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ORGANIZATIONAL ROLE STRESS: AN EMPIRICAL PERSPECTIVE OF UNIVERSITY TEACHERS OF KINGDOM OF SAUDI ARABIA

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Abstract: *Stress is considered as spice of life & inevitable and organizational role stress originates with organizational demands that are experienced by the individual. Employees who are prone to stress more likely to be unhealthy, dissatisfied, less motivated, negligible productive, insecure at work place and less committed to organizations. In the present research, an attempt was made to find out the various dimension of organizational role stress associated with university teachers. The sample comprised of PrinceSattam bin Abdulaziz University Teachers working in different colleges in Al-Kharj, KSA. Pareek's (1983) Organizational role stress scale and demographical information sheet used to gather information of the employees. Descriptive as well as inferential statistics were used to analyze the data. The findings of the present research revealed that (i) 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 in Prince Sattam bin Abdulaziz University, (ii) the group of Lecturers was found significantly higher degree of stress on role overload, role isolation, self-role distance and total organizational role stress than the Assistant Professors whereas, Assistant Professors experienced higher degree of stress on personal inadequacy and role stagnation than Professors and (iii) no significant differences were observed between the group of lecturers & Associate Professors, Assistant Professors & Associate Professors and Associate Professors & Professors. The present study has certain limitations as well as some remedial suggestions for future investigations to cope the role stress.*

Key Words: *Stress, Role, Organizational role stress, ORS Scale*

INTRODUCTION

Stress is always considered a part of human existence and nobody can escape from it. Teaching is one of the novel profession in the world but also have challenges to develop the students or society according to the contemporary skills. Now a days teaching professions have many deadline to accomplish the task such as completion of courses, research, administration, quality and development, training, consultancy and community related work, thereby forced them to perceive stress

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at workplace. It has adverse impact on their physical and professional life leading to many problems. Chusmir and Franks (1998) stated that moderate level of stress is good for the individual as well as organization.

The name stress originated from Latin word "Stringere" which means hardship, strain, adversely or affliction. According to Hinkle (1973) the concept of stress get popularity during the 18th and 19thCenturies and consequently altered to symbolize strain, pressure, force or strong effort with reference to a stimuli or person.

Basically the term stress was taken from Physics, where it indicates that stress is the inner re-establishing power that produce within a compact body if an outside power used to destroy the solid state of body. Later, behavioral scientist started working on it and firstly, Selye (1936) conceptualized stress "as a nonspecific response of the body to any demand made upon". Cooper and Marshall (1978) also brought the concept from Physics to Social sciences. Pestonjee (1992) has tried to explain the features of stress and consequences of the stress attributes and found three vital domains of one's life where stress instigates. These are (a) the social area, (b) job as well as organization, and (c) intra-psychic sector. The first, namely, the social area means representing socio-cultural attributes of human life (language, food habits, dress, caste, creeds, religion etc.). The job as well as organization pave the way to understand overall work culture (policy, administration, colleagues, environment, atmosphere, security etc.). The intra-psychic sector emphasizes to understand the internal state of individual such as health, ability, temperament, skills, talents, norms and values. ILO (1986& 1992) observed that job stress is considered one of the severe problem related to employees as well as organization well-being. However, role stress is considered one of the global phenomenon not only in teaching but in all occupations. 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 research our focus is to understand organizational role stress and its ten facets and their degree of stress provided by the respondents that contributing to total organizational role stress. The ten dimensions of role stressors are following:

(i) Inter-role distance (IRD): Refers to the conflict between organizational and non-organizational roles.

(ii) Role Stagnation (RS): Feeling of being lesser opportunities for growth and learning in the roles performed by them.

(iii) Role expectation conflict (REC): Conflicting demands and expectations from subordinates, peers and superiors.

(iv) Role erosion (RE): Stress is characterized by the feeling that incumbent's role have been shared or performed by someone else get the recognition for doing the roles.

(v) Role overload (RO): Stress arises when the expectation from incumbent's to do much more than actual input.

(vi) Role isolation (RI): Refers to lack of connection between incumbent's roles with other roles.

(vii) Personal inadequacy (PI): Stress is characterized by lack of skills, abilities, knowledge, training and development to discharge the roles.

(viii) Self-role distance (SRD): Stress emerges due to conflict to understand one's self-concepts with the demands of organizational role.

(ix) Role ambiguity (RA): Stress is perceived when there is lack of clarity in the requirement of the role.

(x) Resource inadequacy (RIn): Stress arises due to non-availability of adequate resources needed to perform effective role.

REVIEW OF LITERATURE

Various researches have been conducted on varied samples including teachers and shows that large number of proofs have been found due to stress in the course of experience and careers of an individual instigated in the adverse effects of psychophysical well-being (Gilliespie *et al*., 2001; Bano and Talib, 2011; Byrne, 1999; Bano and Jha 2012; Conley & Woosley, 2000; Dua, 1994; Kamala and Reddy, 2015; Ahmady *et al.,* 2007; Ravichundran & Rajandran, 2007 and Macklin *et al*., 2006).

Numerous investigators revealed from their various study that faculty stress may influence the environment and achievement of learning and its goal and ultimately prone to faculty alienation, detachment, absenteeism, turnover, lower productivity, and finally to leave the academic professions (Jenkins and Calhuoun, 1991; Farber, 1991; Maslach & Leiter, 1999; Dua, 1994, Pestonjee & Azeem, 2001, Ahmady *et al.*, 2007; Azeem & Nazir, 2008 and Kamala and Reddy 2015). Al-Aameri (2003) revealed in his research that pressure emerged as one of the six domains of occupational stress as a result of workload.

