

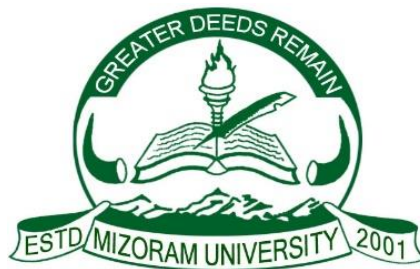
**OCCUPATIONAL STRESS AND JOB SATISFACTION OF  
HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY**

**LALCHAWIMAWII NGENTE**

**MZU REGISTRATION NO: 3014 of 2006 – 07**

**Ph.D REGISTRATION NO: MZU/Ph.D./1357 of 02.08.2019**



**DEPARTMENT OF EDUCATION**

**SCHOOL OF EDUCATION**

**MAY, 2023**



**OCCUPATIONAL STRESS AND JOB SATISFACTION OF  
HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM**

**BY**

**LALCHAWIMAWII NGENTE**

**Department of Education**

**Prof.LALBIAKDIKI HNAME**

**Supervisor**

**Submitted**

**In partial fulfilment of the requirement of the Degree of Doctor of  
Philosophy in Education of Mizoram University, Aizawl.**



## **SUPERVISOR’S CERTIFICATE**

This is to certify that Ms. Lalhawimawii Ngente, Ph. D scholar, Regn. No: MZU/Ph.D./1357 of 02.08.2019 has completed her thesis entitled **“Occupational Stress and Job Satisfaction of Higher Secondary School Teachers of Mizoram”** under my supervision and her work is worthy and fit to be submitted for evaluation for the award of Doctor of Philosophy in Education.

Dated , Aizawl

(Prof. LALBIAKDIKI HNAME)

The.....

Department of Education  
Mizoram University  
Tanhril-796004(Mizoram)



## **DECLARATION**

**Mizoram University**

**May, 2023**

I, Lalchawimawii Ngente, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Doctor of Philosophy in Education.

(LALCHAWIMAWII NGENTE)

Candidate

(Prof. Lokanath Mishra)

Head of Department

(Prof. LALBIAKDIKI HNAME)

Supervisor



## ACKNOWLEDGEMENT

First of all, I would like to express my sincere thanks to my supervisor Prof. Lalbiakdiki Hnamte, for her invaluable guidance and support, inputs and encouragement throughout my study.

I am also thankful to all higher secondary school teachers in Mizoram for helping me in answering my questionnaire.

I am profoundly thankful to my friends Dr. Vanlalruatfela Hlondo, Dr. Sian Lalchhandami, Mr.H.T. Malsawmtluanga, Mr. Dickson Vanlalruata Chinzah, for helping me in writing my thesis.

A heartfelt thanks to my colleagues at IASE, Aizawl especially our principal Prof. Lallianzuali Fanai for continuous motivation, moral support and understanding during my study.

I also would like to extend my sincere thanks to my parents and family members for their moral support, especially my husband Mr. Remsangpuia for his continuous support and understanding.

Last, but not the least I would like to thank God for giving me an opportunity and strength to complete my thesis.

Dated, Aizawl

(LALCHAWIMAWII NGENTE)

The .....

Research Scholar  
Department of Education  
Mizoram University  
Aizawl:Mizoram.



## LIST OF TABLES

<b>Table No</b>	<b>Name of Table</b>	<b>Page No.</b>
Table 3.2.1	Population of the Study	71
Table 3.2.2	Distribution of School population according to management	72
Table 3.3.1	Distribution of sample schools	72
Table 3.3.2	Distribution of sample	73
Table 3.4.1	Division of the items	75
Table 3.4.2	Reliability coefficients	76
Table 3.4.3	Scoring of TOSS	77
Table 3.4.4	Statistic result of TOSS	77
Table 3.4.5	Norms for interpretation of the Level of Teacher's Occupational Stress	78
Table 3.4.6	Scoring of TJSQ	81
Table 3.4.7	Dimension of the test items	82
Table 3.4.8	Statistic result of TJSQ	83
Table 3.4.9	Norms for interpretation of the level of teacher's job satisfaction questionnaire	83
Table 3.5.1	Split half scores for determining the reliability of teacher's occupational stress scale	85
Table 3.5.2	Split half scores for determining the reliability of teacher's job satisfaction questionnaire	86
Table 3.8.1	Statistical result of TOSS	88
Table 3.8.2	Norms for interpretation of TOSS	88
Table 3.9.1	Statistical results of TJSQ	89
Table 3.9.2	Norms for interpretation of TJSQ	89
Table 4.1.1	Occupational stress level of higher secondary school teacher's of Mizoram	92
Table 4.2.1	Job satisfaction level of teachers of higher secondary school of Mizoram	94
Table 4.3.1	Occupational stress level of male and female teachers of higher secondary school of Mizoram	96
Table 4.3.2	Comparison of occupational stress of higher secondary school teachers of Mizoram in terms of gender	97
Table 4.4.1	Job satisfaction level of male and female teachers of higher secondary schools of Mizoram	98
Table 4.4.2	Comparison of job satisfaction of higher secondary school teachers of Mizoram in terms of gender	99
Table 4.5.1	Comparison of occupational stress level of arts and science teachers of higher secondary school of Mizoram	100



Table 4.5.2	Comparison of occupational stress level of arts and commerce teachers of higher secondary school of Mizoram	100
Table 4.5.3	Comparison of occupational stress level of science and commerce teachers of higher secondary school of Mizoram	101
Table 4.6.1	Comparison of job satisfaction level of arts and science teachers of higher secondary school of Mizoram	102
Table 4.6.2	Comparison of job satisfaction level of arts and commerce teachers of higher secondary school of Mizoram	102
Table 4.6.3	Comparison of job satisfaction level of science and commerce teachers of higher secondary school of Mizoram	103
Table 4.7.1	Comparison of occupational stress level of adhoc and deficit higher secondary school teachers of Mizoram	104
Table 4.7.2	Comparison of occupational stress level of adhoc and government higher secondary school teachers of Mizoram	105
Table 4.7.3	Comparison of occupational stress level of adhoc and lumpsum higher secondary school teachers of Mizoram	105
Table 4.7.4	Comparison of occupational stress level of adhoc and private higher secondary school teachers of Mizoram	106
Table 4.7.5	Comparison of occupational stress level of deficit and government higher secondary school teachers of Mizoram	106
Table 4.7.6	Comparison of occupational stress level of deficit and lumpsum higher secondary school teachers of Mizoram	107
Table 4.7.7	Comparison of occupational stress level of deficit and private higher secondary school teachers of Mizoram	107
Table 4.7.8	Comparison of occupational stress level of government and lumpsum higher secondary school teachers of Mizoram	108
Table 4.7.9	Comparison of occupational stress level of government and private higher secondary school teachers of Mizoram	109
Table 4.7.10	Comparison of occupational stress level of lumpsum and private higher secondary school teachers of Mizoram	109
Table 4.8.1	Comparison of job satisfaction level of adhoc and deficit higher secondary school teachers of Mizoram	110



Table 4.8.2	Comparison of job satisfaction level of adhoc and government higher secondary school teachers of Mizoram	111
Table 4.8.3	Comparison of job satisfaction level of adhoc and lumpsum higher secondary school teachers of Mizoram	111
Table 4.8.4	Comparison of job satisfaction level of adhoc and private higher secondary school teachers of Mizoram	112
Table 4.8.5	Comparison of job satisfaction level of deficit and government higher secondary school teachers of Mizoram	113
Table 4.8.6	Comparison of job satisfaction level of deficit and lumpsum higher secondary school teachers of Mizoram	113
Table 4.8.7	Comparison of job satisfaction level of deficit and private higher secondary school teachers of Mizoram	114
Table 4.8.8	Comparison of job satisfaction level of government and lumpsum higher secondary school teachers of Mizoram	114
Table 4.8.9	Comparison of job satisfaction level of government and private higher secondary school teachers of Mizoram	115
Table 4.8.10	Comparison of job satisfaction level of lumpsum and private higher secondary school teachers of Mizoram	116
Table 5.1.8.1(a)	Population of the study	124
Table 5.1.8.1(b)	Distribution of school population according to management	124
Table 5.1.8.2(a)	Distribution of sample schools	125
Table 5.1.8.2(b)	Distribution of sample schools	126



## LIST OF FIGURES

<b>Figure No</b>	<b>Name of Figure</b>	<b>Page No.</b>
Figure 4.1.1	Chart showing occupational stress level of higher secondary school teachers of Mizoram	93
Figure 4.2.1	Job satisfaction level of teachers of higher secondary school of Mizoram	95



## LIST OF ABBREVIATIONS

Abbreviations	Full form
A	Agree
AISES	All India School Education Survey
ANOVA	Analysis of variance
ARW	Administrative Reforms Wing
CBSE	Central Board of Secondary Education
DA	Disagree
DP & AR	Department of Personnel and Administrative Reforms
EFL	English as a Foreign Language
EI	Emotional Intelligence
GHQ	General Health Questionnaire
IMP	Impoverishment
IPCRF	Individual Performance Commitment Review Form
JS	Job Satisfaction
LISREL	Linear Structural Relation
LS	Low Status
MANOVA	Multivariant Analysis of Variance
MBA	Master of Business Administration
MBN	Market Business News
MBSE	Mizoram Board of School Education
MGD	Millennium Development Goals
MLE	Maximum Likelihood Estimation
MPCS	Mizoram Public Service Commission
NCERT	National Council for Educational Research and Training
NCR	National Capital Region
NEHU	North Eastern Hill University
NIOSH	National Institute for Occupational Safety and Health
OLC	Organizational Learning Capability
PL	Powerlessness
PPR	Poor Peer Relation
PTSD	Post Traumatic Stress Disorder
RA	Role Ambiguity
RC	Role Conflict
RMSA	Rashtrya Madhyamik Shiksha Abhiyan
RO	Role Overload
RP	Responsible for person
SA	Strongly Agree
SCERT	State Council of Educational Research and Training
SDA	Strongly Disagree
SEM	Search Engine Marketing
SPSS	Statistical package for the Social Sciences



SWC	Strenuous Working Condition
TJSQ	Teachers' Job Satisfaction Questionnaire
TMQ	Teacher's Motivation Questionnaire
UD	Undecided
UF	Unprofitability
UG & PP	Unreasonable group and political Pressure
UP	Under Participation
UT	Union Territory
WHO	World Health Organization



## TABLE OF CONTENTS

<b>CONTENTS</b>	<b>PAGE NO.</b>
Supervisor's Certificate.....	i
Candidate's Declaration.....	ii
Acknowledgement.....	iii
Table of Contents.....	iv-viii
List of Tables.....	ix-xi
List of Figures.....	xii
Abbreviations.....	xiii-xiv
 <b>CHAPTER I      CONCEPTUAL FRAMEWORK.....</b>	 <b>1-38</b>
1.1          Teacher .....	1-7
1.2          Stress .....	7-14
1.3          Occupational Stress .....	14-17
1.4          Job .....	17
1.5          Job Satisfaction .....	18-19
1.6          Higher Secondary School Education in India .....	19-21
1.7          Higher Secondary School Education in Mizoram .....	21-25
1.8          Working Condition of Teachers in Mizoram .....	25-26
1.9          Rationale of the Study .....	26-28



1.10	Statement of the Problem .....	28
1.11	Operational Definition of the terms used .....	28
1.12	Research Questions .....	28-29
1.13	Objectives of the Study .....	29-30
1.14	Hypotheses .....	30-31
1.15	Delimitation .....	31
	References .....	32-38
<b>CHAPTER II</b>	<b>REVIEW OF RELATED LITERATURE</b>	<b>39-69</b>
2.1	Review on Occupation Stress .....	39-44
2.2	Review on Job Satisfaction .....	44-52
2.3	Relation between Job Satisfaction and Occupational Stress .....	52-55
2.4	Summary of the View of Related Literature .....	55-60
	References .....	61-69
<b>CHAPTER III</b>	<b>METHODOLOGY AND PROCEDURE</b>	<b>70-91</b>
3.1	Method of Study .....	70-71
3.2	Population of the Study .....	71-72
3.3	Sample of the Study .....	73
3.4	Tools for Data Collection .....	73-83



3.5	Reliability on Teacher's Occupational Stress Scale and Teacher's Job Satisfaction Questionnaire .....	84-86
3.6	Validation of Tools.....	87
3.7	Mode of Data Collection.....	87
3.8	Norms and Interpretation of Teacher's Occupational Stress Scale .....	87-88
3.9	Norms for Interpretation of Teacher's Job Satisfaction Questionnaire .....	88-89
3.10	Tabulation of data .....	89
3.11	Procedure of Data Analysis .....	90
	References .....	91
<b>CHAPTER IV</b>	<b>ANALYSIS AND INTERPRETATION OF DATA</b>	<b>92-116</b>
4.1	Occupational stress level of higher secondary school teachers of Mizoram .....	92-93
4.2	Job satisfaction level of higher secondary school teachers of Mizoram .....	94-95
4.3	Comparison of occupational stress level of higher secondary school teachers of Mizoram in relation to gender .....	96-97
4.4	Comparison of job satisfaction level of higher secondary school teachers of Mizoram in relation to gender .....	98-99



4.5	Comparison of occupational stress level of higher secondary teachers of Mizoram in relation to stream of education .....	99-101
4.6	Comparison of job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education .....	101-103
4.7	Comparison of occupational stress level of higher secondary school teachers in Mizoram based on types of management .....	103-110
4.8	Comparison of job satisfaction level of higher secondary school teachers of Mizoram based on types of management .....	110-116
4.9	Relationship between occupational stress level and job satisfaction level of higher secondary school teachers of Mizoram .....	116
<b>CHAPTER V</b>	<b>SUMMARY, MAJOR FINDINGS, DISCUSSIONS, LIMITATION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES.</b>	<b>117-147</b>
5.1	Summary .....	117-127
5.2	Major Findings .....	127-131
5.3	Discussions on the findings .....	131-138
5.4	Limitation .....	138
5.5	Recommendations on the basis of findings .....	139-140
5.6	Suggestions for further studies .....	140-141



References .....	142-147
------------------	---------

## **APPENDICES**

### **REFERENCES**

### **BIBLIOGRAPHY**

### **BRIEF BIO-DATA OF THE CANDIDATE**

### **JOURNAL PUBLICATION**

### **SEMINAR PRESENTATION CERTIFICATE**

### **PARTICULARS OF THE CANDIDATE**



# **CHAPTER 1**

## **CONCEPTUAL FRAMEWORK**

### **INTRODUCTION**

It is a common saying that ‘teachers are the backbone of the nation’. It is true in many ways, since teachers are the one who teach all the great leaders of the country. Teaching is one of the most difficult jobs today. It necessitates a thorough understanding of subject matter, curriculum, standards, enthusiasm, a caring attitude, a love of learning, discipline and classroom management skills as well as a desire to make a difference in the lives of children and young adults. With all of these requirements, it may become difficult to be a good teacher and a teacher who is stressless. (Great Schools Staff, 2012).

### **1.1 TEACHER**

A teacher, also called a school teacher or formally an educator, is a person who helps students to acquire knowledge, competence or virtue (Wikipedia, n.d). Traditionally a teacher was called ‘Guru’ which means teacher in Sanskrit. ‘Gu’ means darkness (ignorance) and ‘Ru’ stands for light; a guru is someone who shines knowledge's light into the darkness of ignorance. That is why teachers are viewed as torchbearers for illuminating humanity. They are expected to train the pupils in good behaviour and enable them to possess these qualities. As the saying goes “If you educate a boy, you educate an individual, if you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community”. In ancient India the teacher was regarded as a holy person and was sometimes compared to a god. Thus, a teacher was regarded as the most perfect living being in those days and therefore teaching was also considered to be a holy profession. (Lalsangzuala, 2020)

In Indian culture and society, the teacher is vital to the process of social reconstruction as well as the passing of knowledge, skills, and experience from one generation to the next. Children are a country's potential wealth. Their teachers have a big influence on them. A teacher is not just a defender of national ideals, but also a



master builder of new ones. A teacher can aid our country's rebuilding and reformation efforts, particularly in the area of moral principles.

Dr. Radhakrishnan (1948) has aptly remarked “The teacher’s place in society is of vital importance. He acts as the point of the transmission of intellectual, tradition and technical skills from generation to generation and helps to keep the lamp of civilization-burning” (Rawat & Srivastava, 1984).

Teaching is a complex process. As an art, it emphasizes high imagination and artistic abilities. As a science, it is a logical and well-planned strategy which is used to achieve effectively the aims and objectives of education. As a practicing art, it is a process of developing and reflecting creative abilities.

The word ‘teaching’ sometimes means only to a formal system of education in one’s mind. Expectation of teachers are high and can be assumed as a more mature and more knowledgeable person interacting with individuals of a lesser knowledge and wisdom. The aim of the teacher is to help students develop their personalities and fulfil the objectives and aim of education. The concept of teaching has been defined by many educationists in different ways. According to Morrison (1961), “Teaching is a process in which a highly developed person comes in contact with a less developed person and organizes future education for the less developed person”. (Ahmad,2014)

### **1.1.1 Importance of Teachers**

A teacher has earned the title of "nation builder." Great men have built nations by following in their teacher's footsteps of love, persistence, and sacrifice. The development and extension of knowledge imparted by instructors is the foundation for a nation's and society's flourishing and prosperous development. Even if a country's development is built on information and a skilled society with ambitions. It should be recognized that knowledge can only be attained if the educator actively seeks it out. As a result, it is vital that everyone strives for knowledge, recognizes the value of teaching for present and future generations, and strives to become educated and honest. Teachers are societal representatives that require a great lot of dedication.



Academic, pedagogical, and social roles are all played by teachers in society. Academic nature includes teaching, counselling, and supervising duties, while pedagogical nature includes instruction, evaluation, and learning facilitation. Teachers' involvement in socializing students to engage in the ways of life of the growth of society or community is discussed in sociological terms. Teachers' love, affection, character competency, and moral commitment to their students have a significant impact on them. Committed teachers can serve as role models for students, inspiring them to emulate his or her attitude and approach to everyday events.

In society, teachers have traditionally been regarded in great respect. Even in ancient times, kings and emperors sought wisdom and instruction from teachers. The importance of teachers and the vital role they have played in the development of nations all over the world has been proved throughout history. Teachers can be regarded to have made a significant contribution to the development of nations through their tireless efforts. They had a significant impact on their pupils' lives both inside and outside of the classroom. They are responsible for a large number of youngsters, and their responsibilities in caring for them are extremely great. The significance of teachers can best be understood by looking at the roles they have performed in the past, it can be described from the following points-

**Making learning fun:** A teacher's job is not only to teach the subject matter, but also to prepare students for a brighter future. Explaining a subject through tedious lectures, or in a traditional manner, has become obsolete. Teachers make their classes engaging and fun through novel teaching methods and interventions of new learning processes by continually developing themselves in order to instill better learning.

**Drawing Real-life connections:** Students' closest companions are always good teachers. They make learning easier by relating topics to real-life circumstances. They give easy-to-understand examples by comparing them to real-life situations.

**Encouraging Students:** Teachers are frequently sought after by students for encouragement and support. Words of encouragement such as 'come on,' 'good job,' 'well done,' and 'keep it up' do wonders for students and are extremely valuable in their lives. Teachers' guidance motivates students to achieve their most significant



accomplishments. When a student fails, they do not give up; instead, they support, encourage, and boost their confidence until they succeed. They always show students the best and safest path in life. They are always striving to assist students in exceeding their potential.

They change the Scenario of life: "The future growth of a nation actually lies in the hands of good teachers," it has been said. Teachers instil information and data in the minds of students so that they can assess the situation. They carve beautiful figures out of a rough stone. The teacher has expanded the students' understanding and enabled a proper flow of knowledge from one generation to the next.

Track Improvement and Setting Performance Goals: Good teachers regularly remind their students that they've come a long way since they first started. Teachers set goals while emphasizing self-evaluation and progress. They keep track on the pupils' every move in order to help them reach their objectives while also boosting their confidence. Teachers can also help kids by helping them develop wise, attainable goals. They provide pupils difficult homework and projects to help them deal with unpleasant events in life.

### **1.1.2 Teaching Profession**

Teaching is regarded as the most difficult profession because it combines all other professions in order to aid a child's development. To be a teacher, one need to have important skills such as communication, management, and writing.

A profession is any form of employment that takes a long and intensive period of training and study to achieve mastery and specialized knowledge and abilities in its practitioners. A professional is a person who works in a specific field. A profession should have the following characteristics: it requires extensive education and training, it is licensed and certified, it has effective entry procedures, it is guided by some codes of conduct, it is independent and has freedom of practice, it is a life-choice career for its practitioners, and it is highly regarded in society. (Erden, 2007).

Teaching profession could be described as “a professional occupational group of education sector possessing social, cultural, economic, scientific and



technological dimensions” (Hacioglu, 1997; as cited in Erden, 2007). Teachers, who facilitate interaction among the main elements of the educational system, such as students, educational programs, teachers, and the environment, and who take on the responsibility of educating the young people that society requires, have a unique place and importance within the educational system. (Posner, 1995). With the emergence of education as a profession and vocation, the teaching profession began to emerge. It has previously been debated whether teaching should be considered a profession or not. However, it was later agreed that teaching is a distinct profession with all of the characteristics that a profession should have. (Tezcan, 1996)

Bawa (n.d.) had shared an article in the website ‘your article library’. As his article showed, the following are the top characteristics of teaching as a profession:

**It involves an intellectual operation:**

It takes interest stimulation and intellectual activity to teach. The creation of a conducive and encouraging teaching and learning environment requires the teachers to have a sufficient plan of action for carrying out their teaching. This will support the teachers' efforts to influence the learners' behavior in accordance with their stated aims and goals. Therefore, teaching is primarily an intellectual process.

**It draws material from a variety of science:**

In order to attain pre-specified goals, instructors need to receive proper training and learn some tricks that are necessary in the teaching-learning process. Teaching is not just an art, but also a science, and as such, it necessitates that teachers develop skills that are cold tricks of the trade. As a science it passes through specific processes that are outlined in the teacher-training program. Due to the training that was given to them, teachers are well acquainted in the phases of teaching and are taught in a methodical manner. The goal-oriented nature of teacher training necessitates careful planning in order to achieve it.

**It renovates raw material into a practical and definite end:**

In the teaching profession, students are viewed as raw materials. In order to attain this goal, it is the responsibility of the instructor to effectively instruct in order



to transform this raw material by giving the students or learners the appropriate information and training.

**It holds an educationally communicable technique:**

Teaching is regarded as a science teaching technique, as the techniques are systematic and certain steps are followed in the teaching procedure. Therefore, teaching can be considered as a profession which is easily communicable as it has a wide application.

**It inclines towards self-organisation:**

Teachers individually maintain high standards of instruction because the teaching profession requires a self-organizing and growing system. People who are active in teaching activities must be sensitive to the profession's growth and development in order to practice teaching as a profession.

**It performs a social service:**

The development and growth of a society and its route towards development highly depends on the type of teachers that are present in the society or the community. Growth of a society will go on the right track if teachers serve their purpose in their society. Teaching can bring about a sense of societal service to the minds of teacher as teaching is essentially a social service. In teaching, general interest comes before self-interest of the teacher that is why teaching can be considered as basically a social service.

**It consists of a lengthy period of study and training:**

One of the main characteristics of teaching as a profession is that it necessitates a significant amount of study and training. As a result, a person interested in pursuing this job must devote a significant amount of time to studying in order to become an expert in the field.

**It possesses a high degree of autonomy:**

The autonomy that comes with teaching as a profession includes freedom from all forms of intervention, including planning lessons, establishing learning goals,



developing curricula, implementing those curricula, and assessing student achievement.

**It has a common code of ethics:**

A code of professional ethics is a charter of 'rights and duties' that protects professional autonomy and freedom. A code of professional ethics that governs teachers' conduct and behavior is part of the profession of teaching. This ensures that the profession and professionalism will eventually gain a high level of respect and social standing.

**It promotes in-service growth:**

An extra-ordinary literary genius Rabin Ranath Tagore says, "A lamp can never light another lamp unless it continues to burn its own flame; a teacher can never truly teach unless he is still learning himself". Teachers must advance and evolve if they want to succeed in their job. To stay connected on current trends and innovation, teachers must actively engage in self-study and self-learning. In order to encourage the ongoing professional development of teachers, teaching as a profession requires in-service growth.

## **1.2 STRESS**

A common feature in every day life is stress, it increases with the increase in development. The Oxford Dictionary defined stress as "a state of affairs involving demand on physical or mental energy." Stress can occur in different areas of workplace or occupation. Lazarus and Folkman (1984) have defined stress as "an internal state which can be caused by physical demands of body or by environmental social situations, which are evaluated as potentially harmful, uncontrollable, or exceeding our resources for coping".

The word 'stress' and 'stressors' sound similar, but they do have different meanings. Stress is a reaction happened bodily, and stressors can be described as what create that reaction. It can also be said that a stressor is any stimulus that produces physical or mental stress. Stressors can be defined as stimuli that are something which



causes a stress reaction, but they are not the stress itself. This is an important fact to keep in mind when dealing with stress because separating the stress from the stressor can be helpful to understand what to do about it. Stressors are the causes of stress face in everyday life, they are the signs that tell the minds and the bodies that something is happening that will require the body to do something hard or difficult. While there are many ways that the body respond to stressors, there are even more ways that can be dealt with it. (Dean, 2022)

### **1.2.1 Types of Stress**

Stress can be broadly divided into four main types (Natasha n.d), which are:

1. Acute Stress
2. Episodic Acute Stress
3. Chronic Stress
4. Post-Traumatic Stress

#### **1. Acute Stress**

The body's response to a short-term demand or change is called acute stress. This type of stress can last from minutes, hours, days or even weeks. The duration depends on how long someone exposed to an intense situation. Acute stress occurs when one need to fight off danger such as having a nearly death experience or completing a marathon.

Symptoms of this kind of stress are:

Physical Symptoms: Muscle tension or tightened muscles, chest pain or discomfort, shaking and shakiness, elevated heart rate (heart palpitations), sweating more than usual, rapid breaths.

Emotional Symptoms: Anxiousness fearfulness, feeling helpless or feeling overwhelmed, irritability, panic, restlessness and difficulty in concentrating.

#### **2. Episodic Acute Stress**



The body's response to a single, isolated stressful event is called episodic acute stress. Traffic accidents and other types of emergencies are examples of this kind of incidents. It may also involve some kind of physical danger. Episodic or time-limited stress can be long term or very short. This depends on how one deals with it emotionally.

Followings are the symptoms of episodic acute stress

- Back, shoulder and muscle are tense
- Fast heartbeat
- Dry mouth or thirst

### **3. Chronic Stress**

When the body experiences low-grade demands and threats on a daily basis, it is called Chronic Stress. This may include things like having an argument with someone very close, heavy traffic jams or delays. Working numerous jobs while trying to get by in life can also cause chronic stress. It is often caused by the pressure put on oneself to meet all of his or her own expectations.

Symptoms of chronic stress include:

- Back, shoulder and muscle are tense
- Fast heartbeat
- Sleeping difficulty

If Chronic stress is left untreated, it can lead to a serious health problems like high blood pressure, diabetes, heart disease and problems in digestions.

### **4. Post-Traumatic Stress**

Post-traumatic stress disorder (PTSD) is a psychiatric illness. One of the most hazardous sorts of stress is this one. It might arise as a result of traumatic experiences or witnessing. Violence, war and personal assaults such as rape and mugging, and natural disasters are examples of traumatic occurrences.

The followings are the symptoms of PTSD



- Nightmares and flashbacks about the incident
- Startled or frightened easily even when there is no threat around
- Feeling insecure, constantly on guard for danger, might also experience isolation from family and friends and social withdrawal which can lead to depression. Sleeping difficulty can be occurred due to recurring nightmares or intrusive thoughts which can lead to feeling irritable and tired.
- Facing a hard time in concentrating, remembering things or making decisions.
- Feel tense easily by loud noises
- One might also experience guilty feelings about what happened or whether that might be prevented.
- Even when there is no current threat, one might feel a danger and feel constantly be on guard for another attack.

There are two different types of stressors that drastically affect the physical, mental and emotional health. They are known as eustress and distress. The term stress can be misunderstood in many ways and forms of stress can be seen as a bad thing, by most people. But, the effects of stress are the body's physical reaction to a stressful situation. A release of cortisol happens in both Eustress and Distress and end up with either a fight-or-flight response, but their differences are seen from the definitions given below (Small, n.d)

### **Eustress**

It may be an unbelievable thing that the motivation in human beings is due to a positive stress. Eustress is the outcome of anxiousness, and it arises from the anticipation of a new employment opportunity, approaching wedding, selecting the perfect gown and many more. Eustress might be thrilling, but it is only a temporary sensation. It should be seen as the source of motivation, and without it, one can risk harming the physical, emotional, and mental health. Even though eustress is an important element of motivation, if it lasts too long, it can turn into distress, which is not positive.



## **Distress**

This is a far more uncomfortable form of stress. Traumatic occurrences like the death of a loved one, being fired from your work, being in an unpleasant marriage or divorce, failing an exam, and others might trigger it. It can be described as feeling fearful, anxious or overwhelmed. Symptoms of distress can affect health, including an elevated heart rate, or heart disease, headaches, mental illness, stomach problems and many more.

### **1.2.2 Sources of stress**

The sources of stress by frustration, conflicts and pressures as identified by Shrivastava (2008) are given in the following:

**a. Frustration:** When motives are frustrated, it may be due to an obstacle that prevents or hinders the achievement of a desired goal or the absence of a suitable objective. An adolescent who wished to go to a school party, for instance, would be frustrated by too rigid or overprotective parents. The source of frustration might be internal or external, and it can range from mild to severe.

**External Frustration:** Frustration with the demands and efforts might emerge from external frustration, which can be both physical and social. Famines, droughts, hurricanes, fires, earthquakes, injuries, accidents, and the death of loved ones are a few examples of major physical obstacles. Additionally, there are other little annoyances that are more typical, such as car difficulty when one is rushing or rain when one wants to engage in outside activities.

**Internal Frustration:** On the other hand, internal circumstances may be the root of internal frustration. Physical limitations, a lack of talent, or a lack of social appeal can all become sources of frustration in the intensely competitive race for social acceptance, success, marital partners, and status. When our core motivations and aims are involved, failures brought on by personal shortcomings and blunders are likely to be significant sources of self-devaluation and irritation. Psychological obstacles like reality and ethical restrictions are the root cause of many internal difficulties.



Biological issues including sickness and exhaustion are frequent and important drivers of stress.

**b. Conflict:** Conflict can occasionally be a major contributor to frustration. A conflict between two demands or important goals frequently causes dissatisfaction instead of a single impediment, as choosing one option results in frustration with the other. Complete sexual gratification could result in social rejection and lower self-esteem, or an early marriage might entail skipping education. It can be seen that, these conflicting action systems frequently involve a decision on the part of the individual and may play a substantial role in the development of mental illness.

**c. Pressure:** Stress is frequently caused by people's poor adjustment due to pressure. In addition to frustrations and disagreements, pressures that impede our efforts can also cause adjustment problems. He or she may feel a lot of pressure to achieve since his or her parents have made sacrifices to send them to school, and he or she may also feel a lot of pressure not to let them down. Similar to frustration, pressures can originate inside or externally.

**Inner Pressure:** Internal stresses are frequently linked to our level of aspiration and self-ideal. In an effort to live up to the ideal of who we believe we could and should be, we frequently strive to uphold impossibly high standards of morality, bravery, and civic responsibility. Many of us work tirelessly to reach lofty goals. We have a strong desire to excel, to be the best, and to experience "success." Such objectives can put us under constant, intense strain, which can be very uncomfortable in our fiercely competitive world.

**Outer Pressure:** Environmental demands lead to a variety of pressures, often known as outer pressure. Children may exert high demands on their parents' time and energy, while wives may pressure their husbands to earn more money. Parents may also put pressure on their kids to perform well in school. People experience stress as a result of their education, marriage, motherhood, employment, and civic responsibilities. At times, the sheer amount of information in a living subject puts us under a lot of strain and makes it seem like there are always more issues to ponder, choices to make, and deadlines to meet.



### **1.2.3 Symptoms of Stress**

Based on personality, way of upbringing in life and experiences, the way someone shows symptoms of stress may be different. Respond to stress can differ in different individuals. As highlighted by Marks (2021) different symptoms of stress can be classified as follows:

#### **Symptoms of stress in emotion include:**

- Easily getting angry, annoyed, and moody
- Having overwhelming feelings, feeling out of control, or the impulse to exert control
- Having trouble unwinding and calming your mind
- Negative self-esteem, loneliness, worthlessness, and depression
- Avoiding people

#### **Symptoms of stress in physical include:**

- Fatigue
- Head pain
- Stomach upset, including diarrhoea, irregularity in passing stool, and nausea
- Muscle ache, tension and pains
- Racing heartbeat and pain in chest
- Sleeplessness
- Recurrent infections and colds
- Weakness and trembling, ringing in the ears, chilly or sweaty hands and feet, loss of sexual desire and/or ability
- Dry mouth and swallowing issues
- Tense jaw and teeth grinding

#### **Symptoms of stress in cognition include:**

- Constant tension
- Rushing thoughts



- Forgetfulness and disarray
- Distracting thoughts
- Bad judgment
- Having a pessimistic outlook or just considering the negative

**Symptoms of stress in behaviour include:**

- Appetite changes such as eating excessively or not eating
- Avoiding duties and procrastinating
- More frequent use of drugs, alcohol, or smokes
- Showing more jittery behaviours, such as pacing, fidgeting, and biting nails.

### **1.3 OCCUPATIONAL STRESS**

‘Job stress’, ‘work stress’ or ‘work related stress’ are another name for ‘Occupational Stress’. The National Institute for Occupational Safety and Health (NIOSH) define occupational stress as, “the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury.”

An occupational stress can be defined as any forces that pushes physical factor or psychological factor beyond its range of stability and produce a strain in the individuals and can be a threats to the individuals. (Jeyaraj, 2013). Occupational stress can also be defined as a condition where the worker and the work-related factors interact to change the psychological condition, as a result a person’s thought and body is pushed to change from the normal way of thinking or functioning. (Beehr & Newman, 1978). Any force that pushes psychological or physical factor beyond the range of stability and produce strain within the individual can be said as Occupational Stress.

#### **1.3.1 Occupational Stress of Teachers**

Teaching can be explained as a method that facilitates learning to the learner. It is focused on the application of different knowledge and skills of the teacher to bring



out the best of the individuals and the society. Delivery of the lesson only is not only the work of the teacher. It is the responsibility of the teacher to choose the right and appropriate skills to facilitate learning, picking up of the learning activities to reach the goals of education. A study made among the school heads and teachers showed a significant relationship between burnout and occupational stressors, the higher the level of stressors, the higher the level of burnout among them. (Tan & Elarco, 2019).

Stress experienced by teachers is a subject of intense interest in recent years. Various factors have been identified linked with teacher's occupational stress. The most important of these factors are: business requirements, many different activities within the school environment, lack of professional recognition, discipline problems in the classroom, bureaucracy, lack of support, workload, time pressure, lack of benefits (Mearns & Chain, 2003). It has been argued that when teachers feel that they invest more in students, colleagues, and school than they receive from them, then they are more likely to face emotional, psychological and occupational difficulties (Van Horn, Schaufeli, & Taris, 2001). The sources of stress experienced by a particular teacher are unique to him/her and depend on the interaction between personality, values and skills and the circumstances.

“Work-related stress can be caused by poor work organization (the way we design jobs and work systems, and the way we manage them), by poor work design (for example, lack of control over work processes), poor management, unsatisfactory working conditions and lack of support from colleagues and supervisors.

Research findings showed that the most stressful type of work is that which values excessive demands and pressures that are not matched to workers' knowledge and abilities, where there is little opportunity to exercise any choice or control, and where there is little support from others.

Workers are less likely to experience work-related stress when demands and pressures of work are matched to their knowledge and abilities, control can be exercised over their work and the way they do it, support is received from supervisors and colleagues, and participation in decisions that concern their jobs is provided.” (WHO,2020)



While the causes of occupational stress differ from person to person, it is vital to remember that employees of all organisations, no matter how large or small, can be affected by it. (bamboohr.com, n.d) Among the most common occupational stressors are:

1. The organisation has strict regulations and practises in place.
2. Limited opportunities for career and personal development.
3. Individual conflict within a department or between organisational groups.
4. Micromanagement and mishandling of the workforce.
5. Failure or lack of support from department of human resource development.
6. Issues concerning personal, situational and professional.
7. Discrimination, insulting, disparage.
8. Procrastination
9. Poor or no occupational guidance or direction
10. Work overload
11. Threats of termination.
12. Cut of pay, wages and benefits of the workers.

Recent researches and studies clearly show that teachers' stress and the problems faced by them has received recognition. A review made by Pandey and Saxena (2013) found that most of the reason of the teachers' stress have resemblances, they are mostly age factor, working environment, job security and technological changes.

Teaching is considered a stressful profession compared to other professions (Hargreaves, 1999; Pithers, 1995). Stress can affect the teaching learning process in both the learners and the teachers (Forlin et al. 1996). Survey made by different researchers gave the comparative stressful nature of teaching profession. A report made by Pratt (1976) showed that teachers who experienced few or severe nervous



strain at work were 60 percent and only 51 percent of other professionals have experienced the same. Cox et al. (1978) found out that 78 percent of teachers considered work as main source of stress in their lives, while among other professionals only 38 percent considered work as a source of stress in their lives. A study made by Kyriacou (1980) revealed that highest level of occupational stress was found in teaching professions compared to other profession. A study made by Kyriacou (1987) and Beer and Beer (1992) also revealed that teachers in special school reported more stress compared to normal school. (Ling, 1995).

#### **1.4 JOB**

The definition given by Online Etymology Dictionary of the word 'job' is 'piece of work, something to be done,' emerged from the English language in Britain in the 1620s, which is taken from the phrase Jobbe of Worke (1550s), that means 'task, piece of work'.

Some etymologists thought that it was a variant of Gobbe, that means 'mass, lump', via the sense of 'a cart-load'. It was not until the 1650s that the definition was expanded to include paid labour. According to literary archives, the term was first used in 1858 to imply "a salaried, permanent job of employment." Since 1795, printers have used the term to refer to "miscellaneous class work" (handbills, posters, etc.). As a verb 'to job' - appeared in the 1660s in Britain, with the meaning 'to buy and sell like a broker.' (MBN)

Merriam Webster dictionary define job as "a regular remunerative position or a specific duty, role, or function."

Cambridge Dictionary define it as "The regular work that a person does to earn money"

Job is said to be the result of an interplay between organizational dimensions and situational characteristics, and the value and significance of those to an individual. (Andersson, 1992)



## **1.5 JOB SATISFACTION**

“Job satisfaction is defined as the extent to which an employee feels self-motivated, content & satisfied with his/her job. Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. This implies that the employee is having satisfaction at job as the work meets the expectations of the individual.” (MBA ,2021)

The elements which affect job satisfaction in different field of occupation can also be applied in the teaching profession. Because of its link to performance and productivity, employee job satisfaction is one of the most frequently explored issues in organisational literature. Employee satisfaction is influenced by an organization's leadership style, working circumstances, co-workers, organisational policy, autonomy, and the work itself. (UKEssay,2018)

The effective operation of any educational institution is dependent on the professional commitment of teachers. Teachers' commitment is determined by their job happiness. Salary, working time, and professional progress all influence teacher satisfaction. (Velmurugan, 2016)

Job satisfaction, according to Locke (1976), is a positive or pleasant emotional state that results from a person's enjoyment of his or her own work. Supporting this idea, Miller et al. (2009) stated that this definition of job satisfaction is the most well-researched and widely accepted, describing the necessary components to illustrate what is meant by the broad construct of job satisfaction. Therefore, when trying to reflect different levels of job satisfaction, it is necessary to identify and analyse the attitudes that constitute the all the composition (Schultz, 1990), ranging from job to another. Different definitions given by different authors emphasise the importance of an individual's emotions. Job satisfaction can lead to personal progress, but job dissatisfaction can lead to emotions of unfulfillment and defeat. (Qurashi, 2022)

Job satisfaction of a person can be taken from different dimensions, whether it comes to job satisfaction by itself or in salary, safety of workplace, promotion



possibilities to higher grades, acknowledgement and praise, decision-making power and influence, and, of course, a sense of meaningful and well-done labour. Each of these factors may play a role in influencing their job happiness to varied degrees. Job satisfaction, defined as an individual's response to his or her work situation, is influenced by a number of factors, including personal factors such as education, age, skills and work experience, as well as organisational factors such as organisational climate, policy, management, working conditions and personality factors. Since the researchers utilised statistical analysis as a theoretical base in the studies done between 1935 and 1990, those studies were labelled as a-theoretical. The best illustration of the most interest was revealed in the correlation between job satisfaction and observable components of labour pay. (Bota, 2013)

Teacher empowerment had a positive and significant impact on job satisfaction of teachers. (Ahrari et al., 2021) Teachers with high job satisfaction were also high in teaching effectiveness, a positive correlation was found between job satisfaction and teaching effectiveness. (Qurashi et al., 2022).

## **1.6 HIGHER SECONDARY SCHOOL EDUCATION IN INDIA**

Intensive research by multiple Education Commissions and notable educationists, as well as brainstorming dialogues and discussions by various committees and conferences over the previous 100 years, have resulted in the current system of higher secondary education. Prior to the advent of higher secondary education, the school course lasted 11 years, and the two-year Intermediate Education was only available as part of collegiate education, which offered a two-year degree programme. At Matriculation, the line between School and University courses was so drawn.

The Calcutta University Commission, also known as the Saddler Commission, was appointed in 1917, kicking off the path of Higher Secondary Education. It was the first Commission that proposed extending school education to 12 years and proposing a reorganisation of education in the form of 10 + 2 + 3 years (Nellayappan, 2015). It was determined that the two-year intermediate course belonged



solely to schools. However, it did not advocate for the vocationalization of schooling (Khongwir, 2004).

The Planning Commission Panel (1960), the third conference of the Vice-Chancellors of Indian Universities (1961), The Central Advisory Board of Education Meeting (1962), The Conference of the State Education Ministers, Vice-Chancellors and eminent educationists (1963) had all recommended the same 12 years of school education up to the higher secondary level and 3 years of first-degree course (Nellayappan, 2015).

The appointment of the Indian Education Commission, or the Kothari Commission (1964-66), under the chairmanship of Dr. D. S. Kothari, was the most notable characteristic of the period. The higher secondary stage of education was given a lot of attention by this Commission. It also advocated for the current educational framework of 10+2+3. It conducted a detailed analysis of educational progress over the previous 18 years and created a development plan for the following two decades (Khanna et al., 1985).

The National Policy of Education (1968 & 1986) and its amended version (1992) envisaged a uniform school education (10+2) across all Indian states and union territories (UTs) (Shirname, 2007).

As a result, all of India's states and union territories have adopted a common school education structure, the 10+2 system. However, there are differences in the number of classes that make up the elementary, secondary, and higher secondary school stages, the age for admission to Class I, the medium of instruction, public examinations, Hindi and English teaching, the number of working days in a year, academic session, vacation periods, fee structure, and compulsory education within the States and UTs (Babu, 2009).

The development of higher secondary schools in India makes it evident that the higher secondary classes (grades 11 and 12) are an important element of the school education, and it goes without saying that the best minds in the country created this system. The higher secondary stage of school is a critical moment in a child's academic career because it is during this stage that professional selection is diverted. At this



point, school officials and instructors should keep one thing in mind. Even though diversification of course of study begins after Class X, children in Classes IX and X should be assisted in identifying their inherent ability and propensity toward various subjects (Nellayappan, 2015).

According to the Concise Report of the Eight All India School Education Survey (AISES) published on January, 2016, at higher secondary stage 1,59,26,278 are enrolled including 45.46% girls and 54.54% boys. In comparison to the Seventh Survey, the enrolment at higher secondary stage has increased by 62.40% in which maximum children (41.23%) are enrolled in Government (36.08%) and Local Body (5.15%) schools. In private aided schools and private unaided schools, the enrolment percentages are 32.11% and 21.67% respectively. The total enrolment in higher secondary schools is 4, 71, 10,081 (NCERT, 2016).

## **1.7 HIGHER SECONDARY SCHOOL EDUCATION IN MIZORAM**

Mizoram became a state in 1987. The State Education Department, on the other hand, did not immediately introduce any new education laws or codes. The laws and regulations that were already in place were obeyed as standards or recommendations. These rules and regulations were presented to the State Legislative Assembly in 1989-90 and passed in 1991. (Lalnuntluangi, 2008).

Although the new system of education recommended by the Education Commission ought to have been implemented in Mizoram during the early 90's, it could not be done for one reason or the other because the North-Eastern Hill University (NEHU) which managed the Pre-University education for so long did not insist for the same. But the situation changed when NEHU decided to hand over the management of +2 stage of education to the respective State Governments from the academic session 1995 in consonance with the National Policy of Education.

A meeting for the purpose was convened by NEHU on 12th June, 1995 at Shillong to work out the detailed modalities of handing over of +2 education with the representatives of the State Government. Since NEHU was firm in their decision, there was no scope of deferring the taking over of +2 education by the State Government.



While accepting this in principle, a meeting regarding taking over of +2 stage of education by the State Government was held on 7th July, 1995 to discuss in detail the total implication of the take over and to consider the appropriate measures to be taken in the matter of actual taking over of the +2 education. After taking all the relevant factors into account, the meeting was of the view that since NEHU has decided to transfer the management of the +2 education to the State Government for taking over the +2 education with effect from the academic session of 1995, there was no other alternative but to take over +2 education by the Government immediately (Minutes of the Meeting held in the Office Chamber of Hon'ble Minister, Education on 7th July, 1995 at 1 p.m. regarding taking over of +2 stage of education by the State Government).

After NEHU, Shillong handed over the management of +2 education to the state government with effect from 1995 academic session and in pursuance of the decisions taken by the Council of Ministers in their meeting held on 25th July, 1995, it has been decided by the government to take over the management of +2 education with effect from 1995 academic session (Office Memorandum No. B. 17011/13/(A)/95 - EDS of 2nd August, 1995. Govt. of Mizoram. Education and Human Resources Department).

