

DIVISION WISE STUDY OF ORGANISATIONAL ROLE STRESS AMONG TEACHERS OF UNIVERSITY IN HARYANA STATE

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Abstract

Purpose: The main of the study is to analyze the organizational role stress among university teachers in four division of Haryana

Design/methodology/approach: the study was descriptive in nature and used Organizational Role Stress(ORS) scale developed by pareek(1983). With the help of this instrument, a sample of 597 collected from university teachers were examined to analyzed the ORS.

Findings: The study revealed that the highest level of organizational role stress was found in Hisar division and the lowest stress was found in Gurgaon division.

Limitations: This study was conducted only in Haryana state

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

Paper type: Research Paper

INTRODUCTION

The Concept of Stress

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*”.

The environment now a day’s demand a lot of intake from teachers, managers, professionals and workers thus increasing the stress level at all the levels or sectors. As a result, there has been noticed high signs of persistent fatigue due to work stress or job stress at various managerial levels. This level of stress in managers signifies low efficiency thus not proving the managers to be beneficial for their companies or shareholders. In most cases, productivity or effectiveness is affected due to the reduced efficiency even in the best individual. Stress is a problem in every business sector, medical sector, banking sector, academic sector etc. all over the world. Stress is a commonly happening in today's competitive world which demand smart and efficient work. Work stress outcome in health complaints and it affects an individual and its family more than any other life stressor viz financial problems, work related problem or family problems. The reasons of stress may be loss of training, downsizing, mergers, etc. Stress is the reason for putting pressure on individual coping skill.

The Concept of Occupational Role Stress

Newman (1978) defines occupational stress as “a situation derived from interface of group of people and their jobs and characterized by changes in people which force them to deviate from their normal working. Stress may result in diverse problems like anger, annoyance, anxiety, hyper irritability, irritation,frustation, sleep disturbances, disturbed interpersonal relations detrimental to the individual with depressing economic implications such as poor work quality , low productivity and high turnover , absenteeism, etc.(Cooper and Cartwright, 1994 Edworthy, 2000).

Sources of Occupational Role Stress

Employment is essential for an any individual to function properly in a society and in return; the individual spends significant amounts of time at the workplace. **Erkutlu & Chafra, 2006, p. 287; Pathak, 2012, p. 154⁴**, According to that, stress is a combination of three sources i.e. physical stress, mental stress, and situational stress. physical stress occur due to overburdens, due to different observation in the mind will create mental stress and last situational stress depend upon the circumstances when a person make contact with to outside world environment. **Cooper and Marshal (1976)³**, stated that work overload, role ambiguity, role conflict and poor working conditions are connected which job environment which leads to occupational stress. **Orpen(1991)** in early nineties observed that major source of stress is derived from the occupational environment.

Managing Organizational Stress

Stress is not itself plays adverse effects and turns out to be bad for individual employees or their organizational performance. It is the dysfunctional aspects of the high level of stress that should be maintained and is a major concern for contemporary society in general or for an effective human resource management. There are three categories in which we can manage the organizational role stress i.e. Managing stress at individual level(Knowledge about stress, Physiological fitness, Time management), Managing stress at family level(Maintaining a balance between professional and personal life, Both partners have to manage their careers as well as support the family) and Managing stress at organisational level(Proper selection and placement, Goal setting, Improved communication)

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.

Satish C. Pandey(1998), the researcher surveyed 450 employees of BHEL, in Haridwar. The main aim of this study to find out the relationship between personality dimensions and organizational role stress in a public sector organization. The study found that the psychoticism and neuroticism was significantly positive with individuals.

Lehal and Singh (2005), studied Organisational Role Stress among college teachers of Patiala district. The study examined that the level of organisational role stress in government college teachers in Patiala district was significantly low than private college teachers.

