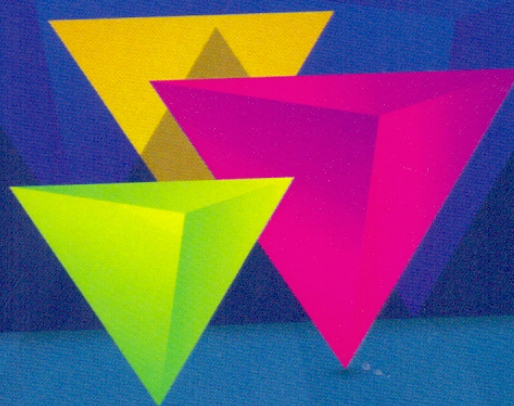


Envisioning Business for a Better Tomorrow

INNOVATE
INTEGRATE
IMPACT



Editors

Prabhat Pankaj • Prerna Jain
Lokesh Vijayvargy

B L O O M S B U R Y

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Innovate, Integrate, Impact

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**Prabhat Pankaj
Perna Jain
Lokesh Vijayvargy**

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A Study of the Level of Organisational Role Stress in Education Institutions

Savita Choudhary*

ABSTRACT: Role is the position occupied by a person in an organisation as defined by the expectation of the other. In performance of that role, there are inherent problems due to which stress is inevitable. Role stress is an important problem of today's work force. The busy schedules, overloaded, target-based jobs etc., lead to a work-life imbalance. It affects both male and female workers. Role Stagnation has the highest effect on the stress intensity of the employees. The study conducted by Band and Shah (2016) on role stress suggested that organisational stress is said to be the cause of all those factors in the organisation that causes stress to an individual employee and have negative organisational ill effects. Based on Udai Pareekh's study (2010) on Organisational Role Stress and its effect on the overall stress level of the employees in the IT Companies, it can be concluded that Role Overload, Role Isolation and Self Role Distance are having a significant influence on the stress level of the employees. With all above mention studies among others, researcher found a gap and is keen to study about the level of Organisation Role Stress in an educational institute of Jaipur city. The focus of the present study is to unveil the various factors that affect work life balance and create role stress.

Keywords: Role Stress, Organisation, Work- Life Imbalance, Organisational Role Stress.

INTRODUCTION

Stress is a contemporary issue with immense implications. Modern man is afflicted with stresses of various kinds. The source of these stresses may lie in several types of frustrations, conflicts or pressures of the present-day life. As the stress may emanate from any of these roots, personal experiences of stress differ (Bano, B. and Jha, R.K., 2012).

Stress that originates from one's occupational role is known as Role Stress. Role stresses are the result of the poor role design, poor 'personal-environment'

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fit etc. Role stress jeopardises role performance and wellbeing of the role occupant.

The organisation is one of the places to originate the stress. It is also a cause for the structural and social resources to create stress. There are various factors which causes stress. The demands and the pressures of the workplace cause the stress.

Role is a set of functions that an individual performs in response to the expectations of the 'significant' persons of a social system, and his own expectations about the position he occupies. For effective performance these expectations are to be articulated and then shared with one another and integrated. However, if the expectations remain ambiguous and in conflict with one another they have a potential of generating role stress. Researchers working on the increasing complexity of organisations have recognised the potential of conflict and stress in the performance of organisational roles (Rakesh, R., 2012).

Ratna *et al.* (2013) in his study expressed that an employee who is exposed to organisational role stress for extended periods of time are likely to get burnt-out, with decreased overall performance, and also have a negative impact on the morale of co-workers. Organisational role stress is present in all types of organisations at different levels and potentials (Appliances, E., 2016). Udai Pareekh is considered to be a pioneer in the field of organisational role stress. He developed a framework to explore how an individual perceive organisational role stress, comprising of ten different stressors as follows: Inter Role Distance (IRD), Role Stagnation (RS), Role Expectation Conflict (RES), Role Erosion (RE), Role Overload (RO), Role Isolation (RI), Personal Inadequacy (PI), Self-Role Distance (SRD), Role Ambiguity (RA) and Resource Inadequacy (RIN) (Pareekh, 2010; Band *et al.*, 2016 and Ratna *et al.*, 2013). Apart from causing serious illness of individuals, organisational role stress decreases employee productivity, which affects the overall competitiveness of the organisation. Longer exposures to organisational role stress may also decrease the quality of services and products, poor client relationships, dysfunctional work climate and high labour turnover (Bano *et al.*, 2011).

MODEL OF CONSEQUENCES OF STRESS

It is clear from the above model that continuous stress may have an impact on both professional health and personal health.

The factors found in the workplace that are related to stress and health risk can be divided into two types. One is related to the content of the work and the other is related to the social and organisational circumstance of the work.

