

A SCIENTIFIC APPROACH TO UNDERSTAND ROLE STRESS AMONGST BUSINESS SCHOOL TEACHERS

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Abstract: Occupational role stress is part and parcel of every professions. The current investigation was carried out to determine the level of organizational role stress and its facets in business school faculty members from the same university but working in two different locations. Pareek's (1983) Organizational role stress scale and biographical information blank sheet were used to gather information of the two different college business school faculty members. Rank order, Mean, SDs, and t-test were applied to analyze the data. The results of the present investigation revealed that (i) the group of business faculty working in the main campus were found higher degree of stressors on IRD and RE and least on RA, (ii) no significant differences were observed between the group of business faculty working in the main campus and faculty working outside the main campus, (iii) Ph. Degree holders business faculty scored more on the dimensions of organizational role stress in terms of RE and IRD and (iv) RA appeared least dominant stressor among all the groups of business faculty. The present investigation recommendations were also provided to eliminate the higher degree of occupational role stress to enhance the productivity level of the faculty members in the learning and teaching process.

Keywords: Workplace stress, role stress, qualification, ORS Scale.

INTRODUCTION

As we know that teaching is one of the most respectable and visible professions in the world and thereby becoming the inspiring profession to add value in the societal norms. It is well known fact that teaching in university has been considered as occupation which has no stress comparatively to those who are not associated with this occupation (Fischer, 1994) albeit, since the mid-eighties with the upcoming of various private colleges, higher education institutions and universities are generally considered as stressful atmospheres (Barkhuizen & Rothmann, 2008). It is universally facts that role stress free incumbent could be more assignment oriented and might put all efforts to come up to the expectations of the higher authority.

As faculty of business in the university works to foster new ideas, developed the curriculum in the alignment of markets, deals with a diversified group of stakeholder, promoting happiness, and shaping the students to adjust in the dynamic environment. But researchers, Stevenson and Harper (2006) emphasized that teacher stress in terms of behavioral symptoms can be seen in the form of inability to concentrate, irritation, poor time management, aggression, unhealthy relationships with others, abuse of caffeine, alcohol or tobacco hence, it is necessary to manage otherwise it will lead to turnover, lower productivity, absenteeism, conflict with students and resignation. International Labor Organization (1986 & 1992) revealed that

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workplace stress is contemplated as one of the fatal issue pertaining to well-being and happiness of organization and employees.

Ravichandran & Rajendran(2007) revealed that teaching profession is also not away from the situation of stress. Whereas, Chusmir and Franks (1998) opined that modest level of stress is worthy for the people including organization.

The word stress brought in the field of management/behavioral science by Selye (1936) and he refers stress “as a nonspecific response of the body to any demand made upon”. Moreover, organizational role stress is considered as one of the pivotal factor in the context of organizational variables and widely studied research since the mid-eighties.

Pareek (1983) said, “role stress refers to the conflict and tension due to the roles being enacted by a person at any given point of time”. In this small piece of research, the aim is to understand the degree of organizational role stress and its ten facets such as, Inter-role distance (IRD), Role Stagnation (RS), Role expectation conflict (REC), Role erosion (RE), Role overload (RO), Role isolation (RI), Personal inadequacy (PI), Self-role distance (SRD), Role ambiguity (RA) and Resource inadequacy (RIn).

REVIEW OF LITERATURE

Numerous investigations has been conducted on organizational role stress with different variables by various researchers on different population of study including teaching profession and found significantly positive and negative effect of role stress and further given certain mechanism to lessen the role-related stress to enhance the productivity of the organization (Al Kahtani & Allam, 2016; Kamala and Reddy, 2015; Bano and Jha 2012; Al-Aameri, 2003; Bano and Talib, 2011; Ravichundran & Rajandran, 2007; Allam, 2013; Bakshi and Kochhar, 2011; Macklin *et. al.*, 2006; Ahsan *et. al.*,2009; Hasan, 2014; Demjaha *et. al.*, 2015; Al-Kahtani *et. al.*, 2016; Nobile, 2014; Ali & Allam, 2016; Eres & Atanasosaka, 2011; Al Kahtani & Allam, 2015; Parrayet *al.*, 2016 and Zhou *et. al.*,2014).

