

## Study of organizational role stress in relation to organizational commitment

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### Abstract

Organizational role stress and Organizational Commitment have long reaching effect on the performance of school teachers. Organizational role stress and Organizational Commitment has always been crucial area and main centre of research. In the present study, the investigator used sample of 100 school teachers. Out of 100 school teachers, 50 male and 50 female were selected. Results indicate that there is no significant difference in the mean scores of organizational role stress and organizational commitment of male and female school teachers and there is non-significant correlation between organizational role stress and organizational commitment of school teachers. So it can be said that organizational role stress do not affect the organizational commitment.

**Keywords:** organizational role stress, organizational commitment

### Introduction

As we know that Education is a very wider concept. Education has tri-polar process that is teaching, learning and environment. Education mostly depends upon teacher. In Education, Teacher plays a vital role to develop the personality of the child. But now days, we see that teacher plays different roles in an organization. Sometimes hard worker (Teacher) can receive more responsibilities or duties. These days “Less salary and More workload” slogan most apply in the institution so that is the main reason for stress. During stress, teacher cannot teach the child effectively. Organizational role stress can be defined as the physical and emotional response that occurs where a worker perceives an imbalance between his/her work demand and his/her capabilities. It is caused by worry or anxiety at work when a person feels that the demands and pressures of their job are more than they can handle. The complex phenomenon of organizational role stress of school teacher influences by asset of variables such as emotional maturity, interest, achievement, organizational climate and organizational commitment etc. Organizational commitment in recent years has become an important concept in organizational research and in the understanding of employees’ behavior in the work place. When a teacher does their job in organization for a long time teacher is also committed or attached with an organization. Teacher is always prepared to achieve the goals and an objective of an organization that is also becomes the cause of stress. So organizational role stress puts a major influence on organizational commitment of school teachers.

### Organizational Role Stress

Organizational Role stress is something which we all face as employees or employers and we all handle it differently. It is a mismatch between the individual capabilities and organizational demands and between the expectations of both individual and organization. It is one of the key issues of organizational behavior and individual environment. According to Richards (1989) [13] “Role stress is defined in medical literature as “physical, emotional and mental strain

resulting from the mismatch between an individual and his/her environment.” According to Bynoe (1994) [4] “Further described it as a “three way relationship between demands on a person that person feelings about those demands and their ability to cope with those demands.” According to Pestonjee (2001) [11] explained role as the totality of formal tasks, informal tasks and acts as organized by an individual. According to Pareek (2004) [12] Role stress refers to the conflict and tension due to the roles being enacted by a person at any given point of time.

### Organizational commitment

Strength of the feeling of responsibility is that an employee has towards the mission of the organization. Organizational commitment is the individual’s psychological attachment to the organization. Commitment refers to attachment and loyalty. It is associated with the feeling of individuals about their organization. Organizational commitment is an attitudinal or emotive dimension of work motivation, manifesting its form in members’ behavior. According to O’Reilly (1989) [10] “An individual psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization.” According to Meyer, Allen & Gellantly (1990) [7] also suggest that organizational commitment as an attitude is “Characterized by a favorable positive cognitive and affective components about the organization.” According to the Cohen (2003) [5] states that “commitment is a force that binds the individual to a course of action of relevance to one or more targets.” According to Miller (2003) [8] organizational commitment is “a state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization.” According to Arnold (2005) “The relative strength of an individual’s identification with and involvement in an organization.”

### Statement of the problem

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**Objectives of the study**

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

**Hypotheses**

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

**Design of the study**

The study was descriptive survey which was conducted on teachers of schools. The investigator classified the sample into two categories of male and female by randomly selecting the school teachers.

**Sample of the study**

In the present study, keeping the limited source of time and money only 100 teachers of Ludhiana district was randomly selected. Out of 100 teachers, 50 male and 50 female were selected.

