

EFFECT OF STRESS ON OCCUPATIONAL SELF-EFFICACY, JOB SATISFACTION AND ORGANIZATIONAL EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS

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ABSTRACT

It is said that teaching is essentially a spiritual process, involving contact mind with mind. A good teacher exerts a powerful and abiding influence on the life of educand. In shaping the child we not only shape the future man but also the future of the nation and the entire human society as such. The teacher is also a human being. We cannot expect him to be perfect in this imperfect world. There is a level of personal stress caused by teaching profession i.e. Stress becomes too high, his performance breaks down. Generally, in primary Education, teachers are experiencing pressures to increase productivity and efficiency at their working place, and expectation of the society was more from them, for which teachers face so much stress in their profession. It is an attempt has been made by the researcher in this paper to examine the effect of personal Stress on the Occupational Self-Efficacy Job Satisfaction and Organizational Effectiveness of Primary School Teachers. And to study the correlation between occupational self-efficacy and job satisfaction, job satisfaction, and organizational effectiveness and occupational self-efficacy and organizational effectiveness of Primary School Teachers. The sample of 600 teachers of primary school from Kalahandi, Balngir and Koraput district of Odisha was selected on a random purposive sample technique basis. Four tools have been selected by the researcher for the collection of data:- (i) Personal Stress Source Inventory (ii) Occupational Self-Efficacy Scale (iii) Job Satisfaction Scale developed. (iv) Organizational Effectiveness Scale. The collected data were analyzed by applying appropriate statistical techniques like standard error of difference and coefficient of correlation was used for analysis and interpretation to study the relationship between and among the variables. On the basis of result analysis, the finding and recommendation were derived.

KEYWORDS: Primary School Teachers, Stress, Occupational Self-Efficacy Job Satisfaction & Organizational Effectiveness

INTRODUCTION

Countries seeking to increase the level and pace of economic growth, and to raise the productivity and earning of their citizens, have increasingly focused on increasing the quantity and quality of their people's educational attainment. Consequently, growth in school enrolment has been phenomenal across the world in the last four to five decades. However, even as the quantity of education has increased over time, the quality of education especially education, remains a course for serious concern. The experience of many developing countries including India that a teacher who is happy with his job, plays a pivotal role in the upliftment of society and teachers having a favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Well adjusted and satisfied teacher

can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have a negative influence on the students' learning process and it consequently affects their academic growth. Now a day it's happened with the teachers which are greatly influence on their teaching profession. A sound educational system depends on the quality and capability of the teachers who are indispensable to the system and thus, they are the important force in the development of the society. Although teacher employed primarily to teach, in primary level teacher are engaged in wide variety of task along with the basic face-to-face teaching, such as curriculum design and development school planning, attaining different type of training programmes, marketing, community relations, information technology, workplace, health and safety, resource management, students' welfare as well as playground and sports supervision. While demands on teachers have increased, there has been little change in their pattern of employment, compensation and career advancement. Intensification of the changing role and deterioration of working condition are recognized. Too many teachers who initially begin their career enthusiasm and positive expectations are looking for a change in direction after only three and five years while experienced teacher suffering from stress in the school, occupational insecurity is retiring on leaving the profession to seek other employment. Against this background, it is being increasingly realized that teachers will not be in a position to make full and effective use of knowledge and expertise unless their own basic needs and problems are adequately taken care of. While considerable attention is paid to the debate that education is the vehicle of social change and unless its standard is raised the nation cannot progress, yet adequate attention is not paid the fundamental question pertaining to the education.

REVIEW ON RELATED LITERATURE

Gardner, Sallie (2010), "Stress Among Prospective Teachers: a Review of the Literature This review examines what is known of psychological distress among university students, teachers and student-teachers, the demands associated with their practical experiences and the known impact of psychological distress. A brief overview of contemporary stress management approaches is also presented. The reviewer contends that the potential problem for prospective teachers requires a holistic approach, beginning through understanding contemporary strategies available to individual university students, and preventative stress management programs provided within tertiary education, which may be made available to future student-teachers. Whilst teaching is stressful, how a student-teacher copes may also be buffered by the ability to self-manage, particularly with so many changes, including technological development in the profession (Dyson, 2005). The presence of adaptive coping resources, based on CBT, web-based self-help, mindfulness, and social support may offer protection against stress. Some university faculties offer stress management programs, and schools promote mental health and wellbeing strategies for staff (Woodward, 2006). However, the extent of psychological distress and stress management strategies among student-teachers in the 21st century was less well known. What is known is that the Practicum, during which student-teachers first engage in practice teaching in schools, may be stressful. Because stress is predictive of psychological distress in university students (Morrison & O'Connor, 2005), and there is a strong relationship between severity of depressive symptoms and suicidal ideation (Garlow et al.,2008), predictions regarding the reduction of psychological distress and coping would appear to warrant further investigation among student-teachers, who are also university students. This literature review refers to the potential loss of productivity in the professions, including teaching when people, suffer from psychological distress. This also includes student-teachers for who the practicum may provide additional stress. Systematic programs, incorporating CBT and mindfulness, are known to significantly improve individual and workplace outcomes (Wang, Simon, Avorn, Azocar, Ludman, Petukhova, & Kessler, 2007). Australian undergraduate

and postgraduate early childhood, primary and secondary school student-teachers' levels of anxiety, as measured by the Depression, Anxiety and Stress Scale (DASS) were reduced following the pilot of an intervention (Campbell & Uusimaki, 2006).

