ORGANIZATIONAL ROLE STRESS OF SECONDARY SCHOOL TEACHERS WITH REFERENCE TO GENDER AND MANAGEMENT

By

SANKAR PRASAD MOHANTY

Lecturer, Department of Education, Brajrajnagar College, Brajrajnagar, Odisha, India.

ABSTRACT

Everyone talks on stress. Further, role stress in an organization is very common in the current scenario. The organization has its own structure and goal and an individual plays important role in order to achieve the organisational goals. Individual's unique personality and needs affects his role in any organization. The investigators conducted a study to find out whether gender, category of teachers, and school management were the discriminating factors among the secondary school teachers. 'Organizational Role Stress Scale' of Pareek (1993) was used for collection data. The study revealed gender as the decimating factor in ORS. But school management and category of faculty (Science and Arts) are not the discriminating factors.

Keywords: Organizational Role Stress, Secondary School Teachers, Gender, School Management.

INTRODUCTION

Conceptual Framework

Role can be defined as a set of functions an individual performs in response to the expectation of significant members of social system or organization and his own expectations about the position he occupies in a social system. Human behaviour 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 Organisational Role is defined by the expectations of its role senders, which includes the role occupant, the superior (or boss), the direct reports (or subordinates), the peers, and in some cases, customers, suppliers, partners, team members, and 'process owners' (Pareek, 1993; Bhattacharya, 2017). 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 organisational levels (Srivastav, 2010).

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. (Bano et al., 2011). 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, under load, role conflict, interpersonal stress, and family life (Mishra, 1994), which are the responsible factors for creating organisational role stress among the school teachers.

The investigators have reviewed several related studies as Verma (1985) conducted a study on university teachers to determine the stressors. The findings were that the male teachers experienced more stress than female teachers. Ushashree (1993) collected data from special school teachers and general school teachers to examine role conflict and job stress among the teachers. The result revealed that teachers from special schools were having more role conflict and job stress as compared to general schools. Gupta (1993) conducted a study on role conflict among teachers in relation to sex, age, and teaching

level. The findings of the study revealed that male teachers showed more role conflict than female teachers. More role conflict was found among the middle aged teachers. Biswas and De (1993) studied the role of organizational climate on professional stress. The analysis of data revealed that the teachers working in an open climate experienced less composite stress, powerless, and social isolation than the teachers working in a paternal climate. Sultana (1995) investigated 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 (IRD), Role Stagnation (RS), and Role Overload (RO). Mishra (1994) conducted a study to compare the levels of occupational stress and job-satisfaction among male and female teachers of higher educational institutions. Results indicated significant differences between male and female teachers in the area of private life, work overload, inter-personal stress. Lehal (2007) conducted a study of Organisational Role Stress and Job Satisfaction among executives in Punjab. The study reveals that in case of ORS and JS both, the results of public sector are better than private sector. Further in public sector, female executives are more stressful than males. But in case of JS, in the same sector, female executives are more satisfied with their jobs (Nazneen and Bhalla, 2013). Tankha (2006) conducted a comparative study of role stress in government and private hospital nurses by administering organisational role stress scale by Pareek (1993) in order to assess the level of stress. The obtained results revealed that male nurses experienced significantly higher stress level as compared to females. Second, male nurses from private hospitals showed significantly higher level of stress levels than the government nurses on eight out of the ten dimensions of Organisational Role Stress Scale. Sharma and Devi (2011) conducted a study on Role Stress among Employees: An Empirical Study of Commercial Banks. In special regard to the public sector banks where statistically significant differences for employee experiences of role stress in role augmentation, self-diminution, and role fortification have

been found, opportunities for growth and learning in the form of training, development, challenging assignments, etc., have greater relevance.

From the analysis of the related literatures, it is concluded that organizations play vital roles in stress management. The better the organizational structure, the better is adjustment and less impact of role stress. The investigators realized that stress is not an unknown phenomenon to teachers. Still a few numbers of studies have been conducted in Odisha in this area. Hence the investigators made an effort to conduct a study on organisational role stress among secondary school teachers in relation to gender and management. For tentative solution of the problem some questions arise: do the secondary school teachers face organisational role stress? Do the male and female secondary school teachers have any significant difference in organisational role stress? Does the school management is the intervening factor for organisational role stress?

1. Objectives of the Study

- To study the level of organisational role stress experienced by the secondary school teachers.

- To study the gender difference on organizational role stress among the secondary school teachers.

- To study the impact of the school management on organisational role stress among the secondary school teachers.

- To study the impact of faculty (science and non-science) on the organisational role stress among the secondary school teachers.

2. Hypotheses of the Study

HO_1: There is no significant difference between male and female secondary school teachers on organizational role stress.

HO_2: There is no significant difference between science and arts secondary school teachers on organizational role stress.

