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## Organizational Role Stress among Management Teachers: A Comparative Study

Ms. Nisha Chanana & Dr. Naresh Kumar

*University School of Management, Kurukshetra University, Kurukshetra, (Haryana) India*

### Abstract

In the present scenario with the change in teaching pedagogy and increased competition among Management Education Institutes, stress on professional teachers is increasing. Present study examines nature of difference in the level of organizational role stress among the management teachers working in State Universities and Private/Deemed Universities of Haryana. A standardized questionnaire measuring 10 dimensions of role stress (such as Inter role distance, self role distance, role stagnation, role isolation, role ambiguity, role expectation conflict, role overload, role erosion, resource inadequacy and personal inadequacy) was used.

Findings of the present study reveal that management teachers working in State Universities and Private/Deemed Universities differ on five dimensions of organizational role stress namely Role expectation Conflict, Role Overload, Role Isolation, Self role Distance and Role Ambiguity. The State Universities' teachers have moderate level of stress on Role expectation conflict, role Overload and Role ambiguity, whereas Management teachers of Private/Deemed Universities are facing high level of stress on these dimensions. Findings further reveal that State Universities Management teachers have low level of stress on Role Isolation and Self role distance as compared to Private/Deemed Universities teachers who perceive moderate level of stress on these two dimensions. On the rest of the dimensions of stress management teacher working in both type of Universities are almost in moderate category of stress.

**Keywords:** Role ambiguity, Role overload, Role stress, Stress Management

### 1. Introduction

Stress is produced by several happenings in life and organizational arrangements. In general every transition or change produces stress thus different roles may produce different amount of stress. Academicians, practitioners, administrators and researchers have always been interested in studying this

problem as it directly affects the efficiency of the employee. Stress is a dynamic condition in which the individual is confronted with an opportunity, constraint, or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important (**Robbins 2001**). Stress cannot result from any opportunity/challenge /constraint/demand, whatsoever, unless its

outcome is perceived to be both important and uncertain at the same time (Schwarzer 2009). 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.

Lazarus and colleagues conceptualize stress as a complex, multivariate process, resulting from a broad system of variables involving inputs, outputs and the mediating activities of appraisal and coping (Lazarus, 1990; Lazarus et al. 1985). According to this transactional approach, the stress process is dynamic, and constantly changing as a result of the continual interplay between person and environment. To quote Lazarus (1990) psychological stress, which results from the interplay of system variables and processes, depends on an appraisal by the person that the person-environment relationship at any given moment is one of harm, threat, or challenge'. Stress is regarded as predominantly subjective in nature, rather than an objective phenomenon.

However in case of teachers Kyriacou (1987) viewed "teacher stress as the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher." Borg (1990) conceptualizes teacher stress as a negative and potentially harmful to teachers' health. The key element is the teacher's perception of threat based on the following three aspects of his job

circumstances (i) that demands are being made on him, (ii) that he is unable to meet or has difficulty in meeting these demands, (iii) that failure to meet these demands threatens his mental/physical well being."

Pareek(2002) has suggested the following dimensions of organizational stress and referred them as stressors.

1. Inter-role Distance (IRD): Conflict that exists between organizational and non-organizational (Family) roles.
2. Role Stagnation (RS): The feeling of being "stuck" in the same role & lack of opportunities for growth and progress.
3. Role Expectation Conflict (REC): Conflicting expectations and demands between different role senders.
4. Role Erosion (RE): Functions that should belong to the respondent's role are being transformed/performed or shared by others and job is no longer challenging.
5. Role Overload (RO): The feeling that more is expected from the role than the respondent can cope with.
6. Role Isolation (RI): Lack of linkages between the respondent's role and that of other roles in the organization.
7. Personal Inadequacy (PI): Inadequate knowledge, skills, or preparation for a respondent to be effective in a particular role.
8. Self-role Distance (SRD): This represent the conflict between the respondent's values/self-concepts and the requirements of his or her organizational role.
9. Role Ambiguity (RA): It represents the lack of clarity about others' expectations of the respondent's role,

or lack of feedback on how others perceive the respondent's performance.

10. Resource Inadequacy (RIIn): It represents the stress emanating from not having enough resources such as available knowledge, financial and personal resources etc. to effectively perform in a role.