BusharaBano and Rajiv Kumar Jha (2012), the researcher surveyed 182 public and 120 private sector employees in Uttar Pradesh. With help of occupational role stress scale the respondent's responses were analysed. The results revealed that there is no significant difference between public and private sector employees in terms of total stress levels. This study was limited only in Uttar Pradesh, while the work culture, climate, strategies of organizations

Poonam Negi & Dr. Vandana Khetarpal(2012-13), researcher conducted a comparative study on job stress among the employees of SBI and HDFC bank- Ambala Cantt. The aim of this study was to identified the level of job stress between HDFC and SBI banks employees and also analyzed factors causing stress and methods of reducing stress. The researcher collected 95 responses from the respondents. Out of which, 45 respondents from SBI and 40 respondents from HDFC banks At Ambala cantt in Haryana. whose responses were measured according to the 5 point likert scale and also use secondary data provided by the literature review. The researcher used convenience sampling for data collection and t-test technique was used to analyzed the data. The researcher found that there employees from both HDFC and SBI banks face low levels of stress and there was significance difference overall among the employees of both HDFC and SBI in terms of factors causing stress. Some organizational and task related factors—such as workload, time pressure, encouragement, growth, threat of unemployment—do yield differences. The major limitation of this

study was that it was conducted in Ambala cantt alone, while the work culture of organizations other than in Ambala may be different.

Dr. Partap Singh and Sangeeta Rani(2015), conducted a study on work stress among College Teachers in Self-financing College: An Explorative Study. The researcher collected 120 responses from the self financing college teachers in Panipat district. The aim of this paper was to analyze the stress among college teachers in Panipat district. The researcher used the percentile method to analyze the data and rank provided. The researcher found that the main factors of stress like Job Insecurity, Poor students' behavior and their negative attitude,

Excessive Additional duty, Involvement in non-teaching duty, Lack of Research & Personal Growth Opportunities, etc. to reduce these factors the researcher also revealed some techniques like Yoga and exercise, Reading Motivational Books, Positive Attitude, proper Interaction with positive Colleagues, Playing with children, proper rest.

Ramniwas and Meenakshi Sharma(2016), conducted a study on Occupational stress among the female teachers of government high schools of Haryana. The aim of this study was determine the stress among the female teachers of government high schools of Haryana. To analysed the statement of the problem total ninety female teachers (30 science teachers, 30 math teachers, and 30 physical education teachers) were selected for the study.

Neetu Dagar and Madhu Mathur(2016), conducted a study on Burn out Among School Teachers of Haryana. The aim of this study was to investigated the level of burnout among school teachers of Haryana in relation to their gender and area. The sample size was 600 school teachers randomly selected 300 from rural and 300 from urban secondary schools located in Hisar, Kurukshetra, Rohtak and Faridabad district of Haryana. The researcher revealed that there was a significant difference between male and female male and female school teachers while there was no significant difference between rural and urban school teaching employees at their burnout level.

Kavita Dua and Veena Sangwan(2017), Studied on Stress among Female High School Teachers of Haryana. In this study the researcher observed that the female high school teacher is usually burdened with multiple roles and responsibilities. The main objective of this paper was to work out stress among female high school teachers of Haryana. The researcher forced that more the use of stress management mechanisms, lesser was the stress.

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 not division wise, so the researcher conduct a Division wise study of organizational role stress among teachers of university in Haryana state.

Objective of the Study

To analyze the organizational role stress among university teacher in division of Haryana state.

Scope of the study

The institutes of higher education in the state of Haryana has been divided into four divisions – Ambala division, Hissar division, Gurgaon division and Rohtak division.

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

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. Multistage cluster sampling used for the data collection. The researcher collected sample of 597 teachers of universities in Haryana. Out of 597, the researcher collect 100 from gurgaon division, 141 from hisar division, 70 from ambala division and 286 from rohtak division.

Statistical Tools Applied

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

Results and Conclusions

The organizational role stress is expected to change with the change in the region. To examine the variation in the organizational role stress with respect to the region, one way anova test has been used.

