A Study on the Job Satisfaction and Job Stress of Secondary School Teachers of East and South Districts of Sikkim

A Dissertation Submitted

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By

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STUDENT'S DECLERATION

I, ***Alley Rai*** hereby declare that the Project work titled "***A Study on the Job Satisfaction and Job Stress of Secondary School Teachers of East and South Districts of Sikkim"*** is the original work done by me and submitted to the Sikkim University in partial fulfillment of requirements for the award of *Masters of Philosophy* is a record of original work done by me under the supervision of *Dr. Anju Verma, Assistant Professor Department of Education, Sikkim University, Gangtok*-737102, Sikkim (East)

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CERTIFICATE

This is to certify that the dissertation entitled "A STUDY ON THE JOB SATISFACTION AND JOB STRESS OF SECONDARY SCHOOL TEACHERS OF EAST AND SOUTH DISTRICTS OF SIKKIM" undertaken by the investigator, Miss ALLEY RAI, a student of M.Phil, Department of Education, school of Professional Studies, Sikkim University, Sikkim has been completed under my guidance and supervision. The dissertation in nature and character is fit for submission in partial fulfillment of the requirement for the degree of Master of Philosophy. The data are original and personally collected by her. It is further certified that this piece of dissertation work has not been submitted to any university for the award of any degree or diploma.

Date: **Dr. Anju Verma**

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Date: ALLEY RAI

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CHAPTER – I

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CHAPTER-I

1. INTRODUCTION

The successful future is depends upon the individual and that future is determined upon the education they received today. The word ‘Education’ can be defined as the process or method through which a person gains knowledge, skills from studies and training for the rest of his/her life. In short knowledge and character is called ‘Education’. For example: if the teacher (educator) teaches his/her students a good manner i.e. to throw waste material in the dustbin and the students makes the habit of it than it is called an education. Education is also about learning skills and knowledge and passing that skills and knowledge to the next generation. It is also about giving an encouragement by educators to think about what they have learnt. Education is a life-long process. It starts from birth and ends with death. It is not limited to a particular period of life. Education is important for all of us. We used to get education formally and informally. Firstly we get education from home because our parents is the first guru to teach us everything, to show a good path, how to behave to others and so on while teachers is the second guru which they guide us in every moment, to give us suggestion about right and wrong, and to help us to become a successful persons in future. Parents and teachers are both important for every individual. Through formal education an individual can develop their personality, skills, good habits, and attitude. Education means all round development such as, physical, emotional intellectual, social, vocational, aesthetic and spiritual, that does not deal with the present only, but also with the future. It is very important aspect for every individual because through education an individual can fully exhaustible in society and the nation as a whole. Getting proper education is to help achieve their goals and to have a happy life

just like a food is an important aspect for healthy body. Educations provide lots of assurance by giving us immensity of knowledge in various fields. Being a well-educated person does not mean to get good salary from job however it also means to be a good citizens and then being a successful in personal and professional life.

- **Definitions of Education**

According to Tagore "Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and give us the wealth, not of thins but of inner light, not of power but of love, making the truth its own and giving expression of it."

According to T.P. Nunn. "Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity."

1.1. WHO IS A TEACHER

Teachers are the torch bearers of the society as they mould the destiny of the children. They spread the light of knowledge and remove the darkness of literacy. They play a key role in creating social cohesion, national integration and a learning society (Khan 2010). The teachers are the role models of their students and have to take necessary concerns about themselves, their actions, behavior, attitudes and feelings. They should be a perfect figure in front of their students as an idol with right kind of attitude, morality and values. The successful career of students is depends upon the teacher themselves. They are known to be the builder of next generation leader. Teaching is a highly noble profession and teachers are always a boon to the society. The ultimate process of education could be

simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role in molding a pupil towards education (Chamundeswari 2013).

1.2. **THE SECONDARY SCHOOL TEACHERS**

Secondary school teachers working in high school i.e. 9-10 and it is the final stage of ten years school and is meant to for general education for all and so well have a common curriculum. At this stage teachers have to teach various disciplines such as English, mathematics, science, history. Secondary school teachers have to obtain certain degree such as B.Ed, M.A, B.A, in order to qualify in certain teaching profession. To be a well-equipped teacher is necessary for fostering the mind of the child and also to encouraging being a successful person in future. Secondary school teachers have to be considered for specialization in teaching one or two subjects, must possess sufficiently high level of mastery in content and methodology of that subject apart from catering to individual differences and the special needs of exceptional children at different categories. (Sethi & Rani n.d.)

- **Role of secondary school teacher:**

- ***The Controller*:** The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when new language is being introduced and accurate reproduction and drilling techniques are needed. In the classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this

role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

- ***The Prompter*:** The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.
- ***The Resource:*** The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary. As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the down side of making learners reliant on the teacher.
- ***The Assessor*:** The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction is organized and carried out. There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student's self-esteem and confidence in learning the target language.
- ***The Organizer*:** Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students

knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities. The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.

- ***The Participant*:** This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it. Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.
- ***The Tutor*:** The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

- **Basic function of the secondary school teachers:**

The secondary school teachers has two basic functions: he must guide each student towards the formation of behavior habits that will enable him to be a law abiding citizen, and he must encourage each student to develop his intellectual power to utmost so that he may participate fruitfully in an suitable area of service to mankind. The good teacher motivates; he adapts curricular provision to individual needs; he adjusts teaching

techniques to specific situation; he manages the classroom systematically and expeditiously.

Within the last decades, both the public and school people have become more interested in the education of the gifted for leadership in national and world affairs. The identification of talent and the intellectual simulation of the mentally superior are more important function of secondary school teachers, but less able young people also can be motivated to become independent thinkers and use sound judgment.

1.3. SECONDARY SCHOOL IN SIKKIM

A school with classes from I to X is called a secondary school. Such schools are established in the State usually by upgrading the existing Upper Primary Schools on the basis of need and on public demand. The secondary stage of Schools covers classes IX and X. As per the Sixth All India educational survey report there were 66 Secondary Schools in the State of which 60 were completely managed by the government. All the Government schools are affiliated to the central Board of Secondary Education, New Delhi. The medium of instruction in all Government schools is English. At the Secondary Stage, English is taught as the first language and the students can be offer any four languages or Hindi as the second language. In 1954, there were only two Secondary Schools but over the years, the number has significantly increased. As per the annual report 2007-2008, there were ninety-two Secondary Schools in State with a total enrolment of 8809 students.

During the 10^{th} Five Year Plan, (2002-2007) the basic thrust on Secondary educations were given to:

1) Introducing of vocational courses for 20 per cent students in Classes IX and X;

2) Provision of incentives to teachers to improve their qualifications by availing of Distance Education and Open University such as those offered by IGNOU;

3) Expansion of teacher Training Facilities.

4) Up gradation of State Institute of Education (SIE) to SCERT.

5) Establishment of two training centers for mathematics and science.

6) Special Coaching Classes for teachers during winter vacation in English, Mathematics and Science.

7) Re-introduction of Computer literacy and studies in Schools (CLASS) Project of MHRD.

1.4. **JOB SATISFACTION**

1.4.1 **Meaning of Job**

In simple words, job is a piece of work, especially, a specific task done as a part of the routine of one's occupation. It is anything a person is expected or obliged to do. It can be duty, responsibility or anything related to the individual's task or a group of homogeneous task related by the similarity of functions, when performed by an employee in an exchange for pay. A job consists of duties, responsibilities and task (performance elements) that are defined and specific, can be accomplished, quantified, measured and rated. From a wider perspective, a job is synonyms with a role and includes the physical and social aspects of work environment. (Sethi & Rani). A job also means a piece of work or a specific task done as a part of routine of one occupation for an agreed price of a certain time. It can be skilled labor or high profile job. If we talk about job in wider perspective its gives us satisfaction in the form of financial, emotional and physical. If we

talk about financial job we have lots of example as we work in office, school ,institution or work as a labor where we work for certain period of time and paid it`s like we are selling our services to other and we get paid handsomely. If we see ourselves everybody and everyone they are doing their job all the time but in a different way .But if we talk about Teacher and employee of any company or a school it`s a paid job where we are given specific task or work should be complete in given time and sometime you get rewarded as Promotion and increase in your wages.

1.4.2 **Meaning of Satisfaction**

It is an essential factor in any job unless a man is satisfied with his job; it is much defined for him to carry on his duties truthfully and proficiently Satisfaction may be defined as the amount to which the reward really received, meets or exceeds the perceived equitable reward. To the scale of degree, the reasonable reward is less than the real reward. Therefore, the reasonable reward provides dissatisfaction whereas the real reward provides satisfaction.

1.4.3 **Definitions of Job Satisfaction**

Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation. ***(Statt, 2004)***

The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. ***(Armstrong, 2006)***

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay.***(George et al., 2008)***

Job satisfaction is a complex and multifaceted concept which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative **(Mullins, 2005)**

1.4.4 **Concept of Job Satisfaction**

Job satisfaction is the combination of two words "Job" and "Satisfaction". Job satisfaction is an occupational activity performed by an individual in turn for a rewards, satisfaction refers to the way one feels about events, people and thing. Job satisfaction concept has come from industrial psychology and it is now one of the most explored searched expected of human competence at work. It is also said to be the result of various attitude the employee hold towards his job when a particular employee have satisfaction in his/her job, they are likely to do their job with great core and sincerity. Job satisfaction

has a positive influence on functioning of organization as well as personnel. Similarly, it influenced by number of variable. The people who are engaged in profession and business too must have expressed that they are not satisfied with the work they are doing. So they want of change. Such expressions are very commonly observed they are feeling of job satisfaction. It includes expression of satisfaction or dissatisfaction on nature of job itself, monetary rewards, persons they work with, work environment, organizational cultural and aspects of personal life also (Veluri 2010). According to Vroom (1964) Job satisfaction is an orientation of emotions that employees possess towards role they are performing at the work place. Job Satisfaction is the essential component for employee motivation and encouragement towards better performance. Many people have defined job satisfaction over the years. Hoppok & Spielgler (1938) defines job satisfaction as the integrated set of psychological, physiological and environmental conditions that encourage employees to admit that they are satisfied or happy with their jobs .Further, the role of employees at workplace is emphasized as there is an influence of various elements on an employee within the organization Job satisfaction essentially implies one of the most pleasant and keenly sought after state of mind. It also can be said that the job satisfaction is widely accepted psychological aspects which will help a particular employee to function his profession more effectively. According to a theory given by (Andrew and Whitney 1974), teacher job is vital area of study several studies have found that work satisfaction influence general life satisfaction; they also stated general life is an important influence on a psychological health of a teacher. This is turning an impact on teachers' job performance. Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet

approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago and others, 1992).

The concept of job satisfaction traditionally has been great interest to social scientist concerned with the problem of work in a industrial society. However, people have done very large number of research but they were able to collect only a little communication of knowledge. Most of them faced many difficulties like problem in comparing studies and estimating trends due to difference in measurement of job satisfaction, sampled population and time periods. Different in measurement technique have been a major problem since a multitude of indicators have been developed and it is a questionnaires whether they all measure the same thing Research have been a major tool to examine the different ways of measuring job satisfaction such knowledge will help the researcher to access the dependence of their inferences regarding the causes and consequences of job satisfaction on the indicators they have used to measure the concept and would thus facilities the comparison of research findings. Job satisfaction is the situation derived from any pursuit by the process of fulfillment of the needs. It is the favorableness or unfavorableness with which employee view their work. Job satisfaction may refer either to a person or a group, it result from the best fit among job requirement, wants and expectation of an employee. It is used to express the extent of match between the employees' expectation of the job and reward that the job provides.

1.4.5 **Importance of job satisfaction**

The study of job satisfaction enriches management with a range of information pertaining to job, employees, environment etc. which facilitated it in decision making and correcting the path of organizational policies and behavior. *Firstly* It shows the general level of satisfaction in the organization about its programmers, policies etc. *secondly*, it is a investigative instrument for knowing employees problem, effecting changes and correcting with least conflict. *Thirdly, it* strengthens the communication system of the organization and management as if they can discuss the result for shaping the future course of action more professionally and efficiently *fourthly*; it helps in improving the attitudes of employees towards the job and facilitates assimilation of employee with the organization. It inspires sense of belongingness and sense of participation leading to the overall increase in the productivity of the organization. *Fifthly, it* helps unions to know exactly what employees want and what management is doing. Thus, it facilitates mutual settlement of grievances and other unwanted situation. Lastly, it facilitates in determining the training and development needs of the both, employees and the organization. If we are able to improve job satisfaction and morale, we will be able to improve job performance as well. To improve the betterment of the job satisfaction some important measures or steps should be taken as follow: *Firstly*, they initiated attempts to measure the state of employee feeling in order to know where to concentrate their efforts in improving employee satisfaction. *Secondly,* they set about to train their managers, especially first level supervisors, to pay attention to the attitude and feelings of their subordinates so that performance could thereby be improved. Job satisfaction is the satisfaction one feels while doing the job. Job satisfaction is one of the important factors

which affect not only the efficiency of the laborers but also such job behavior as absenteeism, accidents, etc. job satisfaction is the result of employee perception of how well the job provides those things that are vital importance. The employees who are satisfied are the biggest possessions to an organization whereas the dissatisfied employees are the biggest liabilities.

1.4.6 **Sources of job satisfaction**

Several job elements contribute to job satisfaction. The most essential amongst them are wage structure, nature of work, promotion chances, and quality of supervision, work group and working condition.

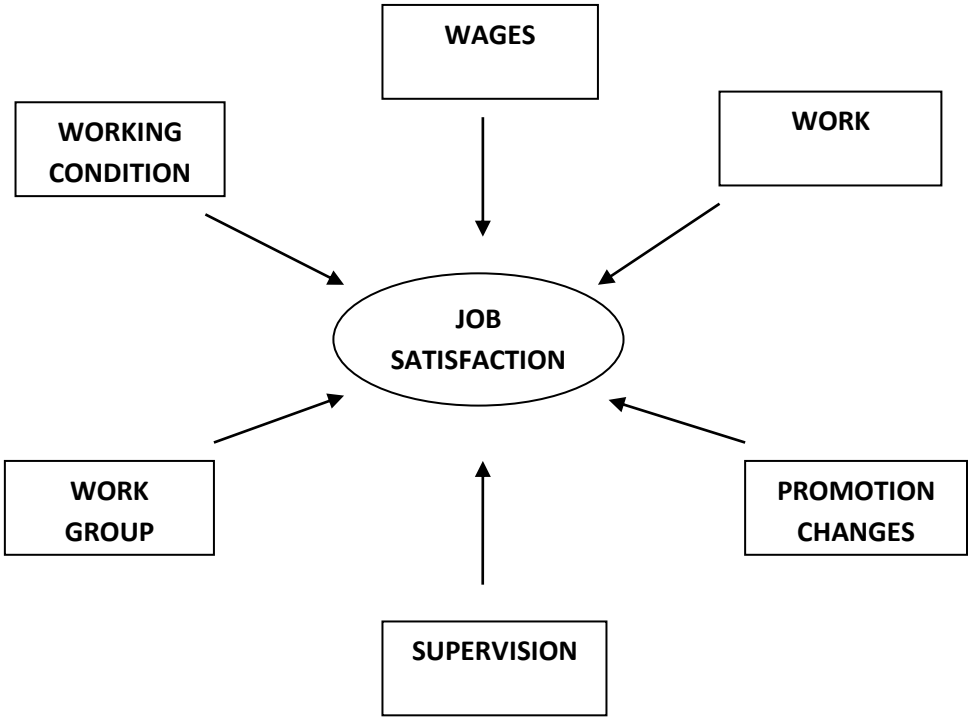


Fig 1.1 sources of job satisfaction

1. Wages: wages play a important role in influencing job satisfaction; this is because of two reasons. First money is an important instrument in fulfilling one's needs and two, employee often see pay as a reflection of management's concern for them.

Employees want a pay system, which is simple, fair and in line with their expectation. When pay is seen as fair, based on job demands, individual skill level and community pay standards, satisfaction is likely to result.