Onifade (2000) initiated a study among physical health education instructors and observed that larger size of the class and lack of proper equipment/facilities was the main source of stress.

Mondal *et. al.*, (2011) observed the significant difference between female and male teachers and found male teachers experienced higher degree of stress as compared to their female counterparts. Shikieri & Musa (2012) conducted a study among Sudanese Universities faculty members on occupation stress and its impact on organizational performance. Their findings of the study showed that faculty members felt stress in terms of high degree and negatively affected the commitment level, job satisfaction, physical health and work performance. Further,

they provided recommendations to develop the mechanism to elevate the stress at workplace depending on the situation.

Sumathy and Sudha (2013) conducted a study amongst various types of teachers working in different schools and their findings revealed that unaided private teachers showed higher level of stress than the teacher working in public and private schools.

A study instigated by Ghania, Ahmad and Ibrahim (2014) on the stress amongst special education instructors working in Malaysia. Time, workload, misbehavior, interpersonal relationship, resource scarcity and recognition were observed as potent stressors among the special education instructors. Researchers, Kamala and Reddy (2015) in their investigation on stress among bus conductors & teachers and their findings observed that low level of stress emerged among lecturers compare to bus conductor.

Al Kahtani and Allam (2015) explored a study among Prince Sattam bin Abdulaziz University employees and reported that significant positive relationship was found between role ambiguity and supportive communication climate and their facets. Later, Al Kahtani, Nawab and Allam (2016) observed that inter-role distance and role overload appeared most potent stressors whereas role ambiguity seemed the least dominant stressor among all the groups of teaching staff working in different colleges of Prince Sattam bin Abdulaziz University. It also noticed that poor relationships with higher officials, role ambiguity and work overload are the major sources of stress among teachers (Manabeteet *al.*, 2016 and Ayoti&Poipoi, 2011).

Objective of the Study

The researchers went thorough with various literature and keeping in mind the retrospection of the study certain objectives have been drawn such as:

- To understand the rank of inside and outside of faculty member college locations on various aspects of organizational role stress in Prince Sattam bin Abdulaziz University.
- To determine the rank of master degree and Ph.D. holder faculty member on various facets of organizational role stress in Prince Sattam bin Abdulaziz University.
- To identify the influence of inside and outside of faculty member college locations on various facets of organizational role stress in Prince Sattam bin Abdulaziz University.
- To explore the impact of master and Ph.D. group of faculty member on various facets of organizational role stress.

Hypotheses

Researchers formulated certain null hypotheses by keeping in mind aforesaid objectives and available literature as:

- **H01:** There would not be a significant difference between college located in the main campus and outside of faculty member with organizational role stress and its various dimensions.
- **H02:** There would not be significant differences between master and Ph.Ds. degree of teaching staff in terms of organizational role stress and its various parameters.

METHODOLOGY

Sample: The sample of the current investigation was comprised of 60 employees working as a faculty member in business colleges of Prince Sattam bin Abdulaziz University located at two different places of Al Kharj region in the Kingdom of Saudi Arabia. It is observed that few faculty member did not respond to the items given to them to furnish. Out of total 70% was from the main campus and rest 30% was working not in the university main campus. The gender were classified in the sample into male 91.7%, 6.7% female and 1.6% not responded. It is observed in terms of qualifications that 21.7%, 76.7% and 1.6% Master degree, Ph.D. holder and not responded respectively. The designation of various categories of the sample included 21.8%, 68.3%, 3.3%, 3.3% and 3.3% were lecturers, Assistant Professors, Associate Professors, Professors and not responded. 81.7% respondents of the study were married, 16.7% (N = 10) were single and remaining 1.7% were not responded in the present investigation. However, the categorical sample size and their percentage can be seen in the following tables & diagrams:

