



Analysis of deep acting among physical education teachers and coaches

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Abstract

The purpose of the study was to find out the differences between physical education teachers and coaches on the variable Deep Acting. To serve the purpose of the present study 240 subjects were selected by random sampling technique. The subjects belonged to the Physical Education teachers and coaches of both the genders. Analysis of variance (2x2 factorial designs) was employed to find out the interaction of work class (i.e. Physical Education teachers and coaches) and the gender among the groups. Mean, SD and t- values were also calculated to find out the significance of differences among various work class groups belonging to both the gender. Physical Education teachers and coaches demonstrated significant difference on the variable of Deep Acting. Results regarding male and female group exhibited significant differences (0.05 level) on the variable Deep Acting. Significant differences occur between all the groups on the selected variable except male teachers and female coaches which was not found to be significant on the variable. The findings of the study revealed that coaches were slightly better in relation to deep acting as compare to Physical Education teachers.

Key words: Deep Acting, Physical Education Teacher, Coaches.

1. Introduction

Sports coaching and teaching skills are psycho-social activity. As its heart lies in a complex interaction between physical education teacher, coach and athlete. In this ground physical educationalists and coaches argue that an understanding of socio- psychological concepts can help us better grasp the interactive nature of educating, coaching and consequently assist in demystifying the mythical 'art' of the activity. Hochschild(1983) "Deep acting occurs when employee change not only his physical expressions, but also inner feelings. This can be done through imaging or recalling similar emotional experiences". From high school, college to professional teams, physical education teachers and coaches teaches athletes how to play their sport, improve their skills, and develop the tactical skills they need to win. Most of these teaching aspects require that teachers show certain emotions (Ogbonna and Harris 2004) and suppress others (Ybema and Smulders 2002). Some of the best coaches become mentors to athletes, providing a personal role model and inspiration for behaviour both on and off the field. The significance of emotional labor is felt even greater in these services.

Affectivity is composed of positive affectivity (PA) representing enthusiasm and optimism, and negative affectivity (NA) referring to pessimism and aversive mood states (Watson, Clark, & Tellegen, 1988). Research has shown that NA was positively associated with surface acting but not with deep acting and the PA is positively related to deep acting. As for the past experience, experienced coaches are more likely to be successful in regulating and expressing appropriate emotions in different contexts. That is, they are expected to have learned through their experiences to correctly appraise the affective events, control the aroused emotions, and express those emotions appropriate to the situation.

2. Methodology

2.1 Sample

To serve the purpose of the present study 240 subjects (Physical Education teachers N=120 and N=120 Coaches) were selected by random sampling technique. The subjects belonged to the Physical Education teachers and coaches of both the genders.

2.2 Statistical Analysis

Analysis of variance (2x2 factorial designs) was employed to find out the interaction of work class (i.e. Physical Education teachers and coaches) and the gender among the groups. Mean, SD and t- values were also calculated to find out the significance of differences among various work class groups belonging to both the gender.

