

A STUDY ON STRESS AND JOB PERFORMANCE AMONG SCHOOL TEACHERS OF KARIMNAGAR CITY

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Abstract

This is an effort to check the performance, and also the self interest in work setting of school teachers within the karimnagar town. The teacher job is generally connected with psychological feature work and had to deal with totally different psychology of students. There is plentiful scope for the academics in karimnagar with growing student community, on it basis large job chance for teaching jobs are in the job market. This scope and chance makes the willing people who are enthusiastic about teaching profession to do for a more robust career and standing within the society. With this growing situation creates pressure and stress on the mind-set of teachers of this region to succeed in teaching profession. Stress can be a cause to decrease the engagement with job and additionally results in reduce the performance of the workers. Stress has become vital because of dynamic factors and dynamic wants of teachers. Stress is man's adaptative reaction to associate outward state of affairs which might cause physical and behavioural changes. This paper is a trial to grasp the stress levels and performance of the teaching schools of karimnagar town and the way demographic factors impact on the strain and performance. A well structured questionnaire is circulated among the school teachers of karimnagar region and based on the responses given by them the analysis has done with statistical ways referred to as t-test, analysis of variance and Correlation between numerous variables. The interpretation is prepared on the analyzed reports of the information collected through questionnaire.

Key words: employee engagement, job performance, stress.

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1. Introduction

Teaching has been identified as most stressful professions these days. The profession of teaching has a dreadfully prestigious place in all professions. A teacher is a king pin within the total system of education. Teaching has currently become a really stringent occupation with a lot of stresses because high responsibilities to shoulder besides teaching from text book more to be taught. With modification in cultural and traditions within the societies there has been a radical change within the expectations from a teacher. Most of the school systems opt to maintain uniformity altogether of their branches. This can be a limitation for the teacher and build him to regulate there upon pattern perhaps or may not be match with the environment. Frequent changes and competition from numerous dimensions typically unexpected are maximally strain the capacities of the physical body. This study is an attempt to know the performance and satisfaction of teachers in karimnagar town. This study in the main throws a light on the impact of employee engagement and stress on staff for performance within the job. In this world contest, stress has become the foremost vital issue affecting individual effectiveness and potency. The imbalances within the present work systems produce a threat to the staff resulting in high level of stress. Stress is related to the role or position that an individual occupies for a given job. As a result stress is usually accepted as a deciding issue of poor performance of staff in organization, each employee and employer are attempting to resolve the matter in order that employees may provide their higher work performance.

In today's robust surroundings, stress is an intruder and comes within the means of performance. Besides high aspirations and high standards of performance set, an employee forces himself to have a stressful life. Stress is felt across the hierarchy- from a low level employee to high level employee, though the causes could different from person to person. It is knowledge that what is stressful to one person might not be thus for other person since responses to stressful things and skill to urge over them vary by person and his talents to cope with it. A personal will handle a stressful circumstances, if the resources he has- both physically and mentally with adequate. Sometimes, there's broad gap between the quantity of resources required and those that are available. In such things, he undergoes an intolerable pain in harmonize demands and resources- that is stress. If the issues are somewhat light-weight, a person will simply handle them either by self or with the assistance of members of the family or friends and colleagues; conversely, if the issues are huge, he's stuck in a very crisis for success. Sometimes, the ups and downs of life will get our work and create operating life appear a little irresistible and stressful. Life and work life move and cause stress. During this study the respondent, faculty lecturers, area unit the key persons between subjects and students. They have the responsibility to make each student to know the information of subject.

One of the central responsibilities of a teacher is that lesson planning and teaching. The teachers have the responsibilities of how to plan the lessons and what is the best way to teach the students. Another responsibility of a teacher is accountability for student performance. The teachers find out the level of performance of every student and give more importance to the backward students. Another stressful responsibility is class room management and discipline. And also motivates the students to participate extracurricular activities. Institutions today are in competition for the better results. For this the teacher has to work hard more than his ability to

achieve higher ranks with students to hold institution in the best position in the society. This is the environment facing by the teachers in the institutions for their sustaining in the profession.

