Organisational Commitment and Hardiness Personality in relation to Occupational Stress of Primary School Teachers

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Abstract: Occupational stress is an important factor that affects both professional and personal life of an employee aversively. The nature of occupational stress and factors that mitigate its effects has been of interest of researchers across the globe.In this line, the prime objective of the current research is to examine the role of organisational commitment and hardiness personality in relation to occupational stress of primary school teachers. Total 100 teachers (66 females and 34 males) from five different schools participated in the current research fromthe tri-city area of Panchkula, Mohali and Chandigarh, India. Three psychological tools including Occupational Stress Index (Srivastava & Singh, 1984), Singh Psychological Hardiness Scale (Singh, 2008) andOrganisational Commitment Scale (Dhar, Mishra & Srivastava, 2001) have been used to collect the data in this study. The results indicate no gender differences in all the three study variables with t ratios ranging from .42 to 1.23 all falling below the critical value of significance at .05 level. The results also suggest that occupational stress is significantly negatively related withorganisational commitment are (r = -.26, p <.01) and personality hardiness (r = -.45, p < .001). Further,organisational commitment significantly bring variance in (r2 = .07, p < .01) occupational stress. However, the Hierarchical Multiple Regression analysis results confirm that both hardiness personality and organisational commitment are stronger predictor of occupational stress when combined together (r2 = .24, p < .01) than taken separately. The results provide the insight that people with hardiness personality and high job commitment can effectively handle their occupational stress.

Index Terms: job commitment, hardiness personality, occupational stress, school teachers

I. INTRODUCTION

Stress is an integral part of human life and managing stress takes a lot of time and effort of an individual. In the life of an employee, the nature and demands of the occupation cause continuous hassles that lead to occupational stress. Margolis et al. (1974)[1] have opined that "Occupational stress is a condition worth interacting with worker characteristics is to disrupted psychological and physiological homeostasis.

The causal situation conditions are job stressors and the disrupted homeostasis is job related stress." This definition suggests that occupational stress is a state of imbalance at the workplace that can elevate both physiological and psychological symptoms in an employee. However, a fair amount of stress is considered necessary for every task, but higher level of stress leads to dissatisfaction and poor performance.Miles (2000)[2] has emphasized that occupational stress is mainly expressed in unwanted physical and psychological symptoms that take an employee towards low performance and satisfaction and malingering.

Job performance of an employee can further cause detrimental effects on the mental health of an employee that can affect job satisfaction and commitment levels towards the organisation. Job commitment of employees is an important aspect for the growth and sustainability of any organisation. This concept has a particular value in the teaching profession because of the moral and respectful nature attached to it. In India and around the world, teaching has been considered a noble work that is the base of any country's social, political and economic development.Furthermore, Rosenholtz and Simpson (1990)[3] even identified teacher's job commitment to the socioeconomic status of students.Job performance and occupational stress is not always same in all the employees and differs significantly among different workers due to several factors. One of the major factors that contribute to this difference is the personality of a person. In psychology, personality is termed as the overall composition of traits or how a person feels, thinks and behaves. Kobasa (1979)[4] suggested a unique dimension or type of personality called personality hardinessKobasa, Maddi &Puccetti (1982)[5] further delineated hardiness as a personal enduring pattern that helps a person to cope with stressors. The hardiness personality has basically three dimensions including commitment, control and challenge. The hardiness of a particular teacher also depends on his qualifications, motivation of the students and discipline (Angel, 1997)[6]. People having hardiness personality are more committed totheir job and have high self efficacy to control their life, take their decisions and analyse the stressors and convert them into opportunities (Eid, Jonsen, Bartone&Nissestad, 2008)[7]. Moreover, teachers with hardiness personality also tend to cope with stressors effectively (Galla, Hyman,

Stewart, & Fehr, 1994)[8].Significant numbers of researches have been done to find out the role of hardiness personality and job commitment in higher education institutes. But there is a research gap in the primary education area pertaining to these variables. As both hardiness personality and job commitment are the key component for the job performance and success of any teacher, the current research aims to study the role of organisational commitment and hardiness personality in relation to occupational stress of primary school teachers.