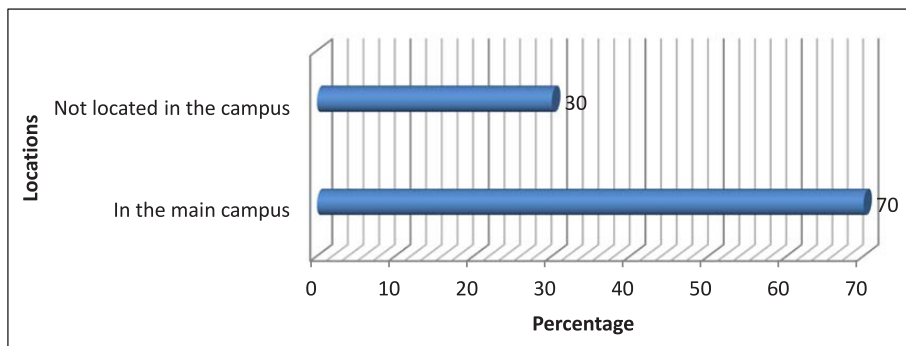


Diagram 1: Showing the Percentage of geographical locations of the teaching staff

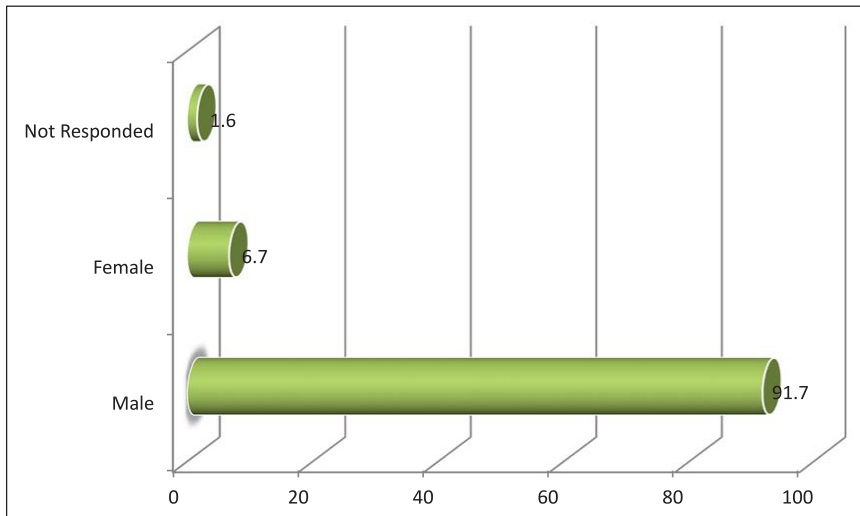


Diagram 2: Showing the Percentage of gender of the teaching staff added in the sample