Ahsan *et al*. (2009) initiated an investigation among teachers working in the university and attempted to determine the correlation between stress and job satisfaction. The factors of job stress have been investigated in the present study along with relationship with others, performance pressure management role, workload pressure, , role ambiguity, homework interface and found direct positive relationships with these variables except relationship with others in the job stress.

Sankpal *et al.* (2010) conducted a study among private and publicfirm employees and observed significant differences between these two groups of employees. Further, they stated that private sector employees perceived higher degree of organizational roles tress comparative to their public sector employees.

Bano and Talib (2011) conducted a study in two Indian government organizations and reported that government employees found to be moderate level of stress. Further, they identified that role erosion and role expectation conflict has substantial effects on the level of stress among the employees working in different government sectors.

Bano and Jha (2012) examined the organizational role stress among private and public sector employees. They explored that no significant differences were observed between private and public organization employees and same findings also yielded in terms of certain demographical variables.

Muncheri and Pestonjee (2013) initiated a study among private sector employees and found higher degree of stress found among these employees. Further they noted positive relationship between organizational role stresses with certain biographical variables.

Zhou *et al.* (2014) initiated a study to probe the relationship among job stress, role conflict & role ambiguity and role overload .They reported that time pressure was found significant relationship with role overload, role conflict and job stress. Further they explored that job anxiety was found significantly related with these variables among Chinese local government employees.

Al Kahtani and Allam (2015) explored a study among Prince Sattam bin Abdulaziz University employees and reported that significant positive relationship were found between role ambiguity and supportive communication climate and their facets. Yaacob and Long (2015) explored that role overload and role ambiguity were observed as a predictor of job satisfaction. However, Kamala and Reddy (2015) conducted a study among teachers and bus conductors and revealed that lower degree of stress were found in lecturers.

OBJECTIVES OF THE CURRENT INVESTIGATION

It is a universaltruth that faculty members play pivotal role in the establishment of culture and discipline in the society through given quality education and values to the students. Furthermore, teachers generate innovative and creative ideas to maintain the integrity of the institutions but also it is important to provide them all the formal guidelines while they are on the job. Any discrepancies forced them to perceive the role stress at work. Numerous researchers have initiated the study on role stress worldwide but little in the Arab world. Indeed, the present investigators initiated a study on organizational role stress among university teaching staff inPrince Sattam bin Abdulaziz University.Therefore, the present study undertaken to determine the following broad objectives:

- To understand the concept and nature of role stressors and its effects on various level of academicians working in Prince Sattam bin Abdulaziz University of Kingdom of Saudi Arabia.
- To identify the most viable stressors of total organizational role stress among the different categories of academicians.
- To explore the significant differences in organizational role stress and its facets, experienced by lecturer, Assistant, Associate and Professor of the university.
- To ascertain the effects of organizational role and its facets experienced by master degree and Ph.D. holders faculty members.

HYPOTHESES

Keeping the aforesaid objectives into considerations and review of literature certain null hypotheses were formed and each hypothesis was confirmed to draw the inferences on the basis of the findings of the present study. These hypotheses were seen as:

$H0_{1.}$ There would not be significant difference between Lecturer and Assistant Professor in terms of organizational role stress and its various dimensions.

$H0_{2.}$ There would not be significant differencebetween Lecturer and Associate professor with organizational role stress and its various dimensions.

$H0_{3.}$ Lecturer and Professorwould notdiffersignificantly on organizational role stress and its various dimensions.

H04. There would not be significant difference between Assistant Professor and Associate Professor in terms of organizational role stress and its various dimensions.

H05. There would not be significant difference between Assistant Professor andProfessor in terms of organizational role stress and its various dimensions.

H06. Associate Professor and Professor would not differing significantly in terms of organizational role stress and its various dimensions.

H07. Master degree and Ph.D. holders' faculty member would not differ significantly on organizational role stress and its various dimensions.

METHODOLOGY

Sample

The present research was conducted on 546 academicians working in various colleges of Prince Sattam bin Abdulaziz University located at various places of Al

Kharj region in the Kingdom of Saudi Arabia. It has been observed from the sample that many employees did not respond in various categories of the responses. Out of total sample 43%, 44. %, 6.6%, 4% and 2.25% were lecturers, AssistantProfessors, Associate Professors, Professors and not responded respectively. The present sample was classified into male 54.9%, 44.5% female and .5% not responded. Master degree, Ph.D. holder and not responded in terms of qualification were 39.4%, 58.4% and 2.2% respectively. However, the categorical sample size and their percentage can be seen in the following diagrams:

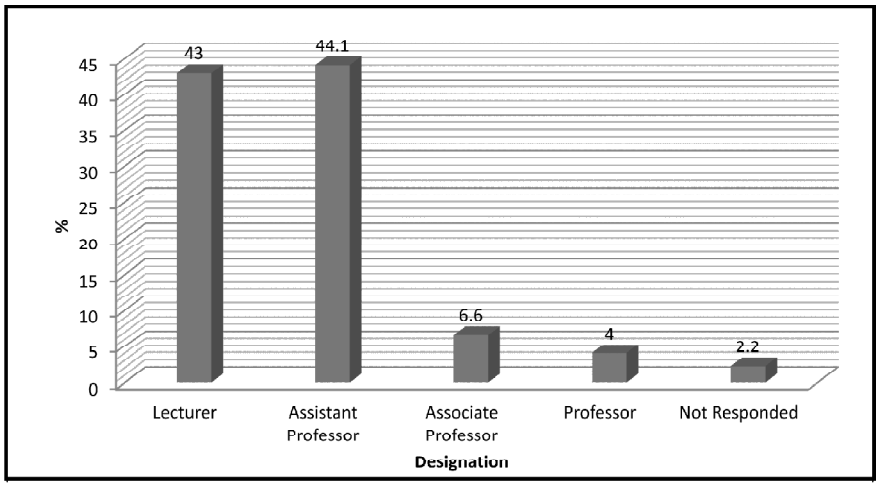

Diagram-1: Showing the Percentage of designations of the employees in various colleges included in the sample

