

Occupational Stress among Secondary School Teachers in Mizoram with regards to educational qualification and type of school management: An Analysis

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Abstract

The most powerful weapon which mankind can use to alter the perspective of the world is education. It helps to create a better citizen and a better society, which lead to the development of a nation. Thereby, it is undoubtedly true that teachers are the ones responsible for providing quality education. Effective and efficient teachers are required for the academic as well as practical success of students. Hence, it becomes necessary on the part of the teachers to upgrade themselves with the changing times. This continuous pressure upon the teachers has led them to experience occupational stress which can seriously hamper their health and can also adversely affect their students. The study analyses the occupational stress of secondary school teachers in Mizoram based on educational qualification and type of school management. A convenient sample of 103 secondary school teachers were taken and the collected data were carefully analysed using appropriate descriptive and inferential statistical techniques such as percentage, frequency distribution to find out the mean and standard deviation, and t-test. The study reveals that there is no significant difference in the level of occupational stress among secondary school teachers in Mizoram based on educational qualification. However, significant difference has been found in the occupational stress level among secondary school teachers with regards to type of school management. The findings of the study may be useful for conducting further research and is expected to generate awareness and provide relevant and adequate support to the teachers struggling with occupational stress.

Key Words: Occupational stress, educational qualification, school management, secondary school, teachers.

Introduction

Education is an instrument which can completely change the perspective of the world and determine the quality of individual's life. The role of teachers in the society is therefore, considered to be of vital importance. Students are regarded as the future of the nation and humankind, and a teacher is trusted to be a credible guide for their advancement. Efficient and productive teachers are necessary for the development and academic success of students. Hence, teachers should continuously upgrade and enhance themselves in accordance with the changing nature of the society in order to excel in their chosen profession. Due to these challenges faced by the teachers in the present world, the phenomenon of stress among them has become a global concern and is even receiving significant attention as a research problem. This occupational stress suffered by teachers can seriously hamper their health and can also adversely affect their students as well as their teaching and the learning environment.

Review of Related Literature

Aftab and Kahttoon (2012) examined on "Demographic Differences and Occupational Stress of Secondary School Teachers", in which they revealed that nearly half of the secondary school teachers experienced less stress towards their job and that the male teachers displayed more occupational stress towards job than their female counterparts. Furthermore, the trained graduate teachers were found to have higher occupational stress than post-graduate and untrained teachers.

Saravanan and Lakshmi (2017) conducted an investigation on "A Study on Occupational Stress among Teachers of Higher Secondary Schools in Nagappattinam District". The study shows that private school teachers have less occupational stress levels than government school teachers. There was a significant difference in the stress level points of government and private higher secondary school teachers.

Rai (2018) conducted a research on "A Study on the Job Satisfaction and Job Stress of Secondary School Teachers of East and South Districts of Sikkim". The findings of the study indicated that there was no significant difference between government and private secondary school teachers towards job stress, and that male and female secondary school teachers had no significant difference with regard to job stress. Furthermore, it was found that there was no significant relationship between job satisfaction and job stress of secondary school teachers.

Spiridon (2019) investigated on "Exploring the Associations between Demographic Characteristics and Teachers' Occupational Stress and Coping". The research reported moderate to high levels of occupational stress among the teachers. Results demonstrate that gender, years of teaching experience, and educational qualification have significant impacts on teachers' sources of stress.

Kabito and Wami (2020) conducted a study on "Perceived Work Related Stress and its Associated Factors among Public Secondary School Teachers in Gondar City: A Cross-Sectional Study from Ethiopia", and reported that work related stress among teachers is associated with teaching experience, educational level, high job demand and poor relationships. To reduce stress levels among teachers, they recommended that action need to be taken to balance work demand and experience. In addition, teachers should be given opportunities to enhance their skills by upgrading their educational qualifications.

Objectives of the Study

1. To compare the level of occupational stress among secondary school teachers with regards to their educational qualification.
2. To compare the level of occupational stress among secondary school teachers with regards to the type of school management.

Hypotheses of the Study

1. There is no significant difference in the level of occupational stress between graduate and post graduate secondary school teachers.
2. There is no significant difference in the level of occupational stress between government and private secondary school teachers.

Methodology

The present study is descriptive in nature and quantitative method of research was employed. Primary data was used to assess the occupational stress of secondary school teachers.

Population of the Study:The population of the study comprises of all the teachers working in secondary schools in Mizoram.

Sample of the Study:Stratified random sampling technique was employed for the present study. The sample consisted of 103 teachers from state government and private secondary schools.

Tool: For the present study, Teacher's Occupational Test Scale (TOSS-SMKS) developed in 2014 by Dr. Meenakshi Sharma and Dr. Satvinderpal Kaur has been used.