S. G. Jadhav and Ramesh R. Pujar (2013), conducted a study on Occupational Self-Efficacy and Job Satisfaction of Teacher.

OBJECTIVES

The present study was undertaken with the following Objectives.

- To compare the Occupational Self-efficacy of Teacher Couples (Husbands/Wives).
- To compare the Job-Satisfaction of Teacher Couples (Husbands/Wives).
- To know whether there is a correlation between Occupational Self-efficacy and Job-Satisfaction of Teacher Couples (Husbands/Wives).

CONCLUSIONS

- Primary school teacher couples did not differ significantly in terms of their Occupational Self-efficacy.
- Primary school teacher couples did not differ significantly in their Job satisfaction.
- Occupational Self-efficacy and Job satisfaction of Primary school teacher couples are positively and significantly correlated.

Sandy Kay Bass Chamber (2010) conducted research on Job Satisfaction among Elementary School Teachers

OBJECTIVES OF THE STUDY

- To find out teacher variables (age and experience) influence his/her job satisfaction.
- To find out school variables (social economic status, academic achievement level, student racial composition) influence his/her Job satisfaction.

FINDINGS OF THE STUDY

With a low response rate (22%), the findings proved to be consistent with research (Gibson & Klein, 1970; Wild & Dawson, 1972; NCES, 1997; Hanushek et al., 2004; Borman & Dowling, 2008). The influence of school variables on teachers' job satisfaction of the elementary school teachers in the researched district was not significant. The teacher variable of years of experience by academic achievement showed significant results with beginning teachers (0-4 years of experience). A teacher's age, as a variable, did not show significant results.

The demographics of the study showed 92% of the survey respondents were females, 8% were males. Forty-nine percent of the teachers surveyed were between the ages of 22 and 32, 28% of teachers were 43 and older, and 23% were between the ages of 33 and 42. Thirty-six percent of the teacher respondents had between 0-4 years of experience and 5-10 years of experience, while 27% of teachers had 11 and more years of experience. There was a fairly even distribution of teacher respondents from grades K-2 at 52% and 3-5 at 48%. The population studied estimated 64% of students in their school receive free and reduced-price lunch while 54% categorize the level of school achievement in their school a slow

performing (69% of the student body are below grade level). Fifty percent of teachers estimate their school has a high concentration (60-100%) of African-American students. Fifty-eight percent of teachers estimate their school has a low percentage (25% or less) of White students. Sixty percent of teachers estimate their school has an average percentage (26-59%) of Hispanic-Latino students. Ninety-five percent of teachers estimate their school has a low concentration (25% or less) of *other* students. In painting a picture of the 109 perception teachers in the researched district have about their school; the majority of teachers in the researched district perceive their schools as described below.

- Low-achieving
- High minority student population mostly comprised of African-Americans and Hispanic-Latinos.
- High-poverty

Research indicates that that teacher turnover is higher in schools with high-poverty, low achieving and a high minority student population in part due to teacher job dissatisfaction (Scaffidiet al., 2007; NCES, 2008; & Boyd et al., 2008). All elementary teachers (K-5) in the researched district were emailed the Job Satisfaction Questionnaire (Balzer et al., 2000) via Zoomerang (1999) survey. Teachers received three reminder emails to complete the survey. With each reminder email, respondent numbers increased. The questionnaire displayed a Likert Scale with 90 items with answer choices displayed as 1 or 4 = disagree strongly, 2 or 3 = disagree somewhat, 3 or 2 = agree somewhat, and 4 or 1 = agree strongly. All negatively worded statements were reversed scored starting with 4 while positively worded items were scored starting with 1. This instrument is quite lengthy and did not grasp specific contextual concepts unique to the teaching profession unlike the North Carolina Teaching Working Conditions Survey (NCTWC). Although the NCTWC survey takes 30 minutes, it does measure teachers' perceptions of their school environment in the areas of a) time, b) facilities and resources, c) community support and involvement, d) managing student conduct, e) teacher leadership, f) school leadership, g) professional development, h) instructional practices and support, i) overall, j) new teacher support, k) and principal mentoring.

Rigotti, T., and Schyns, B. and Mohr, G. (2008), an abstract A short version of the occupational self-efficacy scale: structural and construct validity across five countries. Occupational self-efficacy is an important resource for individuals in organizations. To be able to compare the occupational self-efficacy of employees across different countries, equivalent versions of the standard instruments need to be made available in different languages. In this article, the authors report on correlations between occupational self-efficacy and job satisfaction, commitment, performance and job insecurity (negative) in different countries. The structural and construct validity of an instrument that assesses occupational self-efficacy across five countries (Germany, Sweden, Belgium, United Kingdom, Spain), based on an overall sample of N =1,535. The instrument can be recommended for comparative use in German, Swedish, Belgian, Spanish, and British organizational contexts.

