



## STUDY OF ORGANIZATIONAL ROLE STRESS AMONG SCHOOL TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE

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### ABSTRACT

**T**he present paper is an attempt to study the organizational role stress among school teachers in relation to organizational climate. The sample comprised of 100 school teachers; out of these, 50 were males and 50 were females. Organizational role stress scale and Organizational climate scale were used to collect data. Results showed that female school teachers are having more organizational role stress than male school teachers. Male school teachers are having less favorable organizational climate than female school teachers. The study shows that there is no significant relationship between organizational role stress and organizational climate among school teachers.

**KEYWORDS:** school teachers, Organizational climate, school teachers, role stress

### INTRODUCTION

In modern time the process of teaching has become more complex and delicate in nature. Now a day, we see that teacher plays different roles in an organization. Sometimes teacher can receive more responsibilities or duties. These days "Less salary and more workload" slogan most apply in the institutions so that it is the main reason for stress. During stress, teacher cannot teach the students effectively. Organizational role stress can be defined as the physical and emotional response that occurs where a worker perceives an imbalance between his/her work demand his/her capabilities. It is caused by worry or anxiety at work when a person feels that the demands and pressures of their job are more than they can handle.

Organizational climate in recent years has become an important concept in research. Organizational climate is an important aspect of organization. Organizational climate is a mixture of norms, values, expectations, policies and procedures that exist in an organization which influence the work motivation, climate, performance and ultimately individual satisfaction in the

work or about the whole organization itself. Climate for an organization is somewhat like the personality for a person. Just as every individual has a personality that makes each person unique, each organization has an organizational climate that clearly distinguishes its personality from other organizations. As Davis puts, we cannot see climate or touch it, but it is there. Like the air in a room, it surrounds and affects everything that happens in an organization. In turn, climate is affected by almost everything that occurs in an organization.

When a teacher does his/her job in an organization for a long time, teacher is also committed or attached with an organization. Kahn et al (1964) were the first to describe "Organizational stress in general and role stress in particular." Katz and Kahn (1966) continued this research and suggested that "An organization can be defined as a system of roles and they used three categories to define role stress: role ambiguity, role conflict, and role overload." Pareek (1976) many researchers have used Katz and Kahn (1966) definition of role stress, but recent studies

do not capture the entire work experience of those being researched. "Each role is a system of functions, and there are two important aspects of an individual's role that should be considered when examining role stress: (1) role set, which is the role system in an organization that defines individual roles; and (2) role space, which is the roles people occupy and perform." (O'Driscoll & Cooper, 1996) Ramirez (1996) associated "Stress with work overload, resources inadequacy, dealing with patients, suffering keeping up to date, being responsible for the quality of work of other staff and having to deal with relatives." Pareek (2005) "Role stress refers to the conflict and tension due to the roles being enacted by a person at any given point of time." Teacher is always prepared to achieve the goals and objectives of an organization that it also becomes the cause of stress. So organizational role stress puts a major influence on organizational climate of school teachers.

### OBJECTIVES OF THE STUDY

Following were the objectives of the study;

1. To study the organizational role stress among school teachers.
2. To study the organizational climate of school teachers.
3. To study the organizational role stress among school teachers with respect to gender.
4. To study the organizational climate of school teachers with respect to gender.
5. To study the relationship between organizational role stress and organizational climate of school teachers.

### HYPOTHESES OF THE STUDY

Following were the hypotheses of the study:

1. There will be no significant difference between organizational role stress among school teachers with respect to gender.
2. There will be no significant difference between organizational climate of school teachers with respect to gender.
3. There will be no significant relationship between organizational role stress and organizational climate of school teachers.

### OPERATIONAL DEFINITIONS

#### Definition of Organizational Role Stress

"Role stress refers to the conflict and tension due to the roles being enacted by a person at any given point of time." Organizational Role stress is something which we all face as employees or employers and we all handle it differently. It is a mismatch between the individual capabilities and organizational demands and

between the expectations of both individual and organization. It is one of the key issues of organizational behavior and individual environment.

#### Definition of Organizational Climate

Organizational climates as "a delicate blending of interpretation or perception by persons in the organization of their jobs or roles in relationship to others and their interpretation of the roles of other in the organizations". Organizational climate is also referred to as the situational developments or environmental determinants which affect the human behavior.

### RESEARCH METHODOLOGY

Descriptive survey method of research was employed for the present study. The Standardized tools for assessment of Organizational role stress and organizational climate were employed on school teachers. Data was collected personally by the investigator by multistage random sampling technique from a sample of 100 school teachers. The questionnaire of 50 questions of organizational role stress and questionnaire of 22 questions of organizational climate were given to teachers teaching in sen. sec. schools. The research was done on the basis of Descriptive method.