Scoring Procedure: The scale has 30 items which are all positively worded. Items are given a score of 5, 4, 3, 2, 1 for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively. The sum of numeric values gives the aggregate occupational stress score for the subject. The total scores vary from 30 to 150, showing lowest level to highest level of occupational stress.

Data Collection and Analysis:The Scale was administered to secondary school teachers after taking their consent. Instructions were given carefully before administering the Scale and the anonymity of the respondents was ensured, and thereby built rapport with the subjects.

Data was analysed using appropriate descriptive and inferential statistical techniques such as Percentage, Frequency Distribution to find out the Mean and Standard Deviation of different groups of respondents, and t-test.

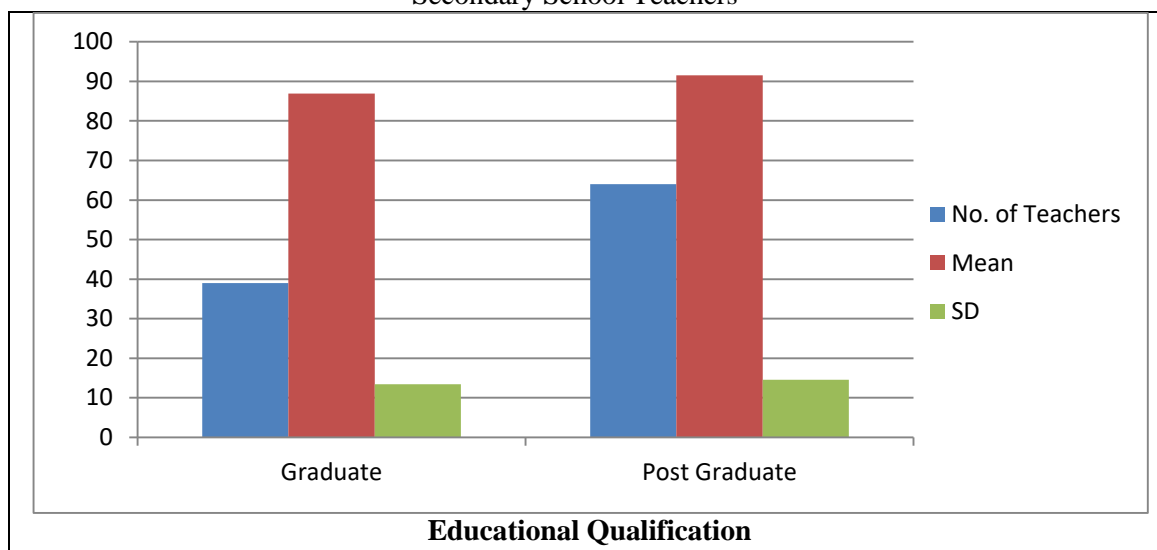
Findings of the Study

Objective 1. To compare the level of occupational stress among secondary school teachers with regards to their educational qualification.

Table 1: Comparison of the Level of Occupational Stress between Graduate and Post Graduate Secondary School Teachers

Qualification	No. of Teachers	Mean	SD	SED	t-value	DF	Level of Significance
Graduate	39	86.92	13.44	2.82	1.64	101	Not Significant
Post Graduate	64	91.56	14.59				

Figure 1: Graphical Presentation of Occupational Stress Level between Graduate and Post Graduate Secondary School Teachers



Analysis of data vide Table 1 and Figure 1 indicates the result for the test of significant difference in the occupational stress level among secondary school teachers with regards to their educational qualification in relation to Objective No. 1.

The mean scores of the graduate and post graduate teachers are 86.92 and 91.56 respectively, and the standard deviation scores of the graduate and post graduate teachers are 13.44 and 14.59 respectively. The SED shown on the table is 2.82 in which the degrees of freedom is 101, and the calculated ‘t’ value is 1.64.

