

**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 differs 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

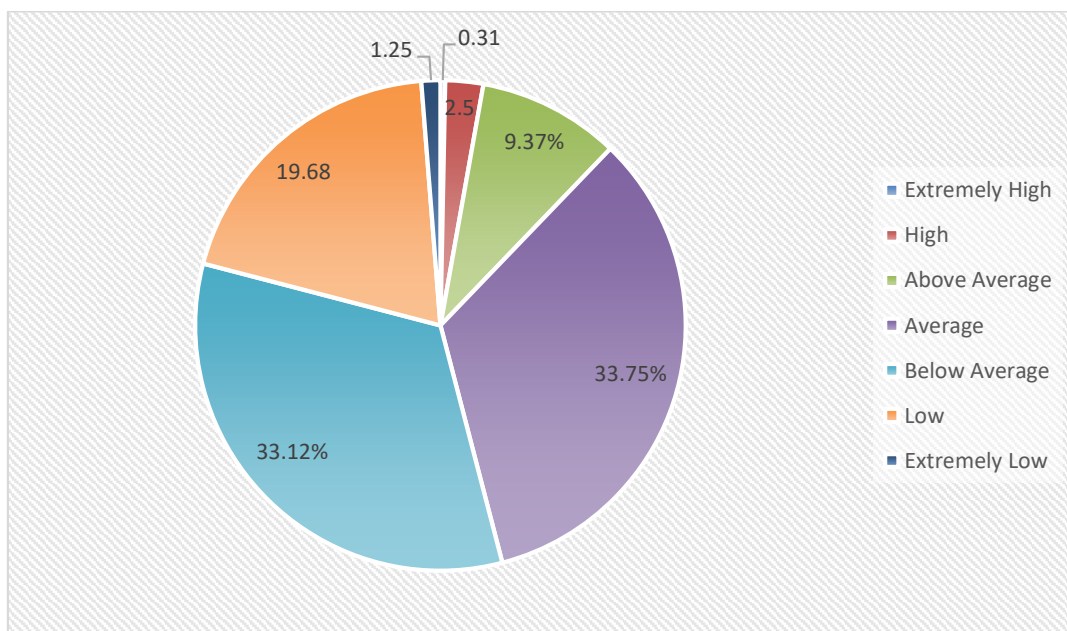


Figure 1. Pie Chart showing Occupational Stress level of Higher Secondary School Teachers in Mizoram

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

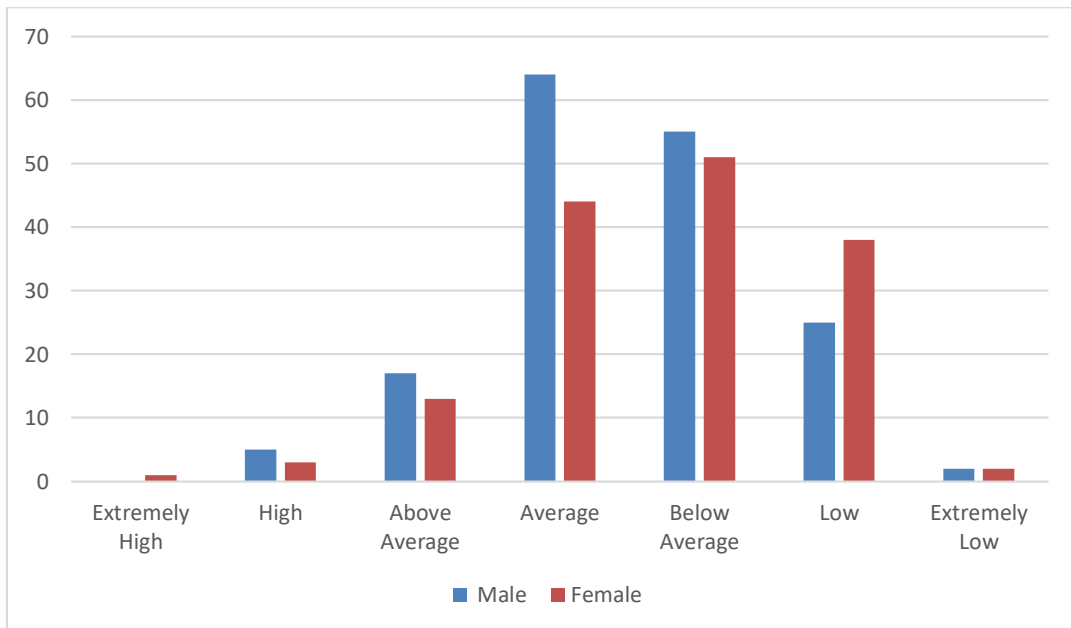


Figure 2. Occupational stress level of male and female teachers of higher secondary school in Mizoram

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.ijert.org/papers/IJCR2107555.pdf>
- Rakhi (2014) Occupational stress in school teachers a study of their working conditions motivation and adjustment, unpublished doctoral thesis, Punjab 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.