Stress...

According to Selye (1936) “Stress is a dynamic condition in which an individual is confronted with an opportunity, constraints or demand related to what he/she may desire and for which the outcome is perceived to be both uncertain and important” or Any external event or any internal drive, which threatens to upset the organism’s equilibrium, is called stress. If organizational stress is unable to manage properly, it affects the human potential and reduces the quality, quantity, health, and morale of the employees. The word “stress” is defined in the Oxford Dictionary as, “a state of affair involving demand on physical or mental energy”. Another definition describes it as “a condition or circumstance (not always adverse), which can disturb the normal physiological and psychological functioning of an individual.” Employee stress is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. Stress can come from any state or situation or thought that makes you feel frustrated, angry, nervous, or anxious. Stress is caused by an existing stress-causing factor, known as "stressor." Cooper (1983) has listed several sources of work stress including job conditions, role stress, interpersonal factors, career development, organizational structure and home-work interface.

Factors of stress

The sources of stress at work can be abundant: complicated working conditions, scarcity of resources, increased accountability, job descriptions overload, etc. a unclear job descriptions or a poor and faulty organizational communication, can put the employee in a situation of ambiguity of the role, not knowing what is expected from him and thus not being sure about the direction towards he is headed correct or wrong. The changes that take place within the organization, the restructuring, the redundancies, the technological change, if not well managed, can easily become sources of stress.

Kagan et al. (1995) observes occupational stress as the emotional, mental and behavioural reaction. For productive outcomes from the schools Teacher stress must be controlled. Jones (2001) said that schools are more focused on methodology, accountability and testing, therefore, focus on creating an optimal learning environment is often limited. Powers (2005) contended that a good teacher is one who looks for effective and different methods to generate interest and enthusiasm among the students that he or she teaches.

Cooper and Marshall (1976) are viewed that occupational stress is meant environmental factors or stressors such as work overload, role conflict, role ambiguity, and poor working conditions associated with a particular job.

The psychological stressors influence the health through emotional, cognitive, behavioural and psychological factors (Levi, 1998). The role ambiguity, role overload, role conflict and strenuous working conditions have positive relations and are the common causes of the stress (Chand and Sethi, 1997). The type of work assigned to an employee is also one of the stress factor and those engaged in work related to them able to manage the stress better than those who are assigned unrelated work (Tread Gold, 1999). Psychosocial stressors at work include factors such as high-perceived workplace stress, low-perceived social support, low perceived job control, and time pressure (Bongers et al., 2002; Huang et al., 2003). Individual factors include gender, age, negative stress reactions—especially stomach reactions, and unsatisfactory leisure time and/or additional domestic workload (Bergqvist et al., 1995; Fredriksson et al. 1999).

Workplace bullying also leads to stress. In some natural causes of stress having female teachers is that misbehavior of other peoples or co-workers or the management sides. Some time it may come from parents and intruders also. In these cases one of the major things is to increase the stress level of teachers is that lack of support from the bureaucracy for filling and routine tasks. And also the teachers feeling that lack of job security in the institution due to redundancy and fixed term contracts and all. In another case the teachers feels that they lose the control over the assigned job or the management didn't give the full authority of the assigned jobs. The teacher also feels that they loose their public esteem in to the society.

Feeling stress can change the way a person feels, thinks and behaves.

At individual level: physiological reactions, emotional reactions, cognitive reactions and behavioural reactions.

At the level of organization: absenteeism, a high fluctuation of staff, a faulty calendar, disciplinary problems, bullying, low productivity, accidents, errors and increased costs from compensation or health care.

There are always two kinds of reactions to work stress: positive or negative. Adequate work stress can inspire employees' possibilities of doing work and increase their performance; however, excessive work stress will directly influence performance quality. Selye's view (1956) was that "stress is not necessarily something bad – it all depends on how you take it; the stress of exhilarating, creative successful work is beneficial, while that of failure, humiliation or infection is detrimental." positive or negative Stress can be called, namely, Eustress and Distress. Eustress helps a person perform at a higher level and achieve their goals. It acts as stimulate for performance. Distress is crushing and obstructs performance and overall well-being. Stress has great impact on the performance. There may be some positive effects of the stress that will enhance one's performance, but, for the most part, stress is an obstacle that comes in the way of performance; that apart, it damages employees' daily productivity and decreases the duration of services.