The meeting of the education minister at the time and other officials thought that it will be difficult to constitute a new board for the higher secondary education. They decided to asked the Mizoram Board of School Education to provide a complete proposal for improving their organisation by adding more staff and constructing essential facilities, as well as modifying the MBSE Act of 1975 to take over control of +2 education. The meeting decided that the existing syllabus used by NEHU at the time should be modified until the MBSE develops a new syllabus. It also advised the board to develop the new syllabus in light of the upper secondary education quality and requirements. When the new curriculum was established, plans were made to implement it beginning with the 1997 academic session.

Due to limited higher education facilities available in Mizoram, it was agreed that Pachhunga University College, Aizawl should continue to provide +2 education



facilities till such time the position is reviewed and a decision is taken otherwise by NEHU or the State Government. However, in the meeting at Shillong on 12th June, 1995, it was decided that Pachhunga University College be given some financial assistance by the State Government to meet the essential expenditure in connection with the functioning of the classes. It was also proposed that NEHU be requested to intimate the financial requirements for holding the examination, maintenance of laboratory facilities and the structure of fees to the State Government. (Lalrempuii,2019).

For effective taking over of +2 education by the State Government, a need for converting the existing High Schools into Higher Secondary Schools was felt. Due to limited financial resources, it was not possible to convert the High Schools to Higher Secondary Schools all at a time. Besides, as the existing colleges will also continue to function, it was also not necessary to set up too many Higher Secondary Schools during that period (Minutes of the Meeting held in the Office Chamber of Hon'ble Minister, Education on 7th July, 1995 at 1 p.m. regarding taking over of +2 stage of education by the State Government).

Therefore, 26 high schools were converted into higher secondary schools in three stages between 1995 and 1998 by the government authorities. In the First Phase (1995-1996), 13 High Schools were converted into Higher Secondary Schools, with the Second Phase (1996-97) and Third Phase (1997-98) converting 7 and 6 High Schools, respectively. (Lalrempuii, 2019)

With the gradual conversion and up-gradation of the existing High Schools into Higher Secondary Schools and the introduction of +2 stage of education, Pre-University classes being taught in colleges were abolished correspondingly (Office Memorandum No. B. 17011/13/(A)/95 - EDS of 2nd August, 1995. Govt. of Mizoram. Education and Human Resources Department).

As a result, the State Government's takeover of +2 education necessitates the creation of additional posts for teaching and non-teaching staff, as well as recurring and non-recurring expenditure for the construction of additional classrooms, the purchase of furniture, and the procurement of laboratory equipment, because the



existing fund was insufficient to meet the demand. In connection with the takeover of +2 education, the Government of Mizoram's Planning Department, Finance Department, and DP&AR gave special consideration to meeting all financial requirements for the establishment of more Higher Secondary Schools in Mizoram.

The Mizoram Board of School Education (First Amendment) Act was passed in 1996. The transfer of responsibility for Classes XI and XII stage from North-Eastern Hill University (NEHU) to the State Board necessitated this amendment. Under these conditions, Mizoram implemented the 10+2+3 structure in 1996, transferring +2 classes to the school system, which was then linked to the degree colleges. After this, a number of high schools in Mizoram were converted into higher secondary schools for better functioning of 10+2+3 structure.

On the 7th of April 1997, the Competent Authority of the CBSE approved the adaption/adoption of the Senior School Curriculum (Classes XI & XII) of the CBSE by the MBSE. The CBSE authorities were very particular about proper transaction of their curricula and had desired that some officers of the MBSE and other concerned agencies of the State should be deputed to the CBSE Office in New Delhi for 4/5 days to have a proper orientation about the mechanism of curricula implementation, evaluation (examination) and other incidental matters. As desired by the CBSE authorities, two officers each of the MBSE and SCERT were deputed to study and get orientation in the whole mechanism of curricula implementation, evaluation practices, and related issues in the CBSE office in New Delhi, India. Thereafter, the CBSE curricula were introduced, with minor modifications to suit the requirements of Mizoram, in selected schools in Mizoram to come at par with the students in the other states. Since it was way time that the education in Mizoram at +2 stage to be upgraded and revamped by introducing CBSE curricula and textbooks in selected schools in Mizoram from the 1997 academic school session in place of the curricula and textbooks which were prescribed by NEHU for its erstwhile Pre-University stage and were adopted in Mizoram for use during the transition period when the management of the +2 stage of education was transferred to the State by NEHU authorities abruptly in 1995 (Minutes of the Meeting held on 5th May, 1997 in the Office Chamber of the Hon'ble Minister of School Education, Mizoram).



The Mizoram Education Act, 2003 was enacted by the State Legislative Assembly with the goal of raising educational standards and taking progressive steps to improve Mizoram's entire school system. The Government framed and notified rules and regulations to carry out the various provisions of this Act.

At present, there are a total of 175 higher secondary schools, 21863 students and 1714 teachers in Mizoram, affiliated to central and state board of school education. (Statistical Cell, 2018)

## **1.8 WORKING CONDITIONS OF TEACHERS IN MIZORAM**

Majority of the higher secondary school in Mizoram (119 out of 175 school) is private unaided school (statistical cell,2018), it can be assumed that the working conditions of most of the teachers may not be good.

To fill government higher secondary school teachers' posts, the Directorate of School Education of the Government of Mizoram drafts a proposal and submits it to the DP&AR (ARW) for approval. The plan is sent to the Planning Department and the Finance Department after it has been approved. The Mizoram Public Service Commission (MPSC) publishes an advertisement when the file has passed through all of these departments. Then, the advertisement is placed in the newspaper for at least one week and also on the internet. This Commission conducts an examination and offers recommendations for the chosen teachers, after which they are notified of their placement.

Higher secondary school teachers of Mizoram are designated as lecturers. Government school lecturers are recruited based on the Mizoram School Education Department (Group 'A' posts) Recruitment Rules as per the Mizoram Public Service Commission (MPSC) Regulations. These regulations are made by the Governor of Mizoram, in exercise of the powers conferred by Article 309 of the Indian Constitution, to regulate the process of recruitment to the post(s) of Lecturer, Government Higher Secondary School, under the School Education Department, Government of Mizoram.



Teachers for deficit, adhoc and lumpsum schools are recruited by the school management committee in compliance with the rules and regulations set forth by the state government from time to time. While teachers of private higher secondary schools are recruited by the school owners.

Regarding problems of teachers related to service conditions, 14.90 per cent of them were having problem due to poor salary in which private school teachers constituted the highest percentage. Other problems among teachers of higher secondary school include lack of teaching aids, unsatisfactory service conditions, unavailability of programmes like refreshers' course and training, lack of incentive, no opportunities for teachers' professional development, lack of facilities for in – service education of teachers, lack of recognition by the society and government, lack of funds for higher secondary education and lack of promotional facilities for teachers.

The most common problem that teachers faced in school was classroom disruptions produced by students while in class, possibly because the teacher is not skilled enough to engage the kids' attention and interest. As a result, it is critical for teachers to use a variety of teaching strategies in order to keep their classes engaging and pleasurable for pupils, who are prone to boredom. This could also be due to student misbehaviour in class, such as loud chatting, interfering with teaching activities, or being unpleasant to teachers. (Lalrempuii, 2019)

## **1.9 RATIONALE OF THE STUDY**

Higher Secondary Education is an important step in the educational process since it prepares students for higher education as well as the workplace. It is imperative that school leavers acquire a higher level of knowledge and skills than what is taught in the 8 years of elementary education, especially since the average earning of someone with a secondary school certificate is significantly higher than that of someone without one. This is because of the liberalization and globalization of the Indian economy, the rapid changes in science and technology, and the general need to improve quality of life and reduce poverty. (Press Information Bureau).



Additional duties affecting higher secondary education include preparing young people for life, expanding science education, and learning to learn and communicate successfully in society. In fact, at this level, the two main functions of education (i.e., individual and social) converge (Alvarez, 2000). Higher secondary education empowers and prepares youth for life in areas such as personal development, labour market preparation, and training for higher cognitive functioning on an individual level, and as part of its social function, it advances "human and social capital" for nation building, redistributes income and wealth, and alleviates income poverty. As a result, its development can make a significant contribution to achieving global competitiveness and the MDGs (Millennium Development Goals) (Biswal, 2011).

Teachers of higher secondary schools prepare the young adolescents to build the nation with purpose and confront the challenges of tomorrow. The effectiveness and the efficiency of any job or business can be influenced by the stress bear by the workers. Too much stress in the work place can cause unhealthy environment which in turn can hamper the health of an individual. Moreover, it can have an effect on the teaching quality as well as the learning environment of the students.

The problems of Higher secondary schools are varied and one of the possible reasons for these problems can be the ineffectiveness of the teachers which is greatly influenced by the satisfaction level of the teachers in their work place. The satisfaction of the teacher may be intrinsic as well as extrinsic nature of the job such as salary, promotion, service condition, physical facilities, institutional plans and policies, authorities, social status, family welfare, rapport with students and colleagues.

Knowing the level of occupational stress and to cope it with a suitable management will help the teacher to be more efficient and more effective in their work place. It will also give a better education for the students and for the country as well.

The different school management systems have difference in their salary, administration and security in their job. Study on the influence of different management systems and streams of studies in the occupational stress and job



satisfaction of higher secondary teacher will be helpful for dealing a problem and the possible solution to make their teaching more effective and efficient.

#### **1.10 STATEMENT OF THE PROBLEM**

The present study is entitled as “Occupational Stress and Job Satisfaction Of Higher Secondary School Teachers of Mizoram”.

#### **1.11 OPERATIONAL DEFINITION OF THE TERMS USED**

**Occupational Stress:** In the present study, it means a state of unpleasant emotions resulting from some aspect of teachers’ work.

**Job Satisfaction:** In the present study, job satisfaction refers to the satisfaction of Higher Secondary School Teachers on their job.

**Higher Secondary School Teachers:** For the present study, Higher Secondary School Teachers refers to teachers who teach class XI and XII.

**Type of Management:** For the present study, type of management refers to Government, Deficit, Adhoc, Lumpsum and Private.

**Stream of Education:** In the present study, stream of education means arts, science and commerce stream.

#### **1.12 RESEARCH QUESTIONS**

- 1) What is the occupational stress level of higher secondary school teachers of Mizoram?
- 2) What is the level of Job Satisfaction among higher secondary school teachers of Mizoram?
- 3) Is there any significant difference between male and female higher secondary teachers of Mizoram regarding their occupational stress level?



- 4) Is there any significant difference between male and female higher secondary teachers of Mizoram regarding their level of job satisfaction?
- 5) Is there any significant difference in the occupational stress level of teachers of higher secondary school in Mizoram in relation to stream of education?
- 6) Is there any significant difference in the level of job satisfaction of higher secondary school teachers in Mizoram in relation to stream of education?
- 7) Is there any significant difference in the occupational stress level of higher secondary school teachers of Mizoram based on types of management?
- 8) Is there any significant difference in the job satisfaction level of higher secondary school teachers of Mizoram based on types of management?
- 9) Is there any relationship between occupational stress and job satisfaction of higher secondary school teachers of Mizoram?

### **1.13 OBJECTIVES OF THE STUDY**

- 1) To study the occupational stress level of higher secondary school teachers of Mizoram.
- 2) To study the job satisfaction level of higher secondary school teachers of Mizoram.
- 3) To compare the occupational stress level of higher secondary school teachers of Mizoram in relation to gender.
- 4) To compare job satisfaction level of higher secondary school teachers of Mizoram in relation to gender.
- 5) To compare the occupational stress level of higher secondary school teachers of Mizoram in relation to stream of education.
- 6) To compare job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education.



- 7) To compare the occupational stress level of higher secondary school teachers of Mizoram based on types of management.
- 8) To compare the job satisfaction level of higher secondary school teachers of Mizoram based on types of management.
- 9) To find out the relationship between occupational stress and job satisfaction of higher secondary school teachers of Mizoram.

#### **1. 14 HYPOTHESES**

To fulfil the objectives of this study the researcher has formulated the following hypotheses:

- 1) There is no significant difference between occupational stress level of male and female teachers of higher secondary school of Mizoram.
- 2) There is no significant difference between job satisfaction level of male and female teachers of higher secondary school of Mizoram.
- 3) There is no significant difference between Occupational Stress level of (i) arts and science, (ii) arts and commerce, (iii) science and commerce teachers of higher secondary school of Mizoram.
- 4) There is no significant difference between Job Satisfaction level of (i) arts and science, (ii) arts and commerce, (iii) science and commerce teachers of higher secondary school of Mizoram.
- 5) There is no significant difference between occupational stress level of (i) adhoc and deficit (ii) adhoc and government (iii) adhoc and lumpsum (iv) adhoc and private (v) deficit and government (vi) deficit and lumpsum (vii) deficit and private (viii) government and lumpsum (ix) government and private (x) lumpsum and private higher secondary school teachers of Mizoram.
- 6) There is no significant difference between Job Satisfaction level of (i) adhoc and deficit (ii) adhoc and government (iii) adhoc and lumpsum (iv) adhoc and private (v) deficit and government (vi) deficit and



lumpsum (vii) deficit and private (viii) government and lumpsum (ix) government and private (x) lumpsum and private higher secondary school teachers of Mizoram.

### **1.15 DELIMITATION**

The present study included only higher secondary school teachers of three stream of studies - arts, science and commerce and did not include teachers of different vocational courses introduced in higher secondary schools of Mizoram.



## REFERENCES

- Ahmad, J. (2014) Teaching of Biological Sciences, PHI Learning Private Limited, Delhi, pp 5-6.
- Ahrari, S., Roslan, S., Zaremohzzabieh, Z., Rasdi, R.M., & Samah, A.A. (2021) Relationship between teacher empowerment and job satisfaction: A Meta-Analytic path analysis, Cogent Education, 8(1), 1898737 <http://doi.org/10.1080/2331186X.2021.1898737>
- Alvarez, B. (2000). Reforming education in the Dominican Republic. Retrieved from <http://www.nuepa.org/new/Download/Publications/Create/PTA%202011/PTA63.pdf>
- Andersson, ML. (1992). The meaning of work and job. Int J Value-Based Manage 5, 89–106 <https://doi.org/10.1007/BF02919233>
- Babu, J.R. (2009). Universalisation of elementary education: A study of district primary education programme from South India. United Kingdom: Cambridge Scholars Publishing.
- Bawa, B. (n.d) Teaching as a profession: To Characteristics <https://www.yourarticlelibrary.com/education/teaching-as-a-profession-top-11-characteristics/76853>
- Beehr, T.A & Newman, J.E. (1978) Job Stress Employee Health and Organizational Effectiveness: A facet Analysis, Model and Literature review. Personal Psychology, 31, 665-699. <http://dx.doi.org/10.1111/j.1744-6570.1978.tb02118.x>
- Beer, J. & Beer, J. (1992). Burnout and stress, depression and self-esteem of teachers. *Psychological Reports*, 71, 1331-1336.
- Biswal, K. (2011). Secondary education in India: Development policies, programmes and challenges. Consortium for Research on Educational Access, Transitions and Equity. <http://indiagovernance.gov.in/files/>



- Bota, O.A. (2013) Job satisfaction of teachers. *Procedia - Social and Behavioral Sciences* 83 ( 2013 ) 634 – 638.  
[https://www.researchgate.net/publication/273853847\\_Job\\_Satisfaction\\_of\\_Teachers](https://www.researchgate.net/publication/273853847_Job_Satisfaction_of_Teachers)
- Cambridge Dictionary (n.d). <https://dictionary.cambridge.org/dictionary/english/job>
- Cox, T., Mackay, C.J., Cox, S., Watts, C., & Brockley, T. (1978). Stress and well being in school teachers. Psychological response to occupational stress. Conference conducted at the meeting of the Ergonomics Society, University of Nottingham, Nottingham.
- Dean, M.E. (2022), What Types Of Stressors Are There And How Can I Deal With Them? <https://www.betterhelp.com/advice/stress/what-types-of-stressors-are-there-and-how-can-i-deal-with-them/>
- Doraiswamy, I.R. (2017) Relationship Between Role Stress And Job Satisfaction Among Nurses In India The Moderating Effect Of Workplace Spirituality , Ph. D Thesis, Symbiosis International University.  
<https://shodhganga.inflibnet.ac.in/handle/10603/192261>
- Great Schools Staff (2012) What Makes a Great Teacher.  
<https://www.greatschools.org/gk/articles/what-makes-a-great-teacher/>
- Erden, M. (2007). Introduction to teaching profession. Ankara: Arkadas Yayınevi
- Forlin, C., Douglas, G. & Hattie, J. (1996). Inclusive practices: How accepting are teachers? *International Journal of Disability, Development and Education*, 43(2), 119- 133.
- Hargreaves, G. (1999). *Stresle Bas Emek* (Cev: A.C.Akkoyunlu), Istanbul: Dogan Yayıncılık.
- Hong, L., While, A. E., & Louise Barriball, K. (2007). A model of job satisfaction of nurses: a reflection of nurses' working lives in Mainland China. *Journal of Advanced Nursing*, 58(5), 468-479. doi:10.1111/j.1365-2648.2007.04233.x



- Jeyaraj, S.S (2013) Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu, Journal of Business and Management 7(5) , 63-76.  
<https://pdfs.semanticscholar.org/7e4d/271719de99837e2a6d2e0be106f8739fd49.pdf>
- Khanna, S. D., Lamba, T.P., Saxena V.K. & Murthy, V. (1985). Fundamentals of education. p. 171. New Delhi: Doaba House, Booksellers & Publishers.
- Khongwir, C. (2004). Development of higher secondary education in Meghalaya: An analytical study. Unpublished Doctoral Thesis. North - Eastern Hill University. Shillong, Meghalaya.
- Kyriacou, C. (1980). Coping actions and occupational stress among school teachers. Research in Education, 24, 57-61.
- Kyriacou, C. (1987). Teacher stress and burnout: An international review. Educational Research, 29, 145-152.
- Lalnuntluangi, (2008). Functioning of government and private high schools in Mizoram : A comparative study. (Unpublished doctoral thesis). Mizoram University. Aizawl, Mizoram.
- Lalrempuii, (2019) Higher Secondary Education in Mizoram: An Analytical Study (Unpublished doctoral thesis). Department of Education, Mizoram University, Aizawl, Mizoram.
- Lalsangzuala,J.(2021) Attitudeof serving and perspective elementary school teachers in Mizoram towards teaching profession (Unpublished Ph.D Thesis). Department of Education, Mizoram University, Aizawl, Mizoram.
- Lazarus, R., & Folkman, S. (1984). Stress, Appraisal, and Coping. New York: Springer
- Ling, S.O. (1995). Occupational stress among school teachers: A review of research finding relevant to policy formation. Educational Journal 23(2). 105-124.  
[https://www.researchgate.net/publication/234621490\\_Occupational\\_Stress](https://www.researchgate.net/publication/234621490_Occupational_Stress)



among Schoolteachers A Review of Research Findings Relevant to Policy Formation

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunette (Ed.), Handbook of Industrial and Organizational Psychology. Chicago: RandMcNally

[https://www.researchgate.net/publication/238742406\\_The\\_Nature\\_and\\_Causes\\_of\\_Job\\_Satisfaction](https://www.researchgate.net/publication/238742406_The_Nature_and_Causes_of_Job_Satisfaction)

Marks, H. (August 19,2021) Symptoms of Stress, WebMD  
<https://www.webmd.com/balance/stress-management/stress-symptoms-effects-of-stress-on-the-body>

MBA Skool Team, (2021) Job Satisfaction Meaning, Importance, Factors & Example.  
<https://www.mbaskool.com/business-concepts/human-resources-hr-terms/4394-job-satisfaction.html>

MBN (n.d ) <https://marketbusinessnews.com/financial-glossary/job-definition-meaning/>

Mearns, J., & Cain, J. E. (2003). Relationships between teachers' occupational stress and their burnout and distress: Roles of coping and negative mood regulation expectancies. Anxiety, Stress and Coping, 16, 71-82.  
doi:10.1080/1061580021000057040

Merriam Webster dictionary(n.d) <https://www.merriam-webster.com/dictionary/job>

Miller, H. A., Mire, S. & Kim. B. (2009). Predictors of job satisfaction among police officers: Does personality matter? Journal of Criminal Justice, 37, 419 – 426

Minutes of the Meeting held in the Office Chamber of Hon'ble Minister, Education on 7th July, 1995 at 1 p.m. regarding taking over of +2 stage of education by the State Government.

Minutes of the Meeting held on 5th May, 1997 in the Office Chamber of the Hon'ble Minister of School Education, Mizoram.



- Natasha (n.d) Types of Stress That Impact Mental & Physical Health  
[https://mantracare.org/therapy/stress/types-of-stress/#Types\\_of\\_Stress](https://mantracare.org/therapy/stress/types-of-stress/#Types_of_Stress)
- National Council of Educational Research and Training (2016). Eight All India School Education Survey. (1st Ed.) New Delhi: Author
- Nellayappan B. (2015). History of higher secondary education: A flashback. The Morung Express. <http://morungexpress.com/history-of-higher-secondaryeducationa-flashback/>
- NIOSH (n.d). Stress at work. National Institute for Occupational Safety and Health. <https://www.cdc.gov/niosh/docs/99-101/default.html>
- Occupational stress (n.d) <https://www.bamboohr.com/hr-glossary/occupational-stress/>
- Office Memorandum No. B. 17011/13/(A)/95 - EDS of 2nd August, 1995. Govt. of Mizoram. Education and Human Resources Department.
- Online Etymology Dictionary (n.d) <https://www.etymonline.com/word/job>
- Pandey, N.K. & Saxena, A. (2015). Teacher's Occupational stress: A review study in national & international scenario. International Journal of Organizational Behaviour & Management Perspectives.4 (2). 1533-1538.  
[https://www.researchgate.net/publication/281834645\\_Teacher%27s\\_Occupational\\_Stress\\_A\\_Review\\_Study\\_in\\_National\\_International\\_Scenario](https://www.researchgate.net/publication/281834645_Teacher%27s_Occupational_Stress_A_Review_Study_in_National_International_Scenario)
- Pithers, R.T. (1995) Teachers stress research problems and progress. British Journal of Educational Psychology, 65, 387-392.  
<https://doi.org/10.1111/j.2044-8279.1995.tb01160.x>
- Posner, G. J. (1995). Analyzing the curriculum. New York : Mc Grow-Hill Inc.
- Pratt, J.W (1976) Perceived stress among teachers: An examination of some individual and environmental factors and their relationship to reported stress. Unpublished Master of Art's thesis, University of Sheffield.
- Press Information Bureau (n.d), Government of India.  
[http://www.pib.nic.in/newsite/mbE\\_rel.aspx?relid=85469](http://www.pib.nic.in/newsite/mbE_rel.aspx?relid=85469)



- Qurashi, G.U.D., Ambar, F.A. & Jan, T. (2022) Job satisfaction in relation to teacher effectiveness among higher secondary school teachers. *International Journal of Advances in Engineering and Management*. 4 (5), 469-474. DOI: 10.35629/5252-0405469474  
[https://www.researchgate.net/publication/360454678\\_Job\\_Satisfaction\\_in\\_relation\\_to\\_Teacher\\_Effectiveness\\_among\\_Higher\\_Secondary\\_School\\_Teachers](https://www.researchgate.net/publication/360454678_Job_Satisfaction_in_relation_to_Teacher_Effectiveness_among_Higher_Secondary_School_Teachers)
- Rawat, B. M., & Srivastava, R. K. (1984). Attitude of male and female teacher-trainees towards teaching: A comparative study. *Asian Journal of Psychology & Education*, 13(2), 54-58.
- Richardsen, A.M. & Burke, R.J. (2007) Occupational Stress and Job Satisfaction among Canadian Physicians. *Work and Stress*. 5(4) 301-313.  
<https://doi.org/10.1080/02678379108257028>
- Schultz, D. P., Schultz, S. E. (1990) *Psychology and industry today: an introduction to industrial and organizational psychology*. New york: Macmillan.
- Shirname, S., (2007) Education for all in India: Historical development, especially in the light of gender equality and impact on the present day situation.  
<http://www.dise.in/Downloads/Use%20of%20Dise%20Data/Sangeeta%2Shirname.pdf>
- Shrivastavas, J.K. (2008) *Stress and Neurotic Behaviour in College Girls*. Klapaz Publication. Pp 36-40.
- Small, J. (n.d) Different Types of Stress Symptoms and examples.  
<https://www.qhhtofficial.com/healing/types-of-stress/>
- Statistical Cell (2018) *Annual Publication 2017-18*. Aizawl: School Education, Directorate of School Education.



- Tan, C.S and Elarco, M.R.R.A. (2019) Occupational stressors and teachers' burnout International Journal of Advanced Research. 7 (2), 417-421.  
<http://dx.doi.org/10.21474/IJAR01/8505>
- Tezcan, M. (1996). Sociology of education. Ankara: Bilim yayinlari.
- UKEssays. (2018). Job Satisfaction Of Teachers Education Essay. Retrieved from  
<https://www.ukessays.com/essays/education/job-satisfaction-of-teachers-education-essay.php?vref=1>
- Van Horn, J. E., Schaufeli, W. B., & Taris, T. W. (2001). Lack of reciprocity among Dutch teachers: Validation of reciprocity indices and their relation to stress and well-being. Work and Stress, 15, 191- 213.  
doi:10.1080/02678370110066571
- Velmurugan, R. (2016) Job Satisfaction of Teachers. Journal of Research in Humanities and Social Sciences. 1 (1), 20-23.  
[https://www.researchgate.net/publication/315572301\\_Job\\_Satisfaction\\_of\\_Teachers](https://www.researchgate.net/publication/315572301_Job_Satisfaction_of_Teachers)
- Wikipedia (n.d) Teacher <https://en.wikipedia.org/wiki/Teacher>
- WHO (2020). Occupational Health: Stress at the work place.  
<https://www.who.int/news-room/questions-and-answers/item/occupational-health-stress-at-the-workplace>



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In a research, review of related literature is to examine the related and relevant literature and information to help the researcher to find out what kind of research has been done in the related area of research and what may be the next step in improving and enriching the knowledge in that particular research. It helps the researcher in different ways like formulation of a research problem and gave ideas in methodology.

Research cannot be undertaken in isolation of the research that has already been conducted, so to some extent every research needs to be connected with the research that has been already done. A review of related literature serves as a good rapport between the proposed research and the studies already done. In this chapter, various studies conducted in occupational stress and job satisfaction are presented.

#### **2.1 REVIEW ON OCCUPATIONAL STRESS**

‘A longitudinal study of occupational stressors and depressive symptoms in first year female teachers’ a study made by Schonfeld (1992) among 255 newly appointed female teachers, the result showed that women who worked in most adverse school environment showed the most depressive symptoms even if they are almost same in the preemployment on the CES-D. Opposite to this, women who worked in the best school showed fewer symptoms.

A survey undertaken by the Hong Kong Federation of Teacher Union in 1994 revealed that 70 per cent of the respondents considered that the main source of stress came from school administration, 66 per cent from teaching, and 62 percent from students (Ling, 1995).

In a study on ‘Occupational stress among teachers working in secondary schools of Karauli District of Rajasthan state’, an analysis was made by Sharma (2008) who tried to identify level and associated factors of occupational stress among secondary school teachers of Karauli District of Rajasthan. A total of 350 teachers from government and private school were selected randomly for sample. Teaching



experience, workload, students' behaviour and performance of last year were found to be the reason for occupational stress among teachers after further analysis, using multiple logistic regression. Majority of the teachers (57%) had no stress, 16.9% faced mild stress and 26.2% had severe stress.

Eres and Atanasoska (2011) studied 'Occupational Stress of Teachers: A comparative Study Between Turkey and Macedonia'. For this study a sample of 416 Turkish teachers and 213 Macedonian teachers were selected. It was found that Turkish teachers had mild stress levels and Macedonian teachers had moderate stress level.

In a study conducted by Seema (2012) on 'Occupational Stress among Elementary School Teachers of Kerala', the method adopted was normative survey method. Percentage analysis, t test, Correlation and ANOVA were the statistical techniques used. Findings revealed that there was significant relationship between age and occupational stress among elementary school teachers of Kerala, higher level of occupational stress was found in male compared to female teachers, rural teachers were found to have lower occupational stress than urban teachers and significant difference was found in the occupational stress among teachers of different management.

Antoniou et al. (2013) undertook a study on 'Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Stress.' The sample of the study consisted of 388 Greek teachers of primary and secondary working in Attica, Greece. The study found that women reported significantly higher level of occupational stress and lower level of personal accomplishment. Teachers of 10-15 years of experience had higher level of stress than teachers with 1-10 years and above 15 years of experience. Primary education teachers experienced more stress than that of the teachers of Secondary Education.

'Occupational stress among teachers of Higher Secondary School in Madurai District, Tamil Nadu' a study made by Jeyaraj (2013) found that there is an association between the salary and the level of occupational stress of teachers, a significant relationship between age and the level of stress, association between gender and their level of occupational stress among higher secondary teachers. It also revealed that



aided school teacher has high occupational stress than that of the government but is not significant.

Hasan (2014) analysed Occupational Stress of Primary School Teachers in Haridwar District, Uttarakhand. The study tried to find out and compare the condition of occupational stress of primary school teachers in government and private school, male and female teachers. The result revealed that no significant difference existed in the stress level of male and female teachers.

Abkhou and Jenaabadi (2015) worked on 'Comparative Analysis of the Relationship between job Burn out and General Health of Male and Female High School Teachers in Zabol,' this study aimed at determining the relationship between general health and job burnout of female and male teachers of high school in Zabol. The sampling method applied was stratified random sampling. Tools used for this study were Maslach's Burnout Inventory and General Health Questionnaire (GHQ-28). The study revealed that general health and its dimensions were significantly and positively correlated with job burnout of female and male teachers of high school in Zabol.

Hatti et al. (2016) worked on 'Occupational stress of school teachers working in government and private schools'. Sample size of the study was 160. The result showed that no significant difference was found between occupational stress level of government and private school teachers.

Khan et al. (2016) aimed to assess the perceived sources of occupational stress among teachers with respect to gender. The sample of the study consisted of 100 teachers from Aligarh District (males=64, females=36) belonging to various schools. The result revealed that male and female teachers significantly differ in Unreasonable group and Political pressure (UG & PP), Role Overload (RO), Role Ambiguity (RA), Under Participation (UR), Impoverishment (IMP), Unprofitability (UF), Poor Peer Relation (PPR), and Overall Occupational Stress and whereas no significant difference was found between male and female teachers in Responsible for person (RP), Powerlessness (PL), Role Conflict (RC), Low Status (LS) and Strenuous Working Condition (SWC).



Rajesh and Kumar (2016) worked on 'Occupational Stress among School Teachers – A Study Report'. The sample of this study consisted of 325 teachers from 30 schools based on their experience in government, government aided and private higher secondary school. The respondents were divided into three groups, below 30 years, 31 to 50 years, 50 years and above. There were significant disparities in the respondents' ages and the job engagement factor. Significant differences appeared between the groups of over 50 and under 30 years old, according to the results of the Tukey's W multiple comparison analysis. This demonstrated that those under the age of 30 were more committed to their jobs. They spent their free time doing job-related activities, and they finished their work even if it took longer than expected. There were also significant differences between age and the occupational stress dimension. According to the findings, significant differences were found in the Tukey's W multiple comparison analysis between the group of 31-50 years old and under 30 years old. The study showed that a group of teachers below 30 years were quite satisfied with their job among the three groups and also, they were interested and like the job.

Sadeghi et al. (2016) analysed the relationship between 'Personality Types and Job Stress among Teachers at First Period (Guidance Schools) and Second Period of High School (Secondary Schools)'. The study aimed at finding the relationship between Personality types with job stress among teachers at first period (guidance school) and second duration of high school (secondary school). A sample of 327 teachers were selected by multistage cluster sampling method. Phillip Rice job stress and John Halland's job-personality questionnaire were used. To measure the relationships Pearson correlation coefficient, linear regression and analysis of multiple variance (MANOVA) were used. No significant relationship was found between realist and investigative personality type with job stress of teachers. A significant relationship was found between gender, personality type and the degree of stress. More degrees of stress were found in male teachers than that of female teachers.

Jahan and Sharma (2017) studied 'Occupational stress in upper primary school teachers' of Bhopal District, Madhya Pradesh. The study tried to find out the relationship between occupational stress of the upper primary school teachers with variables like, gender, locale and teaching experience of the school in which they were working. The result revealed that male teachers were higher than female teachers in



the level of occupational stress. Teachers with less than 10 years' experience were more stressed than that of having more than 10 years of experience. No significant difference was found between rural and urban teachers in their occupational stress.

Mahi (2018) worked on 'study of teachers' role commitment in relation to occupational stress'. The study aimed to find out the Teachers' role commitment in relation to occupational stress. 200 teachers (100 female and 100 male) of private and government schools of Gurgaon district were taken as sample for this study. Teachers' Role Commitment Test by Rathod and Verma (2003) and Occupational Stress Test by Shrivastava and Singh (1984) were used as tools. The results of the study showed there exist no significant difference in the Role Commitment among govt. and private school teachers. There is no significant difference in the Occupational Stress of govt. and private school teachers. The result revealed that there exists significant relationship between Role Commitment and Occupational stress.

Tan and Elarco (2019) made a study on Occupational stressors and teachers' burnout in Laguna Philippines, the study tries to find out if there is a relationship between occupational stressors and burnout among teachers. The sample consists of nine school heads and 393 teachers in public secondary schools in City Division of Calamba. The result showed that there exists a significant relationship between stressors and burnout of teachers and school heads.

Yazon and Maniag (2019) analysed Emotional Intelligence and Occupational Stress among Filipino Teachers, the sample consists of 797 Filipino teachers who voluntarily participate for the survey in google form. The study revealed that there exists high significant relationship between teacher's emotional intelligence and occupational stress.

Ghosh et al. (2020) Occupational Stress Of Male And Female Teachers –A Comparative Analysis. The sampling technique applied was a stratified random sampling in West Bengal, India comprising of 363 male and 234 female teachers selected from 30 schools. The result revealed that female and male teachers differed significantly in occupational stressors scores – the female teachers felt more stress than male teachers.

A study conducted by Senger (2020) studied 'Occupational stress among male teachers working in secondary schools' in the Jhansi district of Uttar Pradesh.



The sample of the present study were 200 teachers, which were selected randomly from 10 government school and 20 private school. The result revealed that the stress level of private secondary school teachers was significantly higher than that of the government school teachers.

Kharsynniang and Viray (2021) studied ‘Occupational stress among tribal primary teachers of Shillong, India’, and the study was done among the female teachers only. All the primary school teachers showed moderate stress level be it private, government or private aided. The stress level did not show any significant differences in years of experience or salary.

Owusu et. al (2021) conducted a study on ‘Prevalent Rate of Occupational Stress among Senior High School Teachers.’ This study assessed occupational stress among senior high school teachers in Ghana. Descriptive survey design was employed for the study. The census method was used and all the 520 teachers in the selected public Senior High Schools in the Cape Coast Metropolis were involved. The findings revealed low level of occupational stress among the teachers taken as sample in the research. It has also been found that there was no significant difference in occupational stress among teachers based on their gender. However, the study revealed that there was a statistically significant difference in occupational stress among teachers based on their educational qualification, age and teaching experience.

## **2.2 REVIEW ON JOB SATISFACTION**

A study conducted by Shankar (1987) on ‘Teacher responsibility and its relationship with school climate and job satisfaction of teachers at Secondary level’ in Moradabad district revealed that the teachers who worked in autonomous and controlled school climate were found more responsible and highly satisfied, urban teachers were also found to have more satisfaction in their job than that of the rural teachers.

Panda (2002) conducted a study on ‘Job satisfaction of college teachers in the context of type of management’. The study revealed that the type of management has no significant effect on Job satisfaction. Teachers from both the government and non-government college were satisfied with their job.



Devi (2006) examined 'job satisfaction level of faculty members of universities of Andhra Pradesh'. A sample of 200 faculty members were selected, 100 members each from Central University of Hyderabad and State University, Sri Krishnadevaraya University of Andhra Pradesh. Various statistical tools of correlation, regression, co-efficient of reliability, t-test, chi-square, arithmetic mean, and median were applied for data analysis. The result of the study showed that faculty members of State University were less satisfied or dissatisfied than that of Central University faculty members. It also revealed from the study that faculty members of both the universities were dissatisfied on the dimension of facilities provided to them and satisfied on the dimension of nature of job.

Rathod and Verma (2006) conducted a study on 'Job satisfaction of teachers in relation to role commitment.' The result showed the significant difference on Job satisfaction of male and female teachers. Male teachers were found to have lower level of satisfaction than that of the female teachers.

A study was conducted by Patrick (2010) on B-school faculty members of Bangalore, Chennai, Bombay and Delhi to analyze relationship between job satisfaction and big five personality traits. It also tried to find out how demographic factors influence job satisfaction and personality traits of faculty members. The data were collected from 175 faculty members of 25 business schools through random sampling technique from Bangalore, Chennai, Bombay and Delhi. According to the findings, there was a link between neuroticism and extraversion, as well as job satisfaction. Furthermore, on the extrinsic job satisfaction dimension, female faculty members were more satisfied than male faculty members. Faculty members under the age of 30 were more content with their jobs, while marital status had no bearing on faculty job satisfaction.

A study was conducted by Hunly (2011) on 'Relationship Between Leadership Styles Of Faculty Deans And Job Satisfaction Of Teaching Faculty Members: A Focus On Faculties Of English In Phnom Penh'. The result revealed that there existed connection between leadership styles of deans and satisfaction of faculty member in English department.



Voris (2011) studied 'Teacher efficacy, job satisfaction, and alternative certification in early career special education teachers' in Kentucky district schools. The sample for this study was 222 special education teachers from 21 Kentucky district schools. The focus was to study the relationship among special education teacher's degree of efficacy in the early years of their careers (zero to five), degree of job satisfaction, and type of certification in special education (alternative vs. traditional). The purpose was to examine the interrelation among teacher efficacy, number of years in the profession, degree of job satisfaction, gender, type of classroom, and area of certification in special education. The Teacher Sense of Efficacy Scale was utilized to measure teacher efficacy. The Brayfield Rothe Job Satisfaction Index (1951) as modified by Warner (1973) was used to measure the affective factors of job satisfaction. Analysis of the data indicated that no significant difference existed between special education teachers who had completed alternative certification programs and the traditionally certified counterparts in terms of their degree of self-efficacy. Analysis of the report of Job Satisfaction Survey indicated both groups of special education teachers were satisfied with their jobs.

Azmi and Sharma (2012) were conducted a study on 'how various job-related dimensions influences job satisfaction of faculty members of B-schools in India.' Different factors like pay, promotional opportunities, supervision, and flexibility of work schedule were taken into considerations. The sample consisted of 310 faculty members from B-school of Uttar Pradesh and NCR. The data were analyzed through LISREL 8.50 by using SEM and MLE i.e., Maximum Likelihood Estimation. It has been found from the result that there existed a positive relationship between faculty's job satisfaction and pay, supervision, work-schedule flexibility. The result indicated that when there was rise in the level of these factors then there was rise in faculty's job satisfaction level too. Promotional opportunities do not play an important role in effecting job satisfaction level of faculty members.

Isaiah and Nenty (2012) done a work on 'Predicting Job Dissatisfaction among community junior secondary school teachers in Botswana.' The study tried to find what factors predict the dissatisfaction among teachers in community junior secondary schools in South Central Region of Botswana. The sample consisted of 255



teachers from 12 randomly selected school. The result of the study revealed that nearly 96% of teachers were dissatisfied with the teaching profession and 97.2% would leave for another job if given the opportunity.

Munshi (2012) had conducted 'a comparative study on job satisfaction level of faculty members of different MBA colleges of Gujarat.' Data were collected from 172 faculty members working in different MBA colleges of Gujarat. Data had been analyzed through SPSS, by applying various statistics like Chi-Square, Contingency Coefficient, Phi Correlation Coefficient, Cramer's V and Eta. The result of the study revealed that salary and length of service did not play any role in job satisfaction of faculty members but it has been influenced by total years of experience, age and intake capacity of students.

Nisar et al. (2012) conducted a study on 'The influence of pay satisfaction and workplace milieu on faculty job satisfaction level in University of Punjab.' The researchers employed stratified sampling method, and the tools used was structured questionnaire, data were collected from 200 faculty members of University of Punjab. Various statistical tools of descriptive statistics and Fisher's exact test were applied for the analysis of data. The study revealed a positive relationship between job satisfaction and pay satisfaction. It means when pay raises then job satisfaction of faculty members also rises and vice-versa. At the same time job satisfaction level of the faculty was not affected by work place milieu.

Shetty and Gujarathi (2012) conducted a study on 'factors affecting faculty job satisfaction, students' overall satisfaction, the impact of faculty job satisfaction on student satisfaction level in management institutes of Nasik, affiliated to Pune University.' The researchers employed convenient sampling method and data were collected from 48 faculty members and 147 management institutes' students of Nasik district affiliated to University of Pune. Chi-square test was used for the analysis of data. The result of the study showed that professional growth and development and salary were determinants of job satisfaction of the faculty.

Xavier et al. (2013) conducted a study on 'job satisfaction among faculty members towards infrastructure and professional development in management institutions across Thanjavur, south Tamil Nadu.' Data were collected through



stratified random sampling from 400 faculty members of Management Institutions across Thanjavur, South TamilNadu. SPSS, version 16 by applying statistical tool of ANOVA analysis were used for the treatment of data. The findings from the result showed that the professional development activities of these management institutions were quite satisfying to the faculty members.

Ahluwalia and Preet (2014) conducted a study on ‘factors affecting job satisfaction level of faculty members of colleges and University of Amritsar and Jalandhar.’ The researchers employed questionnaire designed on five-point Likert scale to collect data from universities and colleges of Amritsar and Jalandhar. The findings of the study revealed that male and female faculty members had different levels of job satisfaction. Males were influenced by a fair wage, perks, and other job rewards, whereas females were influenced by working conditions and professional growth. It was also discovered that the possibility of growth and administration, salary and monetary growth, hygiene and infrastructure, the possibility of turnover, cooperation and coordination, interpersonal relationships, and unbiased administration all had a significant impact on faculty members' job satisfaction.

A comparative study conducted by Badawy et al. (2014) between India and Egypt on faculty members working in higher educational institutions aimed to measure the relationship between emotional intelligence (EI), job satisfaction (JS), and organizational learning capability (OLC). The sample consisted of 100 faculty members each from members of higher education institutions situated in Noida and members of higher education institutions in Cairo, Egypt. SPSS, version 17, Karl Pearson coefficient of correlation, t-test and regression analysis were utilized for the analysis of data. From the study it has been revealed that in both the countries there existed a significant relationship between job satisfaction and organizational learning capacity while no relationship between job satisfaction and emotional intelligence was found. In India, no relationship was found between EI and OLC whereas in Egypt a significant relationship was found between EI and OLC.

A study conducted by Hooda and Singh (2014) aimed at analysing the job satisfaction level on graduation and post-graduation level faculty members of government and private institutions of Delhi and Haryana. The data were collected



from 100 faculty members of the Universities and institutions of NCR and Haryana-Sonipat and Rohtak through stratified random sampling. The statistical tools like Levine's test, Skewness, Kurtosis, Karl Pearson's Coefficient of Correlation were employed for analysis of data. The study found that the leadership behaviour of heads, rewards for their performance, and working environment all play a part in influencing the level of job satisfaction of faculty members working at these schools and institutions.

A study made by Jamaludin et al. (2014) on 'Mediating Effect of Job Satisfaction on Transactional Leaders and Commitment to Service Quality in Malaysian Universities' revealed that job satisfaction mediated the relationship between perceived transactional leaderships and academic staff commitment to service at Malaysian universities.

Noori et al. (2014) studied 'The relationship between EFL Teacher's Motivation and Job Satisfaction in Mashhad Language Institutions.' A sample of 250 EFL Teachers were selected randomly with different years of experience in Mashhad language institutions. The tools employed for this study were Teacher's Motivation Questionnaire (TMQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The result revealed a significant positive relationship between EFL teachers' motivation and job satisfaction in Mashhad language institutions.

Uddin and Dutta (2014) conducted a study on faculty members' job satisfaction level and personal interest of Hailakandi district. The data were collected from seven degree colleges through simple random sampling from Hailakandi district. The study found that majority of the faculty members in the Hailakandi area were happy with their jobs. Teaching is an ideal and passionate career for them, and no other employment has the same prestige.

Anuradha and Kalapriya(2015) worked on 'Job Satisfaction of Secondary School Teacher' and their findings revealed that Job satisfaction of secondary school teachers differ significantly in relation to their age and gender.

Dhayalan and Maran (2015) conducted a study on the impact of rewards and benefits on job satisfaction of faculty members in self-financed engineering colleges of Chennai city. The data were collected from 732 faculty members of various self-



financed engineering colleges in and around Chennai city. The study found that rewards and perks had a significant impact on job satisfaction among the faculty members at these institutions.

Fredrick (2015) conducted a study on 'MBA college teachers of Madurai city' to study different factors that influence the job satisfaction level of the teachers. The data were collected through convenience sampling method and were analyzed by using Pearson Correlation coefficient and Chi-square. The result of the study showed that job satisfaction of faculty members is positively associated with different factors like career growth, financial reward demographic variables, working condition and recognition. Increase in these factors will lead to increase in job satisfaction level of faculty members.

A study conducted by Srivastava and Mogra (2015) in Udaipur city, Rajasthan to analyze the job satisfaction level of male and female faculty members of the institutions in higher educational institutions showed the factors influencing satisfaction level and difference in male and female satisfaction level. Data were collected from six different educational institutions of higher education in Udaipur city, with a total of 64 college teachers through stratified random sampling. Statistical techniques like mean, standard deviation, frequency, percentage, and t-test were applied to treat the data. It was found that majority of faculty members were with moderate level of job satisfaction. The job satisfaction of the faculty members was influenced by peer relationship, administrative factors and working environment. The study also revealed that the level of male and female faculty members in their job satisfaction was also different. Female faculty members were found to be higher in their job satisfaction level as compared to the male faculty members.

A study made by Kelali and Narula (2017) on 'Relationship between leadership style and job satisfaction: A study on public higher education institutions of Ethiopia' aimed to study the relationship between leadership style and job satisfaction among Ethiopian higher education institution faculties. Data were collected from a sample of 428 teachers. For analysing, Pair-wise correlation (correlation coefficient) was used using stata 11.0. The results revealed that



transformational leadership has a strong, favourable, and statistically significant impact on faculty members' intrinsic, extrinsic, and overall job satisfaction.

Studies conducted by Lalrinngheti (2017) showed that teachers of RMSA and Deficit School do not show significant difference on the satisfaction level of intrinsic aspects of their teaching job. A significant difference was found between the teachers of Deficit and RMSA on their level of satisfaction on salary, promotional avenues and service conditions.