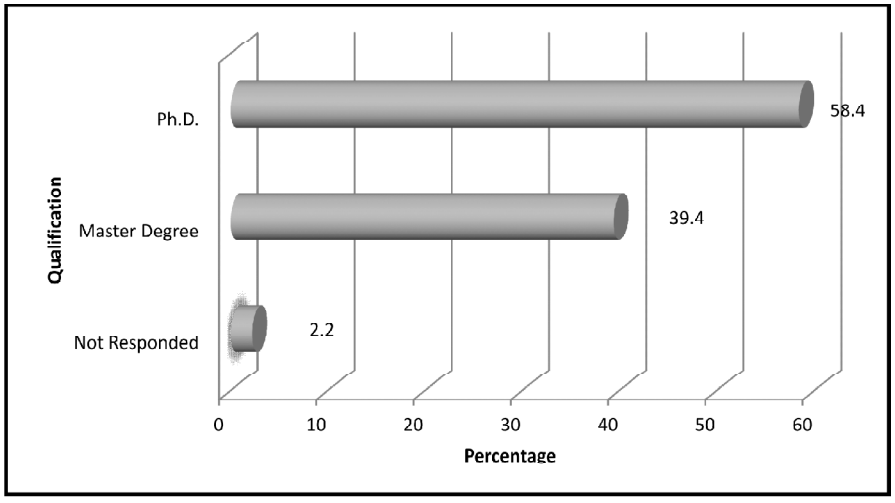

Diagram-2: Showing the Percentage of qualifications of the employees included in the sample

Tools and Technique: Following tools were administered to the subjects by taking into consideration of socioeconomic and culture of the sample.

1. **Organizational Role Stress** developed by Pareek (1983) has been used to measure the magnitude of various role stressors of the respondents. This particular scale gives an index of subject's perceived role stress on ten different dimension which are the following:

   i. Inter Role Distance (IRD)
   ii. Role Stagnation (RS)
   iii. Role Expectation Conflict (REC)
   iv. Role Erosion (RE)
   v. Role overload (RO)
   vi. Role Isolation (RI)
   vii. Personal Inadequacy (PIN)
   viii. Self-Role Distance (SRD)
   ix. Role Ambiguity (RA)
   x. Resource Inadequacy (RIn)

   The instrument consists of 50 questions and each question to be graded on the continuum of 5 point Likert scale varied from never (zero) to very frequently (four). In the scale each dimensions ranges from the score zero to twenty. The consistency of the test was found 0.73.

2. **Demographical Information Sheet:** Self- made demographic information sheet has been used to collect the various biographical information about the respondents such as designations, qualification etc.

3. **Statistical Techniques Used:** The current investigators took all precautionary measures to analyze the data of the study. They found descriptive as well as inferential statistics worthwhile for making this research more meaningful and decided to use mean, Standard deviation, percentage, rank order to see the level of role stressors among the teaching professionals. Further, t-test was used to make contemplated differences between the two groups.

Procedure and Ethics

More than 600 questionnaires were distributed in English along with Arabic language to the subjects individually in different colleges of Prince Sattam bin Abdulaziz University (PSAU), KSA. Prior to distribution of the questionnaires researchers get translated English version of questionnaire into Arabic with the help of expert to preserve the authenticity of the original scale. The investigators

finally were able to get 546 responses from various categories of faculty of PSAU and noticed that negligible number of subjects did not respond to some items of the scale. However, clear instructions were provided to the subjects before conducting the study and they were assured that their responses will be kept secret and will not be revealed to any concerned authority or body and informed them that this particular study will be used for academic purpose. Indeed, the investigators maintain all the ethics while conducting the study such as permission to conduct study from the concerned authority. Finally, the collected data were put into statistical analyses for findings to add some values in the contemporary knowledge of the study.

RESULTS AND DISCUSSIONS

Table 1
Showing Mean, SD's and Rank order of stressors among faculty members in PSAU

Role Stressors	*N*	*Mean*	*Std. Deviation*	*Rank*
IRD	546	7.52	5.158	1
RS	545	5.57	4.323	6
REC	546	4.96	4.135	8
RE	546	6.07	4.145	5
RO	546	7.20	5.414	2
RI	546	6.98	4.676	3
PI	546	4.47	4.009	9
SRD	546	5.29	4.286	7
RA	546	4.00	4.163	10
RIn	545	6.72	4.418	4

Table 1 depicted that three highest mean scores are 7.52 for inter-role distance, 7.20 for role overload and 6.98 for role isolation. It is also observed that role ambiguity (mean score 4.00 with sd. 4.163) is lowest among all the ten dimensions of role stressors. Inter-role distance describes the situation where faculty members are performing both the roles i.e. family and professional might experience highest level of stress in the current study. Similar findings have been observed by various researchers in varied degree in several sample groups (Pestonjee and Azeem, 2001; Ahmady *et al.*, 2007; Bano & Talib, 2011 and Ali, 2010). Furthermore, role ambiguity emerged as the least stressor because of clear, specified, adequate assignment and process to perform the task.

