A COMPARATIVE ANALYSIS BETWEEN GENDER, AGE GROUPS AND LEVELS OF TEACHING OF PERCEIVED ORGANIZATIONAL ROLE STRESS AMONG FACULTIES OF MANAGEMENT EDUCATION

BHUMIKA ACHHNANI[1] & NEETA SINHA[2]

[1]Research Scholar, Pacific Academy of Higher Education and Research, "Gurukrupa", Rajkot, Gujarat, India

[2]Professor, School of Liberal Studies, Pandit Deendayal Petroleum University, Raisan, Gandhi Nagar, Gujarat, India

ABSTRACT

With the changes in external environment of business there is a constant change in the environment of education industry as well. The faculties who were earlier supposed to work for imparting knowledge and updating their knowledge are now responsible for many more tasks like attracting students, administrative work, work related to universities and event management to name a few. The key performance indicators are now expanding. All these changes in organisational role along with changes in social life are bringing in more stress for faculties. With the mushrooming growth of management education in India there has been a rise of management institutes all over the nation but due to the economic slowdown and placements becoming a cause of concern, now the scenario is not so bright, many colleges have closed own or are at the verge of closing. All these have caused a lot of pressure over faculties. Many have lost their jobs because of this downturn in the industry.

Keeping all these factors in mind, the present research strives to measure the level of organisational role stress of faculties of management colleges in Saurashtra region. 310 responses were analysed to identify the average level of organisational role stress faced by these faculties. An attempt has been made to identify if organisational role stress varies among the different age groups, genders and different levels of teaching i.e. between faculties teaching in UG and PG levels. Comparison of means was done to test the hypotheses. Results revealed that there is no significant difference between the perceived organisational role stress of faculties of three age groups and two genders. Further it was also revealed that the organisational role stress of faculties teaching and UG and PG level are also not significantly different from each other

KEYWORDS: Faculties, Management, Organizational, PG, Role, Stress, UG

INTRODUCTION

The world today is more turbulent and dynamic than ever before. So many changes in the society are making the life of individuals more challenging day by day. Gone are the days when all that organisations demanded from their employees was good performance in their specialized jobs. Now organizations demand a person to have multitasking capabilities. An employee with flexible working skills and capabilities is preferred over one who is specialized in one job. The business scenario has changed. The external environment is changing forcing the organisations to be more receptive to changes. No organisation can survive if it does not know how to adapt to changes. And the agent through which organisations can change is its human resources only. Lately organisations have realised the importance of managing their human resources.

With these changes in the business world employees are now more prone to stress. All the pressure which businesses are facing these days is directly or indirectly transferred to its employees making them more vulnerable to organisational stress. Stress has become a so common word of the 21st century. No individual is found to be stress-free. Employees on a regular basis face problems like depression, anxiety and issues of work-life balance.

Education sector is no different from other corporates in 21st century. With the entry of so many corporate houses like Ambanis, Marwadis and Nirma Group to name a few, there is cut throat competition in the education sector too. Big Corporates houses have seen immense opportunity in the education sector with the changing demographics of India. The demand for higher education has been increasing since India adopted Liberation, Privatization, Globalization (LPG) in 1991. With the demand for higher education a demand for higher placement packages is also there. The role of faculties in education sector is no more confined to teaching the concepts. The role has been enlarged where it is expected out of a faculty to contribute in attracting high packaged placements for students. The work does not end there, because of higher competition among different colleges now faculties have to be a part of the marketing activities too. Administrative work related to universities and the institute is also done by faculties. Faculties nowadays have targets to achieve too, in terms of their contribution to the new admissions, research papers published, results of their respective subjects to name a few.

This multitasking has contributed to the increased level of stress faced by faculties. The present study is focused on studying the stress level and its management w.r.t. role efficacy of academicians in management education sector. The scope of the study has been limited to Saurashtra region of Gujarat. The reason behind limiting it to this particular region is that this region is known for its industrial background. The type of students who seek management education are either coming from very good financial backgrounds or from poor backgrounds, making it difficult to apply same approach towards the students. Moreover, with the rise of management education institutions, the number of seats which happen to be vacant in each institute is also rising, forcing the management of these institutes to go for cost cutting measures like hiring fresh MBAs for teaching. Fresh MBAs in this region are ready to work in management institutes at an average salary of Rs. 12000 to 15000/-

Experienced faculties are finding these fresh MBAs as a threat against them because the truly business mind of managements of these institutes prefer to hire two fresh graduates instead of hiring one experienced faculty. During my data collection the realities of this sector began tumbling out. Most of the Institutes fulfilled the criteria of required staff on paper but when it comes to total number of faculties who actually work there is not even half of the required figure. Most of the institutes are run like family business offering both BBA and MBA. Most of the faculties have not been given regular status i.e. they are working as adhoc lecturers and even if they are given the status of regular faculties then too they are not paid according to the UGC norms. All these factors are contributing to increased stress levels of academicians in management education sector. The present study is an attempt to find out if role efficacy can be used as a measure to mediate the stress level of these academicians. The research focuses on finding out if role efficacy has any effect on the level of organisational role stress faced by academicians.