#### Sample

In the present study the investigator has adopted multistage random sampling technique and selected a sample of 100 schools teachers of moga district Out of 100 teachers, 50 male and 50 female were selected.

#### Tools

1. Organizational Climate Scale by Pethe et al (2001)
2. Organizational Role Stress Scale by Pareek (2004)

#### Statistical techniques

The following statistical techniques were used to analyze the data.

1. Descriptive statistical techniques namely- mean, median and SD were computed.
2. 't'-test
3. Co-efficient of correlation.
4. Graphic Representations.

### ANALYSIS AND INTERPRETATION OF DATA

#### Hypothesis No.1

The first hypothesis of the present study was "There will be no significant difference between organizational role stress of school teachers with respect to their gender".

**Table 1.1 Table showing the mean, SD, SED, t-value of organizational role stress of school teachers.**

Group	Mean	SD	SED	t-value	Level of significance
Male	81	22.8	4.78	0.08	Non significant at both levels.
Female	80.6	25			

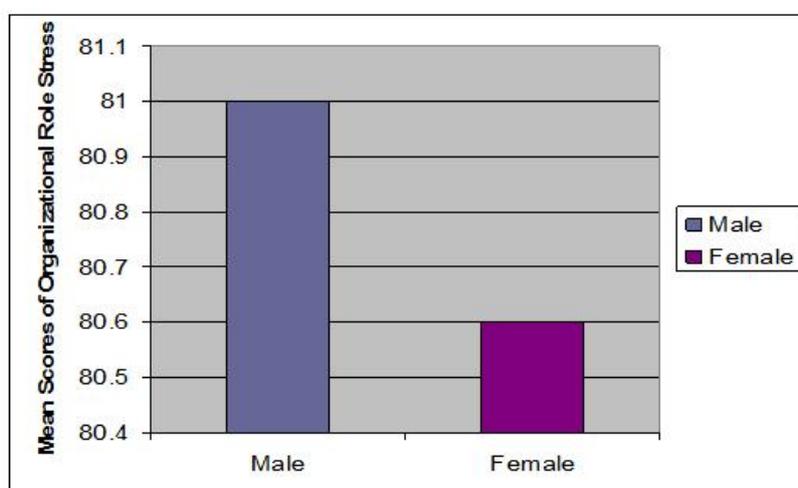
Table 1.1 shows that there is no significant difference in the mean scores of organizational role stress of school teachers of male and female. It can be seen from table 4.7 that the mean score of male school teachers is 81 and female is 80.6. The SD of the both groups are 22.8 and 25 respectively.

The calculated t-value is 0.08 the tabulated t-value at 0.01 level is lower than the tabulated value at both

the levels of significance. So the value is non-significant at 0.01 level and 0.05 level of significance. This indicates that there is no significant mean difference in organizational role stress of school teachers with respect to their gender.

Hence, The Hypothesis No.1 “There will be no significant difference between organizational role stress of school teachers with respect to their gender.” accepted at both the levels.

**Fig.1.1 Bar diagram of Mean scores of Organizational Role Stress of male and female school teachers (N=100)**



1.1 Bar diagrams shows that the mean scores of school teachers. So we can infer that female school teachers are having more organizational role stress than male school teachers.

**Hypothesis No.2**

The second hypothesis of present study is “There will be no significant difference between organizational climates of school teachers with respect to their gender.”

**Table 1.2 Table showing the mean, SD, SED, t-value of organizational climate of school teachers.**

Group	Mean	SD	SED	t-value	Level of significance
Male	91.96	10.8	2.47	1.15	Non significant at both levels.
Female	94.8	13.8			

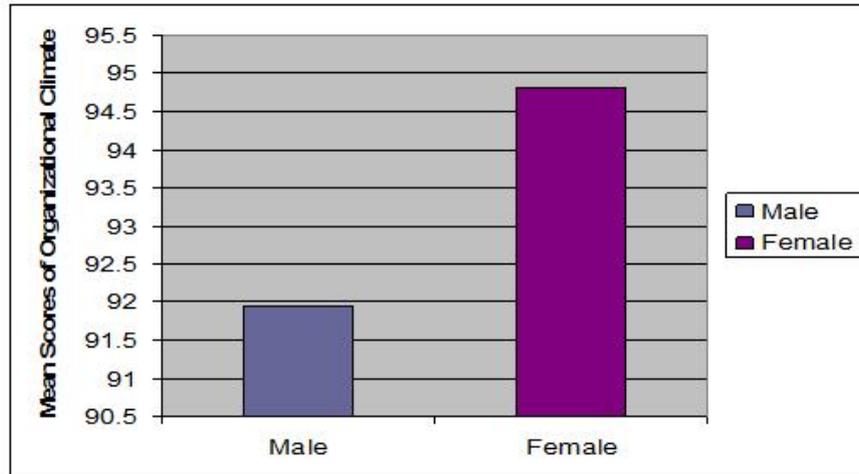
Table 1.2 shows that there is no significant difference in the mean scores of organizational climate of male and female. It can be seen from table 4.8 that the mean scores of male school teachers is 91.96 female is 94.8. The SD of both groups are 10.8 and 13.8 respectively.