2. Work Backdrop

Karimnagar is a city in the state of Telangana, governed by a Municipal Corporation. It is located on the banks of Manair River, a tributary of the Godavari River. Teaching is considered as an important occupation with high responsibilities and commitments and the role played by teacher is very significant in the academics. Teachers play a diversify role within the class room and outside of the class room to nurture students. A class room is considered as a miniature society representing different types of pupils with difference in abilities, capabilities and attitudes. It is therefore, the duty of the teacher to provide learning experience suited to all types of children to achieve better outcome and all round development of the child. Karimnagar town is with much competition between schools to make a mark in the society. In this perspective the management is giving much load on the minds of the teacher to get better performance from all the students of the school. This study is carried for the purpose to study the stress levels of the school teachers.

3. Review of Literature

Stress became a common word in everyone's life. Large numbers of researchers have presented their views through various modes of publications in reputed journals, magazines and news papers. Hens Selye (1956) developed a model called the General Adaptive Syndrome Model to explain the stress phenomenon and the stress level. This model has three stages. The first stage is the alarm reaction stage, which involves the body's response to or familiarizing itself with the new situation or stressor. The second stage is the resistance stage, which involves

resisting and reacting to the situation, followed by the third stage which is the exhaustion stage; it is the aftermath of resistance. If the resistance stage goes on for a long period, the person becomes distressed.

A widely accepted definition of psychological stress is “A relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being” (Lazarus, Folkman, 1984). Srivastava, A.K. (1999) found stress at work resulting from increasing complexities of work, and its divergent demands have become a prominent and pervading feature of the organizations. Travers & Cooper (1996) found that teachers named lack of government

Support, lack of information about changes, constant change and the demands of the National Curriculum as among their greatest sources of stress. Stress is a process in which environmental events or personal factors pose a challenge to the physical or mental health of an individual and in which the individual tries to face such challenge and saves himself from the danger created by these conditions (*Father Bulake, 1971*).

Studies on the relationship between teacher’s occupational stress and their qualification have shown that postgraduate teachers have significantly less job satisfaction on job role item than the undergraduate and graduate teachers (Mondal et al., 2011). Khurshid et al. (2011) showed that the teachers with low income experience more occupational role stress than teachers with higher income level. Dan J. Braaten (2000) noted that as job stress produces negative effects for both the employee and the organization, occupational stress should not be considered as a private matter for the employee to deal with on his own.

Aspects of occupational stress experiences as difficult to characterize with other forms of everyday experiences (Cook et. al. 1981). For example, job satisfaction among teachers in schools, may be influenced by the teachers' assessment of top management. Job satisfaction is an emotional relation to an employee's work condition. Job satisfaction is defined to be an overall impression of job in terms of specific aspects of the job (work, pay promotion, co-workers, etc.,). Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work (Kyriacou 2000). In research globally, a consistent correlation has been establish between changing education policies of the government and heavy workload of teacher. A number of surveys have been pointed out the comparatively stressful nature of teaching profession. T. Cox, Mackay, S. Cox, Watts, and Brockley (1978) reported that more than 60 per cent of teachers considered working as the main source of stress in their lives. Kyriacou (1980) revealed that teachers, when compared to people in other professions, teachers experience a higher level of stress than other professionals.

According to the study conducting by Robert M. Torres, Rebecca G. and Misty D. Lambert (2009) reported gender and experiences as moderators of the job stress among agriculture teachers. Mariya Aftab and Tahira Khatoon (2012) reported that school teachers are less stressed; and demographic variables that are gender, designation and job tenure are related with stress. Shailaja H M and Sunagar G M (2012) suggested gender and marital status as moderator of stress. Fauzia Khurshid, Zahir Uddin Butt and Sufiana K. Malik (2011) revealed that public sector university teachers are more stressed and the stressor is the interpersonal relations with the colleagues whereas private sector teachers are stressed due to their workload. The study further reported that demographic variables have effects on determining the levels of occupational stress. Ravichandran and Rajendran (2007) stated that female teachers are more stressed and demographic variables play a significant role in the perception of various stressors.

