A Study of Organizational Role stress among college teachers as related to Gender and management

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ABSTRACT

It is widely acknowledged that role stress in an organization is a very common factor responsible for stress. Every organization has its own structure and goal and in order to achieve that organizational goal an individual has to play an important role. Every individual has unique personality and personal needs which affect one's role in an organization. The present study purpose is to examine the role of gender, category of teachers, and college management where important factors to contribute to stress among college teachers. To study organizational role stress a Hindi version of stress scale (Bhatt, 1992) was employed. It was revealed that sex, plays a dominant role in organizational role stress. Other factor that is college management and category of faculty (Arts and commerce) where not found significant contributing factors.

INTRODUCTION

Human behavior in an organization is influenced and directed by several social, physical and psychological factors. The most potent factors for the arousal of stress are task and role related. An organizational role is defined by the expectations of its role senders, which includes the role occupant, the superior, the direct reports, the peers and in some cases, customers, suppliers, partners, team members and process owners (Pareek,1993). Role stress results from problems encountered in role performance. When these problems are confronted or resolved , the resulting role stress reduces or gets eliminated. This in turn promotes enhanced well being of the role occupant and enhanced performance and effectiveness at the individual and organizational levels. Stress is the inability to cope with the pressures of a job. Stress at the workplace is the result of rapid changes in all aspects viz. urbanization , modernization, industrialization etc. The research evidences envisaged that role stress of teachers is a common phenomenon due to role conflict, role ambiguity, role-over load , role isolation (Pareek,1993) and work overload, underload, role conflict, interpersonal stress and family life (Mishra, 1994) etc are the responsible factors for creating organizational role stress among the college teachers. The investigators have reviewed several related studies as Verma (1985) conducted a study on university teachers to determine the stressors. The findings were the male teachers experienced more stress than female teachers. Usashree (1993) collected data from special school teachers and general school teachers to examine role conflict and job stress among the teachers . The result shows that teachers from special schools were having more role conflict and job stress as compared to

general schools. Mishra(2016) conducted a study role stress among college teachers in relation to gender , age and teaching level. The findings of the study show that male teachers showed more role conflict than female teachers. More role conflict found among middle aged teachers. Sultana(1995) invested the level of role stress among male and female teachers of professional and non-professional courses . The teachers from professional and non-professional courses deferred significantly on role stress dimensions viz; Inter role distance, role stagnation and role overload. Mishra (1997) conducted a study to compare the levels of job satisfaction among constituent college and minority college teachers. Tankha(2006) conducted a comparative study of role stress in government and private hospital nurses by administering organizational role stress scale by Pareek(1981) in order to assess the level of stress. The results shows that male nurses experienced significantly higher stress level as compared to females, secondly, male nurses from private hospital is showed significantly higher level of stress levels than the government nurses on eight out of the ten dimensions of organizational role stress scale. Sharma and Devi (2007) conducted a study on role stress among employees: An empirical study of commercial banks. In special regard to the public sector banks where significant difference for employee experiences of role stress in role augmentation and role fortification have been found, opportunities for growth and learning in the form of training , development , challenging assignments, etc have greater relevance.

Objectives

(a)   To study the level of organizational role stress experienced by the college teachers (constituent and minority)
(b)   To study the gender difference on organizational role stress among the college teachers (constituent and minority)
(c)   To study the impact of the college management on organizational role stress among the constituent and minority college teachers.
(d)   To study the impact of faculty (arts and commerce) on the organizational role stress among the constituent and minority college teachers.

HYPOTHESES

(a) There is no significant difference between male and female college teachers an organizational role stress.
(b) There is no significant difference between Arts and Commerce college teachers on organizational role stress.
(c) There is no significant difference between constituent and minority college teachers.

Delimitations of the study
(i)   The study was limited to the Danapur block of Patna district.

(ii) The variables viz; gender, college, management and faculty (Arts and commerce)

(iii) The sample for the study comprised 100 college teachers.

METHOD

(a) Sample : The sample comprised college teachers of constituent and minority colleges of Bihar (N=100) out of 100 the numbers of males and females was 50 each.

(b) Tools : A Hindi version of stress scale (Bhatt,1992) was used for collection data from the college teachers .The scale consists of ten dimensions viz; self – role distance (SRD) , inter role distance (IRD),Role isolation (RI) , Role stagnation (RS), Role ambiguity (RA), Role Expectation conflict (REC), Role overload (RO), Role Erosion (RE), Resource Inadequacy (RI) and personal inadequacy (PI). The scale contained 50 items (five items from each role stress area)and each item was measured in five point scale (0 to 4).

