

OCCUPATIONAL STRESS AND JOB COMMITMENT AMONG GOVERNMENT AND PRIVATE SCHOOL TEACHERS

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ABSTRACT

Occupational Stress can be defined as the physical and emotional response that occurs where worker perceives an imbalance between their work demands and their capability of resources to meet these demands. While job commitment is an attitude reflecting employees loyalty to their organisation and is an ongoing process through which organizational participants express their concern for the organisation and its continued success and well-being. The study was conducted on 32 teachers , among those 16 government school teachers and 16 private school teachers. The scale used is occupational stress developed by Dr. A.k. Srivastava and Dr. A.P Singh and scale organizational commitment questionnaire developed by Mowday, porter and smith. The results indicate that teachers working in both the sectors faces high level of occupational stress in which the teachers working in government schools shows high level of job commitment , that means job security has a significant impact on job commitment of employees as compared to their counterparts working in private schools.

KEYWORD - Occupational Stress, Job Commitment, Job Security.

INTRODUCTION

OCCUPATIONAL STRESS - Stress is defined in terms of how it impacts physical and psychological health; it includes mental, physical, and emotional strain. Stress occurs when a demand exceeds an individual's coping ability and disrupts his or her psychological equilibrium. Stress occurs in the workplace when an employee perceives a situation to be too strenuous to handle, and therefore threatening to his or her well-being. Basically, occupational stress is stress involving work. According to the current

World Health Organisations (WHO) definition, "occupational or work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope".



Occupational stress occurs when there is a discrepancy between the demands of the environment / workplace and an individual's ability to carry out and complete these demand. Often a stressor can lead the body to have a physiological which in-turn will result on a strain on a person physically as well as mentally. One of the main causes of occupational stress is work overload. Occupational stress is often caused by an increased workload without the addition of employees to take on that additional work. Instead the increased amount of work is given to the current employees to finish in the same time span that they would be asked to finish their regular or standard workload But stress doesn't always happen in response to things that are immediate or that are over quickly. Ongoing or long-term events, like coping with a divorce or moving to a new neighbourhood or school, can cause stress, too. Long-term stressful situations can produce a lasting, low-level stress that's hard on people.

The nervous system senses continued pressure and may remain slightly activated and continue to pump out extra stress hormones over an extended period. This can wear out the body's reserves, leave a person feeling depleted or overwhelmed, weaken the body's immune system, and cause other problems. Occupational stress can be defined as the physical and emotional response that occurs where worker perceives an imbalance between their work demands and their capability of resources to meet these demands or in simple words it is the harmful physical and emotional response that can happen when there is conflict between job demands on the employee and the amount of control and employee has over meeting these demands.

Stress at Work - While it is generally agreed that stress occurs at work, views differ on the importance of worker characteristics versus working conditions as its primary cause. The differing viewpoints suggest different ways to prevent stress at work. Different individual characteristics, like personality and coping skills, can be very important predictors of whether certain job conditions will result in stress. In other words, what is stressful for one person may not be a problem for someone else.

Stress-related disorders encompass a broad array of conditions, including psychological disorders (e.g., depression, anxiety, post-traumatic stress disorder) and other types of emotional strain (e.g., dissatisfaction, fatigue, tension), maladaptive behaviours (e.g., aggression, substance abuse), and cognitive impairment (e.g., concentration and memory problems). Job stress is also associated with various biological reactions that may ultimately lead to compromised physical health, such as cardiovascular disease.



Categories of Work Stress - Four categories of stressors underline the different causal circumstances for stress at work :-

- **Task Demands** – This is the sense of not knowing where a job will lead you and whether the activities and tasks will change. This uncertainty causes stress that manifests itself in feelings of lack of control, concern about career progress, and time pressures.
- **Role Demands** – Role conflict happens when an employee is exposed to inconsistent or difficult expectations. Examples include: interrole (when there are two or more expectations or separate roles for one person), intrarole conflict (varying expectations of one role), person-role conflict (ethics are challenged), and role ambiguity (confusion about their experiences in relation to the expectations of others).
- **Interpersonal Demands** – Examples include: emotional issues (abrasive personalities, offensive co-workers), sexual harassment (directed mostly toward women), and poor leadership.
- **Physical Demands** – Many types of work are physically demanding, including strenuous activity, extreme working conditions, travel, exposure to hazardous materials, and working in a tight, loud office.

Categories - Categories associated with occupational stress are

- Factors unique to the job,
- Role in the organisation,
- Career development,
- Interpersonal work relationships,
- Organisational structure/climate.



Prevalence - Distress is a prevalent and costly problem in today's workplace. About one-third of workers report higher levels of stress. One-quarter of employees view their jobs as the number one stressor in their lives. Three-quarters of employees believe the worker has more on-the-job stress than a generation ago. Evidence also suggests that distress is the major cause of turnover in organisations. With continued distress at the workplace, workers will develop psychological and physiological dysfunctions and decreased motivation in excelling in their position.