Osamah Bataineh (2009) stated that marital status, age, and teaching experience were not related to burnout. According to Boran Toker (2011) research assistants are more stressed as compare to professors and associate professors.

4.Statement of the Problem

A large number people are motivating towards teaching profession to create an identity for their professional life. Career development for teacher takes place through hard work, training themselves every time for better communicating of knowledge to students, and continuity in learning. Teacher requires long hours of continuous work both in and outside of the class room. Stress at work is inevitable and cannot be avoided as uncertainties and unexpected changes taking place in the environment every time.

5.Objectives of the study

The current study aims at level of stress in teachers on them to give better service to students and institutions. The study focuses on their job performance, stress, pressure at work and engagement with work. It also attempted to understand how the salary, education and work experience affect the performance and stress levels of individuals. Here is a list of the hypotheses that the researchers wanted to investigate.

6.Hypothesis

Hypothesis 1: Influence of how your work fits into the overall objective of the institution on perceived stress, job performance and employee engagement.

Hypothesis 2: Influence of career success on perceived stress, job performance and employee engagement.

Hypothesis 3: Influence of life success on perceived stress, job performance and employee engagement.

Hypothesis 4: Influence of Designation on Perceived stress, Job performance and employee engagement

Hypothesis 5: Influence of experince on Perceived stress, Job performance and employee engagement

Hypothesis 6: Influence of parent-teacher meetings on Perceived stress, Job performance and employee engagement

7.Methodology

The study is aimed at determining the level of stress of teachers working in schools of Karimnagar. It is expected to throw light on issues such as their perceived stress, job performance and employee engagement. For this purpose, a questionnaire was made and circulated at random among 110 corporate level school teachers in Karimnagar town. Only, 94 employees have returned the filled questionnaires. The response rate is 85.45%.

Instruments

Sheldon Cohen - Perceived Stress Scale (PSS), Porter and Lawler's Job Performance scale, Utrecht Work Engagement Scale were used as the instruments.

8.Results and Discussions:

Influence of how your work fits into the overall objective of the institution on perceived stress, job performance and employee engagement.

how your work fits into the overall objective of the institution		N	Mean	Std. Deviation	T value
Perceived Stress	Yes	73	26.33	5.161	-3.290*
	No	21	30.33	3.903	
job performance	Yes	73	21.79	5.310	3.657*
	No	21	18.14	3.582	
employee engagement	Yes	73	22.48	5.779	5.069*
	No	21	17.52	3.234	

*Significant at 0.05 level of Significance

From the above Table 1, It can be seen that mean perceived stress score of school teachers know how work fits into institution objective i.e. **26.33** has been found lower than that of school teachers don't know how work fits into institution objective i.e. **30.33**. It is emerged clear that school teachers know how work fits into institution objective have less stress as compared to school teachers don't

know how work fits into institution objective. It can be seen that mean job performance score of school teachers know how work fits into institution objective i.e. **21.79** has been found higher than that of school teachers don't know how work fits into institution objective i.e. **18.14**. It is emerged clear that school teachers know how work fits into institution objective have higher job performance as compared to school teachers don't know how work fits into institution objective. It can be seen that mean employee engagement score of school teachers know how work fits into institution objective i.e. **22.48** has been found higher than that of school teachers don't know how work fits into institution objective i.e. **17.52**. It is emerged clear that school teachers know how work fits into institution objective have more employee engagement as compared to school teachers don't know how work fits into institution objective.

From the above t-test table 1, school teachers know how work fits into institution objective with perceived stress, job performance and employee engagement, it can be observed that perceived stress $t(92) = -3.290$, $P < .05$, job performance $t(92) = 3.657$, $P < .05$ and employee engagement $t(92) = 5.069$, $P < .05$ was found significant with school teachers know how work fits into institution objective, which indicates that perceived stress, job performance and employee engagement with job is significantly different for school teachers know and not knowing how work fits into the overall objective of institution.