The result of table 2 highlighted that role overload was found rank 1 within all role stressors among lecturers. Subsequently, IRD observed the second rank while role ambiguity experienced by the subjects were the least mean score. Role overload

Table 2
Showing Mean, SD's and Rank of stressors among lecturers in PSAU

Role Stressors	*N*	*Mean*	*Std. Deviation*	*Rank*
IRD	235	7.74	5.667	2
RS	235	6.00	4.502	6
REC	235	5.35	4.281	8
RE	235	6.04	3.975	5
RO	235	7.84	5.861	1
RI	235	7.52	4.765	3
PI	235	4.63	4.070	9
SRD	235	5.83	4.295	7
RA	235	4.32	4.355	10
RIn	235	6.97	4.571	4

explains the situation where employees feel too many responsibilities expected by the higher officials to perform within the available resources or ability. Ahmady *et al.*, (2007) observed same among the faculty members.

Table 3
Showing Mean, SD's and Rank of stressors among Assistant Professors in PSAU

Role Stressors	*N*	*Mean*	*Std. Deviation*	*Rank*
IRD	241	7.30	4.644	1
RS	240	5.29	4.134	6
REC	241	4.69	4.015	8
RE	241	6.04	4.277	5
RO	241	6.71	4.891	2
RI	241	6.39	4.476	3
PI	241	4.41	3.897	9
SRD	241	4.81	4.138	7
RA	241	3.62	3.852	10
RIn	240	6.31	4.121	4

The aforesaid result describes that mean score of inter-role distance (IRD) was found 7.30 with sd. 4.664 among Assistant Professors ranked 1 followed by RO with mean score 6.71 among the ten dimensions of organizational role stress. Role ambiguity showed last rank among all the facets of role stress. Inter-role distance describes the situation related to conflict between personal and professional roles. Role ambiguity perceived least because role assigned to them is clear to perform the task.

Table 4
Showing Mean, SD's and Rank of stressors among Associate Professors in PSAU

Role Stressors	*N*	*Mean*	*Std. Deviation*	*Rank*
IRD	36	7.67	4.811	1
RS	36	5.14	4.058	6
REC	36	4.69	4.328	8
RE	36	5.69	4.452	5
RO	36	6.69	5.120	3
RI	36	6.03	4.164	4
PI	36	4.08	4.094	9
SRD	36	4.81	4.496	7
RA	36	3.81	4.104	10
RIn	36	6.75	4.455	2

It is observed from the table 4 that mean score on inter-role distance (IRD) was found 7.67 with sd. 4.811 among Associate Professors and ranked 1. Another role stressor resource inadequacy (RIn) was found second highest among the ten dimensions of organizational role stress. Role ambiguity showed the last rank among all the facets of role stress. Inter-role distance describes the situation related to personal and professional roles of the employees doing in their life and conflicts emerged in the discharging both the roles might lead to higher level of role stress than others. Ahmady*et al.*, (2007) supported the findings that teaching employees perceived a higher degree of role stress in the case of IRD.

Table 5
Showing Mean, SD's and Rank of stressors among Professors in PSAU

Role Stressors	*N*	*Mean*	*Std. Deviation*	*Rank*
IRD	22	7.18	5.552	3
RS	22	3.77	4.208	7
REC	22	3.77	3.161	8
RE	22	6.59	4.469	4
RO	22	5.91	5.459	5
RI	22	7.68	5.939	2
PI	22	2.23	2.810	10
SRD	22	4.64	4.467	6
RA	22	3.18	4.125	9
RIn	22	7.73	5.734	1

It is evident from the table 5 that mean score on resource inadequacy (RIn) was found7.73 with sd. 5.734 among Professors and ranked 1. Another role stressor

role isolation (RI) was found second highest among the ten dimensions of organizational role stress. However, result also showed personal inadequacy (PI) emerged least significant stressors among all the role stressors. The result might be discussed in the light of apex position of the professor where they achieved almost all desired goals. Resource inadequacy emerged high because professors of the university are getting least resources as per their requirement to discharge the duties. Whereas personal inadequacy is concerned professor have more than adequate skills and knowledge to do the task. The present findings have been

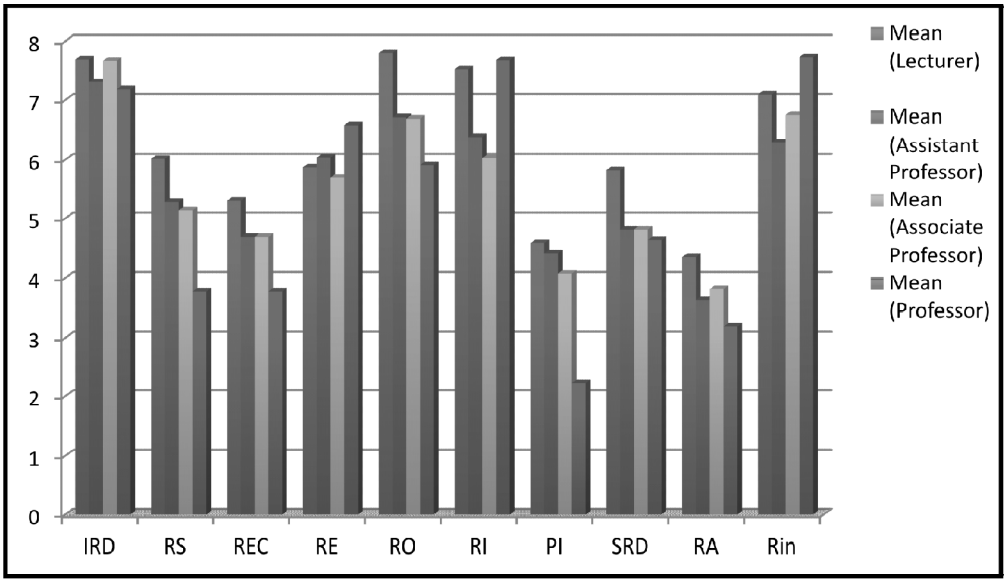

Diagram-1: Presenting Mean of stressors among all categories of employees in PSAU

supported by Pestonjee and Azeem (2001) among faculty and Bano & Talib (2011) in some other categories of employees.