HO_3: There is no significant difference between private and government secondary school teachers on organizational role stress.

3. Delimitations of the Study

- The study was limited to the Jajpur Block of Jajpur district of Odisha.

- The variables, viz; gender, type of school management, and faculty (Science and Arts) were taken for the study.

- The sample for the study comprised 100 secondary school teachers.

4. Design of the Study

The purpose of the study was to study the organisational role stress experienced by the secondary school teachers. Gender, school management, and the category of the teachers (Science and Arts) were the variables of the study. Hence, the design of the study came under descriptive research of ex-post-facto type.

4.1 Population and Sample

The sample for the study was selected randomly from the Jajpur block of Jajpur district in Odisha. While selecting the sample the variables, viz; Gender, Category of Teachers (Science and Arts), and School Management (Private and Government) were kept in view. One hundred (N=100) were selected for the study.

4.2 Tool Used

The standardized tool 'Organizational Role Stress Scale' of Pareek (1993) was used for collection data from the secondary school teachers. The scale consist of ten dimensions (stress areas), 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).

4.3 Statistical Techniques Employed

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

5. Result and Discussion

5.1 Level of Organisational Role Stress of Secondary School Teachers

The levels of organizational role stress were analyzed through percentile norms. The details of the scores are presented in Table 1.

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

5.2 Organizational Role Stress (ORS) and Gender Difference

The data were analyzed on the basis of gender wise variation on organizational role stress of male and female secondary school teachers as per Table 2.

The calculated 't' value 2.10 was found to be higher than the table value 1.98 at 0.05 level of significance, hence the 't' value was significant. The null hypotheses formulated under this variable (H0$_1$) "There is no significant difference between male and female secondary school teachers on organisational role stress" was rejected and it was interpreted that the gender was the discriminating

Percentile	Levels of Role Stress	No. of Cases	Range of Scores
P$_{90}$	Very High	15	122.34 onwards
P$_{75}$	High	17	90.30 –122.34
P$_{50}$	Average	42	55.25 –90.30
P$_{25}$	Low	18	33.40 –55.25
P$_{10}$	Very Low	08	Below 33.40

Table 1. Levels of ORS on the basis of Percentile Norms

Gender	N	Mean	SD	SED	t-value	Remark
Male Secondary School Teachers	55	78.23	24.55			
				5.06	2.10	Significant
Female Secondary School Teachers	45	67.58	25.72			

Table 2. Significance of difference between means of Male and Female Secondary School Teachers on ORS

factor for ORS among the secondary school teachers. It was concluded that there exists significant difference in ORS among the secondary school teachers.

A detailed analysis was done with regard to the dimensions of the ORS scale on the scores obtained from the secondary school teachers as presented in Table 3. Out of ten dimensions, significant result was found in case of only one dimension, i.e., Role Expectation Conflict (REC), which indicated the significance difference between male and female secondary school teachers in REC. The calculated 't' value 2.01 is 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 indicated a considerable influence of time pressure on both conflicts with family members and workplace outcomes for staff.

5.3 Organisational Role Stress and Faculty of Teachers (Science and Arts)

Under this category, the null hypothesis ($H0_2$) was stated, as "There is no significant difference between Science and Arts secondary school teachers on organisational 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 as reported in Table 4, so it was not significant and the null hypothesis was accepted. It was concluded that there did exist significant difference between means of the science and arts secondary school teachers.

With regard to dimensions analysis, in case of two dimensions i.e. Self-Role Distance (SRD) and Role Stagnation (RS), the calculated 't' values 3.04 and 2.80 respectively were found to be significant at 0.05 level of significance with df 0.98. 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 as reported in Table 5. That indicated the science and arts teachers differ significantly in Self-Role Distance (SRD) and Role Stagnation (RS) under ORS. In other dimensions the teachers' ORS is found to be similarity.

Faculty of Teachers	N	Mean	SD	S_{ED}	t-value	Remarks
Science Teachers	50	77.34	26.23	5.57	0.87	Not Significant
Arts Teachers	50	72.50	29.41			

Table 4. Significance of Difference between Means of Science and Arts Secondary School Teachers on ORS

Dimensions	Male Teachers (N=55)		Female Teachers (N=45)		S_{ED}	t-value	Remarks
	M_1	SD_1	M_2	SD_2			
Self-Role Distance (SRD)	9.75	4.27	9.28	4.83	0.92	0.51	NS
Inter-Role Distance (IRD)	9.85	4.71	9.69	4.56	0.92	0.17	NS
Role Isolation (RI)	6.23	3.93	5.03	3.40	0.73	1.64	NS
Role Stagnation (RS)	7.85	4.17	7.35	3.68	0.79	0.63	NS
Role Ambiguity (RA)	10.06	4.81	8.5	3.97	0.88	1.77	NS
Role Expectation Conflict (REC)	6.93	3.03	5.62	3.35	0.65	2.01	S
Role Overload (RO)	8.62	4.53	7.70	4.53	0.91	1.01	NS
Role Erosion (RE)	8.10	4.74	7.10	4.29	0.90	1.11	NS
Resource Inadequacy (RIn)	8.75	4.71	9.84	4.57	0.93	1.17	NS
Personal Inadequacy (PI)	7.15	3.55	7.35	3.44	0.70	0.28	NS