Baluyos et al. (2019) studied 'Teachers' Job Satisfaction and Work Performance' in Division of Misamis Occidental, Philippines. 104 school heads and 313 teachers responded to the study. The descriptive-correlational research design was applied, the Teacher Job Satisfaction Survey Questionnaire (TJSQ) and Individual Performance Commitment Review Form (IPCRF) were the tools used. The statistical tools used were Mean, standard deviation, and Multiple Regression Analysis. The result revealed that the teachers were highly satisfied with their job, and their work performance was very satisfactory. The teachers' work performance was affected by the satisfaction of teachers on school heads' supervision and job security.

Hanafi and Iraqi (2019) worked on 'Job Satisfaction: Investigating the Role of Experience and Motivation of University Academicians in Pakistan.' The sample for the study consisted of 300 teachers from public and private sector University by purposive sampling and the data was analyzed by using partial least squares-Structural Equation Modeling (SEM). The result of the study revealed that there exist significant differences in the job satisfaction and motivation level among private and public university teachers.

Ahrari et al. (2021) conducted a study on 'teacher empowerment and job satisfaction', it aimed to analyse how does teacher empowerment effect on job satisfaction. The study was conducted with meta-analytic structural equation modelling of 11 studies with 19,462 teachers in Malaysia. The result revealed that job satisfaction and teacher empowerment are correlated and there is a significant impact on decision making and self-efficacy among teachers, which is followed by professional growth of the teacher.

Alexandra (2021) study 'Teachers' job Satisfaction'. The study was conducted with the participation of one hundred (100) secondary education teachers



in the Prefecture of Achaia. The samples were collected from urban, semi-urban and rural areas. The purpose of the questionnaire was to study six factors that measure job satisfaction. These factors were the following: 1. working conditions, 2. nature of work, 3. promotion, 4. salary, 5. immediate supervisor and 6. organization as a whole. Teachers were found satisfied with the factors reported mainly within school units like the nature of their work, working conditions and the school unit manager. They appeared to be less satisfied among the factors identified by the central administration, the Ministry of Education and the Government, such as organization policy, financial remuneration and the promotion system. There were no significant differences in satisfaction between age groups and school geographical area. Men appeared to be more satisfied than women about their salary.

Qurashi et al. (2022) work on 'Job satisfaction in relation to teacher effectiveness among higher secondary school teachers' in Jammu and Kashmir. The sample consisted of 100 higher secondary school teachers which were selected from Srinagar district of Jammu & Kashmir. Stratified random sampling technique was employed for data collection. Teacher Job Satisfaction Scale prepared by Sharma and Singh (1999) and Teacher Effectiveness Scale developed by Jayaramanna (2010) was used for tools. To analyse the data the Product Moment method of correlation was used. The results of the study showed that there was high positive & significant correlation between job satisfaction & teacher effectiveness. It can also be said that teachers with high in teaching effectiveness were also high in job satisfaction level & teachers who had low job satisfaction were also low in the teaching effectiveness.

### **2.3 RELATIONSHIP BETWEEN JOB SATISFACTION AND OCCUPATIONAL STRESS**

Richardsen and Burke (2007) conducted a study on 'Occupational stress and Job Satisfaction among Canadian Physicians'. The study examined the relationship between occupational stress and job satisfaction in a sample of Canadian physicians. 2584 physicians were used as a sample, representing all ten Canadian provinces using questionnaires. Findings showed that the main stress sources of physicians were



largely related to time pressures, and the good and healthy relationship with colleagues and ability to help patients were major sources of satisfaction. The overall stress was contributed by a number of stressors and demand from work, and overall satisfaction was contributed by with several aspects of practice. Results showed that physicians who had low level of satisfaction were high in their occupational stress and had more negative views about the health care system.

A study was conducted by Kaur and Kumar (2008) on ‘Comparative study of government and non-government college teacher in relation to job satisfaction and job stress.’ The main objective of this study was to compared the job satisfaction and job stress of the government and non-government college teachers, 200 college teachers from government and non-government colleges were the samples and the results indicated that there was more job stress and less job satisfaction among the non-government college teachers compared to government colleges.

A study made by Gu et al. (2011) on ‘Relationship between job satisfaction and occupational stress in the workers of a thermal power plant’ found no significant differences in job satisfaction between different groups with reference to gender, level of education, marital status and drinking.

Kaur and Sidana (2011) conducted a study on ‘Job satisfaction of college teachers of Punjab with respect to area, gender and type of institution’. The result revealed that male college teachers were more satisfied than their female counterparts, rural college teachers were more satisfied compared to urban college teachers, self-finance college teachers were more satisfied than government aided college teachers.

Simone et al. (2016) worked on ‘Occupational stress, job satisfaction and physical health in teachers’ in Italian schools. The study tried to investigate the relationship between occupational stress, job satisfaction and physical health in Italian teachers. The aim was to study the role of job satisfaction as a possible mediation role between work stressors and its effects on teachers’ physical health (physical symptoms). Data were collected from a sample of 565 teachers of Italy working in different upper secondary schools. The results showed that perception of work environment, workload, teachers’ perceptions of senior management and attitude towards change were specific perceived occupational difficulties of the Italian



teachers. Particularly, workload and attitude towards change had significant direct and indirect effects on physical symptoms through job satisfaction. Also, job satisfaction decreases physical symptoms.

Doraiswamy (2017) conducted a study on ‘Relationship Between Role Stress and Job Satisfaction Among Nurses in India the Moderating Effect of Workplace Spirituality’. The study revealed that total role stress is negatively correlated to job satisfaction among nurses in India. It was also seen from the study that role ambiguity, role overload and role conflict were negatively correlated with job satisfaction of nurses. The finding was similar to a study conducted among Chinese nurses which also showed role ambiguity was negatively correlated to job satisfaction. Negative correlation was also found between role conflict and job satisfaction of Chinese nurses (Hong et al., 2007).

Vasudevan (2018) did research on ‘A study of teachers’ job satisfaction and their occupational stress’. The result revealed there was a significant difference between male and female in job satisfaction, but no significant difference was found in occupational stress between male and female. A significant difference was found between job satisfaction of teachers in urban and rural school, teachers of arts and science subjects, government and private school teachers. No significant difference in occupational stress was found between teachers of urban and rural, but a significant difference in occupational stress was found between teachers of arts and science and between government and private school teachers. There was no correlation between occupational stress and job satisfaction.

In the work of Galanakis and Alamani (2020) on ‘How Gender and Working Conditions Affect Occupational Stress and Job Satisfaction of General Education’s Preschool and Elementary Teachers in Greek Public Schools’ the findings showed that there was no significant difference in male and female teachers’ stress level and there was no correlation between working conditions and stress, no correlation was found between stress and job satisfaction.

Tsarouchas et al. (2021) studied ‘occupational stress, depression and job satisfaction of special education teachers.’ The sample for this study was 100 teachers, data were collected from the Regional Directorate of Attica, Greece. Participants reported moderate levels of perceived stress, anxiety, and depression, as well as job



satisfaction, according to the findings. Job satisfaction and perceived stress had negative correlations, also the same has been found between depression and Job satisfaction. Elevated levels of stress were related to poorer health.

## **2.4 SUMMARY OF THE REVIEW OF RELATED LITERATURE**

The literature reviewed were divided into three categories - review of studies related to occupational stress, review of studies related to job satisfaction and review of studies related to relationship of occupational stress and job satisfaction. A total of 62 studies were reviewed in this chapter, of which 21 studies were related to occupational stress, 32 studies were related to job satisfaction and 9 studies were related to occupational stress and job satisfaction. It covers studies conducted for a span of 35 years of studies from 1987 to 2022.

### **Occupational Stress**

The literature reviewed in relation to the reason or source of occupational stress revealed that most common reasons for occupational stress among teachers came from school administration (Ling,1995), teaching experience, workload, students' behaviour and performance of last year were found to be the reason for occupational stress among teachers (Sharma, 2008). Another study done by Abkhou and Jenaabadi (2015) also revealed that health and its dimension were significantly and positively correlated with job burnout of teachers. In another study among the female teacher, women who worked in most adverse school environment showed the most depressive symptoms whereas women who worked in the best school showed fewer symptoms. (Schonfeld,1992)

Regarding the age and occupational stress, a significant relationship was found between age and occupational stress among elementary school teachers. (Seema, 2012) There exists a significant relationship between age and level of stress among higher secondary school teachers (Jeyaraj,2013). A study made by Rajesh and Kumar (2016) divided the respondents into three groups, below 30 years, 31-50 years and above 50 years, a significant difference was found between the groups of over 50 years and under 30 years. The result also revealed that teachers below 30 years were quite



satisfied with their job. Significant difference in occupational stress of teacher with regard to their age was also found by Owusu et al. (2021)

With reference to studies related to occupational stress and gender, level of occupational stress was found higher in male than female (Seema, 2012; Sadeghi et al., 2016; Jahan and Sharma, 2017). In contrast to this, Ghosh et al. (2020) and Antoniou et al. (2013) found that female teacher felt more stress than male teachers. Significant difference was found between male and female teachers in overall occupational stress, the higher ones was not mentioned. (Khan et al., 2016), while no significant difference was found between male and female teachers' occupational stress in the study made by Hasan (2014) and Owusu et al. (2021).

Significant difference was found in the occupational stress among teachers of different management (Seema, 2012). Aided school teachers had high level of occupational stress than of the government school teachers, but was not significant in studies made by Jeyaraj. (2013) Stress level of private school teachers were significantly higher than that of the government teachers (Hasan, 2014; Senger, 2020) in contrast to this a study made by Hatti et al. (2016) and Mahi (2018) showed that no significant difference was found between occupational stress level of government and private school teachers.

No significant difference in occupational stress was found between teachers of arts and science subjects. (Vasudevan, 2018)

Teachers of 10-15 years of experience had higher level of stress than teachers with 1-10 years of experience and above 15 years' experience. (Antoniou et al. 2013). In a study conducted by Jahan and Sharma (2017) teachers with less than 10 years' experience were more stressed than that of having more than 10 years of experience. Another study done by Kharsynniang and Viray (2021) revealed that the stress level did not show any significant differences in years of experience or salary. Significant difference was also found in occupational stress among teachers based on educational qualification and teaching experience in a study made by Owusu et al. (2021).

With regard to locale, rural teachers had lower occupational stress than urban teachers in a study conducted by Seema (2012). In contrast to this findings, Jahan and



Sharma (2017) found that no significant difference was found between rural and urban teachers in their occupational stress.

Relationship studies: In a study conducted by Sadeghi et al. (2016) on personality types and job stress, no significant relationship was found between realist and investigative personality type with job stress of teachers. But in another study by Mahi (2018) significant relationship was found between role commitment and occupational stress. Study made by Tan and Elarco (2019) revealed that there existed a significant relationship between stressors and burn out of teachers and school heads. A significant relationship was found between salary and level of occupational stress. (Jeyaraj, 2013)

### **Job Satisfaction**

With regard to gender, female teachers were found to have higher level of satisfaction than male teachers (Rathod and Verma, 2006; Srivastava and Mogra, 2015), similar to this finding, on the extrinsic job satisfaction dimension, female teachers were more satisfied than male faculty members in a study conducted by Patrick (2010). In contrast to this, study made by Kaur and Sudana (2011) showed that male college teachers were more satisfied than their female counterparts. A significant difference was found in the job satisfaction level of secondary school teachers in relation to their gender. (Anuradha and Kalapriya, 2015)

In relation to locale, urban teachers were found to have more satisfaction in their job than that of the rural teacher (Shankar, 1987) but in some case rural college teachers were more satisfied as compared to urban teachers (Kaur and Sidana, 2011). A significant difference was found between job satisfaction of teachers in urban and rural school. (Vasudevan, 2018)

Faculty members with less than 30 years were more satisfied with their job than others. (Patrick, 2010) Job satisfaction of faculty members has been influenced by age (Munshi, 2012) and secondary school teachers' job satisfaction differ significantly in relation to their age (Anuradha and Kalapriya, 2015) whereas, study made by Alexandra (2021) showed no significant differences in job satisfaction between different age groups.



Regarding teachers of stream of studies, a significant difference was found between job satisfaction of teachers of arts and science subjects. (Vasudevan,2018)

Regarding the type of management, both the government and non-government college were satisfied with their job, no significant difference on job satisfaction between the two types of colleges was found by Panda (2002). Study made by Devi (2006) showed that faculty members of state university were less satisfied than that of the central university faculty members. Teachers of deficit and RMSA school were found to have significantly differ in their job satisfaction, deficit teachers were found to have more satisfaction level than teachers from RMSA. (Lalrinngheti,2017). Hanafi and Iraqi (2019) found that there exist significant differences in job satisfaction level of teachers of private and public universities. A significant difference was found between job satisfaction of government and private school teachers. (Vasudevan, 2018)

Connection between Leadership styles of deans and satisfaction of faculty members was existed, (Hunly, 2011) leadership behaviour of the heads had influenced the job satisfaction of teachers (Hooda and Singh,2014; Jamaludin et al. 2014; Baluyos et al. 2019). Study made by Kelali and Narula (2017) revealed that transformational leadership had a strong, favourable, and statistically significant impact on faculty members' intrinsic, extrinsic, and overall job satisfaction.

Regarding the pay or salary of the teachers, a positive relationship was found between teacher's job satisfaction and pay (Azmi and Sharma ,2012; Nisae et al. 2012; Shetty and Gujarathi, 2012). Ahluwalia and Preet (2014) also discovered that the possibility of growth and administration, salary and monetary growth, hygiene and infrastructure, the possibility of turnover, cooperation and coordination, interpersonal relationships, and unbiased administration all had a significant impact on faculty members' job satisfaction. Unlike other findings, a study conducted by Munshi (2012) revealed that salary and length of service did not play any role in job satisfaction of faculty members. Reward and perks also had a significant impact on job satisfaction of the teachers (Dhayalan and maran,2015; Fredrick,2015)



A study conducted by Patrick (2010) found that there existed a link between neuroticism and extraversion as well as job satisfaction. There existed a significant relationship between job satisfaction and organizational learning capacity but there was no relationship between job satisfaction and emotional intelligence. In India, no relationship was found between EI and OLC whereas in Egypt a significant relationship was found between EI and OLC. (Badawy et al.2014)

Analysis of the data on the study made by Voris (2011) indicated there was no significant difference between special education teachers who had completed alternative certification programs and the traditionally certified counterparts in terms of their degree of self-efficacy. Analysis of the report of Job Satisfaction Survey indicated both groups of special education teachers were satisfied with their jobs.

Professional growth of teachers (Shetty and Gujarathi, 2012; Fredrick, 2015) and teacher empowerment (Arhari et al. 2021) showed a positive correlation with job satisfaction of teachers, but promotional opportunities did not play important role in job satisfaction of teachers (Azmi and Sharma, 2012).

### **Occupational stress and job satisfaction**

Study made by Richardsen and Burke (2007) revealed that physicians who had low level of satisfaction were high in their occupational stress and had more negative views about the healthcare system. Another study by Kaur and Kumar (2008) found that non-government college teachers were found to have more job stress and less job satisfaction than government colleges. In another study no significant differences in job satisfaction was found between different groups with reference to gender, level of education, marital status and drinking. (Gu et al. 2011)

Studies conducted among nurses in India revealed that total role stress was negatively correlated to job satisfaction (Doraiswamy, 2017) finding is similar to a study conducted among Chinese nurses which also showed role ambiguity was negatively correlated to job satisfaction. Negative correlation was also found between role conflict and job satisfaction of Chinese nurses (Hong et al., 2007).



Particularly, workload and attitude towards change had significant direct and indirect effects on physical symptoms through job satisfaction. Also, job satisfaction decreases physical symptoms. (Simone et al. 2016)

There existed a significant difference between male and female in job satisfaction, but no significant difference was found in occupational stress between male and female. A significant difference was found between job satisfaction of teachers in urban and rural school, teachers of arts and science subjects, government and private school teachers. No significant difference in occupational stress was found between teachers of urban and rural, a significant difference in occupational stress was found between teachers of arts and science and between government and private school teachers. There was no correlation between occupational stress and job satisfaction. (Vasudevan, 2017). Galanakis and Alamani (2020) also found no correlation between stress and job satisfaction. Job satisfaction and perceived stress had negative correlations. (Tsarouchas et al. 2021)

These reviews showed that stress related to occupation is quite common among teachers of various levels, although the degree of stress may differ. The reviewed literature also showed that amongst employees of institutions or organisations, there could be various levels of job satisfaction which could be as a result of various factors. Gender seems to be common factors that affects the job satisfaction level of an employee. There has been no study done so far in area like occupational stress and job satisfaction with respect to higher secondary school teachers in Mizoram. These different findings led the investigator to believe that the present study would bring to light what has so far been neglected in the area of study chosen for the higher secondary school teachers in Mizoram. This study could be of great significance for those who are in the field to throw light on this aspect and may be even bring change in policy maker.



## REFERENCES

- Abkhou, T. and Jenaabadi, H. (2015) Comparative Analysis of the Relationship between job Burnout and General Health of male and Female High School Teachers in Zabol. *Natural Science*, 7, 391-399. <http://dx.doi.org/10.4236/ns.2015.78042>
- Ahrari, S., Roslan, S., Zaremohzzabieh, Z., Rasdi, R.M., & Samah, A.A. (2021) Relationship between teacher empowerment and job satisfaction: A Meta-Analytic path analysis, *Cogent Education*, 8(1), 1898737 <http://doi.org/10.1080/2331186X.2021.1898737>
- Ahluwalia, A. K., & Preet, K. (2014). An empirical study on Job satisfaction amongst college and University Teachers. *Pacific Business Review International*, 6(11), 52-57.
- Alexandra, T (2021) Teachers' job Satisfaction. *International Journal of Advanced Research*.9 (10), 1365-1367.
- Antoniou, A.S., Ploumpi, A. & Ntalla Marina (2013). Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education : The Role of Coping Stress. *Psychology* 4( 3A) , 349-355. <https://dx.doi.org/10.4236/psych.2013.43A051>
- Anuradha, K. & Kalapriya, C.(2015).Job satisfaction of secondary school teachers.*Edutracks*.14(8).36-39.
- Azmi, F. T., & Sharma. G. M. (2012). Job related dimensions and faculty members satisfaction at Indian B-Schools: An empirical Study. *International Journal Management Business Research*, 2(1), 23-40.
- Badawy, T. A. E., Srivastava, S., & Sadek, M. B. (2014). Assessing the relationship between emotional intelligence, job satisfaction and organizational learning capability in private higher educational institutions in Egypt and India: A comparative study. *International Journal of Business Administration*, 5(6), 38-47.



- Baluyos, G.R., Rivera, H.L and Baluyos, E.L.(2019) 'Teachers' Job Satisfaction and Work Performance' *Open Journal of Social Sciences*, 7, 206-221.  
<https://doi.org/10.4236/jss.2019.78015>
- Cavicchia, C., and Sarnacchiaro, P. (2021) A Multi-group higher-order factor analysis for studying the gender effect in Teacher Job Satisfaction.  
<https://doi.org/10.1007/s40300-021-00204-x>
- Devi, R. V. (2006). Job satisfaction among University teach-ers. *SCMS Journal of Indian Management*, 3, 87-94.
- Doraiswamy, I.R. (2017) Relationship Between Role Stress And Job Satisfaction Among Nurses In India The Moderating Effect Of Workplace Spirituality , Ph. D Thesis, Symbiosis International University.  
<https://shodhganga.inflibnet.ac.in/handle/10603/192261>
- Dhayalan, V., & Maran, K. (2015). Impact of rewards and benefits toward job satisfaction in self-financing insti- tutes. *International Journal of Research in Organizational Behavior and Human Resource Management*, 3(1),115-120.
- Eres,F. & Atanasoska,T. (2011). Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia. *International Journal of Humanities and Social Science* 1(7), 59-65. Retrieved from  
<http://www.ijhssnet.com/journals/Vol. 1 No. 7 %5bSpecial Issue June 2011%5d/9.pdf>
- Fredrick, A. E. (2015). *A study about the various factorsinfluencing job satisfaction of MBATeachers in col-leges with special reference to Madurai district, India*. International conference on Interdisciplinary Research inEngineering and Technology, 1, 137-143.
- Galanakis, M. and Alamani, E. ( 2020). How Gender and Working Conditions Affect Occupational Stress and Job Satisfaction of General Education's Preschool and Elementary Teachers in Greek Public Schools *Psychology*, 11, 364-372  
<https://doi.org/10.4236/psych.2020.112023>



- Ghosh, D., Adhikari, S. and Mahato, S. (2020) Occupational Stress Of Male And Female Teachers –A Comparative Analysis. *International Education and Research Journal*. **6**(2), 1-2.  
<https://www.semanticscholar.org/paper/occupational-stress-of-male-and-female-teachers-%e2%80%93-a-ghosh-adhikari/60387957046a719753467a9355100b80a2a8cf04>
- Gu, G., Yu, S. & Zhou, W. (2011) Relationship between job satisfaction and occupational stress in the workers of a thermal power plant. *Zhonghua Lao Dong Wei Sheng Zhi Ye Bing Za Zhi*. **29** (12), 893-897.  
<https://pubmed.ncbi.nlm.nih.gov/22357527/>
- Hanafi, M.R. and Iraqi, K. ( 2019) Job Satisfaction: Investigating the Role of Experience and Motivation of University Academicians in Pakistan. *Journal of Social Sciences and Humanities* **1** (58) , 227- 252.  
<https://doi.org/10.46568/jssh.v58i1.141>
- Hasan, A. (2014) A study of Occupational Stress of Primary School Teachers. *Educationia Confab* **3**(4), 11- 19.
- Hatti,S.B, Aneelraj, Kalita, K.N and Baruah, A (2016) Occupational stress of school teachers working in government and private schools. *International Journal of Medicine Research*, **1**(5), 53-55.  
[https://www.researchgate.net/publication/311970254\\_Occupational\\_stress\\_of\\_school\\_teachers\\_working\\_in\\_government\\_and\\_private\\_schools/link/594240d0aca272a873ffbeb2/download](https://www.researchgate.net/publication/311970254_Occupational_stress_of_school_teachers_working_in_government_and_private_schools/link/594240d0aca272a873ffbeb2/download)
- Hong, L., While, A. E., & Louise Barriball, K. (2007). A model of job satisfaction of nurses: a reflection of nurses' working lives in Mainland China. *Journal of Advanced Nursing*, **58**(5), 468-479. doi:10.1111/j.1365-2648.2007.04233.x
- Hooda, S., & Singh, K. (2014). Determining job satisfaction among the faculty members in private Education institu- tions. *Global Journal of Enterprise Information System*, **6**(1), 21-25.



- Hunly, I. (2011) 'Relationship Between Leadership Styles Of Faculty Deans And Job Satisfaction Of Teaching Faculty Members: A Focus On Faculties Of English In Phnom Penh', Unpublished Master's Thesis, Hiroshima University.
- Isaiah, M.N., and Nenty, H.J. ( 2012) Predicting Job Dissatisfaction among Community Junior Secondary School Teachers in Botswana. *Psychology*. 3 (3), 277-283 <http://dx.doi.org/10.4236/pysch.2012.33039>
- Jahan, S. & Sharma, H.(2017) Occupational Stress In Upper Primary School Teachers 3 (5) 806- 814. Retrieved from [http://ijariie.com/adminuploadpdf/occupational\\_stress\\_in\\_upper\\_primary\\_school\\_teachers\\_ijariie6708.pdf](http://ijariie.com/adminuploadpdf/occupational_stress_in_upper_primary_school_teachers_ijariie6708.pdf)
- Jamaludin, A., Hashim, R.A. & Mahmood, R. (2014) Mediating Effect of Job Satisfaction on Transactional Leaders and Commitment to Service Quality in Malaysian Universities. Paper presented at '3<sup>rd</sup> International Conference on Management, Economics and Finance' Kuala Terengganu, Terengganu, Malaysia.
- Jeyaraj, S.S (2013) Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu, *Journal of Business and Management* 7(5) , 63-76. <https://pdfs.semanticscholar.org/7e4d/271719de99837e2a6d2e0be106f8739fd49.pdf>
- Kaur, G. & Sidana, J.J (2011) Job satisfaction of college teachers of Punjab with respect to area, gender and type of institution. *Edutracks*10 (11) 27-35.
- Kaur, S and Kumar, D. (2008) *Comparative study of government and non government college teacher in relation to job satisfaction and job stress* . academia.edu[https://www.academia.edu/28937961/comparative\\_study\\_of\\_government\\_and\\_non\\_government\\_college\\_teacher\\_in\\_relation\\_to\\_job\\_satisfaction\\_and\\_job\\_stress](https://www.academia.edu/28937961/comparative_study_of_government_and_non_government_college_teacher_in_relation_to_job_satisfaction_and_job_stress)
- Kelali, T. & Narula, S. (2017) Relationship between leadership style and job satisfaction : A study on public higher education institutions of Ethiopia, *International Journal of Research in IT and Manangement*. 7(4). 42-53. [https://www.academia.edu/33054431/international\\_journal\\_of\\_research\\_in\\_it\\_and\\_management\\_ijrim\\_relationship\\_between\\_leadership\\_style\\_and\\_Job](https://www.academia.edu/33054431/international_journal_of_research_in_it_and_management_ijrim_relationship_between_leadership_style_and_Job)



Satisfaction A Study on Public Higher Education Institutions of Ethiopia  
ia

- Kharsynniang H. & Viray, M. (2021) Occupational stress among tribal primary teachers of Shillong, India, *International Journal of Creative Research Thoughts*.9(7), 228-232. <https://www.ijcr.org/papers/IJCRT2107555.pdf>
- Khan, O., Khan, M.I., Husain, A., Kawa, M.H., Hasan, F., Khan, B., Tarawneh, A.A., Thabnat, A.M.H. (2016). Perceived sources of occupational stress among teachers. *International Journal of Current Research*, 8(5), 31733-31736.
- Lalrinngheti, E.(2017). *A study of job satisfaction among secondary school teachers in Aizawl District: Comparison between Rashtriya Madhyamik Shiksha Abhiyan School and deficit schools*. (Unpublished M.Ed dissertation) Mizoram University.
- Ling, S.O. (1995) Occupational Stress Among School teachers: A Review of Research Findings Relevant to Policy Formation. *Education Journal* 23(2),105-124. Retrieved from [https://www.researchgate.net/publication/234621490\\_Occupational\\_Stress\\_among\\_Schoolteachers\\_A\\_Review\\_of\\_Research\\_Findings\\_Relevant\\_to\\_Policy\\_Formation](https://www.researchgate.net/publication/234621490_Occupational_Stress_among_Schoolteachers_A_Review_of_Research_Findings_Relevant_to_Policy_Formation)
- Mahi, S. (2018) Study of teachers' role commitment in relation to occupational stress . *International Journal Of Research in Social Sciences*. 8 (3). 991-997. [https://www.academia.edu/69457813/Study\\_of\\_Teachers\\_Role\\_Commitment\\_in\\_Relation\\_to\\_Occupational\\_Stress](https://www.academia.edu/69457813/Study_of_Teachers_Role_Commitment_in_Relation_to_Occupational_Stress)
- Munshi, N. M. (2012). *A comparative analysis of job satisfaction level of management teachers of MBA colleges in Gujarat State*. A Ph. D. thesis, Saurashtra University, Rajkot.
- Nisar, A., Zafar, M. I., Mahmood, B., Sohail, M. M., Sher, F., & Safdar, M. R. (2012). Pay benefits and work place milieu effecting job satisfaction level of university teachers: A case study of Punjab University. *International Journal of Asian Social Science*, 2(10), 1815-1831.



- Noori, N., Fatemi, M.A and Najjari, H. (2014) The relationship between EFL Teacher's Motivation and Job Satisfaction in Mashhad Language Institutions. *Open Access Library Journal*, 1: e843. <http://dx.doi.org/10.4236/oalib.1100843>
- Owusu, D. Nkyi, A.A & Adasi, G.S. (2021) Prevalent Rate of Occupational Stress among Senior High School Teachers. *Journal of scientific Research and Reports*. 27(11), 163-173. <https://www.semanticscholar.org/paper/Prevalent-Rate-of-Occupational-Stress-among-Senior-Owusu-Nkyi/fa0e0d21f93ac364eea1691099a798989ea376f5>
- Panda, B.B. (2002). Job satisfaction of college teachers in the context of type of management. *The educational review*. 45(4), 76-79. [https://www.academia.edu/26586873/job\\_satisfaction\\_of\\_higher\\_secondary\\_schools\\_teachers](https://www.academia.edu/26586873/job_satisfaction_of_higher_secondary_schools_teachers)
- Patrick, H. A. (2010). Personality traits in relation to Job satisfaction of management educators. *Asian Journal of Management Research*, 1, 239-249.
- Qurashi, G.U.D., Ambar, F.A. & Jan, T. (2022) Job satisfaction in relation to teacher effectiveness among higher secondary school teachers. *International Journal of Advances in Engineering and Management*. 4 (5), 469-474. DOI: 10.35629/5252-0405469474 [https://www.researchgate.net/publication/360454678\\_Job\\_Satisfaction\\_in\\_r\\_elation\\_to\\_Teacher\\_Effectiveness\\_among\\_Higher\\_Secondary\\_School\\_Teachers](https://www.researchgate.net/publication/360454678_Job_Satisfaction_in_r_elation_to_Teacher_Effectiveness_among_Higher_Secondary_School_Teachers)
- Rajesh, G.A & Kumar, P.S (2016) Occupational Stress among School Teachers – A Study Report . *St. Theresa Journal of Humanities and Social Sciences* 2 (1) ,29-36 [https://www.academia.edu/68729348/Occupational\\_Stress\\_among\\_School\\_Teachers\\_A\\_Study\\_Report](https://www.academia.edu/68729348/Occupational_Stress_among_School_Teachers_A_Study_Report)
- Rathod, M.B. & Verma, M.(2006) A study of job satisfaction of teachers in relation to role commitment. *Meri Journal of education*. 1(1).



- Richardsen, A.M. & Burke, R.J. (2007) Occupational Stress and Job Satisfaction among Canadian Physicians. *Work and Stress*. 5(4) 301-313. <https://doi.org/10.1080/02678379108257028>
- Sadeghi, A., Niyafar G.H., Pour, A.H., Zamani, A. & Gholami, F. (2016) Relationship between Personality Types and Job Stress among Teachers at First Period (Guidance Schools) and Second Period of High School (Secondary Schools) *Creative Education*, 7, 544-553. <https://dx.doi.org/10.4236/cce.2016.73056>
- Schonfeld (1992) A longitudinal study of occupational stressors and depressive symptoms in first year female teachers. *Teaching and Teacher Education* 8(2), 151-158. [\(PDF\) A Longitudinal Study of Occupational Stress in First-Year Teachers \(researchgate.net\)](#)
- Seema Menon K.P (2012) Occupational Stress among elementary School Teachers of Kerala in *Issues and concerns in Elementary Education* (M. Puri, Ed.). Kanishka Publishers, Distributors, Ansari Road, Daryaganj, New Delhi.
- Senger, J. (2020) 'Occupational stress among male teachers working in secondary schools' *International Education and Research Journal* 6 (10), 16-18.
- Shankar, V. (1987) *A study of teacher responsibility and its relationship with school climate and job satisfaction of teachers at the secondary school level in Moradabad District* (Unpublished doctoral thesis). Rohikhand University.
- Sharma, S.S (2008) Occupational stress among teachers working in secondary schools of Karauli district of Rajasthan state. Unpublished Dissertation of Master of Public Health Degree, Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram, Kerala. Retrieved from [http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH\\_5690.pdf](http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH_5690.pdf)
- Shetty, B. R., & Gujarathi, R. (2012). A study of faculty job satisfaction and its impact on student satisfaction in Management Institutes of Nasik district affiliated to university of Pune. *Journal of Business and management*, 3(4), 1-8.



- Simone, S.D., Sicotto, G. and Lampis, J. (2016) Occupational stress, job satisfaction and physical health in teachers. *European Review of Applied Psychology* . **66**(2), 65-77 <https://doi.org/10.1016/j.erap.2016.03.002>
- Srivastava, M., & Mogra, D. (2015). Job satisfaction among teaching faculty with reference to gender. *Asian Journal of Management Science*, 3(10), 25-29.
- Tan, C.S and Elarco, M.R.R.A. (2019) Occupational stressors and teachers' burnout *International Journal of Advanced Research*. **7** (2), 417-421. <http://dx.doi.org/10.21474/IJAR01/8505>
- Tsarouchas, N.T., Antoniou, A.S. and Polychroni, F. (2021) Occupational stress, depression and job satisfaction of special education teachers, *European Journal of Education Studies*. **8** (4) [https://www.academia.edu/47766710/Occupational\\_stress\\_depression\\_and\\_job\\_satisfaction\\_of\\_special\\_education\\_teachers](https://www.academia.edu/47766710/Occupational_stress_depression_and_job_satisfaction_of_special_education_teachers) <https://doi.org/10.46827/ejes.v8i4.3685>
- Uddin, B., & Dutta, S. K. (2014). Job satisfaction and personal interest of College teachers in Teaching: A study in Hailakandi district. *International Journal of Interdisciplinary and Multidisciplinary Studies*, 2(2), 43-48.
- Vasudevan, R. (2018) 'A study of teachers job satisfaction and their occupational stress', Ph. D Thesis, Bharathiar University, Department of Education, <http://hdl.handle.net/10603/353630> <https://shodhganga.inflibnet.ac.in/handle/10603/353630>
- Voris, B.C. (2011) *Teacher efficacy, job satisfaction, and alternative certification in early career special education teachers*, unpublished Ph.D Thesis, University of Kentucky.
- Xavier, S. J., Muthukumaran, C. K., & Sugukumar, D.(2013). Mapping of job satisfaction: An organizational study among faculty of management study institutions across Thanjavur, South Tamil Nadu. *Asia Pacific Journal of Marketing and Management Review*, 2(1), 128-135.



Yazon, A.D.,and Maniag, K.A.,(2019) Emotional Intelligence and Occupational Stress among Filipino Teachers *Universal Journal of Educational Research* 7 (11), 2303-2313. DOI: 10.13189/ujer.2019.071108 [5610042f3e70783d9464370f02388150f782.pdf \(semanticscholar.org\)](https://www.semanticscholar.org/paper/5610042f3e70783d9464370f02388150f782/5610042f3e70783d9464370f02388150f782)



## **CHAPTER III**

### **METHODOLOGY AND PROCEDURE**

In conducting research, it is important for a researcher to employ a suitable method in his or her research in order to carry out the objectives of research. The success of any research depends on the suitability of the tools and techniques employed for data collection and the method adopted for the study. To ensure the validity and reliability of the research findings the method employed should address the objectives of the study, selection of population and sample and also the technique of sampling. The present chapter deals with the following points:

3.1 Method of study

3.2 Population of the study

3.3 Sample of the study

3.4 Tools for data collection

3.5 Mode of data collection

3.6 Tabulation of data

3.7 Procedure of data analysis

#### **3.1 METHOD OF STUDY**

The main aim of the present study is to find out the level of occupational stress and job satisfaction level of higher secondary school teachers in Mizoram and compare them with gender, types of management and stream of education. Another objective is to find out the correlation between occupational stress and job satisfaction among the teachers of higher secondary schools in Mizoram. The present study does not try to find out the reason of occupational stress and the cause of job dissatisfaction, it is rather interested to find out the present condition of higher secondary teachers in Mizoram regarding the occupational stress and job satisfaction. So, the method employed for the present study is descriptive in nature.



The study employs survey method for collection of data, therefore the method employed is a descriptive survey method.

### 3.2 POPULATION OF THE STUDY

Since the main concern of the present study is the level of occupational stress and job satisfaction of higher secondary school teachers of Mizoram, the population of the present study comprised of all the teachers in higher secondary schools in Mizoram state.

For the present study, the Annual Publication, prepared by statistical cell, Office of the Directorate of Education, Government of Mizoram, 2017-2018 was used for references of the statistics. As per this Annual Publication, the total number of higher secondary school in Mizoram was 175 and there were 1714 teachers.

**Table 3.2.1**

#### **Population of the study**

	<b>Govt</b>		<b>Deficit</b>		<b>Adhoc</b>		<b>Lumpsum</b>		<b>Private</b>		<b>Total</b>		
<b>Dist</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>Total</b>
Aizawl	126	160	55	43	29	25	15	10	222	183	447	421	868
Champhai	16	16			26	20	7	4	38	27	87	67	154
Kolasib	5	1	14	11	15	11			13	10	47	33	80
Lawngtlai	17	14							52	25	69	39	108
Lunglei	30	38	21	15	13	13	3	2	75	54	142	122	264
Mamit	14	11					9	3			23	14	37
Serchhip	18	17	13	3	18	9	3	2	24	16	76	47	123
Siaha	7	14					4	12	25	18	36	44	80
<b>Total teachers</b>													<b>1714</b>



**Table 3.2.2**

**Distribution of school population according to management**

Management	Govt.	Deficit	Adhoc	Lumpsum	Private	Total
No. of school	25	7	13	11	119	175

**3.3 SAMPLE OF THE STUDY**

The present study employs multistage sampling in which strata were determined based on geographical location and type of management and proportionately select sample from each stratum.

The unit of sample for the present study was the schools. The teachers taken as sample were selected from the sample schools randomly.

When the total number of school of a particular strata is less, higher proportion was taken to maintain sufficient representation.

The total number of population of teachers was 1714. The sample selected for the study from the selected sample schools was 320.

**Table 3.3.1**

**Distribution of sample schools**

District	Govt		Deficit		Adhoc		Lumpsum		Private		Total	
	P	S	P	S	P	S	P	S	P	S	P	S
Aizawl	11	6	4	2	4	2	4	2	56	28	79	40
Champhai	1	1			3	2	2	1	10	5	16	9
Lunglei	4	2	4	1	2	1	1	1	24	12	35	17
Mamit	2	1					2	1			4	2
											134	68

**P = Population, S= Sample**



**Table 3.3.2**  
**Distribution of Sample**

	<b>Govt.</b>		<b>Deficit</b>		<b>Adhoc</b>		<b>Lumpsum</b>		<b>Private</b>		<b>P</b>	<b>S</b>
<b>District</b>	M	F	M	F	M	F	M	F	M	F		
Aizawl	126	160	55	43	29	25	15	10	222	183	868	
<b>Sample</b>	<b>30</b>	<b>39</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>54</b>	<b>44</b>		<b>209</b>
Champhai	16	16			26	20	7	4	38	27	154	
<b>Sample</b>	<b>4</b>	<b>4</b>			<b>6</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>9</b>	<b>7</b>		<b>38</b>
Lunglei	30	38	21	15	13	13	3	2	75	54	264	
<b>Sample</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>18</b>	<b>13</b>		<b>64</b>
Mamit	14	11					9	3			37	
<b>Sample</b>	<b>3</b>	<b>3</b>					<b>2</b>	<b>1</b>				<b>9</b>
<b>Total</b>											1323	<b>320</b>

**P = Population , S= Sample**

### **3.4 TOOLS FOR DATA COLLECTION**

For the present study, the investigator employed two types of tools:

#### **1. Teacher's Occupational Stress Scale developed by Sharma & Kaur (2015)**

While developing the test, the developer of the test divided the relative components of occupational life of teachers which causes stress into nine (9) dimensions. These nine dimensions of teachers' occupation are

- (i) Workload
- (ii) Role ambiguity
- (iii) Groupism and external pressure
- (iv) Responsibility
- (v) Powerlessness
- (vi) Work relationships



- (vii) Working conditions
- (viii) Personal inadequacy
- (ix) Lack of motivation

At initial stage, 60 items belonging to these 9 dimensions of occupation were scheduled and were given to 25 experts in the field of education and psychology for their opinions and suggestions. These were also discussed with 20 teachers and 10 principals of secondary schools. After that, 37 items were retained in the final form of the scale.

### **Item analysis**

The selection and rejection of the items on the basis of their difficulty value and discriminative power has been done for item analysis. For this purpose, the list of remaining 37 items was administered on a small group of teachers. On the basis of received scores by each item by taking 27 percent top and 27 percent bottom. The difficulty indices and discriminative power for each item was determined.

On the basis of the item analysis final scale consisting of 30 highly discriminating items was prepared. Each item of the scale is to be answered on 5-point scale and has five point options i.e Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SDA). The dimension (sub scale) wise distribution of the items is given below:



**Table 3.4.1**

**Division of the items**

<b>Sl. No.</b>	<b>Dimension (Sub Scale)</b>	<b>Serial wise item no.</b>	<b>Total</b>
1	Workload	1,9,17,20,28	05
2	Role ambiguity	6,11,25	03
3	Groupism and external pressure	7,8,24	03
4	Responsibility	13,23,30	03
5	Powerlessness	4,10,14,22	04
6	Work relationships	2,5,29	03
7	Working conditions	3,15,8	03
8	Personal inadequacy	12,26,27	03
9	Lack of motivation	16,19,21	03
<b>Total</b>			<b>30</b>

**Standardization Sample**

The scale was administered on a sample of 1800 teachers working in all types of educational institutions (both government and private) including primary schools, elementary schools, secondary schools, colleges etc. Stratified random technique was applied.

**Reliability of the Scale**

The investigators adopted the test re-test method to find out the reliability of the scale. The test-retest reliability coefficient was worked out to be 0.801 with N= 80 and time interval of 21days. The reliability indices of 9 dimensions (sub scales) were also computed. Table no 3.4.2 records the obtained reliability coefficients.



**Table 3.4.2**

**Reliability coefficients**

<b>Sl. No.</b>	<b>Dimension (Sub Scale)</b>	<b>Reliability indices</b>
1	Workload	0.893*
2	Role ambiguity	0.698*
3	Groupism and external pressure	0.728*
4	Responsibility	0.881*
5	Powerlessness	0.797*
6	Work relationships	0.782*
7	Working conditions	0.892*
8	Personal inadequacy	0.792*
9	Lack of motivation	0.769*
<b>Total</b>		<b>0.801*</b>

\*Significant at .01 level of significance.

**Validity**

The scale was adequately validated with specific criteria. Content validity of the scale was tested against the judgement of 25 experts. The selection of the items was carried out on the basis of opinions of the experts as well as value of discriminative indices. The content validity is ensured as the items for which there has been 100 percent agreement amongst judges regarding their relevance of occupational stress and purpose of the scale were included. The most valid items were retained in the final form of the scale. The face validity of the scale is found to be fairly high. Further, the scale is validated favourably with the Occupational Stress index by Srivastava and Singh (1984) (N=80) providing a validity coefficient of 0.782, which is significant at .01 level of significance.

**Scoring**

All the items of the scale are positively worded. Items are given a score of 5,4,3,2,1 for Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree respectively.



**Table 3.4.3**  
**Scoring for TOSS**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

### **Statistical Results**

Statistical results for the total TOSS based on the results of 1800 teachers are given in table 3.4.4

**Table 3.4.4**  
**Statistical results of TOSS**

<b>N</b>	<b>Mean</b>	<b>SD</b>
1800	94.83	15.86

### **Norms**

On the basis of the results, Z-norms have been prepared for the total scale. Norms for interpretation of the Level of Occupational Stress of Teachers have been presented in table 3.4.5



**Table 3.4.5**

**Norms for interpretation of the Level of Teacher's Occupational Stress**

Sl.No	Range of z-scores	Raw score	Grade	Level of Teacher's Occupational Stress
1	+2.01 and above	127 & above	A	Extremely high
2	+1.26 to + 2.00	115 to 126	B	High
3	+0.51 to + 1.25	103 to 114	C	Above Average
4	-0.50 to +0.50	87 to 102	D	Average/Moderate
5	-0.51 to -1.25	75 to 86	E	Below Average
6	-1.26 to -2.00	63 to 74	F	Low
7	-2.01 and below	62 & below	G	Extremely Low

**Administration**

With careful administration of this scale, occupational stress of any teacher can be evaluated in total or on desirable dimension by administering the scale in parts. Further, the scale can be used to measure the extent of occupational stress on teachers working in all types of educational institutions at all levels. Scale can be administered either individually or in group. There is no time limit but usually it takes 40-50 minutes.

**2. Teacher's Job Satisfaction Questionnaire Developed by Nasrin & Anees (2014).**

**Description of the tool**

Job satisfaction questionnaire has been developed on likert scale technique; a technique is used to measure the attitude and opinion. In this questionnaire investigator objective was to check the attitude and opinion of teacher/educators towards their profession i.e. teaching. Investigator selected the likert scale technique i.e. (**S.A = strongly agree, A = agree, U.D. = undecided, D.A. = disagree and S.D. = strongly disagree**) because it is easy to construct, less time consuming and based on objective judgment.



### **Collection and Writing of Items**

The first step in constructing the questionnaire was to collect all the relevant information related to the job satisfaction of teacher educators. The information were collected by study of review of related literature, books, article and journals. Through these sources investigator generate a long list of objects, activities and processes related to teaching and job satisfaction. Following dimensions were selected for the development of teacher's job satisfaction scale.

- (i) Quality of teaching
- (ii) Innovative teaching
- (iii) Responsibility for teaching
- (iv) Cooperative teaching behaviour
- (v) Teaching attitude
- (vi) Group relationship
- (vii) Job acceptance
- (viii) Classroom behaviour
- (ix) Social behaviour
- (x) Observational skills.

### **Scrutiny and Critiques**

After completing the first draft of the tool development, the second step was to prepare statements on the 10 dimensions. Eight statements were prepared and they were given to researchers, experts and linguistic experts' etc. to improve the quality and the face validity of the test items.

This draft of the tool included overall design, sequential arrangement of the items, reshaping of the items etc.

The expert's suggestions and comments were considered and according to their comments and suggestions, few items were modified, and others having no relevance with the study were deleted.

The questionnaire which was ready for try-out contained 64 rating type items.



## **Try Out and Items Analysis**

The final draft of questionnaire having 64 rating type items was administered on small sample of 60 teacher educators selected from public and private funded institutions.

## **Item Analysis**

It is a set of procedures that is applied to know the indices for the truthfulness (or validity) of items. In other words item analysis is a technique through which those items which were valid and suited to the purpose were selected and the rest were either eliminated or modified to suit the purpose. Each item of the subjects was correlated with their scores. The items found to have a correlation of 0.25 or less with the total score were deleted. Therefore, 22 items were deleted. The formula used for determining the correlation coefficient is as follows:

$$Y_{12} = \frac{NX_1X_2 - \sum X_1X_2}{(NX_1^2 - (\sum X_1)^2)(NX_2^2 - (\sum X_2)^2)}$$

where,

$X_1$  = raw scores on one test.

