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## Research Paper-Education

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### **Organizational Role Stress, Job Involvement and Job Satisfaction Among College Teachers**

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#### **Abstract:**

The aim of present study was to compare the level of organizational role stress, job satisfaction and job involvement of the college teachers. A total number of 100 college teachers were included in the study. Stratified random sampling technique was used for the sample selection. Organizational role stress scale by Pareek (1983), job satisfaction scale by Sharma and Singh (1999) and job involvement scale by Singh (1984) was used for the data collection. 2 x 2 ANOVA was applied for the computation of the data. The result showed that male and female college teachers significantly differ on their level of organizational role stress, job satisfaction and job involvement. Further the result revealed that government and private college teacher significantly differ on their level of organizational role stress, job satisfaction and job involvement.

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**Keywords:** *Organizational role stress, Job satisfaction, Job involvement*

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#### **Introduction**

It was Linton (1936) who first introduced the notion of role a central place in research of the social sciences; Newcomb (1951) brought it from Anthropology into social psychology and made it the key concept in his theoretical approach. According to Biddle and Thomas (1966) the writing and teaching of Mead, and Linton did much to establish role, both as term and concept, and related ideas too, in the throughway of social sciences during and after 1930's. 'Role' has been defined by many researchers in their own way. According to Linton (1945) the term 'role' as a way that includes all the three meanings in one. A role includes the attitude, values, and behavior ascribed to anybody by the society and all people occupying this status. Secord and Backman (1964) defined role as the expectations that person hold in common from any person who falls in a particular category by virtue of his position in social system. Parsons and Shills (1959) defined it as that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process.

According to Levinson (1959) in the concept of role there is, by assumption, a close fit between behavior and disposition (attitude, value), between societal prescription and individual adaption. Khan and Katz (1966) defined role as specific forms of behavior associated with given task developed originally from task requirements. Pareek (1982) defined role as any position a person holds in a system (organization) as defined by the expectation, various significant persons including himself have from that position. Pestonjee (1980) explained role as the totality of formal task, informal task, and acts as organized by an individual. Each individual is a member of several social system and the expectation as well as demands of one, may put pressure on the other. In India Pareek was pioneered in the field of organizational role stress. Kahn et al. (1964) used three categories (i.e. role ambiguity, role conflict, and role overload) to define organizational stresses. This classification has been used by many researchers but Pareek's (1982) organizational role stress model expands on and is linked to Kahn's (1973) view point conflict, ambiguity, and overload. According to Katz and Kahn (1966) an organization can be defined as a system of roles. However, role itself is a system. From the point of an individual two role system are important. They are namely; 'role space' and 'role set'. Role is the position occupied by a person as defined by the expectation of the other. In performance of that role, there are inherent problems due to which stress is inevitable. There are ten different role stresses identified by Pareek (1983) they are *Inter Role Distance, Role Stagnation, Role Expectation, Role Erosion, Role Overload, Role Isolation, Personal inadequacy, Self Role Distance, Role Ambiguity and Resource inadequacy*.

Job involvement refers to how much time work consumes and how important the Job is when compared to other concerns. The term has been used synonymously with term is such as ego involvement, central life interest, intrinsic motivation, occupational involvement, morale, etc. Faunce (1959) stated that occupational involvement "means the commitment to a particular set of tasks or task area where successful role performance is regarded as an end in itself and not a means to some other end". A job involved individual is one who considers his work as a very important part of life ("central life interest", Dubin, 1956), and is affected by any or all aspects of the Job situation. Lawler and Hall (1970) referred to Job involvement as the "psychological identification with one's work" as well as "the degree to which the job satisfaction is central to the person and his identify". A job involved person experiences high motivation and a sense of pride in his work. Salch and Hosek (1976) identified four different interpretation of the job involvement concept According to them, a person is involved, When work to his is a central life interest, When he actively participates in his job, When he performance as central to his self- esteem, and When he perceives performance as consistent with his self- concept.

Hoppock (1935) was the first person who brought the concept of job satisfaction in limelight. He defined job satisfaction as a combination of psychological, physiological and environmental circumstances that causes a person to say "I am satisfied with my job". According to Loke (1969) job satisfaction is a pleasurable emotional state arising from the appraisal of one's job experiences. According to Vroom (1978) positive attitudes towards the job are conceptually equivalent to job satisfaction and negative attitude towards the job indicated job dissatisfaction. Arnold and Fieldman (1986) defined it as the amount of overall positive affect or feelings that an individual have toward their job. Means if we say that an individual has high job satisfaction it means that the individual generally likes and values his job highly and feels positivity towards it. Spector (1997) defined job satisfaction as it is the extent to which people like (satisfaction) or dislike (dissatisfied) with their job. According to Mehra and Mishra (1999) job satisfaction means the result of those various attitudes which are related to worker profession. Along with this the attitude he/she possesses to make his life comfortable is the result of job satisfaction. Joshi (1999) defined job satisfaction as a general attitude, which is the result of many specific attitudes. The amount of satisfaction that one derives from his present job is an indicator of his job satisfaction.