## 2. Review of Literature

A brief review of literature reveals that numerous studies have been conducted by the researchers indicating the relationship of various personal and organizational factors with stress. **Pandey (1995)** observed negative relationship between role efficacy and role stress in a study on rail engine drivers of Indian Railways. The respondents were found to be suffering from the feeling of role overload, resource inadequacy and personal inadequacy. Education was found positively related with role stress and negatively with role efficacy and findings also focus that within the same organization different organizational roles may produce different level of stress depending upon their nature and demands from the role incumbents. **Rahman and Zanzi (1995)** studied the influence of job stress of employees working in audit and MAS functions in large accounting firms. The results indicated that MAS and Audit employees were significantly different in terms of Job Stress. **Farooq (2003)** in a study on bank employees working in Kashmir observed that most of the employees experience medium to high level of stress at work. Role stagnation, inadequacy of role authority and role erosion was comparatively high rated dimensions of job stress. Clerical cadre employees experience more stress as compared to

other cadre of employees. **Dasgupta and Kumar (2009)** examined the stress levels among Male and Female doctors working in Indira Gandhi Medical College & Hospital; a Government Medical Hospital located in Shimla (India). They found that role overload is most significant source or factor causing role stress among the doctors working in the hospital. It was observed that male doctors tend to be more stressed than the female doctors in cases of – Inter-role Distance and Role Inadequacy. **Kaur et al. (1993)** compared the relative significance of various role stressors on public sector and private sector managers. Result revealed non-significant differences in the level of stress except for Inter role distance. However, in public sector: role erosion, personal inadequacy and resource inadequacy are dominant, whereas, role overload, role stagnation, self role distance and role ambiguity are remote sources of stress. In private sector: inter role distance, role erosion, role isolation, resource inadequacy and role overload are dominant, and role stagnation, self role distance and role ambiguity are remote sources of stress. Whereas, **Cuhadar (2008)** observed significant difference in the level of role conflict and role ambiguity of public sector and private sector managers. **Sankpal et al. (2010)** compared organizational role stress of managers in public and private banks of Gwalior. Significant difference between the public and private sector bank employees in certain aspects like Self role distance, Inter-role distance, Role-stagnation, Role overload, Role erosion and Resource inadequacy have been observed. Private bank employees experienced higher organizational role stress than their public bank counterparts. However, no significant difference in the

level of stress was observed on role expectation conflict, role isolation, personal inadequacy and role ambiguity. **Ablanedo et al. (2011)** examined the level of occupational stress among academic staff, administrative staff, and students in a well-established US University environment. Findings of the study revealed occupational stress levels differed between academic staff, administrative staff, and students. However, at the aggregate level, stress levels were similar by either gender or age. **Bano and Jha (2012)** explored the differences in job-related stress between public (182) and private sector (120) employees in Uttar-Pradesh, based on ten role stressors. They reported that both public and private sector employees face moderate levels of stress. While no significant difference was observed between public and private sector employees in terms of total stress levels.

In the light of the above brief review of literature of various studies the present study has been designed to compare the level of organizational role stress among the Management teachers working in State Universities, Private/Deemed Universities and Affiliated Institutes of Haryana.

### 3. Objective of the Study

To compare the level of organizational role stress on ten dimensions of role stress (Inter role distance, self role distance, role stagnation, role isolation, role ambiguity, role expectation conflict, role overload, role erosion, resource inadequacy and personal inadequacy ) among the management teachers working in State

Universities and Private/Deemed Universities of Haryana.

### 4. Research Methodology

To fulfill the above stated objectives the following research methodology and analysis was used. The study is exploratory in nature. Survey method was used to complete the study. Total population was composed of management teachers of State Universities and Private/Deemed universities of Haryana. The sample size of management teachers from State Universities (N=65) and Private/Deemed Universities (N=61) was drawn by following convenience sampling procedure. An individual management teacher was the sample unit from whom the data was collected.

A Standardized Questionnaire on Organizational Role Stress (Pareek, 2002) containing five items for each dimension of organizational role stress i.e. Inter role distance, Role stagnation, Role expectation, Role erosion, Role overload, Role isolation, Personal inadequacy, Self role distance, Role ambiguity and Resource inadequacy was used. To compare the difference on dimensions of role stress between management teachers of State Universities and Private/Deemed Universities response of the teacher were taken on the above mentioned questionnaire. Norms table was used to analyze the data by Khanna (1986) and Pareek (2002).

