

A study on level of organizational stress and fatigue in physical education teachers according to various demographic variables

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Abstract

This study aims to examine the level of organizational stress and fatigue in physical education teachers in terms of various demographic features. A questionnaire was applied to physical education teachers in Hatay within the framework of this study carried out with relational scanning model. 311 physical education teachers in total took part in this research. The data were analyzed with the help of programs called SPSS 15.0, minitab 13.20 V. and STATISTICA 7.0. The results obtained following the analyses were interpreted in compliance with 5 % significance level and in a 95 % confidence interval. The research findings point out that physical education teachers generally suffer from a high-level of organizational stress but nonetheless their level of fatigue (except for the sub-dimension of individual accomplishment) is quite low. The analyses, carried out in demographic variables, suggest that variables such as age, education and level of income do not differ in level of stress and fatigue but variables such as sex, marital status, course load and seniority do.

Keywords: Organizational stress; Fatigue; Physical education teacher

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1. Introduction

Stress, one of the major health problems in today's world, is an issue to be put emphasis on in terms of its impact on business life and its consequences. It is not possible to imagine people without under any stress in modern societies particularly in very sophisticated and complex organizations [1]. It is very well known that staff of organizations suffers from individual and environmental stress and anxiety and cannot do their job efficiently. Physical, social and psychological conditions within the organization, a major part of human life, lead to stress and adversely affect the health of the individual [2].

Stress is the reaction of the body to situations and conditions that put physical and mental burden on the body [3]. Stress, called as the reaction of the organism vis-à-vis any kind of

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changes, is not a disease or a syndrome. It is a natural and sine qua non part of our lives. It may lead to joyous and exciting occasions for a given period of your life whereas it may give rise to a severe stress for another [4]. The individual, who finds himself in a family and an organization from the moment he is born, leads his life in various organizations as a requisite of social life. Under these circumstances, the problems within the organization have effect upon people, and the problems of people likewise have effect upon the organization. Increasing stress level of the people, along with these interactions, leads to the organizational stress [5].

Stress is an issue resulting in both psychological and physiological consequences [6]. The stress, a fact for the social and organizational life, weakens the performance of the staff, the structure and operation of the organizations and the life itself in quality, and leads to fatigue [7]. The fatigue, in lexical meaning, is defined as failure due to excessive demand on energy, strength and sources, which gradually results in wearing out and exhaustion [8].

The fatigue, according to Maslach, is a three dimensional syndrome consisting of emotional exhaustion, depersonalization and feeling of reduced personal accomplishment [9].

The fatigue comes out for a variety of and complicated reasons. The factors leading to the fatigue can be analyzed in two groups. In the first group, we can observe demographic features and a character who works hard for an outstanding accomplishment, does his part more than enough and knows no boundaries [4]. What is observed in the second group is a role conflict, role ambiguity and typical stress makers such as work overload and interpersonal relations [10].

The fatigue leads to negative consequences in personal and organizational context. Chronic health issues, weariness, exhaustion, sleeping disorders, overweight or excessive weight loss, too much caffeine, alcohol, smoking, use of tranquilizer increase in problems in social relations fall under the personal consequences of the fatigue. That being said, a decline in business performance of the staff, an increase in absenteeism, conflict and lack of job satisfaction are among the organizational consequences of the fatigue [11-15].

The physical education teachers, in today's world, have gone through a number of problems in working conditions and expectations as the individuals shoulder major responsibilities. Some of these problems are student-teacher and school-family conflicts in education services, disciplining students, overcrowded classrooms, poor physical conditions and infrastructure, underpayment and promotion challenges. The physical education teachers are supposed to help students adjust to variable living conditions, uplift them physically, socially and physiologically to a sufficient level, improve and renew themselves as individuals, find solution to their own problems, adjust to current circumstances and follow the latest developments in physical education and sport. The features of the job and stress sources have various effects upon staff since all these requisites bring interpersonal competition to the forefront. Since all these expectations and problems are major stress factors, it is assumed that physical education teachers go through a severe stress to a considerable extent when we factor in interactions of physical education teachers with the social circle, differentiations with family members, challenges in social adaptation following the changes and "life events" which put extra stress on the individual [16]. It is inevitable for those, not having the competency to overcome the problems as a result of the stress, to suffer from numerous psychological disorders, particularly the fatigue. These problems lead to stress, anxiety and fatigue and reflect upon educational environment and thus the whole society giving rise to underperformance in the workplace, wishing to quit the job and even physical and mental disorders [17].