Influence of career success on perceived stress, job performance and employee engagement.

career a success		N	Mean	Std. Deviation	t value
Perceived Stress	Yes	55	26.47	5.617	-1.689
	No	39	28.28	4.310	
job performance	Yes	55	22.38	5.472	3.439*
	No	39	19.00	4.059	
employee engagement	Yes	55	22.60	5.573	2.556*
	No	39	19.64	5.470	

*Significant at 0.05 level of Significance

From the above Table 2, It can be seen that mean perceived stress score of career perceived stress school teachers i.e. **26.47** has been found lower than that of career unsuccessful school teachers i.e. **28.28**. It is emerged clear that career success school teachers have less stress as compared to career unsuccessful school teachers. It can be seen that mean

job performance score of career success school teachers i.e. **22.38** has been found higher than that of career unsuccessful school teachers i.e. **19.00**. It is emerged clear that career success

school teachers have high job performance as compared to career unsuccessful school teachers. It can be seen that mean employee engagement score of career success school teachers i.e. **22.60** has been found higher than that of career unsuccessful school teachers i.e. **22.25**. It is emerged clear that career success school teachers have more employee engagement as compared to career unsuccessful school teachers.

From the above t-test table 2 of career success with perceived stress, job performance and employee engagement, it can be observed that job performance $t(92) = 3.439$, $P < .05$ and employee engagement $t(92) = 2.556$, $P < .05$ was found significant with career success, which indicates that job performance and employee engagement with job is significantly different for career success and unsuccessful school teachers. So, the null hypothesis i.e. there exists no significant difference in job performance and employee engagement among career success and unsuccessful school teachers was not accepted. And other variables perceived stress $t(92) = -1.689$, $P > .05$, so we can't reject null hypothesis, which indicates there exists no significant difference among career success and unsuccessful school teachers.

Influence of life success on perceived stress, job performance and employee engagement.

life a success		N	Mean	Std. Deviation	T value
Perceived Stress	yes	58	25.72	5.211	-3.822*
	no	36	29.64	4.128	
job performance	Yes	58	21.83	5.541	2.172*
	No	36	19.61	4.291	
employee engagement	Yes	58	21.91	5.924	1.173
	No	36	20.50	5.262	

*Significant at 0.05 level of Significance

From the above Table3, It can be seen that mean perceived stress score of life success school teachers i.e. **25.72** has been found lower than that of life unsuccessful school teachers i.e. **29.64**. It is emerged clear that life success school teachers have less stress as compared to life unsuccessful school teachers. It can be seen that mean job performance score of life success school teachers i.e. **21.83** has been found higher than that of life

unsuccessful school teachers i.e. **19.61**. It is emerged clear that life success school teachers have more job performance as compared to life unsuccessful school teachers. It can be seen that mean employee engagement score of life success school teachers i.e. **21.91** has been found higher than that of life unsuccessful school teachers i.e. **20.50**. It is emerged clear that life success school teachers have more employee engagement as compared to life unsuccessful school teachers.

From the above t-test table3 of life success with perceived stress, job performance, and employee engagement, it can be observed that perceived stress $t(92) = -3.822$, $P < .05$ and job performance $t(92) = 2.172$, $P < .05$ was found significant with life success, which indicates that perceived stress and job performance with job is significantly different with life success or unsuccessful school teachers. So, the null hypothesis i.e. there exists no significant difference in perceived stress and job performance among life success or unsuccessful school teachers was not accepted. And other variable employee engagement $t(92) = 1.173$, $P > .05$, so we can't reject null hypothesis, which indicates there exists no significant difference among life success or unsuccessful school teachers.