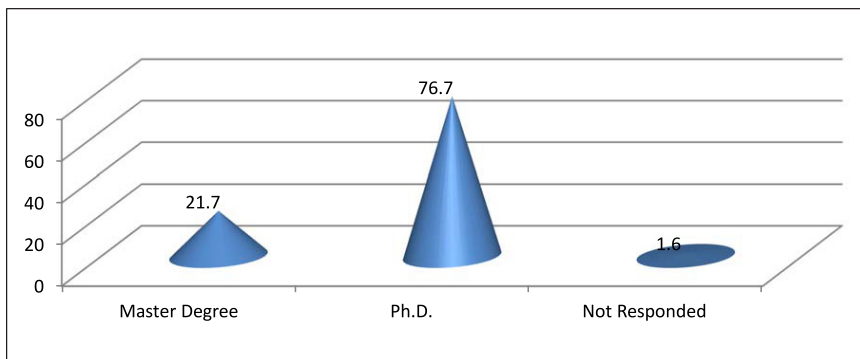


Diagram 3: Showing the Percentage of qualifications of the teaching staff

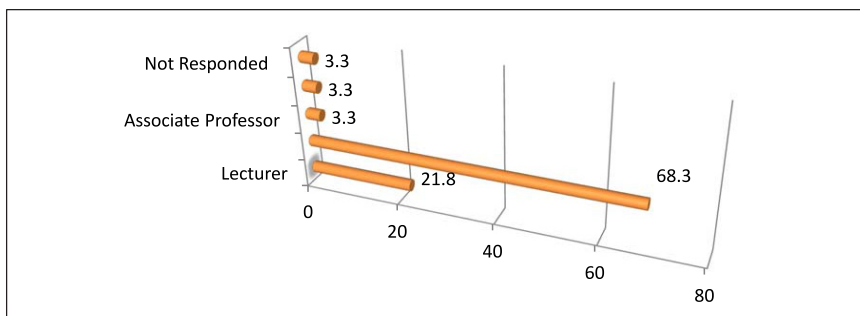


Diagram 4: Showing the Percentage of designations of the teaching staff

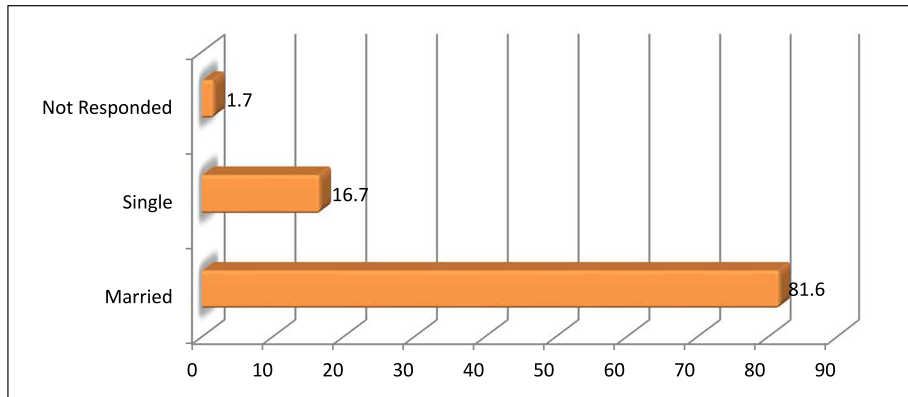


Diagram 5: Showing the Percentage of social status of the teaching staff

Scale and Method: Following tools were administered to the subjects to gather the information by taking into consideration of diversity of workforces and socio-cultural values of the respondents.

1. **Organizational Role Stress Organizational Role Stress** developed and standardized by Pareek (1983) used to measure the ten forms of role stressors of the respondents. Each dimension of role stressors contains 5 items and thereby, the scale comprises of 50 items and each item to be rated on the continuum of five-point Likert's scale varied from never (zero) to very frequently (four). In the scale, each dimension ranges from the score zero to twenty. The consistency of the test was found 0.73.
2. **Biographical information Sheet:** Demographic blank sheet used to gather the different biographical information about the subjects such as social status, qualification, gender, designation etc.

Statistical Techniques Used: The current researchers analyzed the data by means of Mean, SDs, rank order to see the level of role stressors among the teaching community. Further, *t*-test was used to see the significant differences between the two groups of investigation.

Procedure and Ethics: Initially, the researchers translated the questionnaire from English to Arabic to produce better results with the help of an expert to maintain the meaning of the items. The data were collected from various colleges of Prince Sattam bin Abdulaziz University (PSAU), KSA., and retained only 60 respondents based on inside and outside of the campus locations. Like other areas of investigation, respondents were given assurance that their response will be kept confidential and such response will not be shown to anyone at any circumstances and will be used for academic purposes. It is imperative to write that all ethics were considered in the study and collected data were analyzed by various statistical techniques and

presented into different tables to add new values in the modern areas of study of organizational behavior.

RESULT AND DISCUSSIONS

TABLE 1: SHOWING MEAN, SD'S AND RANK ORDER OF VARIOUS FACETS OF ORGANIZATIONAL ROLE STRESS AMONG BUSINESS FACULTY WORKING IN THE MAIN CAMPUS AND OUTSIDE THE MAIN CAMPUS.

Stressors	Faculty from the main campus			Faculty from outside the main campus		
	Mean	SDs	Rank	Mean	SDs	Rank
IRD	6.79	4.376	1	5.62	3.744	3
RS	5.69	5.224	3	5.39	5.043	6
REC	4.24	4.195	8	4.33	3.029	9
RE	6.74	4.162	2	5.17	3.569	7
RO	5.55	4.413	4	6.94	4.544	1
RI	5.31	4.164	6	5.61	4.175	4
PI	3.74	3.832	9	4.5	4.369	8
SRD	4.48	3.624	7	5.5	3.714	5
RA	2.64	3.974	10	4.17	4.232	10
RIn	5.38	3.963	5	6.56	4.997	2