It is explicit from the diagram 1 that showing the degree of stress experienced by different categories of employees working in Prince Sattam bin Abdulaziz University. Diagram depicts that lecturers were experiencing the higher degree of role stress as compared to other counterparts.

The aforesaid table 6 indicates that no significant differences were observed between Lecturers and Assistant Professors in all the dimensions of organizational role stress except role overload, role isolation, self-role distance and total organizational role stress. The significant differences were observed between Lecturers and Assistant Professors on role overload, role isolation, self-role distance and total organizational role stress are t=2.292, P< .05; t=2.656,P< .01; t=2.619,P<.01 and t=2.128, P< .05 respectively. Thereby, the proposed null hypothesis ($H0_1$) have

Table 6
Showing Mean, SD's and t-value of Lecturers and Assistant Professors on organizational role stress and their facets in PSAU

Role Stressors	*Group Categories*	*N*	*Mean*	*Std. Deviation*	*t-value*
IRD	Lecturer	235	7.74	5.667	.913
	Assistant Professor	241	7.30	4.644	
RS	Lecturer	235	6.00	4.502	1.797
	Assistant Professor	240	5.29	4.134	
REC	Lecturer	235	5.35	4.281	1.725
	Assistant Professor	241	4.69	4.015	
RE	Lecturer	235	6.04	3.975	.014
	Assistant Professor	241	6.04	4.277	
RO	Lecturer	235	7.84	5.861	2.292*
	Assistant Professor	241	6.71	4.891	
RI	Lecturer	235	7.52	4.765	2.656**
	Assistant Professor	241	6.39	4.476	
PI	Lecturer	235	4.63	4.070	.599
	Assistant Professor	241	4.41	3.897	
SRD	Lecturer	235	5.83	4.295	2.619**
	Assistant Professor	241	4.81	4.138	
RA	Lecturer	235	4.32	4.355	1.861
	Assistant Professor	241	3.62	3.852	
RIn	Lecturer	235	6.97	4.571	1.648
	Assistant Professor	240	6.31	4.121	
Total ORS	Lecturer	235	62.23	35.829	2.128*
	Assistant Professor	241	55.53	32.853	

Significant at **P< .01
Significant at *P< .05

been rejected. Lecturers perceived stress significantly more on the role overload as compared to Assistant Professors. This might be due to more responsibilities are given to them by various senior faculty members to perform within the amount of resources available for them within the stipulated time period and present finding supported by Ahmady *et al.,* (2007).

The above table 7 depicts that no significant differences were observed between the group of Lecturers and Associate Professors in all the dimensions of organizational role stress including total ORS. Hence, the proposed null hypothesis ($H0_2$) not rejected. Lecturers and Associate Professors were differed in terms of experiences and positions and found more organizational role stress and experiencing more organizational role stress as compared to Associate Professors but the differences were not observed significant.

Table 7
Showing Mean, SD's and t-value of Lecturers and Associate Professors on organizational role stress and their facets in PSAU

Role Stressors	*Group Categories*	*N*	*Mean*	*Std. Deviation*	*t-value*
IRD	Lecturer	235	7.74	5.667	.070
	Associate Professor	36	7.67	4.811	
RS	Lecturer	235	6.00	4.502	1.082
	Associate Professor	36	5.14	4.058	
REC	Lecturer	235	5.35	4.281	.853
	Associate Professor	36	4.69	4.328	
RE	Lecturer	235	6.04	3.975	.481
	Associate Professor	36	5.69	4.452	
RO	Lecturer	235	7.84	5.861	1.112
	Associate Professor	36	6.69	5.120	
RI	Lecturer	235	7.52	4.765	1.776
	Associate Professor	36	6.03	4.164	
PI	Lecturer	235	4.63	4.070	.744
	Associate Professor	36	4.08	4.094	
SRD	Lecturer	235	5.83	4.295	1.319
	Associate Professor	36	4.81	4.496	
RA	Lecturer	235	4.32	4.355	.669
	Associate Professor	36	3.81	4.104	
RIn	Lecturer	235	6.97	4.571	.270
	Associate Professor	36	6.75	4.455	
ORS	Lecturer	235	62.23	35.829	1.066
	Associate Professor	36	55.36	37.278	

It can be seen from the table 8 that mean score on RS of Lecturers and Professors of the university were found 6.00 and 3.77 and sd. were found 4.502 and 4.208 respectively. In the case of PI of Lecturers and Professors were found 4.63 and 2.23 with sd. 4.070 and 2.810. The t-value was observed 2.231, P<.05for RS and 2.701, P<.01 for PI which is significant but rest of role stressors were not found significant even in the case of total organizational role stress. Thereby, the proposed null hypothesis (HO_3) was rejected.Lecturers experienced more amount of role stress in terms of role stagnation and personal inadequacies indicates that they were having the roles which has not much importance and growth which they are currently performing in the colleges. Indeed, it is usual that Lecturers found that their knowledge , skills, competencies and potential are not enough to perform the job whereas, Professors are experts in all areas of knowledge due to experience and training. Pestonjee and Azeem (2001) supported this findings.

