

## **ABSTRACT**

The purpose of this study is to examine the relationship between three key variables: job stress, job satisfaction, and job performance of classified staff in a private school organization. St. Gabriel's College, one of the oldest and a well known school, was selected as a case study of this research. Subjects of the study were all 140 classified staff who work in four support functions (four main service areas): food service, bus service, buildings and grounds service, and security guards service. The researcher wants to examine the extent to which the current classified staff have job stress and job satisfaction as well as to determine their job performance levels. In particular, the researcher wanted to identify key factors that cause stress in their job and factors that cause job satisfaction, and what activities, measures or mechanisms have been proven effective in reducing job stress and increasing job satisfaction. Lastly, the researcher wants to analyze the negative and positive impact of job stress and job satisfaction upon job performance of classified staff in the school.

The objectives of this study were (1) to assess and analyze the current perception of St. Gabriel's College in terms of the classified staff job stress, job satisfaction, and job performance; (2) to identify and implement appropriate OD Intervention activities that impact on classified staff job stress, job satisfaction, and job performance; (3) to determine the relationship between classified staff job stress, job satisfaction, and job performance.

This study employs action research design with a combination of quantitative and qualitative methods of data gathering and the use of SOAR analysis, AI process and OD Intervention. The research design consists of three action phases: Pre-OD Intervention, OD Intervention, and Post-OD Intervention.

In OD Intervention, SOAR analysis, AI process, and pre-test questionnaire were used; OD Intervention consists of a series of meetings and workshops and a field trip; and Post-OD Intervention was post-test questionnaire. The results were measured and compared between Pre and Post-OD Intervention. Summary of findings are as follows:

1. Most respondents are female in the age range 31-50 are 71.40 %, and 90% of staff with primary education. From SOAR analysis and AI process, the classified staff strength generally have service mind, are responsible, satisfied with their

job and loyal to school. They are aspired to keep school facilities clean, to perform their duties to their best and provide best services.

2. OD Intervention has an impact on classified staff's perception regarding job stress, job satisfaction, and job performance. All factors changed in a positive way in all three variables of job stress, job satisfaction, and job performance. Three conclusions were drawn: (1) classified staff with less or no job stress exhibit high job performance; (2) most high performing of classified staff also have high job satisfactions; and (3) OD Intervention training did provide opportunities for classified staff to reflect on their work condition and situation, and share their good practice and/or concerns and asking questions.
3. For hypothesis testing, the *H<sub>0</sub>* was rejected and *H<sub>a</sub>* was accepted. There is significant relationship between classified staff job stress, job satisfaction and job performance before and after OD Intervention
4. From in-depth interviews, respondents felt loosen up and shared their experiences, best practice, concerns or problems they have. This resulted in a number of case studies that deserve further attention.

This study proved that OD Intervention through appreciative inquiry is a powerful tool in building relationship and teamwork which can lead to lessening job stress, increasing job satisfaction, and hence increase job performance. Suggestion for future study is given.