2. Nature of work: most employees need intellectual challenges on jobs. They tend to desire being given opportunities to use their skills and abilities and being offered a variety of tasks, freedom and feedback on how well they are doing. These characteristics makes job mentally challenging. Jobs that have too little challenge create monotony.

3. Promotion: Promotional opportunities influence job satisfaction considerably. The desire for promotion is generally strong among employees as it involves change in job content, pays, responsibility, independence, status and the like. An average employees and a typical government organizational can hope to get two or three promotion in his entire service, though chances of promotion are better in the private sector. It is no surprise that the employee takes promotion as the ultimate achievement in his career and when it is realized, he feels extremely satisfied.

4. Supervision: there is a positive relationship between the quality of supervision and job satisfaction. Supervision who establishes a helpful personal relationship with subsidiary and takes a personal in them contributes to their employee satisfaction. On realizing the role of supervision in creating satisfaction, a number of supervisory roles have been suggested for the purpose. They are as follow:

Supervisory actions for maintaining satisfaction

1) Maintain open lines of communication.
2) Create a good physical environment
3) Remedy sun-standard conditions
4) Transfer discontented employees
5) Change the perception of dissatisfied employees
6) Display concern for employee
7) Give ample recognition
8) Allow for participative management
9) Practice good management
10) Conduct morale-building programmed

5. Work group: the work group does provide as a source of satisfaction to individual employees. It does so, chiefly by providing group members, with opportunities for interaction, with each other. It is well-known that for many employees work fills the needs for social interaction.

The work group is an even stronger source of satisfaction when members have similar attitude and values. Having people about with similar attitudes causes less resistance on a day to day. Co-workers with similar attitudes and values can also provide some evidence of a person's self concept.

6. Working condition: Working conditions that are companionable with an employee's physical comfort and that facilitates doing a good job supply to job satisfaction. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the

work place, and sufficient tools and apparatus are the features which affect job satisfaction.

The supposition that working condition and satisfaction are consistent contradicts the two-factor theory of motivation. According to this theory, working condition are a part of upholding factors which, when provided help remove dissatisfaction. And the opposite of dissatisfaction is no-dissatisfaction but not satisfaction.

1.4.7 **Determinants of job satisfaction**

Job satisfaction is both intangible and it is multi-variable. A number of factors influence job satisfaction of employees. They can be classified into two categories such as organizational and personal variables. They are discussed below:

A. Organizational Determinants

A number of factors in the organization determine job satisfaction of the employee. Organizations can be increase job satisfaction by suitably organizing and managing certain factors which are described below.

- ***Wages*:** Wages are the monetary benefits a worker earns from the job. They accomplish an employee's needs. Everyone expects a appropriate reward. The wage should be fair, reasonable and equitable. If an employee feels that the reward is fair and equitable, it produces job satisfaction.

- ***Nature of work***: The nature of one's work has a vital impact on job satisfaction. Jobs involving use of intelligence, skills and abilities and which are challenging and have scope for greater freedom, lead to job satisfaction. Feeling of boredom, frustration and failure and a poor variety of tasks, lead to job satisfaction.

- ***Working condition:*** Good working conditions are needed to encourage an employee to spend the required time at the work place. Safety and comfort motivate an employee to work. Poor working conditions may lead to feeling that one's health is in danger. Thus, working conditions determine the level of an employee's job satisfaction. For example, employees working in a software company express job satisfaction on this variable as they work in very neat and comfortable air conditioned rooms. But, a mine worker is likely to express dissatisfaction with respect to working condition in the mine.

- ***Job content*****:** job content refers to factors that are such inherent in the job as recognition, responsibility, advancement, achievement etc. jobs involving a variety of tasks and which are less repetitive result in greater job satisfaction. A job, whose content is poor, produces job dissatisfaction.

- ***Organizational level:*** The level at which an employee is working determines job satisfaction. Jobs at a higher level are viewed as prestigious. Employees working in such jobs state a greater degree of job satisfaction than those working in jobs at a lower level.

- ***Opportunity for promotion*****:** Promotion is an achievement in life; it guides to a higher salary and perks and greater responsibility, authority, independence and status. It provides both monetary and non-monetary incentives. Therefore, opportunities for promotion determine the degree of satisfaction of employees.

- ***Work group*****:** Existence of group in organization is a common phenomenon. It is natural for human beings to associate with others. The characteristics result in the

formation of work groups at the work place. Isolated workers dislike their job. The work group exerts a tremendous influence on the satisfaction of employee at the place of work. The satisfaction an individual derives from his association with the group depend largely on his relationship with other group members, group dynamics, group cohesiveness and his own need for affiliation.

- ***Styles of leadership***: The style of leadership of the superior also determines the level of satisfaction of an employee. A democratic leader, who promotes friendship, respect and warm relationship among employees, enhance job satisfaction. on the other hand, employees working under authoritarian leaders express a low level of job satisfaction. Transactional and transformational leaders are found to have promoted job satisfaction among their subordinates. Similarly charismatic leaders also promoted job satisfaction among their subordinates. For example, police personnel express dissatisfaction on the supervisory style of their superior officers. This is the common at all levels of hierarchy. Employees working under bureaucratic supervisor also expressed job dissatisfaction.

B. Personal Detriments

A number of personal factors determine job satisfaction of an employee. They are mentioned below.

- ***Personality:*** Factors such as perception, attitude and learning determine psychological conditions which in turn determine the personality of an individual. Therefore, these factors verify the satisfaction of individual. An employee possessing a negative attitude about his job becomes disinterested in it. He is likely to express job dissatisfaction. An

employee possessing limited knowledge of the job, or poor learning capability is not likely to perceive his job as interesting. Thus, one's personality determines whether a person is satisfied or dissatisfied with his job.

❖ ***Age:*** Age is a significant determine of job satisfaction. Younger employees possessing higher energy levels are likely to feel more satisfied. As employees grow older, aspiration levels increase. Unable to fulfill these aspirations, he feels dissatisfied. The relationship between age of the employees and job satisfaction is complex and fascinating. According to Hammer and Organ, people start a job with unrealistic assumption about what they are going to derive from it. Over time, they realize that realize that reality falls far short of their perceived expectation, and become disillusioned. They start to develop more realistic expectations, and become disillusioned. They start to develop more realistic expectations about their job, and evaluate it in more positive perspectives. This positive evaluation produces higher job satisfaction. Thus, older workers can also be more satisfied workers.

❖ ***Education:*** Education provides an opportunity to develop one's personality. It enhances individual wisdom, visualization, judgment, understanding and common sense. Highly educated employees possess persistence, rationality and thinking power. They can understand a situation and appraise it positively. Thus, they are likely to express satisfaction with their jobs. However, employees with a higher level of education have higher expectations from their jobs. Dissatisfaction will be greater when educated persons are employed in lower level jobs.

❖ ***Gender differences*:** The gender and race of an employee also influence job satisfaction women are more likely to be satisfied than their male counterparts even if they have small jobs. This is because women have lower levels of aspirations. Job satisfaction among blacks and other minority groups has been consistently lower than that of whites in America. Similarly, investigating the sex difference in job satisfaction Charries N. Weanch, found that there is no significant difference in job satisfaction when males and females were equally affected by such determinants of job satisfaction as wages, prestige and supervisory positions. For instance, a women placed in a prestigious position derives the same satisfaction, as does a man in a comparable position.

1.5 JOB STRESS

1.5.1 Meaning of Stress

The word stress is derived from the Latin word 'Stringere'. Stress is the 'wear and tear' our bodies experience as well as adjusts to our continually changing environment; it has physical and emotional effects on us and can create positive and negative feelings (Sachdeva & Kaur 2013). Stress is a system produced by emotional and social relations that are going on within an organization-economical, political, social, cultural or educational. Whenever equality strong power units are functioning within an organization stress is created. Going to school or into a new job for the first time are some of the stressful situation. It varies in degree or intensity (Singh 2007). It is an inexpiable part of life, a natural and predictable factor of life. Complete freedom from stress for living individual is impossible. In relation to definitions of stress, it can be said that this is a type of acute or strong and fast change in outer environment due to which there is change in one's tolerating power which takes the form of physical or mental disorder. It is the

process that occurs in response to situations or events that disrupt or threaten one's physical or psychological functioning.

1.5.2 Definition of Job Stress

***According to Ivancevich and Matterson*.** "Stress is the interaction of the individual with the environment. It is an adequate response, mediated by individual differences and or psychological process: that is a consequence of any external (environment) action, situation or event that places excessive psychological and / or physical demands upon a person".

According to Beehr and Newman, "job stress is a condition arising from the interaction of the people and their jobs, and characteristics by changes within people that force them to deviate from their normal functioning".

1.5.3 Nature or characteristics of stress

Some important points relating to the nature of stress are:

1. Stress is a neutral word: stress is not bad in itself. But when stress is created by undesirable outcomes, it becomes distress. On the other hand, if it is created by desirable and successful effects. It is called Eustress. Eustress is a healthy, positive and developmental stress response. It is primarily the distress form of stress which requires examination and steps to cope with it; because distress is generally associated with heart disease, alcoholism, drug abuse, mental problems, absenteeism etc.

2. Stress is associated with constraints and demands: Constraints present an individual from doing what he or she desires. If a person wants to buy something, but he does not

have the necessary cash, it is constraints. Demands refer to the loss of something desired. If a person wants to go and watch a movie, but he is unable to do so because of pressing official work, it amounts to a demand. Both constraints and demand can lead to potential stress.

3. Two conditions are necessary for potential stress to become actual stress: there must be

1) Uncertainty over the outcome
2) Outcome must be important

Stress is usually very high when there is uncertainty over the outcome and the outcome is very significant. Both these conditions are necessary. If there is no uncertainty but the outcomes is significant, there will not be any stress. On the other hand, if there is uncertainty, but the outcomes is not significant, there will again be no stress.

4. Stress is not simply anxiety: stress may be accompanied by anxiety, but the two are not synonymous. Anxiety is psychological and emotional, whereas stress operates in the psychological sphere also along with psychological sphere.

5. Stress should also be differentiated from nervous tension: Nervous tension may be a result of stress. Stress is a subconscious action. Even unconscious people have exhibited stress. Whereas nervous tension is a conscious action. People may “bottle up” their emotion and not reveal them through nervous tension.

6. The term “burnout” is also closely associated with stress: some researchers contend that burnout is a type of stress, but others treat it differently. Burnout is closely associated with helping profession like nursing, education and social work, it is characterized by

emotional exhaustion, depersonalization and diminished personal accomplishment. Even though technically, burnout is different from stress, these are generally used interchangeably.(Gupta & Joshi 2014)

1.5.4 Concept of job stress

The concept of stress is elusive because it is poorly defined. It is a concept which is familiar to both humans and professional alike. It is understood by all when used in general context but by very few when a more precise account is required and this seems to be the central problem. Seyle basic idea about stress is not specific bodily response to environmental stimuli which can directly influence a person's psychological response without any subjective assessment of these stimuli. Stress is a complex process born out of internal view-points and external experiences. This internal and external process creates sources of stress. Sources of stress can easily be divided into four major categories'-personal, financial, relation and occupational. *Personal sources* are those sources of stress that are related to the ways in which we experience the world. *Financial sources* are those sources of stress that relate to the economy, one's financial status, ability to provide themselves with food, clothing and shelter etc. *Relational sources* refer to those sources of stress that result from interaction with others. *Occupational sources* are those that relate to our experience in the world of work and career. When the immediate solution of any problem is not found and the result of it mental problem arises it is said to be stress. (Singh 2007) This concept arises in a person's life when his physical and mental is in danger. There are many reasons for occurrence of stress. When a problem arises suddenly in one's life, then stress is created. (Singh 2007). If we take an example of a Teacher their job is to teach students however it can be very stressful and

something can be challenging. Teaching is considered as one of the most stressful job in these days because the modern world is full of stress. Stress is a feeling of tension which is both emotional and physical. It can occur in specific situations. Job stress occurs when workers perceive an imbalance between their capability and resources to meet these demands. It is that which derives from conditions in the workplace. Job stress, in particular, is the inability to cope with the pressures in a job. Teacher stress is a specific type of job stress. It is experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher. Job Stress may affect personal and low psychological well-being, as well as decreased job satisfaction. When job stress is considered, it is often accepted as an inescapable aspect of teaching. Some of the variables associated with job stress are: role ambiguity, loss of control, isolation, lack of administration support, emotional exhaustion and lack of accomplishment in the job. Now a day's teaching is regarded as a very stressful occupation. Increasing consciousness for education due to increasing competitions among students for achieving their goals added more pressure and stress on teachers. Some people got into stress in many ways such as they may be scolded in their work by their supervisor, their family members do not obey them, love failure quarrel without any genuine reason etc. Particularly, one's feel stress due to their financial condition which carries them the most. They began to get irritate day by day and very soon they will start losing mental health, and they will start to make many mistake in their regular job, they will feel restless and stammers. Each person defines stress in their own way we cannot define it in universally accepted terms. Many people say that stress act like a fuel to fire. It is the major cause of tensions and worry. It creates stress at home as well as in work.

We are human beings and we are luckily the most intelligent animal in the planet. So we respond to the same stress in various manners. This stress effect/varies from person and person. Every people in this work have a dream of doing of something great in his or her life but due to some problem there are unable to fulfill their dream. And this failure creates a sense of stress in one's life. Further this stress lead to depression and ultimately this depression leads to frustration. And the victims of this stress will be scattered by the conflict going on his mind. The good and the evil thought blocking his mind creating a huge problem and daring the victim towards a well of depression. In today's scenario .i.e. 21st century the nature of work changes in a bulk of eye. Perhaps now more than ever before, job stress has been a major threat to health of the employee and in turn giving a loss to organization. To a scientist nowadays, stress in any action or situation that places special physical or demand upon a person, anything that can unbalance his individual problem. People come across many situations some of it works as a source of inspiration for us and some causes challenges. Stress in our society in something that cannot be hide. It is the common phenomenon of everyday life. All of us experience stress to some expect in one or another life.

1.5.5 Factors influencing job stress

There are various factors influencing stress and these are individual factors, organizational factors, environmental factors which are as follow:

A. Individual factors

- ***Family problems*:** Family issues influence the personal life of individuals. Sound marital relationship, marital discipline and healthy children lead to happy personal life of

individuals. They enjoy the life and become positive in their attitudes, so they are less stressed. Poor marital relationships, family separation, problematic children, aging parents, early death of spouse or other close family members are some of the reasons for greater stress in an individual.

➢ ***Economic problem***: Economic difficulties are the main cause of stress. Poor management of personal finance heavy family expenditure, constant demand for money, poor income earning capacity and slow financial growth in one's job are some of the economic reasons responsible for greater stress.

➢ ***Role demand*****:** Individuals play multiple roles in their personal, social and organization life. In their personal life, they play the roles of husband or wife, father or mother, brother or sister and so on. In their social life they play the roles of members of a club, informal community groups, recreation groups etc. similarly in organization, employees play the role of supervisor, subordinate, co-workers etc. all these roles are performed simulate.

B. Organizational factors

❖ ***Working conditions*****:** working condition and stress are inversely related employees in poor working environment are subject to greater stress. Some of the working conditions that lead to more stress are crowded work stress, heat, noise, polluted air etc.

❖ ***Organizational task:*** Organizational task are designed to meet objectives and goal. Poorly designed task lead to greater stress. Task autonomy, task autonomy task inter-disciplinary, task demands and task overload are some of the factors of organizational tasks that become potential reasons for stress if not properly designed.

❖ ***Organizational structure and design:*** As pointed out earlier, organizational structure is designed to facilitate individuals' interaction in the realization of organizational goals. Certain aspects of design like specialization, centralization, line and staff relationship, and organizational communication can together create stress in organization. For example, wider span of management compels the executive to manage a large number of subordinates and consequent relationship.

C. Environmental factors

- ***Political*****:** the potential party in power enacts legislation in parliament, which reflects their ideology. Every political party that forms the government wishes to either enact new laws and regulations or bring change in the existing ones.

