



ISSN: 0975-833X

Available online at <http://www.journalcra.com>

International Journal of Current Research
Vol. 10, Issue, 10, pp.74512-74519, October, 2018

DOI: <https://doi.org/10.24941/ijcr.32432.10.2018>

INTERNATIONAL JOURNAL
OF CURRENT RESEARCH

RESEARCH ARTICLE

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

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ARTICLE INFO

Article History:

Received 22nd July, 2018
Received in revised form
30th August, 2018
Accepted 25th September, 2018
Published online 31st October, 2018

Key Words:

Primary school teachers,
Stress, Occupational Self-Efficacy Job
Satisfaction and Organizational
Effectiveness

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. Teacher is also a human being. We cannot expect him to be perfect in this imperfect world. There are 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 exception of the society was more from them, for which teachers face so much stress in their profession. It is an attempted 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. 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 researcher for 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 was 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.

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Citation: Bharati Jani, 2018. "Effect of stress on occupational self-efficacy job satisfaction and organizational effectiveness of primary school teachers", *International Journal of Current Research*, 10, (10), 74512-74519.

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 overtime, the quality of education especially education, remains a course for serious concern. The experience of many developing countries including India that a teachers who is happy with his job, plays a pivotal role in the upliftment of society and teachers having 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 negative influence on the students' learning process and it consequently affects their academic growth. Now a day it's happened with the teachers which is greatly influence on their teaching profession. A sound educational system depends on the quality and capability of the teachers who are in dispensable to the system and thus, they are 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, work place, 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 recognised. Too many teachers who initially begin their career enthusiasm and positive

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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 are 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 Literatures

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 practise teaching in schools, may be stressful. Because stress is predictive of psychological distress in university students (Morrison and 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.

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

Objectives

The present study was undertaken with the following Objectives.

1. To compare the Occupational Self-efficacy of Teacher Couples (Husbands/Wives).
2. To compare the Job-Satisfaction of Teacher Couples (Husbands/Wives).

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

Conclusion

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

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

1. To identify the level of job satisfaction teacher teaching in secondary schools Thimphu district of Bhutan.
2. To compare job satisfaction of teachers teaching in secondary schools Thimphu district of Bhutan with regard to personal characteristics and job characteristics

RESULTS

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

Significance of the Study

Looking at the present situation of teachers in KBK areas, teacher has to deal with larger class strength, bigger school as a

whole which means a greater work load, 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

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

Research Questions

1. There is no effect stress on the occupational self-efficacy of Primary School Teachers.
2. There is no effect stress on the job satisfaction of Primary School Teachers.
3. There is no effect stress on the organizational effectiveness of Primary School Teachers.
4. There is a significant effect of stress on the occupational self-efficacy of Primary School Teachers.
5. There is a significant effect stress on the job satisfaction of Primary School Teachers.
6. There is a significant effect stress on the organizational effectiveness of Primary School Teachers.

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: 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

1. Fimian Teacher Stress Inventory developed by Fimian (1988) It contains 49 stress-related questions divided into 10 subsections
2. Occupational Self-Efficacy Scale developed by Pethe, S. Chaudhari, S. and Dhar, U. (1999) was used. This scale is consisted of 19 items.
3. Job Satisfaction Scale developed by Dixit, M. (1993). This scale is consisted of 52 items.

4. Organizational Effectiveness Scale developed by Santosh Dhar and Upinder Dhar. (This scale consists of 74 statements divided into 7 Dimension).

Statistical Techniques

Appropriate statistical techniques like Mean, 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 is discussed below: The F-value and its concerning t-values for the effect of Stress on Occupational Self-Efficacy of primary school teachers is given in table-1

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 is 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 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 is 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 work place 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 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),

Table 1. 'F' and 't' values for the effect of Stress on Occupational Self-Efficacy of Primary School Teachers

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

N=600

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

Moderate- High (0.10) and High-Low (0.18) groups which is 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 is 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 stress effect on teachers' self efficacy which was greatly impact 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 is 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 is 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 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 is 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 is 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 is 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 is 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 is 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 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 are 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 its concerning t-values for the effect of Stress on Job Satisfaction of primary school teachers is given in table-2

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 reveals 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 is 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 is 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 is 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 is 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 is 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 is 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 is 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 is 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.

Table 2. 'F' and 't' values for the effect of Stress on Job Satisfaction of primary school teachers

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

N=600; Note:*=Significant at 0.05 level, NS=Not Significant

Table 3. 'F' and 't' values for the effect of Stress on Organisational Effectiveness of primary school teachers

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

N=600; Note:*=Significant at 0.05 level, NS=Not Significant

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 is 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 are 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 its concerning t-values for the effect of Stress on Organisational Effectiveness of primary school teachers is given in table-3

The table-3 it is clearly reveals 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 is 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 is 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 is 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 is 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 is 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 is 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 is 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 is 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 is 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 are 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 are 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 are 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 are 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.

Conclusion

Writing conclusion is an important part of the research process as it drawn everything together. The present investigation aimed to study 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, Job Satisfaction and Organisational Effectiveness of primary school teachers.

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