Statistical Techniques employed:

For analysis of the data collected from the college teachers , different statistical techniques viz; descriptive and inferential statistical techniques were employed.

Results and Discussion:-

Level of organizational Role stress of college teachers

Table 1:1

Levels of ORS on the basis of percentile norms

Percentile	Levels of role stress	No. of cases	Range of Scores
P90	Very High	16	121.36 onwards
P75	High	18	90.30-121.36
P50	Average	43	55.25-90.30
P25	Low	19	33.40-55.25
P10	Very Low	9	Below 33.40

Table 1:1 revealed that, the percentile norms five levels of organizational role stress among the college teachers. The scores below 33.40 obtained by the teachers came under low perceived role stress whose number was 08; teachers having scores between 33.40 to 55.25 came under low perceived ORS; score between 90.30 to 122.34 came under high perceived ORS; and the teacher having scores above 121.36 and above came under very high perceived ORS whose number 15.

Table 1:2

Significance difference between means of Male and Female College Teachers on ORS

Gender	N	Mean	SD	T	Remark
Male	50	78.24	24.54	2.68	0.05 level of significance
Female	50	66.70	26.16		

The calculated 't' value 2.68 was found to be higher than the table value 1.98 at 0.05 level of significance , hence, the 't' value was significant.

Table 1:3

Significance difference between means of Dimensions and ORS and Gender

Dimensions	Male Teachers N=50	Female Teachers N=50	t	Remarks
	M	SD		
Self Role Distance(SRD)	9.75	4.27	0.51	NS
Role Isolation(RI)	9.85	4.71	0.17	NS
Inter –Role Distance (IRD)	6.23	3.93	1.64	NS
Role Stagnation	7.85	4.17	0.63	NS
Role Ambiguity (RA)	10.06	4.81	1.77	NS
Role Expectation Conflict (REC)	6.93	3.03	2.01	NS
Role	8.62	4.53	1.01	NS

Overload(RO)				

Table 1:4

Significance of difference between means of Arts & commerce college teachers

Faculty of Teachers	N	Mean	SD	t	Remarks
Arts Teachers	50	77.34	26.23	0.87	NS
Commerce Teachers	50	72.50	29.41		

Under this category the null hypothesis was stated as "There is no significant difference between Arts and Commerce college teachers on organizational role stress. In order to test the hypothesis the data were analyzed and the obtained t-value 0.87 was found to be less than the table value 1.98 at 0.05 level of significance with df 98

Table 1:5

Significance of difference between the means of Dimensions under ORS and faculty of teachers (Arts and Commerce)

Dimensions	Arts Teacher N=50		Commerce Teacher N=50		T	Remarks
	M	SD	M	SD		
SRD	10.15	4.80	7.53	3.74	3.04	S
IRD	8.28	4.36	7.87	4.65	0.46	NS
RI	8.08	3.56	8.7	4.69	0.75	S
RS	10.56	4.52	8.15	4.04	2.80	NS
RA	6.31	3.04	6.71	3.61	0.60	NS
REC	7.93	4.68	8.08	4.29	0.17	NS
RO	8.01	3.89	7.09	4.18	1.12	NS
RE	8.65	4.52	7.32	4.26	1.51	NS

RIn	6.61	2.58	6.85	3.25	0.41	NS
PI	6.71	2.35	6.58	3.30	0.22	NS

NOTE:-

SRD = Self- Role Distance

IRD = Inter-Role Distance

RS   = Role Stagnation

RA   = Role Ambiguity

REC = Role Expectation Conflict

RO   = Role Overload

RE   = Role Erosion

RIn = Role Inadequacy

PI   = Personal Inadequacy

With regard to dimension s analysis, in case of two dimension i.e. Self Role Distance (SRD) and Role Stagnation (RS) , the calculated t-value 3.04 and 2.80 respectively were found to be significant at 0.50 level with df=98. In case of other dimensions viz;IRD ,RI,REC,RA,RO,RE,RIn and PI, the calculated t-values were found to be not significant . That indicated the Arts and Commerce teachers differ significantly in Self Role Distance (SRD) and Role stagnation (RS) under ORS. In other dimensions the teachers ORS found to be similarity.