Sangay Drukpa (2010), conducted research on Job satisfaction of secondary school teachers in Thimphu district of Bhutan.

OBJECTIVES OF THE STUDY

- To identify the level of job satisfaction teacher teaching in secondary schools Thimphu district of Bhutan.
- To compare job satisfaction of teachers teaching in secondary schools Thimphu district of Bhutan with regard to

personal characteristics and job characteristics

RESEARCH RESULTS

The result of the research, it was found that the average mean score were 3.61 and 0.73. Out of the 7 aspects of job satisfaction, 4 aspects like own working condition, policy and management, and interpersonal relation were at satisfied level and the rest aspects like income, self-esteem and intrinsic reward fall in a moderate level. However, there is not much of difference in mean score. Thereby the finding of the overall satisfaction, were satisfied. The result also demonstrates that in Thimphu have job satisfaction in an interpersonal relationship the most followed by policy and management, followed by policy and management, followed by work, then the working condition, then the self-esteem than the intrinsic rewards and the last satisfaction in the income with the minimum mean score of 3.25.

Jude Obasanmi and Pius Olu Obasanmi (2012), conducted a study on Teachers' Perceptions of the Organizational Effectiveness of Private Secondary Schools in the Niger Delta Region of Nigeria

OBJECTIVES OF THE STUDY

- What are the characteristics of effective schools as defined by the literature?
- What are the top 10 indicators for effectiveness, when their extent of use within the school is considered?
- What are the top 10 indicators for effectiveness, when their importance to quality schooling is concerned?
- Is there any discrepancy between ranked scores of the ten indicators on Importance (I) to quality schooling and the ratings of the same indicators for Extent of their use (U)?
- In what order of importance are the four categories of school effectiveness characteristics ranked in Private Secondary Schools in the Niger Delta Region of Nigeria.

FINDING OF THE STUDY

The purpose of this study was to find out what teachers in Private Secondary Schools in the Niger Delta Region of Nigeria perceived to be the top indicators of school effectiveness. The common characteristics identified included; Leadership, Expectations, Mission, Time on Task, Monitoring, Basic Skills, Climate and Parent Community Participation. Climate had the highest ratings of the top 10 indicators for high use. School climate ac-28 JUDE OBASANMI AND PIUS OLU OBASANMI counted for five of the top 10 indicators listed for high importance to quality schooling. For example, showing the students they care about them as people, developing a total school program to which the students are proud to belong (sports, arts, and music programs) amongst others. The two most important indicators for importance to quality schooling were providing an ongoing revision to clarify the school's philosophy using faculty input of shared values and practicing fair and objective governance and decision-making procedures. Of all the identified four categories of school effectiveness characteristics used, ensuring a good climate for learning and leadership was ranked as the most important in use and in quality schooling.

There are several implications for administrators and teachers who are searching for ways to improve the effectiveness of private schools. The schools in this study emphasized priority in creating a positive learning climate overemphasis on the other three characteristics. The three basic priorities in school climate are: care for the student, providing a purpose-oriented curriculum and addressing the needs of the child. Finally, school interested in school

effectiveness should focus on placing students at the center of the program above concern for the program within the school.

SIGNIFICANCE OF THE STUDY

Looking at the present situation of teachers in KBK areas, the teacher has to deal with larger class strength, bigger school as a whole which means a greater workload, unmotivated perks, less recognition top town management, non-conducive working environment, less salary. Those teachers placed in KBK area of Odisha have their own stories to share. Research devoted solely to study the effect of stress on occupational self-efficacy, job satisfaction and organizational effectiveness of primary schools teachers' of KBK area and how they suffer so many mental stress, which greatly affects their academic effectiveness.

OBJECTIVES OF THE STUDY

- To study the effect of stress on the occupational self-efficacy of Primary School Teachers.
- To study the effect of stress on the job satisfaction of Primary School Teachers.
- To study the effect of stress on the organizational effectiveness of Primary School Teachers.

RESEARCH QUESTIONS

- There is no effect stress on the occupational self-efficacy of Primary School Teachers.
- There is no effect stress on the job satisfaction of Primary School Teachers.
- There is no effect stress on the organizational effectiveness of Primary School Teachers.
- There is a significant effect of stress on the occupational self-efficacy of Primary School Teachers.
- There is a significant effect stress on the job satisfaction of Primary School Teachers.
- There is a significant effect stress on the organizational effectiveness of Primary School Teachers.

OPERATIONAL DEFINITION

Stress

This term originated in the discipline of Physics. It refers to a force exerted on the system that deforms, destroys or alters the structure of that system. In biological and human science Stress refers to some stimulus resulting in a deflectable strain that cannot be accommodated by the organism and which ultimately results in impaired health or behavior. It is a kind of silent-killer.

Occupational Self-Efficacy

Occupational self-efficacy denotes one's belief in one's own abilities or mastery in one's own occupation.

Job Satisfaction

Job satisfaction implies the overall adjustment to work situation or Satisfaction is primarily an individual's total feelings (likes--that is, satisfactions and dislikes--that is, dissatisfactions) about the job.