In the Table1 the descriptive statistics of ORS and components of ORS and the results of one way anova are exhibited. The assumption of homogeneity of variance was examined using levene's test and its results are exhibited in table1. In case, the assumption of equal variance is not met for any of the variable, the results of classical F test may not be reliable and alternate robust tests i.e. Welch and Brown Forsyteh test would be used to conclude and interpret the results.

- The Inter-role distance (IRD) was found to be highest among the teachers of Ambala region with an average of 8.86 (SD = 3.92) followed by Rohtak region with an average of 7.77 (SD = 4.70). The lowest IRD stress was observed for the Gurgaon region with an average of 6.79 (SD = 3.85). The levene's test was highly significant ($p < .05$) suggesting that the assumption of homoscedasticity was not met. Therefore, instead of referring to standard F test, we would refer to the results of Welch test and Brown Forsythe test. The result of Welch test and Brown Forsythe test was found to be significant ($p < .05$) suggesting that the means were statistically different. The IRD was not same across all the regions. Further Bonferroni post-hoc test revealed that the Ambala and Gurgaon regions were significantly different from each other ($p < .05$). Rohtak and Hissar regions were not significantly different from any of the region ($p > .05$).
- The Role-stagnation (RS) stress was highest among the teachers of Ambala region (7.71, SD = 4.15) and Rohtak region (7.71, SD = 4.34). The lowest RS related stress was observed among the teachers of Gurgaon region (5.95, SD = 3.87). The levene's test was highly significant ($p < .05$) suggesting that the assumption of homoscedasticity was not met. Therefore, instead of referring to standard F test, we would refer to the results of Welch test and Brown Forsythe test. The result of Welch test and Brown Forsythe test was found to be significant ($p < .05$) suggesting that the means were statistically significant (refer table20). The RS was not same across all the regions. Further post-hoc test revealed than the Gurgaon region was significantly different from all other regions. Other regions were not significantly different.
- The Role expectations conflict (REC) stress was highest among the teachers of Ambala region with an average of 6.63 (SD = 3.99) followed by Hissar region with an average of 6.45 (SD = 2.97) (refer table 20). The levene's test was significant ($p < .05$) suggesting that the assumption of homoscedasticity was not met. The result of Welch test and Brown-forsythe tests was found to be insignificant ($p > .05$) suggesting that the means of REC were not statistically significant (refer table18). Thus it may be concluded that the REC stress did not vary with the change in the region.