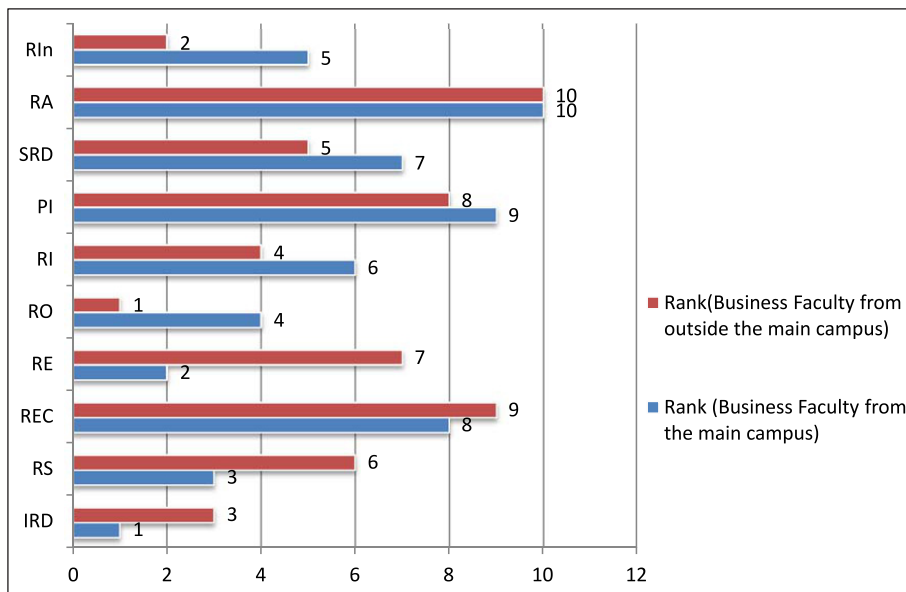


Diagram 6: Presenting rank order of stressors among business faculty working in the main and outside the main campus

Table 1 and Diagram 6 clearly depicts that inter role distance (IRD) of business school faculty working in the main campus was ranked first while business faculty working outside the main campus ranked first to role overload (RO). But both the groups of business faculty given ranked lowest to role ambiguity (RA). Further it is noticed that different stressors have different rankings among business faculty working in the main and outside the campus. The result highlighted that inter-role distance (IRD) occurred might be due to family interference and obligations forced them to felt higher degree of role stress while faculty working outside the main campus given more responsibilities to satisfy the local authority as well as geographically dispersed personnel, thereby felt higher degree of stress. Both the groups of business faculty revealed that role ambiguity (RA) was obtained as lowest indicates that they were fully understand the role and responsibilities of the business school.

TABLE 2: SHOWING MEAN, SD'S AND T-VALUE OF BUSINESS FACULTY WORKING IN THE CAMPUS AND OUTSIDE THE MAIN CAMPUS ON ORGANIZATIONAL ROLE STRESS AND THEIR FACETS

<i>Role Stressors</i>	<i>Faculty working in the main campus N = 42</i>		<i>Faculty working outside the main campus N = 18</i>		<i>t-value</i>
	<i>Mean</i>	<i>Std. Deviation</i>	<i>Mean</i>	<i>Std. Deviation</i>	
IRD	6.79	4.376	5.61	3.744	.993
RS	5.69	5.224	5.39	5.043	.207
REC	4.24	4.195	4.33	3.029	.087
RE	6.74	4.162	5.17	3.569	1.396
RO	5.55	4.413	6.94	4.544	1.114
RI	5.31	4.164	5.61	4.175	.257
PI	3.74	3.832	4.50	4.369	.677
SRD	4.48	3.624	5.50	3.714	.995
RA	2.64	3.974	4.17	4.232	1.335
RIn	5.38	3.963	6.56	4.997	.971
ORS	50.55	32.505	53.78	32.446	.353

The mean and Sd in the case of business faculty working in the main campus and outside the main campus showed no significant difference at any level of significance on organizational role stress and their facets. Therefore, the proposed null hypothesis (H_0) was not rejected. The result might be explained that business school faculty members were having same learning and teaching processes including curriculum structure but mean differences were observed due to the locations and facilities.