Table 1:6

Significance difference between means of constituent and minority college Teachers on ORS

College Management	N	Mean	SD	t	Remarks
Constituent	50	74.34	28.50	5.54	NS
Minority	50	70.71	26.88		

Role Erosion (RE)	8.10	4.74	7.10	4.29	1.11	NS
Resource Inadequacy	8.75	4.71	9.98	4.57	1.17	NS

Personal Inadequacy	7.15	3.55	7.35	3.44	0.28	NS

Note: Significant & Non-significant at 0.05 level

The detail analysis was done with regard to the dimensions of the ORS scale on the scores obtained from the college teachers. Out of ten dimensions , significant result was found in case of only one dimension i.e. Role Expectation Conflict (REC). That indicated the significance difference between Male and Female college teachers in REC. The calculated t-value 2.01 found to be higher than the table value 1.98 at 0.50 level of significance with df 98. In case of other nine dimensions the male and female teachers didn't differ significantly as the t-value of Self Role distance (SRD), Inter-Role distance (IRD), Role Isolation (RI), Role Stagnation (RS), Role Ambiguity (RA), Role Overload(RO), Role Erosion(RE), Role Inadequacy (RIn) and personal Inadequacy (PI) found to be not significant.

The null hypothesis was stated under the category as "There is no significant difference between constituent and minority college teachers on organizational role stress." In order to test the hypothesis the data were analyzed and that t-value 0.65 was found to be less than the table 1.98 at 0.50 level of significance with df 98. So, it was no significant and the null hypothesis was accepted.

Table 1:7

Significance difference between the means of Dimensions under ORS and college Management

Dimensions	Constituent College Teachers N=50		Minority College Teachers N=50		t	Remarks
	M	SD	M	SD		
SRD	6.65	3.43	5.69	3.52	1.37	NS
IRD	7.56	4.83	8.95	4.52	1.48	NS
RI	6.35	3.25	6.58	3.54	0.34	NS
RS	7.12	3.33	7.25	3.58	0.19	NS
RA	7.35	3.21	7.25	3.50	0.19	NS
REC	8.03	3.40	6.54	3.93	2.04	S
RO	7.75	3.68	7.35	4.17	0.51	NS
RE	6.70	3.41	5.70	3.55	1.43	NS
RIn	6.71	3.61	5.71	3.04	0.60	NS
PI	7.48	4.42	6.48	4.81	1.30	NS

Then analysis was done with respect to the dimensions of the ORS scale. Out of ten dimensions, significant result was found in case only one dimensions i.e. Role Expectation Conflict (REC). The significance difference was found between constituent and minority college teachers in REC. The calculated t-value 2.04 and found to be higher than the table value 1.98 at 0.05 level of significance with df 98. In case of other nine dimensions the male and female teachers did not differ significantly as the t-value of Self-Role Distance (SRD), Inter-Role Distance (IRD), Role Isolation(RI), Role Stagnation (RS), Role Ambiguity (RA), Role overload(RO),Role Erosion (RE),Resource Inadequacy (RIn) and Personal Inadequacy (PI) found to be not significant. It was conclude that the teacher from private management perceive more organizational role stress compared to constituent college teachers were more secured compared to minority college teachers. Expectation from parents, public and authority was responsible for creating more organizational stress among the minority college teachers.

Findings

(i)There was significant difference in perceiving organizational role stress in male and female college teachers in general and significant difference in perceiving organizational role stress in male and female college teachers in Role Expectation conflict (REC) in particulars.

(t_1=2.10, t_2=2.01)

(ii) There was no significant difference in perceiving ORS among the Arts and Commerce teachers in general and there was no significant difference in perceiving ORS in the dimension in particular except two dimensions i.e. Self Role Distance (SRD) and Role Stagnation (RS) (t=0.87)

(iii)Arts and commerce teachers differed significantly in Self Role Distance (SRD) and Role Stagnation (RS) under ORS. In other dimensions the teachers ORS found to be similarity (t_1=3.04, t_2=2.80)

(iv)There was no significant difference between constituent and minority college teachers on ORS (t=0.65

(v)The significance difference was found between constituent and minority college teachers on REC (t=2.04)

CONCLUSION

The present study revealed gender as the decimating factor in ORS. But college management and category of Faculty (Arts and Commerce) are not the discriminating factors. Role stress is quite rampant in the organizational working place. The teachers from private management perceive more organizational role stress compared to constituent college teachers. The constituent college teachers were more secured compared to minority college teachers. Expectation from parents , public and authority was responsible for creating more organizational stress among the minority college teachers. Adjustment to the complicated organization has become a required quality for the employee in the present study.

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