**Table 1: Showing the level of stress as low, moderate and high on various level of stress dimensions**

<b>NORMS TABLE</b>			
<b>Stress</b>	<b>Moderate</b>	<b>Low</b>	<b>High</b>
<b>Inter-role distance (IRD)</b>	<b>5</b>	<b>2</b>	<b>8</b>
<b>Role stagnation (RS)</b>	<b>5</b>	<b>2</b>	<b>8</b>
<b>Role expectation conflict (REC)</b>	<b>4</b>	<b>2</b>	<b>7</b>
<b>Role erosion (RE)</b>	<b>9</b>	<b>7</b>	<b>12</b>
<b>Role overload (RO)</b>	<b>3</b>	<b>1</b>	<b>6</b>
<b>Role Isolation (RI)</b>	<b>6</b>	<b>3</b>	<b>9</b>
<b>Personal inadequacy (PI)</b>	<b>4</b>	<b>2</b>	<b>8</b>
<b>Self-role distance (SRD)</b>	<b>5</b>	<b>3</b>	<b>9</b>
<b>Role ambiguity (RA)</b>	<b>3</b>	<b>1</b>	<b>7</b>
<b>Resource inadequacy (RIn)</b>	<b>5</b>	<b>2</b>	<b>8</b>

**Table 2: Showing the stress level among the Management teachers of State Universities and Private/Deemed Universities**

<b>Dimensions of Role Stress</b>	<b>State Universities</b>		<b>Private/Deemed Universities</b>	
	<b>Mean</b>	<b>Status</b>	<b>Mean</b>	<b>Status</b>
<b>Inter-role distance (IRD)</b>	2.63	Moderate	3.82	Moderate
<b>Role stagnation (RS)</b>	2.46	Moderate	4.79	Moderate
<b>Role expectation conflict (REC)</b>	2.17	Moderate	4.92	High
<b>Role erosion (RE)</b>	3.77	Low	3.84	Low
<b>Role overload (RO)</b>	2.09	Moderate	5.56	High
<b>Role Isolation (RI)</b>	3.02	Low	5.00	Moderate
<b>Personal inadequacy (PI)</b>	2.49	Moderate	4.00	Moderate
<b>Self-role distance (SRD)</b>	2.28	Low	4.95	Moderate
<b>Role ambiguity (RA)</b>	1.89	Moderate	4.87	High
<b>Resource inadequacy (RIn)</b>	2.63	Moderate	3.28	Moderate



## Result and Discussions

An inspection of Table 2 reveals that Management teachers of State Universities perceived moderate level of stress on Inter role distance, role stagnation, Role expectation conflict, Role overload, Personal Inadequacy, Role ambiguity and Resource inadequacy and low level of stress on Role Erosion, Role Isolation and Self-role Distance. Whereas, Management teachers of Private/Deemed Universities perceived high level of stress on Role expectation conflict, Role overload and Role ambiguity and moderate level of role stress on the dimensions of Inter role distance, role stagnation, Role Isolation, Personal Inadequacy, Self-role Distance, and Resource inadequacy, however they have low level of role erosion stress. Thus finding of the present study reveals that there is difference in the level of stress perceived by the management teachers working in State Universities as well as Private/Deemed Universities on most of the dimensions of role stress. However, on some of the dimensions they perceived almost same level of role stress.

State Universities and Private/Deemed Universities management teachers perceived moderate level of stress on inter role distance suggesting thereby that management teachers working in both types of Universities are able to accommodate organizational roles along with their family/social roles up to an acceptable level. The result shows that there is no difference between in State Universities and Private Universities Management teachers on this dimension.

State Universities and Private/Deemed Universities management teachers perceived moderate level of role stagnation meaning there by that teachers working in

both type of systems perceive moderate level of stress about stagnation in their roles. This can be interpreted that though in both types of systems there are limited number of promotional opportunities. However, the promotional procedure has been linked with the certain performance indicators systems by UGC and teacher have to achieve a minimum deserved level of performance in research and academics that cause a moderate level of stress.

In case of Role expectation conflict in Private/Deemed Universities management teachers feel high level of conflicting demands on role-incumbent by others; hence teachers face conflicting expectations and demands between different role senders and are prone to high stress whereas State Universities teachers feels moderately comfortable on this dimension. The result shows that there is a difference between in State Universities and Private Universities Management teachers on this dimension. The present findings are in line with the findings of **Cuhadar (2008)** he has also reported different level of role conflict in public and private sector.