TABLE 2: SHOWING MEAN, SD'S AND RANK ORDER OF VARIOUS FACETS OF ORGANIZATIONAL ROLE STRESS AMONG MASTER AND PH.D. DEGREE OF BUSINESS FACULTY MEMBERS

Stressors	Master			Ph.D.		
	Mean	SDs	Rank	Mean	SDs	Rank
IRD	6.38	4.292	2	6.43	4.267	2
RS	7.23	6.772	1	5.04	4.556	6
REC	4.38	4.273	7	4.15	3.783	8
RE	3.69	2.926	8	6.98	4.069	1
RO	5.85	4.140	4	6.00	4.638	3
RI	5.15	3.848	5	5.39	4.261	5
PI	3.38	4.700	9	3.98	3.697	9
SRD	4.77	3.320	6	4.74	3.797	7
RA	2.23	3.586	10	3.11	3.940	10
RIn	6.31	4.211	3	5.43	4.283	4

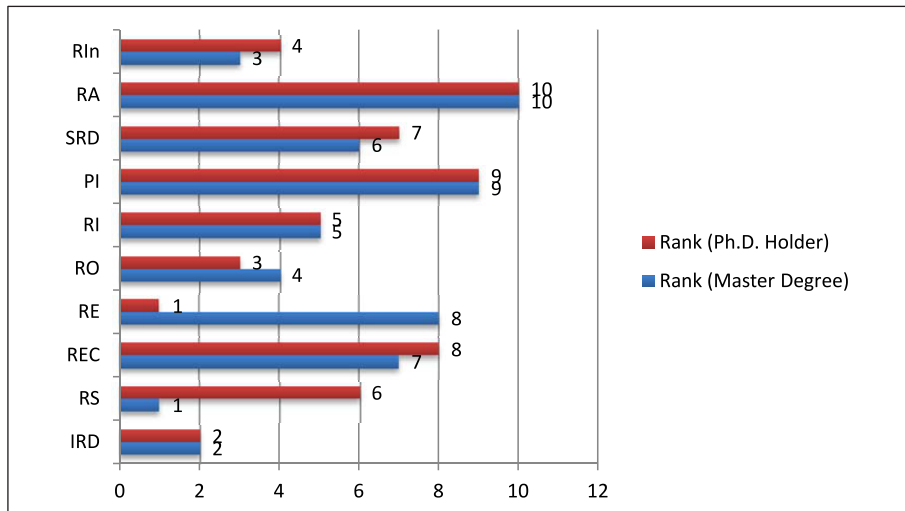


Diagram 7: Presenting rank order of stressors among master degree and Ph.D. holder of business faculty member in PSAU

It is depicted from the Table 2 and Diagram 7 that the rank order of master degree and Ph.D. holder of business school faculty member observed similar in nature on inter-role distance (IRD), role isolation (RI), personal inadequacy (PI) and role ambiguity (RA). However, master degree business faculty observed mean 6.42 with sd. of 6.772 on role stagnation (RS) and revealed highest among the facets of organizational role stress with rank 1, whereas, Ph.D. holder mean (6.98) and sd.

(4.069) were found on role erosion (RE) which is considered as highest with rank-1. It is a well-known fact that master degree business school faculty members have apprehension that the chances of personal growth is lessen due to their qualification and thereby felt a feeling of stagnation. But in the case of Ph.D. holder, in this present study based on findings observed that business school faculty member were working between Assistant Professor to Professor and they experienced lessen in the responsibilities and their credits of work done is going to somewhere else who is senior to them. Findings also revealed that role ambiguity (RA) was observed as lowest which means that both the group of employees clearly understand the roles and responsibilities provided to them to discharge the duties in the teaching and learning processes.