**Tools employed**

1. Organizational Role Stress Scale by Pareek (2004) [12]
2. Organizational Commitment scale by Hyde *et al* (2006)

**Results and Discussion**

**Hypothesis No. 1:** There will be no significant difference between organizational role stresses of school teachers with respect to their gender.

**Table 1:** Table showing the mean, S.D., S.ED, t-value of organizational role stress of school teachers.

Group	Mean	S.D.	S.ED	t-value	Level of significance
Male	71.54	37.708	6.28	0.03	Non-significant at 0.01 level and 0.05 level.
Female	71.74	23.527			

Table 1 show that there is no significant difference in the mean scores of organizational role stress of school teachers of male and female. It can be seen from table 1 that the mean score of male school teachers is 71.54 and female is 71.74. The S.D. of both groups is 37.708 and 23.527 respectively. The calculated t-value is 0.03, the tabulated t-values at 0.01 levels and 0.05 levels are 2.63 and 1.98 respectively. Since the calculated value is lower than the tabulated value at both the levels of significance. So the value is non-significant at 0.01 level and 0.05 level of significance. This indicates that there is no significant mean difference in organizational role

stress of school teachers with respect to their gender.

**Hypothesis No. 2:** There will be no significant difference between organizational commitments of school teachers with respect to their gender.

**Table 2:** Table showing the mean, SD, SED, t- value of organizational commitment of school teachers.

Group	Mean	S.D.	S.ED	t-value	Level of significance
Male	112.7	19.659	3.73	1.6	Non-significant at 0.01 level and 0.05 level.
Female	106.78	17.616			

Table 2- shows that there is no significant difference in the mean scores of organizational commitment of school teachers of male and female. It can be seen from table 2 that the mean scores of male school teachers is 112.7 and female is 106.78. The S.D. of both groups is 19.659 and 17.616 respectively. The calculated t-value is 1.6 the tabulated t-values at 0.01 level and 0.05 level are 2.63 and 1.98 respectively. Since the calculated value is lower than the tabulate value at both the levels of significance. So the value is non-significant at 0.01 level and 0.05 level of significance. This indicates that there is no significant mean difference in organizational commitment of school teachers with respect to their gender.

**Hypothesis 3:** There will be no significant relationship between organizational role stress and organizational commitment of school teacher.

**Table 3:** Coefficient of correlation between organizational role stress and organizational commitment.

S. No.	Variable	N	r	Level of significance
1	Organizational Role Stress	100	-0.07	Non-significant at 0.01 level and 0.05 level.
2	Organizational Commitment	100		

From the table 3 it is evident that there is no significant correlation between organizational role stress and organizational commitment of school teacher at 0.01 and 0.05level of significance. Value of r is -0.07 which lies between the value specified in the table i.e. 0.181 and 0.138 at 0.01 and 0.05 level of significance respectively.

**Conclusion**

On the basis of analysis and interpretation of the data, it was found that there exists no significant difference in organizational role stress of male and female school teachers and also there exists no significant difference in organizational commitment of school teachers at both 0.05 and 0.01 level. At the end, correlation between two variables were calculated and found that there was non-significant relationship between these two variables. It can be said that one variable do not affect the other variable.

**Educational implications**

A teacher plays a significant role in building of a nation. In changing times, the school teacher has gained growing attention from educational policy makers. Healthy work environment is also expected from teachers. It is the one of

the foremost duty of a school teacher to provide congenial and attractive work conditions both for the students and for their colleagues. Stress free environment can help the teachers in more gainful way. He/she can handle the relation with the colleagues, the students and parents effectively. He/she can maintain discipline in a very effective manner. Educational institutions should organize such type of activities that can reduce organizational role stress among teachers. Teachers shapes personality of their students. When they inculcate commitment values in them so they will do each and everything efficiently for the welfare of the organization. In the students, different virtues like co-operation, kindness and politeness etc. can be inculcated only if the teachers present themselves as role models for their students and can maintain a balance between organizational role stress and organizational commitment.

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