- ***Economics:*** This encompasses income levels, demands and supply etc. changes in these factors make new demands on both the organization and employees. This creates stress if the employees are unable to adjust to the new situation. For instance, increased inflation levels create pressure on employees' income levels, leading to stress.

- ***Social, cultural and ethical environment:*** Social factors influence the life styles of employees. Certain social measures such as health protection, civic facilities and social groups reduce stress in the employees. Certain sociological variables such as race, sex, social class, gender etc and cultural factors such as beliefs, customs and traditions are potential stress factors.

1.5.6 Consequences of stress

a) Physiological consequences

Stress influences the biological system of a human being. Certain visible forms of stress are increased blood pressure, tendency towards heart disease, cancer, sweating, dry mouth hot and cold, frustration, anxiety etc. physical stress increase the body metabolic rate. The result in malfunctioning of the internal glands and consequences body disorder, which manifests as increased heart beats and breathing and headache. Physical stress can also create psychological problems as the two are interrelated.

b) **Psychological consequences**

By themselves, psychological consequences are not visible, but they have a considerable effect on the employees' performance. Psychological stress create pressure in the mind, which is expressed in terms of psychological symptoms such as anger, anxiety, depression, nervousness, irritation, tension, boredom, aggressiveness, moodiness, hostility and poor concentration. Tension, anxiety and emotion lead to procrastination. Psychological stress produces interpersonal aggression, misunderstanding in communication, poor interpersonal communication, and low interpersonal attraction. This shows in aggressive attitude, increased interpersonal complaints, poor job performance, low self-esteem, increased concentration and increased dissatisfaction. Psychological stress leads to harsh behavior and may lead to assumption of an authoritarian style of leadership.

c) Behavioral consequences

Stress impacts employees' behavior. Abnormal behavior is observed in individuals who are prone to stress. A change in eating habits, sleep disorder, increased smoking, alcoholism, are some of the behavioral changes observed in stressful employees. It can also lead to anxiety, apathy, depression and emotional disorder. This leads to impulsive and aggressive behavior and frequent interpersonal conflicts. Drug abuse and sleeplessness are some of the preposition relating to stress and behavior.

Perception: Individuals who are stressed develop tension and anxiety, with the result that their level of understanding considerably decreases and perceptual distortions increase. When perception distortions occur in employees, it may adversely affect the decision making process, interpersonal understanding, interpersonal communication and capacity to work with teams. They become stress intolerant. All these lead to increased levels of interpersonal conflicts.

Attitude: Continued stressful environment creates certain permanent negative impression in the mind of employees, which adversely influence their work performance worker also become demoralized and their satisfaction levels decrease.

Compulsion in learning: Employees in organization continuously learn new skills and technique. Learning new methods and techniques in order to adapt themselves to change and discharge their jobs effectively is inevitable for employees. Employees who are stressed cannot learn things quickly as they are behaviorally unstable and their learning levels are inadequate for the organization.

d) Organizational consequences

Organizational severally face problems of poor performance and negative consequences due to excessive stress of employees. Some of them are described below

Absenteeism: Employee subjects to stress were found to be addicted to drugs and alcohol. Thus, they are frequently absent from work, which creates discontinuity in their work and adversely affects the performance of other employees.

Turnover: employees under continuous stress become disgruntled and frustrated; therefore, they are likely to leave this increase employee turnover.

Decision making: excessive stress distorts the perception of managers. This adversely affects analysis and development and selection of alternative courses of action. Thus, stressful executive make irrational decisions, leading to loss of organizational resources and reputation.

1.6 REVIEW OF RELATED LITERATURE- The concept

The Review of Literature consists of two words 'Review' and 'Literature'. The term 'Review' means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. The 'Literature' refers to the knowledge of particular area of investigation of any discipline which includes theoretical, practical and its research studies-literature used with the references to the language for i.e. Hindi literature and English literature. For the research work, man generally take place help and guidance from the part of experience and learns from the experience of others. Review may be defined as an examination of something with the intention of changing and improving it if necessary. It may also be

defined as to carefully examine or consider something or subject matter again, especially so that one can decide if it is necessary to make changes or to think about the events for example i.e. to try to understand why they happened.

Review of related literature enables the researcher to define the researcher to define the limits of his study or field. It helps the researcher to delimit and define the problem. So before tracing out the frame work of the present study, it is necessary to review the studies conducted the trust in the related field to know what earlier research had done on the problems which are related to our study. The survey of related studies imply reading and analyzing the researches already done and reported in dissertation, thesis, journals, abstracts, encyclopedias, yearbook, hand books or in any other published forms. Reviews of related literature provide a comprehensive data and on that basis the significance of one's findings can be evaluated and interpreted. In view of the review of literature the researcher has to synthesis the available knowledge of the field in a unique way to provide the rationale for his study

1.6.1 Purpose of Related Literature

Review of related literature, provides a comprehensive understanding about what has already been known about a topic. It forms the basis for subscribing rationale for having chosen the problem for the study. Review of related literature allows the researcher to acquaint himself with the current knowledge in the field (or) area in which, he is going to conduct his research. It enables the researcher to define the limits of his study. It also helps the researcher to delimit and define his problem. The knowledge of the related literature helps the researcher update his knowledge on the work which others have done and thus states the objectives clearly and concisely. By reviewing the related literature the

researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors are likely to add to the knowledge in a meaningful way. Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is no use to replicate a study, when the stability, validity of its results has been clearly established.

The review of related literature gives the researcher an understanding of the research methodology, which refers to the way; the study is to be conducted. It helps the researcher to know about the tools and instruments, which proved to be useful and promising in the previous studies. It also provides an insight into the statistical methods, through which the validity of the results is to be established. The important specific reason for reviewing the related literature is to know about the recommendations of the previous researchers, listed in their studies for further research. Review of related - literature in the concerned field is of greater significance in locating the research problem. Hence it plays the pivotal role at the crucial juncture of planning of the study. Review of related literature is an intellectual pursuit "essential to the development of the problem and to the deviation of an effective approach to its solution". The importance of related literature cannot be denied in any research. It works as a guidepost, not only with regard to the quantum of work done in the field, but enables us to perceive the gaps and lacunae in the concerned field of research. The similar or related study carried out by research workers at various levels is called review of related literature.

Good, Barr and Scats (1941) analyzed the purpose of review of related literature as given under.

- To show whether the available evidence material solves the problem adequately without further investigation.
- To provide ideas, theories, explanations (or) hypotheses valuable in formulating the present study.
- To suggest the research methods to the problems.
- To locate comparative data useful in interpretation of the results.
- To contribute to the general scholarship of the investigator.
- It helps the research worker to find what is already known, what others have attempted to find out, what methods of attack have been promising (or) disappointing and what problems remain to be solved.
- It furnishes him with indispensable suggestions about comparative data, good procedures, likely method and tried techniques.
- It makes him alert to research possibilities that have been over looked and research approaches that have proved to be sterile.
- It prevents pointless repetition of research.

1.6.2 Importance of review and related literature

The Review of Related Literature is very helpful to researcher. The review of related literature allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his/her research of the following lines highlights the importance of Review of Related Literature.

1. Review of literature enables the researcher to define the limits of his field. It helps the research to delimit and define the problem of his study.

2. Through the review of related literature unintentional duplication of well-established findings can be avoided.
3. Review of Related literature helps to know about the recommendation of previous researchers listed in their studies for further research.
4. Review of literature helps to indicate whether evidence is already available to solve the problem or not.
5. Review of literature suggest methods, procedure, source of data and statistical technique appropriate to the solution the problem
6. Review of literature helps the researcher to improve his own study or investigation.
7. Review of literature provides some insight regarding strong points and limitations of the previous studies.

1.6.3 Reviews related to Job Satisfaction

Kulsum (1985) conducted a study on "job satisfaction among teachers working in corporation, government, private-aided and private unaided schools", She found that (i) teachers working in corporation schools had the highest level of job satisfaction followed by teachers working in government, private-aided and private unaided schools, (ii) female teachers as compared to male teachers and permanent teachers as compared to temporary teachers had higher level of job satisfaction, (iii) the interaction effects of sex and marital status and the interaction effect of sex and nature of job, the interaction effect of age and sex, the interaction effect of teacher size and school age and the interaction effect of student size and school age pertaining to the job satisfaction scores were found to be significant, (iv) teachers' job involvement, their attitude towards teaching,

headmasters' job involvement, their attitude towards teaching, headmasters' consideration, headmasters' initiating structure and teacher effectiveness turned out to be the significant predictors of teachers' job-satisfaction, (v) permanent teachers had a higher level of job-involvement as compared to temporary teachers, (vi) the interaction effect of sex and nature of job of teachers on their job involvement levels was significant, (vii) female teachers who were permanent had a higher level of job involvement than male teachers, who were temporary and male teachers' who were permanent had a higher level of job involvement than the female teachers who were permanent had a higher level of job involvement than the female teachers who were temporary, (viii) teachers' job satisfaction, teacher effectiveness, teachers' attitude towards the teaching profession, students size and teachers performance turned out to be the significant predictors of teachers' job involvement accounting for a total variance of 55.47 per cent, (ix) teachers' attitude towards the teaching profession and teacher effectiveness turned out to be the common predictors of both job satisfaction and job-involvement.

Dixit (1986) conducted a study on a topic entitled "comparative study of job satisfaction among primary school teachers and secondary school teachers", found that: (i) In Hindi medium schools, primary school teachers were more satisfied than secondary school teachers, (ii) In English medium schools, the level of job satisfaction among primary and secondary school teachers was the same; (iii) Female teachers were more satisfied than male teachers, both at primary and secondary levels, (iv) At the primary level, the group senior most in age was most satisfied and the middle age group was least satisfied, (v) Among the secondary school teachers, those with greater length of service were more

satisfied; (vi) among the primary school teachers, those teaching in Hindi medium schools were more satisfied than those teaching in English medium schools; and (vii) Among the secondary school teachers, those teaching in English medium schools were more satisfied than those teaching in Hindi medium schools.

Rawat (1992) in a study of expectations and realities of job, job-satisfaction and value-pattern of secondary school teachers in relation to their sex, found that the level of job expectation played a significant role in determining job realities of teachers as also their job satisfaction.

Sudhira (1994) Working on job satisfaction and job-stress of Secondary School Teachers working in different management schools, found that: (i) The job satisfaction of physical education teachers working in different management schools were found to be significantly different; (ii) Teachers working in private schools had significantly higher job satisfaction as compared to teachers working in semi-government and government schools.

Padmvati (1995) conducted a study on a topic entitled "studying job satisfaction among teachers of primary and secondary levels", found that : (i) Teachers at secondary level expressed greater job satisfaction as compared to teachers at primary level; (ii) Government school teachers expressed greater job satisfaction as compared to private and aided school teachers; (iii) Female school teachers experienced greater job satisfaction as compared to male teachers; and (iv) Trained graduate teachers experienced greater job satisfaction as compared to the trained post-graduate teachers.

Ausekar (1996) conducted a study entitled "job satisfaction among teachers working in government and private secondary school", found that; (1) government school teachers were found to be more satisfied with factors like promotion, recognition, independence, salary, job security, work itself, job status and educational policies and (2) teachers in private schools were more satisfied with factors like responsibility, achievement, working condition and personal life.

Olando (1999) conducted a study entitled "job satisfaction of public secondary school teachers in Nairobi province". The study assessed the level or degree of satisfaction based on factors of remuneration and job conditions. Most of the teachers in Nairobi province recorded a low degree of job satisfaction. The study did not underscore the specific cases of subjects to address the case of turnover in specific subjects. The study did not also include the factors related to community where the teacher is working, school environment and the background of teachers. This study included these factors which are related to community and school environment.

Subhdhi (2002) conducted a study entitled, "job-satisfaction of secondary school teachers: A microscopic study, found that: (i) Female teachers were better satisfied with their teaching profession than their male counterparts; (ii) Young teachers (22-35 years age group) were more satisfied with their jobs than the old ones (36-55 years age group); and (iii) Teachers of Government schools get more job satisfaction than teachers in aided schools.

Vyas (2002) while attempting to find job satisfaction of primary school teachers on the basis of gender, marital status and educational qualification found that gender was not

significantly correlated with job satisfaction of primary school teachers. Married teachers were found to be more satisfied than unmarried teachers. It was also found that educational qualification was not significantly correlated with job satisfaction of primary school teachers

Ahmed, Raheem and Jamal (2003) studied the job satisfaction of 236 teachers in senior secondary schools. Female teachers enjoyed greater satisfaction than their male counterparts did. Married teachers showed more job satisfaction than unmarried teachers did. Teachers who were teaching in government schools showed greater in private schools. There was no significant change in the level of independent variables like sex, marital status and types of schools.

Agarwal (2004) in a study of job satisfaction of primary and secondary school teachers conducted that caste, place of work and mother tongue were significantly related to job satisfaction. Male graduate trained teachers, single family teachers, more experienced and government school teachers were more satisfied than other, age and marital status however had no relationship with job satisfaction.

Lukuyani (2004) reported the factors contributing to job satisfaction among secondary school teachers in Turkana district. Secondary school teachers were generally dissatisfied with their salaries but were satisfied with their interpersonal relations between their fellow teachers. Hardship allowances paid to teachers showed the highest level of dissatisfaction. The study recorded significant correlation between job satisfaction/dissatisfaction and sex, marital status, teaching experience, professional grade, number of schools taught and age. The study however does not show their

relationship of job satisfaction and the community factors. This study sought to determine whether there is a relationship between job satisfaction of science teachers in public secondary schools in Morang's East District and the community factors.aaa

Raj and Mary (2005) studied the job satisfaction of government school teachers with the main objective of finding of job satisfaction of school teachers with reference to their educational qualification, salary range, religion and gender. They found that job satisfaction of Govt. School teachers was not high and also they found no significant difference in job satisfaction between gender, salary, religion and educational qualification.

Sleegers, Nguni and Denessen (2006) examined the effects of transformational and transactional leadership on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior. The regression analyses showed transformational leadership dimensions to have strong effects on teachers' job satisfaction, organizational commitment and organizational citizenship behavior. The transformational leadership had significant add-on effects to transactional leadership in prediction of job satisfaction, organizational commitment and organizational citizenship behavior. Job satisfaction was reported to be a mediator of the effects of transformational leadership on teachers' organizational commitment and organizational citizenship behavior.

Tasnim (2006) conducted a study on a topic entitled "job satisfaction among female teachers". The study was conducted to analyses job satisfaction among female teachers of govt. primary schools. Results of the study indicated that there are some factors like salary, academic qualifications, working environment which affect job satisfaction of

teachers. Data analysis showed that both male and female teachers were dissatisfied but female teachers were more satisfied than male teachers.

Singh (2007) conducted a study on a topic entitled on "job satisfaction of teacher's educators in relation to their attitude towards teaching". The objectives of the study were: (i) To compare the job satisfaction of teacher educators with their attitude towards teaching; (ii) To compare the job satisfaction of male teachers educators with their attitude towards teaching; (iii) To compare the job satisfaction of female teacher educators with their attitude towards teaching. The result of the study indicated that job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.

Gupta and Sahu (2009) studied the relationship of job satisfaction with organizational role stress and locus of control among vocational teachers .A total sample of 200 vocational teachers out of which 100 were males and 100 were females from private vocational institutes of Moradabad district was taken. Tools were Organizational Role Stress Scale and Locus of Control Scale .The results indicated that there was significant difference between male and female vocational teachers regarding job satisfaction as well as its components intrinsic and extrinsic satisfaction. But there was no significant gender difference regarding organizational role stress and locus of control. Both males and females had same level of stress. Males were found to be more satisfied than females. Role erosion dimension was found to be significantly differed for male and female teachers.

Shafqat, Hashmi, and Syed (2010) conducted a comparative study of job satisfaction in public and private school teachers at secondary level to investigate a comparative study of job satisfaction in public and private school teachers. 'Job satisfaction' refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Researches support that teacher's job satisfaction has been found one of the very important variable related to positive teaching behavior toward their job. There has also been considerable interest in the complex relationship between an individual's job satisfaction and satisfaction with other aspects of his or her life. It was hypothesized that a comparative study of job satisfaction in public and private school teachers. Data analysis was conducted through 't-test' and 'ANOVA' Which showed that there is no significance difference between teacher's job satisfaction in public and private schools.