TABLE 3: MEAN, SD AND T-VALUE OF MASTER DEGREE AND PH.D. BUSINESS FACULTY MEMBERS ON ORGANIZATIONAL ROLE STRESS AND THEIR FACETS

<i>Role Stressors</i>	<i>Group Categories</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>t-value</i>
IRD	Master Degree	13	6.38	4.292	.037
	Ph.D	46	6.43	4.267	
RS	Master Degree	13	7.23	6.772	1.365
	Ph.D	46	5.04	4.556	
REC	Master Degree	13	4.38	4.273	.190
	Ph.D	46	4.15	3.783	
RE	Master Degree	13	3.69	2.926	2.713**
	Ph.D	46	6.98	4.069	
RO	Master Degree	13	5.85	4.140	.108
	Ph.D	46	6.00	4.638	
RI	Master Degree	13	5.15	3.848	.181
	Ph.D	46	5.39	4.261	
PI	Master Degree	13	3.38	4.700	.481
	Ph.D	46	3.98	3.697	
SRD	Master Degree	13	4.77	3.320	.026
	Ph.D	46	4.74	3.797	
RA	Master Degree	13	2.23	3.586	.723
	Ph.D	46	3.11	3.940	
RIn	Master Degree	13	6.31	4.211	.651
	Ph.D	46	5.43	4.283	
Total ORS	Master Degree	13	49.38	30.696	.185
	Ph.D	46	51.26	32.803	

Significant at **P < .01

It is appeared from table that mean scores of master degree and Ph.D. holders on role erosion (RE) were found 3.69 and 6.98 and sd. 2.926 and 4.069 respectively. The calculated *t*-values was found 2.713 which is significant at $P < .01$ level but in the case of overall organizational role stress which has not been found significant. Thereby, the proposed null hypothesis (H_0) was not rejected. The present findings were supported by Patwardhan, *et. al.*, (2015) and Al Kahtani, *et. al.*, (2016). It is universal facts that lesser the qualification forced the people to do various kinds of roles in the organization as it happened in the current findings. People who are not highly qualified felt higher degree of stress and displaying negative entity of anxiety or stress comparatively to qualified incumbents (Ravichundran and Rajendran, 2007).

CONCLUSION

In the present investigation, the objective was to determine the level of stressors and significant differences between two types of business faculty working in two different locations but all of them employed in the same university. The conclusion of the current investigation have been drawn on the basis of the outcomes as:

- The group of business faculty working in the main campus were found higher degree of stressors on IRD and RE and least potent on RA.
- Whereas, research revealed in the case of business faculty working outside the main campus were reported most potent stressors on RO and R In and same trends were revealed in terms of lesser degree of stress on RA as observed by the business faculty working in the main campus of the university.
- There was no significant differences were observed between the group of business faculty working in the main campus and business faculty working outside the main campus in the PSAU.
- The group of Master degree business faculty scored more on the dimensions of organizational role stress RS and IRD.
- The research revealed, Ph. Degree holders business faculty scored more on the dimensions of organizational role stress in terms of RE and IRD.
- There was no significant differences were observed between the group of master degree and Ph.D. holder business faculty working in the PSAU on organizational role stress but observed significant difference only on RE.
- As a whole it was observed that RA appeared least dominant stressor among all the groups of business faculty taken into consideration for the study.

LIMITATION AND SUGGESTIONS

The current investigation have been instigated only on a smaller population of business school faculty working in the same university but located in two different

places, thereby, the study couldn't be generalized among all the faculty working in the Prince Sattam bin Abdulaziz University (PSAU) generally and particularly in the country. In order to widen up the scopes of the study, it is required to use another methods of investigations with larger sample size. Further research could perhaps determine and identify from another university with different variables of study between business school faculty and other school may be carried out and planned in the future to make the study more scientific. It is universally facts that the effect of role stressors will lead to demonic activities such as absenteeism, lower productivity, hostile work environment, job dissatisfaction, negative psychological well-being, psychosomatic disorders etc. Thereby, it is necessary to cope with such role stress which hampered the performance of the business faculty. In order to lessen the effect of role stress, the higher officials of Prince Sattam bin Abdulaziz University (PSAU) need to generate mechanism thorough education and training, responsibilities could be given based on expertise or specialization, provide the opportunities of personal growth and sufficient resources must be provided to excel and grow in the dynamic atmospheres of academic excellence. In addition to these, cooperation is one of the important facet of the individual behavior to minimize the stress at workplace and bring the productivity and well-being of the employees (Ahmad , 2013).

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