Within this context, it is assumed that physical education teachers would meet various sources of stress and equally suffer from the fatigue. From this point forth, this study aims to identify level of organizational stress and fatigue for physical education teachers and identify if there is any difference between the level of organizational stress and fatigue according to demographic features [18].

2. Method

The research was conducted with the relational scanning model which is one of the general scanning models. The universe of the research is composed of the sample group covering 311 Physical Education Teachers working in public schools of Hatay.

The organizational Stress Scale, developed by Theorell and et al. [19] and adapted to Turkish by Yildirim and et al. [20], was put into use for stress as a tool for data. This scale consists of 14 questions and four sub-dimensions. These are dimensions of ‘‘Work Load’’ (1st, 2nd and 3rd question), ‘‘Use of Skill’’ (4th, 5th and 6th question), ‘‘Social Support’’ (9th, 10th, 11th, 12th, 13th and 14th) and ‘‘Decision Involvement’’ (7th and 8th question) [21] Internal consistency value of the total scale is found to be as $\alpha=0,88$.

Maslach Burnout Inventory-MBI, developed by Maslack and Jackson [22] and adapted to Turkish by Ergin [23], was followed so as to identify teacher's level of fatigue [9-23]. Maslach divides the fatigue into three sub-dimensions. The first sub-dimension of the fatigue scale is ‘‘Emotional Exhaustion’’ (1st, 2nd, 3rd, 6th, 8th, 13th, 14th, 16th and 20th question) and the second sub-dimension corresponds to ‘‘Depersonalization’’ (5th, 10th, 11th, 15th and 22nd question) as the third one is ‘‘Personal Accomplishment/Failure’’ (4th, 7th, 9th, 12th, 17th, 18th, 19th and 21st). Cronbach’s Alpha internal consistency value of the total scale is $\alpha=0,77$. Terms in the scale are graded as ‘never (1), rarely (2), sometimes (3), usually (4) and always (5).

The data were analyzed with the help of the programs called SPSS 15.0, minitab 13.20 V. and STATISTICA 7.0. Demographic characteristics of the teachers and respective frequency distribution were identified with a definitive statistical method. The relations between the sub-dimensions of the questionnaire for organizational stress and fatigue were analyzed with Pearson product-moment correlation coefficient. The T test for bilateral groups and unilateral variance analysis (ANOVA) was put into use, according to demographic variables, so as to test if there was any difference between sub-dimensions of organizational stress and fatigue. On the other hand, the Tukey Post Hoc was the analysis so as to how the groups differ from each other. The results obtained following the analyses were examined and interpreted in compliance with 5 % significance level and in a 95 % confidence interval.

3. Findings

As of organizational stress sub-dimensions, Table 1 suggests that the arithmetic averages and standard deviations of the teachers in the sub-dimension of Decision Involvement ($\bar{x} = 4.07\pm0,92$) are highest as it is lowest in the sub-dimension of Work Load ($\bar{x} = 3.62\pm0.78$). In addition, these averages and deviations are highest in Personal Accomplishment ($\bar{x} = 3.76\pm0.64$) whereas they are lowest in Depersonalization ($\bar{x} = 2.03\pm0.87$) according to fatigue sub-dimensions.