Suryanarayana and Goteti (2010) conducted a study to know teaching competency and teacher job satisfaction among secondary school teachers and concluded that the teaching competency variable was related with the teacher's job satisfaction. Teaching competency in terms of all demographic variables like sex, locality, qualification, experience, type of management and type of institution was differ significantly, whereas the job satisfaction in terms of all demographic variables like sex, locality, qualification, marital status, experience, type of management and type of institution categories was also differ significantly.

Gupta and Gehlawat (2013) conducted a study on topic entitled "job satisfaction and work motivation of secondary school teachers in relation to some demographic variables: A comparative study". They found that the study revealed: 1) no significant difference was found in the job satisfaction and the work motivation of male and female teachers. 11) There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation. 111) significant difference was reported in the work motivation of teachers having graduate and post-graduate qualification.

Raj & Lalita (2013) conducted a study on "job satisfaction among teachers on private and Govt. Schools". The study aimed to identify the level of job satisfaction among the private and Govt. School Teachers. One hundred school teachers were selected by using convenient sampling method. To measure level of job satisfaction, five point likert scales was used. Findings of the study indicated that the level of job satisfaction of male teachers was high than the female teachers regarding the dimensions viz. they enjoy their work, interesting work, opportunity for further advancement, good salary, rewarded fairly for experience and opportunity for career development. But there was no significant difference in job satisfaction of male and female teachers. Apart from this, the other major finding was that there was no significant difference in the job satisfaction of Govt. and private secondary school teachers.

Nirav and Raval (2015) conducted a study on topic entitled "Job Satisfaction of the Teachers of Higher Education Institutions". The main objective of this study is to review the research already carried out by various researchers on the broad area of Job

Satisfaction of the teachers of higher education institutes. They found that job satisfaction of faculty members is very critical aspect for all the higher educational institutes and it affects performance of employees and quality of education in the entire higher education institute.

1.6.4 Review related to job stress

Drehring (1992) conducted a study to compare job related stress among adapted physical educators, regular physical educators and teachers with a split assignment including both teaching areas. A comparative study was conducted in which 53 secondary physical education teachers were administered a job related stress survey. Teachers Stress Inventory (TSI) was used to access job related stress. Demographic data was also collected. Results of the study indicated that physical educators reported lower levels of overall job related stress than do regular and special educators. Teachers with split assignment who taught adapted and regular physical education classes reported significantly less emotional manifestation of job related stress than did regular and adapted physical educators.

Thakur (1993) investigated the significance of difference between the means of job stress and job satisfaction and also determined the relationship between the scores of job stress and job satisfaction. Scales were administered to all schools of 20 randomly selected districts out of 45 districts of Madhya Pradesh. Scoring of the received responses was done on the basis of key provided by Paliwal and Muthyya in their manuals of questionnaire. To compare their job satisfaction, ANOVA (Analysis of variance) was applied. A significant relationship between job stress and job satisfaction among teachers

of physical education working in different management schools of Madhya Pradesh was found.

Chaplain (1995) conducted a study on stress and job satisfaction of English primary school teachers, investigating the sources of stress and job satisfaction among 267 primary school teachers in England, rating the frequency of intensity of 18 items on a self-reported questionnaire, revealed high correlation between the professional concern and the occupational stress. Men reported more stress than women on professional concern. Thirty seven percent of the teachers satisfied with their job were more satisfied with professional performance and least satisfied with teaching resources. Stress and job satisfaction were found to be negatively correlated. High occupational stress was related to low level of job satisfaction.

Hamdiah (1996) conducted a study to investigate the factors which cause degree or levels of stress and the manifestations of stress among secondary school teachers in Georgetown, Penang. The sample was taken from nine secondary schools in Georgetown, Penang. Of the 249 respondents, 65 were males and 184 were females' .About 55% of the respondents were below 40 years old and about 61 % of the respondents have been in the teaching profession for more than 10 years. The major findings of the study showed that stress among secondary school teachers was not related to demographic variables of age, gender and lengths of service. Further, it was found that there were no significant differences in stress level among teachers of various age groups and lengths of service. Stress level did not differ between male and female teachers.

Bharathi and Reddy (2002) conducted a study entitled, "Sources of job stress among primary school teachers to study the sources of job stress among primary school teachers of missionary and government schools. They found that (i) Majority of missionary school teachers experienced job stress in the areas of time demand, job security, whereas teacher of the government schools experienced job stress in the stress; (ii) Government school teachers experienced low stress in the area of staff relationships and job security as their jobs are permanent; (iii) Government school teachers experienced high job stress related to students, curriculum load, working environment, workload, time demand, administrative problems; (iv) In case of missionary school teachers, high job stress were observed in the areas of poor remuneration and job security.

Bahari (2003) determined the level of work stress amongst 1209 randomly selected secondary school teachers in the State of Malacca. The study also investigated differences in work stress levels and the relationships between levels of work stress and the following independent variables: age, gender, marital status, experience, subject taught, monthly income, academic qualification, and school grade. The overall work stress level of respondents was "moderate". Across the Sub-Dimensions of work stress, the respondents experienced "moderate" stress level in terms of workload, time and resource difficulties, professional recognition, and interpersonal relationship. There were significant differences between work stress (overall) and (a) age, (b) teaching experience, (c) subject taught. YouGov (2007) interviewed a random sample of 823 classrooms

Singh (2003) conducted a comparative study of stress among male and female teachers in relation to their personality needs and adjustment to compare the stress of male and

female teachers belonging to rural and urban, areas at secondary school level and degree level. He found that (i) male and female teachers have equal degree of stress (ii) secondary school male teachers are more stressed than their counterparts female teachers; (iii) Male and female teachers of degree college show same degree of stress; (iv) Male teachers teaching in urban secondary schools and degree colleges have higher degree of stress than their counterparts rural male teachers; (v) Female teachers teaching in urban and rural secondary schools in degree colleges show same degree of stress.

Anitha (2006) conducted a study on occupational stress: A comparative study of worker in different occupation" describe identifying the degree of life stress and role stress (LS & RS) experienced by professional women. It also studies the effect of life stress and role stress on various demographic variables like age, experience and income. For the purpose of study, 180 women professional (six different occupations) were found that science and technology professionals and doctors experienced significantly greater life stress and role stress.

John, J. D. N. and John, M.C. (2007) conducted a study on Occupational Stress of Catholic Primary School Staff: Investigating. Numerous studies have established that teaching can be a stressful profession. Teacher's occupational stress has been linked to absenteeism, turnover, productivity and other negative organizational outcomes. The stressfulness' of schools, however, cannot be fully understood without the input of non-teaching staff and there is a lack of research involving them. This study reports relationships between biographical variables and occupational stress of staff members in Catholic primary schools. The sample consisted of 356 staff members of Catholic

primary schools in New South Wales, Australia. Data were collected using a questionnaire survey. Multivariate analysis and comparison of means were employed to test research hypotheses. Biographical differences, particularly age, sex and position, were related to several aspects of occupational stress. The results are discussed in terms of implications for schools and future.

Kalyani.*et. al.*, (2009) investigated the effect of stress on teachers' work performance. 207 male and 93 female teachers from South India constituted the sample of the study and they completed a structured questionnaire. The hypotheses were that occupational stress would explain the performance of teachers and gender would affect occupational stress. It was found that there was a significant influence of occupational stress on work performance. Male and female teachers' don't show any significant differences in the levels of occupational stress.

Nilufar (2009) conducted a study of job stress on job satisfaction among University Staff in Malaysia: Empirical study. This article investigates the relationship between job stress and job satisfaction. The determinants of job stress that have been examined under this study include, management role, relationship with others, workload pressure. The sample consists of a public university academician from Kelang Valley area in Malaysia. The results shows there is a significant relationship between four of the constructs tested. The results also show that there is a significant relationship between four of the constructs tested. The results also show that there is significant negative relationship between job stress and job satisfaction.

Anubuchelvan (2010) conducted a study, "Occupational Stress of High School Teachers". This study focuses on the comparative analysis of occupational stress of high school teachers. Analysis of data revealed that there is significant difference between the male and female high school teachers in their occupational stress, there is no significant difference between male and female high school teachers in their occupational stress on the basis of educational qualifications, marital status, locality and teaching experience.

Bhatti *et al.*, (2011) investigated the relationship between job stress and job satisfaction among 400 teachers from all four provinces of Pakistan. The results showed a significant relationship between job stress and job satisfaction. It was also revealed that 70% of the faculty members were not satisfied from their salaries.

Khatal (2011) studied the effect occupational stress on family adjustment of male and female primary teachers. 25 male teacher and 25 female teachers were selected as a sample from primary teachers in Akola Taluka. Occupational stress index by Srivastava & Singh was used. The result of the study showed that the occupational stress and sex were not related to each other. Male and female teachers have same occupational stress levels.

Rao *et.al.*, (2011) conducted a study on 178 secondary school teachers from different institutions and found a significant relationship between stress and job satisfaction. It was further found that levels of teachers stress differ significantly on variables sex, age and qualifications. Whereas the teachers in respect of experience and marital status categories do not differ significantly. The findings of the study concluded that the teacher's stress and job satisfaction aspects are independent as well as interdependent.

Studies have been conducted on job satisfaction and job stress of secondary school teachers have been mentioned in the successive paragraph under summary of review of literature:

1.6.5 SUMMARY OF REVIEW OF RELATED LITERATURE

After analyzing the above studies it can be stated that there exist quite significant difference in the level of job satisfaction of Government and Private school teachers as per the studies conducted by Raj & Lalita (2013) while the other studies conducted by Dixit (1986), and Padmvati (1995) Female teachers were more satisfied than male teachers, both at primary and secondary levels. There is no significant difference between male and female high school teachers in their occupational stress on the basis of educational qualifications, marital status, locality and teaching experience as per the studies conducted by Anubuchelvan (2010), while the other studies conducted by Kalyani.*et al.*, (2009). It was found that there was a significant influence of occupational stress on work performance. Male and female teachers' don't show any significant differences in the levels of occupational stress.

Thus it can be summed that there exist significant difference in the level of job satisfaction of Government and Private school teachers. However, Male and female teachers' don't show any significant differences in the levels of occupational stress. Therefore in order to reach at decisive conclusion in this respect among secondary school teachers the present study is conducted and designed to investigate the job satisfaction and job stress of secondary school teachers of east and south district of Sikkim.

CHAPTER-II

THE PROBLEM

2.1. RATIONALE OF THE STUDY:

Teacher plays an important and pivotal role for any society for different reason. Teaching is the profession that is very tedious, tough and responsible one. The very future of the students and for a successful career of those students depends upon the teacher themselves. They are known to be the builders of the next generation leaders. The worth and potentialities of the country gets evaluated in and through the work of the teacher. It needs no description that the teacher is pivot of any educational system of younger students. In order to provide challenging situation teacher has to develop high degree of competencies and needs a lot of preparation and commitment. In others words today's teacher are required to be able to cope with the aspiration of rising generation of youth and the changing needs of the society.

With changing passage of time, numerous problems has aroused of which the workload of each and every teacher has increased. With each new day the teachers have to be ready and alert for whatever problems that may arise and has to be tackled and solved at the instance. The teachers are the role models of their students and have to take necessary concerns about themselves, their actions, behavior, attitudes and feelings. They should be a perfect figure in front of their students as an idol with right kind of attitude, morality and values. Sikkim is one of the rapidly growing states in its educational sector, where the quantification of the students in, each school is rising that means the rising burden for the teachers to teach the masses. So, while comparing the pain taken by the

teachers the pay grade of some of the schools whether be it the Government schools or the Private schools is not according or justified. Therefore, some of the teacher they often quit their job as a teacher and start working in different places where the pay amount is handsome and worthwhile. Job satisfaction can do far more than help retain teachers, it can improve their teaching. This implies that satisfied teachers can contribute significantly to the improvement student's academic performance and school effectiveness at large. Similarly, job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention. Hence, there is an urgent need for study on the job satisfaction and job stress of secondary school teachers in Sikkim. Teachers stress is a rising concerns they increasingly face condition of overwork, Job insecurity, and lack of autonomy and low level of job satisfaction. Place of work stress has been shown to have a damaging effect on the health and welfare of teachers. Teaching is an occupation is regarded as a good profession but it needs growing awareness due to an increasing competition which occasionally turn into tedious. Growing consciousnesses for education due to rising competitions among students for achieving their goals include more pressure and stress on teachers. This is so called 'good' profession creates leaders, philosophers, advocates etc. The secondary school teachers must be conscious for development in their subject areas, method of teaching, new resources and national objectives etc Secondary education is different from the other levels in that teachers have to be more specialized and the institute has to be more complex. Therefore, the study will be an attempt in this direction. Keeping in view the above issues the investigator has decided to do her dissertation work

on job satisfaction and job stress of secondary school teachers of east and south district of Sikkim"

2.2 STATEMENT OF THE PROBLEM:

Keeping in view the rationale of the study the problem is stated as-

"A study on the Job Satisfaction and Job Stress of Secondary School Teachers of East and South district of Sikkim."

2.3 OPERATIONAL DEFINITION:

The different key terms used in the title of the study and used in the body of the report are operationally defined as follows:

1. **JOB SATISFACTION:** In the present study job satisfaction refers to the perceived feeling of an employee towards his job. It is a psychological feeling and has both rational and emotional elements.

2. **JOB STRESS:** In the present study job stress refers to the stress relating to job which becomes predominant feature of modern life exerting far reaching effects on focal employee's behavior and adjustment on as well as off the job.

3. **SECONDARY SCHOOL TEACHERS**: In the present study secondary school teachers refers to both male and female working in government and private school teaching in class 9-10th from East and South district of Sikkim.

2.4 RESEARCH QUESTIONS:

The Research Question of the study is as follow:

1) Is there any significant difference between government and private secondary school teachers with respect towards job satisfaction?
2) Is there any significant difference between government and private secondary school teachers with respect towards job stress?
3) Is there any significant difference between male and female secondary school teachers with respect towards job satisfaction?
4) Is there any significant difference between male and female secondary school teachers with respect towards job stress?
5) Is there significant relationship between job satisfaction and job stress of secondary school teachers?

2.5 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To study job satisfaction among secondary school teachers
2. To study job stress among secondary school teachers.
3. To compare job satisfaction among government and private secondary school teachers.
4. To compare job stress among government and private secondary school teachers.
5. To compare job satisfaction among male and female secondary school teachers.
6. To compare job stress among male and female secondary school teachers.
7. To find out the relationship between job satisfaction and job stress of secondary school teachers.

2.6 HYPOTHESES OF THE STUDY

The hypotheses formulated and tested in the present study are as follows:

1. **HO_1** There is no significant difference between government and private secondary school teachers with respect towards job satisfaction.

2. **HO_2** There is no significant difference between government and private secondary school teachers with respect towards job stress.

3. **HO_3** There is no significant difference between male and female secondary school teachers with respect towards job satisfaction.

4. **HO_4** There is no significant difference between male and female secondary school teachers with respect towards job stress.

5. **HO_5** There is no significant relationship between job satisfaction and job stress of secondary school teachers.

2.7 SCOPE AND DELIMITATION OF THE STUDY

The present study was delimited in the following aspect:

1) The scope of the study was delimited to assess the job satisfaction and job stress of secondary school teachers only.

2) The scope was delimited to east and south district of Sikkim only.

3) The study was delimited to 200 teachers (100 male & 100 female) from 20 schools.

4) The study was delimited to 10 Government and 10 Private schools.

5) The study was delimited to 10 male and 10 female from each school.

CHAPTER-III

METHODOLOGY

Methods and procedure constitutes an important part of research. No research can be undertaken successfully without any thinking of planning. There are many convincing proofs on the pages of research literature where investigator reached different conclusion by using different methods in the study of the problems. The selection of the techniques and devices of an investigation is determined by the nature of the problems. The educate method, tools and techniques is a very difficult problem and must be handled with caution, care and profound consideration in respect of time, procedure for any study is decided upon, before starting the project.