II. LITERATURE REVIEW

Subramanian and Vinothkumar (2009)[9] conducted a research to find out the association among occupational stress, hardiness personality and self esteem in IT professionals. The results of their study suggest that there is a negative relationship of hardiness personality and self esteem with the load, ambiguity and stressful working conditions. They further elaborated that hardiness personality and high self esteem can play a vital role in managing occupational stress in IT professionals. Azeem (2010)[10] investigated the job involvement, personality hardiness and job burnout among the university teachers of India. The study revealed that job burnout is the major predictor of personality hardiness and job involvement which has significant negative correlation with depersonalisation and positive correlation with personal accomplishment and dimensions of burnout. The major conclusion was the total personality hardiness and commitments are predictor of burnout among teachers. Ferreira (2012)[11] found significant relationship between hardiness and organisational commitment. The research further reported that individual's hardiness links to their sense of psychological attachment towards the organisation. It was suggested that those institutions who wishto retaintheir employees need to look for developing the hardiness and commitment of their employees.Syed and Azeem (2013)[12] studied the impact of organisational stress and hardiness on university teacher's burnout with a sample of 300. Using organisational role stress scale (ORS), personality hardiness scale and Maslach burnout inventory (MBI), it was found that organisational stress and job burnout had highly significant positive correlation. The difference in burnout level was found on the bases of group categories of participants i.e. lecturers, readers and professors with lecturers having the highest level of stress as compared to other two groups. Crosson (2015)[13] studied the relationship of psychological hardiness, self-efficacy and occupational stress. The researcher used a nonexperimental, cross-sectional and quantitative design and used a self-administered web-based survey with 112 school psychologists of Georgia. Through multiple linear regressing, the research concluded that the occupational stress did not relate to self-efficacy strongly but there was a significant moderate relationship with occupation stress and self-efficacy and suggested that school psychologist should incorporate self-care techniques to maintain their efficiency. Şentuna (2015)[14] investigated the relationship of job satisfaction, self-esteem and organisational commitment with different genders and included 213 physical education teachers (137 males and 76 females). Administering Rosenberg Self-Esteem Scale, Job Satisfaction Scale and Organisational Commitment scale and simple Pearson's correlation, it was concluded that the average score of males and females differ significantly. The study revealed the differences between the genders on the dimensions of job satisfaction and self-esteem as well. Wallnäs and Jendle (2017)[15] studied the relationship between the physical activity, social support and hardiness as predictors of occupational stress in Swedish secondary school teachers. Their result showed that the three variables are good predictors of occupational stress without any gender differences. They concluded that physical activity, social support and hardiness collectively have stress buffering effect which is equal for males and females. Kaur and Kumar (2017) [16] investigated the demographic patterns of workplace stress as well as the effect of SES and work experience on stress level. The result showed that almost 28% of the participants arehaving high level of stress. Out of all the other explanatory variables, age group, promotion opportunities and work experience were found as prime explanatory variables in the stress prediction model.

III. METHODOLOGY

Sample

A sample of 100 teachers (66 females and 34 males) from five different schools selected randomly from the tri-city area of Panchkula, Mohali and Chandigarh, India in the current study. The age of the participants ranges between 25-35 years. The participants had minimum one year of teaching experience. This criterion of teaching experience was set to ensure that the participant has minimum exposure to working in a school setting.

IV. RESEARCH TOOLS

In total three research tools have been used in the current study to measure three distict study variables. The details of the instruments are given below:

Organisational Commitment Scale (OCS): This scale has been developed by Dhar, Mishra and Srivastava in 2001 to measure the job commitment level of an employee. The scale has total 8 items that measures two dimensions i.e. concern for the organization and identification with the organization related to organisational commitment. The reliability coefficient of the Organisational Commitment Scale is 0.607 indicating that this tool is reliable.

Singh Psychological Hardiness Scale (SPHS): This tool is an Indian scale developed by Dr. Arun Kumar Singh in 2007. The scale consists total 30 items having both positive and negative response style. In this scale, the responses of the participant are taken in likert style on five options ranging strongly agree to strongly disagree. The scale caters high test re-test reliability (0.862) and content validity.

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Occupational Stress Index (OSI): This scale has been developed in 1984 by two researchers as Srivastava and Singh. The scale has total 46 items. This scale caters a very high reliability with a reliability coefficient of .935. The scale mainly measures employees' perception and reasons that cause occupational stress.

V.   STATISTICAL ANALYSIS

To obtain the results in this study different statistics including descriptive statistics, independent samples t test, Pearson Product Moment correlation and Hierarchical Multiple Regression were performed through SPSS version 22.