Causes of Workplace Stress - Work stress is caused by demands and pressure from both within and outside of the workplace. Job stress can result from interactions between the worker and the conditions of the work. This can include factors such as long work hours and an employee's status in the organisation. Economic factors that employees are facing in the 21st century, such as company layoffs in response to economic conditions, have been linked to increased stress levels. Uncertainty around the future of one's job, lack of clarity about responsibilities, inconsistent or difficult expectations, interpersonal issues between workers, and physical demands of the work can also impact stress levels. Non-work demands, such as personal or home demands, can also contribute to stress both inside and outside of work.

Work-Related Stress - Problems caused by stress have become a major concern to both employers and employees. Symptoms of stress can manifest both physiologically and psychologically. Work-related stress is typically caused by demands and pressure from either within or outside of the workplace; it can be derived from uncertainty over where the job will take the employee, inconsistent or difficult expectations, interpersonal issues, or physical demands. Although the importance of individual differences cannot be ignored, scientific evidence suggests that certain working conditions are stressful to most people. Such evidence argues that working conditions are a key source of job stress and job redesign should be used as a primary prevention strategy.

JOB COMMITMENT - Definitions of the concept organisational commitment include the description by O'Reilly (1989, p 17), "an individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation". Organisational commitment from this point of view is characterised by employee's acceptance of organisational goals and their willingness to exert effort on behalf of the organisation (Miller & Lee, 2001).

Cohen (2003, p xi) states that "commitment is a force that binds an individual to a course of action of relevance to one or more targets". This general description of commitment relates to the definition of organisational commitment by Arnold (2005, p 625) namely that it is "the relative strength of an individual's identification with and involvement in an organisation". Miller



(2003, p 73) also states that organisational commitment is “a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation”. Organisational commitment is therefore, the degree in which an employee is willing to maintain membership due to interest and association with the organisation’s goals and values. Commitment to the job is defined as “Psychological absorption in work activities” (Kanungo, 1979) As an attitude, organizational commitment is most often defined as –

- (1) a strong desire to remain a member of a particular organisation;
- (2) a willingness to exert high levels of effort on behalf of the organisation;
- (3) a definite belief in, and acceptance of, the values and goals of the organisation.

In other words, this is an attitude reflecting employees’ loyalty to their organisation and is an ongoing process through which organizational participants express their concern for the organisation and its continued success and well-being. The organizational commitment attitude is determined by a number of personal (age, tenure in the organisation, career adaptability, and dispositions such as positive or negative affectivity, or internal or external control attributions) and organizational (the job design, values, support, procedural fairness, and the leadership style of one’s supervisor) variables. Even non organizational factors, such as the availability of alternatives after making the initial choice to join an organisation, will affect subsequent commitment.

Three dimensional concepts of employee organizational commitment - Employee organizational commitment has three general themes as per Meyer and Allen (1991). These three themes are referred to as ‘affective’, ‘continuance’, and ‘normative’ commitment. Common to these three themes is the view that commitment is a psychological state which characterises the employees’ relationship with the organization and has implications for the decision to continue its membership. These psychological states also have different implications for the work related behaviour. The three components are affective commitment, continuance commitment, and normative commitment (Allen & Meyer, 1990)

- i. Affective commitment, which is concerned with how a person feels about the organisation they work in (Ellis & Dick, 2003) – it is the employee's positive emotional attachment towards the organisation . An employee who is affectively committed strongly identifies with the goals of the organisation and desires to remain a part of the organisation. This employee commits to the organisation because he/she "wants to".
- ii. Continuance commitment is the extent to which a person perceives it would be desirable or undesirable to leave the organisation (Ellis & Dick, 2003) - It is the the gain versus



loss of working in an organisation. Things like economic costs (such as pension accruals) and social costs (friendship ties with co-workers) would be costs of losing organizational membership. But an individual doesn't see the positive costs as enough to stay with an organisation they must also take into account the availability of alternatives (such as another organization), disrupt personal relationships, and other "side bets" that would be incurred from leaving their organization. The problem with this is that these "side bets" don't occur at once but that they "accumulate with age and tenure"

- iii. Normative part to commitment which deals with a person's moral orientation to the organisation and then especially the sense of responsibility or obligation to their organisation (Ellis & Dick, 2003) - The individual commits to and remains with an organization because of feelings of obligation, the last component of organizational commitment. These feelings may derive from a strain on an individual before and after joining an organization. Normative commitment is higher in organizations that value loyalty and systematically communicate the fact to employees with rewards, incentives and other strategies. Normative commitment in employees is also high where employees regularly see visible examples of the employer being committed to employee well-being. An employee with greater organizational commitment has a greater chance of contributing to organizational success and will also experience higher levels of job satisfaction. High levels of job satisfaction, in turn, reduces employee turnover and increases the organisation's ability to recruit and retain talent.

These components are all part of commitment to an organisation but are independent, which means that when a person affectively committed to their firm, this does not have to be the same for normative or continuance commitment. From now on, job commitment will imply the whole concept of commitment and no distinction between commitment components will be made.