When we take a look at Table 2, it is safe to say that there is a meaningful level of relation between social support sub-dimension of the organizational stress and all the sub-dimensions of the fatigue ($p > 0.01$). It is a fact that there is a positive relation between social support and

Table 1. Organizational stress and arithmetical averages of fatigue sub-dimensions and standard deviations

SCALES	Sub-dimensions	Average	Std Deviation
Stress	Work Load	3.62	0.78
	Use of Skill	3.89	0.80
	Decision Involvement	4.07	0.92
	Social Support	3.96	0.74
Fatigue	Emotional Exhaustion	2.48	0.73
	Depersonalization	2.03	0.87
	Personal Accomplishment	3.76	0.64

Table 2. Correlation analysis between sub-dimensions of the scales

		Marital Status	N	\bar{x}	SS	t	p
Stress	Social Support	Married	237	3.99	0.67	1.09	0.27
		Single	74	3.87	0.91		
	Work Load	Married	237	3.67	0.75	2.06	0.04*
		Single	74	3.45	0.87		
Use of Skill	Married	237	3.93	0.75	1.49	1.13	
	Single	74	3.77	0.95			
Decision Involvement	Married	237	4.13	0.84	1.93	0.05*	
	Single	74	3.86	1.12			
Emotional Exhaustion	Married	237	2.47	0.72	-2.27	0.78	
	Single	74	2.50	0.76			
Fatigue	Depersonalization	Married	237	1.98	0.83	-2.05	0.04*
		Single	74	2.21	0.97		
	Personal Accomplishment	Married	237	3.80	0.61	1.95	0.05*
		Single	74	3.63	0.73		

*p < 0.05.

personal accomplishment sub-dimensions whereas the relation between the emotional exhaustion and depersonalization is quite negative ($p < 0.01$). In addition, there is also a positive relation between the sub-dimensions of work load and emotional exhaustion and personal accomplishment whereas it is quite negative between the work load and depersonalization. It can be observed that there is a negative relation between decision involvement, emotional exhaustion and depersonalization where is the relation between personal accomplishments are quite positive ($p < 0.01$). It is founded out that there is a negative relation between decision involvement, emotional exhaustion and depersonalization whereas the relation between personal accomplishments are quite positive ($p < 0.01$).

According to the sex variable, Table 3 points out that there is a difference ($t = -1,66$; $p = 0,05$) in the sub-dimension of decision involvement, which is one of the organizational stress, and the arithmetical average ($\bar{x} = 3.88 \pm 1.06$) of the women is lower than the men's ($\bar{x} = 4.14 \pm 0.86$). There also lies a difference in sub-dimensions of emotional exhaustion ($t = 2.05$; $p = 0.04$) and personal accomplishment ($t = -2.92$; $p = 0.00$). Women turned out to have a higher arithmetical average in sub-dimension of emotional exhaustion. Men, on the other hand, turned out to have a higher average than women in the dimension of personal accomplishment.

Table 3. T-test analysis according to sex

		Sex	N	\bar{x}	SS	t	p
Stress	Social Support	Female	81	3.87	0.84	-1.20	0.23
		Male	230	4.00	0.69		
	Work Load	Female	81	3.46	0.91	-1.85	0.06
		Male	230	3.67	0.72		
	Use of Skill	Female	81	3.73	0.94	-1.91	0.06
		Male	230	3.95	0.74		
	Decision Involvement	Female	81	3.88	1.06	-1.96	0.05*
		Male	230	4.14	0.86		
Fatigue	Emotional Exhaustion	Female	81	2.62	0.76	2.05	0.04*
		Male	230	2.42	0.72		
	Depersonalization	Female	81	2.13	0.90	1.14	2.25
		Male	230	2.00	0.86		
	Personal Accomplishment	Female	81	3.55	0.80	-2.92	0.00*
		Male	230	3.84	0.56		

*p < 0.05.

According to marital status variable, Table 4 points out that there are meaningful differences in sub-dimensions of decision involvement (t = 1.93; p = 0.05) and work load (t = 2.06; p = 0.04). Some differences are obvious in the sub-dimensions of depersonalization (t = -2.05; p = 0.04) and personal accomplishment (t = 1.95; p = 0.05). In addition, single teachers have a higher average than the married ones.