The calculated t-values is 1.15 and tabulated t-values at 0.01 level and 0.05 level are 2.63 and 1.98 respectively. Since the calculated value is lower than the school teachers with respect to their gender.” accepted at both the levels.

tabulate value at both the levels of significance. So the value is non-significance. So the value is non-significant at 0.01 levels and 0.05 levels of significance. This indicates that there is no significant mean difference in organizational climate of school teachers with respect to their gender.

Hence, The Hypothesis No.2 “There will be no significant difference between organizational climate of

**Fig. 1.2 Bar diagram means scores of organizational climate of male and female school teachers (N=100)**



1.2Bar diagram shows that the mean scores of male school teachers are less than female school teachers. So we can infer that male school teachers are having less organizational climate than female school teachers.

**Hypothesis No.3**

The third hypothesis of the study is “There will be no significant relationship between organizational climates of school teachers.”

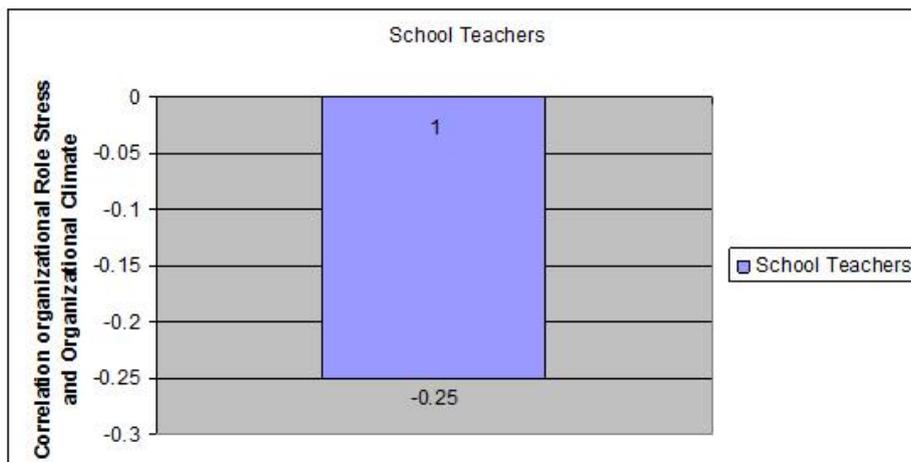
**Table 1.3 Coefficient of correlation between organizational role stress and organizational climate. (N=100)**

S. No.	Variable	N	R	Level of significance
1	Organizational Role Stress	100	-0.25	Non significant at both levels.
2	Organizational climate	100		

From the table 1.3, it is evident that there is no significant correlation between organizational role stress and organizational climate of school teacher at 0.01 and 0.05 levels of significance. Value of r is -0.25 which lies between the value specified in the table i.e.0.181 and 0.138

at 0.01 and 0.05 levels of significance respectively. So, Hypothesis 3, “There will be no significant relationship between organizational role stress and organizational climate of school teacher is accepted at both levels of significance.

**Fig.1.3 Bar diagram shows coefficient of correlation of organizational role stress and organizational climate**



We can infer that there is no significant relationship between organizational role stress and organizational climate among school teachers. So it can be

said that one variable do not affect the other variable i.e. organizational role stress do not affects the organizational climate.

**EDUCATIONAL IMPLICATIONS**

A teacher should remember that the effectiveness of school programs lies in establishing proper immediate objectives whose realization will assure the fulfillment of ultimate aim of education, resulting building of a nation. Role stress implies universally and is not confined mere to a part of human life. It usually applies to the relationship with the family, friends, and colleagues and in working conditions. Healthy organizational role stress can help the teachers to solve day to day problems very easily. Stress free environment can help the teachers in more gainful way. He/she can maintain discipline in a very effective manner. A principle should encourage his/her subordinate teachers to attend different functions and different co-curricular activities and to allow them to express their views on various issues. Educational institutions should organize such type of activities that can reduce organizational role stress among teachers.

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