Planning broadly includes methods of research to be adopted, population to be selected, sample to be drawn, variables to be determined, instruments or tools to be considered for use, procedure and cautions to be followed for the collection of data and statistical treatment to be given to data for its meaningful information. In the present chapter above mentioned dimensions of the research are discussed in details under the following heads:

1. Research Method
2. Population
3. Sample
4. Variables
5. Instrumentation
6. Procedure of data collection
7. Statistical

3.1 Research Method:

To carry out any type of research, the researcher must gather data to test the hypotheses or answer the questions. Many different methods and procedures have been developed to aid in the acquisition of data. For the present study, the investigator decided to adopt descriptive survey method. In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about job satisfaction and job stress of secondary school teachers. Descriptive survey method is designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered.

3.2 Population:

The entire group from which the sample is drawn is known as population. A population is a well-defined group of individuals or observations. It consists of all aspects of teachers of their attributes that can be described as having as unique type characteristics or qualities. In the present study, secondary school teachers working in government and private school refer to the teachers teaching in class 9-10th East and South district of Sikkim constituted the population of the study.

3.3 Sample:

The representative proportion of the population is called sample. A good sample ensures three things; freedom from bias, representativeness of population, characteristics and adequacy in terms of population qualities. In view of the objectives of the present study, the investigator decided to collect data from East and South district of Sikkim. As such

200 teachers of male and female (50 male teachers from government and 50 male teachers from private, 50 female teachers from government and 50 female teachers from private) constituted as the sample of the present study. As the sample has been selected purposively hence, it comes under purposive sampling. A detailed structure of the sample has been provided in the following **Table- 3.1**

Table 3.1: The distribution of the sample on the basis of Management and Gender.

Sl. No	Name of School	Management	Gender		Number of Teachers
			Male	Female	
1	West Point Senior Secondary School (East)	Government	5	5	10
2	Deorali Girls Senior Secondary School (East)		5	5	10
3	Sir Tashi Namyal Senior secondary School (East)		5	5	10
4	Penlong Secondary School		5	5	10
5	Bojoghari Senior Secondary School (East)		5	5	10
6	Senior Secondary School (South)		5	5	10
7	Girls Senior Secondary School (South)		5	5	10
8	Kamrang Secondary School (South)		5	5	10
9	Wok Secondary School (South)		5	5	10
10	Pabong Secondary School (South)		5	5	10
11	Tashi Namgyal Academy Senior Secondary School (East)	**Private**	5	5	10
12	Taktse International Senior Secondary School (East)		5	5	10
13	Tathangchen Secondary School (East)		5	5	10
14	Paljor Namgyal Girls Senior Secondary School (East)		5	5	10
15	Bahai Secondary School (East)		5	5	10
16	Namchi Public Senior Secondary School (South)		5	5	10
17	Tendong Secondary School (South)		5	5	10
18	New Light Secondary School (South)		5	5	10
19	J.M.K Memorial Secondary School (South)		5	5	10
20	S.T Francies Secondary School (South)		5	5	10
	Total		**100**	**100**	**200**

3.4 Variables:

3.4.1 Independent variable:

These are also called stimulus or input variables. They operate either within a person or within environment to influence his behavior. There are those factors which are measured, manipulated, or selected by the investigator to determine their relationship to an observed phenomenon. In the present study, the independent variables are ***Job Satisfaction and Job Stress.***

3.4.2 Dependent Variable:

These are also known as response or output. These are those factors, which are observed, and measured to determine the effect of independent variables. In the present study, the dependent variable is ***Secondary school teachers***.

3.5 Instrumentation:

In conducting a research many data gathering tools are required. The tool selected must be appropriate for the collection of certain type of evidence or information or data from the relevant field. Thus the research tools are the data gathering devices. Keeping in view the above mentioned requirement of effective research tools, the investigator, in the present study selected and used.

1. "Teacher's Job satisfaction Scale" constructed and standardized by: Yudhvirendra Mudgil, Prof. I.S. Mubar and Prabha Bhatia (1971).
2. "Occupationl Stress Index" constructed and standardized by: Dr. A.K Srivastava and A.P Singh (1984).

A brief description of the tool is given below:

3.5.1 Teacher's Job Satisfaction Scale:

The term job satisfaction refers to the perceived feeling of an employee towards his job. It is a psychological feeling and has both rational and emotional elements. The job satisfaction, being global aspect is affected by a large array of variables such as salary, promotion, age, experience, primary and secondary needs, opportunity for advancement, congenial working condition. Competent and fair supervision, degree of participation in goal setting, and perception of the employees. Job satisfaction is presumed to veiled considerable influence on job performance. One of the most pivotal variables in any organizations is the Job Satisfaction. A man is a congenital worker and never works in a vacuum. A large number of factors determine his satisfaction and this influence and this influence to a great extent the quality and quantity of the output. An individual's functioning in an organization is affected by the totality of his/ her situation. Job satisfaction is therefore the "zest" displayed by an employee contingent of his adjustment in personal, social and work life.

It is necessary for good academic environment that teachers who are imparting education must enjoy at least a reasonable amount of job satisfaction. Teachers have always been held in esteem as 'Nation Builders'. Moreover, the teachers in colleges as well as universities send up young students as finished products in the shape of degree holders in different categories of students. This product need to be prepared by good and satisfied teachers, because only such teachers can produce good citizens, who will contribute in the economic, social, cultural, political and other fields of the nation. The low job satisfied teachers may lead to worse education standards. Many studies have been made on the topic of Job Satisfaction but an intensive study concerning the satisfaction of

teachers with job has hardly ever been taken up. The present scale was developed with the view to provide a handy instrument for the degree of job satisfaction enjoyed by the college and university teachers.

Development of the scale

The final version of the scale has 75 items based on the likert scaling technique. They are presented on five point scale. The initial items were prepared after interviewing a cross section of university teachers and office bearers of the university teachers association. They were interviewed in order to know the possible irritants relating to their jobs. In the light of interview, results, discussion and the review of literature. 100 items were formulated using Likert format. After critical evaluation of the items only 70 items were chosen and included in the draft copy. Draft copies were sent to eight judges with the request to the examine the items in the light of relevance, ambiguity and difficulty level.

After receiving the expert comments from the judges, some items were eliminated and certain others were modified. Five new items were added to the scale in the view of their relevance and importance. All these items were suggested by the judges themselves.

Administration

The scale was then cyclostyled and pretested on 50 college and university teachers. The purpose of pretesting was only to find out whether these items could be easily understood by the subjects without any ambiguity. While administrating the scale for pretesting utmost care was taken to record difficulty and ambiguity comments of the respondents. The pretesting did not necessitate any charge of modification of any of the seventy five items.

Scoring

The final versions consist of items where a respondent has to make his/her agreement with each item on five point scale. All these items are given a score from 5 to 1 i.e. strongly agree to strongly disagree. The sum of these values gives the job satisfaction scores for the subject.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
5	4	3	2	1

Reliability

The reliability was worked out by the retest method. The reliability coefficient was 0.95 which is significant at 01 level of significance.

Validity

The scale was validated against Bray field and Rothers (1951) Job Satisfaction index. The validity coefficient was worked out and it was found to be 0.87. Since both the reliability and Validity coefficient were significant at .01 levels, the scale was finally prepared.

3.5.2 Occupational Stress Index (OSI)

We are living in an era of growing complexities and pressure where human constitution and capacities are being taxed severely. The stressors relating to job have become predominant feature of modern life, exerting effects on focal employee's behavior and adjustments on as well as off the job. This is the reason that systematic studies of stress in

organizational setting have increased dramatically over past on decade. Currently, job stress has become a prominent work related research topic. Job stress is generally defined in times of relationship between persons and environment. Mc Grath (1976) has noted that stress involves and interaction of persons and environment. To define that a stress he said, "there is a potential for stress when an environmental situation is perceived as presenting demand which threaten to exceed the person's capabilities and resources for meeting it". Margolis and Kores (1974) defined job demand versus not meeting it". Margolis and Kores (1974) defined job stress as a condition worth interacting with worker characteristics to disrupt psychological and p physiological homeostasis. The causal situation conditions are job stresses and the disrupted homeostasis is job related strain.

Psychologist and management scientist have different views about potential psychological and situational condition or job related factors which causes job stress. The researcher engaged in analyzing the antecedents and consequents on job stress have reported different physical and psychological conditions at work as potential occupational stressors. (Rahn.et.al. 1964;Khan& Quinn, 1970; French & Caplan, 1972; Mc Grath, 1976; Cooper and Marshall, 1976; Eden, 1977; House et.al., 1979, etc).

Purpose:

The Occupational Stress Index purports to measure the extent of stress which employees perceive arising from various constituent and conditions of their job. However, stress researchers have developed the scales which measure the stress arising exclusively from job roles (Rizzo, et.al 1990; Pareek 1981). The tool may operate conveniently be

administered to the employees of every level operating in the context of industries or other non-production organizations. However it would prove more suitable for the employees of supervisory level and above.

Main features of the Tool

The scale consist of 46 items, each to be rated on the five point scale, out of 46 items. 28 are 'true-keyed' and rest. 18 are 'false keyed'. The items related to almost all relevant components of job life which causes stress in some way or the other, such as role-load, overload, role ambiguity, role conflict, group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relation, intrinsic impoverishment, low status, strenuous working conditions, unprofitability.

Sub Scales (occupational Stressors)	Serial number of the items in the schedule	Range of 'bis'
1. Role Overload	**1.13,25,36,44,46**	**. 30-46**
2. Role ambiguity	**2, 14*,26,37**	**. 20-48**
3. Role conflict	**3, 15*,27,38*,45**	**. 36-53**
4. Unreasonable group & Political pressure	**4,16,28,39**	**.21-52**
5. Responsibility for persons	**5,17,29**	**.30-57**
6. Under participation	**6*,18*,30*,40***	**.55-73**
7. Powerlessness	**7*,19*,31***	**.44-62**
8. Poor peer relations	**8*,20,32*,41 ***	**.24-49**
9. Intrinsic	**9,21*,33*,42**	**. 32-64**
10. Low status	**10*,22*,34**	**.48-51**
11. Strenuous working	**12,24,35,43***	**.40-62**
12. Unprofitability	**11,23**	**.48-51**

False keyed items

The reliability index ascertained by split-half (odd-even) method and Cronbach's alpha=coefficient for the scale as a whole were found to be.935 and 90, respectively. The reliability indices of the 12 sub-scales were also computed through split half method. The following table records the obtained indices of reliability.

Sub Scales	Reliability Index
1. Role overload	**.684**
2. Role ambiguity	**.554**
3. Role conflict	**.696**
4. Unreasonable group & Political pressure	**.454**
5. Responsibility for persons	**.840**
6. Under participation	**.630**
7. Powerlessness	**.809**
8. Poor peer relations	**.549**
9. Intrinsic impoverishment	**.556**
10. Low status	**.789**
11. Strenuous working	**.733**
12. **Unprofitability**	**.767**

Validity

The validity of the O.S.I was determined by computing coefficients of correlation between the scores on O.S.I. and various measures of job attitudes and job behavior. The employee's scores on the O.S.I. is likely to positively correlate with the scores on the measures of such roles related attitudinal, motivational and personality variables which have proved lowering or moderating the level of occupational stress. The coefficients of

correlation between the scores on O.S.I and the measure of job involvement (Lodhal & Kejner, 1965) work motivation (Srivastava, 1980), Ego-strength (Hasan, 1970), and Job Satisfaction (Pestonjee, 1973) were found to be - .56(N=225), -.44(N-200), -40.(N=205) and -.51(N=500), respectively. The correlation between the scores on the O.S.I and the measures of job Anxiety (Srivastava, 1974) was found to be .59(N=400).

The employee's score on O.S.I have been found to be positively correlated with their score on the measure of mental ill health, standardized by Dr. on Srivastava (Prof. of Psychology). The following tables present the indices of mental ill health of high and low occupational stress group of the employees:

Symptoms of mental ill Health	**High Stress Group (N=103) Mean S.D.**	**Low Stress Group (N=97) Mean S.D.**	**C.R.**
1. Free floating anxiety	6.17 3.46	4.12 3.55	4.1*
2. Obsessive traits and symptoms	7.86 3.09	7.69 3.55	0.47
3. Phobic anxiety	6.13 3.62	4.43 3.15	3.54**
4. Somatic complaints	6.50 3.77	4.35 3.15	4.23**
5. Neurotic depression	5.35 3.30	4.29 3.60	4.90**
6. Hysterical neurosis	5.24 2.88	4.44 2.78	2.00*

**p<.1;*p<.05

Scoring

Since the questionnaire consists of both true-keyed and false-keyed items two different patterns of scoring have to be adopted for two types of items. The following table provided guide line to score the responses given to two categories of items.

Categories of response Items	Scores	
	True-Keyed Items	False-Keyed
Never/Strongly Disagree	1	5
Seldom/Disagree	2	4
Sometimes/Undecided	3	3
Mostly/Agree	4	2
Always/Strongly agree	5	1

3.6 PROCEDURE OF DATA COLLECTION:

Keeping in view the objectives of the present study the investigator had collected the data with the prior permission of the principle of the concerned school as mentioned in table 3.1. The entire data collection was in one phase as under.

In this phase the teachers were administered job satisfaction scale which comprises 75 questions and job stress scale which comprises 46 questions. These questions were supplied and were requested to fill in the information after 30 minutes the scales were collected. After completing the administration of the tool; the investigator thanked the principle of the school and also the teachers for their whole hearted cooperation.

3.7 Statistical Techniques Used

The main objective of the study is to study the job satisfaction and job stress among secondary school teachers. The technique of the study is therefore testing through questionnaire. Scoring is done as per the scoring procedure. After data collection for the purpose of analysis of the obtained data, the investigator has taken the help of both the descriptive as well as inferential statistics. Here in the present study ‘t’ test is used to find out the differences in between groups and ‘r’ correlation is used to find out the relationship among the groups.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

Analysis and interpretation is considered as the heart of the research work. It is associated with the drawing of interference from the collected facts after an analytical study. Analysis of data means studying the organized material in order to discover inherent facts. These data are studied form various angles in accordance with the objectives of the study either to explore new facts or to interpret already existed facts. The utility of collected information is in the proper analysis and interpretation.

The major objectives of the present study are to find out the Job Satisfaction and Job Stress of secondary school teachers in relation to their Gender and Management. Here the investigator utilized both descriptive as well as inferential statistics for analysis and interpretation of the obtained data.

4.2 Job satisfaction among Secondary School Teachers

Distribution of scores on job satisfaction among Secondary School Teachers is given in table 4.2

Table 4.2: Job satisfaction among Secondary School Teachers

Class interval	Frequency	Percentage	Cumulative frequency
361-370	1	0.5	100
351-360	1	0.5	99.5
341-350	0	0.0	99.0
331-340	0	0.0	99.0
321-330	5	2.5	99.0
311-320	3	1.5	96.5
301-310	7	3.5	95.0
291-300	7	3.5	91.5
281-290	19	9.5	88.0
271-280	29	14.5	78.5
261-270	37	18.5	64.0
251-260	26	13.0	45.5
241-250	21	10.5	32.5
231-240	17	8.5	22.0
221-230	17	8.5	13.5
211-220	6	3.0	5.0
200-210	4	2.0	2.0
	200	**100**	**100**

Highest score = 364

Lowest score = 208

Range = 156

It is revealed from frequency distribution for job satisfaction in table 4.2 that the score on the variable job satisfaction among secondary school teachers are distributed over a range of 156. Thus, it may be said that the school teachers differ in their level of job satisfaction. Hence the hypothesis that, **"**There is no significant difference job satisfaction among secondary school teachers hence the hypothesis" is accepted.

It is further revealed from the table that the nature of distribution of scores on secondary school teachers on the variable job satisfaction is more or less similar. This is evident from the fact that 64.5 percent falls between the scores 250 to 320 respectively indicating almost similar concentration of scores in a limited range.

4.3 Job stress among Secondary School Teachers.

Distribution of scores on Job Stress among Secondary School Teachers is given in table 4.