Table 8
Showing Mean, SD's and t-value of Lecturers and Professors on organizational role stress and their facets in PSAU

Role Stressors	*Group Categories*	*N*	*Mean*	*Std. Deviation*	*t-value*
IRD	Lecturer	235	7.74	5.667	.439
	Professor	22	7.18	5.552	
RS	Lecturer	235	6.00	4.502	2.231*
	Professor	22	3.77	4.208	
REC	Lecturer	235	5.35	4.281	1.683
	Professor	22	3.77	3.161	
RE	Lecturer	235	6.04	3.975	.612
	Professor	22	6.59	4.469	
RO	Lecturer	235	7.84	5.861	1.488
	Professor	22	5.91	5.459	
RI	Lecturer	235	7.52	4.765	.150
	Professor	22	7.68	5.939	
PI	Lecturer	235	4.63	4.070	2.701**
	Professor	22	2.23	2.810	
SRD	Lecturer	235	5.83	4.295	1.238
	Professor	22	4.64	4.467	
RA	Lecturer	235	4.32	4.355	1.181
	Professor	22	3.18	4.125	
RIn	Lecturer	235	6.97	4.571	.726
	Professor	22	7.73	5.734	
ORS	Lecturer	235	62.23	35.829	1.194
	Professor	22	52.68	36.523	

Significant at **P< .01
Significant at *P< .05

It is evident from the aforesaid table 9 that there was no significant differences observed between the group of Assistant Professors and Associate Professors in all the dimensions of organizational role stress and also on total ORS. Thereby, the proposed null hypothesis ($H0_4$) was not rejected. Assistant Professors and Associate Professors differed little in terms of total organizational role stress as compared to Associate Professors. Kamala and Reddy (2015) revealed that employees experience the varied in terms of degree of role stress in their organization which has been found in the current study and literally supported to our study.

It appears from table 10 thattotal mean organizational role stress of Assistant Professor and Professor ofPrince Sattam bin Abdulaziz University were found

Table 9
Showing Mean, SD's and t-value of Assistant Professors and Associate Professors on organization role stress.

Role Stressors	*Group Categories*	*N*	*Mean*	*Std. Deviation*	*t-value*
IRD	Assistant Professor	241	7.30	4.644	.436
	Associate Professor	36	7.67	4.811	
RS	Assistant Professor	240	5.29	4.134	.202
	Associate Professor	36	5.14	4.058	
REC	Assistant Professor	241	4.69	4.015	.002
	Associate Professor	36	4.69	4.328	
RE	Assistant Professor	241	6.04	4.277	.446
	Associate Professor	36	5.69	4.452	
RO	Assistant Professor	241	6.71	4.891	.017
	Associate Professor	36	6.69	5.120	
RI	Assistant Professor	241	6.39	4.476	.462
	Associate Professor	36	6.03	4.164	
PI	Assistant Professor	241	4.41	3.897	.461
	Associate Professor	36	4.08	4.094	
SRD	Assistant Professor	241	4.81	4.138	.010
	Associate Professor	36	4.81	4.496	
RA	Assistant Professor	241	3.62	3.852	.264
	Associate Professor	36	3.81	4.104	
RIn	Assistant Professor	240	6.31	4.121	.588
	Associate Professor	36	6.75	4.455	
Total ORS	Assistant Professor	241	55.53	32.853	.028
	Associate Professor	36	55.36	37.278	

55.53 and 52.68 and sd. 32.853 and 36.523 respectively. The calculated t-value was found .386 which is not significant at any level and hence the proposed null hypothesis (HO_5) was not rejected. The table also shows that both the groups of employees differ significantly on personal inadequacy (PI) at .01 level of significance. Results of the findings indicate that Assistant Professor having more scores on personal inadequacy attributes that lacking in abilities, skills and competencies to fulfill the required demands of their assigned roles as compared to Professor (Pestonjee and Azeem, 2001).

The aforesaid table 11 indices that no significant differences were observed between the group of AssociateProfessors and Professors in all the dimensions of organizational role stress even though on total ORS. Therefore, the proposed null

Table 10
Showing Mean, SD's and t-value of Assistant Professors and Professors on organization role stress.

Role Stressors	*Group Categories*	*N*	*Mean*	*Std. Deviation*	*t-value*
IRD	Assistant Professor	241	7.30	4.644	.115
	Professor	22	7.18	5.552	
RS	Assistant Professor	240	5.29	4.134	1.642
	Professor	22	3.77	4.208	
REC	Assistant Professor	241	4.69	4.015	1.045
	Professor	22	3.77	3.161	
RE	Assistant Professor	241	6.04	4.277	.579
	Professor	22	6.59	4.469	
RO	Assistant Professor	241	6.71	4.891	.728
	Professor	22	5.91	5.459	
RI	Assistant Professor	241	6.39	4.476	1.254
	Professor	22	7.68	5.939	
PI	Assistant Professor	241	4.41	3.897	2.561**
	Professor	22	2.23	2.810	
SRD	Assistant Professor	241	4.81	4.138	.191
	Professor	22	4.64	4.467	
RA	Assistant Professor	241	3.62	3.852	.511
	Professor	22	3.18	4.125	
Rin	Assistant Professor	240	6.31	4.121	1.486
	Professor	22	7.73	5.734	
ORS	Assistant Professor	241	55.53	32.853	.386
	Professor	22	52.68	36.523	

Significant at **P< .01

hypothesis ($H0_6$) was not rejected. Associate Professors and Professors were differed little in terms of experiences and other roles &responsibilities and found more organizational role stress as compared to Professor but the result showed no significant differences between these two occupants in the study.