When talking about commitment to one's job, there are numerous determinants for the amount of this devotion. For example, the amount of stress or the turnover rates are commonly used measures to account for variation in a job commitment level. This thesis however focuses on two concepts that are strongly related to managerial behaviour on the one hand, and job commitment on the other hand. The first one is motivation of employees, since it is especially motivation that has strong ties with job commitment. It can be logically deduced that the more motivated a person is concerning their job, the more committed they will turn out to be. This quite linear relation will also be used at a later stage when taking into account managerial behaviour. The different types of motivation will be touched upon in the next paragraph and will give a deeper understanding of this important concept.



The other concept that will be dealt with is the term justice which results from the perception of overall fairness in the workplace. The concepts justice and motivation are actually interrelated in a way, since the amount of fairness and thus justice is also related to the motivation of employees. These two concepts will serve to illustrate the importance of justice and managerial behaviour in the workplace. Some ways job commitment can be measured will be discussed at the end of this chapter, but first the emphasis will be on motivation. Justice and its effects on commitment will be discussed after the motivation part.

Steps to Enhance Organizational Commitment - As the opening discussion of commitment indicated, management faces a paradoxical situation: “On the one hand today’s focus on teamwork, empowerment, and flatter organizations puts a premium on just the sort of self-motivation that one expects to get from committed employees; on the other hand, environmental forces are acting to diminish the foundations of employee commitment.” Dessler suggests the following specific guide- lines to implement a management system that should help solve the current dilemma and enhance employees’ organizational commitment:

- i. Commit to people-first values. Put it in writing, hire the right-kind managers, and walk the talk.
- ii. Clarify and communicate your mission. Clarify the mission and ideology; make it charismatic; use value-based hiring practices; stress values-based orientation and training; build the tradition.
- iii. Guarantee organizational justice. Have a comprehensive grievance procedure; provide for extensive two-way communications.
- iv. Create a sense of community. Build value-based homogeneity; share and share alike; emphasise barn-raising, cross-utilization, and teamwork; get together.
- v. Support employee development. Commit to actualising; provide first-year job challenge; enrich and empower; promote from within; provide developmental activities ; provide employee security without guarantees.

Commitment and work behaviour - The meaning of employee commitment can best be explained by employing the social exchange theory. The social exchange theory is based upon an economic concept of human behaviour. Here the interactional processes between individuals are motivated by a desire to maximise rewards and to minimise losses. The basic premise of social exchange theory is that relationships providing more rewards than costs yield lasting mutual trust



and attraction. Also, these social dealings incorporate both the material benefits and psychological rewards including status, loyalty and approval. In the organization, management provides the employees with support and monetary rewards while in exchange, the employees contribute personal loyalty and expertise.

Organizational effectiveness depends on more than simply maintaining a stable workforce in which the employees are to perform assigned duties dependably and be willing to engage in activities which go beyond their role requirements. Thus, it seems reasonable to presume that the willingness of the employees to contribute to the organizational effectiveness is influenced by the nature of the commitment they experience. Employees who want to belong to the organization (affective commitment) are more likely than those who need to belong (continuance commitment) or feel obliged to belong (normative commitment) to make efforts on behalf of the organization.

Organizations need employees who are willing to go beyond the call of duty and engage in extra-role behaviours. For this, there is possibility of the link between the three components of commitment and a multidimensional measure of work behaviour. It is noticed that the measures of work behaviour correlate positively with measures of affective and normative commitment but not with continuance commitment. It is seen that affective commitment contributes significantly to the prediction of concern for quality, sacrifice orientation, and willingness to share knowledge. Normative commitment contributes only to the prediction of sacrifice orientation, and continuance commitment does not add significantly to the prediction of any of these behaviours. These relationships provide support for the proposition that the three components of commitment have different implications for work-related behaviour other than turnover. A term closely related to commitment is organizational citizenship. It can be conceptualised as a global concept which includes all positive organisationally relevant behaviours of the individual employees. It thus includes traditional in-role job performance behaviours, organisationally functional extra-role behaviours, and political behaviours, such as full and responsible organizational participation. In order to understand how employees' perceptions and attitudes affect their commitment, and hence their work behaviour, it is necessary to understand the precise meaning of organizational citizenship behaviour.

REVIEW OF LITERATURE

Vaishalee et al (2021) – In their study revealed that the majority of male instructors are under average stress, whereas the majority of female teachers are under above average stress. Teachers in semi-government and private schools were more stressed than those in government schools. As a result, male and female instructors at government, semi-government, and private schools



are exposed to about identical levels of stress. To assist teachers in managing stress, authorities and policymakers should foster a supportive and collaborative culture; provide stress and time management training, as well as specific training to manage disruptive people's behaviours; provide leisure facilities for faculty; and encourage faculty participation in decision-making.

Sharma (2017) – In her research she conclude that the level of job satisfaction is significantly more in government schools than in private schools.

Moshahid (2017) - The study revealed that government secondary school teachers possess significantly better adjustment than their private counterparts. There is no significant difference between the adjustment of government male and female secondary school teachers. The study also found that there is significant difference between adjustment of private male and female secondary school teachers. However, there is no significant difference between adjustment of government and private female secondary school teachers.