### Review of the literature

Ahmad et al. (1985) conducted a study to audit the stress level of executives from public and private sectors. The result revealed that out of ten dimensions of role stress significant difference was observed in three dimensions namely role isolation, role ambiguity, and self role distance. Public sector executives experience slightly more stress than their counterpart. Furthermore age, education, income, marital status and experience of the executives were found to be unrelated with role stress among the both groups. Mishra (1996) conducted a study among the male and female teachers of higher educational institutions. The objective of the study was to compare the occupational stress and job satisfaction among male and female teachers. The conclusions of the study were as follows: significant difference was observed between male and female teachers in the area of private life, work overload, under load, role conflict and interpersonal stress. Female teachers experienced more stress in these areas as compared to their male counterparts. No significant difference was found between the two groups in environmental structure of institutions and personal areas. Significant difference was also found between male and female teachers on overall stress and overall job satisfaction scores. Male teachers obtained maximum scores on under load areas whereas female teachers obtained maximum scores on overload areas. Hassan and Tripathi (2009) studied the occupational stress of male and female executives working in steel authority of India Limited, Ranchi . Result of the study revealed that male and female executive significantly differed on their level of occupational stress.

Sultana (1995) investigated the level of organizational role stress among male and female teachers of professional and non-professional courses and obtained following results. Significant difference was found between professional male and female teachers on the dimension of inter role distance, role stagnation, role expectation conflicts, role erosion, role overload and role ambiguity. Significant difference was also found between non professional male and female teachers on the dimensions of role expectation conflicts, role isolation, personal inadequacy, self role distance and role ambiguity. Significant difference between professional and non-professional male teachers on the dimension of role stagnation, role expectation conflict and role isolation was also observed. The study further found that professional and non professional female teachers differ significantly on inter role distance, role stagnation and role overload.

Cortis and Cassar (2005) conducted a study to investigate specific barriers that might be hindering maltese women from achieving a managerial position. The total sample was 200. The sample was based on male and females and middle level managers, male employees and B.com students. The results indicated no difference between job involvement and work based self esteem of male and female employees. Uygur and Kilic (2009) studied the level of organizational commitment and the job involvement of the personnel at central organization of ministry of health in Turkey. 210 subjects were selected randomly they found a moderate positive correlation between organizational commitment and job involvement ( $r=.044$ ) further the result revealed that male employees scored higher mean than that of female employees and both male and female differed significantly on their level of job involvement. Bodla and Danish (2010) studied the gender difference in perception of organizational politics and its relationship with job satisfaction, organizational commitment, job involvement, job stress and turnover intention. Data was collected from the respondent of a large institute of management who were enrolled in evening classes and working during day time. The results of the study showed that perception of organizational politics differ significantly for males and females. Specially, women perceived a higher level of politics in the workplace and reported higher level of stress, lower level of job involvement, job satisfaction and organizational commitment than male employees. Srivastava and Krishna (1992) compared the level of job involvement and mental health on employees in the private and public sector organization. They found that employees of private sector organization. They found that employees of private sector organizations were significantly more involved in their jobs as

compared to public sector organizations. Srivastava and Krishna (1992) studied the job involvement and mental health of 900 employees working in different private and public manufacturing sectors. The result revealed a significant difference in job involvement and mental health of employees belonging to the two types of organizations. Furthermore the result revealed that government employees were more involved as compared to the private employees.