Table 4.3: Job stress among Secondary School Teachers.

Class interval	Frequency	Percentage	Cumulative frequency
191-200	1	0.5	100
181-190	0	0.0	99.5
171-180	0	0.0	99.5
161-170	0	0.0	99.5
151-160	3	1.5	99.5
141-150	21	10.5	98.0
131-140	61	30.5	87.5
121-130	67	33.5	57.0
111-120	37	18.5	23.0
101-110	9	4.5	5.0
96-100	1	0.5	0.5
	200	**100**	**100**

Highest score = 199

Lowest score = 100

Range = 99

Interpretation

It is revealed from frequency distribution for job stress in table 4.3 that the score on the variable job stress among secondary school teachers are distributed over a range of 99. Thus, it may be said that the school teachers differ in their level of job stress. Hence the hypothesis that, **"**There is no significant difference of job stress among secondary school teachers" is accepted.

It is further revealed from the table that the nature of distribution of scores among secondary school teachers on the variable job stress is more or less similar. This is evident from the fact that 76 percent falls between the scores 120 to 170 respectively indicating almost similar concentration of scores in a limited range.

4.4 Comparison of Job Satisfaction among Government and Private Secondary School Teachers.

The obtained statistics pertaining to significance of difference between mean scores of Government and Private secondary school teachers have been given in table 4.4.

Table 4.4: t-value for Compare Job Satisfaction among Government and Private Secondary School Teachers.

Group	N	Mean	SD	SE_M	t-value	Remarks	Level
Government	100	265.54	26.19	2.61	1.66	N.S	0.01
Private	100	259.16	27.93	2.79		N.S	0.05

NS-Not Significant

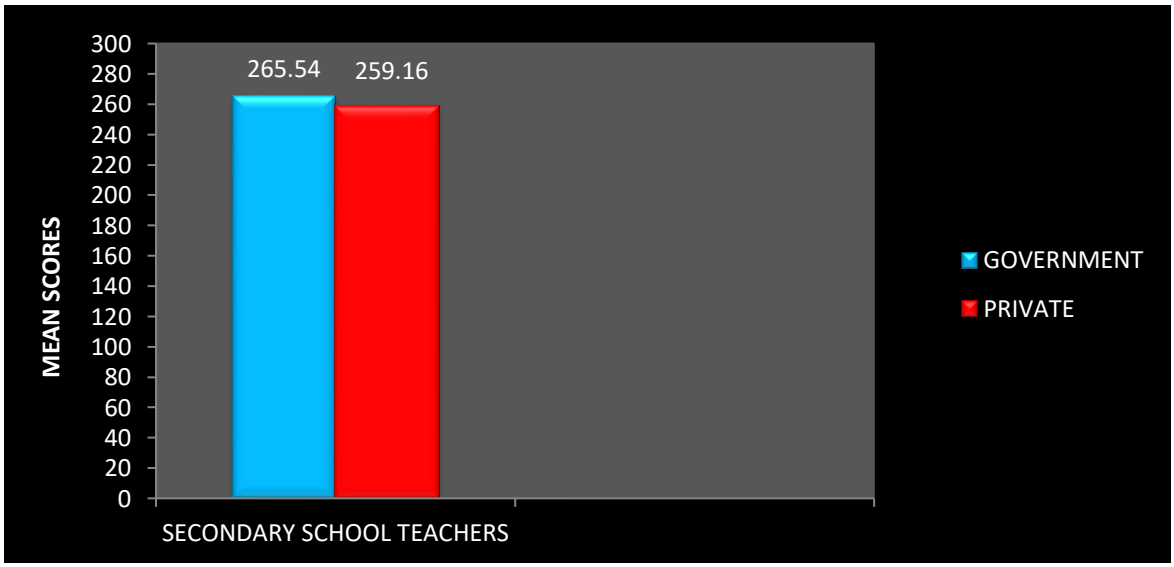
It is revealed form table 4.4 that the mean value of the Government and Private secondary school teachers on job satisfaction are found to be 265.54 and 259.16 respectively. Further, when both the mean values were subjected to be testing of their significance of difference the 't' ratio was found to be 1.66. The table value of 't' with 200 degrees of freedom is reported to be 2.60 and 1.97 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than table value at0.01 and 0.05 level, therefore the calculated value of 't' ratio is found to be not significant. This

indicates that Government and Private Teachers do not differ significantly with respect to their mean scores on towards job satisfaction. Hence, the hypothesis that "*There is no significant difference between Government and Private secondary school teachers with respect towards job satisfaction"* is accepted.

Hence, it may be inferred that Government and Private secondary school Teachers exhibit more or less similar towards job satisfaction. Such data for its better understanding have been presented in figure-4.1.1.

Figure-4.1.1

Histograms depicting the difference on mean scores for Government and Private secondary school teachers on the variable Job Satisfaction.



4.5: Comparison of Job Stress among Government and Private Secondary School Teachers

The obtained statistics pertaining to significance of difference between mean scores of Government and Private secondary school teachers have been given table 4.5

Table 4.5: t-value for compare job stress among Government and Private secondary school teachers.

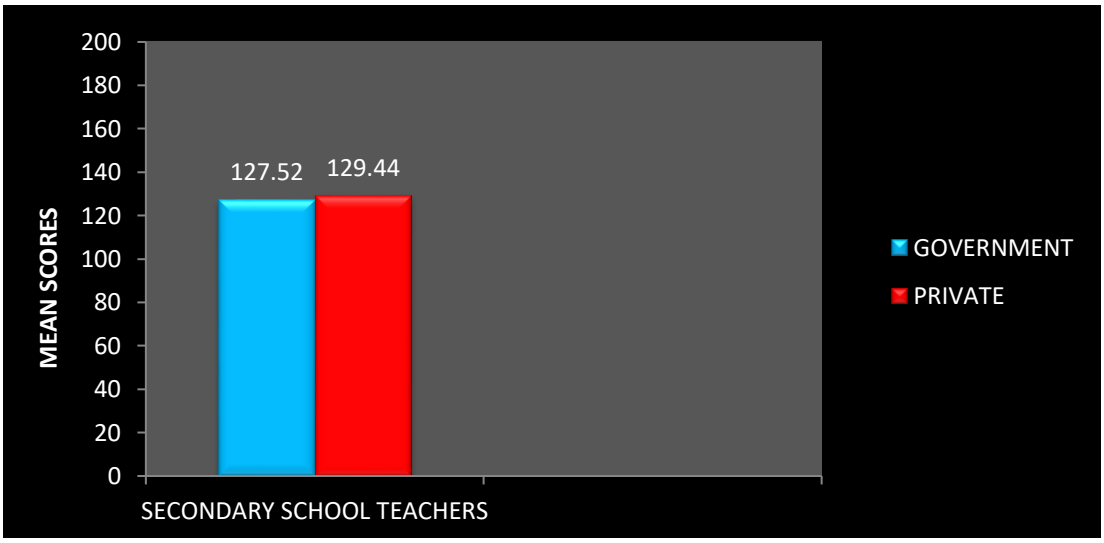
Group	N	Mean	SD	SE_M	t-value	Remarks	Level
Government	100	127.52	16.57	1.66	1.65	N.S	0.01
Private	100	129.44	13.69	1.37		N.S	0.05

NS-Not Significant

It is revealed from table 4.5 that mean value of the Government and Private secondary school teachers on job stress are found to be 127.52 and 129.44 respectively. Further, when both mean values were subjected to be testing of their significance of difference the 't' ratio was found to be 1.65. The table value of 't' with 200 degrees of freedom is reported to be 2.60 and 1.97 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than table value at 0.01 and 0.05 level, therefore the calculated value of 't' ratio is found to be not significant. This indicates that Government and Private Teachers do not differ significantly with respect to their mean score towards job stress. Hence, the hypothesis that "*there is no significant difference between Government and Private secondary school teachers with respect towards job stress"* is accepted.

Hence, it may be inferred that Government and Private secondary school teachers exhibit more or less similar towards job stress. Such data for its better understanding have been presented in figure-4.1.2 in the form of histogram.

Figure 4.1.2 Histograms depicting the difference on mean scores for Government and Private secondary school teachers on the variable Job Stress.



4.6 Comparison of job satisfaction among male and female secondary school teachers.

The obtained statistics pertaining to significance of difference between mean scores of male and female secondary school teachers have been given in the table 4.6

Table 4.6: t-value for compare job satisfaction among male and female secondary school teachers.

Group	N	Mean	SD	SE_M	t-value	Remarks	Level
Male	50	261.68	25.15	3.55		N.S	0.01
Female	50	269.40	26.87	3.80	1.48	N.S	0.05

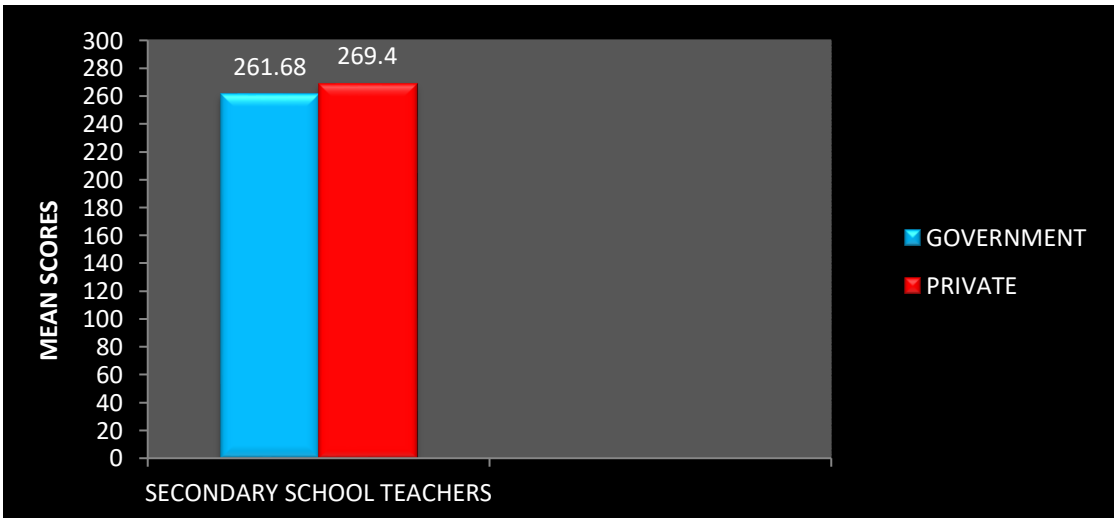
NS-Not Significant

It is revealed from Table 4.6 that the mean values of the male and female secondary school teachers on job satisfaction are found to be 261.78 and 269.40 respectively. Further, when both mean value were subjected to be testing of their

significance of difference the 't' ratio was found to be 1.48.The table value of 't' with 100 degrees of freedom is reported to be 2.63 and 1.98 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than table value at 0.01 and 0.05 level, therefore the calculated value of 't' ratio is found to be not significant. This indicates that Male and Female teachers do not differ significantly with respect to their mean score with respect towards job satisfaction. Hence, the hypothesis that *"There is no significant difference between male and female secondary school teachers with respect towards job satisfaction"* is accepted.

Hence, it may be inferred that male and female secondary school teachers exhibit more or less similar towards job satisfaction. Such data for its better understanding have been presented in figure-4.1.3 in the form of histogram.

Figure 4.1.3 Histograms depicting the difference on mean scores for male and female secondary school teachers in respect of their attitude towards job satisfaction.



4.7 Comparison of job stress among male and female secondary school teachers.

The obtained statistics pertaining to significant of difference between mean scores of male and female secondary school teachers have been given in table 4.7

Table 4.7: t-value for compare job stress among male and female secondary school teachers.

Group	N	Mean	SD	SE_M	t-value	Remarks	Level
Male	50	128.20	16.41	2.32	.501	N.S	0.01
Female	50	126.84	9.94	1.40		N.S	0.05

NS-Not Significant

It is revealed from Table 4.7 that the mean values of the male and female secondary school teachers on job satisfaction are found to be 128.20 and 126.84 respectively. Further, when both mean value were subjected to be testing of their significance of difference the 't' ratio was found to be .501 .The table value of 't' with 100 degrees of freedom is reported to be 2.63 and 1.98 at 0.01 and 0.05 level of significance respectively. As the calculated value of 't' is found to be less than table value at 0.01 and 0.05 level, therefore the calculated value of 't' ratio is found to be not significant. This indicates that Male and Female teachers do not differ significantly with respect to their mean score towards job stress. Hence, the hypothesis that *"There is no significant difference between male and female secondary school teachers with respect towards job stress"* is accepted.

Hence, it may be inferred that male and female secondary school teachers exhibit more or less similar towards job stress. Such data for its better understanding have been presented in figure-4 in the form of histogram.

Figure 4.1.4 **Histograms depicting the difference on mean scores for male and female secondary school teachers in respect of their attitude towards job stress.**

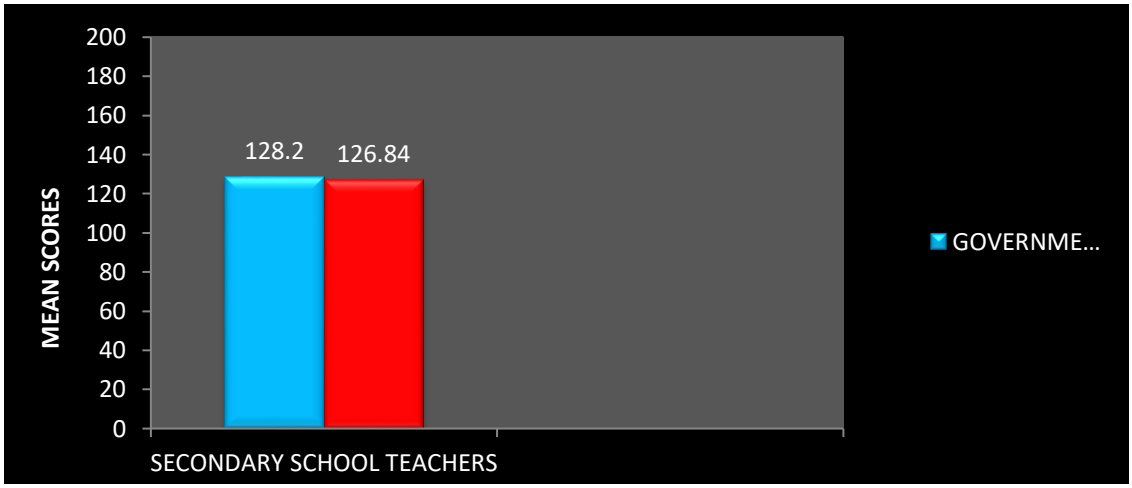


Table 4.8: Correlation to find out the relationship between job satisfaction and job stress of secondary school teachers.

The obtained statistics to find out the relationship between job satisfaction and job stress of secondary school teachers have been given in table 4.8

Table 4.8: Correlation to find out relationship between job satisfaction and job stress of secondary school teachers

Variable	N	df	r	Remarks
Job satisfaction	200	400	.031	Not significant
Job stress	200			

It is revealed from table 4.8 that the relationship between job satisfaction and job stress of secondary school teachers in terms of 'r' correlation with 400 degrees of freedom reported to be .128 and .098 at 0.01 and 0.05 level of significance respectively. As the calculated value for 'r' correlation came out to be .031 which is less than the table value at 0.01 and 0.05 level of significance, therefore the calculated 'r' correlation is found to be not significant. Hence the hypothesis that. *"There is no significant relationship between job satisfaction and job stress of secondary school teachers"* is accepted.

CHAPTER-V

SUMMARY AND RECOMMENDATION

SUMMARY

This chapter is devoted towards findings out the summary of the total investigation as carried out by the investigator. As such it gives a clear picture about the details of the work as conducted by the investigator.

