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THE RELATION BETWEEN TIME MANAGEMENT AND JOB STRESS IN PHYSICAL EDUCATION LECTURERS AND FACULTY MEMBERS OF HAMEDAN UNIVERSITIES

Abstract
The goal of this research is to study the level of job stress and time management of physical education teachers in Hamedan universities; it also investigates the effect of time management as an efficient component on job stress controlling process. The data collected by field study method through Spielberg job stress questionnaire (Cronbach alpha coefficient 0.83) and modified questionnaire of time management (Cronbach alpha coefficient 0.84). Research population consisted of physical education teachers of Hamedan universities; and research statistical sample also included all physical education faculty members of Hamedan universities and also, teachers of non-faculty members that to be PhD student and or had 5 years of experiences. Finally, 61 physical education teachers participated in this research. The age mean age of physical education teachers measured 38.92 ± 8.8 years and job stress and time management estimated 4.09 ±1.6 and 105±9.07, respectively. Moreover, there was a significant relation seen between job stress and time management variables and dimensions (goal setting, planning, and performance evaluation). Independent t-test showed no significant difference between men and women as well as education level in job stress level and time management of physical education teachers. According to research findings, it can be stated that improved time management leads to reduced job stress level in physical education teachers that significantly influences their quality of life.

Key words: time management, job stress, physical education teachers and faculty members

Introduction
Human life, self-esteem, and the pride of any individual and society depend on the level of job that attracted scholars’ attention in the present decade. Job embraces many aspects including satisfying human needs, independence, social integration, esteem, mental relaxation, and convenience of community members; however, it may be the main source of mental pressure, too. Stress exists among all individuals working in a society. Evidences demonstrate that personnel jobs play a critical role in stress suffering. Jobs deal with time pressures (time is important in these jobs), those encounter physical risks and injuries, high-responsible and accountable jobs to human or financial issues, etc are more sensitive to stress. However, it worth noting that some balanced organizational stresses may be constructive that leads to higher motivation and effort among employees (Alvani, 2008). Job stress is a typical implementation worrying that causes reduced self-confidence and poor performance. In other words, it refers individual’s general attitude toward its job; the one with high stress job has a negative attitude; hence, unsatisfied individual never succeeds. Job dissatisfaction causes disappointment and adverse effects including anxiety, absence, delays in work, desertion, early retirement (Nakhaei Niyazi, 2008). In the present world, only capital and knowledge are not sufficient for job success. One effective factor for success is proper use of time referred as time management (Moghimi, 2006). Time management means controlling and planning the person’s time (Mancini, 2003). Of the variables related to job stress dealing with it is time management that contains goal setting, prioritizing, planning, and performance evaluation components (Javaheri zade, 2005; Ghaed Mohammadi, 2010). However, any job has its particular stresses, university professors incur specific pressures less observed in other professions. Planning curriculum, large workload and time pressure, assessment, educational environment, job vague future, class discipline, peers conflicts, unfavorable working condition, as well as promotion pressures are some of professors’ stress sources along with personal, family, and social pressures lead to stress. Moreover, it adversely influences teachers and students’ relations, the quality of teaching, and commitment leading to escaping from work, frequent absence, uneasiness, and job insecurity. Studies conducted on university teachers stress level reveal that prevalence of job stress among university teachers around the world is widespread and seriously increasing (Winfield, 2000). Regarding that teaching at university is a crucial job in society, and university teachers critically contribute in educational system due to their responsibility in developing educational objectives as well as education, if time cannot properly managed, it not only influences itself, but also universities’ function and performance; on the other hand, teachers’ mental health is particularly prioritized. One of the current discussions is time management and its role in efficiency and reducing job stresses. Time management is the requirement of managers. Regarding that there has been no studies conducted on the relation between these two variables among university teachers; thus, it is necessary to study the relation between time management and job stress in physical education teachers.
The goal

The goal of this research is to study physical education teachers’ job stress in Hamedan universities; it also investigates whether time management plays any role in controlling job stress process as an effective component? Research specialized objectives include: 1. Determining the relation between physical education teacher’s job stress in Hamedan universities and time management components; 2. Describing individual characteristics (sex, age, years of experience, education level) of physical education teachers in Hamedan universities; 3. Determining the relation between individual characteristics with time management and job stress variables; 4. Determining job stress level of physical education teachers in Hamedan universities; 5. Determining time management level of physical education teachers in Hamedan universities. Therefore, in general, it tries to analyze the relation between time management with job stress level of physical education university teachers of Hamedan.

Materials and methods

The present descriptive-correlation research is an applied study. The information gathered through field study method. The statistical population consisted of physical education professors in Hamedan and research sample was also all physical education faculty members of Hamedan universities as well as on tuition teachers studying PhD and or M.A with five years of experiences in Hameddan universities. Data collected through using two questionnaires. The first was time management questionnaire involving two parts: the first part, page 1, measures individual characteristics (sex, age, years of experience, education level) of physical education professors stated in objective 2. The second part, consisting of 28 items, estimates goal setting, prioritization, planning, and performance evaluation components (objective 2), respectively; contains 7 items. Job stress of questionnaire contains 30 items measuring physical education professors’ job stress in goal 4. The questionnaires distributed to the professors in person. Objectives (1 and 3) and the relation between individual characteristics and time management components with job stress studied and determined using inferential statistics. This research used Javaheri zade (2009) (Time management; Concepts, Basics, and functions) reliable time management questionnaire in a five-point Lykert scale. The researcher verified the validity (according to physical education professors’ attitudes) and reliability (using Cronbach alpha coefficient) of the questioners. Job stress level assessed through using Spielberg standard job stress questionnaire including 30 nine-option questions, in a Lykert scale, applied in several studies with a high validity and reliability (Cronbach alpha coefficient 0.84 in Esandiyyari et al (2012) study and the reliability of 0.89 in Karami (2011). Data were analyzed using descriptive statistics; then, data curve normality examined by Kolmogorov -Smirnov test (Sig=0.2, Z=0.076).