Akhtar and Singh (2009) attempted to see the job satisfaction level college teachers. The sample was consist of 80 college teachers working in different constituent and affiliated of Jamshedpur were included in the study. t test was applied to see the significance of difference between two groups. The result revealed that male and female college teachers differed significantly of their level of job satisfaction. Laiju and Raju (2002) in their study attempted to understand the relationship of job satisfaction to certain adjustment variable namely, family, health, emotional, social and occupational adjustment among the employees of central state and private sector of Kollam and Thiruvananthapuram districts of Kerala state. The results indicated that there exists positive correlation between job satisfaction and different adjustment variables. The result revealed the following findings. Male and females employees differ in the level of job satisfaction. job satisfaction increases with increase in adjustment. Significant difference was found between job satisfaction and adjustment of central, state and private sector employees. Different adjustment variable, except the social adjustment has significant effect on job satisfaction. Higher the family income of the employee, greater is their job satisfaction. Jamuna and Ushashree (1990) conducted a study to examine the relationship between role conflict and job stress among special and general school teachers. The analysis of the did not revealed any sex difference among teachers form special schools and on role conflict and job stress. Further the study revealed that teachers in general schools were found to experience greater role conflict and had poor attitude towards their students and were less satisfied with their careers as compared to their male counterparts. Teachers from special schools, both men and women were found to experience significant greater role conflict and job stress compared to their counterpart. Jamuna and Ushashree (1990b) conducted a study to examine the stress among teachers working in private and public schools. The result revealed that the teachers in lower age groups exhibited a higher degree of stress. Further the study revealed significant difference between private and public teachers in career satisfaction, perceived administrative support coping with job related stress.

### **Objectives of the study**

The objectives of this study are as follows:

1. To compare the organizational role stress, job involvement and job satisfaction of male and female college teachers.
2. To compare the organizational role stress, job involvement and job satisfaction of government and private college teachers.

### **Hypotheses**

Following Null hypotheses are formulated:

- Ho<sub>1</sub>: Overall Male and female college teachers will not differ significantly on their level of organizational role stress.
- Ho<sub>2</sub>: Overall government and private college teachers will not differ significantly on their level of organizational role stress.
- Ho<sub>3</sub>: Overall Male and female college teachers will not differ significantly on their level of job involvement.
- Ho<sub>4</sub>: Overall government and private college teachers will not differ significantly on their level of job involvement.
- Ho<sub>5</sub>: Overall Male and female college teachers will not differ significantly on their level of job satisfaction.

Ho<sub>6</sub>: Overall government and private college teachers will not differ significantly on their level of job satisfaction.

### Sample

A total of 100 college teachers of Jamshedpur were included in this present study. The sample was based on stratified random technique, the stratification was based on nature of college (government & private), and gender (male & female). Thus it was based on 2 X 2 =4 factorial design, making 4 sample sub-groups. In each of the sample sub-group 25 cases were selected randomly. The selection of the sample was done in two stages. In the first stage, four lists based on the above four strata of all the married college teachers of Jamshedpur was prepared. In the second stage, 25 cases from each of the four lists were selected randomly by using lottery method.

### Tools Used

#### Job Satisfaction Scale

The job satisfaction scale is developed by Singh and Sharma (1999). It contains 30 items and each item to be rated on five point scale ranging on the continuum of highly satisfied to highly dissatisfaction. The test retest reliability of the test is .978 and validity coefficient was established .743.

#### Job Involvement Scale

Job involvement scale developed and standardized by Singh (1984) B.H.U, Varanasi was used to assess the degree of Job Involvement of employees of any category or job. There are 54 items in the scale each statement of scale has 4 response alternatives, Namely, Strongly agree, Agree, Disagree, and strongly disagree. The reliability of the scale was computed by the Cronbach's alpha coefficient technique and it was found to be 0.83. The index of homogeneity and internal validity of the scale were determined by computing the point biserial coefficient of correlation ( $r_{pb}=.40$ ) to ascertain how the scores on the individual items, ranging from 1 to 4 contribute total score.

#### Organizational Role Stress Scale

Organizational role stress scale developed and standardized by Uday Pareek (1983). It measures the different type of role stressors one encounters in one's job; these are inter role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, role distance, role ambiguity and resource inadequacy. The organizational role stress scale (ORS) scale contains five items for each of the 10 role stressors (a total of 50 statements). It uses 5 point scale from (0 to 4). Thus, the total score on each role stress range from zero to twenty. And the maximum score scored by an individual on this scale is two hundred. High and low stress groups were identified on the basis of the values of Q3 and Q1.

### Results and Discussion

**Table 1: Showing the main effect and interaction effect of gender and nature of college on Organizational role stress: F ratio**

Source	Sum of square	Df	Mean Square	F- Value
Gender	1428.8	1	1428.8	12.20**
Nature Of College	3648.2	1	3648.2	31.16**
Gender X Nature Of College	750.8	1	750.8	6.14*
Error	11240.4	96	117.1	
Total	17068.2	99		

Note: \*\* significant at .01 level and \* significant at .05 level

The F-value presented in the table 1 shows the main effect of gender on organizational role stress is 12.20 and it is statistically significant at .01 level of significance. This reveals that gender has statistically significant effect on organizational role stress. In other words both genders differ significantly on their level of organizational role stress. Thus null hypothesis H01 stands rejected. This finding supports the previous finding by Sultana, 1995; Tyagi & Sen, 2000; Deosthalee, 2000, Tripathi & Hassan, 2009; Mishra, 1996; Jamuna & Ushashree, 1990; Akhtar & Vadra, 1990 that male and female differed significantly on their experience of stress.