Organizational Effectiveness

This concept of how effective an organization is in achieving the outcomes the organization intends to produce. The idea of organizational effectiveness is especially important for non-profit organizations as most people who donate money to non-profit organizations and charities are interested in knowing whether the organization is effective in accomplishing its goals.

Primary Teachers

Who taught in primary level including class I-VIII.

METHODOLOGY OF THE STUDY

Design

The Normative Survey type research will be followed in the present study. The study designed to obtain precise and pertinent information concerning the effect of Stress management on occupational self-efficacy, job satisfaction and Organizational Effectiveness of primary school teachers of KBK areas of Odisha District.

Sample

The sample of 600 teachers of primary school from KBK districts will be selected on a random purposive sample technique basis.

Kalahandi (undivided) – 200

Balangir (Undivided) – 200

Koraput (Undivided) – 200

Out of the above samples, 50% Male and 50% Female sample will be taken. Adequate attention will be given to represent different social categories.

Tools used

- Fimian Teacher Stress Inventory developed by Fimian (1988) It contains 49 stress-related questions divided into 10 subsections
- Occupational Self-Efficacy Scale developed by Pethe, S. Chaudhari, S. and Dhar, U (1999) was used. This scale has consisted of 19 items.
- Job Satisfaction Scale developed by Dixit, M (1993). This scale has consisted of 52 items.
- Organizational Effectiveness Scale developed by Santosh Dhar & Upinder Dhar. (This scale consists of 74 statements divided into 7 Dimension).

Statistical Techniques

Appropriate statistical techniques like Mean, the Critical ratio (t Value), standard error of difference and coefficient of correlation and One-Way ANOVA will be used for analysis and interpretation to study the relationship between and among the variables.

Delimitation of the Study

The study will confine only at the primary schools level in the KBK area of Odisha District.

Data Analysis and Interpretation

The effect of Stress and its factors on Occupational Self-Efficacy (OSE) of teachers are discussed below:

The F-value and its concerning t-values for the effect of Stress on Occupational Self-Efficacy of primary school teachers are given in table-1.

**Table 1: 'F' and 't' values for the Effect of Stress on Occupational Self-Efficacy of Primary School Teachers
N=600**

Sr.No	Factors of Stress	F-values & Significance		t-values & Significance		
		F	L/Sig	Groups	t-values	L/Sig
1	Time Management	2.639	0.05	Low-Moderate	0.21	0.05
				Moderate- High	0.18	0.05
				High-Low	0.02	0.05
2	Work-Related Stress	204.899	0.05	Low-Moderate	0.20	0.05
				Moderate- High	0.08	0.05
				High-Low	0.2	0.05
3	Professional Distress	137.438	0.05	Low-Moderate	0.18	0.05
				Moderate- High	0.10	0.05
				High-Low	0.18	0.05
4	Discipline and Motivation	399.77	0.05	Low-Moderate	0.23	0.05
				Moderate- High	0.17	0.05
				High-Low	0.25	0.05
5	Professional Investment	434.401	0.05	Low-Moderate	0.24	0.05
				Moderate- High	0.24	0.05
				High-Low	0.11	0.05
6	Emotional Manifestation	247.009	0.05	Low-Moderate	0.60	0.05
				Moderate- High	0.13	0.05
				High-Low	0.60	0.05
7	Fatigue Manifestation	416.92	0.05	Low-Moderate	0.32	0.05
				Moderate- High	0.25	0.05
				High-Low	0.29	0.05
8	Cardiovascular Manifestation	24.45	0.05	Low-Moderate	0.21	0.05
				Moderate- High	0.32	0.05
				High-Low	0.27	0.05
9	Gastronomical Manifestation	28.81	0.05	Low-Moderate	0.16	0.05
				Moderate- High	0.16	0.05
				High-Low	0.20	0.05
10	Behavioural Manifestation	1.71	0.05	Low-Moderate	0.09	0.05
				Moderate- High	0.09	0.05
				High-Low	0.09	0.05
Total	Overall Stress	2354.407	0.05	Low-Moderate	0.50	0.05
				Moderate- High	0.43	0.05
				High-Low	0.44	0.05

Note:*=Significant at 0.05 level, NS=Not Significant

The table-1 clearly reveals that F values of Stress factor-I Time Management on Occupational Self-Efficacy (OSE) is 2.639, which is significant at 0.05 levels. It means that there is no effect of Time Management on Occupational Self-Efficacy (OSE). The t value of stress groups of Low-Moderate (0.21), Moderate- High (0.18) and High-Low (0.02) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor-I Time

Management on the Occupational Self-Efficacy. The above findings are in agreement with the result of Raheem, Hasan and Jamal (2014) where the level of occupational stress among teachers is found to be significant.

Secondly, F values of Work-Related Stress on Occupational Self-Efficacy (OSE) are 204.899, which is significant at 0.05 levels. It means that there is no effect of Work-Related Stress on Occupational Self-Efficacy (OSE). The t value of stress groups of Low-Moderate (0.20), Moderate- High (0.08), High-Low (0.2) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -II Work-Related Stress on the Occupational Self-Efficacy. The above findings are in agreement with the result of Joseph and Nirmal (2013) where employees in the age group of 30-39 wanted few changes at workplace to reduce the stress like timely targets, distributed work-load and periodic relaxation because they feel that it is too concentrated and the time to meet these targets is highly insufficient. Fernando (2015), who found work-related stress, is the important causes of occupational stress. Karthikeyan and S. Babu (2015), who found that work overload was the important cause of stress. The management tries to formulating the policies and strategies to reduce the level of occupational stress and provision for timely promotion. It may help the college teachers to work with stress-free environment.

