Analysis of Organizational Role Stress Among University Teachers in Haryana State With Respect to Marital Status

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ABSTRACT

Purpose: The main purpose of the study is to analyze the organizational role stress among university teachers with respect marital status.

Design/methodology/approach: the study was descriptive in nature and used Organizational Role Stress(ORS) scale developed by pareek(1993). With the help of this instrument, a sample of 597 respondents collected from university teachers were examined to analyzed the ORS.

Findings: The study revealed that there is no significant difference between married university teachers and unmarried university teachers.

Limitations: This study was limited only in Haryana state.

Keywords: Organizational Role Stress, Universities, Teachers, Haryana.

Paper type: Research Paper

INTRODUCTION

Concept of Stress:

Stress has been widely studied under various observations and then the concept has been developed based in the studies. The concept of *Stress* originally derives from the field of psychology, which is developed into a broadly used idea in organizations and usual day to day life **(Agarwala et al., 1979, p. 41).** Hans Selye who is father of stress defined stress in 1936 as *"the non – specific response of the body to any demand for change".* **And in 1979 he explained that** *"stress is a 'perception'. It is the demands that are imposed upon us because there are too many alternatives".*

Organisational Role Stress

Bano&Jha (2012, p. 24) highlighted that employment or job in any type of organization is termed as a Significant basis of stress; the increased workloads and working close to meeting target cut-off date will increase the demands on employees depressingly. In most of the organization it is important to meet the requirement asked by the client, and to meet these requirements the management hires the employees so the level of stress gets transferred to the employees who are mainly performing the tasks. The stress level tends to affect every level of the organization from the management level to the lowest level. An organization consists of various functions denoted as roles by (Sinha& Subramanian, 2012, p. 71) and an individual engaged with a specific role in which he or she is anticipated to perform. In the organization employees are appointed based on their capabilities of performing the tasks and thus are assigned their specific roles to fulfill. Pareek (1976) defined roles as "any position one holds in an organization as defined by the expectations various significant persons, including oneself, have for that position"(Pareek 1976 cited in Waddar&Aminabhavi, 2012, p. 384).When a person is appointed subjected to pre defined roles the expectations take a higher jump at the appointing level along with the individual who is appointed for the task they also possess various expectations from themselves. And these expectations lead to automatic building of stress. Srivastav (2006, p. 110) disagreed that the expectations on a definite role in an society or organization are a natural built-in source of stress.

LITERATURE REVIEW

Pareek and Mehta(1997), this study based on women only. The researcher include three categories i.e. gazetted officers, bank employees and school teachers and analysed the role stress experienced by them. This research examined that the gazette officers faced more stress as compare to school teachers on all the dimensions of role stress and women bank employees experienced medium level of stress on all the dimensions of role stress.

Furudi & Sengupta(2007), the researcher conducted a study on "Occupational Stress among Primary and Secondary School Teachers of Sikkim". The aim of this study was to identified the level of occupational stress among primary and secondary school teachers of Sikkim. The researcher distributed the 572 questionnaires among school teachers but 548 questionnaires were received by the both school teachers. The researcher used the stratrafied sampling for collected the data. The procedure for collected the sample were Geographical location-.district - sector - public or private - and, level of teaching - primary or secondary. The researcher include the demographic variables for analyzing the data i.e. age, sex, marital status, annual family income, educational qualifications, years of teaching experience, level of teaching, type of the institution and district of teaching. On the basis of this the researcher found a level of stress. The study shows one-third of the responding teachers felt that the level of occupational stress faced by them was low. But in actually the researcher observed that they experienced a moderate and high level of occupational stress. The researcher also found the level of occupational stress in male was quite higher than the female. According to marital status, the unmarried teacher have higher level of occupational stress as compared to married teachers. The researcher also examined the level of occupational stress was higher in private school teachers as compared to government school teachers. In a nutshell, the overall results shows that, the both schools teacher (primary and secondary) were experienced moderate and high level of occupational stress.

Hashmi et.al.(2007) studied on "**Marital Adjustment, Stress and Depression among Working and Non-Working Married Women in Islamabad, Pakistan".** The aim of this study was to investigated the marital adjustment, stress and depression among 150(working married women(75), non-working married women(75) working and non-working married women with age ranged between 18 to 50 years. The researcher used Beck Depression Inventory and Stress Scale. The results of the study indicated that non-working married women were better

adjusted in their married life as compared to working married women. The researcher also found that non working married women did not feel depressed and stressed than working married women. The study also reported that stressed and under depression married women had to adjust their married life. Findings indicated that working married women was overloaded due to multiple roles. The findings also indicated that graduate non-working married women faced more stress as compare to women who get education more than graduation.