These factors can also be divided into intrinsic and extrinsic factors. Intrinsic factors include an overload of work, the pressure of time, long working hours, tedious tasks, work without break, poor workspace conditions and repeat tasks. Extrinsic factors comprise of the salary in comparison to the industry, need for skill enhancements, new competing skills etc.

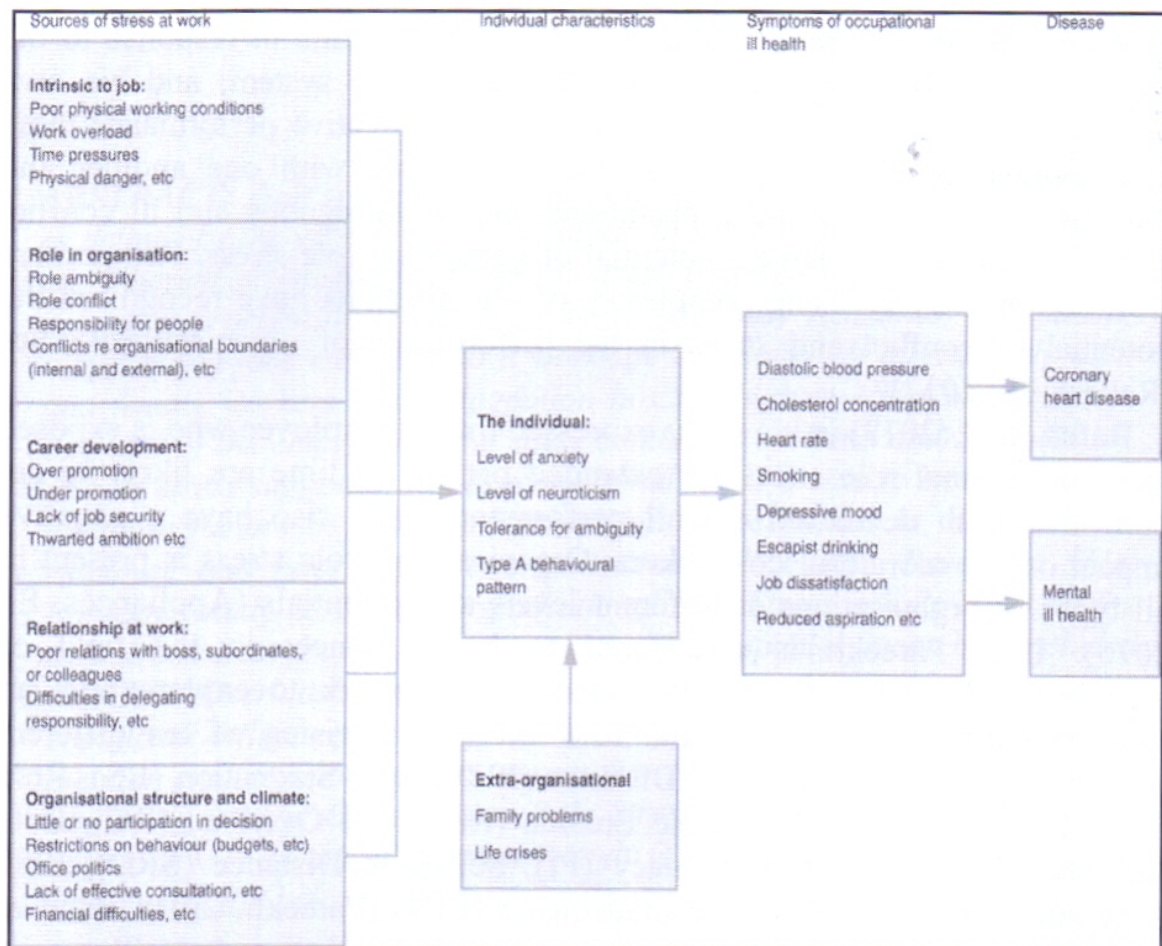


Fig. 1: Model of Consequences of Stress

Source: Adopted from Cooper CL, Marshall J. (Occupational sources of stress: a review of the literature relating to coronary heart disease and mental ill health, *Journal of Occupational Psychology* 1976; 49:11–28).

With the above given facts and studies researcher found a new area of research. In this present study researcher has tried to showcase the level of various factors and reasons of stress, especially in the education sector. For the given purpose researcher has collected data of 300 teachers from Jaipur city working public and private schools by using a well-designed, close-ended questionnaire with the following stress related variables and factors:

- Overburdened
- Fewer skills

- Unclear role
- Limited freedom to work
- Responsibility
- Physical environment

For interpretation of the data researcher has used percentile-based decision making. Researcher has allotted ranks as per degree of effectiveness found in percentile valuation.