Thirdly, F values of Professional Distress on Occupational Self-Efficacy (OSE) are 137.438, which is significant at 0.05 levels. It means that there is no effect of Professional Distress on Occupational Self-Efficacy (OSE). The t value of stress groups of Low-Moderate (0.18), Moderate- High (0.10) and High-Low (0.18) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -III Professional Distress on the Occupational Self-Efficacy. These outcomes are strengthened by the findings of Kaur (2011) and Sankpal, Negi(2010) found that there is a significant difference between role stress of public and private sectors employees; Poornima and Reddy (2011) who found teacher with occupational stress scores 2.98 and above are high 2.05 to 2.97 are moderate and score 2.04 and below are categorized as low.

Fourthly, F values of Discipline and Motivation on Occupational Self-Efficacy are 399.77, which is significant at 0.05 levels. It means that there is no effect of Discipline and Motivation on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.23), Moderate- High (0.17) and High-Low (0.25) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -IV Discipline and Motivation on the Occupational Self-Efficacy. These outcomes are supported following finding of Robert and Ming (2010) found that greater workload stresses effect on teachers' self-efficacy which greatly impacted on their discipline and motivation.

Fifthly, F values of Professional Investment on Occupational Self-Efficacy are 434.401, which is significant at 0.05 levels. It means that there is no effect of Professional Investment on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.24), Moderate- High (0.24) and High-Low (0.11) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -V Professional Investment on the Occupational Self-Efficacy. These findings are in tune with the findings of Kaur (2014) and Jamil (2014) revealed that stress is negatively correlated with team performance.

Sixthly, F values of Emotional Manifestation on Occupational Self-Efficacy are 247.009, which is significant at 0.05 levels. It means that there is no effect of Emotional Manifestation on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.60), Moderate- High (0.13) and High-Low (0.60) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -VI Emotional Manifestation on the Occupational

Self-Efficacy. These outcomes are supported following findings of Kaur(2015) found that there is a positive effect of stress on the mental health of primary school teachers.

Seventhly, F values of the Fatigue Manifestation on Occupational Self-Efficacy are 416.92 which is significant at 0.05 levels. It means that there is no effect of Discipline and Motivation on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.32), Moderate- High (0.25) and High-Low (0.29) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -VII Fatigue Manifestation on the Occupational Self-Efficacy.

Eighthly, the F value of Cardiovascular Manifestation on Occupational Self-Efficacy is 24.45, which is significant at 0.05 levels. It means that there is no effect of Cardiovascular Manifestation on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.21), Moderate- High (0.32), and High-Low (0.27) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -VIII Cardiovascular Manifestation on the Occupational Self-Efficacy.

Ninthly, the F values of the Gastronomical Manifestation on Occupational Self-Efficacy are 28.81 which are significant at 0.05 levels. It means that there is no effect of Gastronomical Manifestation on Occupational Self-Efficacy.

The t value of Gastronomical Manifestation factor of stress groups of Low-Moderate (0.16), Moderate- High (0.16) and High-Low (0.20) groups which are not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor-IX Gastronomical Manifestation on the Occupational Self-Efficacy.

Further, F values of the Behavioural Manifestation on Occupational Self-Efficacy are 1.71 which is significant at 0.05 levels. It means that there is no effect of Behavioural Manifestation on Occupational Self-Efficacy. The t value of Behavioural Manifestation factor of stress groups of Low-Moderate (0.09), Moderate- High (0.09) and High-Low (0.09) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor-X Behavioural Manifestation on the Occupational Self-Efficacy.

Thus, the effect of overall Stress on Occupational Self-Efficacy are significant at 0.05 levels. ($F=2354.407$, $df=4.63$, $P<0.05$). This result opposes the H1 stated as “There is no effect of Stress on the Occupational Self-Efficacy of Primary School Teachers”.

Further, this result supports the H4 stated as “There is a significant effect of Stress on the Occupational Self-Efficacy of Primary School Teachers”.

Therefore, there is a significant effect of Stress on the Occupational Self-Efficacy of Primary School Teachers. The t-value for intergroup variance is not significant for Low-Moderate, Moderate- High and High-Low groups, it means that there is no effect of overall stress on the Occupational Self-Efficacy of Primary School Teachers.