$X_2$  = raw score on another test.

$N$  = number of people.

After item analysis the final form of job satisfaction questionnaire consisted of 42 rating type questions. This questionnaire was finally administered on 500 teacher educators working in private and public funded institutions.

## **Instructions**

The scale was designed to elicit information from teacher educators towards the degree of job satisfaction. The respondent has to put tick on any one correct option. The development and administration of the survey questionnaire involved three phases: collection and writing of items, scrutiny and critique, try out and item analysis.



## Scoring

The scheme of scoring response categories involved differential weighting such that the response category, 'Strongly Agree' a weight of 5. 'Agree' a weight of 4, 'Undecided' a weight of 3, 'Disagree' a weight of 2, and 'Strongly Disagree' was given a weight of 1, in respect of response pertaining to positive statements. The scoring was reversed for the statements that were negative. This reversed polarity was then used for subsequent analyses. Marks according to the positive and negative statements were given on all the 42 items. The sum of these values gave the Job Satisfaction score for the subject.

**Table 3.4.6**  
**Scoring for TJSQ**

Category	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

## Validity

Face validity - Face validity was established by circulating the questionnaire among judges, who were experienced Psychologist, Educators and Linguistic experts.

In order to find out the item validity, item correction with total job satisfaction scores was computed. All the items had high co-efficient of correlation with the total score significant at .01 level of significance.

## Reliability of TJSQ

Internal consistency of the questionnaire was found by split -half method. The reliability co-efficient by Spearman Brown formula was found 0.949 which is significant and high.



### Items distribution in dimension

Serial numbers of the items in each dimension have been given below:

**Table 3.4.7**

**Dimension of the test items**

<b>Sl. No</b>	<b>Dimension</b>	<b>Serial No. of items</b>	<b>Total items</b>
1.	Quality of teaching	16, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35	11
2.	Innovative teaching	1, 37, 38, 39, 40, 41, 42	07
3.	Responsibility for teaching	9, 12, 22, 23	04
4.	Cooperative teaching behaviour	5, 18, 19	03
5.	Teaching Attitude	10, 13, 14, 20, 21	05
6.	Group Relationship	7, 8, 11	03
7.	Job Acceptance	2*, 24, 25	03
8.	Classroom Behaviour	3, 4	02
9.	Social Behaviour	6, 15, 36	03
10.	Observation Skill	17*	04
		<b>Total</b>	42

\*negative items



## Statistical Results & Norms

The mean and standard deviation for the full Teacher's Job Satisfaction Questionnaire have been given in Table 3.4.8

**Table 3.4.8**  
**Statistical Results of TJSQ**

<b>Mean</b>	<b>SD</b>	<b>N</b>
156.50	20.18	500

Norms for the full Teacher's Job Satisfaction Questionnaire have been prepared in Z-scores and given in Table 3.4.9

**Table 3.4.9**  
**Norms for Interpretation of the Level of Teacher's Job Satisfaction Questionnaire**

<b>Sl. No.</b>	<b>Range of Z-scores</b>	<b>Raw score</b>	<b>Grade</b>	<b>Level of Teacher's Job Satisfaction</b>
1.	+2.01 and above	198 & above	A	Extremely Satisfied
2.	+1.26 to + 2.00	182 to 197	B	Highly Satisfied
3.	+0.51 to + 1.25	167 to 181	C	Above Average Satisfied
4.	-0.50 to + 0.50	147 to 166	D	Average/Moderate Satisfied
5.	-0.51 to 1.25	132 to 146	E	Below Average Satisfied
6.	-1.26 to -2.00	116 to 131	F	Dissatisfaction
7.	-2.01 and below	115 & below	G	Extremely Dissatisfaction



### **3.5 RELIABILITY ON TEACHER'S OCCUPATIONAL STRESS SCALE AND TEACHER'S JOB SATISFACTION QUESTIONNAIRE**

For any standardised scale, it is important that the scale should be reliable enough to obtain dependable results. The TOSS used has a reliability of 0.801 which is significant at 0.01 level and TJSQ has a reliability of 0.949 which is highly significant at the time of its standardisation. Since several years have passed from the time that the scale was standardized and as the investigator is to use it with a population which has different characteristics, it was felt that reliability should be re-established. Therefore, in order to establish the reliability of the scale the investigator gave the readymade tool to 100 (one hundred) higher secondary school teachers. After scoring, the investigator employed 'Split-Half Method' for the establishment of reliability of the scale. The whole scale was divided into two halves on the basis of the odd and even numbers of the items. The co-efficient of reliability was computed between the two halves of the score by using the 'Pearson Product Moment Method'. The co-efficient of reliability of the scale came out to be 0.828 which is significant at 0.01 level for Teacher's Occupational Stress Scale and 0.840 which is significant at 0.01 level for Teacher's Job Satisfaction Questionnaire.

The split half scores for occupational stress and job satisfaction of teachers are given in the following tables:



**Table 3.5.1****Split half scores for determining the reliability of Teacher's Occupational Stress Scale**

<b>Sl. No</b>	<b>Score on 1<sup>st</sup> half</b>	<b>Score on 2<sup>nd</sup> half</b>	<b>Sl. No</b>	<b>Score on 1<sup>st</sup> half</b>	<b>Score on 2<sup>nd</sup> half</b>	<b>Sl. No</b>	<b>Score on 1<sup>st</sup> half</b>	<b>Score on 2<sup>nd</sup> half</b>	<b>Sl. No</b>	<b>Score on 1<sup>st</sup> half</b>	<b>Score on 2<sup>nd</sup> half</b>
<b>1</b>	40	45	<b>26</b>	54	54	<b>51</b>	44	48	<b>76</b>	59	56
<b>2</b>	55	56	<b>27</b>	40	45	<b>52</b>	55	57	<b>77</b>	43	41
<b>3</b>	34	31	<b>28</b>	61	45	<b>53</b>	40	42	<b>78</b>	44	45
<b>4</b>	38	44	<b>29</b>	59	56	<b>54</b>	26	40	<b>79</b>	32	32
<b>5</b>	41	48	<b>30</b>	43	39	<b>55</b>	40	45	<b>80</b>	43	46
<b>6</b>	39	43	<b>31</b>	44	45	<b>56</b>	42	46	<b>81</b>	41	36
<b>7</b>	33	31	<b>32</b>	41	41	<b>57</b>	36	40	<b>82</b>	51	49
<b>8</b>	33	32	<b>33</b>	40	40	<b>58</b>	39	37	<b>83</b>	58	57
<b>9</b>	48	40	<b>34</b>	38	45	<b>59</b>	43	44	<b>84</b>	52	47
<b>10</b>	23	16	<b>35</b>	53	48	<b>60</b>	62	52	<b>85</b>	46	39
<b>11</b>	39	47	<b>36</b>	64	63	<b>61</b>	48	44	<b>86</b>	50	50
<b>12</b>	34	32	<b>37</b>	50	51	<b>62</b>	40	40	<b>87</b>	40	45
<b>13</b>	38	36	<b>38</b>	51	50	<b>63</b>	56	58	<b>88</b>	46	42
<b>14</b>	33	32	<b>39</b>	55	50	<b>64</b>	51	51	<b>89</b>	53	45
<b>15</b>	39	41	<b>40</b>	41	32	<b>65</b>	41	40	<b>90</b>	36	36
<b>16</b>	36	53	<b>41</b>	44	37	<b>66</b>	48	44	<b>91</b>	54	52
<b>17</b>	37	37	<b>42</b>	41	45	<b>67</b>	34	36	<b>92</b>	66	65
<b>18</b>	40	36	<b>43</b>	48	52	<b>68</b>	45	41	<b>93</b>	54	46
<b>19</b>	51	49	<b>44</b>	60	53	<b>69</b>	40	44	<b>94</b>	36	42
<b>20</b>	42	37	<b>45</b>	51	43	<b>70</b>	46	41	<b>95</b>	54	50
<b>21</b>	34	36	<b>46</b>	53	52	<b>71</b>	48	51	<b>96</b>	55	52
<b>22</b>	32	33	<b>47</b>	49	46	<b>72</b>	46	50	<b>97</b>	52	58
<b>23</b>	47	41	<b>48</b>	63	63	<b>73</b>	40	50	<b>98</b>	41	43
<b>24</b>	45	44	<b>49</b>	38	36	<b>74</b>	39	42	<b>99</b>	34	33
<b>25</b>	44	41	<b>50</b>	35	32	<b>75</b>	48	48	<b>100</b>	37	39



**Table 3.5.2**

**Split half scores for determining the reliability of  
of Teacher's Job Satisfaction Questionnaire**

<b>Sl. No</b>	<b>Score on 1<sup>st</sup> half</b>	<b>Score on 2<sup>nd</sup> half</b>	<b>Sl. No</b>	<b>Score on 1<sup>st</sup> half</b>	<b>Score on 2<sup>nd</sup> half</b>	<b>Sl. No</b>	<b>Score on 1<sup>st</sup> half</b>	<b>Score on 2<sup>nd</sup> half</b>	<b>Sl. No</b>	<b>Score on 1<sup>st</sup> half</b>	<b>Score on 2<sup>nd</sup> half</b>
<b>1</b>	80	79	<b>26</b>	81	82	<b>51</b>	95	92	<b>76</b>	83	88
<b>2</b>	84	77	<b>27</b>	85	78	<b>52</b>	87	84	<b>77</b>	89	90
<b>3</b>	76	74	<b>28</b>	86	89	<b>53</b>	76	79	<b>78</b>	72	76
<b>4</b>	69	70	<b>29</b>	82	85	<b>54</b>	94	96	<b>79</b>	88	85
<b>5</b>	89	90	<b>30</b>	77	73	<b>55</b>	84	76	<b>80</b>	91	91
<b>6</b>	81	82	<b>31</b>	87	85	<b>56</b>	75	74	<b>81</b>	75	78
<b>7</b>	79	86	<b>32</b>	79	78	<b>57</b>	94	94	<b>82</b>	80	85
<b>8</b>	87	83	<b>33</b>	87	87	<b>58</b>	84	84	<b>83</b>	85	88
<b>9</b>	83	83	<b>34</b>	75	82	<b>59</b>	71	62	<b>84</b>	75	81
<b>10</b>	82	91	<b>35</b>	94	99	<b>60</b>	70	73	<b>85</b>	88	83
<b>11</b>	78	79	<b>36</b>	92	90	<b>61</b>	90	93	<b>86</b>	77	76
<b>12</b>	84	85	<b>37</b>	86	91	<b>62</b>	79	79	<b>87</b>	76	80
<b>13</b>	79	79	<b>38</b>	92	89	<b>63</b>	84	78	<b>88</b>	81	82
<b>14</b>	80	82	<b>39</b>	80	81	<b>64</b>	83	82	<b>89</b>	86	87
<b>15</b>	79	82	<b>40</b>	96	95	<b>65</b>	77	76	<b>90</b>	76	82
<b>16</b>	82	85	<b>41</b>	80	81	<b>66</b>	80	79	<b>91</b>	87	89
<b>17</b>	86	83	<b>42</b>	76	77	<b>67</b>	84	83	<b>92</b>	84	87
<b>18</b>	73	75	<b>43</b>	69	73	<b>68</b>	84	83	<b>93</b>	84	89
<b>19</b>	80	79	<b>44</b>	94	91	<b>69</b>	85	83	<b>94</b>	77	76
<b>20</b>	81	80	<b>45</b>	92	84	<b>70</b>	86	92	<b>95</b>	82	80
<b>21</b>	80	83	<b>46</b>	77	78	<b>71</b>	82	77	<b>96</b>	90	86
<b>22</b>	80	84	<b>47</b>	78	75	<b>72</b>	70	78	<b>97</b>	81	79
<b>23</b>	75	80	<b>48</b>	101	94	<b>73</b>	91	89	<b>98</b>	85	88
<b>24</b>	78	78	<b>49</b>	98	95	<b>74</b>	86	84	<b>99</b>	75	79
<b>25</b>	78	77	<b>50</b>	81	81	<b>75</b>	81	80	<b>100</b>	81	79



### **3.6 VALIDATION OF TOOLS**

Due to difference in society and cultures, sometimes a standardized tools needs to be revalidated in order to confirm whether a scale/tool measures what it intended to measure. To revalidate the tools of the present study, a copy of Teacher's Occupational Stress Scale and Teacher's Job Satisfaction Questionnaire was sent to 10 experts in the field of education. From the responses and inputs received from these experts the scale is found to be valid for the purpose for which it was meant.

### **3.7 MODE OF DATA COLLECTION**

Data collection were done through offline and online mode. Only some data were collected through offline mode, by distributing tools to the samples. But due to covid-19 pandemic, all the schools were closed and it was not possible for the researcher to go out personally and approach the teachers in different schools, the investigator prepared google form for the tools Teacher's Occupational Stress Scale and Teacher's Job Satisfaction Questionnaire. The principals of higher secondary schools were contacted through mobile phones asking for permission to collect data among their teachers. After getting permission, data collection was continued by sharing the link of the google form to the principals and teachers of different schools.

### **3.8 NORMS AND INTERPRETATION OF TEACHER'S OCCUPATIONAL STRESS SCALE**

The Standardised Scale already has a standard norm for reference. However, as has been mentioned before, since the scale is to be used on a sample quite different from the original sample for standardisation, it was felt necessary to establish a norm for the present study. For establishing norm, the tool was administered to 320 teachers of higher secondary schools in Mizoram. The raw scores of all respondents were converted into Z-score. Norms for interpretation of the Level of Occupational Stress of Teachers have been presented in table no 3.8.2



**Table 3.8.1**  
**Statistical results of TOSS**

<b>N</b>	<b>Mean</b>	<b>SD</b>
320	86.35	13.48

**Table 3.8.2**  
**Norms for Interpretation of TOSS**

<b>Sl. No</b>	<b>Range of Z score</b>	<b>Raw score</b>	<b>Level of Occupational Stress</b>
1	+2.01 and above	114-131	Extremely high
2	+1.26 to + 2.00	104-113	High
3	+0.51 to + 1.25	94-103	Above Average
4	-0.50 to +0.50	73-93	Average/Moderate
5	-0.51 to -1.25	70-72	Below Average
6	-1.26 to -2.00	62-69	Low
7	-2.01 and below	44-51	Extremely Low

### **3.9 NORMS FOR INTERPRETATION OF TEACHER'S JOB SATISFACTION QUESTIONNAIRE**

The tool was administered to 320 teachers of higher secondary schools in Mizoram. The raw scores of all respondents were converted into Z-score. Norms for interpretation of the Level of Occupational Stress of Teachers have been presented in table no 3.9.2



### 3.9.1 Statistical Results of TJSQ

N	Mean	SD
320	164.25	12.39

**Table 3.9.2**  
**Norms for interpretation of TJSQ**

Sl. No	Range of Z score	Raw score	Level of Job Satisfaction
1	+2.01 and above	190-203	Extremely satisfied
2	+1.26 to + 2.00	180-189	Highly satisfied
3	+0.51 to + 1.25	172-179	Above Average satisfied
4	-0.50 to +0.50	158-171	Average/Moderate satisfied
5	-0.51 to -1.25	149-157	Below Average satisfied
6	-1.26 to -2.00	141-148	Dissatisfaction
7	-2.01 and below	133-139	Extremely Dissatisfaction

### 3.10 TABULATION OF DATA

The spread sheet of the collected data was downloaded from the google drive. Scoring of each respondent on both the tools were done according to the scoring procedure written in the test manual and interpretation was done with the norms establish from the sample of the present study. Keeping in view the objectives of the study, appropriate statistical techniques were applied in the tabulated data and analysis were done.



### **3.11 PROCEDURE OF DATA ANALYSIS**

The collected data was analysed using statistical measures like mean, standard deviation and percentages to find out the score distribution, for describing frequencies and classification of respondents in different categories.

A t-test was employed for calculating the significant difference of occupational stress and job satisfaction between male and female teachers and to compare teachers of different management and different stream of studies. Spearman rank method was applied to find the correlation of occupational stress and job satisfaction of higher secondary school teachers.



## REFERENCES

- Nasrin & Anees, A. (2014) *Teacher's job satisfaction questionnaire*. H.P Bhargava Book House, Kacheri Ghat,Agra.
- Sharma, M.& Kaur, S. (2015) *Teacher's occupational stress scale*. H.P Bhargava Book House, Kacheri Ghat,Agra.
- Srivastava, A.K and Singh A.P (1984). Occupational stress index, Varanasi Manovigyanak Parikshan Sansthan.
- Statistical Cell (2018) *Annual Publication 2017-18*.Aizawl: School Education, Directorate of School Education.



## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

The present chapter deals with the analysis and interpretation of data which were collected from the sample. Due to the covid-19 pandemic and continued lockdown and closure of all educational institutions, only few data were collected by actual visit to the schools, and majority of the data were collected through online mode by preparing google form for the tools - Teacher's Occupational Stress Scale and Teacher's Job Satisfaction Questionnaire. The responses obtained from the subjects were classified, tabulated and analysed. The data were analysed with the help of appropriate statistical techniques and keeping in view the objectives of the study, the findings were interpreted. The findings and interpretation of the present study are presented in this chapter in accordance with the objectives stated in chapter I.

#### 4.1 Objective No.1- To study the occupational stress level of higher secondary school teachers of Mizoram.

Using the selected standardized tool, the level of occupational stress of higher secondary school teachers was studied. The following table shows the scores obtained by the respondents in the occupational stress level.

**Table 4.1.1**

#### **Occupational stress level of higher secondary school teachers of Mizoram**

Sl. No	Occupational Stress Level	No. of teachers	Percentage %
1	Extremely high	11	3.43
2	High	26	8.12
3	Above Average	55	17.18
4	Average/Moderate	180	56.25
5	Below Average	21	6.56
6	Low	25	7.81
7	Extremely Low	2	0.62



**Figure 4.1.1**

**Pie Chart showing Occupational Stress level of Higher Secondary School Teachers of Mizoram**

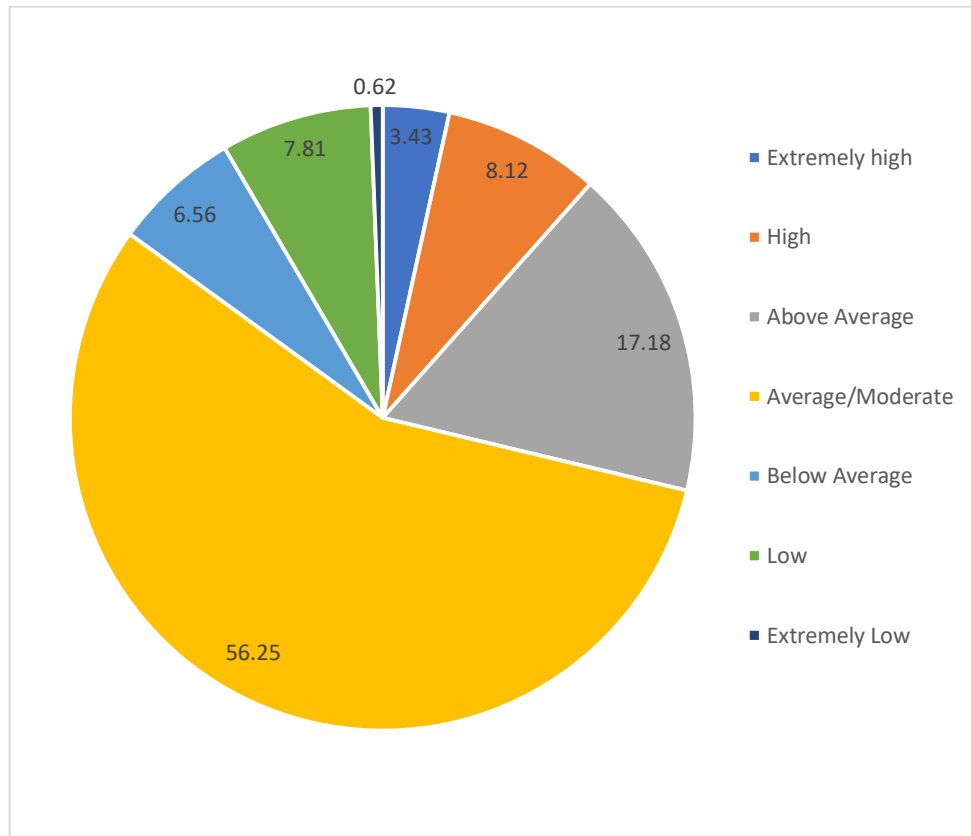


Table 4.1 and figure 4.1 shows the occupational stress level of all the respondents. There was 11 (3.43%) teacher who had extremely high occupational stress, 26 (8.12%) teachers were in high occupational stress, 55 (17.18%) teachers were in the category of above average. Majority of the teachers 180 (56.25 %) were with average occupational stress and 21 (6.56%) teachers had below average occupational stress, while 25 (7.81%) teachers were with low occupational stress and 2 (0.62 %) teachers experienced extremely low occupational stress.



**4.2 Objective No. 2 To study the job satisfaction level of higher secondary school teachers of Mizoram.**

The job satisfaction level of higher secondary school teachers was studied with a standardized tool, the higher the score means the higher the satisfaction level of the respondents.

**Table 4.2.1**

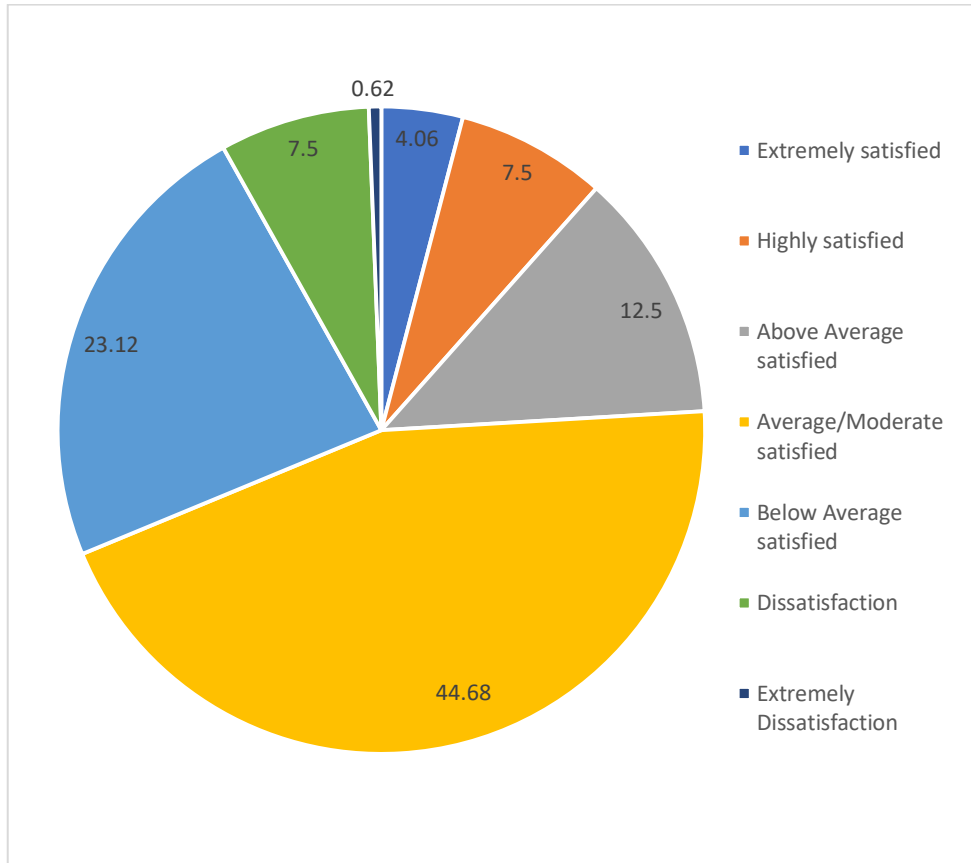
**Job satisfaction level of teachers of higher secondary school of Mizoram.**

<b>Sl. No</b>	<b>Job Satisfaction Level</b>	<b>No. of teachers</b>	<b>Percentage%</b>
1	Extremely satisfied	13	4.06
2	Highly satisfied	24	7.5
3	Above Average satisfied	40	12.5
4	Average/Moderate satisfied	143	44.68
5	Below Average satisfied	74	23.12
6	Dissatisfaction	24	7.5
7	Extremely Dissatisfaction	2	0.62



**Fig 4.2.1**

**Job satisfaction level of teachers of higher secondary school of Mizoram**



From table 4.2.1 and figure 4.2.1 the level of job satisfaction of teachers in higher secondary schools can be seen. 13 (4.06%) teachers were extremely satisfied with their job, while 24 (7.5%) teachers were highly satisfied and 40 (12.5%) teachers fall in the category of above average satisfied. While there were 143 (44.68%) teachers who had average satisfaction and 74 (23.12%) teachers were below average satisfied. There were 24 (7.5%) teachers who has dissatisfaction in their job, and 2 (0.62%) teachers had extremely dissatisfaction.



#### 4.3 Objective No.3 To compare the occupational stress level of higher secondary school teachers of Mizoram in relation to gender.

Table 4.3.1 shows the number and percentage of score made in occupational stress by male and female teachers.

**Table 4.3.1**

##### **Occupational stress level of male and female teachers of higher secondary school of Mizoram**

Sl. No	Level of Occupational Stress	Male	Percentage %	Female	Percentage %
1	Extremely high	7	4.16	4	2.63
2	High	15	8.92	11	7.23
3	Above Average	33	19.64	22	14.47
4	Average/Moderate	97	57.73	83	54.60
5	Below Average	7	4.16	14	9.21
6	Low	9	5.35	16	10.52
7	Extremely Low	0	0	2	1.31
<b>Total</b>		<b>168</b>	<b>100</b>	<b>152</b>	<b>100</b>

Table 4.3.1 highlights that out of 320 higher secondary school teachers, 168 were male and 152 were female. It reveals that out of 168 male teachers, 7 (4.16%) teachers had extremely high occupational stress, 15 (8.92%) respondents had a high level of occupational stress, 33 (19.64%) fall in the category of above average occupational stress, majority of male teachers 97 (57.73%) had average occupational stress, 7(4.16%) were below average occupational stress, 9 (5.35%) had low occupational stress and no one among male teachers was found to have extremely low occupational stress. Among 132 female teachers, 4 (2.63%) teachers had extremely high occupational stress, 11 (7.23%) were in the category of high occupational stress, 22 (14.47%) had above average occupational stress, majority of female teachers 83 (54.60%) had average occupational stress, among the female respondents 14



(33.55%) had below average occupational stress, 16 (10.52%) fall in the category of low occupational stress, 2 (1.31%) teachers had extremely low occupational stress.

To compare the occupational stress of male and female higher secondary school teachers, the mean and the standard deviation of the two groups were calculated separately. The mean difference between male and female occupational stress was tested with the help of t-test, and the details are presented as follows:

**Hypothesis No.1 There is no significant difference between occupational stress level of male and female teachers of higher secondary school of Mizoram.**

**Table 4.3.2**

**Comparison of occupational stress of higher secondary school teachers in Mizoram in terms of gender**

Gender	N	Mean	SD	MD	SED	t - value	Sig. Level
Male	168	87.89	13.06	3.25	1.5	2.16	0.05
Female	152	84.64	13.76				

A glimpse of the result at table 4.3.2 reveals that the calculated value of 't' is greater than critical value of 't' with degrees of freedom (df) 318 at 0.05 level. This indicates that there is a significant difference between the occupational stress of male and female higher secondary school teachers. Therefore, the null hypothesis, "There is no significant difference between occupational stress level of male and female teachers of higher secondary school of Mizoram." is rejected at 0.05 confidence level. Looking at the mean score of both the groups, male teachers have higher occupational stress than female teachers.



#### 4.4 Objective No.4 To compare job satisfaction level of higher secondary school teachers of Mizoram in relation to gender.

Table 4.4.1 shows the number and percentage of score made in job satisfaction by male and female teachers.

**Table 4.4.1**

#### **Job satisfaction level of male and female teachers of higher secondary schools of Mizoram**

<b>Sl. No</b>	<b>Level of Job Satisfaction</b>	<b>Male</b>	<b>Percentage %</b>	<b>Female</b>	<b>Percentage %</b>
1	Extremely satisfied	7	4.16	6	3.94
2	Highly satisfied	11	6.54	13	8.55
3	Above Average satisfied	21	12.5	19	12.5
4	Average/Moderate satisfied	67	39.88	76	50
5	Below Average satisfied	45	26.78	29	19.07
6	Dissatisfaction	16	9.52	8	5.26
7	Extremely Dissatisfaction	1	0.59	1	0.65
<b>Total</b>		<b>168</b>	<b>100</b>	<b>152</b>	<b>100</b>

Table 4.4.1 reveals that out of 168 male teachers, 7 (4.16 %) were extremely satisfied with their job, 11 (6.54%) teachers were highly satisfied, 21 (12.5%) were above average satisfied, 67 (39.88%) were average satisfied and 45 (26.78%) were in the below average satisfied group, while 16 (9.52%) male respondents were in the dissatisfaction level, one respondent (0.59%) was in the extremely dissatisfaction. Among the 152 female respondents, 6 (3.94%) were extremely satisfied, 13 (8.55%) were highly satisfied with their job, 19 (12.5%) were in the above average satisfied category, majority of the female teachers 76 (50%) were average satisfied, and 29 (19.07%) teachers were below average satisfied, 8 (5.26%) respondents were in the



category of dissatisfaction and only 1(0.65%) was in the extremely dissatisfaction level.

To compare the job satisfaction of male and female higher secondary school teachers, the mean and the standard deviation of the two groups were calculated separately. The mean difference between male and female job satisfaction was tested with the help of t-test, and the details are presented as follows:

**Hypothesis No.2 There is no significant difference between job satisfaction level of male and female teachers of higher secondary school of Mizoram.**

**Table 4.4.2.**

**Comparison of job satisfaction of higher secondary school teachers of Mizoram in terms of gender**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SED</b>	<b>t - value</b>	<b>Sig. Level</b>
Male	168	163.55	12.78	1.47	1.37	1.07	Not significant
Female	152	165.02	11.95				

The data depicted in table 4.4.2 reveals that the difference between male and female higher secondary school teachers in their job satisfaction was not significant. Therefore, the null hypothesis, “There is no significant difference between job satisfaction level of male and female teachers of higher secondary school of Mizoram.” is accepted.

**4.5 Objective No.4 To compare the occupational stress level of higher secondary school teachers of Mizoram in relation to stream of education.**

**Hypothesis No.3 (i) There is no significant difference between occupational stress level of arts and science teachers of higher secondary school of Mizoram.**



To compare the occupational stress of arts and science higher secondary school teachers, the mean and the standard deviation of the two groups were calculated separately. The mean difference between occupational stress of teachers of arts and science was tested with the help of t-test, and the details are presented as follows:

**Table 4.5.1**

**Comparison of occupational stress level of arts and science teachers of higher secondary school of Mizoram.**

Stream	N	Mean	SD	MD	SED	t - value	Sig. Level
Arts	210	86.83	13.37	1	1.72	0.58	Not significant
Science	84	85.83	13.35				

A perusal of table no 4.5.1 reveals that the difference between occupational stress level of higher secondary school teachers is not significant. Therefore, the null hypothesis stating that “There is no significant difference between occupational stress level of arts and science teachers of higher secondary school of Mizoram.” is accepted.

**Hypothesis No.3 (ii) There is no significant difference between occupational stress level of arts and commerce teachers of higher secondary school of Mizoram.**

**Table 4.5.2**

**Comparison of occupational stress level of arts and commerce teachers of higher secondary school of Mizoram.**

Stream	N	Mean	SD	MD	SED	t - value	Sig. Level
Arts	210	86.83	13.37	2.72	3.07	0.88	Not significant
Commerce	26	84.11	14.97				

A comparison of higher secondary school arts and commerce teachers' occupational stress as depicted in table 4.5.2 reveals that there exists no significant difference between the two groups of teachers. Hence, the null hypothesis “There is



no significant difference between occupational stress level of arts and commerce teachers of higher secondary school of Mizoram.” is accepted.

**Hypothesis No.3 (iii) There is no significant difference between occupational stress level of science and commerce teachers of higher secondary school of Mizoram.**

**Table 4.5.3**

**Comparison of occupational stress level of science and commerce teachers of higher secondary school of Mizoram.**

Stream	N	Mean	SD	MD	SED	t - value	Sig. Level
Commerce	26	84.11	14.97	1.72	3.27	0.52	Not significant
Science	84	85.83	13.35				

The details shown in table 4.5.3 indicated that the comparison of occupational stress level of science and commerce teachers in higher secondary school is not significant. So, the null hypothesis “There is no significant difference between occupational stress level of science and commerce teachers of higher secondary school of Mizoram.” is accepted.

#### **4.6 Objective No.6 To compare job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education.**

To compare the job satisfaction of arts and science higher secondary school teachers, the mean and the standard deviation of the two groups were calculated separately. The mean difference between occupational stress of teachers of arts and science was tested with the help of t-test, and the details are presented in the following.

**Hypothesis No.4 (i) There is no significant difference between job satisfaction level of arts and science teachers of higher secondary school of Mizoram.**



**Table 4.6.1**

**Comparison of job satisfaction level of arts and science teachers of higher secondary school of Mizoram.**

Stream	N	Mean	SD	MD	SED	t - value	Sig. Level
Arts	210	164.05	12.07	0.91	1.63	0.55	Not significant
Science	84	163.14	12.88				

As shown in table no 4.6.1, the calculated value of 't' is 0.55, it indicated that the difference in the mean score between teachers of arts and science is not significant. Thus, the null hypothesis, "There is no significant difference between job satisfaction level of arts and science teachers of higher secondary school of Mizoram." is accepted.

**Hypothesis No.4 (ii) There is no significant difference between job satisfaction level of arts and commerce teachers of higher secondary school of Mizoram.**

**Table 4.6.2**

**Comparison of job satisfaction level of arts and commerce teachers of higher secondary school of Mizoram.**

Stream	N	Mean	SD	MD	SED	t - value	Sig. Level
Arts	210	164.05	12.07	5.41	2.60	2.08	0.05
Commerce	26	169.46	12.59				

Table 4.6.2 highlights the detail of comparison between teachers of arts and commerce in higher secondary school. It reveals that the 't' value is more than the critical value of 't' at 0.05 level with degrees of freedom 234. This shows that there is a significant difference between job satisfaction of arts and commerce teachers of higher secondary school. Therefore, the null hypothesis, "There is no significant difference between job satisfaction level of arts and commerce teachers of higher secondary school of Mizoram." is rejected at 0.05 level of confidence. Looking at the



mean score in the comparison table, the difference is in favour of commerce teachers. This indicated that commerce teachers were more satisfied in their job than that of arts teachers.

**Hypothesis No.4 (iii) There is no significant difference between job satisfaction level of science and commerce teachers of higher secondary school of Mizoram.**

**Table 4.6.3**

**Comparison of job satisfaction level of science and commerce teachers of higher secondary school of Mizoram**

Stream	N	Mean	SD	MD	SED	t - value	Sig. Level
Science	84	163.14	12.88	6.32	2.83	2.23	0.05
Commerce	26	169.46	12.59				

A perusal of table no. 4.6.3 reveals that the value of 't' is higher than the critical value of 't' at 0.05 level with the degrees of freedom 108. So, from this, it can be said that a significant difference was found between job satisfaction level of science and commerce teachers of higher secondary school. Hence, the null hypothesis "There is no significant difference between job satisfaction level of science and commerce teachers of higher secondary school of Mizoram." is rejected at 0.05 level of significant. By comparing the mean score of the two groups, the score of commerce teachers was higher than science teachers, so the level of job satisfaction of commerce teachers were higher than that of science teachers.

#### **4.7 Objective No.7 To compare the occupational stress level of higher secondary school teachers of Mizoram based on types of management.**

Types of management in higher secondary schools in Mizoram is divided into five (5) types viz. Adhoc, Deficit, Government, Lumpsum and Private. A comparison of different management is done as follows:



**Hypothesis No. 5 (i) There is no significant difference between occupational stress level of adhoc and deficit higher secondary school teachers of Mizoram.**

**Table 4.7.1**

**Comparison of occupational stress level of adhoc and deficit higher secondary school teachers of Mizoram.**

<b>Type of Management</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SED</b>	<b>t - value</b>	<b>Sig. Level</b>
Adhoc	30	87.89	12.60	7.83	3.1	2.52	0.05
Deficit	32	80.03	12.04				

As shown in table no. 4.7.1, the value of ‘t’ is 2.52, it is more than the critical value of ‘t’ at 0.05 level with degrees of freedom 60. This reveals that a significant difference existed between the occupational stress of adhoc and deficit teachers of higher secondary school. Hence, the null hypothesis, “There is no significant difference between occupational stress level of adhoc and deficit higher secondary school teachers of Mizoram.” is rejected at 0.05 level of confidence. The mean score of both groups indicated that the mean score is in favour of adhoc teachers. It showed that the occupational stress of adhoc teachers were higher than deficit teachers of higher secondary school.

**Hypothesis No. 5 (ii) There is no significant difference between occupational stress level of adhoc and government higher secondary school teachers of Mizoram.**



**Table 4.7.2**

**Comparison of occupational stress level of adhoc and government higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Adhoc	30	87.89	12.60	4.1	2.60	1.57	Not significant
Government	99	83.76	12.29				

It is observed from the table no. 4.7.2 that the difference in occupational stress level of adhoc and government higher secondary school teachers is not significant. Thus, the null hypothesis, “There is no significant difference between occupational stress level of adhoc and government higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 5 (iii) There is no significant difference between occupational stress level of adhoc and lumpsum higher secondary school teachers of Mizoram.**

**Table 4.7.3**

**Comparison of occupational stress level of adhoc and lumpsum higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Adhoc	30	87.89	12.60	5.79	4.01	1.44	Not significant
Lumpsum	14	82.31	12.31				

A study on table 4.7.3 reveals that there exists no significant difference between adhoc and lumpsum higher secondary school teachers in their occupational stress. Therefore, the null hypothesis, “There is no significant difference between occupational stress level of adhoc and government higher secondary school teachers of Mizoram.” is accepted.



**Hypothesis No. 5 (iv) There is no significant difference between occupational stress level of adhoc and private higher secondary school teachers of Mizoram.**

**Table 4.7.4**

**Comparison of occupational stress level of adhoc and private higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Adhoc	30	87.89	12.60	1.74	2.57	0.67	Not significant
Private	145	89.60	14.01				

A perusal of table 4.7.4 shows that there is no significant difference between the mean score of adhoc and private higher secondary school teachers. Therefore, the null hypothesis, “There is no significant difference between occupational stress level of adhoc and private higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 5 (v) There is no significant difference between occupational stress level of deficit and government higher secondary school teachers of Mizoram.**

**Table 4.7.5**

**Comparison of occupational stress level of deficit and government higher secondary school teachers of Mizoram**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Deficit	32	80.03	12.04	3.73	2.45	1.52	Not significant
Government	99	83.76	12.29				

The comparison table no.4.7.5 shows that a significant difference does not exist between the occupational stress level of deficit and government higher secondary school teachers. So the null hypothesis, “There is no significant difference between



occupational stress level of deficit and government higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 5 (vi) There is no significant difference between occupational stress level of deficit and lumpsum higher secondary school teachers of Mizoram.**

**Table 4.7.6**

**Comparison of occupational stress level of deficit and lumpsum higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Deficit	32	80.03	12.04	2.04	3.91	0.52	Not significant
Lumpsum	14	82.31	12.31				

A comparison of occupational stress between teachers of deficit and lumpsum higher secondary school in table 4.7.6 shows that there existed no significant difference in occupational stress between the two groups. So, the null hypothesis, “There is no significant difference between occupational stress level of deficit and lumpsum higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 5 (vii) There is no significant difference between occupational stress level of deficit and private higher secondary school teachers of Mizoram.**

**Table 4.7.7**

**Comparison of occupational stress level of deficit and private higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Deficit	32	80.03	12.04	9.57	2.42	3.95	0.01
Private	145	89.60	14.01				



Examination of comparison table no.4.7.7 reveals that the 't' value is higher than the critical value at 0.01 level with degrees of freedom 175. This shows that the difference in occupational stress between deficit and private higher secondary school teachers is significant. Therefore, the null hypothesis, "There is no significant difference between occupational stress level of deficit and private higher secondary school teachers of Mizoram." is rejected at 0.01 level of confidence. The mean score in the table also indicated that private higher secondary school teachers had more stress than that of the deficit teachers.

**Hypothesis No. 5 (viii) There is no significant difference between occupational stress level of government and lumpsum higher secondary school teachers of Mizoram.**

**Table 4.7.8**

**Comparison of occupational stress level of government and lumpsum higher secondary school teachers of Mizoram.**

<b>Type of Management</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SED</b>	<b>t - value</b>	<b>Sig. Level</b>
Government	99	83.76	12.29	1.69	3.51	0.48	Not significant
Lumpsum	14	82.31	12.31				

A perusal of table 4.7.8 reveals that the calculated value is lower than the critical value at 0.05 level. This means no significant difference was found between teachers of government and lumpsum in their occupational stress. Hence, the null hypothesis, "There is no significant difference between occupational stress level of government and lumpsum higher secondary school teachers of Mizoram." is accepted.

**Hypothesis No. 5 (ix) There is no significant difference between occupational stress level of government and private higher secondary school teachers of Mizoram.**



**Table 4.7.9**

**Comparison of occupational stress level of government and private higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Government	99	83.76	12.29	5.84	1.69	3.45	0.01
Private	145	89.60	14.01				

A data on table no. 4.7.9 depicted that the calculated value of 't' is greater than the critical value at 0.01 level with degrees of freedom 242. This indicated that there was a significant difference between the occupational stress of government and private higher secondary school teachers. So, the null hypothesis, "There is no significant difference between occupational stress level of government and private higher secondary school teachers of Mizoram." is rejected. A look at the mean score of both the groups indicated that the difference was in favour of private higher secondary school teachers. It can be concluded that private higher secondary school teachers had more occupational stress than government higher secondary school teachers

**Hypothesis No. 5 (x) There is no significant difference between occupational stress level of lumpsum and private higher secondary school teachers of Mizoram.**

**Table 4.7.10**

**Comparison of occupational stress level of lumpsum and private higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Lumpsum	14	82.31	12.31	7.53	3.48	2.16	0.05
Private	145	89.60	14.01				



A comparison table no. 4.7.10 shows that the calculated value of 't' is higher than the critical value of 't' at 0.05 level with degrees of freedom 157. This means that there was significant difference in occupational stress among lumpsum and private higher secondary school. Therefore, the null hypothesis, "There is no significant difference between occupational stress level of lumpsum and private higher secondary school teachers of Mizoram." is rejected. The mean score of private school teachers was higher than lumpsum school teachers, it can be concluded that private higher secondary school teachers had more occupational stress than lumpsum higher secondary school.

#### **4.8 Objective No.8 To compare the job satisfaction level of higher secondary school teachers of Mizoram based on types of management.**

To compare the job satisfaction level of higher secondary school teachers in different types of management, the mean and standard deviation of different types of management were calculated separately. The mean difference of two groups was calculated by using t-test. The details of the data were highlighted as follows:

**Hypothesis No. 6 (i) There is no significant difference between job satisfaction level of adhoc and deficit higher secondary school teachers of Mizoram.**

**Table 4.8.1**

**Comparison of job satisfaction level of adhoc and deficit higher secondary school teachers of Mizoram.**

<b>Type of Management</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SED</b>	<b>t - value</b>	<b>Sig. Level</b>
Adhoc	30	161.84	11.93	2.25	3.01	0.74	Not significant
Deficit	32	164.09	11.81				

Table 4.8.1 reveals that the calculated value of 't' is lower than the critical value of 't' at 0.05 level, that means the difference in the mean score of both the groups



is not significant. Therefore, the null hypothesis “There is no significant difference between job satisfaction level of adhoc and deficit higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 6 (ii) There is no significant difference between job satisfaction level of adhoc and government higher secondary school teachers of Mizoram.**

**Table 4.8.2**

**Comparison of job satisfaction level of adhoc and government higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Adhoc	30	161.84	11.93	3.25	2.58	1.25	Not significant
Government	99	165.09	13.96				

The ‘t’ value in the comparison table no. 4.8.2 is lower than the critical value, so it can be said that the difference in the job satisfaction of adhoc and government higher secondary school is not significant. Therefore, the null hypothesis “There is no significant difference between job satisfaction level of adhoc and government higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 6 (iii) There is no significant difference between job satisfaction level of adhoc and lumpsum higher secondary school teachers of Mizoram.**

**Table 4.8.3**

**Comparison of job satisfaction level of adhoc and lumpsum higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Adhoc	30	161.84	11.93	3.42	3.85	0.88	Not significant
Lumpsum	14	158.42	11.90				



A perusal of table 4.8.3 reveals that there is no significant difference between job satisfaction level of higher secondary teachers of adhoc and lumpsum schools of Mizoram. Hence the null hypothesis, “There is no significant difference between job satisfaction level of adhoc and lumpsum higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 6 (iv) There is no significant difference between job satisfaction level of adhoc and private higher secondary school teachers of Mizoram.**

**Table 4.8.4**

**Comparison of job satisfaction level of adhoc and private higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Adhoc	30	161.84	11.93	2.94	2.37	1.25	Not significant
Private	145	164.78	11.44				

The comparison table no. 4.8.4 shows that the difference between the job satisfaction level of adhoc and private higher secondary school teachers is not significant. Therefore, the null hypothesis, “There is no significant difference between job satisfaction level of adhoc and private higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 6 (v) There is no significant difference between job satisfaction level of deficit and government higher secondary school teachers of Mizoram.**



**Table 4.8.5**

**Comparison of job satisfaction level of deficit and government higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Deficit	32	164.09	11.81	1	2.51	0.39	Not significant
Government	99	165.09	13.96				

Table 4.8.5 reveals that the mean difference between the two groups is not significant. Therefore, the null hypothesis “There is no significant difference between job satisfaction level of deficit and government higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 6 (vi) There is no significant difference between job satisfaction level of deficit and lumpsum higher secondary school teachers of Mizoram.**

**Table 4.8.6**

**Comparison of job satisfaction level of deficit and lumpsum higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Deficit	32	164.09	11.81	5.67	3.80	1.49	Not significant
Lumpsum	14	158.42	11.90				

No significant difference was found between the job satisfaction level of deficit and lumpsum higher secondary school teachers as given in table 4.8.6. Therefore, the null hypothesis, “There is no significant difference between job satisfaction level of deficit and lumpsum higher secondary school teachers of Mizoram.” is accepted.