Table 4. T-test analysis according to marital status

		Marital Status	N	\bar{x}	SS	t	p
	Social Support	Married	237	3.99	0.67	1.09	0.27
		Single	74	3.87	0.91		
Stress	Work Load	Married	237	3.67	0.75	2.06	0.04*
		Single	74	3.45	0.87		
	Use of Skill	Married	237	3.93	0.75	1.49	1.13
		Single	74	3.77	0.95		
	Decision Involvement	Married	237	4.13	0.84	1.93	0.05*
		Single	74	3.86	1.12		
	Emotional Exhaustion	Married	237	2.47	0.72	-2.27	0.78
		Single	74	2.50	0.76		
Fatigue	Depersonalization	Married	237	1.98	0.83	-2.05	0.04*
		Single	74	2.21	0.97		
	Personal Accomplishment	Married	237	3.80	0.61	1.95	0.05*
		Single	74	3.63	0.73		

*p < 0.05.

Table 5 points out that there is a meaningful difference between the sub-dimensions of work load (F(4;306) = 6.03; p < 0.05), use of skill (F(4;306) = 4.34; p < 0.05) and decision involvement (F(4;306) = 3.48; p < 0.05). Tukey Post Hoc analysis is displayed in Table 6 so as to identify the respective difference in fatigue sub-dimensions.

According to the course load variable, Table 6 suggests that there is a meaningful difference in favor of those with 10-15 class hours when we compare the teachers with 10-15 class hours (3.06±0.95), those with 26-30 class hours (3.77±0.68) and finally the ones with 30-plus (3.98±0.73) class hours. In the sub-dimension of use of skill, there is a meaningful

Table 5. ANOVA results according to the course load

	Su-bdimensions	Source of Variance	$\Sigma \bar{x}^2$	Sd	\bar{x}^2	F
Stress	Social Support	Intergroup	5.03	4	1,25	2.33
		Intra-group	164.93	306	0.53	
		Total	169.97	310		
	Work Load	Intergroup	13.96	4	3.49	6.03*
		Intra-group	177.10	306	0.57	
		Total	191.06	310		
	Use of Skill	Intergroup	10.82	4	2.70	4.34*
		Intra-group	190.54	306	0.62	
		Total	201.37	310		
Fatigue	Decision Involvement	Intergroup	11.54	4	2.88	3.48*
		Intra-group	253.75	306	0.82	
		Total	265.29	310		
	Emotional Exhaustion	Intergroup	1.04	4	0.26	0.48
		Intra-group	166.77	306	0.54	
		Total	167.82	310		
	Depersonalization	Intergroup	2.67	4	0.66	0.87
		Intra-group	233.96	306	0.76	
		Total	236.63	310		
Personal Accomplishment	Intergroup	1.38	4	0.34	0.82	
	Intra-group	129.29	306	0.42		
	Total	130.68	310			

*p < 0.05.

difference against the teachers with 26-30 class hours (4.05 ± 0.70) when compared to the those with 10-15 class hours (3.46 ± 1.06) and the ones with 16-20 class hours (3.66 ± 0.90). Likewise, in the sub-dimension of decision involvement, we can find a meaningful difference against the teachers with 30-plus class hours (4.57 ± 0.67) when compared to those with 10-15 class hours (3.65 ± 1.08) and the ones with 16-20 class hours (3.89 ± 1.09).

Table 6. Tukey Post Hoc analysis according to variable of course load

	Course Load	n	$\bar{x} \pm SS$	p
Work Load	10-15*	20	3.06 ± 0.95	0.00
	26-30	121	3.77 ± 0.68	
	+30	20	3.98 ± 0.73	
Use of Skill	26-30*	121	4.05 ± 0.70	0.00
	10-15	20	3.46 ± 1.06	
	16-20	56	3.66 ± 0.90	
Decision Involvement	+30*	20	4.57 ± 0.67	0.03
	10-15	20	3.65 ± 1.08	
	16-20	56	3.89 ± 1.09	

**p < 0.01, *p < 0.05.

According to the seniority of the teachers, Table 7 unfolds the fact that there are meaningful differences in the sub-dimensions of social support, work load and use of skill.