Sen & Bansal(2010), conducted a "Comparative Study of Occupational Role Stress among Executives in Banking Sector with Special Reference to the National Capital Region of India". The aim of this paper was to analyzed the level of occupational stress among the employees of banking sector. The researcher included three categories of banks .i.e. public sector banks, private sector banks and foreign banks in their study. The researcher used the standardized questionnaire Occupational Role Stress developed by Udai Pareek. With the help of stratified random sampling, the researcher collected the sample of 352 from bank employees. The researcher selected the list of banks through with the help of "best bank survey" of Business Today group in the year of feb2008 issue, the researcher selected the list of best banks. The researcher also used the various statistical techniques like percentile method, mean, standard deviation, independent t-test , Annova etc. for examining the data. The results of the study revealed that, the level of occupational stress among the employees of three categories of banks was significant. The level of stress was very high among the bank employees. The researcher also revealed that there was no significant difference between male and female employees among three categories of banks. And also no significant difference between the married and unmarried employees among three categories of banks.

Ahmad Usman et.al.(2011), conducted a "study on Work Stress Experienced by the Teaching Staff of University of the Punjab, Pakistan: Antecedents and Consequences". The aim of this study was to analyzed the level of stress in teaching employees of the University of Punjab in Pakistan. With the help of multistage and stratified sampling, the researcher collected the sample of 160 teaching employees. To analyzed the data the researcher used Structural Equation Modeling technique for achieving significant results. The results of the study revealed that role ambiguity and role conflict were positively related with stress and this leads to work stress among teaching faculty. The researcher also found that, with high stressed among teachers leads to low level of job satisfaction as well as lower the organizational commitment.

Abdul Qayyum Chaudhry(2012), conducted a study of "An Analysis of Relationship between Occupational Stress and Demographics in Universities: The Case of Pakistan". The aim of this study was to analyzed the level of occupational stress employees of universities and also identified the stress among employees on the basis of demographic variables i.e. type of university, gender and age. The researcher used the Professional Life Stress Scale developed by Fontana(1989) for administered the data. The researcher used stratified random sampling to collected the sample of 305 employees from the universities. Geographically sampling methodology adopted to select scattered universities in three cities of Punjab in Pakistan. The three cities of Punjab in Pakistan was Lahore, Multan, and Bahawalpur had been selected for selected the desired data. The results of the study revealed that overall role stress among university teachers was moderate. According to demographic variables, the researcher found that, there was no significant difference between the male and female teachers, also no significant difference between type of university (public and private). The researcher also found that level of stress varied according to the different age of faculty members.

Dr. Sayeeduzzafar Qazi and Dr. Afroze Nazneen(2013), the researchers conducted a "study on Organizational role stress and organizational commitment among university faculty of India and Saudi Arabia". This study showed that Indian Universities Faculty members were high level of organizational role stress and dominant stressors are Inter role distance, role expectation conflict, role erosion and resources inadequacy while organizational commitment was found to be moderate with normative commitment as dominant commitment. on the other hand, the faculty members in Saudi Arabian universities organizational role stress were found to be moderate with dominant stressors include role erosion, inter role distance, role overload and role isolation with moderately high level of organizational commitment.

Naina Sabherwal et. al.(2015), Conducted "**A study on occupational stress among faculty members in Higher Education Institutions in Pune".** With the help of stratified random sampling 200 faculty members were selected from higher education institutions od engineering, management, law, science and other faculties in pune. The sample included the all teaching positions like assistants, assistants professor, associate professors and professors. The study revealed that primary hypothesis that "Age, Gender and Marital status have a direct relationship with Stress" is accepted. And found that there was a significant differences were among teacher educators in relation to gender and marital status. The secondary hypothesis which states that "Age, Gender and Marital status does not have a direct relationship with Stress" is rejected.

Research Methodology
Research Gap
The literature review suggests that the studies have covered the areas of research on Organizational Role Stress with respect to medical sector, Banks, IT industry, Schools, colleges, NGO's, Power Sector, Manufacturing Sector, in almost all states. But this study conducted in universities teachers in Haryana state considered one variable i.e. marital status to analyzed the stress level.

Objective of the Study
To analyze the organizational role stress among university teacher in Haryana state with respect to marital status.

Scope of the study
The researcher collected the data from both universities (government and private) in Haryana state.

Research Design
The study will be descriptive in nature and is based on the field survey and on the basis of interviews to be held with Universities teachers and Google form.

Research Instrument

The researcher used the Organizational Role Stress(ORS) questionnaire by pareek(1983). The ORS is measured on five point scale.