The Effect of Stress and its Factors on Job Satisfaction of Teachers is Discussed below

The F-value and it's concerning t-values for the effect of Stress on Job Satisfaction of primary school teachers is given in table-2

Table 2: ‘F’ and ‘t’ values for the Effect of Stress on Job Satisfaction of Primary School Teachers
N=600

Sr.No	Factors of Stress	F-values & Significance		t-values & Significance		
		F	L/Sig	Groups	t-Values	L/Sig
1	Time Management	767.94	0.05	Low-Moderate	0.406	0.05
				Moderate- High	0.294	0.05
				High-Low	0.40	0.05
2	Work-Related Stress	415.06	0.05	Low-Moderate	0.485	0.05
				Moderate- High	0.347	0.05
				High-Low	0.464	0.05
3	Professional Distress	738.26	0.05	Low-Moderate	0.43	0.05
				Moderate- High	0.435	0.05
				High-Low	0.511	0.05
4	Discipline and Motivation	674.71	0.05	Low-Moderate	0.29	0.05
				Moderate- High	0.24	0.05
				High-Low	0.28	0.05
5	Professional Investment	573.708	0.05	Low-Moderate	0.28	0.05
				Moderate- High	0.27	0.05
				High-Low	0.29	0.05
6	Emotional Manifestation	451.13	0.05	Low-Moderate	0.26	0.05
				Moderate- High	0.21	0.05
				High-Low	0.22	0.05
7	Fatigue Manifestation	201.54	0.05	Low-Moderate	0.33	0.05
				Moderate- High	0.34	0.05
				High-Low	0.8	0.05
8	Cardiovascular Manifestation	14.56	0.05	Low-Moderate	0.33	0.05
				Moderate- High	0.36	0.05
				High-Low	0.35	0.05
9	Gastronomical Manifestation	15.422	0.05	Low-Moderate	0.22	0.05
				Moderate- High	0.13	0.05
				High-Low	0.24	0.05
10	Behavioural Manifestation	2.81	0.05	Low-Moderate	0.104	0.05
				Moderate- High	0.087	0.05
				High-Low	0.107	0.05
Total	Overall Stress	1850.033	0.05	Low-Moderate	1.547	0.05
				Moderate- High	1.253	0.05
				High-Low	1.63	0.05

Note:*=Significant at 0.05 level, NS=Not Significant

The table-2 informs about the effect of Stress on Job Satisfaction of primary school teachers. Further, it reflects that there is a significant effect of Stress on the Job Satisfaction.

From the table-2 it is clearly revealed that F values of Stress factor-I Time Management on Job Satisfaction is 767.94, which is significant at 0.05 levels. It means that there is no effect of Time Management on Job Satisfaction. The t value of stress groups of Low-Moderate (0.4), Moderate- High (0.29) and High-Low (0.4) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor-I Time Management on the Job Satisfaction.

Secondly, F values of Work-Related Stress on Job Satisfaction are 415.06, which is significant at 0.05 levels. It means that there is no effect of Work-Related Stress on Job Satisfaction. The t value of stress groups of Low-Moderate (0.48), Moderate- High (0.34) and High-Low (0.46) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -II Work-Related Stress on the Job Satisfaction.

Thirdly, F values of Professional Distress on Job Satisfaction are 738.26, which is significant at 0.05 levels. It means that there is no effect of Professional Distress Job Satisfaction. The t value of stress groups of Low-Moderate (0.43), Moderate- High (0.43) and High-Low (0.51) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -III Professional Distress on the Job Satisfaction.

Fourthly, F values of the Discipline and Motivation on Job Satisfaction are 674.71 which is significant at 0.05 levels. It means that there is no effect of Discipline and Motivation on Job Satisfaction. The t value of stress groups of Low-Moderate (0.29), Moderate- High (0.24) and High-Low (0.28) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -IV Discipline and Motivation on the Job Satisfaction.

Fifthly, F values of Professional Investment on Job Satisfaction are 573.708, which is significant at 0.05 levels. It means that there is no effect of Professional Investment on Job Satisfaction. The t value of stress groups of Low-Moderate (0.28), Moderate- High (0.27) and High-Low (0.29) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -V Professional Investment on the Job Satisfaction.

Sixthly, F values of Emotional Manifestation on Job Satisfaction are 451.13 which is significant at 0.05 levels. It means that there is no effect of Emotional Manifestation on Job Satisfaction. The t value of stress groups of Low-Moderate (0.26), Moderate- High (0.21) and High-Low (0.22) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -VI Emotional Manifestation on the Job Satisfaction.

Seventhly, F values of the Fatigue Manifestation on Job Satisfaction are 201.54 which is significant at 0.05 levels. It means that there is no effect of Discipline and Motivation on Job Satisfaction. The t value of Fatigue Manifestation factor of stress groups of Low-Moderate (0.33), Moderate- High (0.34) and High-Low (0.8) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor-VII Fatigue Manifestation on the Job Satisfaction.

Eighthly, the F value of Cardiovascular Manifestation on Job Satisfaction is 14.56 which is significant at 0.05 levels. It means that there is no effect of Cardiovascular Manifestation on Job Satisfaction. The t value of Cardiovascular Manifestation factor of stress groups of Low-Moderate (0.33), Moderate- High (0.36), and High-Low (0.35) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -VIII Cardiovascular Manifestation on the Job Satisfaction.

Ninthly, the F values of the Gastronomical Manifestation on Job Satisfaction are 15.42 which is significant at 0.05 levels. It means that there is no effect of Gastronomical Manifestation on Job Satisfaction. The t value of Gastronomical Manifestation factor of stress groups of Low-Moderate (0.22), Moderate- High (0.13) and High-Low (0.24) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor -IX Gastronomical Manifestation on the Job Satisfaction.