**Hypothesis No. 6 (vii) There is no significant difference between job satisfaction level of deficit and private higher secondary school teachers of Mizoram.**

**Table 4.8.7**

**Comparison of job satisfaction level of deficit and private higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Deficit	32	164.09	11.81	0.69	2.29	0.30	Not significant
Private	145	164.78	11.44				

It is observed from the table no. 4.8.7 that the 't' value is not significant, that means the difference among the job satisfaction level of deficit and private higher secondary school is not significant. So, the null hypothesis, "There is no significant difference between job satisfaction level of deficit and private higher secondary school teachers of Mizoram." is accepted.

**Hypothesis No. 6 (viii) There is no significant difference between job satisfaction level of government and lumpsum higher secondary school teachers of Mizoram.**

**Table 4.8.8**

**Comparison of job satisfaction level of government and lumpsum higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Government	99	165.09	13.96	6.67	3.47	1.92	Not significant
Lumpsum	14	158.42	11.90				



Table 4.8.8 reveals that the difference between the mean score of government and lumpsum higher secondary school teachers in their job satisfaction is not significant. Hence, the null hypothesis “There is no significant difference between job satisfaction level of government and lumpsum higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 6 (ix) There is no significant difference between job satisfaction level of government and private higher secondary school teachers of Mizoram.**

**Table 4.8.9**

**Comparison of job satisfaction level of government and private higher secondary school teachers of Mizoram.**

<b>Type of Management</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>MD</b>	<b>SED</b>	<b>t - value</b>	<b>Sig. Level</b>
Government	99	165.09	13.96	0.31	1.69	0.18	Not significant
Private	145	164.78	11.44				

Comparison of job satisfaction level of government and private higher secondary school teachers given in table 4.8.9 shows that there existed no significant difference in the job satisfaction level between the two groups. So, the null hypothesis “There is no significant difference between job satisfaction level of government and private higher secondary school teachers of Mizoram.” is accepted.

**Hypothesis No. 6 (x) There is no significant difference between job satisfaction level of lumpsum and private higher secondary school teachers of Mizoram.**



**Table 4.8.10**

**Comparison of job satisfaction level of lumpsum and private higher secondary school teachers of Mizoram.**

Type of Management	N	Mean	SD	MD	SED	t - value	Sig. Level
Lumpsum	14	158.42	11.90	6.37	3.31	1.92	Not significant
Private	145	164.78	11.44				

Table 4.8.10 shows that no significant difference existed in the mean score of lumpsum and private higher secondary school teachers in their occupational stress. Therefore, the null hypothesis, “There is no significant difference between job satisfaction level of lumpsum and private higher secondary school teachers of Mizoram.” is accepted.

**4.9 Objective No. 9 To find out the relationship between occupational stress and job satisfaction of higher secondary school teachers of Mizoram.**

Co-efficient of correlation was calculated by Spearman Rank Method. Correlation was found to be -0.02. Significant of this correlation was calculated and the *p* value was 0.36 which is not significant at 0.05 level.



## **CHAPTER V**

### **SUMMARY, MAJOR FINDINGS, DISCUSSIONS, LIMITATION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES**

The present chapter deals with summary, major findings of the study and the discussion of the major findings. Limitations of the present study and the recommendations based on the findings are also deliberated in this chapter. Some topics for future research were suggested by the investigator in this chapter.

#### **5.1 SUMMARY**

The word ‘teaching’ sometimes means only to a formal system of education in one’s mind. Expectation of teachers are high and can be assumed as a more mature and more knowledgeable person interacting with individuals of a lesser knowledge and wisdom. The aim of the teacher is to help the students develop their personalities and fulfil the objectives and aim of education. The concept of teaching has been defined by many educationists in different ways. According to Morrison (1961), “Teaching is a process in which a highly developed person comes in contact with a less developed person and organizes future education for the less developed person”. (Ahmad,2014)

An occupational stress can be defined as any forces that pushes physical factor or psychological factor beyond its range of stability and produce a strain in the individuals and can be a threats to the individuals. (Jeyaraj, 2013). Occupational stress can also be defined as a condition where the worker and the work-related factors interact to change the psychological condition, as a result a person’s thought and body is pushed to change from the normal way of thinking or functioning. (Beehr & Newman,1978). Any force that pushes psychological or physical factor beyond the range of stability and produce strain within the individual can be said as Occupational Stress.

Stress experienced by teachers is a subject of intense interest in recent years. Various factors have been identified linked with teacher’s occupational stress. The most important of these factors are: business requirements, many different activities within the school environment, lack of professional recognition, discipline problems



in the classroom, bureaucracy, lack of support, workload, time pressure, lack of benefits (Mearns & Chain, 2003). It has been argued that when teachers feel that they invest more in students, colleagues, and school than they receive from them, then they are more likely to face emotional, psychological and occupational difficulties (Van Horn, Schaufeli, & Taris, 2001). The sources of stress experienced by a particular teacher are unique to him/her and depend on the interaction between personality, values and skills and the circumstances.

“Job satisfaction is defined as the extent to which an employee feels self-motivated, content & satisfied with his/her job. Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. This implies that the employee is having satisfaction at job as the work meets the expectations of the individual.” (MBA ,2021)

The elements which affect job satisfaction in different field of occupation can also be applied in the teaching profession. Because of its link to performance and productivity, employee job satisfaction is one of the most frequently explored issues in organisational literature. Employee satisfaction is influenced by an organization's leadership style, working circumstances, co-workers, organisational policy, autonomy, and the work itself. (UK Essay,2018)

The effective operation of any educational institution is dependent on the professional commitment of teachers. Teachers' commitment is determined by their job happiness. Salary, working time, and professional progress all influence teacher satisfaction. (Velmurugan, 2016)

Job satisfaction, according to Locke (1976), is a positive or pleasant emotional state that results from a person's enjoyment of his or her own work. Supporting this idea, Miller et al. (2009) stated that this definition of job satisfaction is the most well-researched and widely accepted, describing the necessary components to illustrate what is meant by the broad construct of job satisfaction. Therefore, when trying to reflect different levels of job satisfaction, it is necessary to identify and analyse the attitudes that constitute the all the composition (Schultz, 1990), ranging from job to another. Different definitions given by different authors emphasise the



importance of an individual's emotions. Job satisfaction can lead to personal progress, but job dissatisfaction can lead to emotions of unfulfillment and defeat. (Qurashi, 2022)

### **5.1.1 RATIONALE OF THE STUDY**

Higher Secondary Education is an important step in the educational process since it prepares students for higher education as well as the workplace. With the liberalization and globalization of the Indian economy, the rapid changes in the scientific and technological world, and the general need to improve the quality of life and reduce poverty, it is critical that school leavers acquire a higher level of knowledge and skills than what is provided in the 8 years of elementary education, especially when the average earning of a secondary school certificate holder is significantly higher than that of a person without a secondary school certificate. (Press Information Bureau).

Additional causes affecting higher secondary education include preparing young people for life, expanding science education, and learning to learn and communicate successfully in society. In fact, at this level, two main functions of education (i.e., individual and social) converge (Alvarez, 2000). Higher secondary education empowers and prepares youth for life in areas such as personal development, labour market preparation, and training for higher cognitive functioning on an individual level, and as part of its social function, it advances "human and social capital" for nation building, redistributes income and wealth, and alleviates income poverty. As a result, its development can make a significant contribution to achieving global competitiveness and the MDGs (Millennium Development Goals) (Biswal, 2011).

Teachers of higher secondary schools prepare the young adolescents to build the nation with purpose and confront the challenges of tomorrow. The effectiveness and the efficiency of any job or business can be influenced by the stress bear by the workers. Too much stress in the work place can cause unhealthy environment which in turn can hamper the health of an individual. Moreover, it can have an effect on the teaching quality as well as the learning environment of the students.



The problems of Higher secondary schools are varied and one of the possible reasons for these problems can be the ineffectiveness of the teachers which is greatly influenced by the satisfaction of the teachers in their work place. The satisfaction of the teacher may be intrinsic as well as extrinsic nature of the job such as salary, promotion, service condition, physical facilities, institutional plans and policies, authorities, social status, family welfare, rapport with students and colleagues.

Knowing the level of occupational stress and to cope it with a suitable management will help the teacher to be more efficient and more effective in their work place. It will also give a better education for the students and for the country as well.

The different school management systems have difference in their salary, administration and security in their job. Study on the influence of different management systems and streams of studies in the occupational stress and job satisfaction of higher secondary teacher will be helpful for dealing a problem and the possible solution to make their teaching more effective and efficient.

### **5.1.2 STATEMENT OF THE PROBLEM**

The present study is entitled as “Occupational Stress and Job Satisfaction of Higher Secondary School Teachers of Mizoram”.

### **5.1.3 OPERATIONAL DEFINITION OF THE TERMS USED**

**Occupational Stress:** In the present study, it means a state of unpleasant emotions resulting from some aspect of teachers’ work.

**Job Satisfaction:** In the present study, job satisfaction refers to the satisfaction of Higher Secondary School Teachers on their job.

**Higher Secondary School Teachers:** For the present study, Higher Secondary School Teachers refers to teachers who teach class XI and XII.

**Type of Management:** For the present study, type of management refers to Government, Deficit, Adhoc, Lumpsum and Private.

**Stream of Education:** In the present study, stream of education means arts, science and commerce stream.



#### **5.1.4 RESEARCH QUESTIONS**

- 1) What is the occupational stress level of higher secondary school teachers of Mizoram?
- 2) What is the level of Job Satisfaction among higher secondary school teachers of Mizoram?
- 3) Is there any significant difference between male and female higher secondary teachers of Mizoram regarding their occupational stress level?
- 4) Is there any significant difference between male and female higher secondary teachers of Mizoram regarding their level of job satisfaction?
- 5) Is there any significant difference in the occupational stress level of teachers of higher secondary school in Mizoram in relation to stream of education?
- 6) Is there any significant difference in the level of job satisfaction of higher secondary school teachers in Mizoram in relation to stream of education?
- 7) Is there any significant difference in the occupational stress level of higher secondary school teachers of Mizoram based on types of management?
- 8) Is there any significant difference in the job satisfaction level of higher secondary school teachers of Mizoram based on types of management?
- 9) Is there any relationship between occupational stress and job satisfaction of higher secondary school teachers of Mizoram?

#### **5.1.5 OBJECTIVES OF THE STUDY**

- 1) To study the occupational stress level of higher secondary school teachers of Mizoram.



- 2) To study the job satisfaction level of higher secondary school teachers of Mizoram.
- 3) To compare the occupational stress level of higher secondary school teachers of Mizoram in relation to gender.
- 4) To compare job satisfaction level of higher secondary school teachers of Mizoram in relation to gender.
- 5) To compare the occupational stress level of higher secondary school teachers of Mizoram in relation to stream of education.
- 6) To compare job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education.
- 7) To compare the occupational stress level of higher secondary school teachers of Mizoram based on types of management.
- 8) To compare the job satisfaction level of higher secondary school teachers of Mizoram based on types of management.
- 9) To find out the relationship between occupational stress and job satisfaction of higher secondary school teachers of Mizoram.

#### **5.1.6 HYPOTHESES**

To fulfil the objectives of this study the researcher has formulated the following hypotheses:

- 1) There is no significant difference between occupational stress level of male and female teachers of higher secondary school of Mizoram.
- 2) There is no significant difference between job satisfaction level of male and female teachers of higher secondary school of Mizoram.
- 3) There is no significant difference between Occupational Stress level of (i) arts and science, (ii) arts and commerce, (iii) science and commerce teachers of higher secondary school of Mizoram.
- 7) There is no significant difference between Job Satisfaction level of (i) arts and science, (ii) arts and commerce, (iii) science and commerce teachers of higher secondary school of Mizoram.



- 8) There is no significant difference between occupational stress level of (i) adhoc and deficit (ii) adhoc and government (iii) adhoc and lumpsum (iv) adhoc and private (v) deficit and government (vi) deficit and lumpsum (vii) deficit and private (viii) government and lumpsum (ix) government and private (x) lumpsum and private higher secondary school teachers of Mizoram.
- 9) There is no significant difference between Job Satisfaction level of (i) adhoc and deficit (ii) adhoc and government (iii) adhoc and lumpsum (iv) adhoc and private (v) deficit and government (vi) deficit and lumpsum (vii) deficit and private (viii) government and lumpsum (ix) government and private (x) lumpsum and private higher secondary school teachers of Mizoram.

#### **5.1.7 DELIMITATION**

The present study included only higher secondary school teachers of three stream of studies - arts, science and commerce and did not include teachers of different vocational courses introduced in higher secondary schools of Mizoram.

#### **5.1.8 METHOD OF STUDY**

The main aim of the present study is to find out the level of occupational stress and job satisfaction level of higher secondary school teachers in Mizoram and compare them with gender, types of management and stream of education. Another objective is to find out the correlation between occupational stress and job satisfaction among the teachers of higher secondary schools in Mizoram. The present study does not try to find out the reason of occupational stress and the cause of job dissatisfaction, it is rather interested to find out the present condition of higher secondary teachers in Mizoram regarding the occupational stress and job satisfaction. So, the method employed for the present study is descriptive in nature.

The study employs survey method for collection of data, therefore the method employed is a descriptive survey method.



### 5.1.8.1 Population of the study

The population of the present study comprised of all the teachers of higher secondary schools in Mizoram state.

For the present study, the Annual Publication, prepared by statistical cell, Office of the Directorate of Education, Government of Mizoram, 2017-2018 was used for references of the statistics

**Table 5.1.8.1(a)**

#### Population of the study

	Govt		Deficit		Adhoc		Lumpsum		Private		Total		
Dist	M	F	M	F	M	F	M	F	M	F	M	F	Total
Aizawl	126	160	55	43	29	25	15	10	222	183	447	421	868
Champhai	16	16			26	20	7	4	38	27	87	67	154
Kolasib	5	1	14	11	15	11			13	10	47	33	80
Lawngtlai	17	14							52	25	69	39	108
Lunglei	30	38	21	15	13	13	3	2	75	54	142	122	264
Mamit	14	11					9	3			23	14	37
Serchhip	18	17	13	3	18	9	3	2	24	16	76	47	123
Siaha	7	14					4	12	25	18	36	44	80
Total teachers													1714

**Table 5.1.8.1(b)**

#### Distribution of school population according to management

Management	Govt.	Deficit	Adhoc	Lumpsum	Private	Total
No. of school	25	7	13	11	119	175



### 5.1.8.2 Sample

The present study employs multistage sampling in which strata were determined based on geographical location and type of management and proportionately select sample from each stratum.

The unit of sample for the present study was the schools. The teachers taken as sample were selected in clusters from the sample schools which were selected randomly.

When the total number of school of a particular strata is less, higher proportion was taken to maintain sufficient representation.

The total number of population of teachers was 1714. The sample selected for the study from the selected sample schools was 320.

**Table 5.1.8.2 (a)**

#### **Distribution of sample schools**

<b>District</b>	<b>Govt</b>		<b>Deficit</b>		<b>Adhoc</b>		<b>Lumpsum</b>		<b>Private</b>		<b>Total</b>	
	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>
Aizawl	11	6	4	2	4	2	4	2	56	28	<b>79</b>	<b>40</b>
Champhai	1	1			3	2	2	1	10	5	<b>16</b>	<b>9</b>
Lunglei	4	2	4	1	2	1	1	1	24	12	<b>35</b>	<b>17</b>
Mamit	2	1					2	1			<b>4</b>	<b>2</b>
											<b>134</b>	<b>68</b>

**P = Population, S= Sample**



**Table 5.1.8.2(b)**

**Distribution of sample**

	<b>Govt.</b>		<b>Deficit</b>		<b>Adhoc</b>		<b>Lumpsum</b>		<b>Private</b>		<b>P</b>	<b>S</b>
<b>District</b>	M	F	M	F	M	F	M	F	M	F		
Aizawl	126	160	55	43	29	25	15	10	222	183	868	
<b>Sample</b>	<b>30</b>	<b>39</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>54</b>	<b>44</b>		<b>209</b>
Champhai	16	16			26	20	7	4	38	27	154	
<b>Sample</b>	<b>4</b>	<b>4</b>			<b>6</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>9</b>	<b>7</b>		<b>38</b>
Lunglei	30	38	21	15	13	13	3	2	75	54	264	
<b>Sample</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>18</b>	<b>13</b>		<b>64</b>
Mamit	14	11					9	3			37	
<b>Sample</b>	<b>3</b>	<b>3</b>					<b>2</b>	<b>1</b>				<b>9</b>
<b>Total</b>											<b>1323</b>	<b>320</b>

**5.1.8.3 Tools used**

For the present study, the investigator employed two types of tools:

1. Teacher's Occupational Stress Scale developed by Sharma & Kaur (2015)
2. Teacher's Job Satisfaction Questionnaire Developed by Nasrin & Anees (2014).

**5.1.8.4 Mode of data collection**

Data collection were done through offline and online mode. Only some data were collected through offline mode, by distributing tools to the samples. But due to covid-19 pandemic, all the schools were closed and it is not possible for the researcher to go out personally and approach the teachers in different schools, the investigator prepared google form for the tools Teacher's Occupational Stress Scale and Teacher's Job Satisfaction Questionnaire. The principals of higher secondary schools were contacted through mobile phones asking for permission to collect data among their



teachers, after getting permission, data collection was continued by sharing the link of the google form to the principals and teachers of different schools.

#### **5.1.8.5 Statistical analysis of data**

For analysis of data, the following statistical techniques were employed:

1. Percentage
2. Mean
3. Standard Deviation
4. T-test
5. Spearman Rank Method

### **5.2 MAJOR FINDINGS**

The followings are the major findings of the present study:

#### **5.2.1 Occupational stress level of higher secondary school teachers of Mizoram.** (Table 4.1.1 & Figure 4.1.1)

- (i) 3.43 % teachers had extremely high level of occupational stress.
- (ii) 8.12% teachers experienced high occupational stress level.
- (iii) 17.18% teachers were in the category of above average occupational stress.
- (iv) Majority of the teachers 56.25% had average level of occupational stress.
- (v) 6.56% teachers had below average level of occupational stress
- (vi) 7.81% teachers were with low level of occupational stress.
- (vii) 0.62% teachers had extremely low level of occupational stress.

#### **5.2.2 Job satisfaction level of higher secondary school teachers of Mizoram.** (Table 4.2.1 & Figure 4.2.1)

- (i) 4.06% teachers were extremely satisfied with their job.
- (ii) 7.5% teachers were highly satisfied.



- (iii) 12.5% teachers fall in the category of above average satisfied.
- (iv) 44.68% teachers had average satisfaction in their job.
- (v) 23.12% teachers were in a category of below average satisfied.
- (vi) 7.5% teachers experienced dissatisfaction in their job.
- (vii) 0.62% teachers had extremely dissatisfaction.

**5.2.3 Comparison of the occupational stress level of higher secondary school teachers of Mizoram in relation to gender. (Table 4.3.2)**

- (i) There was a significant difference between the occupational stress of male and female teachers of higher secondary school of Mizoram.
- (ii) The mean score of both the groups revealed that male teachers had higher occupational stress than female teachers.

**5.2.4 Comparison of the job satisfaction level of higher secondary school teachers of Mizoram in relation to gender. (Table 4.4.2)**

- (i) There was no significant difference between job satisfaction level of male and female teachers of higher secondary school of Mizoram.

**5.2.5 Comparison of the occupational stress level of higher secondary school teachers of Mizoram in relation to stream of education. (Table 4.5.1-4.5.3)**

- (i) There was no significant difference between occupational stress level of arts and science teachers of higher secondary school of Mizoram.
- (ii) There was no significant difference between occupational stress level of arts and commerce teachers of higher secondary school of Mizoram.
- (iii) There was no significant difference between occupational stress level of science and commerce teachers of higher secondary school of Mizoram.

**5.2.6 Comparison of the job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education. (Table 4.6.1-4.6.3)**



- (i) There was no significant difference between job satisfaction level of arts and science teachers of higher secondary school of Mizoram.
- (ii) There existed significant difference between job satisfaction level of arts and commerce teachers of higher secondary school of Mizoram at 0.05 level with degrees of freedom 234.
- (iii) There was significant difference between job satisfaction level of science and commerce teachers of higher secondary school of Mizoram at 0.05 level with degrees of freedom 108.

**5.2.7 Comparison of the occupational stress level of higher secondary school teachers of Mizoram based on types of management.** (Table 4.7.1- 4.7.10)

- (i) There was significant difference between occupational stress level of adhoc and deficit higher secondary school teachers of Mizoram at 0.05 level of confidence with degrees of freedom 60. The occupational stress of adhoc higher secondary school teachers was higher than deficit higher secondary school teachers of Mizoram as the mean score of adhoc was higher than deficit teachers.
- (ii) There was no significant difference between occupational stress level of adhoc and government higher secondary school teachers of Mizoram.
- (iii) No significant difference existed between occupational stress level of adhoc and lumpsum higher secondary school teachers of Mizoram.
- (iv) There was no significant difference between occupational stress level of adhoc and private higher secondary school teachers of Mizoram.
- (v) No significant difference existed between deficit and government higher secondary school teachers of Mizoram with respect to their level of occupational stress.
- (vi) There was no significant difference between occupational stress level of deficit and lumpsum higher secondary school teachers of Mizoram.
- (vii) There was significant difference between occupational stress level of deficit and private higher secondary school teachers of Mizoram at 0.01 level of confidence with degrees of freedom 175. The mean score in the table showed



that private higher secondary school teachers have more stress than that of the deficit teachers of Mizoram.

- (viii) There was no significant difference between occupational stress level of government and lumpsum higher secondary school teachers of Mizoram.
- (ix) There existed significant difference between occupational stress level of government and private higher secondary school teachers of Mizoram at 0.01 level of confidence with degrees of freedom 242. A look at the mean score of both the groups indicated that the difference was in favour of government higher secondary school teachers. This means that private higher secondary school teachers had more occupational stress than government higher secondary school teachers of Mizoram.
- (x) Significant difference existed between lumpsum and private higher secondary school teachers of Mizoram with respect to their occupational stress level at 0.05 level of significance with degrees of freedom 157. The mean score of private school teachers was higher than lumpsum school teachers, it can be concluded that private higher secondary school teachers have more occupational stress than lumpsum higher secondary school teachers of Mizoram.

#### **5.2.8 Comparison of the job satisfaction level of higher secondary school teachers in Mizoram based on types of management.** (Table 4.8.1- 4.8.10)

- (i) There was no significant difference between job satisfaction level of adhoc and deficit higher secondary school teachers of Mizoram.
- (ii) There was no significant difference between job satisfaction level of adhoc and government higher secondary school teachers of Mizoram.
- (iii) There was no significant difference between job satisfaction level of adhoc and lumpsum higher secondary school teachers of Mizoram.
- (iv) There was no significant difference between job satisfaction level of adhoc and private higher secondary school teachers of Mizoram.
- (v) There was no significant difference between job satisfaction level of deficit and government higher secondary school teachers of Mizoram.



- (vi) There was no significant difference between job satisfaction level of deficit and lumpsum higher secondary school teachers of Mizoram.
- (vii) There was no significant difference between job satisfaction level of deficit and private higher secondary school teachers of Mizoram.
- (viii) There was no significant difference between job satisfaction level of government and lumpsum higher secondary school teachers of Mizoram.
- (ix) There was no significant difference between job satisfaction level of government and private higher secondary school teachers of Mizoram.
- (x) There was no significant difference between job satisfaction level of lumpsum and private higher secondary school teachers of Mizoram.

#### **5.2.9 Relationship between occupational stress and job satisfaction of higher secondary school teachers in Mizoram.**

- (i) There existed negative correlation between occupational stress and job satisfaction of higher secondary school teachers of Mizoram.

### **5.3 DISCUSSIONS ON THE FINDINGS**

Discussions of the findings is regarded as one of the most important parts of thesis in the sense that it is where the researcher presents the underlying findings of the research done. In discussion, considering the research questions, objectives and hypotheses, the findings were discussed. It provided answers to questions like, why these results were acceptable and how they fit in or differ with previous published related studies. (Uniproject materials,2018)

Findings of the present study were discussed as follows:

#### **5.3.1 Discussion on the findings related to occupational stress level of higher secondary school teachers of Mizoram.**

It was found in the present study that majority of higher secondary school teachers in Mizoram had average occupational stress. This finding corresponded with the findings of Eres and Atanasoska (2011) whose findings revealed that Macedonian teachers had moderate/average stress level. The study is also in line with findings made



by Kharsynniang and Viray (2021) in which all the primary teachers showed moderate stress level. However, the present finding is in contrast to the findings made by Sharma (2008), who found that majority of the teacher had no stress.

The finding that majority of the respondents were found with average level of stress may be considered a positive sign as a certain level of stress can help a person stay focused in their work and enable to meet the challenges in the workplace.

### **5.3.2 Discussion on the findings related to job satisfaction level of higher secondary school teachers of Mizoram.**

The findings of the present study which revealed that highest percentage of the higher secondary teachers 143 (44.68%) had average satisfaction is supported by a study conducted by Srivastava and Mogra (2015) whose findings revealed that majority of faculty members were with moderate/average level of job satisfaction and another study made by Uddin and Dutta (2014) also found that majority of the faculty were satisfied with their job. Baluyos et al. (2019) in their study also revealed that teachers were highly satisfied with their job, and their work performance was very satisfactory. But, the result of the present study is in contrast with findings made by Isaiah and Nenty (2012) whose findings revealed that nearly 96% of teachers were dissatisfied with the teaching profession and 97.2% would leave for another job if given the opportunity.

Job satisfaction is regarded as an important quality of workers in any organisation or institution and is supposed to affect the commitment level of the workers. The finding that highest percentage of higher secondary school teachers of Mizoram has an average level of job satisfaction may be taken to mean that most of them were not dissatisfied which could mean a positive finding. At the same time only few higher secondary school teachers were in the extremely satisfied level of job satisfaction which gives an impression that there seem to be certain aspects which needs to be studied and analysed to make teachers become more satisfied.



### **5.3.3 Discussion on the findings related to the occupational stress level of higher secondary school teachers of Mizoram in relation to gender.**

The present study revealed that there was a significant difference between occupational stress level of male and female teachers of higher secondary school of Mizoram. The difference was in favour of female teachers at 0.05 level. So, female teachers had lower occupational stress than male teachers.

The present finding is in line with studies carried out by Seema (2012), Sadeghi et al., (2016) and Jahan and Sharma (2017) which revealed that male teachers had higher occupational stress than female teachers. In contradict to this, Ghosh et al. (2020) and Antoniou et al. (2013) found that female teachers felt more stress than male teachers. Significant difference was found between male and female teachers in overall occupational stress, but the higher one was not mentioned, (Khan et al., 2016), whereas, no significant difference was found between male and female teachers' occupational stress in a study conducted by Hasan (2014) and Owusu et al. (2021).

The fact that female teachers were found to have lower occupational stress is an interesting finding as the common assumption is that female teachers would experience more stress than their male counterparts due to the existence of gender discrimination either in hidden or overt forms. However, looking into the 9 dimensions of occupational stress (workload, role ambiguity, groupism and external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy, lack of motivation) a probable reason for female teachers to have lower occupational stress could be that they had more exposure and experience of these conditions or situations not only in the workplace but also at home and in the society. Hence it may have prepared them to deal with stress in the workplace much better than the male teachers. The other reason may be due to the fact that tasks involving physical works like co-curricular activities and infrastructure work were mostly regarded as the responsibility of male teachers in schools.



#### **5.3.4 Discussion on the findings related to job satisfaction level of higher secondary school teachers of Mizoram in relation to gender.**

It was found in the present study that no significant difference existed between job satisfaction level of male and female teachers of higher secondary school of Mizoram.

In other studies, female teachers were found to have higher level of satisfaction than male teachers (Rathod and Verma, 2006; Srivastava and Mogra, 2015), similar to this finding, on the extrinsic job satisfaction dimension, female teachers were more satisfied than male faculty members in a study conducted by Patrick (2010). In contrast to this, study done by Kaur and Sidana (2011) male college teachers were found to be more satisfied than their female counterparts. A significant difference was found in the job satisfaction level of secondary school teachers in relation to their gender (Anuradha and Kalapriya, 2015) which is in contrast to the present finding. Study conducted by Alexandra (2021) found that men appeared to be more satisfied than women about their salary.

The level of job satisfaction of teachers is largely measured in relation to personal experiences as the 10 dimensions mentioned in the test. These experiences being personal in nature could differ from person to person irrespective of gender. This could be the reason why no significant difference was found in the job satisfaction level of male and female higher secondary school teachers.

#### **5.3.5 Discussion on the findings related to occupational stress level of higher secondary school teachers of Mizoram in relation to stream of education.**

In the present study, it has been found that there was no significant difference between occupational stress level of arts and science, arts and commerce, science and commerce teachers of higher secondary school in Mizoram. The reason for this finding may be due to the fact that teachers in each stream of education were dealing with their own area and subject of expertise and the occupational stress each teacher experiences is subject to his or her field of study thus showing no significant difference when compared with occupational stress of teachers in other stream of education.



Even though no significant difference was found between teachers from different streams of education in their occupational stress, the mean score of teachers in various streams revealed that commerce teachers showed lowest occupational stress followed by science and then arts teachers of higher secondary school in Mizoram. Support to this finding, no significant difference in occupational stress was found between teachers of arts and science subjects. (Vasudevan, 2018)

#### **5.3.6 Discussion on the findings related to job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education.**

The present study revealed that there was no significant difference between job satisfaction level of arts and science teachers of higher secondary school in Mizoram. Even though the mean score was higher in science teachers, no significant difference was found between them.

There was significant difference between job satisfaction level of arts and commerce, commerce and science teachers of higher secondary school in Mizoram. In support to this finding, significant difference was found between job satisfaction of teachers of arts and science subjects by Vasudevan, 2018.

Analysis of the data on the study made by Voris (2011) indicated that no significant difference existed between special education teachers who had completed alternative certification programs and the traditionally certified counterparts in terms of their degree of self-efficacy. Analysis of the report of Job Satisfaction Survey indicated that both groups of special education teachers were satisfied with their jobs.

Professional growth of teachers (Shetty and Gujarathi, 2012; Fredrick, 2015) and teacher empowerment (Ahrari et al. 2021) showed a positive correlation with job satisfaction of teachers, however, promotional opportunities did not play important role in job satisfaction of teachers (Azmi and Sharma, 2012).

Looking at the result of the present study, compared to other subjects, commerce teachers had highest level of job satisfaction, shown a significant difference with science and arts. At the higher secondary schools in Mizoram, introduction of commerce was done with lesser number of schools which automatically resulted in



less number of students. With lower number of students workload becomes less and interpersonal relationship also becomes favourable. This may be one of the reasons why job satisfaction level of commerce teachers was highest among the three streams of education. However, this assumption would need to be confirmed with empirical studies.

#### **5.3.7 Discussion on the findings related to the occupational stress level of higher secondary school teachers of Mizoram based on types of management.**

A significant difference was found in the occupational stress level of higher secondary school teachers between adhoc and deficit, deficit and private, government and private, lumpsum and private. Occupational stress was found to be significantly higher in teachers working under less organised form of management – adhoc and private. The reason could be that the working conditions of teachers in these types of schools were less favourable in terms of the various dimensions mentioned in the test.

In support to the finding, a study done by Seema (2012) showed a significant difference in the occupational stress among teachers of different management. Aided school teachers had high level of occupational stress than the government school teachers, but was not significant in studies made by Jeyaraj. (2013) Stress level of private school teachers were significantly higher than that of the government teachers (Hasan, 2014; Senger, 2020)

However, no significant difference was found in the occupational stress of higher secondary school teachers between adhoc and government, adhoc and lumpsum, adhoc and private, deficit and government, deficit and lumpsum, government and lumpsum. Similarly, a study made by Hatti et al. (2016) and Mahi (2018) showed no significant difference between occupational stress level of government and private school teachers. Study conducted by Kaur and Kumar (2008) found that non-government college teachers have more job stress than government colleges.



### **5.3.8 Discussion on the findings related to the job satisfaction level of higher secondary school teachers of Mizoram based on types of management.**

The job satisfaction level of higher secondary school teachers from different school management showed no significant difference among them. One point that is worth mentioning regarding the job satisfaction level of teachers is that, it is a well-known fact that teachers of adhoc, lumpsum and private were paid a salary which is way below the salary of government schools. The findings that no significant difference was found among teachers of different management may be taken to mean that the teachers of these adhoc, lumpsum and private schools were teachers who enjoyed teaching, dedicated and committed to their profession. This is found to be a very encouraging finding where the public opinion is always geared towards satisfaction based on financial gains.

Although the occupational stress levels were found to be differ in teachers working under different management systems, it has been found that types of management does not have any significant effect on the job satisfaction of teachers. Since job satisfaction is determined by the individual teachers approach to the teaching profession and the social environment in the workplace, the type of management does not seem to have any impact on the job satisfaction of the teachers.

Similar to this, a study conducted by Panda (2002) revealed that both the government and non-government college were satisfied with their job and no significant difference was found on job satisfaction level between the two types of colleges. In contrast to the present findings, study made by Devi (2006) showed that faculty members of state university were less satisfied than that of the central university faculty members. Study conducted by Kaur and Kumar (2008) found that non-government college teachers have less job satisfaction than government colleges

Teachers of deficit and RMSA schools significantly differed in their job satisfaction, deficit teachers were found to have more satisfaction level than teachers from RMSA. (Lalrinngheti,2017) Hanafi and Iraqi (2019) found that there existed significant differences in job satisfaction level of teachers of private and public universities.



### **5.3.9 Discussion on the finding related to the relationship between Occupational Stress and Job Satisfaction of Higher Secondary School Teachers of Mizoram.**

Result of the present study revealed negative correlation between occupational stress and job satisfaction among higher secondary teachers in Mizoram. It means that occupational stress and job satisfaction does not affect each other. In support to this finding Doraiswamy (2017) conducted a study among nurses in India wherein the result revealed that total role stress was negatively correlated to job satisfaction. The present finding is also supported by a study conducted among Chinese nurses which also showed role ambiguity was negatively correlated to job satisfaction. Negative correlation was also found between role conflict and job satisfaction of Chinese nurses (Hong et al., 2007). Job satisfaction and perceived stress had negative correlations. (Tsarouchas et al. 2021).

Contrast to this finding, Galanakis and Alamani (2020) found no correlation between stress and job satisfaction. There was no correlation between occupational stress and job satisfaction of higher secondary in Tamil Nadu. (Vasudevan, 2018).

Study done by Richardsen and Burke (2007) revealed that physicians' occupational stress had correlation with their job satisfaction. Physicians who had low level of satisfaction were high in their occupational stress and had more negative views about the healthcare system.

Particularly, workload and attitude towards change had significant direct and indirect effects on physical symptoms through job satisfaction, job satisfaction decreases physical symptoms. (Simone et al. 2016)

## **5.4 LIMITATION**

Due to pandemic, it was not possible to visit all the sample schools, it caused some problems in collection of data.



## **5.5 RECOMMENDATIONS ON THE BASIS OF FINDINGS**

On the basis of the findings, the following recommendations are made which, the investigator felt, would improve the present situation of teachers of higher secondary schools of Mizoram.

1. As majority of higher secondary school teachers (70.92%) agreed that 'Poor infrastructure in the institution puts barrier in efficient performance of teachers', it is clear that infrastructure of the schools needs to be improved for the smooth and proper functioning of the school. So, it is recommended that good infrastructure which can create conducive environment for the learners and the teachers should be build/made by the school authorities in different school management.
2. Since recruitment of teachers under government of Mizoram in higher secondary school has been made on contract basis, many teachers sought more secure jobs due to problems in regularisation of their post. This can adversely affect their classroom teaching and working environment, and may also cause stress and non-satisfaction in their job. It is recommended that the government must take steps for regular appointment and recruitment of teachers and filling up of vacant posts in higher secondary schools.
3. Findings of the study revealed that majority of higher secondary school teachers often go to attend seminar or conferences which they felt helped them in raising the level of their teaching. Organising seminar or conferences on recent trends in education which will be helpful in enriching their knowledge and their professional growth is strongly recommended.
4. The findings of the present study revealed that majority (65.27 %) of higher secondary school teachers in Mizoram like to adopt new methods of teaching. In order to facilitate the teachers for this kind of innovation, continuous professional development programme for in-service teachers of higher secondary school in pedagogy may be conducted at the state level keeping in



mind the requirement of existing syllabus. This can be done in management wise and streamwise.

5. Rules and regulations for affiliated schools like minimum wages for teachers, providing employment provident fund, signing of bond year etc. may be imposed by the government, so that those who work in private schools will have more secure job, this in turn will help in devoting themselves to their job.
6. In the light of the findings of this study, the investigator felt that a programme addressing stress coping strategies for teachers may be conducted regularly for teachers, especially for male teachers.
7. Life skills training for teachers of Mizoram may be conducted in order to create better working environment for the teachers and also help them in understanding the learners and helping them in their studies.
8. The study revealed that male teachers were significantly higher than female teachers in their occupational stress. This may be due to the fact that tasks involving physical works like co-curricular activities and infrastructure work were mostly regarded as the responsibility of male teachers in schools. The distribution of work and responsibilities for male and female teachers may be taken care by the heads/principals of the schools so that one does not feel overburdened.

## **5.6 SUGGESTIONS FOR FURTHER STUDIES**

After having an in-depth study on the occupational stress and job satisfaction of higher secondary school teachers of Mizoram, the researcher felt that this kind of study is really essential for improving performance in different kinds of job and profession. Hence the following suggestions for further studies are made:

1. Similar kind of study may be conducted among the teachers of primary, middle and high school teachers.



2. Study may be conducted at the college and university level.
3. Similar studies can be conducted at the inter-state level.
4. Rural - urban teachers' comparison can also be conducted.
5. The same type of studies can be conducted among teachers of vocational courses.
6. Comparison between rural and urban workers of different profession.
7. Comparison of occupational stress level between different professions can be conducted.
8. Comparison of job satisfaction level between different professions can be conducted.
9. Comparison of people working under private/corporations and government may be conducted.



## REFERENCES

- Ahrari, S., Roslan, S., Zaremohzzabieh, Z., Rasdi, R.M., & Samah, A.A. (2021) Relationship between teacher empowerment and job satisfaction : A Meta Analytic path analysis, *Cogent Education*, 8 (1), 1898737 <http://doi.org/10.1080/2331186X.2021.1898737>
- Alexandra, T (2021) Teachers' job Satisfaction. *International Journal of Advanced Research*.9 (10), 1365-1367.
- Antoniou, A.S., Ploumpi, A. & Ntalla Marina (2013). Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education : The Role of Coping Stress. *Psychology* 4( 3A) , 349-355. <https://dx.doi.org/10.4236/psych.2013.43A051>
- Anuradha, K. & Kalapriya, C.(2015).Job satisfaction of secondary school teachers.*Edutracks*.14(8).36-39.
- Azmi, F. T., & Sharma. G. M. (2012). Job related dimensions and faculty members satisfaction at Indian B-Schools: An empirical Study. *International Journal Management Business Research*, 2(1), 23-40.
- Baluyos, G.R., Rivera, H.L and Baluyos, E.L.(2019) 'Teachers' Job Satisfaction and Work Performance' *Open Journal of Social Sciences*, 7, 206-221. <https://doi.org/10.4236/jss.2019.78015>
- Devi, R. V. (2006). Job satisfaction among University teach-ers. *SCMS Journal of Indian Management*, 3, 87-94.
- Doraiswamy, I.R. (2017) Relationship Between Role Stress And Job Satisfaction Among Nurses In India The Moderating Effect Of Workplace Spirituality , Ph. D Thesis, Symbiosis International University. <https://shodhganga.inflibnet.ac.in/handle/10603/192261>
- Eres, F. & Atanasoska, T. (2011). Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia. *International Journal of Humanities and Social Science* 1(7), 59-65. Retrieved from



<http://www.ijhssnet.com/journals/Vol. 1 No. 7 %5bSpecial Issue June 2011%5d/9.pdf>

- Fredrick, A. E. (2015). *A study about the various factors influencing job satisfaction of MBATeachers in col-leges with special reference to Madurai district, India*. International conference on Interdisciplinary Research in Engineering and Technology, 1, 137-143.
- Galanakis, M. and Alamani, E. ( 2020). How Gender and Working Conditions Affect Occupational Stress and Job Satisfaction of General Education's Preschool and Elementary Teachers in Greek Public Schools *Psychology*, 11, 364-372  
<https://doi.org/10.4236/psych.2020.112023>
- Ghosh, D., Adhikari, S. and Mahato, S. (2020) Occupational Stress Of Male And Female Teachers –A Comparative Analysis. *International Education and Research Journal*. 6(2), 1-2.  
<https://www.semanticscholar.org/paper/occupational-stress-of-male-and-female-teachers-%e2%80%93-a-ghosh-adhikari/60387957046a719753467a9355100b80a2a8cf04>
- Hanafi, M.R. and Iraqi, K. ( 2019) Job Satisfaction: Investigating the Role of Experience and Motivation of University Academicians in Pakistan. *Journal of Social Sciences and Humanities* 1 (58) , 227- 252.  
<https://doi.org/10.46568/jssh.v58i1.141>
- Hasan, A. (2014) A study of Occupational Stress of Primary School Teachers. *Educationia Confab* 3(4), 11- 19.
- Hatti,S.B, Aneelraj, Kalita, K.N and Baruah, A (2016) Occupational stress of school teachers working in government and private schools. *International Journal of Medicine Research*, 1(5), 53-55.  
[https://www.researchgate.net/publication/311970254\\_Occupational\\_stress\\_of\\_school\\_teachers\\_working\\_in\\_government\\_and\\_private\\_schools/link/594240d0aca272a873ffbeb2/download](https://www.researchgate.net/publication/311970254_Occupational_stress_of_school_teachers_working_in_government_and_private_schools/link/594240d0aca272a873ffbeb2/download)
- Hong, L., While, A. E., & Louise Barriball, K. (2007). A model of job satisfaction of nurses: a reflection of nurses' working lives in Mainland China. *Journal of Advanced Nursing*, 58(5), 468-479. doi:10.1111/j.1365-2648.2007.04233.x



- Isaiah, M.N., and Nenty, H.J. ( 2012) Predicting Job Dissatisfaction among Community Junior Secondary School Teachers in Botswana. *Psychology*. 3 (3), 277-283 <http://dx.doi.org/10.4236/pysch.2012.33039>
- Jahan, S. & Sharma, H.(2017) Occupational Stress In Upper Primary School Teachers 3 (5) 806- 814. Retrieved from [http://ijariie.com/adminuploadpdf/occupational\\_stress\\_in\\_upper\\_primary\\_school\\_teachers\\_ijariie6708.pdf](http://ijariie.com/adminuploadpdf/occupational_stress_in_upper_primary_school_teachers_ijariie6708.pdf)
- Jeyaraj, S.S (2013) Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu, *Journal of Business and Management* 7(5) , 63-76. <https://pdfs.semanticscholar.org/7e4d/271719de99837e2a6d2e0be106f8739fd49.pdf>
- Kharsynniang H. & Viray, M. (2021) Occupational stress among tribal primary teachers of Shillong, India, *International Journal of Creative Research Thoughts*.9(7), 228-232. <https://www.ijcrt.org/papers/IJCRT2107555.pdf>
- Khan, O., Khan, M.I., Husain, A., Kawa, M.H.,Hasan, F., Khan, B.,Tarawneh, A.A.,Thabnat, A.M.H. (2016). Perceived sources of occupational stress among teachers. *International Journal of Current Research*, 8(5), 31733-31736.
- Kaur, S and Kumar, D. (2008) *Comparative study of government and non government college teacher in relation to job satisfaction and job stress* . academia.edu[https://www.academia.edu/28937961/comparative\\_study\\_of\\_government\\_and\\_non\\_government\\_college\\_teacher\\_in\\_relation\\_to\\_job\\_satisfaction\\_and\\_job\\_stress](https://www.academia.edu/28937961/comparative_study_of_government_and_non_government_college_teacher_in_relation_to_job_satisfaction_and_job_stress)
- Kaur, G. & Sidana, J.J (2011) Job satisfaction of college teachers of Punjab with respect to area, gender and type of institution. *Edutracks*10 (11) 27-35.
- Lalrinngheti, E.(2017). *A study of job satisfaction among secondary school teachers in Aizawl District: Comparison between Rashtriya Madhyamik Shiksha Abhiyan School and deficit schools*. (Unpublished M.Ed dissertation) Mizoram University.