- The Role erosion (RE) stress was highest among the teacher of Ambala region (8.14, SD = 3.32), followed by Hissar region with an average of 8.07 (SD = 3.58). (Refer table 20). The levene's test was significant ($p < .05$) suggesting that the assumption of homoscedasticity was not met. The result of Welch test and Brown-forsythe test were found to be insignificant ($p > .05$) suggesting that the means of RE were not significantly different. Thus it may be concluded that the RE related stress did not vary between the regions.
- The Role-overload (RO) related stress was highest among Ambala region with an average of 7.6 (SD = 4.54) followed Hissar region with an average of 7.41 (SD = 4.09). The lowest RO score was observed among the teachers of Gurgaon region (6.33, SD = 4.56) (refer table20). The levene's test was highly insignificant ($p > .05$) suggesting that the assumption of homoscedasticity was met successfully. The result of F test was found to be significant ($p < .05$) suggesting that the means were statistically different. The RO was not same across all the regions of Haryana. Further post-hoc test revealed that none of the region was significantly different from others, whereas overall test was significant.
- The Role-isolation (RI) related stress was highest among Hissar region with an average of 7.82 (SD = 3.76) followed by Rohtak region with an average of 7.26 (SD = 3.95). The lowest RI score was observed among the teachers of Gurgaon region (6.89, SD = 4.34). The levene's test was not significant ($p > .05$) suggesting that the assumption of homoscedasticity was met successfully. The result of F test was found to be insignificant ($p > .05$) suggesting that the means were not statistically significant (refer table20). The RI related stress was same across all the region.
- The Personal-inadequacy (PI) related stress was highest among teachers of Hissar region with an average of 7.76 (SD = 3.44) followed by Ambala region with an average of 7.17 (SD = 3.56). The lowest PI score was observed among the teachers of Gurgaon region (5.78, SD = 3.4). The levene's test was insignificant ($p > .05$) suggesting that the assumption of homoscedasticity was met successfully. The result of F-test was found to be significant ($p < .05$) suggesting that the means were statistically significant (refer table20). The PI related stress was not same across all regions. Further post-hoc test revealed that the means of Hissar and Gurgaon regions were different significantly.
- The Self-role distance (SRD) stress was highest among the teachers of Hissar region with an average of 7.52 (SD = 3.61) followed by Ambala region with an average of 6.89 (SD = 4.21). The lowest SRD score was observed among the teachers of Gurgaon region (6.34, SD = 4.34). The levene's test was insignificant ($p > .05$) suggesting that the assumption of homoscedasticity was met successfully. The result of F-test was found to be insignificant ($p > .05$) suggesting that the means were not statistically significant (refer table20). The SRD related stress was same across all four regions of Haryana.
- The Role-ambiguity (RA) related stress was highest Hissar region (5.92, SD = 4.22) followed by Ambala region (5.03, SD = 3.84). The lowest RA stress score was observed among the teachers of Gurgaon region (4.20, SD = 4.02). The levene's test was highly insignificant ($p > .01$) suggesting that the assumption of homoscedasticity was successfully met. The result of F-test was found to be significant ($p < .05$) suggesting that the means were statistically different (refer table20). The RA related stress was not same across all regions of Haryana. Further post-hoc test revealed that the mean of RA was significantly different from Gurgaon and Rohtak region.
- The Resource-inadequacy (RIn) stress was highest among the teachers of Hissar region (8.54, SD = 3.96) followed by Rohtak region (7.52, SD = 4.79). The lowest RIn score was observed among the teachers of Gurgaon region (6.14, SD = 3.9). The levene's test was significant ($p < .05$) suggesting that the assumption of homoscedasticity was not met. The result of Welch test and Brown Forsythe test was found to be significant

($p < .05$) suggesting that the means were statistically significant (refer table20). The RIn related stress was not same across all age groups and changed significantly with the change in the region. Further post-hoc test exhibited that the means of Hissar region was significantly different from Ambala and Gurgaon region.

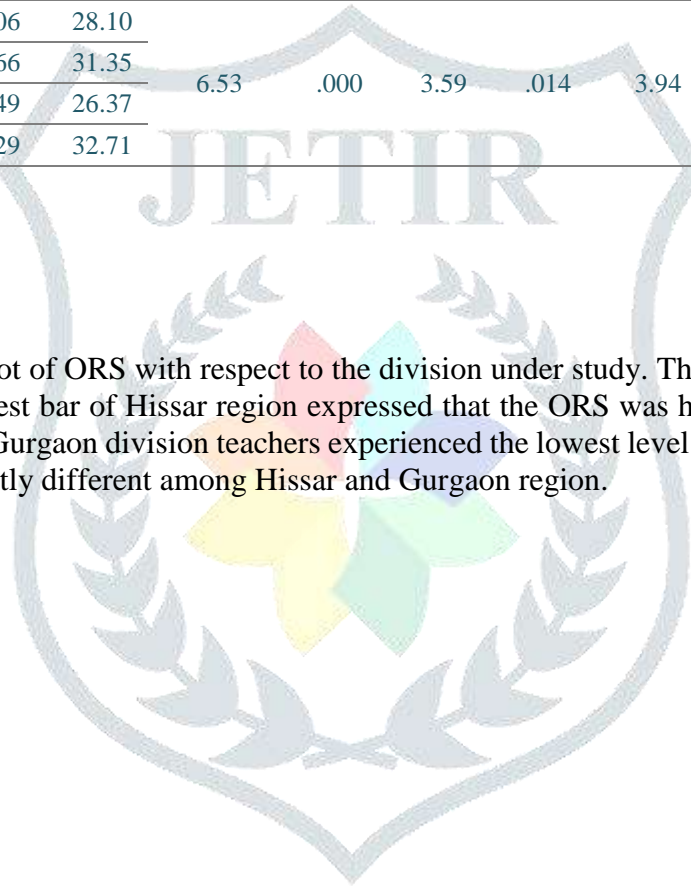
- The overall organizational role stress (ORS) stress was highest among the teachers of Hissar region (74.49, SD = 26.37) followed by Ambala region (71.06, SD = 28.1). The lowest ORS score was observed among the teachers of Gurgaon region (61.66, SD = 31.35). The Levene's test was significant ($p < .05$) suggesting that the assumption of homoscedasticity was not met. The result of Welch test and Brown Forsythe test was found to be significant ($p < .05$) suggesting that the mean organizational role stress was not same across all the regions. Further post-hoc test revealed that the organizational role stress was significantly different among the teachers of Hissar from the teachers of Gurgaon region. The teachers of Hissar region experienced significantly higher level of stress as compared to the teachers of Gurgaon region. The teachers of Gurgaon region expressed the lowest level of ORS.