Further, F values of the Behavioural Manifestation on Job Satisfaction are 2.81 which is significant at 0.05 levels. It means that there is no effect of Behavioural Manifestation on Job Satisfaction. The t value of Behavioural Manifestation factor of stress groups of Low-Moderate (0.1), Moderate- High (0.08) and High-Low (0.1) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor-X Behavioural Manifestation on the Job Satisfaction.

Thus, the effect of overall Stress on Job Satisfaction is significant at 0.05 levels. (F=1850.033, df=4.65, P<0.05). This result opposes the H2 stated as “There is no effect of Stress on the Job Satisfaction of Primary School Teachers”.

Further, this result supports the H5 stated as “There is a significant effect of Stress on the Job Satisfaction of Primary School Teachers”.

Therefore, there is a significant effect of Stress on the Job Satisfaction of Primary School Teachers. The t-value for intergroup variance is not significant for Low-Moderate, Moderate- High and High-Low groups, it means that there is no effect of overall stress on the Job Satisfaction of Primary School Teachers.

The Effect of Stress and its Factors on Organisational Effectiveness of Teachers is Discussed Below

The F-value and it’s concerning t-values for the effect of Stress on Organisational Effectiveness of primary school teachers is given in table-3

Table 3: ‘F’ and ‘t’ Values for the Effect of Stress on Organisational Effectiveness of Primary School Teachers

N=600

Sr.No	Factors of Stress	F-values & Significance		t-values & Significance		
		F	L/Sig	Groups	t-values	L/Sig
1	Time Management	100.41	0.05	Low-Moderate	0.96	0.05
				Moderate- High	0.49	0.05
				High-Low	0.94	0.05
2	Work-Related Stress	693.05	0.05	Low-Moderate	0.67	0.05
				Moderate- High	0.54	0.05
				High-Low	0.51	0.05
3	Professional Distress	64.73	0.05	Low-Moderate	0.63	0.05
				Moderate- High	0.36	0.05
				High-Low	0.63	0.05
4	Discipline and Motivation	20.75	0.05	Low-Moderate	0.48	0.05
				Moderate- High	0.25	0.05
				High-Low	0.46	0.05
5	Professional Investment	38.39	0.05	Low-Moderate	0.55	0.05
				Moderate- High	0.37	0.05
				High-Low	0.56	0.05
6	Emotional Manifestation	470.63	0.05	Low-Moderate	0.21	0.05
				Moderate- High	0.13	0.05
				High-Low	0.212	0.05
7	Fatigue Manifestation	242.45	0.05	Low-Moderate	0.136	0.05
				Moderate- High	1.004	0.05
				High-Low	1	0.05
8	Cardiovascular Manifestation	222.18	0.05	Low-Moderate	0.23	0.05
				Moderate- High	0.22	0.05
				High-Low	0.19	0.05
9	Gastronomical Manifestation	301.93	0.05	Low-Moderate	0.13	0.05
				Moderate- High	0.131	0.05
				High-Low	0.123	0.05
10	Behavioural Manifestation	371.04	0.05	Low-Moderate	0.14	0.05
				Moderate- High	0.13	0.05
				High-Low	0.12	0.05
Total	Overall Stress	2182.87	0.05	Low-Moderate	1.017	0.05
				Moderate- High	1.52	0.05
				High-Low	1.23	0.05

Note:*=Significant at 0.05 level, NS=Not Significant

The table-3 it is clearly revealed that F values of Stress factor-I Time Management on Organisational Effectiveness is 100.41, which is significant at 0.05 levels. It means that there is no effect of Time Management on Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.96), Moderate- High (0.49) and High-Low (0.94) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor-I Time Management on the Organisational Effectiveness.

Secondly, F values of Work-Related Stress on Organisational Effectiveness are 693.05, which is significant at 0.05 levels. It means that there is no effect of Work-Related Stress on Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.67), Moderate- High (0.54) and High-Low (0.51) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -II Work-Related Stress on the Organisational Effectiveness.

Thirdly, F values of Professional Distress on Organisational Effectiveness are 64.73, which is significant at 0.05 levels. It means that there is no effect of Professional Distress Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.63), Moderate- High (0.36) and High-Low (0.63) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -III Professional Distress on the Organisational Effectiveness.

Fourthly, F values of the Discipline and Motivation on Organisational Effectiveness are 20.75 which is significant at 0.05 levels. It means that there is no effect of Discipline and Motivation on Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.48), Moderate- High (0.25) and High-Low (0.46) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -IV Discipline and Motivation on the Organisational Effectiveness.

Fifthly, F values of Professional Investment on Organisational Effectiveness are 38.39, which is significant at 0.05 levels. It means that there is no effect of Professional Investment on Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.55), Moderate- High (0.37) and High-Low (0.56) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -V Professional Investment on the Organisational Effectiveness.

Sixthly, an F value of Emotional Manifestation on Organisational Effectiveness is 470.63 which is significant at 0.05 levels. It means that there is no effect of Emotional Manifestation on Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.21), Moderate- High (0.13) and High-Low (0.21) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -VI Emotional Manifestation on the Organisational Effectiveness.