According to the seniority variable, Table 8 indicates that there are meaningful differences in the sub-dimensions of social support, work load and use of skill ($p < 0.01$). In seniority variable, another meaningful difference in favor of teachers with 6-10 years of experience (3.83 ± 0.84) can be observed when compared to those with 11-15 years of experience

Table 7. ANOVA results according to variable of seniority

Subdimensions	Source of Variance	$\Sigma \bar{x}^2$	Sd	\bar{x}^2	F	
Stress	Social Support	Intergroup	8.50	3	2.83	5.38*
		Intra-group	161.47	307	0.52	
		Total	169.97	310		
	Work Load	Intergroup	7.47	3	2.49	4.16*
		Intra-group	183.58	307	0.59	
		Total	191.06	310		
	Use of Skill	Intergroup	6.09	3	2.03	3.19*
		Intra-group	195.28	307	0.63	
		Total	201.37	310		
Decision Involvement	Intergroup	5.64	3	1.88	2.22	
	Intra-group	259.65	307	0.84		
	Total	265.29	310			
Fatigue	Emotional Exhaustion	Intergroup	1.054	3	0.35	0.64
		Intra-group	166.773	307	0.54	
		Total	167.827	310		
	Depersonalization	Intergroup	4.931	3	1.64	2.17
		Intra-group	231.701	307	0.75	
		Total	236.632	310		
	Personal Accomplishment	Intergroup	1.866	3	0.62	1.48
		Intra-group	128.815	307	0.42	
		Total	130.681	310		

*p < 0.05.

(4.12±0.62) and the ones with 16-plus years of experience (4.22±0.48). It is also possible to observe, in the sub-dimension of work load, meaningful differences against the teachers with 16-plus years of experience (3.88±0.72) when compared to those with 1-5 years of experience (3.41±0.75) and likewise the ones with 16-plus years of experience (4.11±0.76) are advantageous over those with 6-10 years of experience (3.97±0.96). There is no meaningful difference found in the level of p>0,05 according to the ANOVA unilateral variance analysis designed to identify the difference between the variables of the teachers in age, education, years of service and level of income and the sub-dimensions of stress and fatigue.

Table 8. Tukey Post Hoc analysis according to variable of seniority

Seniority	n	$\bar{x} \pm SS$	p	
Social Support	6-10*	119	3.83±0.84	0.01
	11-15	81	4.12±0.62	
	+16	45	4.22±0.48	
Work Load	1-5*	66	3.41±0.75	0.03
	+16	45	3.88±0.72	
Use of Skill	6-10*	119	3.97±0.96	0.04
	+16	45	4.11±0.76	

**p < 0.01, *p<0.05.

4. Discussion and conclusion

This study aims to identify level of organizational stress and fatigue for physical education teachers and identify if there is any difference between the level of organizational stress and fatigue according to demographic features.

According to the findings, the teachers turned out to suffer most from decision involvement in organizational stress and least in work load sub-dimensions. When the studies of Van Dick and et al. [24] and Gorter [25] are analyzed, it is obvious that social support, use of skill and work load as well as the decision involvement have effect upon the increase of organizational stress level. It is safe to say, when all these findings are analyzed, that the factors for physical education teachers with high organizational stress level in sub-dimension of decision involvement actually increase the level of organizational stress. It is assumed that teacher's non-involvement and inefficiency in operating educational services and finding solutions to problems such as student-teacher and school-family conflicts, disciplining students, overcrowded classrooms, poor physical conditions and infrastructure, increase the level of decision involvement which is one of the sub-dimensions of organizational stress.