The F-value 31.16 in the table 1 shows the main effect of nature of college on organizational role stress and this F-value is statistically significant at .01 level. In other words both the colleges' viz. private and government differ significantly on their experience of organizational role stress. Thus hypothesis H02 stands rejected. This finding supports the previous finding by (Srinivasan and Anantharaman, 1988; Ahmed et al. 1985, Sharma,1987; Mishra, 1997, Aminabhavi & Triveni, 2000) that employees of private and public sector differ significantly on their level of job stress.

**Table 2: Showing the main effect and interaction effect of gender and nature of college on Job Involvement: F-ratios**

Source	Sum Square	DF	Mean Square	F-Value
<b>Gender</b>	<b>967.2</b>	<b>1</b>	<b>967.21</b>	<b>13.59**</b>
<b>Nature Of College</b>	<b>8154.09</b>	<b>1</b>	<b>8154.09</b>	<b>114.57**</b>
<b>Gender* Nature Of College</b>	<b>7.3</b>	<b>1</b>	<b>7.29</b>	<b>0.10</b>
<b>Error</b>	<b>6832.7</b>	<b>96</b>	<b>71.17</b>	
<b>Total</b>	<b>15961.3</b>	<b>99</b>		

**\*\* Significant at .05 level**

It is evident from the table 2 that the F value of main effect of is 13.59 and it is significant at .01 levels. It confirms that both gender (male and female) differ significantly on their experience of job involvement. Thus the Null hypothesis H03 stands rejected. This finding supports the finding by Uygur & Kilic (2009) that male and female differ significantly on their level of job involvement. This similar finding on managers is reported by (Cortis & Cassar, 2005). Bodla and Danish (2010) has also reported the similar kind of finding that female and male differ significantly on their level of job involvement.

Further the table 2 reveals that the main effect of nature of college and it is significant at .01 level, which is clearly evident from the shown F value 114.57. Thus the hypothesis H04 stands rejected. The college teachers of government and private colleges differ significantly on their level of job involvement. This finding supports the finding by Khan (2010) that teachers of affiliated and constituent colleges differ significantly on their level of job involvement. This finding also supports the finding by Srivastava and Krishana (1992) that employee of public and private sector differed significantly on their experience of job involvement.

**Table 3: showing the main effect and interaction effect of gender and nature of college on job satisfaction: F ratio**

Source	Sum of square	Df	Mean Square	F- Value
Gender	998.6	1	998.6	54.56**
Nature of college	19937.4	1	19937.4	1088.73**
Gender X nature of college	14.4	1	14.4	0.79 Nt.Sig.
Error	1758.0	96	18.3	
total	22708.4	99		

*Note: \*\* significant at .01 level, and Nt. Sig.- Not Significant*

The F-value 54.53 presented in the above table 3 is showing the main effect of gender on job satisfaction and it is statistically significant at .01 level of significance. This reveals that gender has statistically significant effect on job satisfaction. In other words both genders differ significantly on their level of on job satisfaction. thus null hypothesis H05 stands rejected. This finding supports the previous findings by (Raju & Laiju, 2002; Akhtar & Singh, 2009; Ali & Akhtar, 2009; Sloane & Williams, 1996; Clark, 1997).

The F-value 1088.73 presented in the table shows the main effect of nature of college on job satisfaction and this F-value is statistically significant at .01 level. In other words both college viz. private and government differ significantly on their level of job satisfaction. Thus the null hypothesis H06 stands rejected. This finding supports the previous findings by Akhtar & Singh, 2009, Ali and Akhtar, 2009 that teachers of government and private college differ significantly, Singh & Kumar (2011) government hospital staff significantly experience high job satisfaction as compared to private hospital staff and both differ significantly on their level of job satisfaction. Raju and Laiju (2002) studied that central state and private sector employee differed significantly on their level of job satisfaction. Jha & Pathak (2003) revealed that public and private sector organization employee differed significantly on their level of job satisfaction.

### Conclusion

The main findings of the present study are as follows:

Male and Female college teachers significantly differ on their experience of job satisfaction, organizational role stress and job involvement.

Teachers of government colleges and teachers of private colleges significantly differ on their experience of job satisfaction, organizational role stress and job involvement.

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