Seventhly, F values of the Fatigue Manifestation on Organisational Effectiveness are 242.45 which is significant at 0.05 levels. It means that there is no effect of Discipline and Motivation on Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.13), Moderate- High (0.1) and High-Low (0.1) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor -VII Fatigue Manifestation on the Organisational Effectiveness.

Eighthly, the F value of Cardiovascular Manifestation on Job Satisfaction is 222.18 which is significant at 0.05 levels. It means that there is no effect of Cardiovascular Manifestation on Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.23), Moderate- High (0.22), and High-Low (0.19) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor –VIII Cardiovascular Manifestation on the Organisational Effectiveness.

Ninthly, the F values of the Gastronomical Manifestation on Organisational Effectiveness are 301.93 which is significant at 0.05 levels. It means that there is no effect of Gastronomical Manifestation on Organisational Effectiveness. The t value of stress groups of Low-Moderate (0.13), Moderate- High (0.13) and High-Low (0.12) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor –IX Gastronomical Manifestation on the Organisational Effectiveness.

Further, F values of the Behavioural Manifestation on Organisational Effectiveness are 371.04 which is significant at 0.05 levels. It means that there is no effect of Behavioural Manifestation on Organisational Effectiveness. The t value of Behavioural Manifestation factor of stress groups of Low-Moderate (0.14), Moderate- High (0.13) and High-Low (0.12) groups which are not significant at 0.05 levels. Further, it reflects that there is a significant effect of Stress factor –X Behavioural Manifestation on the Organisational Effectiveness.

Thus, the effect of overall Stress on Organisational Effectiveness is significant at 0.05 levels. ($F=2182.87$, $df=4.65$, $P<0.05$). This result opposes the H3 stated as “There is no effect of Stress on the Organisational Effectiveness of Primary School Teachers”.

Further this result supports the H6 stated as “There is a significant effect of Stress on the Organisational Effectiveness of Primary School Teachers”.

Therefore, there is a significant effect of Stress on the Organisational Effectiveness of Primary School Teachers. The t-value for intergroup variance is not significant for Low-Moderate, Moderate- High and High-Low groups, it means that there is no effect of overall stress on the Organisational Effectiveness of Primary School Teachers.

Findings

Thus, it was concluded that the effect of overall Stress on Occupational Self-Efficacy is significant at 0.05 levels. ($F=2354.407$, $df=4.63$, $P<0.05$). This result opposes the H1 stated as “There is no effect of Stress on the Occupational Self-Efficacy of Primary School Teachers”. Further, this result supports the H4 stated as “There is a significant effect of Stress on the Occupational Self-Efficacy of Primary School Teachers”.

Therefore, there is a significant effect of Stress on the Occupational Self-Efficacy of Primary School Teachers. The t-value for intergroup variance is not significant for Low-Moderate, Moderate-High and High-Low groups, it means that there is no effect of overall stress on the Occupational Self-Efficacy of Primary School Teachers.

Thus the effect of overall Stress on Job Satisfaction of teachers is significant at 0.05 levels. ($F=1850.033.407$, $df=4.65$, $P<0.05$). This result opposes the H2 stated as “There is no effect of Stress on the Job Satisfaction of primary school teachers”. Further, this result supports the H5 which read as “There is a significant effect of Stress on the Job Satisfaction of primary school teachers”.

Therefore, there is a significant effect of Stress on the Job Satisfaction of Primary School Teachers. The t-value for intergroup variance is not significant for Low-Moderate, Moderate- High and High-Low groups, it means that there is no effect of overall stress on the Job Satisfaction of Primary School Teachers.

Thus, the F-value for the effect of overall Stress on Job Satisfaction of teachers is significant at 0.05 levels. (F=2182.87, df=4.65, P<0.05). This result opposes the H3 stated as “There is no effect of Stress on the Organisational Effectiveness of primary school teachers”. Further this result supports the H6 which read as “There is a significant effect of Stress on the Organisational Effectiveness of primary school teachers”.

Therefore, there is a significant effect of Stress on the Organisational Effectiveness of Primary School Teachers. The t-value for intergroup variance is not significant for Low-Moderate, Moderate- High and High-Low groups, it means that there is no effect of overall Stress on the Organisational Effectiveness of Primary School Teachers.

CONCLUSIONS

Writing conclusion is an important part of the research process as it drawn everything together. The present investigation aimed to study the effect of Stress on Occupational Self-Efficacy, Job Satisfaction and Organisational Effectiveness of Primary School teachers. At the outset, the effect of Stress and its factors was examined on the Occupational Self-Efficacy of primary school teachers whereas the Stress had no significant effect on the Occupational Self-Efficacy of primary school teachers. The study revealed that there was a no significant effect of Stress factors upon Occupational Self-Efficacy of primary school teachers.

The second section focussed on the effect of Stress on Job Satisfaction of primary school teachers where Stress factors had no significant effect on the Job Satisfaction of primary school teachers.

The third section focussed on the effect of Stress on Organisational Effectiveness of Primary School teachers. Thus the Stress factors had no effect upon Organisational Effectiveness of Primary School teachers. The finding revealed that there was no significant effect of stress on the Organisational Effectiveness of primary school teachers.

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