It is evident from the table-12 that the mean on role overload (RO) among master degree faculty observed 7.80 with sd. of 5.780 appeared highest among the dimensions of organizational role stress with rank 1. Subsequently, inter-role distance was emerged as a second rank with mean (7.69) and sd. (5.736).The third important stressor has been observed is the role isolation (RI) with a mean score of 7.52 and sd. of 4.844 among all the ten role stressors in masterdegree. The standard deviation found lowest for role ambiguity (4.403). Result can be attributed that employees feel that they used to do too much work in the stipulated time periods

Table 11
Showing Mean, SD's and t-value of AssociateProfessors and Professors on organization role stress.

Stressors	*Group Categories*	*N*	*Mean*	*Std. Deviation*	*t-value*
IRD	Associate Professor	36	7.67	4.811	.351
	Professor	22	7.18	5.552	
RS	Associate Professor	36	5.14	4.058	1.227
	Professor	22	3.77	4.208	
REC	Associate Professor	36	4.69	4.328	.866
	Professor	22	3.77	3.161	
RE	Associate Professor	36	5.69	4.452	.743
	Professor	22	6.59	4.469	
RO	Associate Professor	36	6.69	5.120	.553
	Professor	22	5.91	5.459	
RI	Associate Professor	36	6.03	4.164	1.246
	Professor	22	7.68	5.939	
PI	Associate Professor	36	4.08	4.094	1.871
	Professor	22	2.23	2.810	
SRD	Associate Professor	36	4.81	4.496	.139
	Professor	22	4.64	4.467	
RA	Associate Professor	36	3.81	4.104	.561
	Professor	22	3.18	4.125	
Rin	Associate Professor	36	6.75	4.455	.726
	Professor	22	7.73	5.734	
ORS	Associate Professor	36	55.36	37.278	.268
	Professor	22	52.68	36.523	

Table 12
Showing Mean, SD's and Rank of stressors among master degree holders in PSAU

Stressors	*N*	*Mean*	*Std. Deviation*	*Rank*
IRD	215	7.69	5.736	2
RS	215	6.02	4.494	5
REC	215	5.31	4.289	8
RE	215	5.87	3.902	6
RO	215	7.80	5.780	1
RI	215	7.52	4.844	3
PI	215	4.59	4.049	9
SRD	215	5.82	4.227	7
RA	215	4.35	4.403	10
RIn	215	7.10	4.622	4

and competencies (Pareek, 1983; Ahmady *et al.*, 2007 and Ravichundran & Rajaandran, 2007). It is also noticed that role ambiguity ranked least by the employees, indicates that formalization is in place and roles and responsibilities has been given them as per their qualifications. Bano & Talib (2011) observed same but in different sample of the study.

Table 13
Showing Mean, SD's and Rank of stressors among Ph.D. holders in PSAU

Role Stressors	*N*	*Mean*	*Std. Deviation*	*Rank*
IRD	319	7.40	4.763	1
RS	318	5.22	4.184	6
REC	319	4.69	4.039	8
RE	319	6.15	4.319	5
RO	319	6.78	5.084	2
RI	319	6.55	4.542	3
PI	319	4.26	3.940	9
SRD	319	4.90	4.269	7
RA	319	3.63	3.878	10
RIn	318	6.44	4.261	4

It is evident from the aforesaid table 13 that inter-role distance (IRD) emerged as highest stressor among ten dimensions of organizational role stress with mean (7.40) and sd. (4.763) followed by role overload (mean scores 6.78 and sd. 5.084). The table also exhibits that role ambiguity was emerged as lowest among all the dimensions. The result may be ascribed that Ph.D. teaching staff involved not only in organizational but also in social/home role forced them to perceive higher level of stress. Furthermore, results highlighted that role ambiguity among Ph.D. were found lowest indicates that their roles and responsibilities are clear to discharge the duties.

Diagram showing the comparative value of different role stressor among master degree and Ph.D. holder faculty members. Although, it is depicted through the diagram IRD and RO became strong factors among all the dimensions of role stress. On the other side, the diagram shows some variations in the level of role stress among both the categories of employees working in the university as academicians. Through the diagram, IRD seems to be the higher level of stress among both master and Ph.D. employees indicates the skills and potentials required to perform the both personal and professional roles in their life. Bano and Jha (2012) and Macklin et al., (2006) observed educational qualifications have a great impact on organizational role stress.

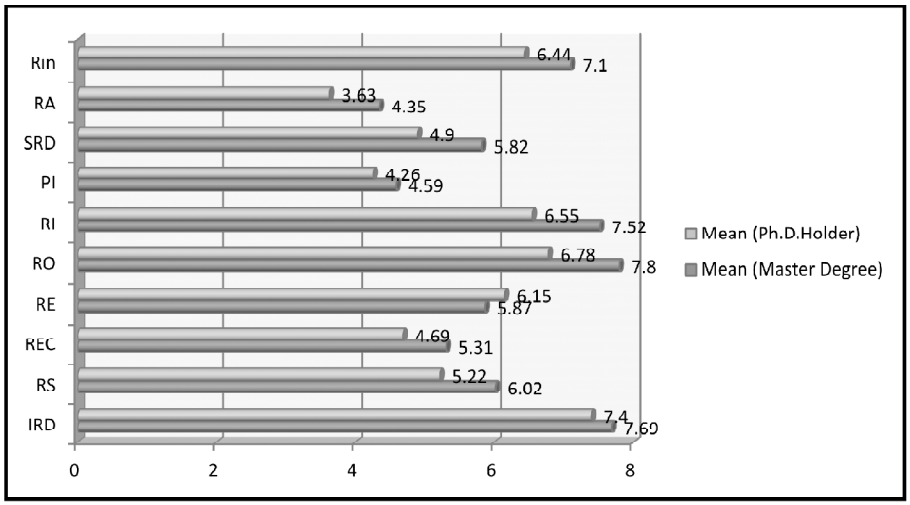

Diagram-2: Presenting Mean of stressors among two levels of education of faculty member in PSAU

