

ABSTRACT

The present research taped stressors relevant to occupational stress in public and private college teachers and found teaching efficacy moderating occupational stress - job satisfaction relationship. A sample of 200 teachers was drawn from six public (n = 101) and six private (n = 99) colleges offering two years degree programme (B.A, B.Sc). The questionnaires included UCU Model Stress Questionnaire, General Self Efficacy Scale, Teacher Self Efficacy Scale and Job Satisfaction Scale. There was a significant inverse relationship between occupational stress and teaching efficacy as well as with job satisfaction. The private sector teacher showed greater level of occupational stress than the public sector teachers: salary, strict attendance, long working hours and insufficient administrative support were the major stressors in private sector. Nearly same factors were reported to be operative in the public sector but to a lesser degree. Hierarchical multiple regression analysis revealed that both teaching efficacy and general self efficacy had significant main effect on job satisfaction when salary, designation and experience were statistically controlled. Teaching efficacy and stress had interaction effect on job satisfaction. Thus teaching efficacy moderated negativity of occupational stress and increased job satisfaction more than general self efficacy could. Implications of the findings are discussed for teacher satisfaction and educational outcome.