	Mean	S.D	Mean	S.D	
	22.90	3.72	18.72	3.04	3.11

Level of Significance 0.05

t value at 0.05= 2.02

Table no. 1 shows the mean and standard deviation of total EE (22.90±3.72) for the rural physical education teachers of Punjab. It also shows the

mean and standard deviation (18.72± 3.04) of urban physical education teachers of Punjab.

From table no. 1, result found that rural having high effected from emotional exhaustion (m=22.90) compared to urban (m=18.72). The 't' ration is 3.11 indicates that there is significant difference at 0.05 level.

TABLE NO. 2 COMPARISON OF COPING MECHANISMS BETWEEN RURAL AND URBAN PHYSICAL EDUCATION TEACHERS OF PUNJAB

Total CM	RURAL (N=20)		URBAN (N=20)		't'
	Mean	S.D	Mean	S.D	
	32.90	4.02	28.72	3.14	

Level of Significance 0.05

t value at 0.05= 2.02

Table no. 2 shows the mean and standard deviation of total CM (32.90 ± 4.02) for the rural physical education teachers of Punjab. It also shows the mean and standard deviation (28.72 ± 3.14) of urban physical education teachers of Punjab.

From table no. 2, result found that rural having high effected by Coping Mechanisms ($m=32.90$) compared to urban ($m=28.72$). The 't' ration is 2.28 indicates that there is significant difference at 0.05 level.

CONCLUSION

On the basis of data gathered and statistical interpretation result indicates that:

1. Rural having high amount of Emotional Exhaustion compared to urban physical education teachers of Punjab.
2. Rural having high effected by Coping Mechanisms compared to urban physical education teachers of Punjab.

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