- Mahi, S. (2018) Study of teachers' role commitment in relation to occupational stress . *International Journal Of Research in Social Sciences*. 8 (3). 991-997.  
[https://www.academia.edu/69457813/Study\\_of\\_Teachers\\_Role\\_Commitment\\_in\\_Relation\\_to\\_Occupational\\_Stress](https://www.academia.edu/69457813/Study_of_Teachers_Role_Commitment_in_Relation_to_Occupational_Stress)
- Nasrin & Anees, A. (2014) *Teacher's job satisfaction questionnaire*. H.P Bhargava Book House, Kacheri Ghat, Agra.
- Owusu, D. Nkyi, A.A & Adasi, G.S. (2021) Prevalent Rate of Occupational Stress among Senior High School Teachers. *Journal of scientific Research and Reports*. 27(11), 163-173.  
<https://www.semanticscholar.org/paper/Prevalent-Rate-of-Occupational-Stress-among-Senior-Owusu-Nkyi/fa0e0d21f93ac364eea1691099a798989ea376f5>
- Panda, B.B.(2002). Job satisfaction of college teachers in the context of type of management. *The educational review*.45(4),76-79.  
[https://www.academia.edu/26586873/job\\_satisfaction\\_of\\_higher\\_secondary\\_schools\\_teachers](https://www.academia.edu/26586873/job_satisfaction_of_higher_secondary_schools_teachers)
- Patrick, H. A. (2010). Personality traits in relation to Job satisfaction of management educators. *Asian Journal of Management Research*, 1, 239-249.
- Rathod, M.B. & Verma, M.(2006) A study of job satisfaction of teachers in relation to role commitment. *Meri Journal of education*.1(1).
- Richardsen, A.M. & Burke, R.J. (2007) Occupational Stress and Job Satisfaction among Canadian Physicians. *Work and Stress*. 5(4) 301-313.  
<https://doi.org/10.1080/02678379108257028>
- Sadeghi, A., Niyafar G.H., Pour, A.H., Zamani, A. & Gholami, F. (2016) Relationship between Personality Types and Job Stress among Teachers at First Period (Guidance Schools) and Second Period of High School (Secondary Schools) *Creative Education*, 7, 544-553. <https://dx.doi.org/10.4236/cce.2016.73056>



- Seema M.K.P (2012) Occupational Stress among elementary School Teachers of Kerala in *Issues and concerns in Elementary Education* (M. Puri, Ed.). Kanishka Publishers, Distributors, Ansari Road, Daryaganj, New Delhi.
- Senger, J. (2020) 'Occupational stress among male teachers working in secondary schools' *International Education and Research Journal* **6** (10), 16-18.
- Sharma, S.S (2008) Occupational stress among teachers working in secondary schools of Karauli district of Rajasthan state. Unpublished Dissertation of Master of Public Health Degree, Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram, Kerala. Retrieved from [http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH\\_5690.pdf](http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH_5690.pdf)
- Sharma, M.& Kaur, S. (2015) *Teacher's occupational stress scale*. H.P Bhargava Book House, Kacheri Ghat, Agra.
- Shetty, B. R., & Gujarathi, R. (2012). A study of faculty job satisfaction and its impact on student satisfaction in Management Institutes of Nasik district affiliated to university of Pune. *Journal of Business and management*, 3(4), 1-8.
- Simone, S.D., Sicotto, G. and Lampis, J. (2016) Occupational stress, job satisfaction and physical health in teachers. *European Review of Applied Psychology* . **66**(2), 65-77 <https://doi.org/10.1016/j.erap.2016.03.002>
- Srivastava, M., & Mogra, D. (2015). Job satisfaction among teaching faculty with reference to gender. *Asian Journal of Management Science*, 3(10), 25-29.
- Tsarouchas, N.T., Antoniou, A.S. and Polychroni, F. (2021) Occupational stress, depression and job satisfaction of special education teachers, *European Journal of Education Studies*. **8** (4) [https://www.academia.edu/47766710/Occupational\\_stress\\_depression\\_and\\_job\\_satisfaction\\_of\\_special\\_education\\_teachers](https://www.academia.edu/47766710/Occupational_stress_depression_and_job_satisfaction_of_special_education_teachers) <https://doi.org/10.46827/ejes.v8i4.3685>



- Uddin, B., & Dutta, S. K. (2014). Job satisfaction and personal interest of College teachers in Teaching: A study in Hailakandi district. *International Journal of Interdisciplinary and Multidisciplinary Studies*, 2(2), 43-48.
- Vasudevan, R. (2018) 'A study of teachers job satisfaction and their occupational stress', Ph. D Thesis, Bharathiar University, Department of Education, <http://hdl.handle.net/10603/353630>  
<https://shodhganga.inflibnet.ac.in/handle/10603/353630>
- Voris, B.C. (2011) *Teacher efficacy, job satisfaction, and alternative certification in early career special education teachers*, unpublished Ph.D Thesis, University of Kentucky.
- Uniproject materials (2018) *How to write good discussion of findings for thesis project*. <https://uniprojectmaterials.com/view-blog/how-to-write-a-good-discussion-of-findings-for-thesis-project>



## **Appendix- I**

### **LIST OF SELECTED SCHOOLS FOR COLLECTION OF SAMPLES**

#### **AIZAWL DISTRICT**

##### **Government**

1. Government Mizo Higher Secondary School
2. Government Chaltlang Higher Secondary School
3. Government K.M Higher Secondary School
4. Government Republic Higher Secondary School
5. Government Saitual Higher Secondary School
6. Government Zemabawk Higher Secondary School

##### **Deficit**

1. Synod Higher Secondary School
2. St.Paul's Higher Secondary School

##### **Adhoc**

1. Darlawn Higher Seconadry School
2. Durtlang Higher Secondary School

##### **Lumpsum**

1. Oxford Higher Secondary School
2. Tuisualral Higher Secondary School

##### **Private**

1. Aibawk Higher Secondary School
2. Brighter Higher Secondary School
3. Biakliana Memorial Higher Secondary School
4. Calvin Higher Secondary School
5. Central Higher Secondary School (Science Scream, Private)
6. Dawrpui School of Science and Technology
7. Einstein Higher Secondary School



8. Fair Haven Higher Secondary School
9. Greenland Higher Secondary School
10. Hermon Higher Secondary School
11. Highlander Higher Secondary School
12. Home Mission Higher Secondary School
13. Mount Carmel Higher Secondary School
14. Monford Higher Secondary School
15. Nazareth Higher Secondary School
16. Sihphir Higher Secondary School
17. Staines Higher Secondary School
18. Providence Higher Secondary School
19. Phuaibuang Higher Secondary School
20. Rev. Saiaithanga memorial Higher Secondary School
21. Sairang Higher Secondary School
22. Springfield Higher Secondary School
23. St. James Higher Secondary School
24. St. Joseph Higher Secondary School
25. St. Stephen Higher Secondary School
26. Suangpuilawn Higher Secondary School
27. Tlungvel Higher Secondary School
28. ZN Higher Secondary School

## **CHAMPHAI DISTRICT**

### **Government**

1. Govt. GM Higher Secondary School

### **Adhoc**

1. Khawzawl Higher Secondary School
2. Ngopa Higher Secondary school

### **Lumpsum**

1. Farkawn Higher Secondary School



**Private**

1. Champhai Higher Secondary School
2. Hnahlan Higher Secondary School
3. Khawbung Higher Secondary School
4. Khawhai Higher Secondary School
5. Vaphai Higher Secondary School

**LUNGLEI DISTRICT****Government**

1. Govt. Higher Secondary School, Hnahthial
2. Govt. Higher Secondary School, Lunglei

**Deficit**

1. Baptist Higher Secondary School

**Adhoc**

1. Cherhlun Higher Secondary School

**Lumpsum**

1. Zobawk Higher Secondary School

**Private**

1. Bethesda Higher Secondary School
2. Blue Mountain Higher Secondary School
3. Brilliant Higher Secondary School
4. Buarpui Higher Secondary School
5. D & D Higher Secondary School
6. Haulawng Higher Secondary School
7. Hnahthial Higher Secondary School
8. Moriah Higher Secondary School
9. S. Vanlaiphai Higher Secondary School
10. Stairway Higher Secondary School



11. Tawipui Higher Secondary School

12. Zotlang Higher Secondary School

## **MAMIT DISTRICT**

### **Government**

1. Govt. Mamit Higher Secondary school

### **Lumpsum**

1. Zawlnuam Higher Secondary School





Dr. Meenakshi Sharma (Patiala)  
Dr. Salvinderpal Kaur (Bathinda)

Consumable Booklet  
of  
**TOSS-SMKS**  
(English Version)

Please fill in the following informations :

Date

--	--	--	--	--	--	--	--

Name \_\_\_\_\_ Father's Name \_\_\_\_\_

Date of Birth 

--	--	--	--	--	--	--	--

 Gender : Male ☐ Female ☐

Qualification : Academic \_\_\_\_\_ Professional \_\_\_\_\_

Experience In Year \_\_\_\_\_ Institution \_\_\_\_\_

Level : College ☐ Sr. Sec. ☐ Sec. ☐ Middle ☐ Primary ☐

Area : Urban ☐ Rural ☐ Designation \_\_\_\_\_ Subjects Taught \_\_\_\_\_

### INSTRUCTIONS

On the next pages 30 statements about Teaching Profession have been given. Read each statement carefully and decide your response on five alternative responses, viz., Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree and put a ☒ mark in the appropriate ☐ of alternative which is close to your view.

Answer to all the 30 statements.

Your answers will be kept confidential.

### Scoring Table

	Raw Score			z-Score	Grade	Level of Occupational Stress
Page	2	3	4			
Score						
Total						

☎: (0562) 2464926

# H. P. Bhargava Book House

4/230, Kacheri Ghat, AGRA-282 004



Sr. No.	STATEMENTS	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Score
1.	Due to excessive work load and lack of time I am unable to perform the work which I want to perform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	The strained relations with some of my colleagues put stress on my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Many times, I have to do work under tense circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	My suggestions for the improvement of working environment are not welcomed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I have to do the work with some persons whom I dislike.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Out of teaching and non-teaching work I cannot prioritize my job role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Due to interference of community in my job I feel pressurized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	Grouping among employees in the working place makes teaching atmosphere non-conductive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	I am kept over busy most of the time to supervise co-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Duties like surveys, census, elections etc. disturb my work schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	High expectation of authorities/parents and community has increased the complexity of my role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>



Sr. No.	STATEMENTS	Strongly Agree	Agree	Un decided	Dis agree	Strongly Disagree	Score
12.	It is difficult to keep up to-date knowledge in this job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Progress and prosperity of the institution is responsibility of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Due to shortage of time and wider curriculum, I am unable to use appropriate teaching pedagogy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Many times favoritism on the part of authorities makes me disturbed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	My hard labour and efficient performance has not been recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	I feel physical and mental stress after the working hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Poor infrastructure in the institution puts barrier in efficient performance of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	Due to my job conditions, I am unable to enjoy holidays/vacations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Assignment of administrative work extra to teaching put unnecessary burden on a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Delayed salaries and financial benefits increase my work dissatisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page 3



Sr. No.	STATEMENTS	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	Score
22.	Discriminatory practices by Principal with staff disturb my mental setup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	My responsibility lies in the development of overall personality of the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Many times clerical staff and administration (DEO, DPI etc.) create disturbance in my teaching work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Partial behaviour of my colleagues with students makes me confused about my job role.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Being a teacher, I am worried for the downfall of moral values among students and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	My job work has affected my physical health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I often bring my official assignments at my home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	I feel lack of cooperation among teachers may lead to poor results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	Indifferent attitude of students towards studies disturbs me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page 4





Dr. (Mrs.) Narrin (Aligarh)  
Dr. (Mrs.) Afshan Anees (Aligarh)

Consumable Booklet  
of  
**TJSQ-NAA**  
(English Version)

Please fill in the following informations :

Date

--	--	--	--	--	--	--	--

Name \_\_\_\_\_

Father's Name \_\_\_\_\_

Date of Birth \_\_\_\_\_ Gender : Male ☐ Female ☐

Designation \_\_\_\_\_ Experience in Years \_\_\_\_\_

Institutions \_\_\_\_\_

Govt. ☐ Private ☐ Aided ☐ Rural ☐ Urban ☐

### Instructions

On the following pages 42 statements about job satisfaction have been given. For the purpose of responding to each statement five points, viz., Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA) and Strongly Disagree (SD) have been given against each statement. Read each statement carefully and decide your response on the five points and put a ☒ mark in the appropriate box ☐ which is more close to your response.

Please answer to all 42 statements.

Your responses will be kept confidential.

### SCORING TABLE

	Raw Score			z-Score	Grade	Level of Job Satisfaction
Page	2	3	4			
Score						
Total Score						

Estd. 1938

☎:(0562) 2601080

# H. P. Bhargava Book House

LG-1 & 2, Nirmal Heights, Near Mental Hospital, Agra-282 007



Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
1.	I feel pleasure when I teach in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	I adopted teaching profession by force.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	I have good relationship with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	Students are free to ask me problem at any time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	I solve my students' problem in free time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	I have a very good relation with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	I like to discuss my problems with school principal and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	I feel pleasure when I meet my colleagues and other authorities of the institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Head of the institution guides me in my task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Responsibilities of activities other than teaching should be distributed according to the teachers' ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	I feel complete satisfaction lies in teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	In institution teachers gets a chance to enhance their knowledge in their own area of specialization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Teacher can build a bright futuro of their student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Teacher is learner throughout his / her life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>



Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
15.	It is the duty of the teacher to maintain family profile beside academic record of each student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	When I evaluate the examination copy, I never see the name of the student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	I do not finally evaluate any student only on the basis of academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	I am satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	Working conditions of my work place is congenial.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	I always realise that God has given me a chance to tone up the future of younger generation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	I feel honoured being a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	I feel happy when extra work is assigned to me by school authorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	I like teaching profession because it gives several opportunities to do something new for the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	I like teaching profession because as it is a prestigious job of the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	I feel proud of my duties for making future of the Nation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	I plan out lesson before teaching in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	I like to adopt new methods of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I give opportunity to the students for participation in learning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	I like to divide whole lesson into parts so that all the students are able to understand me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 3



Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
30.	I try to make teaching more interesting and meaningful by using teaching aids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	I often use teaching aids which are simple and related to the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	I always remain ready to remove the confusions of the students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	I evaluate the level of learning of students by asking questions during teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	I am responsible to complete each and every section of the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	I apply different method of teaching like discussion method, lecture method, question-answer method in order to make teaching more interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	I divide the class in groups and allow them to discuss the taught topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	I always give a chance to each student to express his ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	I like my students very much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	I always remain enthusiastic to do something new to make teaching profession a noble one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	I pay heartiest respect and regards to college authorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	I like to write research papers as writing work that gives me great satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42.	I often go to attend seminar / conferences as they help me to raise the level of my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 4



## REFERENCES

- Abkhou, T. and Jenaabadi, H. (2015) Comparative Analysis of the Relationship between job Burnout and General Health of male and Female High School Teachers in Zabol. *Natural Science*, 7, 391-399.  
<http://dx.doi.org/10.4236/ns.2015.78042>
- Ahmad, J. (2014) Teaching of Biological Sciences, PHI Learning Private Limited, Delhi, pp 5-6.
- Ahrari, S., Roslan, S., Zaremohzzabieh, Z., Rasdi, R.M., & Samah, A.A. (2021) Relationship between teacher empowerment and job satisfaction : A Meta Analytic path analysis, *Cogent Education*, 8 (1), 1898737  
<http://doi.org/10.1080/2331186X.2021.1898737>
- Alexandra, T (2021) Teachers' job Satisfaction. *International Journal of Advanced Research*.9 (10), 1365-1367.
- Alvarez, B. (2000). Reforming education in the Dominican Republic. Retrieved from <http://www.nuepa.org/new/download/publications/create/pta%202011/pta63.pdf>
- Andersson, ML. (1992). The meaning of work and job. *Int J Value-Based Manage* 5, 89–106 <https://doi.org/10.1007/BF02919233>
- Antoniou, A.S., Ploumpi, A. & Ntalla Marina (2013). Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education : The Role of Coping Stress. *Psychology* 4( 3A) , 349-355.  
<https://dx.doi.org/10.4236/psych.2013.43A051>
- Anuradha, K. & Kalapriya, C.(2015).Job satisfaction of secondary school teachers.*Edutracks*.14(8).36-39.
- Azmi, F. T., & Sharma. G. M. (2012). Job related dimensions and faculty members satisfaction at Indian B-Schools: An empirical Study. *International Journal Management Business Research*, 2(1), 23-40.



- Babu, J.R. (2009). Universalisation of elementary education: A study of district primary education programme from South India. United Kingdom: Cambridge Scholars Publishing.
- Baluyos, G.R., Rivera, H.L and Baluyos, E.L.(2019) 'Teachers' Job Satisfaction and Work Performance' *Open Journal of Social Sciences*, 7, 206-221. <https://doi.org/10.4236/jss.2019.78015>
- Bawa, B. (n.d) Teaching as a profession: To Characteristics <https://www.yourarticlelibrary.com/education/teaching-as-a-profession-top-11-characteristics/76853>
- Beehr, T.A & Newman, J.E. (1978) Job Stress Employee Health and Organizational Effectiveness: A facet Analysis, Model and Literature review. *Personal Psychology*, 31, 665-699. <http://dx.doi.org/10.1111/j.1744-6570.1978.tb02118.x>
- Beer, J. & Beer, J. (1992). Burnout and stress, depression and self-esteem of teachers. *Psychological Reports*, 71, 1331-1336.
- Biswal, K. (2011). Secondary education in India: Development policies, programmes and challenges. Consortium for Research on Educational Access, Transitions and Equity. <http://indiagovernance.gov.in/files/>
- Bota, O.A. (2013) Job satisfaction of teachers. *Procedia - Social and Behavioral Sciences* 83 ( 2013 ) 634 – 638. [https://www.researchgate.net/publication/273853847\\_Job\\_Satisfaction\\_of\\_Teachers](https://www.researchgate.net/publication/273853847_Job_Satisfaction_of_Teachers)
- Cambridge Dictionary (n.d). <https://dictionary.cambridge.org/dictionary/english/job>
- Cox, T., Mackay, C.J., Cox, S., Watts, C., & Brockley, T. (1978). Stress and well being in school teachers. Psychological response to occupational stress. Conference conducted at the meeting of the Ergonomics Society, University of Nottingham, Nottingham.



- Dean, M.E. (2022), What Types Of Stressors Are There And How Can I Deal With Them? <https://www.betterhelp.com/advice/stress/what-types-of-stressors-are-there-and-how-can-i-deal-with-them/>
- Devi, R. V. (2006). Job satisfaction among University teachers. *SCMS Journal of Indian Management*, 3, 87-94.
- Dhayalan, V., & Maran, K. (2015). Impact of rewards and benefits toward job satisfaction in self-financing institutes. *International Journal of Research in Organizational Behavior and Human Resource Management*, 3(1), 115-120.
- Doraiswamy, I.R. (2017) Relationship Between Role Stress And Job Satisfaction Among Nurses In India The Moderating Effect Of Workplace Spirituality , Ph. D Thesis, Symbiosis International University. <https://shodhganga.inflibnet.ac.in/handle/10603/192261>
- Erden, M. (2007). Introduction to teaching profession. Ankara: Arkadas Yayınevi
- Eres, F. & Atanasoska, T. (2011). Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia. *International Journal of Humanities and Social Science* 1(7), 59-65. Retrieved from <http://www.ijhssnet.com/journals/Vol.1No.7%5bSpecial Issue June 2011%5d/9.pdf>
- Forlin, C., Douglas, G. & Hattie, J. (1996). Inclusive practices: How accepting are teachers? *International Journal of Disability, Development and Education*, 43(2), 119- 133.
- Fredrick, A. E. (2015). *A study about the various factors influencing job satisfaction of MBATeachers in colleges with special reference to Madurai district, India*. International conference on Interdisciplinary Research in Engineering and Technology, 1, 137-143.
- Galanakis, M. and Alamani, E. (2020). How Gender and Working Conditions Affect Occupational Stress and Job Satisfaction of General Education's Preschool



- and Elementary Teachers in Greek Public Schools *Psychology*, 11, 364-372  
<https://doi.org/10.4236/psych.2020.112023>
- Ghosh, D., Adhikari, S. and Mahato, S. (2020) Occupational Stress Of Male And Female Teachers –A Comparative Analysis. *International Education and Research Journal*, 6(2), 1-2.  
<https://www.semanticscholar.org/paper/occupational-stress-of-male-and-female-teachers-%e2%80%93a-ghosh-adhikari/60387957046a719753467a9355100b80a2a8cf04>
- Great Schools Staff (2012) What Makes a Great Teacher.  
<https://www.greatschools.org/gk/articles/what-makes-a-great-teacher/>
- Gu, G., Yu, S. & Zhou, W. (2011) Relationship between job satisfaction and occupational stress in the workers of a thermal power plant. *Zhonghua Lao Dong Wei Sheng Zhi Ye Bing Za Zhi*. 29 (12), 893-897.  
<https://pubmed.ncbi.nlm.nih.gov/22357527/>
- Hanafi, M.R. and Iraqi, K. ( 2019) Job Satisfaction: Investigating the Role of Experience and Motivation of University Academicians in Pakistan. *Journal of Social Sciences and Humanities* 1 (58) , 227- 252.  
<https://doi.org/10.46568/jssh.v58i1.141>
- Hargreaves, G. (1999). *Stressle Bas Emek* (Cev: A.C.Akkoyunlu), Istanbul: Dogan Yayincilik.
- Hasan, A. (2014) A study of Occupational Stress of Primary School Teachers. *Educationia Confab* 3(4), 11- 19.
- Hatti,S.B, Aneelraj, Kalita, K.N and Baruah, A (2016) Occupational stress of school teachers working in government and private schools. *International Journal of Medicine Research*, 1(5), 53-55.  
[https://www.researchgate.net/publication/311970254\\_Occupational\\_stress\\_of\\_school\\_teachers\\_working\\_in\\_government\\_and\\_private\\_schools/link/594240d0aca272a873ffbeb2/download](https://www.researchgate.net/publication/311970254_Occupational_stress_of_school_teachers_working_in_government_and_private_schools/link/594240d0aca272a873ffbeb2/download)



- Hong, L., While, A. E., & Louise Barriball, K. (2007). A model of job satisfaction of nurses: a reflection of nurses' working lives in Mainland China. *Journal of Advanced Nursing*, 58(5), 468-479. doi:10.1111/j.1365-2648.2007.04233.x
- Hooda, S., & Singh, K. (2014). Determining job satisfaction among the faculty members in private Education institutions. *Global Journal of Enterprise Information System*, 6(1), 21-25.
- Hunly, I. (2011) 'Relationship Between Leadership Styles Of Faculty Deans And Job Satisfaction Of Teaching Faculty Members: A Focus On Faculties Of English In Phnom Penh', Unpublished Master's Thesis, Hiroshima University.
- Isaiah, M.N., and Nenty, H.J. (2012) Predicting Job Dissatisfaction among Community Junior Secondary School Teachers in Botswana. *Psychology*. 3 (3), 277-283 <http://dx.doi.org/10.4236/pysch.2012.33039>
- Jahan, S. & Sharma, H.(2017) Occupational Stress In Upper Primary School Teachers 3 (5) 806- 814. Retrieved from [http://ijariie.com/adminuploadpdf/occupational\\_stress\\_in\\_upper\\_primary\\_school\\_teachers\\_ijariie6708.pdf](http://ijariie.com/adminuploadpdf/occupational_stress_in_upper_primary_school_teachers_ijariie6708.pdf)
- Jamaludin, A., Hashim, R.A. & Mahmood, R. (2014) Mediating Effect of Job Satisfaction on Transactional Leaders and Commitment to Service Quality in Malaysian Universities. Paper presented at '3<sup>rd</sup> International Conference on Management, Economics and Finance' Kuala Terengganu, Terengganu, Malaysia.
- Jeyaraj, S.S (2013) Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu, *Journal of Business and Management* 7(5) , 63-76. <https://pdfs.semanticscholar.org/7e4d/271719de99837e2a6d2e0be106f8739ffd49.pdf>
- Kaur, G. & Sidana, J.J (2011) Job satisfaction of college teachers of Punjab with respect to area, gender and type of institution. *Edutracks*10 (11) 27-35.
- Kaur, S and Kumar, D. (2008) *Comparative study of government and non government college teacher in relation to job satisfaction and job stress* . academia.edu[https://www.academia.edu/28937961/comparative\\_study\\_of](https://www.academia.edu/28937961/comparative_study_of)



government and non government college teacher in relation to job satisfaction and job stress

- Kelali, T. & Narula, S. (2017) Relationship between leadership style and job satisfaction : A study on public higher education institutions of Ethiopia, *International Journal of Research in IT and Manangement*. 7(4). 42-53.
- Khan, O., Khan, M.I., Husain, A., Kawa, M.H., Hasan, F., Khan, B., Tarawneh, A.A., Thabnat, A.M.H. (2016). Perceived sources of occupational stress among teachers. *International Journal of Current Research*, 8(5), 31733-31736.
- Khanna, S. D., Lamba, T.P., Saxena V.K. & Murthy, V. (1985). Fundamentals of education. p. 171. New Delhi: Doaba House, Booksellers & Publishers.
- Kharsynniang H. & Viray, M. (2021) Occupational stress among tribal primary teachers of Shillong, India, *International Journal of Creative Research Thoughts*. 9(7), 228-232. <https://www.ijcrt.org/papers/IJCRT2107555.pdf>
- Khongwir, C. (2004). Development of higher secondary education in Meghalaya: An analytical study. Unpublished Doctoral Thesis. North - Eastern Hill University. Shillong, Meghalaya.
- Kyriacou, C. (1980). Coping actions and occupational stress among school teachers. *Research in Education*, 24, 57-61.
- Kyriacou, C. (1987). Teacher stress and burnout: An international review. *Educational Research*, 29, 145-152.
- Lalnuntluangi, (2008). Functioning of government and private high schools in Mizoram : A comparative study. (Unpublished doctoral thesis). Mizoram University. Aizawl, Mizoram.
- Lalrempuii, (2019) Higher Secondary Education in Mizoram: An Analytical Study (Unpublished doctoral thesis). Department of Education, Mizoram University, Aizawl, Mizoram.
- Lalrinngheti, E. (2017). *A study of job satisfaction among secondary school teachers in Aizawl District: Comparison between Rashtriya Madhyamik Shiksha*



*Abhiyan School and deficit schools.* (Unpublished M.Ed dissertation)  
Mizoram University.

Lalsangzuala,J.(2021) Attitude of serving and perspective elementary school teachers in Mizoram towards teaching profession (Unpublished Ph.D Thesis).  
Department of Education, Mizoram University, Aizawl, Mizoram.

Lazarus, R., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer

Ling, S.O. (1995). Occupational stress among school teachers: A review of research finding relevant to policy formation. *Educational Journal* 23(2). 105-124.  
[https://www.researchgate.net/publication/234621490\\_Occupational\\_Stress\\_among\\_Schoolteachers\\_A\\_Review\\_of\\_Research\\_Findings\\_Relevant\\_to\\_Policy\\_Formation](https://www.researchgate.net/publication/234621490_Occupational_Stress_among_Schoolteachers_A_Review_of_Research_Findings_Relevant_to_Policy_Formation)

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunette (Ed.), *Handbook of Industrial and Organizational Psychology*. Chicago: RandMcNally  
[https://www.researchgate.net/publication/238742406\\_the\\_nature\\_and\\_causes\\_of\\_job\\_satisfaction](https://www.researchgate.net/publication/238742406_the_nature_and_causes_of_job_satisfaction)

Mahi, S. (2018) Study of teachers' role commitment in relation to occupational stress . *International Journal Of Research in Social Sciences*. 8 (3). 991-997.

Marks, H.(2021) Symptoms of Stress, WebMD  
<https://www.webmd.com/balance/stress-management/stress-symptoms-effects-of-stress-on-the-body>

MBA Skool Team, (2021) Job Satisfaction Meaning, Importance, Factors & Example.  
<https://www.mbaskool.com/business-concepts/human-resources-hr-terms/4394-job-satisfaction.html>

MBN (n.d) <https://marketbusinessnews.com/financial-glossary/job-definition-meaning/>

Mearns, J., & Cain, J. E. (2003). Relationships between teachers' occupational stress and their burnout and distress: Roles of coping and negative mood regulation



expectancies. Anxiety, Stress and Coping, 16, 71-82.  
doi:10.1080/1061580021000057040

Merriam Webster dictionary(n.d) <https://www.merriam-webster.com/dictionary/job>

Miller, H. A., Mire, S. & Kim. B. (2009). Predictors of job satisfaction among police officers: Does personality matter? Journal of Criminal Justice, 37, 419 – 426

Minutes of the Meeting held in the Office Chamber of Hon'ble Minister, Education on 7th July, 1995 at 1 p.m. regarding taking over of +2 stage of education by the State Government.

Minutes of the Meeting held on 5th May, 1997 in the Office Chamber of the Hon'ble Minister of School Education, Mizoram.

Munshi, N. M. (2012). *A comparative analysis of job satisfaction level of management teachers of MBA colleges in Gujarat State*. A Ph. D. thesis, Saurashtra University, Rajkot.

Nasrin & Anees, A. (2014) *Teacher's job satisfaction questionnaire*. H.P Bhargava Book House, Kacheri Ghat, Agra.

Natasha (n.d) Types of Stress That Impact Mental & Physical Health  
[https://mantracare.org/therapy/stress/types-of-stress/#Types\\_of\\_Stress](https://mantracare.org/therapy/stress/types-of-stress/#Types_of_Stress)

National Council of Educational Research and Training (2016). Eight All India School Education Survey. (1st Ed.) New Delhi: Author

Nellayappan B. (2015). History of higher secondary education: A flashback. The Morung Express. <http://morungexpress.com/history-of-higher-secondaryeducationa-flashback/>

NIOSH (n.d). Stress at work. National Institute for Occupational Safety and Health.  
<https://www.cdc.gov/niosh/docs/99-101/default.html>

Nisar, A., Zafar, M. I., Mahmood, B., Sohail, M. M., Sher, F., & Safdar, M. R. (2012). Pay benefits and work place mi- lieu effecting job satisfaction level of university teachers: A case study of Punjab University. *International Journal of Asian Social Science*, 2(10), 1815-1831.



- Noori, N., Fatemi, M.A and Najjari, H. (2014) The relationship between EFL Teacher's Motivation and Job Satisfaction in Mashhad Language Institutions. *Open Access Library Journal*, 1: e843. <http://dx.doi.org/10.4236/oalib.1100843>
- Occupational stress (n.d) <https://www.bamboohr.com/hr-glossary/occupational-stress/>
- Office Memorandum No. B. 17011/13/(A)/95 - EDS of 2nd August, 1995. Govt. of Mizoram. Education and Human Resources Department.
- Online Etymology Dictionary (n.d) <https://www.etymonline.com/word/job>
- Owusu, D. Nkyi, A.A & Adasi, G.S. (2021) Prevalent Rate of Occupational Stress among Senior High School Teachers. *Journal of scientific Research and Reports*. 27(11), 163-173.
- Owusu, D. Nkyi, A.A & Adasi, G.S. (2021) Prevalent Rate of Occupational Stress among Senior High School Teachers. *Journal of scientific Research and Reports*. 27(11), 163-173.
- Panda, B.B.(2002). Job satisfaction of college teachers in the context of type of management. *The educational review*.45(4),76-79.
- Pandey, N.K. & Saxena, A. (2015). Teacher's Occupational stress: A review study in national & international scenario. *International Journal of Organizational Behaviour & Management Perspectives*.4 (2). 1533-1538.
- Patrick, H. A. (2010). Personality traits in relation to Job satisfaction of management educators. *Asian Journal of Management Research*, 1, 239-249.
- Pithers, R.T. (1995) Teachers stress research problems and progress. *British Journal of Educational Psychology*, 65, 387-392.
- Posner, G. J. (1995). Analyzing the curriculum. New York : Mc Grow-Hill Inc.
- Pratt, J.W (1976) Perceived stress among teachers: An examination of some individual and environmental factors and their relationship to reported stress. Unpublished Master of Art's thesis, University of Sheffield.



Press Information Bureau (n.d), Government of India.

<http://www.pib.nic.in/newsite/mbErel.aspx?relid=85469>

Qurashi, G.U.D., Ambar, F.A. & Jan, T. (2022) Job satisfaction in relation to teacher effectiveness among higher secondary school teachers. *International Journal of Advances in Engineering and Management*. 4 (5), 469-474. DOI: 10.35629/5252-0405469474

[https://www.researchgate.net/publication/360454678\\_Job\\_Satisfaction\\_in\\_relation\\_to\\_Teacher\\_Effectiveness\\_among\\_Higher\\_Secondary\\_School\\_Teachers](https://www.researchgate.net/publication/360454678_Job_Satisfaction_in_relation_to_Teacher_Effectiveness_among_Higher_Secondary_School_Teachers)

Rajesh, G.A & Kumar, P.S (2016) Occupational Stress among School Teachers – A Study Report . *St. Theresa Journal of Humanities and Social Sciences* 2 (1) ,29-36

[https://www.academia.edu/68729348/Occupational\\_Stress\\_among\\_School\\_Teachers\\_A\\_Study\\_Report](https://www.academia.edu/68729348/Occupational_Stress_among_School_Teachers_A_Study_Report)

Rathod, M.B. & Verma, M.(2006) A study of job satisfaction of teachers in relation to role commitment. *Meri Journal of education*. 1(1).

Rawat, B. M., & Srivastava, R. K. (1984). Attitude of male and female teacher-trainees towards teaching: A comparative study. *Asian Journal of Psychology & Education*, 13(2), 54-58.

Richardsen, A.M. & Burke, R.J. (2007) Occupational Stress and Job Satisfaction among Canadian Physicians. *Work and Stress*. 5(4) 301-313.

<https://doi.org/10.1080/02678379108257028>

Sadeghi, A., Niyafar G.H., Pour, A.H., Zamani, A. & Gholami, F. (2016) Relationship between Personality Types and Job Stress among Teachers at First Period (Guidance Schools) and Second Period of High School (Secondary Schools) *Creative Education*, 7, 544-553. <https://dx.doi.org/10.4236/cce.2016.73056>

Schonfeld (1992) A longitudinal study of occupational stressors and depressive symptoms in first year female teachers. *Teaching and Teacher Education*



8(2), 151-158. [\(PDF\) A Longitudinal Study of Occupational Stress in First-Year Teachers \(researchgate.net\)](#)

Schultz, D. P., Schultz, S. E. (1990) *Psychology and industry today: an introduction to industrial and organizational psychology*. New york: Macmillan.

Seema M.K.P (2012) Occupational Stress among elementary School Teachers of Kerala in *Issues and concerns in Elementary Education* (M. Puri, Ed.). Kanishka Publishers, Distributors, Ansari Road, Daryaganj, New Delhi.

Senger, J. (2020) 'Occupational stress among male teachers working in secondary schools' *International Education and Research Journal* **6** (10), 16-18.

Shankar, V. (1987) *A study of teacher responsibility and its relationship with school climate and job satisfaction of teachers at the secondary school level in Moradabad District* (Unpublished doctoral thesis). Rohikhand University.

Sharma, M. & Kaur, S. (2015) *Teacher's occupational stress scale*. H.P Bhargava Book House, Kacheri Ghat, Agra.

Sharma, S.S (2008) Occupational stress among teachers working in secondary schools of Karauli district of Rajasthan state. Unpublished Dissertation of Master of Public Health Degree, Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram, Kerala. Retrieved from [http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH\\_5690.pdf](http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH_5690.pdf)

Shetty, B. R., & Gujarathi, R. (2012). A study of faculty job satisfaction and its impact on student satisfaction in Management Institutes of Nasik district affiliated to university of Pune. *Journal of Business and management*, 3(4), 1-8.

Shirname, S., (2007) Education for all in India: Historical development, especially in the light of gender equality and impact on the present day situation. <http://www.dise.in/Downloads/Use%20of%20Dise%20Data/Sangeeta%2Shirname.pdf>

Shrivastavas, J.K. (2008) *Stress and Neurotic Behaviour in College Girls*. Klapaz Publication. Pp 36-40.



- Simone, S.D., Sicotto, G. and Lampis, J. (2016) Occupational stress, job satisfaction and physical health in teachers. *European Review of Applied Psychology* . 66(2), 65-77 <https://doi.org/10.1016/j.erap.2016.03.002>
- Small, J. (n.d) Different Types of Stress Symptoms and examples. <https://www.qhhtofficial.com/healing/types-of-stress/>
- Srivastava, A.K and Singh A.P (1984). Occupational stress index, Varanasi Manovigyanak Parikshan Sansthan.
- Srivastava, M., & Mogra, D. (2015). Job satisfaction among teaching faculty with reference to gender. *Asian Journal of Management Science*, 3(10), 25-29.
- Statistical Cell (2018) *Annual Publication 2017-18*. Aizawl: School Education, Directorate of School Education.
- Tan, C.S and Elarco, M.R.R.A. (2019) Occupational stressors and teachers' burnout International Journal of Advanced Research. 7 (2), 417-421. <http://dx.doi.org/10.21474/IJAR01/8505>
- Tezcan, M. (1996). Sociology of education. Ankara: Bilim yayinlari.
- Tsarouchas, N.T., Antoniou, A.S. and Polychroni, F. (2021) Occupational stress, depression and job satisfaction of special education teachers, *European Journal of Education Studies*. 8 (4) [https://www.academia.edu/47766710/Occupational\\_stress\\_depression\\_and\\_job\\_satisfaction\\_of\\_special\\_education\\_teachers](https://www.academia.edu/47766710/Occupational_stress_depression_and_job_satisfaction_of_special_education_teachers) <https://doi.org/10.46827/ejes.v8i4.3685>
- Uddin, B., & Dutta, S. K. (2014). Job satisfaction and personal interest of College teachers in Teaching: A study in Hailakandi district. *International Journal of Interdisciplinary and Multidisciplinary Studies*, 2(2), 43-48.
- UKEssays. (2018). Job Satisfaction Of Teachers Education Essay. Retrieved from <https://www.ukessays.com/essays/education/job-satisfaction-of-teachers-education-essay.php?vref=1>



Uniproject materials (2018) *How to write good discussion of findings for thesis project.* <https://uniprojectmaterials.com/view-blog/how-to-write-a-good-discussion-of-findings-for-thesis-project>

Van Horn, J. E., Schaufeli, W. B., & Taris, T. W. (2001). Lack of reciprocity among Dutch teachers: Validation of reciprocity indices and their relation to stress and well-being. *Work and Stress*, 15, 191- 213. doi:10.1080/02678370110066571

Vasudevan, R. (2018) 'A study of teachers job satisfaction and their occupational stress', Ph. D Thesis, Bharathiar University, Department of Education, <http://hdl.handle.net/10603/353630>  
<https://shodhganga.inflibnet.ac.in/handle/10603/353630>

Velmurugan, R. (2016) Job Satisfaction of Teachers. *Journal of Research in Humanities and Social Sciences*. 1 (1), 20-23.  
[https://www.researchgate.net/publication/315572301\\_Job\\_Satisfaction\\_of\\_Teachers](https://www.researchgate.net/publication/315572301_Job_Satisfaction_of_Teachers)

Voris, B.C. (2011) *Teacher efficacy, job satisfaction, and alternative certification in early career special education teachers*, unpublished Ph.D Thesis, University of Kentucky.

WHO (2020). Occupational Health: Stress at the work place.  
<https://www.who.int/news-room/questions-and-answers/item/occupational-health-stress-at-the-workplace>

Wikipedia (n.d) Teacher <https://en.wikipedia.org/wiki/Teacher>

Xavier, S. J., Muthukumaran, C. K., & Sugukumar, D.(2013). Mapping of job satisfaction: An organizational study among faculty of management study institutions across Thanjavur, South Tamil Nadu. *Asia Pacific Journal of Marketing and Management Review*, 2(1), 128-135.

Yazon, A.D.,and Maniag, K.A.,(2019) Emotional Intelligence and Occupational Stress among Filipino Teachers *Universal Journal of Educational Research*



7 (11), 2303-2313. DOI: 10.13189/ujer.2019.071108  
[5610042f3e70783d9464370f02388150f782.pdf \(semanticscholar.org\)](https://www.semanticscholar.org/paper/5610042f3e70783d9464370f02388150f782)



## **BIBLIOGRAPHY**

- American Psychological Association. (2020) *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>
- Garrett, H.E (2011) *Statistics in psychology and education*. Paragon International Publisher, Daryaganj, New Delhi.
- Hlondo,V. (2019) *Inclusive education in Mizoram: A critical study* (Unpublished Ph.D Thesis). Department of Education, Mizoram University, Aizawl, Mizoram.
- Lalchhandami, S. (2021) *An analytical study of the exercises in class VI-X English Textbooks in Mizoram with reference to Bloom's Taxonomy* (Unpublished Ph.D Thesis). Department of Education, Mizoram University, Aizawl, Mizoram.
- Lalnunfeli, D. (2015) *Attitude of students, teachers and community towards sex education at secondary school level in Mizoram* (Unpublished Ph.D Thesis). Department of Education, Mizoram University, Aizawl, Mizoram.
- Lalremsangi (2022) *A study on the stress level of higher secondary school students in Aizawl District*. (Unpublish M.phil dissertation) Department of Education, Mizoram University, Aizawl, Mizoram.



### BIO-DATA OF THE CANDIDATE

Name : Lalchawimawii Ngente

Father's name : V.L.Hmuaka

Date of Birth : 16<sup>th</sup> December, 1981

Address : V-84, Sairuma Colony, Chanmari West, Aizawl

Gender : Female

Religion : Christianity

Occupation : Assistant Professor, IASE, Aizawl

Marital status : Married

Educational Qualification : M.Sc(Botany), Ph.D (Forestry), M.Ed, M.A(Edu),  
SLET (Botany), NET(Education)

MZU Registration No. : 3014 of 2006 – 07

Ph.D Registration No & date : MZU/Ph.D./1357 of 02.08.2019

Department : Education

Papers published :

- i) Ngente, L. & Hnamte, L. (2022) Occupational Stress Level of Higher Secondary School Teachers of Mizoram in relation to Stream of Education and Teaching Experience *NeuroQuantology* , 20 (6) 9172-9179.
- ii) Ngente, L. & Hnamte, L. (2022). Occupational stress level of higher secondary school teachers in Mizoram. *International Journal of Health Sciences*, 6(S9), 2610–2619.



Papers presented :

- i) Job Satisfaction Level of Higher Secondary School Teachers in Mizoram in Relation to Stream of Education presented at the 'One day national seminar on recent trends in education', organised by IQAC, IASE, Aizawl on 31<sup>st</sup> August,2022
- ii) Job Satisfaction Level of Higher Secondary School Teachers in Mizoram presented at the 'One day national seminar on recent trends in education II', organised by IQAC, IASE, Aizawl on 27<sup>th</sup> October,2022.



# NeuroQuantology

An Interdisciplinary Journal of Neuroscience and Quantum Physics



ISSN 1303 5150

[Home](#) [About](#) [Login](#) [Current](#) [Archives](#) [Announcements](#) [Editorial Board](#)  
[Submit Now](#) [For Authors](#) [Call for Submissions](#) [Statistics](#) [Contact](#)

Search



[Home](#) > [Archives](#) > [Volume 20, No 6 \(2022\)](#)

Volume 20, No 6 (2022)

## Table of Contents

Occupational Stress Level of Higher Secondary School Teachers of Mizoram  
in relation to Stream of Education and Teaching Experience

PDF

*Lalchawimawü Ngente, Lalbiakdiki Hnamte*

The Impact of Sublingual Immunotherapy on Platelet Factor-4 Level in  
Allergic Rhinitis Children

PDF

*Heba M El-Nassar \* Mohammed M Romih, Eman M El-Beheiry, Ali A Abdel-*

## Journal Menu

[Home](#)

[Editorial Board](#)

[Archives](#)

[Current Archives](#)

[Author Guidelines](#)

[Call for Submissions](#)

[Login](#)

NeuroQuantology





## Occupational Stress Level of Higher Secondary School Teachers of Mizoram in relation to Stream of Education and Teaching Experience

LalchawimawiiNgente\*

LalbiakdikiHnamte\*\*

9172

### Abstract:

The present study dealt with comparison of occupational stress level of higher secondary school teachers in Mizoram analysed with respect to the stream and experience of the respondents. Teachers from stream of studies like arts, science and commerce teachers were compared in the study. Experience of teachers were divided in to three categories viz. less experienced (0-10 years), middle experienced (11-20 years) and more experienced (20 years and above) and comparison was done amongst the different groups. The findings signified that teacher of arts, science and commerce stream did not show any significant difference in their occupational stress level. However, significant difference was found between less experienced and more experienced teachers.

**Keywords:** occupational stress, higher secondary school teachers, arts, science, commerce, less experienced, middle experienced, more experienced.

**DOI Number:** 10.14704/nq.2022.20.6.NQ22900

**NeuroQuantology 2022; 20(6): 9172-9179**

(\* Research Scholar, Department of Education, Mizoram University. \*\* Professor, Department of Education, Mizoram University)

### INTRODUCTION:

In the past two decades, a number of Indian psychologists have developed an interest in conducting research on occupational stress. (Beehr and Bhagat, 1985; Srivastava and Singh, 1981). One of the most pervasive and important causes of stress has been thought to be stress at work. Stress which is related to job or work is called 'Occupational Stress'. Poor physical conditions, work overload, physical danger, role conflict, responsibility, under- or over-promotion, lack of security, lack of training, and poor relationships with superiors and subordinates are just a few of the crucial sources of occupational stress listed by Cooper and Marshal (1976).

The rise in occupational complexity and the resulting pressure on people's finances have contributed significantly to the rise in occupational stress in the teaching profession. The fact that schools are unable to satisfy teachers' social needs and employment requirements is a significant source of distress for them. The teacher must be conscious of his

explicit responsibility in helping the country develop. Regular teaching loads place an excessive demand on teachers. For a teacher's personality to develop in a healthy way, job satisfaction is a prerequisite.

When talking about stress among teachers, occupational stress typically results from the working conditions/environment of a system. Teachers experience stress due to numerous circumstances. In poor nations, classrooms are still congested, and teachers must deal with intense verbal interactions, extended standing, and a heavy workload while educating and managing students. Additionally, instructors are overworked with regard to their regular teaching obligations as well as non-teaching tasks including census duties, election duties, and population counting, among other things. (Khan et al., 2016)

In society, the teaching profession holds a significant and prominent position. Teachers are credited with producing future scientists, philosophers, politicians, administrators, and leaders. The primary tool





for carrying out all instructional programs of educational organizations is the teacher. The values of teachers and their professional concerns related to their job have changed due to the changing socio-economic environment and rising unemployment, raising the strains and hassles of instructors. According to Schwab and Iwanicki (1982), occupational stress in teachers can result in a number of detrimental effects, such as emotional weariness, depersonalization, and a sense of failure with one's own accomplishments—a state they refer to as "burnout." One of the main reasons teachers leave the teaching profession is burnout, which results in higher training and hiring expenses for the education sector (Niles & Anderson, 1993; Kaur, S., 2011)

#### **RATIONALE:**

Higher secondary school teachers equip the young adults to enable them to build the country with purpose and also face tomorrow's issues. Any job or business' productivity and efficiency can be affected by the degree of stress that its employees suffer. An unhealthy workplace atmosphere can affect an individual's health as can excessive stress at work. Additionally, it could also have a negative impact on the students' learning environment and the quality of the instruction.

Knowing the extent of occupational stress and being able to manage it effectively would help teachers to be more productive and efficient at work. Additionally, it will improve education for both pupils and the nation as a whole.

#### **OBJECTIVES OF THE STUDY**

1. To compare occupational stress level of higher secondary school teachers of arts and science stream in Mizoram.
2. To compare occupational stress level of higher secondary school teachers

of arts and commerce stream in Mizoram.

3. To compare occupational stress level of higher secondary school teachers of science and commerce stream in Mizoram.
4. To compare occupational stress level of less experienced teachers and middle experienced teachers of higher secondary school in Mizoram.
5. To compare occupational stress level of less experienced teachers and more experienced teachers of higher secondary school in Mizoram.
6. To compare occupational stress level of middle experienced teachers and more experienced teachers of higher secondary school in Mizoram.