N.B: S-Significant at 0.05 level, NS- Not Significant at 0.05 level

Table 3. Significance of Difference between the Means of Dimensions under ORS and Gender

Dimensions	Science Teachers (N=50)		Arts Teachers (N=50)		S_{ED}	t-value	Rem -arks
	M_1	SD_1	M_2	SD_2			
Self-Role Distance (SRD)	10.15	4.80	7.53	3.74	0.86	3.04	S
Inter-Role Distance (IRD)	8.28	4.36	7.87	4.65	0.90	0.46	NS
Role Isolation (RI)	8.08	3.56	8.7	4.69	0.83	0.75	NS
Role Stagnation (RS)	10.56	4.52	8.15	4.04	0.86	2.80	S
Role Ambiguity (RA)	6.31	3.04	6.71	3.61	0.67	0.60	NS
Role Expectation Conflict (REC)	7.93	4.68	8.08	4.29	0.90	0.17	NS
Role Overload (RO)	8.01	3.89	7.09	4.18	0.81	1.12	NS
Role Erosion (RE)	8.65	4.52	7.32	4.26	0.88	1.51	NS
Resource Inadequacy (RIn)	6.61	2.58	6.85	3.25	0.59	0.41	NS
Personal Inadequacy (PI)	6.71	2.35	6.58	3.30	0.57	0.22	NS

N.B:- S-Significant at 0.05 level, NS- Not Significant at 0.05 level

Table 5. Significance of Difference between the Means of Dimensions under ORS and Faculty of Teachers (Science and Arts)

5.4 Organisational Role Stress and School Management (Private and Government)

Table 6 depicts about the testing of the null hypothesis (H0$_2$) that was stated as "There is no significant difference between Private and Government secondary school teachers on organisational role stress". In order to test the hypothesis the data were analyzed and the 't' value 0.65 was found to be less than the table value 1.98 at 0.05 level of significance with df 0.98, so it was not significant and the null hypothesis was accepted. It was concluded that there did exist significant difference between means of Private and Government secondary school teachers on ORS.

Table 7 depicts about the analysis pertaining to the dimensions of the ORS scale. Out of ten dimensions, significant result was found in case only one dimension, i.e., Role Expectation Conflict (REC). The significant difference was found between private and government secondary school teachers in REC. The calculated 't' value 2.04 was found to be higher than the table value 1.98 at 0.05 level of significance with df 0.98. 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 concluded that the teacher from private management perceive more organizational role stress compared to government teachers. The government teachers were more secured compared to private teachers. Expectation from parents, public, and authority was responsible for creating more organizational stress among the private secondary school teachers.

6. Major Findings

• There was significant difference in perceiving organisational role stress in male and female secondary school teachers in general and significant difference in perceiving organisational role stress in male and female secondary school teachers in Role Expectation Conflict (REC) in particular (t$_1$=2.10, t$_2$=2.01).

• There was no significant difference in perceiving ORS among the science and arts teachers in general and there was no significant difference in perceiving ORS in the dimensions in particular except two dimensions, i.e. Self-Role Distance (SRD) and Role Stagnation (RS) (t=0.87).

• Science and arts teachers deferred significantly in Self-Role Distance (SRD) and Role Stagnation (RS) under ORS. In other dimensions, the teachers' ORS is found to be similar (t$_1$= 3.04, t$_2$=2.80).

• There was no significant difference between Private and Government secondary school teachers on ORS (t=0.65).

• The significance difference was found between private and government secondary school teachers in one dimension, i.e., REC (t= 2.04).

Conclusion

The present study revealed gender as the decimating factor in ORS, but school management and category of faculty (science and arts) are not the discriminating factors. Role stress is quite rampant in the organizational working place. The teachers from private management

School Management	N	Mean	SD	S$_{ED}$	t-value	Remarks
Private	50	70.73	26.89	5.54	0.65	NS*
Government	50	74.34	28.52			

* NS-Not Significant

Table 6. Significance of Difference between Means of Private and Government Secondary School Teachers on ORS