Panchal (2016) – Results reveals that significant difference was existed between private and government primary school teachers on occupational stress sub scales such role over load, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability.

Rani (2016) – The aim of the study was to analyse the Job satisfaction of Private and Govt. School Teachers. The study revealed that there was significance difference in job satisfaction between Private and Govt. School Teachers.

Ganapa & Arepalli (2015) – The findings revealed that there is a substantial difference between private and government teachers in terms of personality and system characteristics, but no such difference exists in terms of interpersonal aspects. Additionally, private teachers exhibit greater stress symptoms.

Harish K.A (2015) – It is read from the previous studies and analysis that stress among teachers are very high level in the present scenario. Hence, the authorities need to be aware of these factors of stress and take necessary steps to cope up with the changing lives in order to enhance the productivity of the teaching community which is the need of the hour.

Kaur M (2015) – The results of the study showed significant difference in occupational stress between government and private school teachers. No significant difference was found for commitment and control dimensions of personality hardiness between government and private school teachers. But a significant difference was found in challenge dimension of personality hardiness between government and private school teachers. The results showed that occupational



stress and personality hardiness in teachers is negatively correlated but the relationship was not significant.

Hasan A (2014) – In the study an attempt was made to compare teachers occupational stress of primary government and private school teachers of Tehsil Laksar, District-Haridwar. Findings revealed that in general, the primary school teachers have found to be highly stressed. Moreover, the private primary school teachers have also found to be highly stressed in comparison to their government primary school teacher counterparts.

Kumar Naik P and Singh S (2013) - It is found that there is no significant difference in different dimensions of Teachers Commitment among Government and Private higher secondary level teacher, but as a whole on teachers commitment, there is significant difference.

Leon Jackson and Sebastian Rothmann (2006) - The objectives were to analyze the occupational stress of educators, to determine the differences between occupational stress and strain of educators in different biographical groups and to assess the relationship between occupational stress , organizational commitment and ill -health. The results confirmed organizational commitment had major effects on physical and psychological ill health, it only moderated the effect of one occupational stressor, namely, job insecurity, on the physical and psychological health of educators.

METHODOLOGY

OBJECTIVES :-

- To compare government and private school teacher on occupational stress.
- To compare government and private school teacher on job commitment.
- To study the relationship between the occupational stress and job commitment among private school teachers.
- To study the relationship between the occupational stress and job commitment among government school teachers.

HYPOTHESES :-

- There is a significant difference between government and private school teachers on occupational stress.
- There is a significant difference between government and private school teachers in job commitment.



- There is a negative relationship between occupational stress and job commitment among private school teacher.
- There is a negative relationship between occupational stress and job commitment among government school teacher.

SAMPLE : - Total sample consist of 32 candidates -

- 16 government school teachers consist of 8 male and 8 female teachers .
- 16 private school teachers consist of 8 male and 8 male teachers .

TOOLS: -

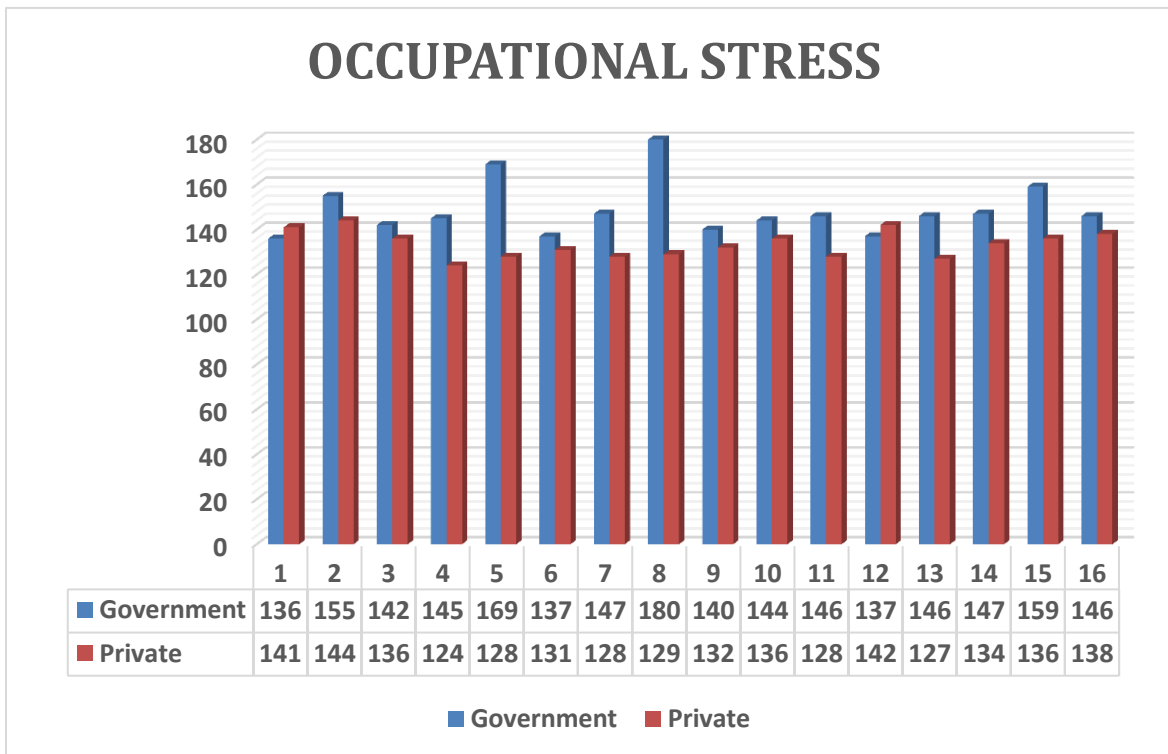
- **Occupational Stress Index by Dr. A.K Srivastava and Dr. A.P Singh** - The scale consists of 46 items, comprising 28 true-keyed and 18 false-keyed and each of which is rated on a five-point scale. The reliability of the scale was measured through split-half (odd-even) method and the Cronbach's alpha- coefficient for the scales as a whole was found to be 0.935 and 0.90, respectively. The validity of the OSI was determined by computing coefficient of correlation (r value) between the scores of OSI and various measures of job attitudes and job behaviour. Highly significant positive correlation was found between the scores on the OSI and the scores on measures of such job related attitudinal and motivational and personality variables.