Table 14
Showing Mean, SD's and t-value of master degree and Ph.D. Faculty members on organizational role stress and their facets in PSAU

Role Stressors	*Group Categories*	*N*	*Mean*	*Std. Deviation*	*t-value*
IRD	Master Degree	215	7.69	5.736	.632
	Ph.D.	319	7.40	4.763	
RS	Master Degree	215	6.02	4.494	2.098*
	Ph.D.	318	5.22	4.184	
REC	Master Degree	215	5.31	4.289	1.693
	Ph.D.	319	4.69	4.039	
RE	Master Degree	215	5.87	3.902	.769
	Ph.D.	319	6.15	4.319	
RO	Master Degree	215	7.80	5.780	2.166*
	Ph.D.	319	6.78	5.084	
RI	Master Degree	215	7.52	4.844	2.350**
	Ph.D.	319	6.55	4.542	
PI	Master Degree	215	4.59	4.049	.931
	Ph.D.	319	4.26	3.940	
SRD	Master Degree	215	5.82	4.227	2.470**
	Ph.D.	319	4.90	4.269	
RA	Master Degree	215	4.35	4.403	1.997*
	Ph.D.	319	3.63	3.878	
RIn	Master Degree	215	7.10	4.622	1.696
	Ph.D.	318	6.44	4.261	
Total ORS	Master Degree	215	62.07	35.643	1.993
	Ph.D.	319	55.98	33.959	

Significant at **P< .01
Significant at *P< .05

It is evident from the above table-14 that mean scores of master degree and Ph.D. holders on RS, RO, RI, SRD and RA were found significant difference with the variation in the sd. scores. However, it is observed that no significant difference was found in the case of total organizational role stress among these two groups of employees. Thereby, the proposed null (HO7) was not rejected. The result indicates that master degree has more roles stress because the lack of experience and qualification are not sufficient to perform better in the university and unable to identifying the reasons in dealing the situation than Ph.D. holders who are more qualified and trained. Ravichundran and Rajendran (2007) revealed that people who are under the required qualification are more likely to perceived greater degree of stress and showing negative indicators of stress than the qualified people.

CONCLUSION

The findings of the current investigation explored that differences existed between Lecturers, Assistant Professor, Associate Professor, Professor, master degree and Ph.D. holder employees working in the Prince Sattam bin Abdulaziz University on organizational role stress and its various facets. The following conclusion have been drawn on the basis of the results:

- The group of Lecturers of Prince Sattam bin Abdulaziz University (PSAU) were found significantly higher degree of stress on RO, RI, SRD and total ORS than the Assistant Professors.
- There was no significant differenceobserved between the group of lecturers and Associate Professors working in the PSAU.
- The group of Lecturers of Prince Sattam bin Abdulaziz University (PSAU) was found significantly more scores of stress on RS and PI than the Professors.
- There was no significant differenceobserved between the group of Assistant Professors and Associate Professors working in the PSAU. However, IRD, RA and RIn facets of organizational role stress found dominant among Associate Professor.
- Assistant Professors experienced statistically significant higher degree of stress on PI than Professors.
- Associate Professors experienced higher degree of stress than professors on all the dimensions of organizational role stress except RE, RI and RIn although these are not having significant difference at any point.
- The group of Master degree teaching employees scored more on all the dimensions of organizational role stress than Ph. D. holders and differed significantly on RS, RO, RI, SRD and RA.

- As a whole it was observed that IRD and RO appeared most potent stressors whereas RA seemed the least dominant stressor among all the groups of teaching staff in Prince Sattam bin Abdulaziz University (PSAU).

LIMITATION AND SUGGESTIONS

The present investigation has been initiated to identify the most potent and the least dominant stressors among all the groups of teaching staff in Prince Sattam bin Abdulaziz University (PSAU).It is reported that stress existed but degree may varying among the groups of faculty. In social and management sciences research, it is always be the certain limitations for future research. In the current investigation, the sample size is varying among the groups of teaching staff so it is important to have adequate samplesize to study. Further, this study should be tested on different types of university such as public and private and on wider demographical variables to get the clear picture of the role stressors among them. Thereby, result of the present study cannot be generalized for the whole population.

It is well known fact that the effect of stress leads to job dissatisfaction, job burnout, absenteeism, lower productivity, higher turnover, chronic health diseases and unable to manage work family life etc. Therefore, urgent interventional strategy required by the management to cope the stress at workplace for better productivity. However, Srivastava (2007) opined that role stress audit (RSA) could be initiated to analyze and redesign the role of the incumbents in a continuous manner to minimize various role stressors. Various mechanism can be developed such as training, responsibilities should be given based on their competencies and position, adequate resources provided for teaching, learning and research by the university authorities to excel the productivity of the teaching staff in Prince Sattam bin Abdulaziz University (PSAU) to minimizethe stress level.

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