Dimensions	Private School Teachers (N=50)		Govt. School Teachers (N=50)		S$_{ED}$	t-value	Rem-arks
	M	SD	M	SD			
Self-Role Distance (SRD)	5.69	3.52	6.65	3.43	0.70	1.37	NS
Inter-Role Distance (IRD)	8.95	4.52	7.56	4.83	0.94	1.48	NS
Role Isolation (RI)	6.58	3.54	6.35	3.25	0.68	0.34	NS
Role Stagnation (RS)	7.25	3.58	7.12	3.33	0.69	0.19	NS
Role Ambiguity (RA)	7.52	3.50	7.35	3.21	0.67	0.25	NS
Role Expectation Conflict (REC)	6.54	3.93	8.03	3.40	0.73	2.04	S
Role Overload (RO)	7.35	4.17	7.75	3.68	0.79	0.51	NS
Role Erosion (RE)	5.70	3.55	6.70	3.41	0.70	1.43	NS
Resource Inadequacy (RIn)	6.31	3.04	6.71	3.61	0.67	0.60	NS
Personal Inadequacy (PI)	8.68	4.81	7.48	4.42	0.92	1.30	NS

S- Significant, NS- Not Significant

Table 7. Significance of Difference between the Means of Dimensions under ORS and School Management

perceive more organizational role stress compared to government teachers. The government teachers were more secured compared to private teachers. Expectation from parents, public, and authority was responsible for creating more organizational stress among the private secondary school teachers. Adjustment to the complicated organization has become a required quality for the employee in the present scenario. Role stress cannot be detached from any organization in the present day of globalised world. In case of academic institutions, the role stress was somehow less compared to non-academic organization. Privatization has invited more role stress in the organization; hence, we have to face it with our dynamic thoughts and adjustment techniques.

References

[1]. Bano, B., Talib, P., Sundarakani, B., & Gopalan, M. (2011). Organisational role stress: the conceptual framework. *International Journal of Logistics Economics and Globalisation,* 3(2-3), 102-115.

[2]. Bhattacharya, A. (Ed.). (2017). *Strategic Human Capital Development and Management in Emerging Economies.* IGI Global.

[3]. Biswas, P. C. & De, T. (1993). A study of job satisfaction of secondary teachers in relation to variables. *Journal of Educational Research and Extension,* 33, 1530163.

[4]. Gupta, S. P. (1993). Role conflict among teachers and some biographical variables. *Journal of Indian Education,* Vol XVIII (6) NCERT: New Delhi.

[5]. Lehal, R. (2007). A Study of Organisational Role Stress and Job Satisfaction among Executives in Punjab. *Indian Management Studies Journal,* 11(5), 67-80.

[6]. Mishra, K. N. (1994). Interrelationship between organizational conflict in school teacher's stress and burnout, in relation to teacher's personality at primary level. *Indian Educational Review,* 29(3-4).

[7]. Nazneen, A. & Bhalla, P. A. (2013). Comparative Study of Organizational Role Stress and Job Satisfaction among Male and Female Employees of Organized Retail Sector. *International Journal of Business Management & Research (IJBMR),* 3(4), 19-28.

[8]. Pareek, U. (1993). *Making organizational roles effective.* New Delhi: NCERT

[9]. Sharma, J. & Devi, A. (2011). Role stress among employees: An empirical study of commercial banks. *Gurukul Business Review (GBR),* 7(1), 53-61.

[10]. Srivastav, A. K. (2010). Heterogeneity of Role Stress. *Research and Practice in Human Resource Management,* 18(1), 16-27.

[11]. Sultana. (1995). *Gender differences in organisational role stress of professionals and non professional teachers of high educational institution* (M.A. Thesis. Lucknow, Lucknow University).

[12]. Tankha, G. (2006). A Comparative Study of Role Stress in Government and Private Hospital Nurses. *Journal of Health Management,* 8(1), 11-22.

[13]. Ushasree, S. (1993). A study of sources, reactions and copying resources of school teachers to stress: An independent study. *Indian Educational Abstract,* 2.

[14]. Verma, J. S. (1985). A comparative study of role conflict of male and female educational administrators in relation to their personality traits and adjustment. In M.B.Buch (Ed.), Third survey of Research in Education. New Delhi: NCERT.

ABOUT THE AUTHOR

Dr. Sankar Prasad Mohanty is working as a Lecturer in Education (SSB, Government of Odisha sponsored), Brajrajnagar College (Affiliated to Sambalpur University, Sambalpur), Brajrajnagar, Jharsuguda, Odisha. Formerly, he was working in Ravenshaw University, Cuttack. He is having more than 18 years of experience in teaching at higher education (UG Hons., B.Ed, PG and M.Phil/Ph.D levels), research and extension activities. He has the credit of publishing more than forty research papers/articles in various National and International Journals of repute; and has presented more than fifty papers in various National and International Seminars/Conferences. He has published five edited volumes as the editor and co-editor. His editorial works carry an unparallel academic ambience with the publication of UGC approved journal of education "Pedagogy of Learning (POL)". Three PhD scholars are conducting their research work under his guidance.