Table 1: Respondents' Profile

<i>Gender</i>					
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	M	150	50	50	50
	F	150	50	50	100.0
	Total	300	100.0	100.0	
<i>Age</i>					
Valid	18-34	177	59	59	59
	35-54	81	27	26	85
	55-64	24	8	8	93
	65 and above	21	7	7	100
	Total	300	100	100	
<i>Income</i>					
Valid	< 1, 00,000	72	24	24	24
	1 – 3 Lakh	144	48	48	72
	3– 5 Lakh	84	28	28	100
	Total	300	100	100	
<i>Designation</i>					
Valid	PGT	176	35	35	35
	TGT	91	35	35	70
	TRT	56	30	30	100.0
	Total	300	100	100.0	
<i>Education</i>					
Valid	Graduate	45	15	15	15
	Post Graduate	90	30	30	45
	B.Ed/BSTC	165	55	55	100
	Total	300	100.0	100.0	

Table 1 above gives a summary of the respondents' characteristics in regards to their age, gender, income, etc. The study has a total of 300 respondents, in which 150 are male and the 150 are female. The age of respondents shows that maximum number (177) of teachers were in bracket of 18 years to 34 years and least (21) were in the bracket of 65 years and above. This kind of data unveils that most respondents were young with adequate level of experience. In case of income of respondents, the data was not satisfactory as most of the respondents (144) have average income up to 1 lakh to 3 lakh per annum which was also a major reason on stress and dissatisfaction. The designations of respondents consists of all three levels namely Technology Resource Teacher (TRT), Trained Graduate Teacher (TGT) and Post Graduate Teacher (PGT), most respondents (176) were designated at the level of PGT. Most of the respondents had professional degree of B.Ed or BSTC. This shows that skilled work force was under-paid, which gives strength to level of dissatisfaction and level of role stress.

The table given below list downs the sources of the role stress on the workplace. The respondents were asked to choose as many options they think as the source of the stress.

Table 2: Sources of Role Stress at Workplace

Sl. No.	Variables	Totally Agree	Per cent	Ranks	Can't say	Per cent	Totally Disagree	Per cent
1.	Overburdened	210	70	1	60	20	30	10
2.	Fewer skills	144	48	3	72	24	84	28
3.	Unclear role	153	51	2	54	18	93	31
4.	Limited freedom to work	78	26	6	93	31	129	43
5.	Responsibility	87	29	5	96	32	117	39
6.	Physical environment	93	31	4	111	37	96	32

From the data provided in table, it can be seen that the 70 per cent of the respondents said that they find the major source of stress at the workplace is overburdened, while 10 per cent did not agree with the statement.

In the case of fewer skills, it is found that 48 per cent of respondents agreed, while 28 per cent totally disagreed with the statement. It can be said that majority of the teachers think that they are stressed due to the insufficiency in the role they are provided with. Due to the variety of the role, they found that they do not find their skills sufficient for every role assigned.

In case of the unclear roles—it is found that 51 per cent totally agreed that they are not clear about the roles assigned to them and this situation creates pressure on them which results in stress, and 31 per cent were totally disagreeing in this case.

Limited freedom to work - is the clear definition of the duties, rights, and limitations of facilitators, volunteers and programs participants. When there is a gap in this and the duties and the rights are not well known, it creates stress upon the teachers. But in this case 43 per cent of the respondents were disagreeing. The unclear roles and limited freedom to work creates the situation of dilemma for teachers which adversely affects the productivity of teachers and lower performance leads to role stress.

The data shows that 39 per cent of respondents do not agree with the 'Responsibility' as the stress generator. It proves that giving responsibility does not always result in the stress, while 29 per cent of respondents agreed with it. The additional responsibility or the responsibility without the needed skill may result in stress.

In regards to the physical environment, it can be seen that respondents were indecisive. So the physical environment in the educational institute does not make any big difference on the stress level of the faculties and other workers there.

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Envisioning Business for a Better Tomorrow

INNOVATE • INTEGRATE • IMPACT

Envisioning Business for a Better Tomorrow: Innovate, Integrate, Impact is a collection of papers that aims to deliberate on new business ideas, fresh approaches and channelize youth power to build business of tomorrow by innovating, assimilating and thus creating a better tomorrow. The book is divided in three sections: Business Innovations, Business Integration and Business Impact.



Dr. Prabhat Pankaj is a post graduate in Economics and a Ph.D. in applied economics. He obtained first position in the University in graduation and a University Gold Medal in post-graduation. He has been teaching Economics at post graduate and undergraduate level for about 30 years, in the Universities and B-Schools in India and abroad, including 6 years in Bhutan. Dr. Prabhat obtained Executive Education in 'Management and Leadership in Higher Education' at Harvard University, Boston, USA. Dr. Prabhat is an avid trainer and a resource

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