5.1 INTRODUCTION

Job satisfaction is the combination of two words “Job” and “Satisfaction”. Job satisfaction is an occupational activity performed by an individual in turn for a rewards, satisfaction refers to the way one feels about events, people and thing. Job satisfaction concept has come from industrial psychology and it is now one of the most explored searched expected of human competence at work. It is also said to be the result of various attitude the employee hold towards his job when a particular employee have satisfaction in his/her job, they are likely to do their job with great core and sincerity. Job satisfaction has a positive influence on functioning of organization as well as personnel. Similarly, it influenced by number of variable. The people who are engaged in profession and business too must have expressed that they are not satisfied with the work they are doing. So they want of change. Such expressions are very commonly observed they are feeling of job satisfaction. It includes expression of satisfaction or dissatisfaction on nature of job itself, monetary rewards, persons they work with, work environment, organizational cultural and aspects of personal life also (Veluri 2010). According to Vroom (1964) Job satisfaction is an orientation of emotions that employees possess towards role they are

performing at the work place. Job Satisfaction is the essential component for employee motivation and encouragement towards better performance. Many people have defined job satisfaction over the years. Hoppok & Spielgler (1938) defines job satisfaction as the integrated set of psychological, physiological and environmental conditions that encourage employees to admit that they are satisfied or happy with their jobs .Further, the role of employees at workplace is emphasized as there is an influence of various elements on an employee within the organization Job satisfaction essentially implies one of the most pleasant and keenly sought after state of mind. It also can be said that the job satisfaction is widely accepted psychological aspects which will help a particular employee to function his profession more effectively. According to a theory given by (Andrew and Whitney 1974), teacher job is vital area of study several studies have found that work satisfaction influence general life satisfaction; they also stated general life is an important influence on a psychological health of a teacher. This is turning an impact on teachers' job performance. Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago and others, 1992).

The concept of job satisfaction traditionally has been great interest to social scientist concerned with the problem of work in a industrial society. However, people have done very large number of research but they were able to collect only a little communication of

knowledge. Most of them faced many difficulties like problem in comparing studies and estimating trends due to difference in measurement of job satisfaction, sampled population and time periods. Different in measurement technique have been a major problem since a multitude of indicators have been developed and it is a questionnaires whether they all measure the same thing Research have been a major tool to examine the different ways of measuring job satisfaction such knowledge will help the researcher to access the dependence of their inferences regarding the causes and consequences of job satisfaction on the indicators they have used to measure the concept and would thus facilities the comparison of research findings. Job satisfaction is the situation derived from any pursuit by the process of fulfillment of the needs. It is the favorableness or unfavorableness with which employee view their work. Job satisfaction may refer either to a person or a group, it result from the best fit among job requirement, wants and expectation of an employee. It is used to express the extent of match between the employees' expectation of the job and reward that the job provides.

The concept of stress is elusive because it is poorly defined. It is a concept which is familiar to both humans and professional alike. It is understood by all when used in general context but by very few when a more precise account is required and this seems to be the central problem. Seyle basic idea about stress is not specific bodily response to environmental stimuli which can directly influence a person's psychological response without any subjective assessment of these stimuli. Stress is a complex process born out of internal view-points and external experiences. This internal and external process creates sources of stress. Sources of stress can easily be divided into four major categories'-personal, financial, relation and occupational. *Personal sources* are those

sources of stress that are related to the ways in which we experience the world. *Financial sources* are those sources of stress that relate to the economy, one's financial status, ability to provide themselves with food, clothing and shelter etc. *Relational sources* refer to those sources of stress that result from interaction with others. *Occupational sources* are those that relate to our experience in the world of work and career. When the immediate solution of any problem is not found and the result of it mental problem arises it is said to be stress. (Singh 2007) This concept arises in a person's life when his physical and mental is in danger. There are many reasons for occurrence of stress. When a problem arises suddenly in one's life, then stress is created. (Singh 2007). If we take an example of a Teacher their job is to teach students however it can be very stressful and something can be challenging. Teaching is considered as one of the most stressful job in these days because the modern world is full of stress. Stress is a feeling of tension which is both emotional and physical. It can occur in specific situations. Job stress occurs when workers perceive an imbalance between their capability and resources to meet these demands. It is that which derives from conditions in the workplace. Job stress, in particular, is the inability to cope with the pressures in a job. Teacher stress is a specific type of job stress. It is experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher. Job Stress may affect personal and low psychological well-being, as well as decreased job satisfaction. When job stress is considered, it is often accepted as an inescapable aspect of teaching. Some of the variables associated with job stress are: role ambiguity, loss of control, isolation, lack of administration support, emotional exhaustion and lack of accomplishment in the job. Nowadays teaching is regarded as a very stressful occupation.

Increasing consciousness for education due to increasing competitions among students for achieving their goals added more pressure and stress on teachers. Some people got into stress in many ways such as they may be scolded in their work by their supervisor, their family members do not obey them, love failure quarrel without any genuine reason etc. Particularly, one's feel stress due to their financial condition which carries them the most. They began to get irritate day by day and very soon they will start losing mental health, and they will start to make many mistake in their regular job, they will feel restless and stammers. Each person defines stress in their own way we cannot define it in universally accepted terms. Many people say that stress act like a fuel to fire. It is the major cause of tensions and worry. It creates stress at home as well as in work.

5.1.1 RATIONALE OF THE STUDY:

Teacher plays an important and pivotal role for any society for different reason. Teaching is the profession that is very tedious, tough and responsible one. The very future of the students and for a successful career of those students depends upon the teacher themselves. They are known to be the builders of the next generation leaders. The worth and potentialities of the country gets evaluated in and through the work of the teacher. It needs no description that the teacher is pivot of any educational system of younger students. In order to provide challenging situation teacher has to develop high degree of competencies and needs a lot of preparation and commitment. In others words today's teacher are required to be able to cope with the aspiration of rising generation of youth and the changing needs of the society.

With changing passage of time, numerous problems has aroused of which the workload of each and every teacher has increased. With each new day the teachers have to be ready and alert for whatever problems that may arise and has to be tackled and solved at the instance. The teachers are the role models of their students and have to take necessary concerns about themselves, their actions, behavior, attitudes and feelings. They should be a perfect figure in front of their students as an idol with right kind of attitude, morality and values. Sikkim is one of the rapidly growing states in its educational sector, where the quantification of the students in each school is rising that means the rising burden for the teachers to teach the masses. So, while comparing the pain taken by the teachers the pay grade of some of the schools whether be it the Government schools or the Private schools is not according or justified. Therefore, some of the teacher they often quit their job as a teacher and start working in different places where the pay amount is handsome and worthwhile. Job satisfaction can do far more than help retain teachers, it can improve their teaching. This implies that satisfied teachers can contribute significantly to the improvement student's academic performance and school effectiveness at large. Similarly, job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students learning and teacher retention. Hence, there is an urgent need for study on the job satisfaction and job stress of secondary school teachers in Sikkim. Teachers stress is a rising concern as they increasingly face condition of overwork, Job insecurity, and lack of autonomy and low level of job satisfaction. Place of work stress has been shown to have a damaging effect on the health and welfare of teachers. Teaching is an occupation is regarded as a good

profession but it needs growing awareness due to an increasing competition which occasionally turn into tedious. Growing consciousnesses for education due to rising competitions among students for achieving their goals include more pressure and stress on teachers. This is so called 'good' profession creates leaders, philosophers, advocates etc. The secondary school teachers must conscious of development in their subject areas, method of teaching, new resources and national objectives etc Secondary education is different from the other levels in that teachers have to be more specialized and the institute has to be more complex. Therefore, the study will be an attempt in this direction.

5.1.2 STATEMENT OF THE PROBLEM

Keeping in view in the rationale of the study the problem is stated as-

"A study on the Job Satisfaction and Job Stress of Secondary School Teachers of East and South District of Sikkim."

5.1.3 RESEARCH QUESTIONS:

The Research Question of the study is as follow:

1) Is there any significant difference between government and private secondary school teachers with respect towards job satisfaction?
2) Is there any significant difference between government and private secondary school teachers with respect towards job stress?
3) Is there any significant difference between male and female secondary school teachers with respect towards job satisfaction?

4) Is there any significant difference between male and female secondary school teachers with respect towards job stress?
5) Is there significant relationship between job satisfaction and job stress of secondary school teachers?

5.1.4 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To study job satisfaction among secondary school teachers
2. To study job stress among secondary school teachers.
3. To compare job satisfaction among government and private secondary school teachers.
4. To compare job stress among government and private secondary school teachers.
5. To compare job satisfaction among male and female secondary school teachers.
6. To compare job stress among male and female secondary school teachers.
7. To find out the relationship between job satisfaction and job stress of secondary school teachers.

5.1.5 HYPOTHESES OF THE STUDY

The hypotheses formulated and tested in the present study are as follows:

1. HO_1 There is no significant difference between government and private secondary school teachers with respect towards job satisfaction.

2. HO_2 There is no significant difference between government and private secondary school teachers with respect towards job stress.

3. HO_3 There is no significant difference between male and female secondary school teachers with respect towards job satisfaction.

4. HO_4 There is no significant difference between male and female secondary school teachers with respect towards job stress.

5. HO_5 There is no significant relationship between job satisfaction and job stress of secondary school teachers.

5.1.6 OPERATIONAL DEFINITIONS OF THE TERMS USED:

The different key terms used in the title of the study and used in the body of the report are operationally defined as follows:

1. **JOB SATISFACTION:** In the present study job satisfaction refers to the perceived feeling of an employee towards his job. It is a psychological feeling and has both rational and emotional elements.

2. **JOB STRESS:** In the present study job stress refers to the stress relating to job which becomes predominant feature of modern life exerting far reaching effects on focal employee's behavior and adjustment on as well as off the job.

3. **SECONDARY SCHOOL TEACHERS**: In the present study secondary school teachers refers to both male and female working in government and private school teaching in class 9-10^{th} from East and South district of Sikkim.

5.1.7 SCOPE AND DELIMITATION OF THE STUDY

The present study was delimited in the following aspect:

1. The scope of the study was delimited to assess the job satisfaction and job stress of secondary school teachers only.
2. The scope was delimited to east and south district of Sikkim only.
3. The study was delimited to 200 teachers (100 male & 100 female) from 20 schools.
4. The study was delimited to 10 Government and 10 Private schools.
5. The study was delimited to 10 male and 10 female from each school.

5.1.8 Research Method:

To carry out any type of research, the researcher must gather data to test the hypotheses or answer the questions. Many different methods and procedures have been developed to aid in the acquisition of data. For the present study, the investigator decided to adopt descriptive survey method. In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about job satisfaction and job stress of secondary school teachers. Descriptive survey method is designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered.

5.1.9 Population:

The entire group from which the sample is drawn is known as population. A population is a well defined group of individuals or observations. It consists of all aspects of teachers of their attributes that can be described as having as unique type characteristics or

qualities. In the present study, secondary school teachers working in government and private school refer to the teachers teaching in class 8-10th East and South district of Sikkim constituted the population of the study.

5.1.10 Sample:

The representative proportion of the population is called sample. A good sample ensures three things; freedom from bias, representativeness of population, characteristics and adequacy in terms of population qualities. In view of the objectives of the present study, the investigator decided to collect data from Gangtok, East district of Sikkim. As such 200 teachers of male and female (50 male teachers from government and 50 male teachers from private, 50 female teachers from government and 50 female teachers from private) constituted as the sample of the present study. As the sample has been selected purposively hence, it comes under purposive sampling. A detailed structure of the sample has been provided in the following **Table- 3.1**

5.1.11 Instrumentation:

In conducting a research many data gathering tools are required. The tool selected must be appropriate for the collection of certain type of evidence or information or data from the relevant field. Thus the research tools are the data gathering devices. Keeping in view the above mentioned requirement of effective research tools, the investigator, in the present study selected and used.

1. **"Teacher's Job satisfaction Scale" constructed and standardized by: Yudhvirendra Mudgil, Prof. I.S. Mubar and Prabha Bhatia (1971).**

2. **"Occupationl Stress Index" constructed and standardized by: Dr. A.K Srivastava and A.P Singh (1984).**

5.1.12 Statistical Techniques Used

The main objective of the study is to study the job satisfaction and job stress among secondary school teachers. The technique of the study is therefore testing through questionnaire. Scoring is done as per the scoring procedure. After data collection for the purpose of analysis of the obtained data, the investigator has taken the help of both the descriptive as well as inferential statistics. Here in the present study 't' test is used to find out the differences in between groups and 'r' correlation is used to find out the relationship among the groups.

5.2 Findings of the study

1. It is found that there is no significant difference between government and private secondary school teachers towards with respect towards job satisfaction
2. It is found that there is no significant difference between government and private secondary school teachers towards with respect towards job stress.
3. It is found that male and female secondary school teachers have no significant difference with respect towards job satisfaction.
4. It is found that male and female secondary school teachers have no significant difference with respect towards job stress.
5. It is found that there is no significant relationship between job satisfaction and job stress of secondary school teachers.

5.3 Recommendation

The following recommendations have been given by the investigator after careful analysis of teachers towards their job satisfaction and job stress.

1. Time to time professional and special training should provide to the teachers regarding their particular job and the importance of the same.
2. Government body should check the professional quality of the teachers not only by seeing the degree or certificate but also by their practical talent.
3. Teachers should provide good salary, so they can give hundred percent in their profession without their tension.
4. Affirmative action should be put in place to encourage more female teachers to take up school management positions.
5. The school environment should be made teacher friendly both in hardware and software.
6. Gender issues and school management in relation to job satisfaction and job stress.
7. Teachers should provide leadership training to become a good leader as well as teacher because they are the one who can give a proper shape of a child's mind and also the culture of the society.
8. Proper residential facilities should be provided to the teachers those who are working out of their home town or locality.
9. Unwanted political pressure should not impose to the teachers because it will directly or indirectly hamper the children in the schools.
10. Higher qualification and job retention in the teaching profession.

11. Proper infrastructure should be provided in the school so that the teachers will be encourage to teach the student with full of enthusiasm.

12. Higher qualification and job satisfaction in the teaching profession.

13. Criteria for screening teacher's trainees should be developed in order to recruit candidates whose career choices are in the teaching profession.

5.4 Suggestion for further research

A meaningful research always provides cause and paves the way for the further investigation. Every investigator after accomplishing his or her task may feel inspired to do more researches through his or her own efforts. The researcher may feel greatly motivated, for showing the new areas of the research to the future researchers. The present study is confined to only two variables namely job satisfaction and job stress. Research is never ending process and as such the following suggestions may be made for further study or research:

In this study the investigator has taken 200 teachers as sample for the study from, East and South district of Sikkim.

- ✓ In this connection for ensuring better sampling more teachers can be taken from more schools on district or state wise basis.
- ✓ This study is done on secondary school teachers of 9-10th. The further study can be conducted by taking other higher secondary school teachers and colleges.
- ✓ A comparative study of various district, management and gender can also be taken up as a sample.

5.5 Conclusion

Job satisfaction of teachers is too important because their attitude towards job affect the learning process of the students. Only satisfied teacher can perform well in the classrooms and their quality of teaching improves. They become more industrious and show greater commitment to the teaching learning process. Their relation rate also becomes higher. Teachers job satisfaction has been hit by a number of setback and needs to enhanced, through organization of good induction programs, professional encouragement for the failing teachers, should be emphasized. Teachers also felt that there is need of introducing guidance and counseling for teachers in most secondary school. There is need for give most teachers further raining. This will bring about professional expertise. Teachers also need to be listened and also most school develop welfare programme to cater for teachers extra needs. Padmvati (1995) conducted a study on a topic entitled "studying job satisfaction among teachers of primary and secondary levels", found that : (i) Teachers at secondary level expressed greater job satisfaction as compared to teachers at primary level; (ii) Government school teachers expressed greater job satisfaction as compared to private and aided school teachers; (iii) Female school teachers experienced greater job satisfaction as compared to male teachers; and (iv) Trained graduate teachers experienced greater job satisfaction as compared to the trained post-graduate teachers. Gender and management greatly influences the job satisfaction, they determine whether the person are more satisfied or less satisfied in job. In the present study the investigator tried to study the job satisfaction and job stress of male and female school teachers in relation to their gender and management is reported to found that there is no significant difference between male and female school teachers towards

job satisfaction and job stress. Stress is a feeling of tension which is both emotional and physical. It can occur in specific situations. Singh (2003) conducted a comparative study of stress among male and female teachers in relation to their personality needs and adjustment to compare the stress of male and female teachers belonging to rural and urban, areas at secondary school level and degree level. He found that (i) male and female teachers have equal degree of stress (ii) secondary school male teachers are more stressed than their counterparts female teachers; (iii) Male and female teachers of degree college show same degree of stress; (iv) Male teachers teaching in urban secondary schools and degree colleges have higher degree of stress than their counterparts rural male teachers; (v) Female teachers teaching in urban and rural secondary schools in degree colleges show same degree of stress. Job stress occurs when workers perceive an imbalance between their capability and resources to meet these demands. It is that which derives from conditions in the workplace. Job stress, in particular, is the inability to cope with the pressures in a job. Teacher stress is a specific type of job stress. It is experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher

Therefore, the conception about the gender should be conceptualized in such a way so the variable may contribute immensely for the development of positive attitude of job satisfaction and job stress in the teachers. And last but not the least the dissertation paper based on a study of job satisfaction and job stress among secondary school teachers in relation to their gender and management has helped the investigator in gaining some knowledge about the work. This piece of research in education is a humble attempt made by the researcher.