Data Collection Techniques and Sample Size

For the study, both primary and secondary data has been used widely. The secondary data which primarily contains the list of teachers working in various public and private universities. The data on the list of teachers working in different public and private sector universities was collected from the website of UGC, the establishment department/offices of universities. The researcher collected sample of 597 university teachers in Haryana with the help of snowball sampling. Out of 597, the researcher collected sample of 411 from married teachers and 186 from unmarried teachers.

Statistical Tools Applied

Statistical analysis covered estimation of Mean, Standard Deviation, Independent Sample T-test

RESULTS & CONCLUSIONS

To examine the effect of marital status on the ORS and its components, independent sample t-test was used. The following hypothesis was formulated –

Ho (a): The mean stress was same among married and unmarried/single teachers.
H1 (a): The mean stress was not same among married and unmarried/single teachers.

Table 15 exhibits the results of independent sample t-test to compare the significance of differences between the stress among married and unmarried/single teachers. In the test, overall organizational role stress and its 10 components were used as the independent variables and marital status was used as independent variable or factor variable.
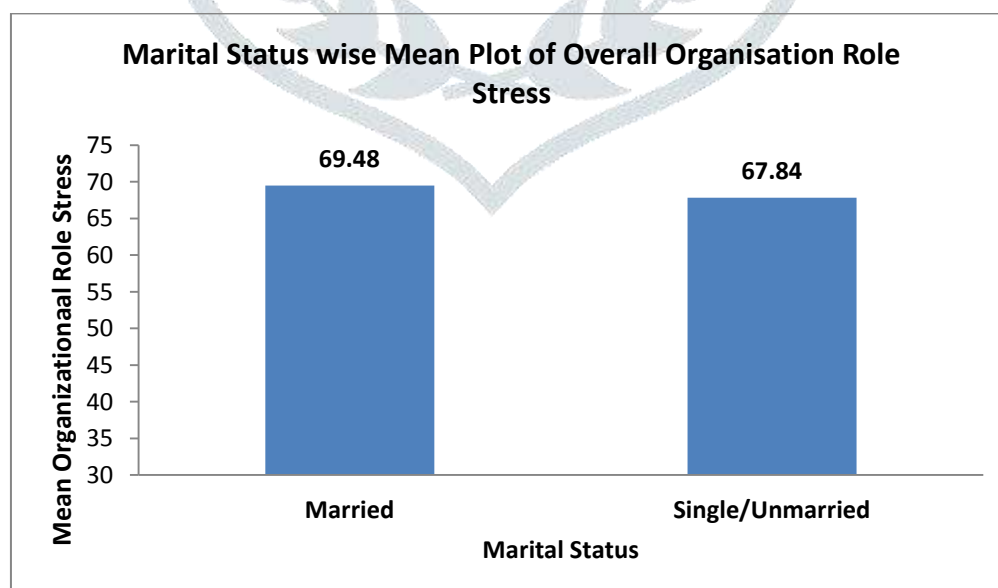
- The mean score of Inter-role Distance (IRD) for married and unmarried/single teachers was 7.80 and 7.44 respectively. The IRD stress among married and unmarried/single teachers was not significantly different as t = -.96, p = .34 was not significant, suggesting that the mean of IRD among the married and teachers was not significantly different.

- The mean score of Role-stagnation (RS) for married and unmarried/single teachers was 6.90 and 8.32 respectively. The RS stress among marries teachers and unmarried/single teachers was significantly different as t = -3.93, p = .00 was highly significant, suggesting that the stress caused by RS among unmarried/single teachers was significantly higher than married teachers. Role stagnation stress was significantly higher among unmarried/single teachers as compared to married ones.

- The mean score of Role expectations conflict (REC) for married and unmarried/single teachers was 6.18 and 5.68 respectively. The REC stress among married and unmarried/single teachers was not significantly different as t = 1.44, p = .15 was found to be non-significant, suggesting that the REC stress among the married and teachers was not significantly different.

- The mean score of Role-erosion (RE) for married and unmarried/single teachers was 8.32 and 6.94 respectively. The RE stress among married teachers and unmarried/single teachers was significantly different as t = 4.18, p = .00 was highly significant, suggesting that the stress caused by RE among married teachers was significantly higher than unmarried/single teachers. Role stagnation stress was significantly higher among married teachers as compared to married ones.

- The mean score of Role-overload (RO) for married and unmarried/single teachers was 7.11 and 6.01 respectively. The RO stress among married teachers and unmarried/single teachers was significantly different as t = 2.91, p = .00 was highly significant, suggesting that the stress caused by RO among married teachers was significantly higher than unmarried/single teachers. Role overload stress was significantly higher among married teachers as compared to married ones.

- The mean score of Role-isolation (RI) for married and unmarried/single teachers was 7.40 and 7.02 respectively. The RI stress among married teachers and unmarried/single teachers was not significantly different as t = 1.02, p = .31 was highly insignificant, suggesting that the stress caused by RI among married teachers was not significantly different from unmarried/single teachers.