3. Results and Discussion

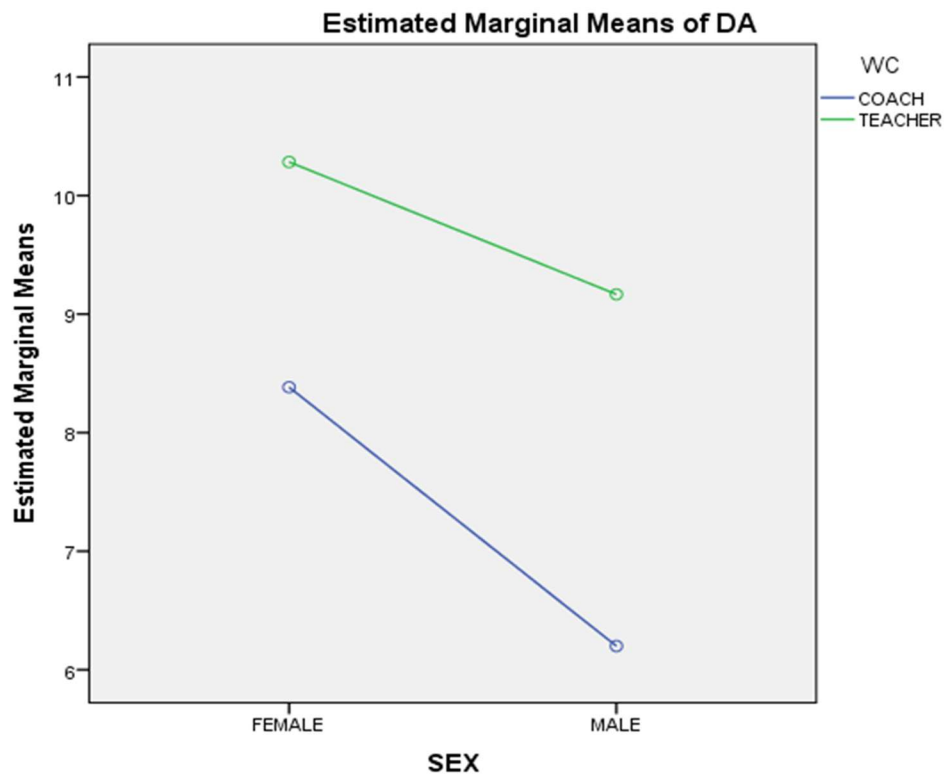
Table-1

ANOVA (2x2) results with regard to physical education teachers & coaches, male and female on the variable of deep acting

Sources of Variance	SS	Df	MS	F value
Phy. Edu. Teachers X Coaches	355.26	1	355.26	91.90**
Male X Female	163.35	1	163.35	42.25**
Work Class X Gender	17.06	1	17.06	4.41*
Within/Residual	912.30	236	3.86	

** (P<0.01), *(P<0.05)

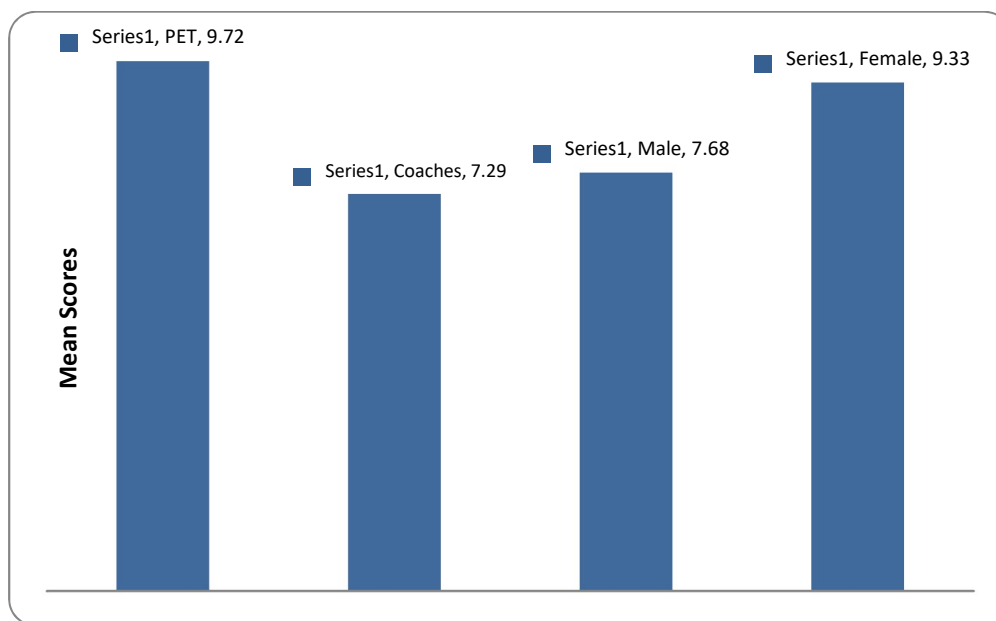
As its evident from Table 1 regarding Physical Education teachers and coaches on the variable of Deep Acting, the results of 2X2 (ANOVA) factorial design demonstrated SS=355.26, df=1, MS=355.26 and F value is equal to 91.90 which show significant difference (P<0.01) between the above mentioned two groups on this variable.



Results regarding male and female group exhibited that SS=163.35, df=1, MS=163.35. The F value was equal to 42.25. These differences were also found to be significant.