The results suggest that Physical Education Teachers are above the average in the level of personal accomplishment (failure) when it comes down to the level of fatigue whereas their level of depersonalization and emotional exhaustion is quite low. The findings of this study, when other studies are analyzed, bear a resemblance with the studies of Kayabasi [26], Ardic and Polatci [27] and Budak and Surgevil [28]. The physical education teachers turned out to have a low level of fatigue although this level was expected to be high since the educational conditions and the number of equipments and facilities are quite poor. It is indicated that teachers do not feel exhausted and worn-out, in terms of "emotional exhaustion" and "depersonalization", and the pressure of organizational stress and they are pretty good in their human and social relations. The fatigue in the sub-dimension of personal accomplishment, however, may be regarded as an indicator of the fact that teachers find themselves insufficient and unsuccessful and tend to negatively assess themselves. It is possible to attribute this to the socio-cultural structure of the city the teachers live in and their inability to satisfy themselves in terms of profession and self-improvement due to the negativities in their own socio-economic levels.

The results of correlation analysis were examined particularly in terms of the relation between stress sub-dimensions and fatigue sub-dimensions and in a way whether the organizational stress led to a fatigue. It is accordingly identified that there is a relation in a meaningful level between social support sub-dimension of the organizational stress and all the sub-dimensions of the fatigue ($p > 0.01$). It is obvious that there is a positive relation between social support and personal accomplishment sub-dimensions whereas the relation between the emotional exhaustion and depersonalization is quite negative ($p < 0.01$). It is identified that there is a negative relation ($p < 0.01$) between use of skill, one of the sub-dimensions of the organizational stress, and depersonalization ($p < 0.05$) which is one of the sub-dimensions to the fatigue. It is founded out that there is a negative relation between decision involvement, emotional exhaustion and depersonalization whereas the relation between personal accomplishments are quite positive ($p < 0.01$). It is also clear that there is a positive relation between the sub-dimension of social support and work load as that is also the case for the relation between use of skill and decision involvement ($p < 0.01$). The findings of this study bear a resemblance with the studies of Kirilmaz and et al. [29] and Visser and et al. [30] These results are the indicators for potential increase in the level of depersonalization and emotional exhaustion in case the level of social support decreases. The more the social support for the teachers is in the organization, the higher level of decision-making and use of skills for individuals is. The more work load, the more need for social support. Within this context, it is possible to uplift the level in decision-making, use of skill and personal accomplishment thanks to the social support to the physical education teachers by the authorities and colleagues and a positive organizational atmosphere. Supporting the teachers

socially will likewise prevent them from the fatigue and in other words help them overcome their work load suffering from a low level of fatigue.

A meaningful difference was found in teachers in the sub-dimension of decision involvement, which is one of the organizational stress sub-dimensions, according to sex variable ($p < 0.05$). This difference suggests that women have a lower level of stress in the sub-dimension of decision involvement when compared to men. This study differs from the findings of Sanli and Tural [31]. We can attribute the differentiation of the sex in the sub-dimension of decision involvement to the fact that men, by their nature of management and leadership, are not able to satisfy their ego when they cannot have any effect on the decisions about education. As of the fatigue sub-dimensions, we can see a difference, according to the sex variable, in the sub-dimensions of emotional exhaustion ($p < 0.05$) and personal accomplishment ($p < 0.01$). When these differences were analyzed, women turned out to have a higher level of fatigue in the sub-dimension of emotional exhaustion compared to men but a lower level of fatigue in the sub-dimension of personal accomplishment than men. Similar results were obtained when the studies of Kayabasi [26] and Akten [32] in the literature had been analyzed. This study suggests that the level of emotional exhaustion, which means an overload and over-exhaustion due to the job, is high in female teachers. It is possible to interpret this situation in a way that female teachers, always more intensive and sensitive in emotions than men, go through a high dose of emotional exhaustion since they shoulder the work load of the profession and the responsibility, apart from education, in the family circle. The fact that female teachers have a low level in the sub-dimensions of depersonalization and personal accomplishment may result from the fact that they do not reflect their fatigue onto educational circle. They thus will have a lower level of fatigue in the sub-dimensions of depersonalization and personal accomplishment since they do not negatively act against the students and there is a high level of service quality and they do not find themselves insufficient or unsuccessful with regard to their job [33, 34].