- The mean score of Personal-inadequacy (PI) for married and unmarried/single teachers was 6.57 and 6.95 respectively. The PI stress among married teachers and unmarried/single teachers was not significantly different as t = -1.20, p = .23 was insignificant, suggesting that the stress caused by PI among married teachers was not significantly different from unmarried/single teachers.

- The mean score of Self-role distance (SRD) for married and unmarried/single teachers was 6.60 and 7.69 respectively. The SRD stress among married teachers and unmarried/single teachers was significantly different as t = -3.22, p = .00 was highly significant, suggesting that the stress caused by SRD among unmarried/single teachers was significantly higher than married teachers. SRD stress was significantly higher among unmarried teachers as compared to married ones.

- The mean score of Role-ambiguity (RA) for married and unmarried/single teachers was 4.91 and 5.11 respectively. The RA stress among married teachers and unmarried/single teachers was not significantly different as t = -.55, p = .58 was insignificant, suggesting that the stress caused by RA among married teachers was not significantly different from unmarried/single teachers.

- The mean score of Resource inadequacy (RIn) for married and unmarried/single teachers was 7.69 and 6.69 respectively. The RIn stress among married teachers and unmarried/single teachers was significantly different as t = 2.68, p = .01 was significant, suggesting that the

stress caused by RIn among married teachers was significantly higher than unmarried teachers. RIn stress was significantly higher among married teachers as compared to unmarried ones.

- The mean score of overall organizational stress (ORS) for married and unmarried/single teachers was 69.48 and 67.84 respectively. The ORS stress among married teachers and unmarried/single teachers was not significantly different as t = 0.60, p = .55 was insignificant, suggesting that the overall organizational stress among married teachers was not significantly higher than unmarried teachers. The organizational role stress was same among married and unmarried teachers and did not vary with the marital status of the teacher.

Table1: Independent Samples t-test for the Difference in the role stress between Married and Unmarried teachers

Stressor	Marital Status	N	Mean	SD	T	Sig. (2-tailed)
IRD	Married	411	7.80	4.40	.96	.34
	Single/Unmarried	186	7.44	3.94		
RS	Married	411	6.90	3.97	-3.93	**.00**
	Single/Unmarried	186	8.32	4.12		
REC	Married	411	6.18	3.49	1.44	.15
	Single/Unmarried	186	5.68	4.13		
RE	Married	411	8.32	3.58	4.18	**.00**
	Single/Unmarried	186	6.94	4.12		
RO	Married	411	7.11	4.41	2.91	**.00**
	Single/Unmarried	186	6.01	4.04		
RI	Married	411	7.40	3.82	1.02	.31
	Single/Unmarried	186	7.02	4.41		
PI	Married	411	6.57	3.69	-1.20	.23
	Single/Unmarried	186	6.95	3.52		
SRD	Married	411	6.60	3.79	-3.22	**.00**
	Single/Unmarried	186	7.69	3.96		
RA	Married	411	4.91	4.20	-.55	.58
	Single/Unmarried	186	5.11	4.09		
Rin	Married	411	7.69	4.54	2.68	**.01**
	Single/Unmarried	186	6.69	4.06		
Overall ORS	Married	411	69.48	30.89	.60	.55
	Single/Unmarried	186	67.84	30.54		

Marital Status wise Mean Plot of Overall Organisation Role Stress

CONCLUSIONS

The above study concludes that the mean score of overall organizational stress (ORS) for married and unmarried/single teachers was 69.48 and 67.84 respectively. The ORS stress among married teachers and unmarried/single teachers was not significantly different as t = 0.60, p = .55 was insignificant, suggesting that the overall organizational stress among married teachers was not significantly higher than unmarried teachers. The present study is consistent with the results of Sen & Bansal(2010), The organizational role stress was same among married and unmarried teachers and did not vary with the marital status of the teacher. But on the other side, some stressors like role overload, role

erosion and resource inadequacy showing that the stress level of married teachers is higher than the unmarried teacher. some stressors like role stagnation and self role distance find stress level of married teachers is lower than the unmarried teachers. And rest stressors like inter role distance, role expectation conflict, role isolation, personal inadequacy, role ambiguity are showing the same level of stress between the married and unmarried teachers. The above graphical representation also clearly showed that there is no significant different between the married and unmarried teachers. Hence, the study reject null hypothesis.

Limitations: This study is limited only in Haryana state. Shortage of time is another limitation of the study.

Suggestions: This study includes both male and female employees in marital status. The further study can be conducted on the basis of marital status of men and women separately. The difference in the situation they undergo during their married life or unmarried may bring significant outcome.

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