VI.   RESULTS AND DISCUSSION

The current research is aimed towards studying the role of organisational commitment and hardiness personality in relation to occupational stress of primary school teachers. First, the means, SDs and t ratios have been calculated for all the three study variables to see the gender differences. The results presented in Table-1 show that t ratios for all the three variables range between .42 to 1.43 falling below the critical value of .05 level indicating no gender differences in organisational commitment, hardiness personality and occupational stress. The results are supporting the findings of Çoğaltay (2015)[16] who states that organizational commitment of teachers is not affected the gender. This finding provides important insight stating that both males and females are equally committed to the organisation and employers should give equal importance to both the genders while recruiting for their organisations. The gender differences results of hardiness personality differ from the findings of Thakur and Chawla (2016)[17] who found significant gender differences in hardiness personality of teacher trainees being

Table-1: Means, SDs and t ratios for gender differences for organisational commitment, hardiness personality and occupational stress

Variable	Gender	Mean	S.D	t-value	p-value
Organisational commitment	Male	30.91	7.09	1.43	0.16 (NS)
	Female	32.76	5.58		
Hardiness personality	Male	110.82	15.73	1.23	0.22 (NS)
	Female	114.42	12.75		
Occupational stress	Male	125.56	20.35	0.42	0.67 (NS)
	Female	127.21	17.65		
NS: Not significant					

The reason for this difference may be due to the sample selection as in the current research teachers working for last year are selected whereas Thakur and Chawla (2016)[17] studied students in their research. The results of the current research are also in line with the findings of Aftab and Khatoon (2012)[18] who suggested no gender differences in occupational stress.

Table- 2: Correlation among occupational stress, organisational commitment and hardiness personality of primary school teachers

		Organisational commitment	Hardiness personality
Occupational stress	Pearson Correlation	-.264**	-.447**
	Sig. (2-tailed)	.008	.000
Organisational commitment	Pearson Correlation		.130
	Sig. (2-tailed)		.199
"**. Correlation is significant at the 0.01 level (2-tailed)."			

Table-2 provides information about the relationship among all the three study variables. From the above table it is clear that occupational stress is significantly negatively correlated to organisational commitment and hardiness personality, both at the significant level of .01. The results are supporting the findings of Crosson (2015)[13] and Subramanian and Vinothkumar (2009),who found a significant relationship between occupational stress andpersonality hardiness.Similarly, a negative correlation between occupational stress and organisational commitment also supports the findings of Hawajreh (2011)[19], the researcher confirmed negatively relationship between organization commitment and occupational stress. However, the results for relationship between organisational commitment and hardiness personality present a contrary view for the findings of Ferreira (2012)[11] whoopined that both variables are significantly related. The differences in the result may be due to the sampling differences of culture and type of occupation. The results also provide directions to do further research for relationship between organisational commitment and hardiness personality across different cultures and occupations.

Table-3: Hierarchical Multiple Regression analysis for Organisational Commitment and Hardiness personality predicting occupational stress

Dependent Variable	R	R2	Adjusted R2	Change Statistics		
				R Square Change	df2	Sig. F Change
Organisational Commitment	-.264	.070	.060	.070	98	.008
Organisational Commitment and Hardiness personality	-.493	.243	.227	.173	97	.000

Table-3 presents the hierarchical multiple regression analysis for organisational commitment and hardiness personality predicting occupational stress. It is visible from the results that while organisational commitment predicts only 7% variance in occupational

stress, both organisational commitment and hardiness personality take this prediction to 24%. The results strengthen the notion of Azeem (2010)[13] who concluded that personality hardiness and organisational commitment are forecaster of burnout among teachers. Furthermore, Wallnäs andJendle (2017)[14] view that hardiness is the predictors of occupational stressin Swedish secondary school teachersis also strengthened.These findings suggest that both hardiness personality and organisational commitment leads to reducing occupational stress in primary school teachers.

VII. CONCLUSION AND RECOMMENDATIONS

The current research provided important insights for the prediction and management of occupational stress in primary school teachers. No gender differences in the study variables suggest that both male and female are equally committed and dedicated to their professional while getting affected by the same amount of occupational stress. In short, we can say that the two predictor variables of organisational commitment and hardiness personality may play vital role in managing occupational stress if combined together. Moreover, it can also be suggested that future researches should focus on finding the regional, cultural and occupational factors in predicting and management of occupational stress.

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