- **Organizational Commitment Questionnaire by R.T Mowday , R.M Steers and L.W Porter** - It is a 15-item scale developed by Mowday, Steers and Porter (Mowday et al., 1979) and uses a 7-point likert type response format, with 3 factors that can describe this commitment: willingness to exert effort , desire to maintain membership in the organisation, and acceptance of organizational values. The organizational commitment questionnaire has shown higher reliability and validity when examined in organization behaviour literature The reliability of the scale was tested with the coefficient of alpha, which yielded a value of 0,87 indicating that the scale is highly reliable.

RESULTS

Table 1: Showing the t – value of Occupational Stress among government and private school teachers :-

SAMPLE	MEAN	df	SD	t - value
Government School Teacher	148.5	30	11.98	8.96
Private School Teacher	133.37		5.94	



Significance of level : 0.01

Table 2 : Showing the t – value of Job Commitment among government and private school teachers :-

SAMPLE	MEAN	df	SD	t - value
Government School Teacher	78.31	30	6.71	1.97
Private School Teacher	35.62		3.42	

Significance of level : 0.01

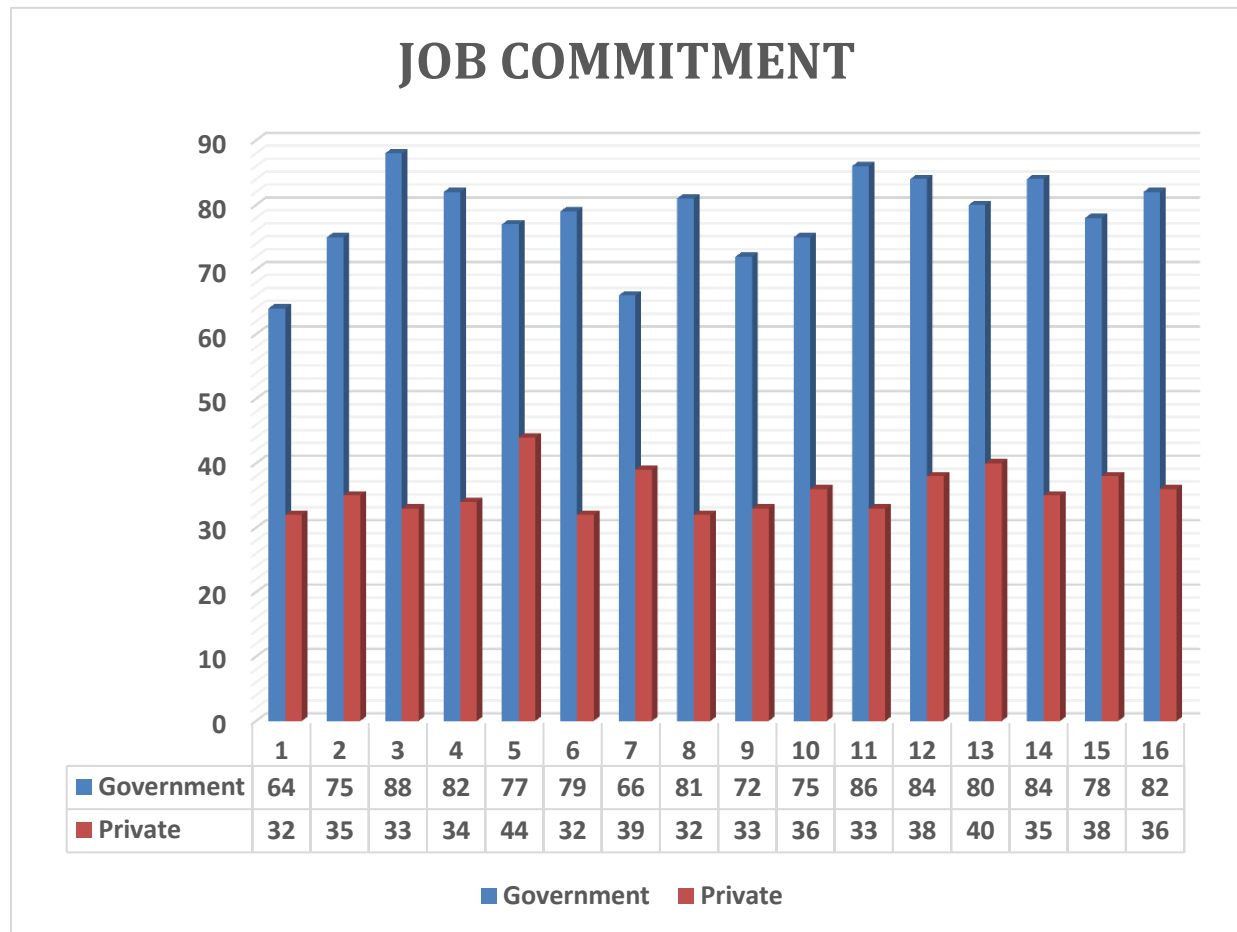




Table 3 : Showing the correlation between Occupational Stress and Job Commitment among private school teacher : -

Coefficient (r) :	- 0.1499367
N :	16
T static :	- 0.65996469
df:	14
P - value :	0.259993553