Low level of stress on role erosion dimension in State Universities as well as Private/Deemed Universities teachers suggest that they perceive their previous and present role almost less challenging moreover their roles are not being transformed or shared by others. This finding reveal that management teachers working in both systems have their main role as teaching and research that is why they perceived less erosion in their present role.

State Universities' teachers have moderate level of stress on Role Overload

suggesting thereby that they do not have much extra work other than their own role of teaching research. Whereas Private/Deemed Universities teacher tend to have high level of role overload suggesting that Private/Deemed Universities' management teachers perform other roles like administration, Official assistance & marketing of their courses in addition to their own role of teaching and research that's why they feel high stress and overloaded with their role. They feel that there are too many expectations held by others and they are unable to meet them, thus experience high level of stress. The obtained findings of the present study are in line with the findings of **Dasgupta and Kumar (2009)**, **Manshor et al. (2003)** and **Mathew (2005)** who have observed increased workload as a main source of stress.

State Universities' teachers have low level of role isolation and Private/Deemed Universities management teachers perceived moderate level of role isolation. Private/Deemed Universities management teachers feel somewhat less linkage between their role and other roles in the department, thus experience moderate level of stress. This obtained finding may be because of the structural and cultural differences in two types of Universities systems.

State Universities and Private/Deemed Universities management teachers perceived moderate level of personal inadequacy. Teachers in both type of systems perceived moderate level of personal inadequacy in meeting out the demands of their role. Because of new research and development in the academic field they feel moderate level of stress in preparing themselves for effective enactment of their present roles with

inadequate resources in both types of systems. Similarly **Sankpal (2010)** also observed no significant difference in personal inadequacy of public and private sector managers.

State Universities teachers have low level of self role distance, suggesting thereby that their self-concept and value system is in accordance with their present role, whereas, Private/Deemed Universities teachers perceive moderate level of self role distance. The findings suggest that the teachers working in Private/Deemed Universities systems are not only confined to their main role as a teacher but have to perform many other organizational duties beyond their roles which are not totally in coherence with their self concept and value system, thus feel moderate level of stress.

Moderate level of role ambiguity in State Universities and high level in Private/Deemed Universities management teachers reveal that in modern times due to change in teaching pedagogy and appraisal systems teachers working in State Universities perceive moderate level of role ambiguity, whereas, in Private/Deemed Universities the teachers are involved in multiple roles in addition to main teaching role thus feel high level of role ambiguity resulting in high level of stress. Present findings get support from the findings of **Barhem (2004)** who concluded that role ambiguity is the main source of work stress. **Cuhadar (2008)** also observed that role ambiguity is different in public and private sector.

State Universities and Private/Deemed Universities management teachers face moderate level of resource inadequacy. Teachers working in both type of Universities system feel that they do not have adequate resources to perform their

role effectively. Thus feel moderate level of stress because of inadequacy of resources available to them.

Result of the present study shows that Private/Deemed Universities management teachers perceive more stress on almost all the organizational role stress dimensions as compared to State Universities' management teachers. Present findings get support from the findings of **Bharathi and Reddy (2002)** they have observed significantly less level of stress among Govt./Govt. aided school teachers as compared to private school teachers.

### 7. Conclusion and Scope

The study focuses on the organizational role stress experienced in the education sector today. Finding of the present study reveals that there is difference in the level of role stress perceived by the management teachers working in State Universities and Private/Deemed Universities on most of the dimensions of role stress. However, on

some of the dimensions they perceived almost same level of role stress. The theoretical significance of the findings of this study is noteworthy as it has tried to explore role stressors that are perceived by the management teachers of State Universities and Private/Deemed Universities. It has also pointed out the need for Private/Deemed Universities management teachers, which significantly high on Role expectation conflict, role overload and role ambiguity, to give emphasis on providing opportunities for growth and learning in the form of training and development to its teachers and perfectly define their roles. Moreover, planning for making available the required resources, increase interest and motivation of the teachers will reduce role stress. Future research could usefully incorporate relationships or an analysis of the impact of role stress on performance and other organizational outcomes. There is further scope to replicate the study in different environments and locations.

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