Figure-2

Mean Scores of physical education teachers and coaches, male and female on the variable deep acting



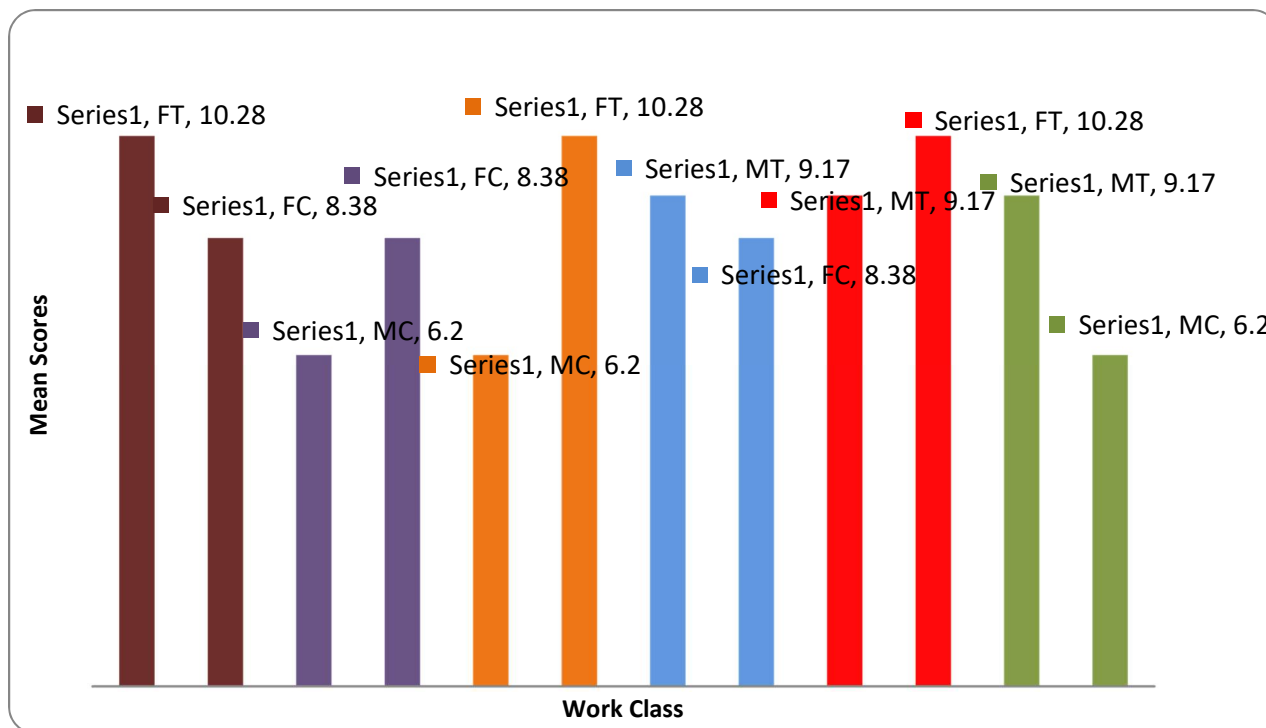
In relation to interaction effect of work class X gender, the SS was=17.06, df=1, MS=17.06 and F value =4.41. The results relating to the interaction were also found to be significant at 0.05 level of confidence.

Table-2
 Mean, SD and t-values of different work class groups on the variable deep acting

Sr. No.	Group	Mean	SD	SEM	t-value
1.	FT	10.28	1.89	.24	6.05**
	FC	8.38	1.51	.19	
2.	MC	6.20	1.79	.23	-7.19**
	FC	8.38	1.51	.19	
3.	MC	6.20	1.79	.23	-12.12**
	FT	10.28	1.89	.24	
4.	MT	9.17	2.51	.32	2.06
	FC	8.38	1.51	.19	
5.	MT	9.17	2.51	.32	-2.74**
	FT	10.28	1.89	.24	
6.	MT	9.17	2.51	.32	7.43**
	MC	6.20	1.79	.23	

As can be observed from the results table 2 significant differences occur between all the groups except male teachers and female coaches, where the t value 2.06 was not found to be significant on the variable of deep acting.

Figure-3
Mean scores of various work class group differentials on the variable of deep acting



The standard deviation for all the groups fell between 1.51 to 2.51. The mean values of the groups fall between 6.20 to 10.28. Female teachers were significantly different from female coaches at 0.01 level.

Similarly, male coaches were significantly different from female coaches and female teachers as the t value 7.19 and 12.12 were significant respectively at 0.01 level. On the variable deep acting male teachers work also found to be significant different from female teachers.

4. Conclusion

The study had shown significant differences between Physical Education teachers and coaches. Teachers were found slightly higher than coaches. These results received a support from the findings of Steven (2003) he argued that increased causalisation of Australian University teaching has increased emotional labor associated with teaching. The male and female groups also demonstrated significant differences except male teachers and female coaches. Understanding this variable especially in case of coaches and teachers is the most frequent situation, permits us to understand several components of deep acting and its specificity at work place.

5. References

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