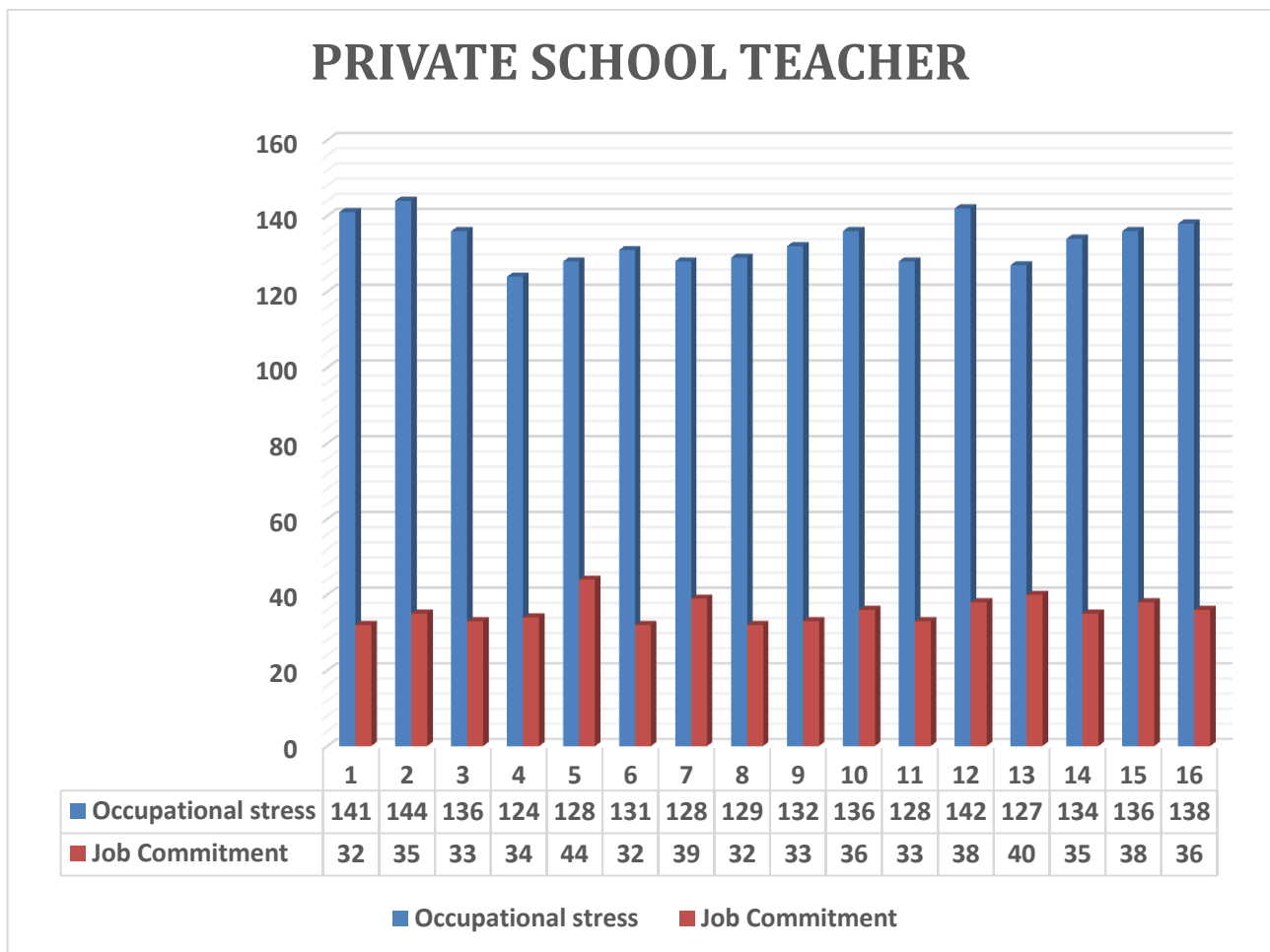
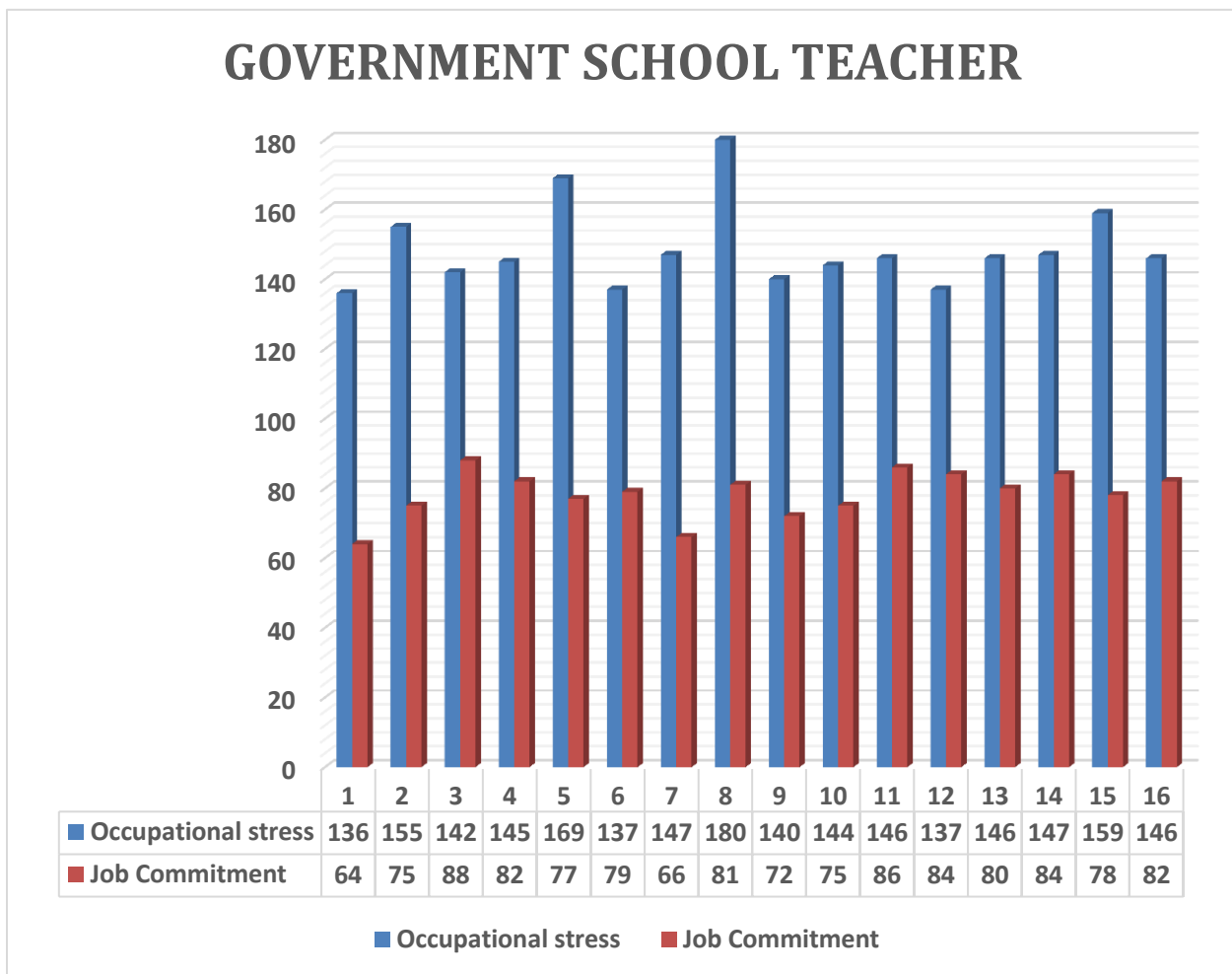


Table 4 : Showing the correlation between Occupational Stress and Job Commitment among government school teacher : -

Coefficient (r) :	0.089910989
N :	16
T static :	0.369651883
DF :	14
P - value :	0.641413309





INTERPRETATION

The purpose of this study was to explore occupational stress and job commitment among government and private school teachers .

Occupational Stress is a pattern of emotional, cognitive, behavioural and psychological reaction to adverse and noxious aspects of work content, work organization and the work environment. It can be defined as the physical and emotional response that occurs where worker perceives an imbalance between their work demands and their capability of resources to meet these demands or in simple words it is the harmful physical and emotional response that can happen when there is conflict between job demands on the employee and the amount of control and employee has over meeting these demands.

Job Commitment is an attitude reflecting employees loyalty to their organisation and is an ongoing process through which organizational participants express their concern for the organisation and its continued success and well-being. The organizational commitment attitude is determined by a number of personal (age, tenure in the organisation, career adaptability, and dispositions such as positive or negative affectivity, or internal or external control attributions) and organizational (the job design, values, support, procedural fairness, and the leadership style of one's supervisor) variables. Even non organizational factors, such as the availability of alternatives after making the initial choice to join an organisation, will affect subsequent commitment.