#### **HYPOTHESES**

1. There is no significant difference between occupational stress level of higher secondary school teachers of arts and science stream in Mizoram.
2. There is no significant difference between occupational stress level of higher secondary school teachers of arts and commerce stream in Mizoram.
3. There is no significant difference between occupational stress level of higher secondary school teachers of science and commerce stream in Mizoram.
4. There is no significant difference between occupational stress level of less experienced teachers and middle experienced teachers of higher secondary school in Mizoram.
5. There is no significant difference between occupational stress level of less experienced teachers and more experienced teachers of higher secondary school in Mizoram.
6. There is no significant difference between occupational stress level of middle experienced teachers and



more experienced teachers of higher secondary school in Mizoram.

## REVIEW OF RELATED LITERATURE

A study conducted by Seema (2012) on 'Occupational Stress among Elementary School Teachers of Kerala', the method adopted was normative survey method. Percentage analysis, t test, Correlation and ANOVA were the statistical techniques used. Findings revealed that there was significant relationship between age and occupational stress among elementary school teachers of Kerala, higher level of occupational stress was found in male compared to female teachers, rural teachers have lower occupational stress than urban teachers, significant difference was found in the occupational stress among teachers of different management.

Antoniou et al. (2013) analysed 'Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Stress' a sample consisted of 388 Greek teachers of primary and secondary working in Attica, Greece. The study found that women reported significantly higher level of occupational stress and lower level of personal accomplishment. Teachers of 10-15 years of experience had higher level of stress than teachers with 1-10 years and above 15 years of experience. Primary education teachers experienced more stress than that of the teachers of Secondary Education.

'Occupational stress among teachers of Higher Secondary School in Madurai District, Tamil Nadu' a study made by Jeyaraj (2013) found that there is an association between the salary and the level of occupational stress of teachers, a significant relationship between age and the level of stress, association between gender and their level of occupational stress among higher secondary teachers. It also revealed that aided school teacher has high occupational stress than that of the government but is not significant.

Rajesh and Kumar (2016) worked on 'Occupational Stress among School Teachers – A Study Report'. The sample of this study consisted of 325 teachers from 30 schools based on their experience in government, government aided and private higher secondary school. The respondents were divided into three groups, below 30 years, 31 to 50 years, 50 years and above. There were significant disparities in the respondents' ages and the job engagement factor. Significant differences appeared between the groups of over 50 and under 30 years old, according to the results of the Tukey's W multiple comparison analysis. This demonstrated that those under the age of 30 were more committed to their jobs. They spent their free time doing job-related activities, and they finished their work even if it took longer than expected. There were also significant differences between age and the occupational stress dimension. According to the findings, significant differences were found in the Tukey's W multiple comparison analysis between the group of 31-50 years old and under 30 years old. The study showed that a group of teachers below 30 years were quite satisfied with their job among the three groups and also, they were interested and like the job.

Jahan and Sharma (2017) studied 'Occupational stress in upper primary school teachers' of Bhopal District, Madhya Pradesh. The study tried to find out the relationship between occupational stress of the upper primary school teachers with variables like, gender, locale and teaching experience of the school which they were working. The result revealed that male teachers were higher than female teachers in the level of occupational stress. Teachers with less than 10 years' experience were more stressed than that of having more than 10 years of experience. No significant difference was found between rural and urban teachers in their occupational stress.



Vasudevan (2018) did a research on 'A study of teachers job satisfaction and their occupational stress'. The result revealed there was a significant difference between male and female in job satisfaction, but no significant difference was found in occupational stress between male and female. A significant difference was found between job satisfaction of teachers in urban and rural school, teachers of arts and science subjects, government and private school teachers. No significant difference in occupational stress was found between teachers of urban and rural, but significant difference in occupational stress was found between teachers of arts and science and between government and private school teachers. There is no correlation between occupational stress and job satisfaction.

Kharsynniang and Viray (2021) studied 'Occupational stress among tribal primary teachers of Shillong, India', and the study was done among the female teachers only. All the primary school teachers showed moderate stress level be it private, government or private aided. The stress level did not show any significant differences in years of experience or salary.

Owusu et. al (2021) conducted a study on 'Prevalent Rate of Occupational Stress among Senior High School Teachers.' This study assessed occupational stress among senior high school teachers in Ghana. Descriptive survey design was employed for the study. The census method was used and all the 520 teachers in the selected public senior high schools in the Cape Coast Metropolis were involved. The findings revealed low level of occupational stress among the teachers taken as sample in the

research. It had also been found that there was no significant difference in occupational stress among teachers based on their gender. However, the study revealed that there was a statistically significant difference in occupational stress among teachers based on their educational qualification, age and teaching experience.

These different findings led the investigators to believe that the present study would bring to light what has so far been neglected in the area of study chosen for the higher secondary school of Mizoram.

## METHODOLOGY

Descriptive research method was applied in the present study.

**Tools used:** Teacher's Occupational Stress Scale developed by Sharma & Kaur (2015) was used for the present study

**Population:** The population of the present study consists of all the teachers of higher secondary school in Mizoram

**Sample:** 320 higher secondary school teachers were selected from four districts of Mizoram for sample by using proportionate sampling.

**Experience of teachers:** In the present study, teaching experience of teachers were divided into three categories

1. **Less experience:** 0-10 years
2. **Middle experience:** 11-20 years
3. **More experience:** 20 years and above

**Statistical techniques used:** For the present study the following statistical techniques were applied for treatment of data

- a) Mean
- b) Percentage
- c) Standard deviation
- d) t-test



## FINDINGS AND DISCUSSION

**Findings on Objective no. 1** To compare occupational stress level of higher secondary school teachers of arts and science stream in Mizoram.

**Table 1**

**Comparison of occupational stress level of higher secondary school teachers of arts and science stream in Mizoram.**

Stream	N	Mean	SD	MD	SED	t - value	Sig.Level
Arts	210	86.83	13.37	1	1.72	0.58	Not significant
Science	84	85.83	13.35				

A perusal of table no 1 reveals that the difference between occupational stress level of higher secondary school arts and science teachers is not significant. Therefore, the null hypothesis that states that "There is no significant difference between occupational stress level of higher secondary school teachers of arts and science stream in Mizoram." is accepted.

**Findings on Objective no. 2** To compare occupational stress level of higher secondary school teachers of arts and commerce stream in Mizoram.

**Table 2**

**Comparison of occupational stress level of higher secondary school teachers of arts and commerce stream in Mizoram.**

Stream	N	Mean	SD	MD	SED	t - value	Sig.Level
Arts	210	86.83	13.37	2.72	3.07	0.88	Not significant
Commerce	26	84.11	14.97				

A comparison of higher secondary school arts and commerce teachers' occupational stress as depicted in table 2 reveals that there exists no significant difference between the two groups of teachers. Hence, the null hypothesis "There is no significant difference between occupational stress level of higher secondary school teachers of arts and commerce stream in Mizoram." is accepted.

**Findings on Objective no. 3** To compare occupational stress level of higher secondary school teachers of commerce and science stream in Mizoram.

**Table 3**

**Comparison of occupational stress level of higher secondary school teachers of science and commerce stream in Mizoram.**

Stream	N	Mean	SD	MD	SED	t - value	Sig.Level
Commerce	26	84.11	14.97	1.72	3.27	0.52	Not significant
Science	84	85.83	13.35				

The details given in table 3 indicates that the comparison of occupational stress level of science stream and commerce stream teachers in higher secondary school is not significant. So, the null hypothesis "There is no significant difference between occupational stress level of higher secondary school teachers of science and commerce stream in Mizoram." is accepted.

**Discussion on the findings of streamwise comparison:** Finding of objective no. 1 – no. 3 is streamwise comparison of teachers. No significant difference was found between higher secondary teachers of arts, science and commerce stream. Even though no significant difference was found,



the mean score of different streams revealed lowest score among commerce teachers. The finding is contrast to the study conducted by Vasudevan (2018) whose findings revealed a significant difference between occupational stress level of arts and science teachers.

**Findings on Objective no. 4** To compare occupational stress level of less experienced teachers and middle experienced teachers of higher secondary school in Mizoram.

**Table 4**  
**Comparison of occupational stress level of less experienced teachers and middle experienced teachers of higher secondary school in Mizoram**

Experience	N	Mean	SD	MD	SED	t - value	Sig.Level
Less	185	87.88	13.79	2.98	1.55	1.92	Not significant
Middle	105	84.9	12.16				

Table no 4 reveals the details of the two groups of teachers, less experienced and middle experienced teachers. The calculated t value is smaller than the table value. So, the difference between the two groups of teachers is not significant. So, the null hypothesis, "There is no significant difference between occupational stress level of less experienced teachers and middle experienced teachers of higher secondary school in Mizoram" is accepted.

**Findings on Objective no. 5** To compare occupational stress level of less experienced teachers and more experienced teachers of higher secondary school in Mizoram.

**Table 5**  
**Comparison of occupational stress level of less experienced teachers and more experienced teachers of higher secondary school in Mizoram**

Experience	N	Mean	SD	MD	SED	t - value	Sig.Level
Less	185	87.88	13.79	5.92	2.88	2.05	0.05
More	30	81.96	14.78				

A perusal of table no 5 shows that the t value is bigger than the table value at 0.05 level of significance with degrees of freedom 213. So the null hypothesis "There is no significant difference between occupational stress level of less experienced teachers and more experienced teachers of higher secondary school in Mizoram." is rejected. It can be seen from the table that the difference between occupational stress level of less experienced teachers and more experienced teachers is significant. The difference is in favour of more experienced teachers, it means more experienced teacher has low level of occupational stress than less experienced teachers.

**Findings on Objective no. 6** To compare occupational stress level of middle experienced teachers and more experienced teachers of higher secondary school in Mizoram.

**Table 6**  
**Comparison of occupational stress level of middle experienced teachers and more experienced teachers of higher secondary school in Mizoram**

Experience	N	Mean	SD	MD	SED	t - value	Sig.Level
Middle	105	84.9	12.16	2.94	2.94	1	Not significant
More	30	81.96	14.78				



As seen from the table no. 6 that the t value is smaller than the table value, it indicated that there is no significant difference between occupational stress level of middle and more experienced teachers. Therefore, the null hypothesis, "There is no significant difference between occupational stress level of middle experienced teachers and more experienced teachers of higher secondary school in Mizoram." is accepted.

**Discussion on the findings of experience wise comparison:** Findings of objective no. 4 – no. 6 is experience wise comparison of teachers. Looking at the mean score of all the groups of teachers, less experienced teachers scored highest followed by middle and more experienced teachers. Among these group of teachers, highest level of occupational stress was found in less experienced teachers, followed by middle experienced teachers, more experienced teachers showed lowest level of occupational stress than others. But significant difference was found only between more experienced teacher and less experienced teacher. The finding is in line with study conducted by Jahan and Sharma (2017) teachers with less than 10 years' experience were more stressed than that of having more than 10 years of experience. But in contrast to this, teachers of 10-15 years of experience have higher level of stress than teachers with 1-10 years of experience and above 15 years' experience. (Antoniou et al. 2013).

In another study conducted by Kharsynniang and Viray (2021) the stress level does not show any significant differences in years of experience or salary. Significant difference was also found in occupational stress among teachers based on educational qualification and teaching experience in a study made by Owusu et al. (2021).

**CONCLUSION:** In the present study, the occupational stress level of higher secondary school teachers was compared in streamwise and experience wise. Teachers of arts, science

and commerce stream did not show any significant difference in their occupational stress level. In experience wise comparison, significant difference was found between less experienced and more experienced teachers. The more the teacher is experienced, the less was the stress level. This may be due to the daily experiences attained by the teacher which in turn helped them in treating their students and coping efficiently with daily life problems.

#### REFERENCES:

- Antoniou, A.S., Ploumpi, A. & Ntalla Marina (2013). Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education : The Role of Coping Stress. *Psychology* 4( 3A) , 349-355. <https://dx.doi.org/10.4236/psych.2013.43A051>
- Beehr, T.A. and Bhagat, R.S. 1985. Stress and cognitive in organizations: An integrated perspective, New York: John Willy and Sons. *Personnel Psychology*, 3, 665-669
- Cooper, C.L. and Marshall, J. 1976. Occupational sources of stress: A review of the literature relating to coronary heart disease and mental ill health. *Journal of Occupational Psychology*, 49, 11-28
- Jahan, S. & Sharma, H.(2017) Occupational Stress In Upper Primary School Teachers **3 (5)** 806- 814. Retrieved from [http://ijariie.com/AdminUploadPdf/OCCUPATIONAL\\_STRESS\\_IN\\_UPPER\\_PRIMARY\\_SCHOOL\\_TEACHERS\\_ijarii\\_e6708.pdf](http://ijariie.com/AdminUploadPdf/OCCUPATIONAL_STRESS_IN_UPPER_PRIMARY_SCHOOL_TEACHERS_ijarii_e6708.pdf)
- Jeyaraj, S.S (2013) Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu, *Journal of Business and Management* 7(5) ,63-76. <https://pdfs.semanticscholar.org/>



- [7e4d/271719de99837e2a6d2e0be106f8739ffd49.pdf](https://doi.org/10.14704/nq.2022.20.6.NQ22900)
- Kaur, S., (2011) Comparative Study of Occupational Stress among Teachers of Private and Govt. Schools in Relation to their Age, Gender and Teaching Experience. *International Journal of Educational Planning & Administration*.1(2) 151-160.
- Khan, O., Khan, M.I., Husain, A., Kawa, M.H., Hasan, F., Khan, B., Tarawneh, A.A., Thabnat, A.M.H. (2016). Perceived sources of occupational stress among teachers. *International Journal of Current Research*, 8(5), 31733-31736.
- Kharsynniang H. & Viray, M. (2021) Occupational stress among tribal primary teachers of Shillong, India, *International Journal of Creative Research Thoughts*.9(7), 228-232. <https://www.ijcrt.org/papers/IJCR T2107555.pdf>
- Rajesh, G.A & Kumar, P.S (2016) Occupational Stress among School Teachers – A Study Report . *St. Theresa Journal of Humanities and Social Sciences* 2 (1) ,29-36  
[https://www.academia.edu/68729348/Occupational Stress among School Teachers A Study Report](https://www.academia.edu/68729348/Occupational_Stress_among_School_Teachers_A_Study_Report)
- Owusu, D. Nkyi, A.A & Adasi, G.S. (2021) Prevalent Rate of Occupational Stress among Senior High School Teachers. *Journal of scientific Research and Reports*. 27(11), 163-173.  
<https://www.semanticscholar.org/paper/Prevalent-Rate-of-Occupational-Stress-among-Senior-Owusu-Nkyi/fa0e0d21f93ac364eea1691099a798989ea376f5>
- Seema M.K.P (2012) Occupational Stress among elementary School Teachers of Kerala in *Issues and concerns in Elementary Education* (M. Puri, Ed.).
- Kanishka Publishers, Distributors, Ansari Road, Daryaganj, New Delhi.
- Srivastava, A.K. and Singh, A.P. 1981. Construction and standardization of an occupational stress index; a pilot study. *Indian Journal of Clinical Psychology*, 8,133-136.
- Vasudevan, R. (2018) 'A study of teachers job satisfaction and their occupational stress', Ph. D Thesis, Bharathiar University, Department of Education,  
<http://hdl.handle.net/10603/353630>  
<https://shodhganga.inflibnet.ac.in/handle/10603/353630>



<https://sciencescholar.us/journal/index.php/ijhs/issue/view/129>

ASUS Software Port... MyASUS Software -... Starred - choii.bed... Gmail YouTube Maps



# International Journal of Health Sciences (IJHS)

e-ISSN: 2550-696X  
p-ISSN: 2550-6978

[Login](#)

[HOME](#)
[ABOUT US](#)
[ABOUT THE JOURNAL](#)
[BROWSE JOURNAL](#)
[CONTRIBUTORS](#)
[DOWNLOAD](#)
[SEARCH](#)

[HOME](#) / [ARCHIVES](#) / [Special Issue IX](#)

## Special Issue IX



At IJHS we refer to an online first as *an article that has been through the peer-review process, has been accepted for publication and has been copyedited and typeset*. The article is the final manuscript format, but is distinguished as an early release simply because it has not been delayed until a full issue publication. When the issue is complete, and an editorial is written, the issue will be archived with its own table of contents. Articles in the journal are freely available to the public thanks to our institutional sponsors. Cover

### CITESCORE 2021

2.0 2021 CiteScore

63rd percentile

Powered by [Scopus](#)

### GOOGLE SCHOLAR

Cited by

	All	Since 2017
Citations	514	504
h-index	13	13

<https://sciencescholar.us/journal/index.php/ijhs/issue/view/129>

SUS Software Port... MyASUS Software -... Starred - choii.bed... Gmail YouTube Maps

DOI : 10.53730/ijhs.v6nS9.12987



### Occupational stress level of higher secondary school teachers in Mizoram

Lalchawimawii Ngente, Lalbiakdiki Hnamte

2610-2619

Abstract viewed: 35 PDF downloaded: 12

DOI : 10.53730/ijhs.v6nS9.12988



### The effect of patient's characteristics on CYP2C19 polymorphisms based on weight and gender groups of epileptic seizure patients taking divalproex sodium

Wardah Rahmatul Islamiyah, Nasronudin, Abdulloh Machin, Iin Ernawati, Paulus Sugianto

2620-2629

Abstract viewed: 38 PDF downloaded: 16

DOI : 10.53730/ijhs.v6nS9.12995



### Formations and their driving forces

Mir Faraj Ali Abasov

2630-2644

Abstract viewed: 53 PDF downloaded: 21

DOI : 10.53730/ijhs.v6nS9.13004



**How to Cite:**

Ngente, L., & Hnamte, L. (2022). Occupational stress level of higher secondary school teachers in Mizoram. *International Journal of Health Sciences*, 6(S9), 2610–2619.  
<https://doi.org/10.53730/ijhs.v6nS9.12988>

# Occupational stress level of higher secondary school teachers in Mizoram

**Lalchawimawii Ngente**

Research Scholar, Department of Education, Mizoram University  
Corresponding author email: [choii.bed@gmail.com](mailto:choii.bed@gmail.com)

**Lalbiakdiki Hnamte**

Professor, Department of Education, Mizoram University  
Email: [diki233@gmail.com](mailto:diki233@gmail.com)

**Abstract**---Teachers of higher secondary school stage look after adolescents and young adults. It is a tough and challenging task for the teachers to deal with students who are of this age group. The main aim of the present study is to find out the occupational stress level of higher secondary school teachers in Mizoram and to compare the occupational stress level of male and female teachers of higher secondary school in Mizoram. 320 higher secondary school teachers were selected by proportionate random sampling from four (4) districts of Mizoram. A standardized tool 'Teacher's Occupational Stress Scale' developed by Sharma & Kaur (2015) was used for the test. The finding revealed that there is a significant difference between the occupational stress of male and female higher secondary school teachers in Mizoram.

**Keywords**---Level of Occupational Stress, Higher Secondary School Teachers, male, female, Mizoram.

**Introduction**

Teaching is a challenging task and teaching profession needs new and more knowledge every day. Teachers have to instruct and appease a variety of thinking. To enhance learning results, they are faced with many challenges to apply fresh strategies and techniques. Teachers have to design new programs and instructional tactics, such as inquiry-based teaching methods, simulation games, computer-assisted education, and programmed learning materials, in order to find more effective ways to teach (Bhatia, 2010). They continue to put in effort to meet these expectations and challenges and work accordingly. But this is not the end of what teachers must do. They are forced to perform numerous necessary tasks for which they receive no additional pay. Their pay and working conditions



were viewed as being rather poor. Teachers now are engaged in several duties beyond instructing pupils, such as preparing them to be contributing members of society.

Occupational stress is the physical and emotional responses that occur when the worker perceives an imbalance between job demands and his capability to meet those demands. It is a process involving a transaction between an individual and his/her work environment.

Occupational stress according to Anderson, Schalk and Humprey(1998) can be defined as the harmful physical and emotional responses that occur when job requirements do not match with the capabilities, resources and needs of the individual worker, in other sense these appear to be —"an incompatibility between the individual and his\ her environment".(Rakhi, 2014)

The degree to which a job is complex and what kind of work it entails greatly influences occupational stress. These are elements of the profession that are inherently stressful for employees. A person who is overworked is more likely to be unsatisfied at work, be absent more frequently, experience more unpleasant psychological symptoms, and have lower goals and self-esteem. Workplace conditions, deadline constraints, interpersonal disputes with co-workers and managers, a heavy workload, unfavourable working conditions, pay, and other factors are some of the causes of stress among employees. In brief, occupational stress is a state of discrepancy between job demands and person's ability to cope with these demands.

Any educational programme's success or failure hinges on how well the teachers do their jobs. The present study aims to comprehend the level of occupational stress among teachers of higher secondary schools in Mizoram and to compare the level of occupational stress in relation to gender.

### **Rationale of the Study**

Teachers are responsible for the all-round development of students and their better adjustment in the society. Teachers' obligations to students and organizations are growing daily as a result of the rising and changing demands of society. Teachers continue to work hard to satisfy these demands, which can occasionally cause stress. To satisfy these objectives, a healthy amount of stress is not harmful, however if this stress results in negatively affected work, it impairs teachers' ability to do their duties. One of the main factors contributing to teachers' poor health at work is workplace stress. Teachers' occupational stress is caused by a variety of causes, including heavy workload, low pay, relationships with co-workers, having to teach too many students, packed classrooms, and lack of amenities in the school. Knowing the level of occupational stress of teachers at higher secondary schools will help the researchers in giving recommendations, suggestions and the need of research in other related field and will also help the policy makers and the authority to make necessary changes.



### **Objectives of the Study**

1. To study the occupational stress level of higher secondary school teachers in Mizoram.
2. To compare occupational stress level of male and female teachers of higher secondary schools in Mizoram.

### **Hypothesis**

There is no significant difference between occupational stress level of male and female higher secondary school teachers of Mizoram.

### **Review of Related Literature**

In a study on “Occupational stress among teachers working in secondary schools of Karauli District of Rajasthan state”, an analysis was made by Sharma (2008) who tried to identify level and associated factors of occupational stress among secondary school teachers of Karauli District of Rajasthan. A total of 350 teachers from government and private school were selected randomly for sample. Teaching experience, workload, students’ behaviour and performance of last year were found to be the reason for occupational stress among teachers after further analysis, using multiple logistic regression. Majority of the teachers (57%) had no stress, 16.9% faced mild stress and 26.2% had severe stress.

Eres and Atanasoska (2011) studied ‘Occupational Stress of Teachers: A comparative Study Between Turkey and Macedonia’, for this study a sample of 416 Turkish teachers and 213 Macedonian teachers were selected. It was found that Turkish teachers had mild stress levels and Macedonian teachers had moderate stress level.

In a study conducted by Seema (2012) on ‘Occupational Stress among elementary School Teachers of Kerala’, the method adopted was normative survey method. Percentage analysis, t test, Correlation and ANOVA were the statistical techniques used. Findings revealed that there existed significant relationship between age and occupational stress among elementary school teachers of Kerala, higher level of occupational stress was found in male compared to female teachers, rural teachers were found to have lower occupational stress than urban teachers and significant difference was found in the occupational stress among teachers of different management

Hasan (2014) analysed Occupational Stress of Primary School Teachers in Haridwar District, Uttarakhand. The study tried to find out and compare the condition of occupational stress of primary school teachers in government and private school, male and female teachers. The result revealed that no significant difference existed in the stress level of male and female teachers.

Antoniou et al. (2013) undertook a study on ‘Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Stress.’ The sample of the study consisted of 388 Greek teachers of primary and secondary working in Attica, Greece. The study found that women reported



significantly higher level of occupational stress than men and lower level of personal accomplishment.

Khan et al. (2016) aimed to assess the perceived sources of occupational stress among teachers with respect to gender. The sample of the study consisted of 100 teachers from Aligarh District (males=64, females=36) who belonged to various schools. The result revealed that male and female teachers significantly differ in Unreasonable group and political Pressure (UG & PP), Role Overload (RO), Role Ambiguity (RA), Under Participation (UP), Impoverishment (IMP), Unprofitability (UF), Poor Peer Relation (PPR) and Overall Occupational Stress and whereas no significant difference was found between male and female teachers in Responsible for person (RP), Powerlessness (PL), Role Conflict (RC), Low Status (LS) and Strenuous Working Condition (SWC).

Sadeghi et al. (2016) analysed the relationship between 'Personality Types and Job Stress among Teachers at First Period (Guidance Schools) and Second Period of High School (Secondary Schools)'. The study aimed at finding the relationship between Personality types with job stress among teachers at first period (guidance school) and second duration of high school (secondary school). A sample of 327 teachers were selected by multistage cluster sampling method. Phillip Rice job stress and John Halland's job-personality questionnaire were used. To measure the relationships Pearson correlation coefficient, linear regression and analysis of multiple variance (Manova) were used. No significant relationship was found between realist and investigative personality type with job stress of teachers. A significant relationship was found between gender, personality type and the degree of stress. More degrees of stress were found in male teachers than that of female teachers.

Jahan and Sharma (2017) studied 'Occupational stress in upper primary school teachers' of Bhopal District, Madhya Pradesh. The study tried to find out the relationship between occupational stress of the upper primary school teachers with variables like, gender, locale and teaching experience of the school in which they were working. The result revealed that male teachers were higher than female teachers in the level of occupational stress. Teachers with less than 10 years' experience were more stressed than that of having more than 10 years of experience. No significant difference was found between rural and urban teachers in their occupational stress.

Kharsynniang and Viray (2021) study 'Occupational stress among tribal primary teachers of Shillong, India', the study was done among the female teachers only. All the primary school teachers showed moderate stress level whether they are private, government and private aided. The stress level does not show any significant differences in years of experience or salary.

Owusu et. al (2021) conducted a study on 'Prevalent Rate of Occupational Stress among Senior High School Teachers' this study assessed occupational stress among Senior High School teachers in Ghana. Descriptive survey design was employed for the study. The census method was used and all the 520 teachers in the selected public Senior High Schools in the Cape Coast Metropolis were involved. The findings revealed that low level of occupational stress among the



teachers engaged in the research. It has also been found that there is no significant difference in occupational stress among teachers based on their gender. However, the study revealed that there was a statistically significant difference in occupational stress among teachers based on their educational qualification, age and teaching experience. These reviews showed that stress related to occupation is quite common among teachers of various levels, although the degree of stress may differ. The present study is therefore quite relevant considering the fact that similar study has so far not been conducted.

## Methodology

Descriptive research method was applied in the present study.

**Tools used:** Teacher's Occupational Stress Scale developed by Sharma & Kaur (2015) was used for the present study

**Population:** The population of the present study consisted of all the teachers of higher secondary school in Mizoram

**Sample:** 320 higher secondary school teachers were selected from four districts of Mizoram as sample by using proportionate sampling.

**Statistical techniques used:** For the present study the following statistical techniques were applied for treatment of data

- a) Mean
- b) Percentage
- c) Standard deviation
- d) t-test

## Findings and Discussion

Findings of the present study is discussed in the following paragraph based on the objectives.

### Findings on Objective no.1 To study the occupational stress level of higher secondary school teachers in Mizoram

Using the selected standardized tool, the level of occupational stress of higher secondary school teachers was studied. The following table shows the number of respondents that fall in different levels of occupational stress.

Table 1  
Occupational stress level of higher secondary school teachers in Mizoram

Sl. No	Level of Teachers Occupational Stress	No. Of Teachers	Percentage%
1	Extremely High	1	0.31
2	High	8	2.5
3	Above Average	30	9.37
4	Average	108	33.75
5	Below Average	106	33.12
6	Low	63	19.68
7	Extremely Low	4	1.25
	Total	320	100



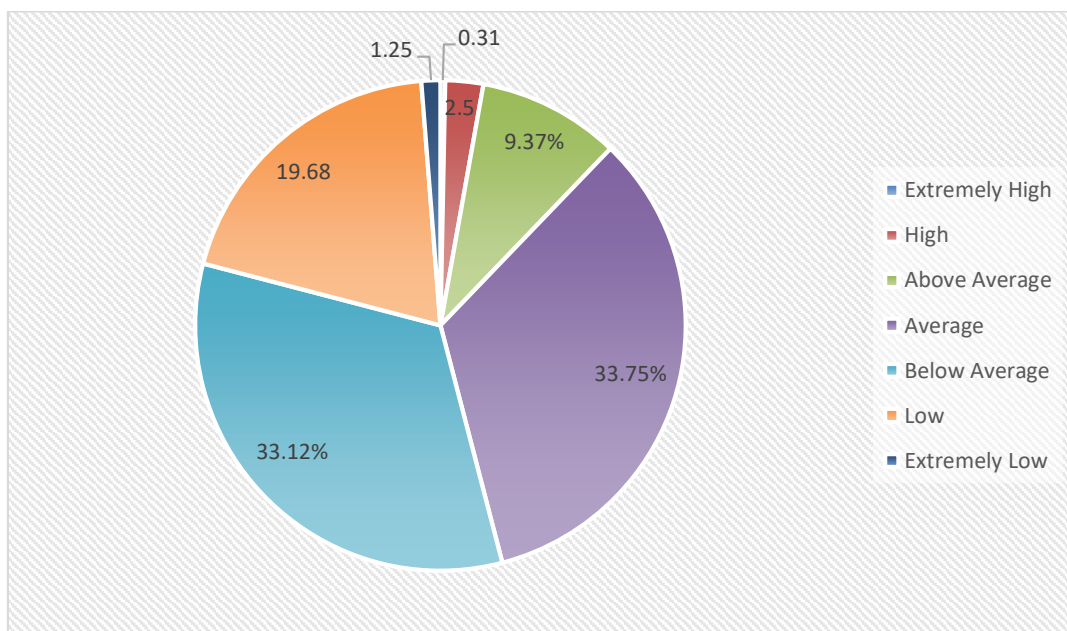


Figure 1. Pie Chart showing Occupational Stress level of Higher Secondary School Teachers in Mizoram

Table no. 1 and figure no.1 shows the occupational stress level of all the respondents. There was 0.31% teacher who have extremely high occupational stress, 2.5% teachers were in high occupational stress level, 9.37% teachers fall in the category of above average. Majority of the teachers (33.75%) were with average occupational stress level and 33.12% teachers were with below average occupational stress, while 19.68% teachers were within low occupational stress level and 1.25% teachers had extremely low occupational stress.

## Discussion

It was found in the present study that majority of higher secondary school teachers in Mizoram had average occupational stress. This finding corresponds with the findings of Eres and Atanasoska (2011) whose findings revealed that Macedonian teachers have moderate/average stress level. The study is also in line with findings made by Kharsynniang and Viray (2021) in which all the primary teachers showed moderate stress level. The present finding is however in contrast to the findings made by Sharma (2008), who found that majority of the teacher had no stress.



**Findings on Objective no 2. To compare occupational stress level of male and female teachers of higher secondary school teachers in Mizoram**

Table 2  
Occupational stress level of male and female teachers of higher secondary school in Mizoram

Sl. No	Level of Teachers Occupational Stress	Male	%	Female	%
1	Extremely High			1	0.65
2	High	5	2.97	3	1.97
3	Above Average	17	10.11	13	8.55
4	Average	64	38.09	44	28.94
5	Below Average	55	32.73	51	33.55
6	Low	25	14.88	38	25
7	Extremely Low	2	1.19	2	1.31
	Total	168	100	152	100

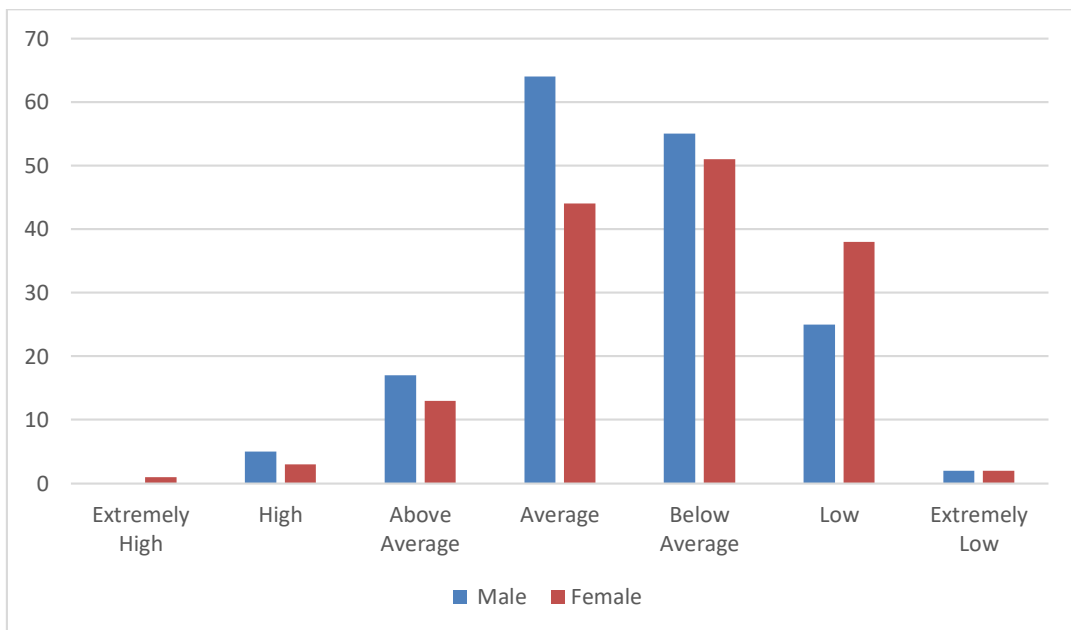


Figure 2. Occupational stress level of male and female teachers of higher secondary school in Mizoram

Table 2 and figure 2 highlights that out of 320 higher secondary school teachers, 168 were male and 152 were female. It reveals that out of 168 male teachers, 2.97% respondents had a high level of occupational stress, 10.11% fall in the category of above average occupational stress, majority of male teachers 38.09% had average occupational stress, 32.73% were below average occupational stress, 14.88% had low occupational stress and 1.19% were found to have extremely low



occupational stress. Among 152 female teachers, 0.65% teacher had extremely high occupational stress, 1.97% were in the category of high occupational stress, 8.55% had above average occupational stress, 28.94% had average occupational stress, while majority of the female respondents 33.55% had below average occupational stress, 25% fall in the category of low occupational stress, 1.31% teachers had extremely low occupational stress.

To compare the occupational stress level of male and female higher secondary school teachers, the mean and the standard deviation of the two groups were calculated separately. The mean difference between male and female occupational stress was tested with the help of t-test, and the details are presented as follows:

Table 3  
Comparison of occupational stress of higher secondary school teachers in Mizoram in terms of gender

Gender	N	Mean	SD	MD	SED	t - value	Sig. Level
Male	168	87.89	13.06	3.25	1.5	2.16	0.05
Female	152	84.64	13.76				

The details given in table no. 3 reveals that the calculated value of 't' is greater than critical value of 't' with degrees of freedom (df) 318 at 0.05 level. This indicates that there was a significant difference between the occupational stress of male and female higher secondary school teachers. Therefore, the null hypothesis, "There is no significant difference between occupational stress level of male and female teachers of higher secondary school in Mizoram." is rejected at 0.05 confidence level. Looking at the mean score of both the groups, the difference is in favour of female. Thus, it can be concluded that female teachers had lower occupational stress than male teachers.

## Discussion

The present study revealed that there was a significant difference between occupational stress level of male and female teachers of higher secondary school in Mizoram. The difference is in favour of female teachers at 0.05 level. So, female teachers had lower occupational stress than male teachers.

The present finding is in line with studies carried out by Seema (2012), Sadeghi et al., (2016) and Jahan and Sharma (2017) which revealed that male teachers had higher occupational stress than female teachers. In contradiction to this, Antoniou et al. (2013) and Ghosh et al. (2020) found that female teachers felt more stress than male teachers. In a study conducted by Khan et al. (2016) a significant difference was found between male and female teachers in overall occupational stress, but the higher ones were not mentioned. While, a study conducted by Hasan (2014) and Owusu et al. (2021) found no significant difference between male and female teachers with regard to their occupational stress.



## Conclusion

The study revealed that majority of higher secondary school teachers in Mizoram had average occupational stress. Male teachers were more stressed than their female counterparts. During this period, teachers experienced stress as they deal with adolescents who are generally difficult to control and instruct. It is suggested that in service training or refresher course at the state or national level may be conducted frequently. More use of electronic media and internet for teaching learning process may be helpful in relieving the stress for majority of the teachers.

## References

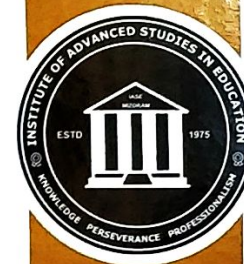
- Antoniou, A.S., Ploumpi, A. & Ntalla Marina (2013). Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Stress. *Psychology* 4(3A), 349-355. <https://dx.doi.org/10.4236/psych.2013.43A051>
- Bhatia, A. (2010) Teachers' Role Gearing to the Emerging Challenges. *Edutracks*, 9(5), 15.
- Eres, F. & Atanasoska, T. (2011). Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia. *International Journal of Humanities and Social Science* 1(7), 59-65. Retrieved from [http://www.ijhssnet.com/journals/Vol.\\_1\\_No.\\_7\\_%5bSpecial\\_Issue\\_June\\_2011%5d/9.pdf](http://www.ijhssnet.com/journals/Vol._1_No._7_%5bSpecial_Issue_June_2011%5d/9.pdf)
- Hasan, A. (2014) A study of Occupational Stress of Primary School Teachers. *Educationia Confab* 3(4), 11- 19.
- Kumar, S. (2022). A quest for sustainium (sustainability Premium): review of sustainable bonds. *Academy of Accounting and Financial Studies Journal*, Vol. 26, no.2, pp. 1-18
- Allugunti V.R (2022). Breast cancer detection based on thermographic images using machine learning and deep learning algorithms. *International Journal of Engineering in Computer Science* 4(1), 49-56
- Viswanatha KKRC, Reddy A, Elango N M (2019). Diabetes Kaggle Dataset Adequacy Scrutiny using Factor Exploration and Correlation, *International Journal of Recent Technology and Engineering (IJRTE)* Vol. 8.
- Jahan, S. & Sharma, H. (2017) Occupational Stress In Upper Primary School Teachers 3 (5) 806- 814. Retrieved from [http://ijariie.com/AdminUploadPdf/OCCUPATIONAL\\_STRESS\\_IN\\_UPPER\\_PRIMARY\\_SCHOOL\\_TEACHERS\\_ijariie6708.pdf](http://ijariie.com/AdminUploadPdf/OCCUPATIONAL_STRESS_IN_UPPER_PRIMARY_SCHOOL_TEACHERS_ijariie6708.pdf)
- Khan, O., Khan, M.I., Husain, A., Kawa, M.H., Hasan, F., Khan, B., Tarawneh, A.A., Thabnat, A.M.H. (2016). Perceived sources of occupational stress among teachers. *International Journal of Current Research*, 8(5), 31733-31736.
- Kharsynniang H. & Viray, M. (2021) Occupational stress among tribal primary teachers of Shillong, India, *International Journal of Creative Research Thoughts*. 9(7), 228-232. <https://www.ijcrt.org/papers/IJCRT2107555.pdf>
- Rakhi (2014) Occupational stress in school teachers a study of their working conditions motivation and adjustment, unpublished doctoral thesis, Punjabi University, Department of Education and Community service.
- Sadeghi, A., Niyafar G.H., Pour, A.H., Zamani, A. & Gholami, F. (2016) Relationship between Personality Types and Job Stress among Teachers at First Period (Guidance Schools) and Second Period of High School (Secondary



- Schools) *Creative Education*, 7, 544-553.  
<https://dx.doi.org/10.4236/cce.2016.73056>
- Seema M.K.P (2012) Occupational Stress among elementary School Teachers of Kerala in *Issues and concerns in Elementary Education* (M. Puri, Ed.). Kanishka Publishers, Distributors, Ansari Road, Daryaganj, New Delhi.
- Sharma, S.S (2008) Occupational stress among teachers working in secondary schools of Karauli district of Rajasthan state. Unpublished Dissertation of Master of Public Health Degree, Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram, Kerala. Retrieved from [http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH\\_5690.pdf](http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH_5690.pdf)
- Sharma, M.& Kaur, S. (2015) *Teacher's occupational stress scale*. H.P Bhargava Book House, Kacheri Ghat,Agra.



# ONE DAY NATIONAL SEMINAR ON RECENT TRENDS IN EDUCATION



This is to certify that

**LALCHAWIMAWII NGENTE**  
RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION, MZU

presented a paper on the topic  
***'Job Satisfaction Level of Higher Secondary School Teachers  
in Mizoram in Relation to Stream of Education'***  
on 31<sup>st</sup> August, 2022, held at the Auditorium of  
Institute of Advanced Studies in Education, Aizawl, Mizoram.

*Quij 31/8/22*

(Dr. LALCHAWIMAWII NGENTE)  
Co-ordinator

*L. Fanai 31/08/22*

(Prof. LALLIANZUALI FANAI)  
Principal

*Lyli 31/8/22*

(LALRINFELI KHIANGTE)  
Asst. Co-ordinator

ORGANISED BY : IQAC, INSTITUTE OF ADVANCED STUDIES IN EDUCATION



# ONE DAY NATIONAL SEMINAR ON RECENT TRENDS IN EDUCATION-II



This is to certify that

**LALCHAWIMAWII NGENTE**  
RESEARCH SCHOLAR, MZU

presented a paper on the topic  
***'Job Satisfaction level of Higher Secondary School Teachers in Mizoram'***  
on 27<sup>th</sup> October, 2022, held at the Auditorium of  
Institute of Advanced Studies in Education, Aizawl, Mizoram.

  
27/10/22

(Dr. VANLALTANPUII)  
Co-ordinator

  
27/10/22  
(Prof. LALLIANZUALI FANAI)  
Principal

  
27/10/22  
(BENJAMIN LALMUANAWMA FANAI)  
Asst. Co-ordinator

ORGANISED BY : IQAC, INSTITUTE OF ADVANCED STUDIES IN EDUCATION



## **PARTICULARS OF THE CANDIDATE**

**Name of Candidate** : Lalchawimawii Ngente

**Degree** : Ph.D

**Department** : Education

**Title of Thesis** : Occupational Stress and Job Satisfaction of  
Higher Secondary School Teachers of Mizoram

**Date of admission** : 02.08.2019

**Approval of Research Proposal**

1. **Departmental**

**Research Committee** : 05.03.2020

2. **Board of Studies** : 14.05.2020

3. **School Board** : 26.05.2020

**MZU Registration No.** : 3014 Of 2006 – 07

**Ph.D Registration No. & Date** : MZU/Ph.D./1357 of 02.08.2019

**Extension (if any)** : Nil

(Prof. Lokanath Mishra)  
Head  
Department of Education  
Mizoram University



## **ABSTRACT**

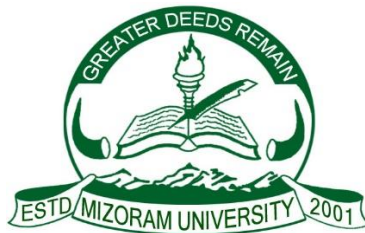
### **OCCUPATIONAL STRESS AND JOB SATISFACTION OF HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM**

AN ABSTRACT SUBMITTED IN PARTIAL FULFILMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF PHILOSOPHY

**LALCHAWIMAWII NGENTE**

MZU REGISTRATION NO: 3014 of 2006 – 07

Ph.D REGISTRATION NO: MZU/Ph.D./1357 of 02.08.2019



DEPARTMENT OF EDUCATION

SCHOOL OF EDUCATION

MAY, 2023



**OCCUPATIONAL STRESS AND JOB SATISFACTION OF  
HIGHER SECONDARY SCHOOL TEACHERS OF MIZORAM**

**BY**  
**LALCHAWIMAWII NGENTE**  
**Department of Education**

**Prof. LALBIAKDIKI HNAME**  
**Supervisor**

Submitted

In partial fulfilment of the requirement of the Degree of Doctor of  
Philosophy in Education of Mizoram University, Aizawl.



## INTRODUCTION

It is a common saying that ‘teachers are the backbone of the nation’. It is true in many ways, since teachers are the one who teach all the great leaders of the country. Teaching is one of the most difficult jobs today. It necessitates a thorough understanding of subject matter, curriculum, and standards, as well as enthusiasm, a caring attitude, and a love of learning, discipline and classroom management skills, and a desire to make a difference in the lives of children and young adults. With all of these requirements, it may become difficult to be a good teacher and a teacher who is stressless. (Great Schools Staff, 2012).

Teaching is a complex process. As an art, it emphasizes high imagination and artistic abilities. As a science, it is a logical and well-planned strategy used to achieve effectively the aims and objectives of education. As a practicing art, it is a process of developing and reflecting creative abilities.

Teaching profession could be described as “a professional occupational group of education sector possessing social, cultural, economic, scientific and technological dimensions” (Hacioglu, 1997; as cited in Erden, 2007). Teachers, who facilitate interaction among the main elements of the educational system, such as students, educational programs, teachers, and the environment, and who take on the responsibility of educating the young people that society requires, have a unique place and importance within the educational system. (Posner, 1995). With the emergence of education as a profession and vocation, the teaching profession began to emerge. It has previously been debated whether teaching should be considered a profession or not. However, it was later agreed that teaching is a distinct profession with all of the characteristics that a profession should have. (Tezcan, 1996)

An occupational stress can be defined as any forces that pushes physical factor or psychological factor beyond its range of stability and produce a strain in the individuals and can be a threats to the individuals. (Jeyaraj, 2013). Occupational stress can also be defined as a condition where the worker and the work-related factors interact to change the psychological condition, as a result a person’s thought and body is pushed to change from the normal way of thinking or functioning. (Beehr &



Newman,1978). Any force that pushes psychological or physical factor beyond the range of stability and produce strain within the individual can be said as Occupational Stress.