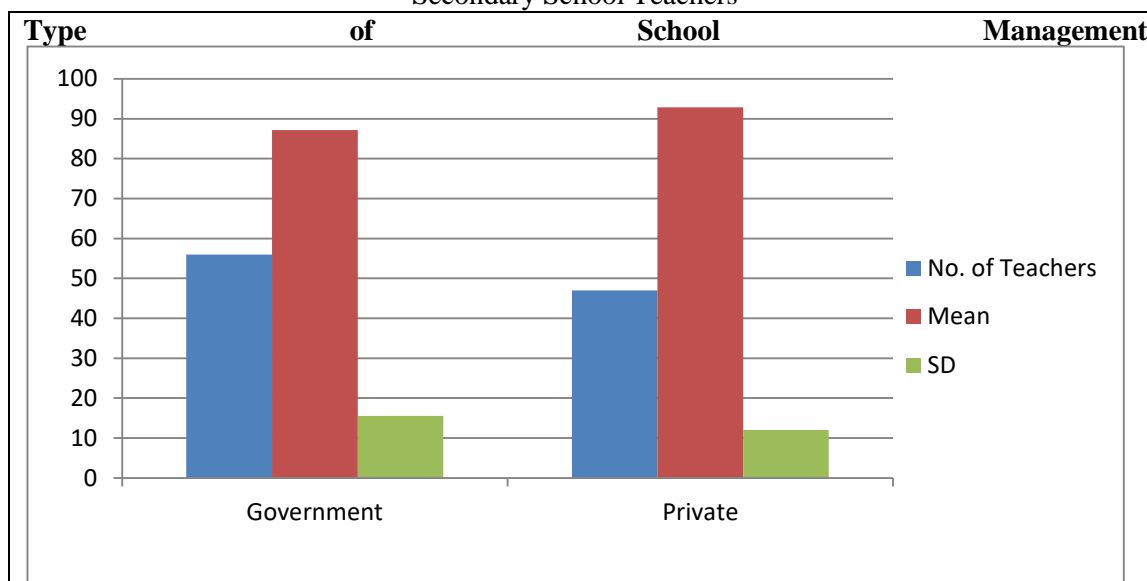
Since the calculated ‘t’ value i.e. 1.64 is less than the critical t-value, the Hypothesis No. 1, “There is no significant difference in the level of occupational stress between graduate and post graduate secondary school teachers” is accepted.

Objective 2. To compare the level of occupational stress among secondary school teachers with regards to the type of school management.

Table 2: Comparison of the Level of Occupational Stress between Government and Private Secondary School Teachers

Type of School Management	No. of Teachers	Mean	SD	SED	t-value	DF	Level of Significance
Government	56	87.20	15.55	2.72	2.10	101	Significant at 0.05 level
Private	47	92.91	12.02				

Figure 2: Graphical Presentation of Occupational Stress Level between Government and Private Secondary School Teachers



Analysis of the above Table 2 and Figure 2 shows the result for the test of significant difference in the occupational stress level among secondary school teachers with regards to the type of school management in relation to Objective No.2.

The mean value for government and private secondary school teachers are 87.20 and 92.91 respectively, and the standard deviation are 15.55 and 12.02 respectively. The SED shown on the table is 2.72 in which the degrees of freedom is 101, and the calculated t-value is 2.10.

Since the calculated t-value i.e. 2.10 is greater than the critical t-value at 0.05 level of significance, the Hypothesis No.2, “There is no significant difference in the level of occupational stress between government and private secondary school teachers” is rejected.

Discussion of Findings

The comparative analysis based on educational qualification suggests that there is no significant difference in the level of occupational stress between graduate and post graduate secondary school teachers. However, Kabito and Wami (2020) and Spiridon (2019) reported contrasting results to that of the present study. Aftab and Kahttoon (2012) in their examination on “Demographic Differences and Occupational Stress of Secondary School Teachers” also reported that the graduate teachers were found to have higher occupational stress than the post-graduate teachers.

In the present study, the possible explanation for the finding could be due to the continuous in-service teacher training conducted by the government or the institutions themselves. As a result of the constant in-service teacher training, teachers are able to upgrade their skills and knowledge irrespective of their qualifications.

Meanwhile, the investigator also finds that the level of occupational stress among secondary school teachers with regards to the type of school management is significantly different. Similarly, Saravanan and Lakshmi (2017), in their research “A Study on Occupational Stress among Teachers of Higher Secondary Schools in Nagappattinam District” found a meaningful difference in the stress level of government and private higher secondary teachers. However, contradicting the present study, Rai (2018) in her research on “A Study on the Job Satisfaction and Job Stress of Secondary School Teachers of East and South Districts of Sikkim” found no significant difference between government and private secondary school teachers towards job stress.

The reasonable explanation for the finding in the present study could be due to much pressure and work overload given to the private secondary school teachers in comparison to the government secondary school teachers. Inadequate salary and job insecurity may also play a significant factor in creating stress among the private secondary school teachers.

Conclusion

The problem of teacher's occupational stress is an ongoing issue of concern and has become a relevant issue in the contemporary world where teachers experience multiple work-related stresses. Occupational stress can occur due to numerous reasons, such as dissatisfaction towards the job, inadequate salaries, over burden with work, poor relationship with employer or co-workers, excessive pressure upon the individual and so on. Vandenberghe and Huberman (1999) states that, teachers stress is the "general term to describe negative emotions of teachers that are reflected in aversive demands to their work". This extreme occupational stress of teachers has marked negative impact on teachers and at times it becomes so profound that teacher requires clinical assistance. Eventually, it is the students and the society at large that bear the burden of teachers' occupational stress. The present study also acknowledges that occupational stress definitely exists among the secondary school teachers in Mizoram. Hence, it becomes necessary to create awareness and provide proper and sufficient support to the teachers struggling with occupational stress. In addition, it should be understood that occupational stress can be controlled by recognising the stressors at work and making efforts to rectify those conditions.

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