The sample consists of 32 teachers among those 16 government school teachers

and 16 private school teachers. The scale used is occupational stress developed by Dr. A.k. Srivastava and Dr. A.P Singh and scale organizational commitment questionnaire developed by Mowday, porter and smith.

Table – 1 Indicates that the teachers working in government schools faces comparably high level of occupational stress ($t=8.96$) as compared to the teachers working in private schools , that means stress among teachers of both the sector are very high and it can be based on the factors like work overload, working environment, age factor, job security, inadequate salary etc. Hence , First hypothesis is accepted which means that there exists substantial difference between the occupational stress among the government and private school teachers .

Table – 2 Indicates that the teachers working in government schools face high level of job commitment ($t=1.97$) , that means job security has a significant impact on job commitment of employees as compared to their counterparts working in private schools. Hence, the second



hypotheses is accepted which means that there exists widespread difference between the job commitment among the government and private school teachers .

Table – 3 Reveals a negative correlation between the occupational stress and job commitment among the private school teachers ($r = - 0.14$, $p < 0.01$) , that means occupational stress among the private teachers is one of the main reason of the low Organizational commitment , other factors such as job security, inadequate salary , working environment also plays a significant role in evaluating job commitment. Hence, the third hypotheses is accepted which means that there is a negative relationship between occupational stress and job commitment among private school teacher.

Table – 4 Reveals a zero correlation between the occupational stress and job commitment among the government school teachers ($r = 0.089$, $p < 0.01$) that means occupational stress among the government school teachers has no effect on job commitment. Hence, the fourth hypotheses is rejected and alternate hypothesis is accepted – which means that there is no relationship between occupational stress and job commitment among government school teacher.

Major Findings of the Study: -

- There is no significant difference between government and private school teachers on occupational stress .
- There is a significant difference between government and private school teachers on job commitment.
- There is a negative relationship between occupational stress and job commitment among private school teacher.
- There is no relationship between occupational stress and job commitment among government school teacher.

Conclusion: -

This paper is an attempt to understand the influence of occupational stress on the job commitment of teachers of government and private school and the study reveals that stress among teachers is very high in the present framework. Factors like work overload , working environment, age factor, job security, inadequate salary etc. lead to occupational stress among teachers. Almost all the studies about occupational stress apparently concluded that occupational stress is able to spread intense negative impact on work life of teachers. Teachers of both government and private school have widespread higher levels of occupational stress . While job commitment among government school teacher is significantly much higher than their



counterparts working in private schools. The teachers working in private schools have significantly poor levels of job commitment as compared to their teachers working in government schools.

Previous research has shown that occupational stress has a negative impact on the organisational commitment of academic staff implying that a negative relationship exist between occupational stress and organisational commitment This supports findings by Coetzee and Rothmann (2005) who reported that employees who perceived characteristics of their jobs and lack of control as a considerable source of stress became less committed to the organisation.

According to Tytherleigh, et al., (2005) occupational stress decreases the performance of individuals. Additionally, occupational stress results of increase of work load , poor service and purposefully destructive behaviours. Occupational stressors are aspects of the work environment that cause strains of individuals.

Consequently, educational institutions should develop interventions to reduce the occupational stress among staff, a decentralised system should be created to allow participative decision making at all levels. This would result in reduced occupational stress among academic staff caused by job control. Furthermore, tasks and roles should be redesigned to ensure employee autonomy and control over their job aspects. Since work relationships are also a huge source of occupational stress, an effective communication system that enables proper feedback to all stakeholders may reduce stress regarding work relationship. Job overload is also a huge source of occupational stress hence it is essential to reduce overload .Training techniques include relaxation, restructuring, time management and conflict resolution strategies are useful on some stressors .

The study also reveals that job security significantly predicts organizational commitment of school teachers. The explanation for this finding is not implausible. The finding also indicates that if the job of academic staff is secure, their organizational commitment is expected to rise. This finding corroborates that of Iverson (1996) who reported that job security has a significant impact on organizational commitment of employees. Thus, job security is an extrinsic comfort that has a positive relationship with worker's commitment and performance (Lambert.1991). Job security instigates employee commitment in any work situation. Teachers who perceive threats of job security would not put in their best for the attainment of institutional goals and ambition and would not take their job seriously. They would be less committed to the institution they are working for. The finding of this study is in consonance with the work of Jousef (1998) who found that job security is positively correlated with both organizational commitment and performance. A teacher would be committed to his/her job and the organization, if he/she feels secure. The finding of this study is also supported by the research finding of Moorhead and



Griffin (1989) who reported that job security and job satisfaction are related concepts and both are predictors of employees mental health and their commitment towards organisations .

Limitation of the study: -

- Sample size was too small to generalise over a large population .
- Data was collected from only few district therefore problems of other areas may not be included.
- Occupational stress was affected during pandemic , which may influence the result.

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