Physical education teachers, according to marital status variable, turned out to have a meaningful difference in decision involvement and work load ($p < 0.05$). The researches [35] suggest that single teachers are more stressful than married teachers in some sub-dimensions of organizational stress. Tokmak and et al. [36] point out that there is no difference in stress levels according to marital status. This study, which differs from the findings in the literature, suggests that married teachers are more stressful than the single ones in the sub-dimensions of decision involvement and work load. We attribute this to the increase in marriageable age in parallel with the changes in social structure and relations, the public acclaim, the adjustment of the individuals to this phenomenon, the work load and responsibilities of the married ones against their families. A difference is obvious in the sub-dimensions of depersonalization and personal accomplishment when we compare the fatigue sub-dimensions of the teachers according to marital status variable. Single teachers turned out to have a higher level of fatigue than the married ones in the sub-dimension of depersonalization whereas they suffer from a lower level of fatigue in the sub-dimension of personal accomplishment. Similar results come to the surface when the researches are analyzed [23-31].

There is a meaningful difference, according to course load variable, for physical education teachers between the work load, use of skill and decision involvement ($p < 0.05$). There is, however, no meaningful difference between the course load and fatigue sub-dimensions. These differences set forth that the more course load for physical education teachers, the higher level of organizational stress for them in the sub-dimensions of work load, use of skill and decision involvement. Analyzing all these studies, Pehlivan [37] suggests that course overload is one of the organizational stress sources. In his study concerning the teachers in

secondary schools, Altınok [38] points out that work overload is one of the primary stress sources. Within this context, when we take into account that physical education teachers lead not only weekly course hours but also the sports activities of the school, they turn out to have a higher level of stress when dealing with their proficiency in the profession and doing their parts as well.

There is an obvious difference for physical education teachers in the sub-dimensions of social support, work load and use of skill ($p < 0.05$). On the other than that is not the case between seniority and fatigue sub-dimensions. The higher the seniority is, the more stress in social support, work load and use of skill. If we look at the difference about organizational stress and seniority variable, Tokmak and et al. [36] and Tural [39] suggest that there is no meaningful difference between seniority and organizational stress sources. This study, which differs from the findings in the literature, leads us to believe that there may be an increase for teachers in the sub-dimensions of use of skill, work load and social support as a result of their profession, which requires constant physical activity and practice, and they may have a higher level of stress according to their year of seniority. When we take a look at the literature about the fatigue, Kayabaswi [26] suggests that there is not any statistical difference between the seniority of the teachers and their fatigue. This study, through which similar results are obtained, proves no increase, in the fatigue dimension, to make a meaningful difference even though the stress level of the teachers increases in parallel with their seniority. This situation has not led to any difference in the fatigue sub-dimension thanks to experiences of the long-time teachers, their acquaintance with similar problems and knowledge of what to do en route to a solution.

Studies suggest that factors such as age, level of education and income are regarded as individual stress sources [40]. In this study, variables such as age, education and level of income, however, are not regarded as a factor upon the organizational stress. This may be attributed to the fact that a major part of the teachers have a pretty standard level of education and income (salaries). On the other hand, the fact that physical education teacher in each age group constantly take part both in classes and extracurricular activities are considered as preventive in level of stress according to age variable [41-53].

It is observed, when results of this study are analyzed, that the physical teachers suffer from a high level of organizational stress but turned out to have a low level of fatigue (except for the sub-dimension of personal accomplishment). The meaningful relations identified between the sub-dimensions of organizational stress and fatigue can be regarded in a way that the organizational stress lead to fatigue or in other words the stress is one of the major reasons behind the fatigue. On the other hand age, education and level of income do not have an effect on stress in terms of demographic variables whereas the variables such as sex, marital status, course load and seniority do have an effect on stress and fatigue.

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