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Yudhvirendra Mudgil *(Rohtak)*
Prof. I.S. Muhar *(Rohtak)*
Prabha Bhatia *(Rohatak)*

Consumable Booklet of TJSS-MMB

(English Version)

Please fill up the following Informations : Date ☐☐☐☐☐☐☐☐

Name _____

Father's Name _____

Dath of Birth _____ **Sex : Male** ☐ **Female** ☐

Qualifications _____

Designation _____ **Department** _____

Name of the Institution _____

Urban ☐ **Rural** ☐

Total Length of Service _____ **Yrs.** _____

Marital Status : Married ☐ **Unmarried** ☐ **Widow(er)** ☐ **Divorce** ☐

INSTRUCTIONS

The primary aim of this scale is to find out he degree of job satisfaction enjoyed by the teachers. Please read the items one by one on the next pages. Each statement/Item is followed by the five response categories, *i.e.*, **Strongly Agree, Agree, Indifferent or Uncertain, Disagree** and **Strongly Disagree.**

In case you strongly agree with a particular statement, please tick ☑ the cell ☐ under Stongly Agree. Before recording the response, be sure how strongly you agree or disagree and tick the cell in the appropriate response category.

It is necessary to answer each and every item. Only one response is to be ticked for each statement. There is no time limit and there are no right or wrong answers. In case you have any difficulty with regard to the instructions, please get it clarified before passing on to the next pages for answering the various items.

Your responses will be kept confidential.

SCORING TABLE

	Raw Score							z- Score	Grade	Level of Satisfaction
Page	2	3	4	5	6	7	8			
Score										
Total Score										

Scorer

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Alley Rai

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff-erent	Dis-agree	Strongly Disagree	
1.	In my profession, people do not get promotions due to personal pulls.	☐	☐	☐	☐	☐	⬭
2.	The service conditions here are at par with those provided by other institutions.	☐	☐	☐	☐	☐	⬭
3.	The University or College administration extends every possible help to teachers during any emergency.	☐	☐	☐	☐	☐	⬭
4.	For the sake of higher salary, I am prepared to change my profession.	☐	☐	☐	☐	☐	⬭
5.	I usually discuss my problems/ achievements with my colleagues.	☐	☐	☐	☐	☐	⬭
6.	Most of my colleagues do not work under disress and fear.	☐	☐	☐	☐	☐	⬭
7.	Teachers are considered to be the nation builders.	☐	☐	☐	☐	☐	⬭
8.	I have no regret in joining this University/College.	☐	☐	☐	☐	☐	⬭
9.	My Heads/Seniors sympathetically listen to my difficulties.	☐	☐	☐	☐	☐	⬭
10.	My Income is sufficient to maintain my family and my status.	☐	☐	☐	☐	☐	⬭
11.	The overall working condition in my Department/College are satisfactory.	☐	☐	☐	☐	☐	⬭

Total Score Page 2 ☐

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff-erent	Dis-agree	Strongly Disagree	
12.	Teachers may be facing problems in the University/College for want of teachers' hostel.	☐	☐	☐	☐	☐	⬭
13.	Teaching is undoubtedly the best profession.	☐	☐	☐	☐	☐	⬭
14.	Even on the same salary and grade, I would like to move to another institution.	☐	☐	☐	☐	☐	⬭
15.	I think that the work I am doing is Interesting.	☐	☐	☐	☐	☐	⬭
16.	I am often not given any such orders by my superiors which are dfficult to carry out.	☐	☐	☐	☐	☐	⬭
17.	Teaching profession provides better facilities for the education of teacher's wards.	☐	☐	☐	☐	☐	⬭
18.	My work provides opportunity to display my talent and skills.	☐	☐	☐	☐	☐	⬭
19.	The promotions/appointments in this instituion are usually merit-based.	☐	☐	☐	☐	☐	⬭
20.	I did not feel/am not feeling insecure in the probationary period.	☐	☐	☐	☐	☐	⬭
21.	The seating arrangement for the students in the class-room is not inadequate.	☐	☐	☐	☐	☐	⬭

Total Score Page'3 ▭

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff-erent	Dis-agree	Strongly Disagree	
22.	Along with Head of the Departments/ Principlas and Senior faculty members,other teachers are also involved in policy formulation.	☐	☐	☐	☐	☐	⬭
23.	Salary grades in my profession are adequate.	☐	☐	☐	☐	☐	⬭
24.	I do not face harassment in the reimbursement of medical bills.	☐	☐	☐	☐	☐	⬭
25.	The people at my work place do not misunderstand me.	☐	☐	☐	☐	☐	⬭
26.	I have adequate time to dovote to my research pursuits.	☐	☐	☐	☐	☐	⬭
27.	Text and reference books are usually available in the library.	☐	☐	☐	☐	☐	⬭
28.	My colleagues are very helpful.	☐	☐	☐	☐	☐	⬭
29.	My job has scope for promotions in time.	☐	☐	☐	☐	☐	⬭
30.	It is not very difficult to maintain discipline in classes these days.	☐	☐	☐	☐	☐	⬭
31.	Hard and conscientions work pays in teaching profession.	☐	☐	☐	☐	☐	⬭
32.	The thought of future does not make me worried.	☐	☐	☐	☐	☐	⬭
33.	My job allows me sufficient time for rest and recreation.	☐	☐	☐	☐	☐	⬭

Total Score Page 4 ☐

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff-erent	Dis-agree	Strongly Disagree	
34.	I feel/would feel more secure after being confirmed.	☐	☐	☐	☐	☐	⬭
35.	My seniors appreciate my academic knowledge and abilities.	☐	☐	☐	☐	☐	⬭
36.	The physical facilities (classroom, laboratory equipment etc.) are sufficient for the numebr of students admitted to the Department/Class.	☐	☐	☐	☐	☐	⬭
37.	I am happy with the academic environment of my College/ Department.	☐	☐	☐	☐	☐	⬭
38.	My profession is respected by others.	☐	☐	☐	☐	☐	⬭
39.	My Head of the Department/Principal usually give sympathetic hearing to any problem brought to his/her notice.	☐	☐	☐	☐	☐	⬭
40.	There are no perks in my profession.	☐	☐	☐	☐	☐	⬭
41.	I am sure the University/College administration would grant me leave if I get an opportunity to go abroad for further studies/research work.	☐	☐	☐	☐	☐	⬭
42.	The Vice-Chancellor / Head of the Department/ Principal thinks that most of the teachers are hard working.	☐	☐	☐	☐	☐	⬭
43.	I would advise my children to adopt teaching as a profession.	☐	☐	☐	☐	☐	⬭

Total Score Page 5 ☐

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff-erent	Dis-agree	Strongly Disagree	
44.	I generally do not feel tired after returning from my Department/ College.	☐	☐	☐	☐	☐	⬭
45.	I am happy with the leave rules of my institution.	☐	☐	☐	☐	☐	⬭
46.	Its not true that people join teaching profession as a last resort when they have failed to get into any other profession.	☐	☐	☐	☐	☐	⬭
47.	I do not feel like giving up this job and taking up some other job.	☐	☐	☐	☐	☐	⬭
48.	Good teachers are respected by their students.	☐	☐	☐	☐	☐	⬭
49.	The University administration believes' in that teachers' welfare.	☐	☐	☐	☐	☐	⬭
50.	I think teaching profession commands respect in the society.	☐	☐	☐	☐	☐	⬭
51.	Teacher's work load should be cut.	☐	☐	☐	☐	☐	⬭
52.	I love my job.	☐	☐	☐	☐	☐	⬭
53.	Even small things hurt my feelings.	☐	☐	☐	☐	☐	⬭
54.	My annual salary increments are released in time by the administrative office.	☐	☐	☐	☐	☐	⬭
55.	Teaches should be available to students in the Department / College for about 5½ hours daily as recommended by the U. G. C.	☐	☐	☐	☐	☐	⬭

Total Score Page 6 ⬭

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff-erent	Dis-agree	Strongly Disagree	
56.	I feel that I have job involvement.	☐	☐	☐	☐	☐	▭
57.	Teachers do not lead isolated life in the society.	☐	☐	☐	☐	☐	▭
58.	University/College administration is not full of bureaucracy.	☐	☐	☐	☐	☐	▭
59.	Political changes at the state level do not affect teachers.	☐	☐	☐	☐	☐	▭
60.	I usually do not think that I could have earned more had I joined any other profession.	☐	☐	☐	☐	☐	▭
61.	Grants for the development of my Department are usually adequate.	☐	☐	☐	☐	☐	▭
62.	I would like to shift if alternative residential accommodation is provided by University/College authorities on the campus.	☐	☐	☐	☐	☐	▭
63.	Most of the facilities required for my research work are available in the Department/College.	☐	☐	☐	☐	☐	▭
64.	I would feel more secure for the old age if the job was pensionable (Not to be answered by Govt. employees).	☐	☐	☐	☐	☐	▭
65.	I am satisfied with my present residential accommodation.	☐	☐	☐	☐	☐	▭
66.	I think that I have selected the right job for myself.	☐	☐	☐	☐	☐	▭

Total Score Page 7 ▭

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff-erent	Dis-agree	Strongly Disagree	
67.	While going to bed I often get ideas linked with my job which keep me awake for quite sometime.	☐	☐	☐	☐	☐	⬭
68.	My students usually come to me to discuss their difficulties.	☐	☐	☐	☐	☐	⬭
69.	My employer provides me with adequate medical facilities.	☐	☐	☐	☐	☐	⬭
70.	My neighbours are not indifferent to me because being a teacher, I have no administrative powers.	☐	☐	☐	☐	☐	⬭
71.	It is not usually difficult to locate a required book/ journal/ periodical in the library.	☐	☐	☐	☐	☐	⬭
72.	I sometimes feel that there should be someone in my profession in whom I could confide.	☐	☐	☐	☐	☐	⬭
73.	Teachers' Association is absolutely necessary in my institution.	☐	☐	☐	☐	☐	⬭
74.	I have no grudge to work with people whom I do not like.	☐	☐	☐	☐	☐	⬭
75.	Some of the teachers can not put in their best in their profession because of economic worries.	☐	☐	☐	☐	☐	⬭

Total Score Page 8 ☐

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Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Indiff-erent	Dis-agree	Strongly Disagree	
56.	I feel that I have job involvement.	☐	☐	☐	☐	☐	▭
57.	Teachers do not lead isolated life in the society.	☐	☐	☐	☐	☐	▭
58.	University/College administration is not full of bureaucracy.	☐	☐	☐	☐	☐	▭
59.	Political changes at the state level do not affect teachers.	☐	☐	☐	☐	☐	▭
60.	I usually do not think that I could have earned more had I joined any other profession.	☐	☐	☐	☐	☐	▭
61.	Grants for the development of my Department are usually adequate.	☐	☐	☐	☐	☐	▭
62.	I would like to shift if alternative residential accommodation is provided by University/College authorities on the campus.	☐	☐	☐	☐	☐	▭
63.	Most of the facilities required for my research work are available in the Department/College.	☐	☐	☐	☐	☐	▭
64.	I would feel more secure for the old age if the job was pensionable (Not to be answered by Govt. employees).	☐	☐	☐	☐	☐	▭
65.	I am satisfied with my present residential accommodation.	☐	☐	☐	☐	☐	▭
66.	I think that I have selected the right job for myself.	☐	☐	☐	☐	☐	▭

Total Score Page 7 ▭

OCCUPATIONAL STRESS INDEX

Dr. A. K. Srivastava

and

Dr. A. P. Singh

Department of Psychology

Banaras Hindu University

Varanasi

INSTRUCTIONS

This questionnaire is meant for a psychological investigation. The questionnaire consists of a number of statements that employees sometimes feel or say about various components of their jobs. You are requested to use the following 'five-point-scale' to indicate the extent to which you agree with each statement to describe your own job and the experiences or feelings about your job.

I have to do such works as ought to be done by others	Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Give your responses frankly. Your responses will be kept strictly confidential.

KINDLY ANSWER ALL THE QUESTIONS

1. I have to do a lot of work in this job.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
2. The available information relating to my job role and its outcomes are vague and insufficient.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
3. My different officers often give contradictory instructions regarding my works.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
4. Sometimes it becomes complicated problem for me to make adjustment between political/ group pressures and formal rules and instructions.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
5. The responsibility for the efficiency and productivity of many employees is thrust upon me.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
6. Most of my suggestions are heeded and implemented here.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
7. My decisions and instructions concerning distribution of assignments among employees are properly followed.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
8. I have to work with persons whom I like.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
9. My assignments are of monotonous nature.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
10. Higher authorities do care for my self-respect.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
11. I get less salary in comparison to the quantum of my labour/work.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
12. I do my work under tense circumstances.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
13. Owing to excessive workload I have to manage with insufficient number of employees and resources.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
14. The objectives of my work-role are quite clear and adequately planned.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
15. Officials do not interfere with my jurisdiction and working methods.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
16. I have to do some work unwillingly owing to certain group/political pressures.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree

17. I am responsible for the future of a number of employees.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
18. My cooperation is frequently sought in solving the administrative or industrial problems at higher level.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
19. My suggestions regarding the training programmes of the employees are given due significance.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
20. Some of my colleagues and subordinates try to defame and malign me as unsuccessful.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
21. I get ample opportunity to utilize my abilities and experience independently.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
22. This job has enhanced my social status.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
23. I am seldom rewarded for my hard labour and efficient performance.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
24. Some of my assignments are quite risky and complicated.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
25. I have to dispose off my work hurriedly owing to excessive workload.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
26. I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of my jurisdiction and authorities.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
27. I am not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
28. In order to maintain group-conformity sometimes I have to do/produce more than the usual.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
29. I bear the great responsibility for the progress and prosperity of this organization/ department, company.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
30. My opinions are sought in framing important policies of the organization/ department.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
31. Our interests and opinions are duly considered in making appointments for important posts.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
32. My colleagues do cooperate with me voluntarily in solving administrative and industrial problems.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree

33. I get ample opportunity to develop my aptitude and proficiency properly.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
34. My higher authorities do not give due significance to my post and work.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
35. I often feel that this job has made my life cumbersome.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
36. Being too busy with official work I am not able to devote sufficient time to my domestic and personal problems.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
37. It is not clear that what type of work and behaviour my higher authorities and colleagues expect from me.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
38. Employees attach due importance to the official instructions and formal working procedures.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
39. I am compelled to violate the formal and administrative procedures and policies owing to group/political pressures.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
40. My opinion is sought in changing or modifying the working system, implements and conditions.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
41. There exists sufficient mutual cooperation and team-spirit among the employees of this organization /department.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
42. My suggestions and cooperation are not sought in solving even those problems for which I am quite competent.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
43. Working conditions are satisfactory here from the point of view of our welfare and convenience.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
44. I have to do such work as ought to be done by others.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
45. It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
46. I am unable to carry out my assignments to my satisfaction on account of excessive load of work and lack of time.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree