A Study of Organizational Role Stress among Senior Secondary School Teachers of Delhi

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ABSTRACT

Education is a process of human enlightenment and empowerment that aims to improve people's lives. A sound and effective educational system develops the learners' abilities, improves their skills, and changes their interests, attitudes, and values. Education at the primary stage plays a significant role in nation building and its growth and development.

In the entire process, teachers play an important role in education, particularly in the lives of the students they teach in the classroom. A teacher's capacity to teach students have a positive influence on them and are rightly regarded as agents of change. In general, a teacher's role in education extends beyond teaching. Teaching takes on many forms in today's environment, and a teacher has to play the roles of external parent, counsellor, mentor, role model, and so on. With the educational system constantly undergoing radical transformations. Teachers' stress levels are expected to rise rather than fall as a result of these adjustments. Teachers are more stressed than students because of the demanding environment they are in. Overcrowded classrooms, a rigorous curriculum, and inadequate facilities make teachers' work more difficult. The educational system contains all of the stressors: a bureaucratic framework, ongoing review of processes and outcomes, and more intense interpersonal relationships with children, parents, colleagues, principals, and the community. As a result, teaching is now regarded as a high-stress profession.

Several studies around the world have emphasised on teacher's performance, job ethics, commitment, dedication in context to their operational, social and psychological environment that might result in fluctuation of stress level. The present study was conducted to understand the status of Organizational Role Stress among the senior secondary teachers of Directorate of Education (DoE) schools of Delhi. The study also made an attempt to know whether there is an influence and relationship between demographic variables as possible stressors.

The results have revealed that there was a low level of organization role stress among teachers in senior secondary schools. The majority of respondents are satisfied with their current employment in the school. Only significant association was found between the 'role type' and the organization role stress. The role here means the roles other than what is performed in the school and that was described by the high levels of 'Inter-Role Distance' among teachers. This analysis would help the educators, professionals, scholars, policy-makers, students and different stakeholders.

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INTRODUCTION

Stress is a forceful circumstance in a person's life in which that person is presented with an opportunity, restriction, or demand, the outcome of which is seen to be both significant and unknown. The term 'stress' was initially used to denote difficulties or discomfort in the 17th century, derived from the Latin term 'Stringere' which means 'to pull tight'. It gradually began to be regarded as a medical and physiological phenomenon. Selye (1946) firstly describes the condition or the phase of a person in response to a threat i.e. the (stressor). The messed up individual working at a workplace is associated with Stress (Smith, 2000) and is a major barrier to the success of the organization. Stress is also described as a direct or

imagined threat to the state of homeostasis. Homeostasis is the ability of a living being to maintain a relatively stable internal state that persists despite changes in the conditions outside. So, stress is generally defined as a regular occurrence or sequence of events that triggers or causes a reaction, often in the form of 'distress' but also, in some instances, referring to a challenge that leads to a feeling of excitement as in 'good stress'.

Stress at the workplace is a phenomenon that cannot be avoided and has become part of one's life. Each role has its own set of obstacles and hurdles that employees must overcome in order to provide regular service and contribute to organisational growth. Even so, some form of stress is essential to human growth and goal achievement. With the rapid decline of the local entrepreneurs, big companies are opting for acquisitions and merging. Intense competition, re-enforced by globalisation, has resulted in fewer safe work options. Individuals are under pressure to outperform their competitors and attain competitive advantage. The COVID-19 lockdown, which has resulted in a significant loss of jobs, has put pressure on the remaining manpower to either leave the work or compel to take-up additional responsibilities. There is a trend for restructuring and downsizing in many organizations that has led to an increase in perceived job insecurity. Work overload causes discomfort, indefinite problems and fatigue, resulting due to longer working hours. Aside from symptoms of ill-health, long working hours are associated with poor lifestyle habits such as heavy smoking, inadequate diet, lack of exercise, etc. Sharma (2008) also opined that the main causes of stress were psychologically demanding work, stressful relationships and excessive working hours.

Even roles are changing and workers who can perform the additional responsibility and can adapt and respond to the newer roles are able to cope and stay. Roles elucidate specific forms of behaviours pertaining to any position within an organization. Pareek (1983) has defined the role as any role held by a person in an organization as specified by the expectations of different important individuals in the organisation, including the expectations that the individual himself might have from that position.

An organisation is a structure with distinct duties and clear roles and responsibilities. Organizations and workplaces are key sources of stress. The organisation establishes a formal pattern of behaviour through rule enforcement known as roles, which are sanctioned by norms and, in turn, justified by values (Juneja, 2008). Stress in organizations and workplaces have become an extensive, easily noticeable and observable fact. Long-term stress has a negative impact on employees' emotional, psychosocial, and physical health, resulting in low productivity, dissatisfied employees, and a less healthy workforce. Teachers are similarly facing the growing challenge of managing students, parents, staff and government.

Organizational Role Stress (ORS) is referred to in Srivastava's (1999) words as stress to a person because of his role in the organization. Srivastava & Singh (1981) describes organizational role stress as "uncertainty of role, working condition, role conflict, inherent impoverishment, task exhaustion, engagement, political constraint, weak peer relationships, social pressure and obligation." Teachers, academic staff and school administrative staff are also not free from organizational role stress (Lackritz 2004). It has been studied with growing evidence that schools, colleges and academic institutes no longer provide a low stress working environment (Winefield et al., 2003). Some decades ago, teaching jobs was considered to be one with low stress, but now stress is becoming a concern for schools and educational institutes administrations. Gmelch et al. (1986) reported five distinct dimensions of perceived stress on teaching and academic staff, viz: reward and recognition, time constraints, parent influence, professional identity, and student interaction.

Researchers studied and identified various aspects of Organizational Role Stress. Several researchers have used the organizational role stress measurements by Udai Pareek in their research work. According to Pareek (1993), the following ten stressors are mentioned as Organizational Role Stress indicators:

1. **Inter-Role Distance (IRD):** If individuals have to perform several roles both at the workplace as well as in their outside environment, they may not be able to do their best in all situations. Such stress is caused by organisational and non-organizational roles, which lead to or contribute to Inter-Role Distance (IRD) stress.

2. **Role Overload (RO):** Tyagi (1985) illustrated this phenomenon of stress as a result of overload at the workplace. This stress is created when an individual has to perform high in a short span of time, leading to high demand and less performance. According to Chauhan (2014), this contributes to stress, which is called the Role Overload, when there is high demand in the role of one person.

3. **Role Expectation Conflict (REC):** Role expectation refers to "an anticipation of the others

on the role of person." Role expectation conflict is very normal and frequently observed at the workplace. Sinha & Subramanian (2012) discussed the phenomenon of contrasting expectation of roles between expectations of the peer groups and the manager, as well as the perception of one's own role in the organization.

4. **Role Stagnation (RS):** When a person's life becomes trapped and stuck in one role and position, there is a stagnation of the work without some forward progression. Such stagnation may occur at any stage of the profession of a person, leading to stress. Sinha & Subramanian (2012) reported that stagnation of roles can occur due to the tendency of the employee to stay at the same job for a longer period of duration. And this could be due to their intention and inability to pursue new roles, responsibilities and challenges.

5. **Self-Role Distance (SRD):** This stress can occur when an individual is unable to identify his role in the organisation and is either over utilized or underutilised. If an individual has no interest in the job, but is still staying in the organization and working because of other commitments, circumstances or if there is no choice available, then there is a friction or separation between the individual and his/her role which leads to stress. This distance of a person from his role is called self-role distance.

6. **Role Isolation (RI):** According to Sinha and Subramanian (2012), a detachment of an individual from the job allocated to him occurs most often when he is disregarded or neglected by supervisors and peer group members. The isolation of a person from his role, may occur as a result of the lack of communication, organization climate and a rigid hierarchy.

7. **Role Ambiguity (RA):** Role ambiguity occurs when a person is not clear about his role in the organization. This state of confusion contributes to anxiety as well badly hampers his ability to make decisions. Wincent & Örtqvist (2011) will also conflict with fulfilling one's personal goals, which adds to tension. Even though, such kind of role ambiguity is minimised by well-defined job descriptions sorted by the departments; this kind of role uncertainty can be seen not only in higher roles but also at all levels.

8. **Role Erosion (RE):** Role Erosion happens when a role which is expected as a part of one's task is completed by others. Such occurrence leads to vulnerability and insecurity and may result in stress. Such an act may sometimes give the impression that others will take their place and eventually remove them from that position. Sometimes, when a job is done by one, and credit goes to another may lead to Role Erosion.

9. **Personal Inadequacy (PI):** As the name manifests, this stress may occur from the inefficiency of an employee to complete a task that is part of his or her role. This can be expected to happen when an individual is asked to perform tasks that are beyond his experience, abilities and capacity. The employee can be effective in the conventional method at times, but due to changes in technology, management, schedules, higher-up demands and higher-level promotion, stress may be triggered (Sinha & Subramanian 2012).

10. **Resource Inadequacy (RI):** Stress often occurs due to the shortage and inadequacy of resources. The individual may have the potential to accomplish a task, but will not be able to complete it because of the scarcity of the tools and resources that are required to complete it. And, this scarcity of resources at the organization level may be due to non-accessibility and un-affordability. Even if the services were accessible, but due to the system and regulations, administrators, etc., that might not be possible.

There have been several studies across sectors like banking & finance, IT, manufacturing units focusing on Organization Role Stress and its tangible and perceived effect on workers' mental and physical well-being and on work performance. Still there exists so much of a variety of nature of organizations with employees and different factors and their dynamics causing stress. Some of the studies have exclusively focused on the educational institutions such as schools, colleges, universities and the working relationship of teachers with their pupils. However, the present study was designed to measure the level of Organizational Role Stress perceived by the teachers of senior secondary schools of Delhi. The results could reveal the causal effect of dimensions of Organizational Role Stress, like role ambiguity, role isolation, self-role distance, role expectations, role stagnation, role overload, personal inadequacy, resource inadequacy, role erosion and inter-role distance. The study has also established the association between Organizational Role Stress and demographic variables like, age, gender, role type, educational qualification, experience, nature of job, marital status and duration.

MATERIALS AND METHODS
The present study employed a descriptive research design. Descriptive study is a fact finding enquiry, with adequate interpretation.

The present study was undertaken in the South Delhi district of National Capital Territory of Delhi on organizational role stress among senior secondary teachers of Directorate of Education (DoE) schools. The area of the study was purposely chosen particularly to see the level of stress in the national capital itself where there is a higher pressure of performance expectation and higher teacher-student ratio. 10 schools were selected with similar geographic and demographic properties. A random sampling technique was employed for selection of 60 senior secondary school teachers as primary respondents. The data were collected from all individuals sampled.

Standardized tools of Udai Pareek's scale of 1982 was used for Organizational Role Stress. The responses were also collected on the demographic profile besides organizational role stress. Demographic data revolved around age, gender, marital status, social category, religion, educational qualification, years of experience, subject of teaching.

After the collection of data from the respondents, the data were edited in a meticulous way and entered in the computer (spreadsheets) through SPSS software version 23.0. The statistical tests namely, percentage analysis, Chi-square test, mean, SD, correlation, ANOVA, multiple regression and Cronbach-Alpha were applied for the analysis of the collected data.

RESULTS AND FINDINGS

This part of the analysis depicts the distribution of the respondents (n=60) based on their demographic profile, namely, gender, age, educational qualification, marital status, years of experience, subject of teaching, religion etc. The stated demographic variables were included in order to test their influence over the selected dependent variable namely organization role stress of the respondents.

Table 1: Demographic information of the respondents (n=60)

Gender	No. of Respondents	Percent
Male	15	25%
Female	45	75%
Age (in years)	**No. of Respondents**	**Percent**
Below 25	7	12%
25-35	24	40%
36-45	19	32%
45 above	10	17%
Religion	**No. of Respondents**	**Percent**
Hindu	46	77%
Muslim	11	18%
Sikh	3	5%
Category	**No. of Respondents**	**Percent**
General	44	73%
Other Backward Class (OBC)	11	18%
Scheduled Caste (SC)	4	7%
Schedules Tribe (ST)	1	1%
Marital status	**No. of Respondents**	**Percent**
Un-married	17	28%
Married	41	68%
Widowed	2	3%
Duration (in years)	**No. of Respondents**	**Percent**
Below 5	8	13%
6-10	24	40%
11-20	7	12%
20 above	2	3%
Qualification	**No. of Respondents**	**Percent**
Undergraduate	20	33%
Post Graduate	37	62%
Doctorate	3	5%

Experience (in years)	No. of Respondents	Percent
Below 5	18	30%
5-10	18	30%
11-20	19	32%
20 above	5	8%
School System	**No. of Respondents**	**Percent**
Only Girls	6	10%
Only Boys	1	2%
Co-Education	53	88%

(Source: Survey Data)

Descriptive Statistics of Organizational Role Stress

The given table 2 presents the descriptive statistics for the overall organization role stress. The descriptive analysis including means, standard deviations and ranges were calculated for the variables.

Table 2: Statistical Description of Overall Organization Role Stress

Parameters	Value
Mean	56.67
SE Mean	3.77
Standard Deviation	29.17
Minimum	4
Q1	37.5
Q3	80
Maximum	141

(Source: Survey Data)

From the above table 2, it can be deduced that the mean ORS score is 56.67, which is less than 50% of the maximum possible score of 200, hence ORS lies towards the lower side, with the standard deviation being 29.17 and standard error of 3.77. The Q1 value of 37.5 signifies that about 25% of the respondents have the ORS score of less than 37.5 (very low ORS) and about 75% lie above it. On the other hand, the Q3 value of 80 signifies that about 75% of the respondents have the ORS score of less than 80 (moderate ORS) and about 25% lie above it, the minimum and maximum ORS scores being 4 and 141, respectively.

Table 3: Overall Level of Organizational Role Stress

Level	Range	No. of Respondents	% of Respondents
Low	0-60	37	62%
Moderate	61-120	21	35%
High	121-200	2	3%

(Source: Survey Data)

On the basis of the instrument employed, the least ORS score may be 0 and the maximum 200. The results were categorised into three groups: low, moderate, and high. It was found from table 3 that about the majority (62%) of respondents had low ORS scores, only 3% had high ORS scores and 35% respondents had moderate ORS scores. A moderate level of organisational stress is considered productive in the workplace. However, individuals with low or high stress levels should be given special consideration. There is a strong need to design and implement a customized training and motivational programme to handle the teachers in these two categories. Too many teachers in the low can be attributed to the low interest and lower sense of responsibility in the job and eventually the scope of growth and improvement is reduced.

Table 4: Cronbach's Alpha for each Stressor

Stressors	Cronbach's Alpha (N=60)
Inter-role distance (IRD)	0.780
Role stagnation (RS)	0.821
Role-expectation conflict (REC)	0.834
Role erosion (RE)	0.709
Role overload (RO)	0.810
Role isolation (RI)	0.731

Personal inadequacy (PI)	0.741
Self-role distance (SRD)	0.709
Role ambiguity (RA)	0.737
Resource inadequacy (RIn)	0.782

(Source: Survey Data)

As given in the table 4, for each of the 10 role stressors as well as the overall role stress, the reliability coefficient was determined. At the .05 significance level, the scale was determined to have acceptable reliability. The basis of reliability is a Cronbach alpha value of at least 0.70. (Cronbach, 1951). The 0.70 alpha value demonstrates that all components are internally consistent (Fujun, Hutchinson, Li, & Bai, 2007).

Table 5: Rank Order of Stressors

Stressors	Mean of Sum	Standard Deviation	Rank Order
Inter-role distance (IRD)	7.13	3.72	1
Role stagnation (RS)	6.78	4.83	2
Role-expectation conflict (REC)	5.53	3.90	7
Role erosion (RE)	6.37	3.08	3
Role overload (RO)	6.13	4.06	5
Role isolation (RI)	6.02	3.97	6
Personal inadequacy (PI)	3.65	2.82	10
Self-role distance (SRD)	5.05	3.23	8
Role ambiguity (RA)	3.83	3.13	9
Resource inadequacy (RIn)	6.17	3.95	4

(Source: Survey Data)

Table 5 shows the rank order allocated to different components of ORS on the basis of the mean scores component. Rank 1 was allocated to the inter-role distance, with a mean of sum value of 7.13. Inter-role distance occurs when an individual serve in more than one capacity, as there will inevitably be conflicts between them. A lady executive, for example, frequently encounters a conflict between her professional position as an executive and her personal one as a wife and mother. It signifies that the maximum respondents consider inter-role distance to be the cause of ORS, followed by role stagnation, role erosion and resource inadequacy, role overload, role isolation and so on. Ratna et al (2013, p 379) performed a study on Delhi IT workers and discovered that the main components responsible for ORS were role ambiguity, role erosion, and inter-role distance. Role erosion was found to be the biggest cause of ORS in the study conducted by Srivastava (2006) as well. The minimum mean score was of personal inadequacy (3.65) and role ambiguity (3.83), signifying that teachers do not feel that there is requirement of further skilling or training. It can be inferred that the majority of the teacher respondents do know their role and the tasks given. Here, the majority of the respondents are female teachers that have to perform school duties as well managing the house chores.

Table 6: Association b/w Demographic Variables and Organizational Role Stress

Variable	Chi-Square Value	Significance level		Result
Religiosity	166.84	0.339	p>0.05	Not-significant
Duration of marriage	846.39	0.432	p>0.05	Not-significant
Gender	39.55	0.490	p>0.05	Not-significant
Age (Pearson Correlation)	870.83	0.875	p>0.05	Not-significant
Religion	89.68	0.215	p>0.05	Not-significant
Social category	121.81	0.437	p>0.05	Not-significant
Marital status	105.85	0.280	p>0.05	Not-significant
Qualification	126.01	0.336	p>0.05	Not-significant
Type of school	48.00	0.180	p>0.05	Not-significant
Role type	60.00	0.022	p<0.05	Significant
Teaching subject	249.48	0.324	p>0.05	Not-significant
Experience	883.95	0.142	p>0.05	Not-significant
Types of student taught	66.258	0.865	p>0.05	Not-significant

(Source: Survey Data)

From the above table number 6, the chi-square value showed that a statistically significant association was found between the 'role type' of the respondent teachers and level of Organizational Role Stress, at 0.05 level of

significance. Other than this, the chi-square test values showed that no association was found between age, experience, gender, religion, social category types of school and students, marital status, subject of teaching, at 0.05 level of significance.

Table 7: One-Way Analysis of Variance (ANOVA)
(Organizational Role Stress (ORS) v/s Demographic Variables)

Variables	SS	Df	MS	F	Sig.	R^2
Religiosity	324.261	1	324.261	0.377	.542	0
Error	49885.072	58	860.087			
Total	50209.333	59				
Duration of marriage	128.497	1	128.497	0.149	.701	0.003
Error	50080.836	58	863.463			
Total	50209.333	59				
Gender	3380.000	1	3380.000	4.186	.045	0.067
Error	46829.333	58	807.402			
Total	50209.333	59				
Age	717.543	1	717.543	0.841	.363	0.014
Error	49491.790	58	853.307			
Total	50209.333	59				
Religion	1114.140	1	1114.140	1.316	.256	0.022
Error	49095.193	58	846.469			
Total	50209.333	59				
Social Category	3.345	1	3.345	0.004	.951	0
Error	50205.988	58	865.620			
Total	50209.333	59				
Marital Status	2945.269	1	2945.269	3.614	.062	0.059
Error	47264.064	58	814.898			
Total	50209.333	59				
Qualification	414.351	1	414.351	0.483	.490	0.008
Error	49794.982	58	858.534			
Total	50209.333	59				
Type of school	232.067	1	232.067	0.269	.606	0.005
Error	49977.267	58	861.677			
Total	50209.333	59				
Role type	7232.655	1	7232.655	9.761	.003	0.144
Error	42976.678	58	740.977			
Total	50209.333	59				
Teaching subject	2807.204	1	2807.204	3.435	.069	0.056
Error	47402.129	58	817.278			
Total	50209.333	59				
Experience	483.807	1	483.807	0.564	.456	0.01
Error	49725.527	58	857.337			
Total	50209.333	59				
Types of students	212.552	1	212.552	0.247	.621	0.004
Error	49996.781	58	862.013			
Total	50209.333	59				

(Source: Survey Data)   MS - Mean Square; SS - Sum of Square

It can be inferred from Table 7 that at 5% level of significance, we do not reject the null hypothesis that there is no significant difference in ORS with respect to other demographic variables. It can be inferred from the table using the significance values against most of the variables such as age, religiosity, duration of marriage, marital status, gender, religion, social category qualification, experience, types of school system and subject of teaching with P value being more than .05, we do not reject the null hypothesis. This implies that the respondents with respect to aforementioned demographic variables have no significant difference in the mean relating to ORS.

It is with respect to the role, since P value is less than .05, we reject the null hypothesis. This implies that the teacher respondents with varied roles to perform have significant differences in the mean relating to ORS, which means that role has an influence over ORS. It can also be interpreted through the value of R^2, which shows that 14% of change in ORS can be associated with the role type that the teachers have to perform. Overall, it can be concluded that, aside from the function, other demographic factors have little impact on organisational role stress.

DISCUSSION

Organizational Role Stress (ORS) is one of the ever-emerging trends in today's society. Teaching has been become a stressful job and the present study was conducted to understand the status of Organizational Role Stress among the senior secondary teachers of Directorate of Education (DoE) schools of Delhi. The study concluded that there was a low level of organization role stress among respondent teachers. It is also noteworthy that moderate organizational role stress is considered to bring positive impact in the capacity building of the teachers and their overall work performance and which in turn bring better results to the organizational functioning. The study also revealed that teachers have a low degree of organisational role stress since the majority of respondents are satisfied with their current employment in the school. Only significant association was found between the 'role' and the organization role stress. The role here means the roles other than what is performed in the school and that was described by the high levels of Inter-role distance among teachers. If looked at the stress causing factors, Inter-role distance was found to be the biggest stressor in this study. The teaching occupation is found to be more suitable for women due to their interpersonal traits and they find the teaching profession a bit easier to handle along with their family roles and responsibilities. Many times, they find it difficult to maintain two distinct roles and hence suffer from role stress. While personal inadequacy is ranked as the least stress causing stressor. This implies that teachers do not even realise the need for upskilling and further capacity building. This may be largely, they are happy doing what they are doing and are not challenged often with newer demands and higher expectations.

The teachers reported to have experienced lower levels of Organization Role Stress that is a cause of worry as a policy level thinking. It is found that moderate levels of stress are good for healthy competition, innovations and growth. Too low or too high a level of stress is considered as unproductive as far as the growth of the organization is concerned. Directorate of Education schools perceive low levels of stress means, they find it easy going as far their roles and responsibilities are concerned. They do not make any additional efforts and hence there is likely to be no improvement or a sluggish improvement in the work performance of the teachers as an individual, Directorate of Education as an educational setting and ultimately no positive influence on the pupil. This may result in the constantly lower performance of the students.

The central emphasis of stress reduction is the knowledge of stress and its prevention and regulation (Gibbons & Gibbons, 2007). As a result, the need of the hour is to reduce the level of stress among teachers in order to improve teacher and student success and the many physical and psychological sufferings. This analysis would help the educators, professionals, scholars, policy-makers, students and different stakeholders. There is a high need for the internal realization and thought provoking exercise to be done in a regular interval of time. There is a need to design a program that focuses on their upskilling, realization of the demands and expectations.

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