Influence of Designation on Perceived stress, Job performance and employee engagement

ONEWAY ANOVA: Table 4						
		Sum of Squares	df	Mean Square	F	Sig.
Perceived Stress	Between Groups	80.222	2	40.111	1.518	.225
	Within Groups	2404.087	91	26.419		
	Total	2484.309	93			
job performance	Between Groups	229.087	2	114.544	4.582	.013
	Within Groups	2274.870	91	24.999		
	Total	2503.957	93			
employee engagement	Between Groups	294.280	2	147.140	4.923	.009
	Within Groups	2719.688	91	29.887		
	Total	3013.968	93			

Influence of Designation on Perceived stress, Job performance and employee engagement calculated reproduced in the above table 4. From the table Job performance $F(2, 91) = 4.582, p < .05$ and employee engagement $F(2, 91) = 4.923, p < .05$, so, there is influence of designation on them. But Perceived stress $F(2, 91) = 1.518, p > .05$ that indicates stress is not influenced

by designation.

Influence of experience on Perceived stress, Job performance and employee engagement

ONEWAY ANOVA: Table 5						
		Sum of Squares	Df	Mean Square	F	Sig.
Perceived Stress	Between Groups	92.850	3	30.950	1.165	.328
	Within Groups	2391.458	90	26.572		
	Total	2484.309	93			
job performance	Between Groups	490.187	3	163.396	7.303	.000
	Within Groups	2013.770	90	22.375		
	Total	2503.957	93			
employee engagement	Between Groups	349.258	3	116.419	3.932	.011
	Within Groups	2664.710	90	29.608		
	Total	3013.968	93			

Influence of experience on Perceived stress, Job performance and employee engagement calculated reproduced in the above table 5. From the table Job performance $F(3,90)=7.303, p < .05$ and employee engagement $F(3,90)=3.932, p < .05$, so, there is influence of experience on them. But Perceived stress

$F(3,90)=1.165, p > .05$ that indicates stress is not influenced by experience.

Influence of parent-teacher meetings on Perceived stress, Job performance and employee engagement

ONEWAY ANOVA: Table 6						
		Sum of Squares	Df	Mean Square	F	Sig.
Perceived Stress	Between Groups	431.374	6	71.896	3.047	.009
	Within Groups	2052.934	87	23.597		
	Total	2484.309	93			
job performance	Between Groups	412.914	6	68.819	2.863	.014
	Within Groups	2091.043	87	24.035		
	Total	2503.957	93			
employee engagement	Between Groups	598.452	6	99.742	3.592	.003
	Within Groups	2415.516	87	27.765		
	Total	3013.968	93			

Influence of parent teacher meetings on Perceived stress, Job performance and employee engagement calculated reproduced in the above table 6. From which Perceived stress $F(6,87)=3.047, p < .05$, Job performance $F(6,87)=2.863, p < .05$ and employee engagement $F(6,87)=3.592, p < .05$ are lesser than 0.05, so, there is

influence of parent teacher meetings on them.

Correlations

		DESIGNATION	Experience	how your work fits into the overall objective of the institution	career a success	life a success	how many parent-teacher meeting are conducted	Perceived Stress	job performance	employee engagement
DESIGNATION	Pearson Correlation	1	.487**	-.035	-.146	-.102	.032	-.179	.302**	.301**
	Sig. (2-tailed)		.000	.735	.161	.330	.763	.084	.003	.003
	N	94	94	94	94	94	94	94	94	94
Experience	Pearson Correlation	.487**	1	-.136	-.173	-.117	.058	-.081	.437**	.339**
	Sig. (2-tailed)	.000		.190	.096	.261	.576	.437	.000	.001
	N	94	94	94	94	94	94	94	94	94
how your work fits into the overall objective of the institution	Pearson Correlation	-.035	-.136	1	-.089	.313**	.135	.324**	-.295**	-.365**
	Sig. (2-tailed)	.735(NS)	.190(NS)		.395	.002	.195	.001	.004	.000
	N	94	94	94	94	94	94	94	94	94
career a success	Pearson Correlation	-.146	-.173	-.089	1	.269**	.067	.173	-.323**	-.257*
	Sig. (2-tailed)	.161(NS)	.096(NS)	.395(NS)		.009	.520	.095	.002	.012
	N	94	94	94	94	94	94	94	94	94
life a success	Pearson Correlation	-.102	-.117	.313**	.269**	1	-.020	.370**	-.209*	-.121
	Sig. (2-tailed)	.330(NS)	.261(NS)	.002	.009		.851	.000	.043	.244
	N	94	94	94	94	94	94	94	94	94
how many parent-teacher meeting are conducted	Pearson Correlation	.032	.058	.135	.067	-.020	1	.358**	-.341**	-.411**
	Sig. (2-tailed)	.763(NS)	.576(NS)	.195(NS)	.520(NS)	.851(NS)		.000	.001	.000
	N	94	94	94	94	94	94	94	94	94
Perceived Stress	Pearson Correlation	-.179	-.081	.324**	.173	.370**	.358**	1	-.472**	-.422**
	Sig. (2-tailed)	.084(NS)	.437(NS)	.001	.095(NS)	.000	.000		.000	.000
	N	94	94	94	94	94	94	94	94	94
job performance	Pearson Correlation	.302**	.437**	-.295**	-.323**	-.209*	-.341**	-.472**	1	.819**
	Sig. (2-tailed)	.003	.000	.004	.002	.043	.001	.000		.000
	N	94	94	94	94	94	94	94	94	94
employee engagement	Pearson Correlation	.301**	.339**	-.365**	-.257*	-.121	-.411**	-.422**	.819**	1
	Sig. (2-tailed)	.003	.001	.000	.012	.244(NS)	.000	.000	.000	
	N	94	94	94	94	94	94	94	94	94