Table1: anova table of organizational role stress among the teachers working in the different divisions

Stressor	Region	Mean	SD	Levene Statistic	Sig.	F	Sig.	Welch	Sig.	Brown-Forsythe	Sig.
IRD	Ambala	8.86	3.92	8.07	.000	3.33	.019	3.91	0.01	3.78	0.01
	Gurgaon	6.79	3.85								
	Hissar	7.60	3.61								
	Rohtak	7.77	4.70								
RS	Ambala	7.71	4.15	8.96	.000	4.99	.002	5.15	0.00	5.26	0.00
	Gurgaon	5.95	3.87								
	Hissar	7.40	3.37								
	Rohtak	7.71	4.34								
REC	Ambala	6.63	3.99	5.37	.001	2.15	.093	2.29	0.08	2.08	0.10
	Gurgaon	6.06	4.11								
	Hissar	6.45	2.97								
	Rohtak	5.66	3.79								
RE	Ambala	8.14	3.32	3.78	.011	1.44	.231	1.58	0.19	1.60	0.19
	Gurgaon	7.18	3.62								
	Hissar	8.07	3.58								
	Rohtak	7.99	4.07								
RO	Ambala	7.60	4.54	.48	.695	2.96	.032	2.95	0.03	2.86	0.04
	Gurgaon	6.33	4.56								
	Hissar	7.41	4.09								
	Rohtak	6.40	4.27								
RI	Ambala	6.83	4.22	1.82	.142	1.45	.227	1.47	0.22	1.39	0.25
	Gurgaon	6.89	4.34								
	Hissar	7.82	3.76								
	Rohtak	7.26	3.95								
PI	Ambala	7.17	3.56	1.21	.306	7.60	.000	8.06	0.00	7.88	0.00
	Gurgaon	5.78	3.40								
	Hissar	7.76	3.44								
	Rohtak	6.36	3.70								
SRD	Ambala	6.89	4.21	1.67	.173	1.91	.127	1.90	0.13	1.79	0.15

	Gurgaon	6.34	4.23								
	Hissar	7.52	3.61								
	Rohtak	6.87	3.76								
	Ambala	5.03	3.84								
RA	Gurgaon	4.20	4.02	.12	.946	3.92	.009	3.86	0.01	4.08	0.01
	Hissar	5.92	4.22								
	Rohtak	4.75	4.20								
	Ambala	6.20	3.67								
RIn	Gurgaon	6.14	3.90	8.14	.000	7.89	.000	9.79	0.00	9.20	0.00
	Hissar	8.54	3.96								
	Rohtak	7.52	4.79								
	Ambala	71.06	28.10								
ORS	Gurgaon	61.66	31.35	6.53	.000	3.59	.014	3.94	0.01	3.87	0.01
	Hissar	74.49	26.37								
	Rohtak	68.29	32.71								

Figure1 exhibits the mean plot of ORS with respect to the division under study. The length of the bar represents the extent of ORS. The longest bar of Hissar region expressed that the ORS was highest among the teachers of Hissar division whereas the Gurgaon division teachers experienced the lowest level of ORS. As discussed above, the ORS level was significantly different among Hissar and Gurgaon region.