“Job satisfaction is defined as the extent to which an employee feels self-motivated, content & satisfied with his/her job. Job satisfaction happens when an employee feels he or she is having job stability, career growth and a comfortable work life balance. This implies that the employee is having satisfaction at job as the work meets the expectations of the individual.” (MBA ,2021)

Job satisfaction, according to Locke (1976), is a positive or pleasant emotional state that results from a person's enjoyment of his or her own work. Supporting this idea, Miller et al. (2009) stated that this definition of job satisfaction is the most well-researched and widely accepted, describing the necessary components to illustrate what is meant by the broad construct of job satisfaction. Therefore, when trying to reflect different levels of job satisfaction, it is necessary to identify and analyse the attitudes that constitute the all the composition (Schultz, 1990), ranging from job to another. Different definitions given by different authors emphasise the importance of an individual's emotions. Job satisfaction can lead to personal progress, but job dissatisfaction can lead to emotions of unfulfillment and defeat. (Qurashi, 2022)

## **RATIONALE OF THE STUDY**

Higher Secondary Education is an important step in the educational process since it prepares students for higher education as well as the workplace. With the liberalization and globalization of the Indian economy, the rapid changes in the scientific and technological world, and the general need to improve the quality of life and reduce poverty, it is critical that school leavers acquire a higher level of knowledge and skills than what is provided in the 8 years of elementary education, especially when the average earning of a secondary school certificate holder is significantly higher than that of a person without a secondary school certificate. (Press Information Bureau).



Teachers of higher secondary schools prepare the young adolescents to build the nation with purpose and confront the challenges of tomorrow. The effectiveness and the efficiency of any job or business can be influenced by the stress bear by the workers. Too much stress in the work place can cause unhealthy environment which in turn can hamper the health of an individual. Moreover, it can have an effect on the teaching quality as well as the learning environment of the students.

The problems of Higher secondary schools are varied and one of the possible reasons for these problems can be the ineffectiveness of the teachers which is greatly influenced by the satisfaction level of the teachers in their work place. The satisfaction of the teacher may be intrinsic as well as extrinsic nature of the job such as salary, promotion, service condition, physical facilities, institutional plans and policies, authorities, social status, family welfare, rapport with students and colleagues.

Knowing the level of occupational stress and to cope it with a suitable management will help the teacher to be more efficient and more effective in their work place. It will also give a better education for the students and for the country as well.

The different school management systems have difference in their salary, administration and security in their job. Study on the influence of different management systems and streams of studies in the occupational stress and job satisfaction of higher secondary teacher will be helpful for dealing a problem and the possible solution to make their teaching more effective and efficient.

The present study is therefore taken up in order to know the conditions of higher secondary school teachers in Mizoram in their level of occupational stress and job satisfaction.

In relation to the aforementioned reasons, the current study seeks to answer the following research questions:

- 1) What is the occupational stress level of higher secondary school teachers of Mizoram?
- 2) What is the level of Job Satisfaction among higher secondary school teachers of Mizoram?



- 3) Is there any significant difference between male and female higher secondary teachers of Mizoram regarding their occupational stress level?
- 4) Is there any significant difference between male and female higher secondary teachers of Mizoram regarding their level of job satisfaction?
- 5) Is there any significant difference in the occupational stress level of teachers of higher secondary school in Mizoram in relation to stream of education?
- 6) Is there any significant difference in the level of job satisfaction of higher secondary school teachers in Mizoram in relation to stream of education?
- 7) Is there any significant difference in the occupational stress level of higher secondary school teachers of Mizoram based on types of management?
- 8) Is there any significant difference in the job satisfaction level of higher secondary school teachers of Mizoram based on types of management?
- 9) Is there any relationship between occupational stress and job satisfaction of higher secondary school teachers of Mizoram?

### **STATEMENT OF THE PROBLEM**

The present study is entitled as “Occupational Stress and Job Satisfaction of Higher Secondary School Teachers of Mizoram”.

### **OPERATIONAL DEFINITION OF THE TERMS USED**

**Occupational Stress:** In the present study, it means a state of unpleasant emotions resulting from some aspect of teachers’ work.

**Job Satisfaction** : In the present study, job satisfaction refers to the satisfaction of Higher Secondary School Teachers on their job.



**Higher Secondary School Teachers:** For the present study, Higher Secondary School Teachers refers to teachers who teach class XI and XII.

**Type of Management:** For the present study, type of management refers to Government, Deficit, Adhoc, Lumpsum and Private.

**Stream of Education:** In the present study, stream of education means arts, science and commerce stream.

## **OBJECTIVES OF THE STUDY**

- 1) To study the occupational stress level of higher secondary school teachers of Mizoram.
- 2) To study the job satisfaction level of higher secondary school teachers of Mizoram.
- 3) To compare the occupational stress level of higher secondary school teachers of Mizoram in relation to gender.
- 4) To compare job satisfaction level of higher secondary school teachers of Mizoram in relation to gender.
- 5) To compare the occupational stress level of higher secondary school teachers of Mizoram in relation to stream of education.
- 6) To compare job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education.
- 7) To compare the occupational stress level of higher secondary school teachers of Mizoram based on types of management.
- 8) To compare the job satisfaction level of higher secondary school teachers of Mizoram based on types of management.
- 9) To find out the relationship between occupational stress and job satisfaction of higher secondary school teachers of Mizoram.



## **HYPOTHESES**

To fulfil the objectives of this study the researcher has formulated the following hypotheses:

- 1) There is no significant difference between occupational stress level of male and female teachers of higher secondary school of Mizoram.
- 2) There is no significant difference between job satisfaction level of male and female teachers of higher secondary school of Mizoram.
- 3) There is no significant difference between Occupational Stress level of (i) arts and science, (ii) arts and commerce, (iii) science and commerce teachers of higher secondary school of Mizoram.
- 4) There is no significant difference between Job Satisfaction level of (i) arts and science, (ii) arts and commerce, (iii) science and commerce teachers of higher secondary school of Mizoram.
- 5) There is no significant difference between occupational stress level of (i) adhoc and deficit (ii) adhoc and government (iii) adhoc and lumpsum (iv) adhoc and private (v) deficit and government (vi) deficit and lumpsum (vii) deficit and private (viii) government and lumpsum (ix) government and private (x) lumpsum and private higher secondary school teachers of Mizoram.
- 6) There is no significant difference between Job Satisfaction level of (i) adhoc and deficit (ii) adhoc and government (iii) adhoc and lumpsum (iv) adhoc and private (v) deficit and government (vi) deficit and lumpsum (vii) deficit and private (viii) government and lumpsum (ix) government and private (x) lumpsum and private higher secondary school teachers of Mizoram.

## **REVIEW OF RELATED LITERATURE**

The literature reviewed were divided into three categories - review of studies related to occupational stress, review of studies related to job satisfaction and review of studies related to relationship of occupational stress and job satisfaction. A total of



62 studies were reviewed in this chapter, of which 21 studies were related to occupational stress, 32 studies were related to job satisfaction and 9 studies were related to occupational stress and job satisfaction. It covers studies conducted for a span of 35 years of studies from 1987 to 2022.

## METHODOLOGY

As the present study is a study which seeks to find out what is existing at certain variables, it is descriptive in nature. The study employed survey method for collection of data, therefore the method employed is a descriptive survey method.

The population of the present study comprised of all the teachers of higher secondary schools in Mizoram. The population of the present study is given in table no. 1.

**Table 1**  
**Population of the study**

	Govt		Deficit		Adhoc		Lumpsum		Private		Total		
<b>Dist</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>Total</b>
Aizawl	126	160	55	43	29	25	15	10	222	183	447	421	868
Champhai	16	16			26	20	7	4	38	27	87	67	154
Kolasib	5	1	14	11	15	11			13	10	47	33	80
Lawngtlai	17	14							52	25	69	39	108
Lunglei	30	38	21	15	13	13	3	2	75	54	142	122	264
Mamit	14	11					9	3			23	14	37
Serchhip	18	17	13	3	18	9	3	2	24	16	76	47	123
Siaha	7	14					4	12	25	18	36	44	80
<b>Total teachers</b>													<b>1714</b>



**Table 2**  
**Distribution of school population according to management**

<b>Management</b>	<b>Govt.</b>	<b>Deficit</b>	<b>Adhoc</b>	<b>Lumpsum</b>	<b>Private</b>	<b>Total</b>
<b>No. of school</b>	25	7	13	11	119	175

The present study employs multistage sampling in which strata were determined based on geographical location and type of management and proportionately select sample from each stratum.

The unit of sample for the present study was the schools. The teachers taken as sample were selected from the sample schools randomly.

When the total number of school of a particular strata is less, higher proportion was taken to maintain sufficient representation. Distribution of sample school is given in table no. 3.

**Table 3**  
**Distribution of sample schools**

<b>District</b>	<b>Govt</b>		<b>Deficit</b>		<b>Adhoc</b>		<b>Lumpsum</b>		<b>Private</b>		<b>Total</b>	
	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>S</b>
Aizawl	11	6	4	2	4	2	4	2	56	28	<b>79</b>	<b>40</b>
Champhai	1	1			3	2	2	1	10	5	<b>16</b>	<b>9</b>
Lunglei	4	2	4	1	2	1	1	1	24	12	<b>35</b>	<b>17</b>
Mamit	2	1					2	1			<b>4</b>	<b>2</b>
											<b>134</b>	<b>68</b>

**P = Population , S= Sample**

The sample selected for the study from the selected sample schools was 320.



**Table 4**  
**Distribution of Sample**

	Govt.		Deficit		Adhoc		Lumpsum		Private		P	S
District	M	F	M	F	M	F	M	F	M	F		
Aizawl	126	160	55	43	29	25	15	10	222	183	868	
<b>Sample</b>	<b>30</b>	<b>39</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>54</b>	<b>44</b>		<b>209</b>
Champhai	16	16			26	20	7	4	38	27	154	
<b>Sample</b>	<b>4</b>	<b>4</b>			<b>6</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>9</b>	<b>7</b>		<b>38</b>
Lunglei	30	38	21	15	13	13	3	2	75	54	264	
<b>Sample</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>18</b>	<b>13</b>		<b>64</b>
Mamit	14	11					9	3			37	
<b>Sample</b>	<b>3</b>	<b>3</b>					<b>2</b>	<b>1</b>				<b>9</b>
<b>Total</b>											1323	<b>320</b>

**P = Population , S= Sample**

## **TOOLS FOR DATA COLLECTION**

For the present study, the investigator employed two types of tools Teacher's Occupational Stress Scale (Sharma & Kaur, 2015) and Teacher's Job satisfaction Questionnaire (Nasrin & Anees, 2014) . The Standardised Scale already has a standard norm for reference. However, the scale is to be used on a sample quite different from the original sample for standardisation, it was felt necessary to establish a norm for the present study. For establishing norm, the tool was administered to 320 teachers of higher secondary schools in Mizoram. The raw scores of all respondents were converted into Z-score. Norms for interpretation of both tools is presented in table no. 4 and table no. 5 for Teacher's Occupational Stress Scale and Teacher's Job satisfaction Questionnaire respectively.



**1. Teacher's Occupational Stress Scale developed by Sharma & Kaur (2015)**

**Table 5**

**Norms for interpretation of Teacher's Occupational Stress Scale**

Sl. No	Range of Z score	Raw score	Level of Occupational Stress
1	+2.01 and above	114-131	Extremely high
2	+1.26 to + 2.00	104-113	High
3	+0.51 to + 1.25	94-103	Above Average
4	-0.50 to +0.50	73-93	Average/Moderate
5	-0.51 to -1.25	70-72	Below Average
6	-1.26 to -2.00	62-69	Low
7	-2.01 and below	44-51	Extremely Low

**2. Teacher's Job Satisfaction Questionnaire Developed by Nasrin & Anees (2014).**

**Table 6**

**Norms for Interpretation of Teacher's Job Satisfaction Questionnaire**

Sl. No	Range of Z score	Raw score	Level of Job Satisfaction
1	+2.01 and above	190-203	Extremely satisfied
2	+1.26 to + 2.00	180-189	Highly satisfied
3	+0.51 to + 1.25	172-179	Above Average satisfied
4	-0.50 to +0.50	158-171	Average/Moderate satisfied
5	-0.51 to -1.25	149-157	Below Average satisfied
6	-1.26 to -2.00	141-148	Dissatisfaction
7	-2.01 and below	133-139	Extremely Dissatisfaction



## **MODE OF DATA COLLECTION**

Data collection were done through offline and online mode. Only some data were collected through offline mode, by distributing tools to the samples. But due to covid-19 pandemic, all the schools were closed and it is not possible for the researcher to go out personally and approach the teachers in different schools, the investigator prepared google form for the tools Teacher's Occupational Stress Scale and Teacher's Job Satisfaction Questionnaire. The principals of higher secondary schools were contacted through mobile phones asking for permission to collect data among their teachers, after getting permission, data collection was continued by sharing the link of the google form to the principals and teachers of different schools.

## **STATISTICAL TECHNIQUE USED**

For analysis of data, the following statistical techniques were employed:

1. Percentage
2. Mean
3. Standard Deviation
4. t-test
5. Spearman Rank Method

## **MAJOR FINDINGS**

The followings are the major findings of the present study:

### **1. Occupational stress level of higher secondary school teachers of Mizoram.**

- (i) 3.43 % teachers had extremely high level of occupational stress.
- (ii) 8.12% teachers experienced high occupational stress level.
- (iii) 17.18% teachers were in the category of above average occupational stress.
- (iv) Majority of the teachers 56.25% had average level of occupational stress.



- (v) 6.56% teachers had below average level of occupational stress
- (vi) 7.81% teachers were with low level of occupational stress.
- (vii) 0.62% teachers had extremely low level of occupational stress.

**2. Job satisfaction level of higher secondary school teachers of Mizoram.**

- (i) 4.06% teachers were extremely satisfied with their job.
- (ii) 7.5% teachers were highly satisfied.
- (iii) 12.5% teachers fall in the category of above average satisfied.
- (iv) 44.68% teachers had average satisfaction in their job.
- (v) 23.12% teachers were in a category of below average satisfied.
- (vi) 7.5% teachers experienced dissatisfaction in their job.
- (vii) 0.62% teachers had extremely dissatisfaction.

**3. Comparison of the occupational stress level of higher secondary school teachers of Mizoram in relation to gender.**

- (i) There was a significant difference between the occupational stress of male and female teachers of higher secondary school of Mizoram.
- (ii) The mean score of both the groups revealed that male teachers had higher occupational stress than female teachers.

**4. Comparison of the job satisfaction level of higher secondary school teachers of Mizoram in relation to gender.**

- (i) There was no significant difference between job satisfaction level of male and female teachers of higher secondary school of Mizoram.

**5. Comparison of the occupational stress level of higher secondary school teachers of Mizoram in relation to stream of education.**

- (i) There was no significant difference between occupational stress level of arts and science teachers of higher secondary school of Mizoram.
- (ii) There was no significant difference between occupational stress level of arts and commerce teachers of higher secondary school of Mizoram.



- (iii) There was no significant difference between occupational stress level of science and commerce teachers of higher secondary school of Mizoram.

**6. Comparison of the job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education.**

- (i) There was no significant difference between job satisfaction level of arts and science teachers of higher secondary school of Mizoram.
- (ii) There existed significant difference between job satisfaction level of arts and commerce teachers of higher secondary school of Mizoram at 0.05 level with degrees of freedom 234.
- (iii) There was significant difference between job satisfaction level of science and commerce teachers of higher secondary school of Mizoram at 0.05 level with degrees of freedom 108.

**7. Comparison of the occupational stress level of higher secondary school teachers of Mizoram based on types of management.**

- (i) There was significant difference between occupational stress level of adhoc and deficit higher secondary school teachers of Mizoram at 0.05 level of confidence with degrees of freedom 60. The occupational stress of adhoc higher secondary school teachers was higher than deficit higher secondary school teachers of Mizoram as the mean score of adhoc was higher than deficit teachers.
- (ii) There was no significant difference between occupational stress level of adhoc and government higher secondary school teachers of Mizoram.
- (iii) No significant difference existed between occupational stress level of adhoc and lumpsum higher secondary school teachers of Mizoram.
- (iv) There was no significant difference between occupational stress level of adhoc and private higher secondary school teachers of Mizoram.
- (v) No significant difference existed between deficit and government higher secondary school teachers of Mizoram with respect to their level of occupational stress.



- (vi) There was no significant difference between occupational stress level of deficit and lumpsum higher secondary school teachers of Mizoram.
- (vii) There was significant difference between occupational stress level of deficit and private higher secondary school teachers of Mizoram at 0.01 level of confidence with degrees of freedom 175. The mean score in the table showed that private higher secondary school teachers have more stress than that of the deficit teachers of Mizoram.
- (viii) There was no significant difference between occupational stress level of government and lumpsum higher secondary school teachers of Mizoram.
- (ix) There existed significant difference between occupational stress level of government and private higher secondary school teachers of Mizoram at 0.01 level of confidence with degrees of freedom 242. A look at the mean score of both the groups indicated that the difference was in favour of government higher secondary school teachers. This means that private higher secondary school teachers had more occupational stress than government higher secondary school teachers of Mizoram.
- (x) Significant difference existed between lumpsum and private higher secondary school teachers of Mizoram with respect to their occupational stress level at 0.05 level of significance with degrees of freedom 157. The mean score of private school teachers was higher than lumpsum school teachers, it can be concluded that private higher secondary school teachers have more occupational stress than lumpsum higher secondary school teachers of Mizoram.

**8. Comparison of the job satisfaction level of higher secondary school teachers of Mizoram based on types of management.**

- (i) There was no significant difference between job satisfaction level of adhoc and deficit higher secondary school teachers of Mizoram.
- (ii) There was no significant difference between job satisfaction level of adhoc and government higher secondary school teachers of Mizoram.
- (iii) There was no significant difference between job satisfaction level of adhoc and lumpsum higher secondary school teachers of Mizoram.



- (iv) There was no significant difference between job satisfaction level of adhoc and private higher secondary school teachers of Mizoram.
- (v) There was no significant difference between job satisfaction level of deficit and government higher secondary school teachers of Mizoram.
- (vi) There was no significant difference between job satisfaction level of deficit and lumpsum higher secondary school teachers of Mizoram.
- (vii) There was no significant difference between job satisfaction level of deficit and private higher secondary school teachers of Mizoram.
- (viii) There was no significant difference between job satisfaction level of government and lumpsum higher secondary school teachers of Mizoram.
- (ix) There was no significant difference between job satisfaction level of government and private higher secondary school teachers of Mizoram.
- (x) There was no significant difference between job satisfaction level of lumpsum and private higher secondary school teachers of Mizoram.

**9. Relationship between occupational stress and job satisfaction of higher secondary school teachers of Mizoram.**

- (i) There existed negative correlation between occupational stress and job satisfaction of higher secondary school teachers of Mizoram.

**DISCUSSIONS ON THE FINDINGS**

Discussions of the findings is regarded as one of the most important parts of thesis in the sense that it is where the researcher presents the underlying findings of the research done. In discussion, considering the research questions, objectives and hypotheses, the findings were discussed. It provided answers to questions like, why these results were acceptable and how they fit in or differ with previous published related studies. (Uniproject materials,2018)



Findings of the present study were discussed as follows:

**1. Discussion on the findings related to occupational stress level of higher secondary school teachers of Mizoram.**

It was found in the present study that majority of higher secondary school teachers in Mizoram had average occupational stress. This finding corresponded with the findings of Eres and Atanasoska (2011) whose findings revealed that Macedonian teachers had moderate/average stress level. The study is also in line with findings made by Kharsynniang and Viray (2021) in which all the primary teachers showed moderate stress level. However, the present finding is in contrast to the findings made by Sharma (2008), who found that majority of the teacher had no stress.

The finding that majority of the respondents were found with average level of stress may be considered a positive sign as a certain level of stress can help a person stay focused in their work and enable to meet the challenges in the workplace.

**2. Discussion on the findings related to job satisfaction level of higher secondary school teachers of Mizoram.**

The findings of the present study which revealed that highest percentage of the higher secondary teachers 143 (44.68%) had average satisfaction is supported by a study conducted by Srivastava and Mogra (2015) whose findings revealed that majority of faculty members were with moderate/average level of job satisfaction and another study made by Uddin and Dutta (2014) also found that majority of the faculty were satisfied with their job. Baluyos et al. (2019) in their study also revealed that teachers were highly satisfied with their job, and their work performance was very satisfactory. But, the result of the present study is in contrast with findings made by Isaiah and Nenty (2012) whose findings revealed that nearly 96% of teachers were dissatisfied with the teaching profession and 97.2% would leave for another job if given the opportunity.

Job satisfaction is regarded as an important quality of workers in any organisation or institution and is supposed to affect the commitment level of the workers. The finding that highest percentage of higher secondary school teachers of Mizoram has an average level of job satisfaction may be taken to mean that most of



them were not dissatisfied which could mean a positive finding. At the same time only few higher secondary school teachers were in the extremely satisfied level of job satisfaction which gives an impression that there seem to be certain aspects which needs to be studied and analysed to make teachers become more satisfied.

### **3. Discussion on the findings related to the occupational stress level of higher secondary school teachers of Mizoram in relation to gender.**

The present study revealed that there was a significant difference between occupational stress level of male and female teachers of higher secondary school of Mizoram. The difference was in favour of female teachers at 0.05 level. So, female teachers had lower occupational stress than male teachers.

The present finding is in line with studies carried out by Seema (2012), Sadeghi et al., (2016) and Jahan and Sharma (2017) which revealed that male teachers had higher occupational stress than female teachers. In contradict to this, Ghosh et al. (2020) and Antoniou et al. (2013) found that female teachers felt more stress than male teachers. Significant difference was found between male and female teachers in overall occupational stress, but the higher one was not mentioned, (Khan et al., 2016), whereas, no significant difference was found between male and female teachers' occupational stress in a study conducted by Hasan (2014) and Owusu et al. (2021).

The fact that female teachers were found to have lower occupational stress is an interesting finding as the common assumption is that female teachers would experience more stress than their male counterparts due to the existence of gender discrimination either in hidden or overt forms. However, looking into the 9 dimensions of occupational stress (workload, role ambiguity, groupism and external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy, lack of motivation) a probable reason for female teachers to have lower occupational stress could be that they had more exposure and experience of these conditions or situations not only in the workplace but also at home and in the society. Hence it may have prepared them to deal with stress in the workplace much better than



the male teachers. The other reason may be due to the fact that tasks involving physical works like co-curricular activities and infrastructure work were mostly regarded as the responsibility of male teachers in schools.

#### **4. Discussion on the findings related to job satisfaction level of higher secondary school teachers of Mizoram in relation to gender.**

It was found in the present study that no significant difference existed between job satisfaction level of male and female teachers of higher secondary school of Mizoram.

In other studies, female teachers were found to have higher level of satisfaction than male teachers (Rathod and Verma, 2006; Srivastava and Mogra, 2015), similar to this finding, on the extrinsic job satisfaction dimension, female teachers were more satisfied than male faculty members in a study conducted by Patrick (2010). In contrast to this, study done by Kaur and Sidana (2011) male college teachers were found to be more satisfied than their female counterparts. A significant difference was found in the job satisfaction level of secondary school teachers in relation to their gender (Anuradha and Kalapriya, 2015) which is in contrast to the present finding. Study conducted by Alexandra (2021) found that men appeared to be more satisfied than women about their salary.

The level of job satisfaction of teachers is largely measured in relation to personal experiences as the 10 dimensions mentioned in the test. These experiences being personal in nature could differ from person to person irrespective of gender. This could be the reason why no significant difference was found in the job satisfaction level of male and female higher secondary school teachers.

#### **5. Discussion on the findings related to occupational stress level of higher secondary school teachers of Mizoram in relation to stream of education.**

In the present study, it has been found that there was no significant difference between occupational stress level of arts and science, arts and commerce, science and commerce teachers of higher secondary school in Mizoram. The reason for this finding



may be due to the fact that teachers in each stream of education were dealing with their own area and subject of expertise and the occupational stress each teacher experiences is subject to his or her field of study thus showing no significant difference when compared with occupational stress of teachers in other stream of education.

Even though no significant difference was found between teachers from different streams of education in their occupational stress, the mean score of teachers in various streams revealed that commerce teachers showed lowest occupational stress followed by science and then arts teachers of higher secondary school in Mizoram. Support to this finding, no significant difference in occupational stress was found between teachers of arts and science subjects. (Vasudevan, 2018)

#### **6. Discussion on the findings related to job satisfaction level of higher secondary school teachers of Mizoram in relation to stream of education.**

The present study revealed that there was no significant difference between job satisfaction level of arts and science teachers of higher secondary school in Mizoram. Even though the mean score was higher in science teachers, no significant difference was found between them.

There was significant difference between job satisfaction level of arts and commerce, commerce and science teachers of higher secondary school in Mizoram. In support to this finding, significant difference was found between job satisfaction of teachers of arts and science subjects by Vasudevan, 2018.

Analysis of the data on the study made by Voris (2011) indicated that no significant difference existed between special education teachers who had completed alternative certification programs and the traditionally certified counterparts in terms of their degree of self-efficacy. Analysis of the report of Job Satisfaction Survey indicated that both groups of special education teachers were satisfied with their jobs.

Professional growth of teachers (Shetty and Gujarathi, 2012; Fredrick, 2015) and teacher empowerment (Ahrari et al. 2021) showed a positive correlation with job satisfaction of teachers, however, promotional opportunities did not play important role in job satisfaction of teachers (Azmi and Sharma, 2012).



Looking at the result of the present study, compared to other subjects, commerce teachers had highest level of job satisfaction, shown a significant difference with science and arts. At the higher secondary schools in Mizoram, introduction of commerce was done with lesser number of schools which automatically resulted in less number of students. With lower number of students workload becomes less and interpersonal relationship also becomes favourable. This may be one of the reasons why job satisfaction level of commerce teachers was highest among the three streams of education. However, this assumption would need to be confirmed with empirical studies.

#### **7. Discussion on the findings related to the occupational stress level of higher secondary school teachers of Mizoram based on types of management.**

A significant difference was found in the occupational stress level of higher secondary school teachers between adhoc and deficit, deficit and private, government and private, lumpsum and private. Occupational stress was found to be significantly higher in teachers working under less organised form of management – adhoc and private. The reason could be that the working conditions of teachers in these types of schools were less favourable in terms of the various dimensions mentioned in the test.

In support to the finding, a study done by Seema (2012) showed a significant difference in the occupational stress among teachers of different management. Aided school teachers had high level of occupational stress than the government school teachers, but was not significant in studies made by Jeyaraj. (2013) Stress level of private school teachers were significantly higher than that of the government teachers (Hasan, 2014; Senger, 2020)

However, no significant difference was found in the occupational stress of higher secondary school teachers between adhoc and government, adhoc and lumpsum, adhoc and private, deficit and government, deficit and lumpsum, government and lumpsum. Similarly, a study made by Hatti et al. (2016) and Mahi (2018) showed no significant difference between occupational stress level of



government and private school teachers. Study conducted by Kaur and Kumar (2008) found that non-government college teachers have more job stress than government colleges.

#### **8. Discussion on the findings related to the job satisfaction level of higher secondary school teachers of Mizoram based on types of management.**

The job satisfaction level of higher secondary school teachers from different school management showed no significant difference among them. One point that is worth mentioning regarding the job satisfaction level of teachers is that, it is a well-known fact that teachers of adhoc, lumpsum and private were paid a salary which is way below the salary of government schools. The findings that no significant difference was found among teachers of different management may be taken to mean that the teachers of these adhoc, lumpsum and private schools were teachers who enjoyed teaching, dedicated and committed to their profession. This is found to be a very encouraging finding where the public opinion is always geared towards satisfaction based on financial gains.

Although the occupational stress levels were found to be differ in teachers working under different management systems, it has been found that types of management does not have any significant effect on the job satisfaction of teachers. Since job satisfaction is determined by the individual teachers approach to the teaching profession and the social environment in the workplace, the type of management does not seem to have any impact on the job satisfaction of the teachers.

Similar to this, a study conducted by Panda (2002) revealed that both the government and non-government college were satisfied with their job and no significant difference was found on job satisfaction level between the two types of colleges. In contrast to the present findings, study made by Devi (2006) showed that faculty members of state university were less satisfied than that of the central university faculty members. Study conducted by Kaur and Kumar (2008) found that non-government college teachers have less job satisfaction than government colleges



Teachers of deficit and RMSA schools significantly differed in their job satisfaction, deficit teachers were found to have more satisfaction level than teachers from RMSA. (Lalrinngheti,2017) Hanafi and Iraqi (2019) found that there existed significant differences in job satisfaction level of teachers of private and public universities.

#### **9. Discussion on the finding related to the relationship between Occupational Stress and Job Satisfaction of Higher Secondary School Teachers of Mizoram.**

Result of the present study revealed negative correlation between occupational stress and job satisfaction among higher secondary teachers in Mizoram. It means that occupational stress and job satisfaction does not affect each other. In support to this finding Doraiswamy (2017) conducted a study among nurses in India wherein the result revealed that total role stress was negatively correlated to job satisfaction. The present finding is also supported by a study conducted among Chinese nurses which also showed role ambiguity was negatively correlated to job satisfaction. Negative correlation was also found between role conflict and job satisfaction of Chinese nurses (Hong et al., 2007). Job satisfaction and perceived stress had negative correlations. (Tsarouchas et al. 2021).

Contrast to this finding, Galanakis and Alamani (2020) found no correlation between stress and job satisfaction. There was no correlation between occupational stress and job satisfaction of higher secondary in Tamil Nadu. (Vasudevan, 2018).

Study done by Richardsen and Burke (2007) revealed that physicians' occupational stress had correlation with their job satisfaction. Physicians who had low level of satisfaction were high in their occupational stress and had more negative views about the healthcare system.

Particularly, workload and attitude towards change had significant direct and indirect effects on physical symptoms through job satisfaction, job satisfaction decreases physical symptoms. (Simone et al. 2016)



## **LIMITATION**

Due to pandemic, it was not possible to visit all the sample schools, it caused some problems in collection of data.

## **RECOMMENDATIONS ON THE BASIS OF FINDINGS**

On the basis of the findings, the following recommendations are made which, the investigator felt, would improve the present situation of teachers of higher secondary schools of Mizoram.

1. As majority of higher secondary school teachers (70.92%) agreed that 'Poor infrastructure in the institution puts barrier in efficient performance of teachers', it is clear that infrastructure of the schools needs to be improved for the smooth and proper functioning of the school. So, it is recommended that good infrastructure which can create conducive environment for the learners and the teachers should be build/made by the school authorities in different school management.
2. Since recruitment of teachers under government of Mizoram in higher secondary school has been made on contract basis, many teachers sought more secure jobs due to problems in regularisation of their post. This can adversely affect their classroom teaching and working environment, and may also cause stress and non-satisfaction in their job. It is recommended that the government must take steps for regular appointment and recruitment of teachers and filling up of vacant posts in higher secondary schools.
3. Findings of the study revealed that majority of higher secondary school teachers often go to attend seminar or conferences which they felt helped them in raising the level of their teaching. Organising seminar or conferences on recent trends in education which will be helpful in enriching their knowledge and their professional growth is strongly recommended.



4. The findings of the present study revealed that majority (65.27 %) of higher secondary school teachers in Mizoram like to adopt new methods of teaching. In order to facilitate the teachers for this kind of innovation, continuous professional development programme for in-service teachers of higher secondary school in pedagogy may be conducted at the state level keeping in mind the requirement of existing syllabus. This can be done in management wise and streamwise.
5. Rules and regulations for affiliated schools like minimum wages for teachers, providing employment provident fund, signing of bond year etc. may be imposed by the government, so that those who work in private schools will have more secure job, this in turn will help in devoting themselves to their job.
6. In the light of the findings of this study, the investigator felt that a programme addressing stress coping strategies for teachers may be conducted regularly for teachers, especially for male teachers.
7. Life skills training for teachers of Mizoram may be conducted in order to create better working environment for the teachers and also help them in understanding the learners and helping them in their studies.
8. The study revealed that male teachers were significantly higher than female teachers in their occupational stress. This may be due to the fact that tasks involving physical works like co-curricular activities and infrastructure work were mostly regarded as the responsibility of male teachers in schools. The distribution of work and responsibilities for male and female teachers may be taken care by the heads/principals of the schools so that one does not feel overburdened.

## **SUGGESTIONS FOR FURTHER STUDIES**

After having an in-depth study on the occupational stress and job satisfaction of higher secondary school teachers of Mizoram, the researcher felt that



this kind of study is really essential for improving performance in different kinds of job and profession. Hence the following suggestions for further studies are made:

1. Similar kind of study may be conducted among the teachers of primary, middle and high school teachers.
2. Study may be conducted at the college and university level.
3. Similar studies can be conducted at the inter-state level.
4. Rural - urban teachers' comparison can also be conducted.
5. The same type of studies can be conducted among teachers of vocational courses.
6. Comparison between rural and urban workers of different profession.
7. Comparison of occupational stress level between different professions can be conducted.
8. Comparison of job satisfaction level between different professions can be conducted.
9. Comparison of people working under private/corporations and government may be conducted.



## REFERENCES

- Ahrari, S., Roslan, S., Zaremohzzabieh, Z., Rasdi, R.M., & Samah, A.A. (2021) Relationship between teacher empowerment and job satisfaction : A Meta Analytic path analysis, *Cogent Education*, 8 (1), 1898737 <http://doi.org/10.1080/2331186X.2021.1898737>
- Alexandra, T (2021) Teachers' job Satisfaction. *International Journal of Advanced Research*.9 (10), 1365-1367.
- Antoniou, A.S., Ploumpi, A. & Ntalla Marina (2013). Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education : The Role of Coping Stress. *Psychology* 4( 3A) , 349-355. <https://dx.doi.org/10.4236/psych.2013.43A051>
- Anuradha, K. & Kalapriya, C.(2015).Job satisfaction of secondary school teachers.*Edutracks*.14(8).36-39.
- Azmi, F. T., & Sharma. G. M. (2012). Job related dimensions and faculty members satisfaction at Indian B-Schools: An empirical Study. *International Journal Management Business Research*, 2(1), 23-40.
- Baluyos, G.R., Rivera, H.L and Baluyos, E.L.(2019) 'Teachers' Job Satisfaction and Work Performance' *Open Journal of Social Sciences*, 7, 206-221. <https://doi.org/10.4236/jss.2019.78015>
- Beehr, T.A & Newman, J.E. (1978) Job Stress Employee Health and Organizational Effectiveness: A facet Analysis, Model and Literature review. *Personal Psychology*, 31, 665-699. <http://dx.doi.org/10.1111/j.1744-6570.1978.tb02118.x>
- Devi, R. V. (2006). Job satisfaction among University teachers. *SCMS Journal of Indian Management*, 3, 87-94.



- Doraiswamy, I.R. (2017) Relationship Between Role Stress And Job Satisfaction Among Nurses In India The Moderating Effect Of Workplace Spirituality , Ph. D Thesis, Symbiosis International University.  
<https://shodhganga.inflibnet.ac.in/handle/10603/192261>
- Erden, M. (2007). Introduction to teaching profession. Ankara: Arkadas Yayınevi
- Eres, F. & Atanasoska, T. (2011). Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia. *International Journal of Humanities and Social Science* 1(7), 59-65. Retrieved from [http://www.ijhssnet.com/journals/Vol.1No.7%5bSpecial Issue June 2011%5d/9.pdf](http://www.ijhssnet.com/journals/Vol.1No.7%5bSpecial%20Issue%20June%202011%5d/9.pdf)
- Fredrick, A. E. (2015). *A study about the various factors influencing job satisfaction of MBATeachers in col-leges with special reference to Madurai district, India*. International conference on Interdisciplinary Research in Engineering and Technology, 1, 137-143.
- Galanakis, M. and Alamani, E. (2020). How Gender and Working Conditions Affect Occupational Stress and Job Satisfaction of General Education's Preschool and Elementary Teachers in Greek Public Schools *Psychology*, 11, 364-372  
<https://doi.org/10.4236/psych.2020.112023>
- Ghosh, D., Adhikari, S. and Mahato, S. (2020) Occupational Stress Of Male And Female Teachers –A Comparative Analysis. *International Education and Research Journal*. 6(2), 1-2.  
<https://www.semanticscholar.org/paper/occupational-stress-of-male-and-female-teachers-%e2%80%93-a-ghosh-adhikari/60387957046a719753467a9355100b80a2a8cf04>
- Great Schools Staff (2012) What Makes a Great Teacher.  
<https://www.greatschools.org/gk/articles/what-makes-a-great-teacher/>
- Hanafi, M.R. and Iraqi, K. (2019) Job Satisfaction: Investigating the Role of Experience and Motivation of University Academicians in Pakistan. *Journal*



*of Social Sciences and Humanities* 1 (58) , 227- 252.  
<https://doi.org/10.46568/jssh.v58i1.141>

Hasan, A. (2014) A study of Occupational Stress of Primary School Teachers. *Educationia Confab* 3(4), 11- 19.

Hatti,S.B, Aneelraj, Kalita, K.N and Baruah, A (2016) Occupational stress of school teachers working in government and private schools. *International Journal of Medicine Research*, 1(5), 53-55.  
[https://www.researchgate.net/publication/311970254\\_Occupational\\_stress\\_of\\_school\\_teachers\\_working\\_in\\_government\\_and\\_private\\_schools/link/594240d0aca272a873ffbeb2/download](https://www.researchgate.net/publication/311970254_Occupational_stress_of_school_teachers_working_in_government_and_private_schools/link/594240d0aca272a873ffbeb2/download)

Hong, L., While, A. E., & Louise Barriball, K. (2007). A model of job satisfaction of nurses: a reflection of nurses' working lives in Mainland China. *Journal of Advanced Nursing*, 58(5), 468-479. doi:10.1111/j.1365-2648.2007.04233.x

Isaiah, M.N., and Nenty, H.J. ( 2012) Predicting Job Dissatisfaction among Community Junior Secondary School Teachers in Botswana. *Psychology*. 3 (3), 277-283 <http://dx.doi.org/10.4236/pysch.2012.33039>

Jahan, S. & Sharma, H.(2017) Occupational Stress In Upper Primary School Teachers 3 (5) 806- 814. Retrieved from [http://ijariie.com/AdminUploadPdf/occupational\\_stress\\_in\\_upper\\_primary\\_school\\_teachers\\_ijariie6708.pdf](http://ijariie.com/AdminUploadPdf/occupational_stress_in_upper_primary_school_teachers_ijariie6708.pdf)

Jeyaraj, S.S (2013) Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu, *Journal of Business and Management* 7(5) , 63-76.  
<https://pdfs.semanticscholar.org/7e4d/271719de99837e2a6d2e0be106f8739fd49.pdf>

Kharsynniang H. & Viray, M. (2021) Occupational stress among tribal primary teachers of Shillong, India, *International Journal of Creative Research Thoughts*.9(7), 228-232. <https://www.ijcrt.org/papers/IJCRT2107555.pdf>

Khan, O., Khan, M.I., Husain, A., Kawa, M.H.,Hasan, F., Khan, B.,Tarawneh, A.A.,Thabnat, A.M.H. (2016). Perceived sources of occupational stress



- among teachers. *International Journal of Current Research*, 8(5), 31733-31736.
- Kaur, S and Kumar, D. (2008) *Comparative study of government and non government college teacher in relation to job satisfaction and job stress* . academia.edu [https://www.academia.edu/28937961/comparative\\_study\\_of\\_government\\_and\\_non\\_government\\_college\\_teacher\\_in\\_relation\\_to\\_job\\_satisfaction\\_and\\_job\\_stress](https://www.academia.edu/28937961/comparative_study_of_government_and_non_government_college_teacher_in_relation_to_job_satisfaction_and_job_stress)
- Kaur, G. & Sidana, J.J (2011) Job satisfaction of college teachers of Punjab with respect to area, gender and type of institution. *Edutracks*10 (11) 27-35.
- Lalrinngheti, E.(2017). *A study of job satisfaction among secondary school teachers in Aizawl District: Comparison between Rashtriya Madhyamik Shiksha Abhiyan School and deficit schools*. (Unpublished M.Ed dissertation) Mizoram University.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunette (Ed.), *Handbook of Industrial and Organizational Psychology*. Chicago: RandMcNally  
[https://www.researchgate.net/publication/238742406\\_The\\_Nature\\_and\\_Causes\\_of\\_Job\\_Satisfaction](https://www.researchgate.net/publication/238742406_The_Nature_and_Causes_of_Job_Satisfaction)
- MBA Skool Team, (2021) Job Satisfaction Meaning, Importance, Factors & Example. <https://www.mbaskool.com/business-concepts/human-resources-hr-terms/4394-job-satisfaction.html>
- Mahi, S. (2018) Study of teachers' role commitment in relation to occupational stress . *International Journal Of Research in Social Sciences*. 8 (3). 991-997.  
[https://www.academia.edu/69457813/Study\\_of\\_Teachers\\_Role\\_Commitment\\_in\\_Relation\\_to\\_Occupational\\_Stress](https://www.academia.edu/69457813/Study_of_Teachers_Role_Commitment_in_Relation_to_Occupational_Stress)
- Miller, H. A., Mire, S. & Kim. B. (2009). Predictors of job satisfaction among police officers: Does personality matter? *Journal of Criminal Justice*, 37, 419 – 426
- Nasrin & Anees, A. (2014) *Teacher's job satisfaction questionnaire*. H.P Bhargava Book House, Kacheri Ghat, Agra.



- Owusu, D. Nkyi, A.A & Adasi, G.S. (2021) Prevalent Rate of Occupational Stress among Senior High School Teachers. *Journal of scientific Research and Reports*. 27(11), 163-173.  
<https://www.semanticscholar.org/paper/Prevalent-Rate-of-Occupational-Stress-among-Senior-Owusu-Nkyi/fa0e0d21f93ac364eea1691099a798989ea376f5>
- Panda, B.B.(2002). Job satisfaction of college teachers in the context of type of management. *The educational review*.45(4),76-79.  
[https://www.academia.edu/26586873/job\\_satisfaction\\_of\\_higher\\_secondary\\_schools\\_teachers](https://www.academia.edu/26586873/job_satisfaction_of_higher_secondary_schools_teachers)
- Posner, G. J. (1995). Analyzing the curriculum. New York : Mc Grow-Hill Inc.
- Press Information Bureau (n.d), Government of India.  
[http://www.pib.nic.in/newsite/mbE\\_rel.aspx?relid=85469](http://www.pib.nic.in/newsite/mbE_rel.aspx?relid=85469)
- Qurashi, G.U.D., Ambar, F.A. & Jan, T. (2022) Job satisfaction in relation to teacher effectiveness among higher secondary school teachers.International Journal of Advances in Engineering and Management. 4 (5), 469-474. DOI: 10.35629/5252-0405469474  
[https://www.researchgate.net/publication/360454678\\_Job\\_Satisfaction\\_in\\_relation\\_to\\_Teacher\\_Effectiveness\\_among\\_Higher\\_Secondary\\_School\\_Teachers](https://www.researchgate.net/publication/360454678_Job_Satisfaction_in_relation_to_Teacher_Effectiveness_among_Higher_Secondary_School_Teachers)
- Rathod, M.B. & Verma, M.(2006) A study of job satisfaction of teachers in relation to role commitment. *Meri Journal of education*.1(1).
- Richardsen, A.M. & Burke, R.J. (2007) Occupational Stress and Job Satisfaction among Canadian Physicians. *Work and Stress*. 5(4) 301-313.  
<https://doi.org/10.1080/02678379108257028>
- Sadeghi, A., Niyafar G.H., Pour, A.H., Zamani, A. & Gholami, F. (2016) Relationship between Personality Types and Job Stress among Teachers at First Period



- (Guidance Schools) and Second Period of High School (Secondary Schools) *Creative Education*, 7, 544-553. <https://dx.doi.org/10.4236/cce.2016.73056>
- Schultz, D. P., Schultz, S. E. (1990) Psychology and industry today: an introduction to industrial and organizational psychology. New york: Macmillan.
- Seema M.K.P (2012) Occupational Stress among elementary School Teachers of Kerala in *Issues and concerns in Elementary Education* (M. Puri, Ed.). Kanishka Publishers, Distributors, Ansari Road, Daryaganj, New Delhi.
- Senger, J. (2020) 'Occupational stress among male teachers working in secondary schools' *International Education and Research Journal* 6 (10), 16-18.
- Sharma, S.S (2008) Occupational stress among teachers working in secondary schools of Karauli district of Rajasthan state. Unpublished Dissertation of Master of Public Health Degree, Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram, Kerala. Retrieved from [http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH\\_5690.pdf](http://dspace.sctimst.ac.in/jspui/bitstream/123456789/2115/1/MPH_5690.pdf)
- Sharma, M.& Kaur, S. (2015) *Teacher's occupational stress scale*. H.P Bhargava Book House, Kacheri Ghat, Agra.
- Shetty, B. R., & Gujarathi, R. (2012). A study of faculty job satisfaction and its impact on student satisfaction in Management Institutes of Nasik district affiliated to university of Pune. *Journal of Business and management*, 3(4), 1-8.
- Simone, S.D., Sicotto, G. and Lampis, J. (2016) Occupational stress, job satisfaction and physical health in teachers. *European Review of Applied Psychology* . 66(2), 65-77 <https://doi.org/10.1016/j.erap.2016.03.002>
- Srivastava, M., & Mogra, D. (2015). Job satisfaction among teaching faculty with reference to gender. *Asian Journal of Management Science*, 3(10), 25-29.
- Tezcan, M. (1996). Sociology of education. Ankara: Bilim yayinlari.



- Tsarouchas, N.T., Antoniou, A.S. and Polychroni, F. (2021) Occupational stress, depression and job satisfaction of special education teachers, *European Journal of Education Studies*. 8 (4)  
[https://www.academia.edu/47766710/Occupational\\_stress\\_depression\\_and\\_job\\_satisfaction\\_of\\_special\\_education\\_teachers](https://www.academia.edu/47766710/Occupational_stress_depression_and_job_satisfaction_of_special_education_teachers)  
<https://doi.org/10.46827/ejes.v8i4.3685>
- Uddin, B., & Dutta, S. K. (2014). Job satisfaction and personal interest of College teachers in Teaching: A study in Hailakandi district. *International Journal of Interdisciplinary and Multidisciplinary Studies*, 2(2), 43-48.
- Vasudevan, R. (2018) 'A study of teachers job satisfaction and their occupational stress', Ph. D Thesis, Bharathiar University, Department of Education,  
<http://hdl.handle.net/10603/353630>  
<https://shodhganga.inflibnet.ac.in/handle/10603/353630>
- Voris, B.C. (2011) *Teacher efficacy, job satisfaction, and alternative certification in early career special education teachers*, unpublished Ph.D Thesis, University of Kentucky.
- Uniproject materials (2018) *How to write good discussion of findings for thesis project*. <https://uniprojectmaterials.com/view-blog/how-to-write-a-good-discussion-of-findings-for-thesis-project>