Variables’ relations determined through using independent t-test and Spearman correlation test. Statistical computations conducted in SPSS 16 software.

Results

As Table 1 shows, physical education professors’ mean age attained 38.92±8.8 years; job stress level in a nine-point scale estimated 4.09±1.6; further, time management scored 105±9.07 of the total 140. According to figure 1 and Table 2, there is an inverse significant relation seen between job stress and time management (R=-0.35, Sig=0.006). Furthermore, as Table 3 represents, there is no significant difference between time management and job stress of different groups in terms of sex and education level.

Discussion and conclusion

According to research obtained results, it can be stated that physical education professors’ mean age was 38.92±8.8 years; job stress level was 4.09±1.6 of the total score of 9 indicating average job stress level. Further, time management scored 105±9.07 of the total score of 140; thus, it expressed that physical education professors had a relatively good time management. There was a significant, inverse relation seen between job stress and time management (Sig=0.006, R=-0.35) as well as its aspects and components (goal setting, planning, and performance evaluation).
In addition, desired condition and time management of guidance schools' principals showed significant difference. Ghaed Mohammadi (2010), in a study named time management and its components among Islamic Azad University students, found that mean score of goal setting, prioritizing, and performance evaluation as time management components lacks significant difference; while, mean of planning and time allocation as time management components was significantly different.

Chitsaz (2010), in a study named the relation between job stress and organizational commitment of faculty members of Vali Asr University and Islamic Azad University of Rafsanjan, concluded that job stress of faculty members is average, which is consistent with the results of the present research. Individual factors (education level and sex) lack any direct, significant relation with job stress and organizational commitment of faculty members, which is inconsistent with our findings. Individual factors (major and years of experience) had no significant relation with job stress and organizational commitment of faculty members. Isfahani (2011), in his study named the relation between time management and creativity of the staff of physical education organizations, found out that time management influences staff creativity. Moreover, Miranda (2005) studied the interaction between time management and elementary schools' teachers' occupational requirements and concluded that time management and emotional exhaustion and burnout are significantly correlated. Abangah (2011), in a study named the relation of roughness factor and job stress with occupational performance of Islamic Azad University staff and faculty members, Gachsaran branch, found out that all aspects of job stress negatively and significantly predict job performance.

Brigitte (2007), reviewing time management, expressed that time management significantly correlated with time, job satisfaction, and health; the less the time management the higher job stress. Furthermore, Hosseini (2013) also studied the relation of time management and job stress among physical education organization staff and found out that time management has a significant, inverse relation with job stress so that the poorer the time management the higher the job stress. This result is consistent with the results of our study. Ahsan et al. (2009) in a paper naming the effect of job stress on job satisfaction of Malaysia University staff concluded that there is a significant, inverse relation between job stress and job satisfaction.

Considering these studies, it can be stated that job stress considerably influences working and occupational quality in different organizations. According to research findings and conducted studies, it concluded that better time management leads to reducing job stress level of physical education professors. This not only improves the quality of teaching, but also enhances the quality of life of physical education teachers.
References


SAŽETAK

Cilj ovog istraživanja je bio proučiti odnos razine stresa na poslu i upravljanja vremenom tjelesnog odgoja nastavnika u Hamedan sveučilištim. također je istraživan utjecaj upravljanja vremenom kao učinkovite komponente na proces koji kontrolira stres u poslu. Podaci su prikupljeni metodom terenskog istraživanja kroz Spielberg upitnik poslovnog stresa (Cronbach alfa koeficijent = 0,83) i modificiranog upitnika za upravljanje vremenom (Cronbach alfa koeficijent = 0,84). Uzorak se sastoji od učitelja tjelesnog odgoja ali statistički uzorak također uključuje svo edukacijsko osoblje Hamedan sveučilišta kao i ne-nastavno osoblje koje ima doktorat ili 5 godina iskustva. Konačno, 61 nastavnik tjelesnog odgoja je sudjelovali u ovom istraživanju. Prosječna dob nastavnika tjelesnog odgoja bila je 38,92 ± 8,8 godina a stres posla i upravljanje vremenom procjenjuje se na 4,09 ± 1,6 i 105 ± 9,07, respektivno. Osim toga, tu je značajna povezanost između varijable poslovni stres i upravljanje vremenom (postavljanje ciljeva, planiranje i ocjenjivanje). Nezavisni t-test je pokazao da nema značajne razlike između muškaraca i žena, kao i po razini obrazovanja u razini stresa i upravljanja vremenom nastavnika tjelesnog odgoja. Prema rezultatima istraživanja, može se reći da bolje upravljanje vremenom dovodi do smanjene radne razine stresa kod nastavnika tjelesnog odgoja koji znatno utječe na njihovu kvalitetu života.

Ključne riječi: upravljanje vremenom, poslovni stres, učitelji tjelesnog odgoja, osoblje fakulteta