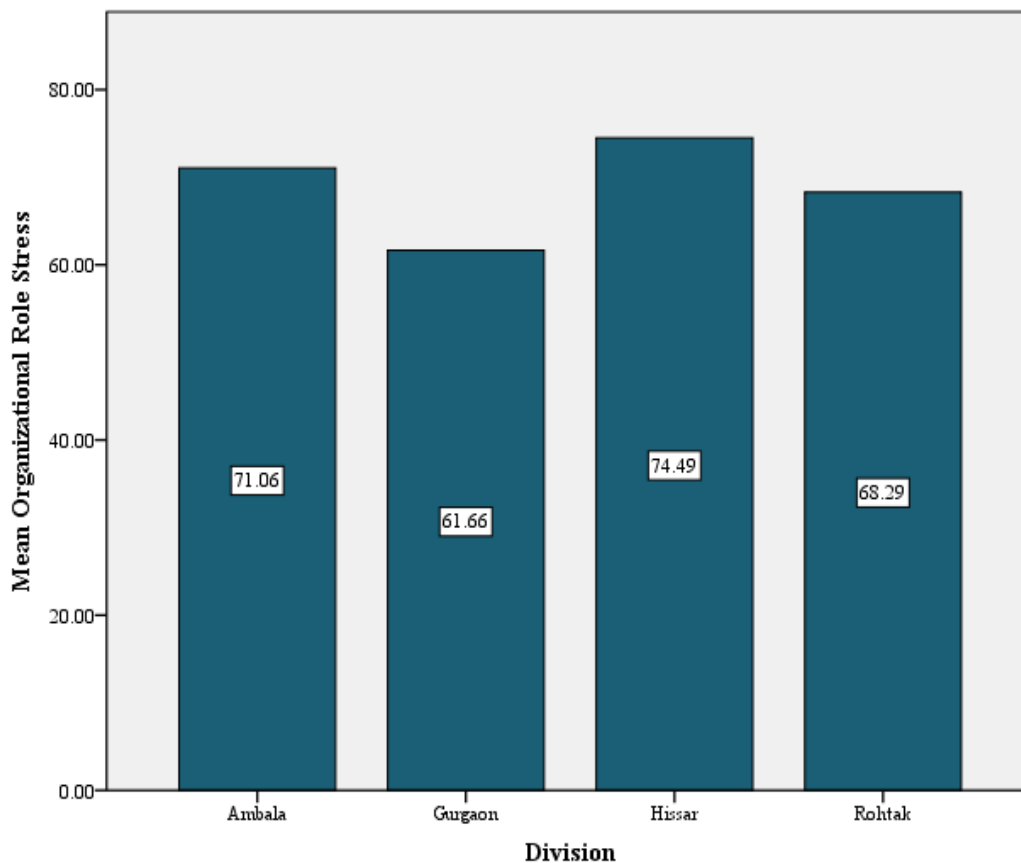


Figure 1: mean plots of overall ORS with the division

Conclusion

The above study conclude that the teachers from Hisar divisions facing high level of organizational role stress. The longest bar of Hisar division expressed that the ORS was highest among the teachers of Hisar division whereas the Gurgaon division teachers experienced the lowest level of ORS. And Ambala and Rohtak division almost experience same level of organizational role stress.

Limitations and Suggestions

Limitations

- 1) The study is limited only to one state i.e. Haryana.

Suggestion

The above study recommended that, next study will be based on qualitative so that researcher can easily observed the respondent directly because in quantitative study the results may be biased and researcher totally depend upon the responses from respondents .

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