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed). NS: Non-Significant

Some important findings from correlation analysis

Experience correlated with designation (0.487)

Clear about the goals and objectives of your Job correlated with how your work fits into the overall objective of the institution (0.386)

Life success is correlated with how your work fits into the overall objective of the institution (0.313) and career success (0.269).

How many parent-teachers meeting are conducted correlated with salary (0.434).

Perceived stress is correlated with how your work fits into the overall objective of the institution (0.324), life success (0.370) and how many parent-teachers meeting are conducted (0.358).

Job performance is correlated with designation (0.302), experience (0.437), age (0.252) and inversely correlated with how your work fits into the overall objective of the institution (-0.295), career success (-0.323), life success (-0.209), how many parent-teacher meeting are conducted (-0.341) and perceived stress (-0.472).

Employee engagement is correlated with designation (0.301), experience(0.339), job performance(0.819) and inversely correlated with how your work fits into the overall objective of the institution(-0.365), career success(-0.257), how many parent-teacher meeting are conducted(-0.411) and perceived stress(-0.422).

The following is brief discussion on each of the hypotheses and whether this research holds them or otherwise.

Hypothesis 1: Influence of how your work fits into the overall objective of the institution is on perceived stress, job performance and employee engagement.

Hypothesis 2: Influence of career success on job performance and employee engagement.

Hypothesis 3: Influence of life success on perceived stress and job performance.

Hypothesis 4: Influence of Designation on Job performance and employee engagement

Hypothesis 5: Influence of experience on Job performance and employee engagement

Hypothesis 6: Influence of parent-teacher meetings is on Perceived stress, Job performance and employee engagement

9.Limitations

This is a small sample consisting of 94 respondents. That apart, the area is restricted to a small town, and hence, generalizability of these findings is not doubtful.

10.Scope for further research

Further research can be done with larger samples covering different geographical areas. The relationship of various stress sources at job with other variables like employee satisfaction, commitment etc. can be done. Study is on school teachers further study can be done on different levels of schools.

11.Conclusion:

From the study it is evident that stress, performance and engagement with work are different from the employees who are familiar about their work fits in the overall objective of the institutions goals from employees who are unfamiliar. If the employees know their work contribution for the institution goal then there is a possibility of giving much better for the institution. There is difference between career success and unsuccessful school teacher for job performance and employee engagement with job as it related to career of the individuals. With life success stress and job performance is differed from life success and unsuccessful school teacher. When there is no success in the life individuals feel disturbed and stressed, which leads to low performance. From the study it is revealed that both designation and experience influence job performance and employee engagement. Parent Teacher Meetings influence is on stress, performance and engagement with the job. The Meetings give much pressure on the mind of the teachers which makes a difference between the number of meetings conducted by the institutions.

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