Organisational Role Stress

Role is a set of purposes, which a person performs in response to the demands of the major members of a social system, and his own anticipations about the position that he occupies in it. From the point of view of an individual, two role systems are important: role space and role set.

Role Space: Each individual resides in and plays several roles. A person 'X' is a son, a father, an executive, a member of a club and so on. All these roles create role space. In the centre of the role space is the self. Role space, thus, can be explained as "the dynamic interrelationship both between the self and the numerous roles an individual occupies, and amongst these roles. It had three main variables: self, the role under question, and the other roles he occupies (Pareek, Purohit, 2011). Any conflict among these is referred to as role space conflict and stress. These conflicts may take several forms.

- Self-Role Distance (SRD)

- Intra-role Conflict

- Role Stagnation (RS)

- Inter-Role Distance (IRD)

Role Set: The role set consists of important persons who have varying expectations from the role that an individual occupies (Pareek, Purohit, 2011). The individual's role in the organization is defined by the outlooks of others, noteworthy roles, and those of the individual himself/herself. The role set is "the pattern of relationship between the role being considered and other roles".

- Role Ambiguity (RA)

- Role Expectation Conflict (REC)

- Role Overload (RO)

- Role Erosion (RE)

- Resource Inadequacy (RI)

- Personal Inadequacy (PI)

- Role Isolation (RI)

REVIEW OF LITERATURE

Management Education in India

Sen (2013) studied Occupational role stress – an exploratory study in the Indian public sector banks. Researcher wanted to evaluate occupational role stress and identify the major stressors in Indian Public Sector banks. The study was conducted in Delhi and NCR region. Data was collected through a structured questionnaire followed by open ended interviews with bank employees. The Organisational Role Stress (ORS) Questionnaire by Pareek (1993) was used for the purpose. Research revealed moderately high level of ORS. Inter-role distance was found to be highest factor among all followed by role stagnation and role erosion.

Kavitha (2012) conducted an empirical study on organisational role stress among college faculties. The objectives of the study were: To identify the various role stress dimensions among the college faculties; To identify the important discriminant role stress dimensions among male and female faculties and To evaluate the impact of Organisational Role Stress Factors on the overall job stress among the faculties. The population for the study were faculties of engineering colleges in Coimbatore. Organisational role stress scale by Pareek, 1993 was used for the purpose of data collection.

The most important role stress factor was found to be self-role distance followed by role stagnation and role ambiguity. Among the male faculties, the highly role stressed factors were inadequacy of role authority, constraints to accept changes and self-role distance whereas the least stressed factors are role ambiguity and role overload. Among the female faculties, the highly role stressed factor were role overload whereas the less stressed factors were role erosion and role stagnation.

Kavitha, Kavitha & Arulmurugan (2012) conducted a research on Role of stress among women employees forming majority workforce at it sector in Chennai and Coimbatore, tier-I & tier-II centres. Researchers made an attempt to examine and understand the nature role of stress among information technology professionals. The instrument used for collecting data is "organisational role stress-scale" (ORS). The mean organisational role stress score was 72.36 which were fairly high. Resource inadequacy emerged as the most potent stressor followed by role overload and personal inadequacy. The analyses on the basis of marital status of the respondents reported significant difference between the married and unmarried groups on organisational role stress. Analysis of data on the basis of the educational standard of the respondents reported significant difference only on the count of personal inadequacy.

Sankpal, Negi & Vashishtha (2010) conducted a study on organizational role stress of employees: public vs. private banks. Objectives of the Study were to compare organizational role stress of managers in public and private banks and to open new vistas for further research. Total population was composed of employees of private and public banks of Gwalior. The Sample size was 100 respondents and it was divided into 50-50 employees each from public and private sector banks in India. A Standardized Questionnaire on Organizational Role Stress (Pareek, 2002, see A-1) was administered on the employees. 10 hypotheses were formed based on the 10 dimensions of ORS Scale.. It was found that the private bank employees experienced higher organizational role stress than their public bank counterparts. Looking at the various aspects of components of organizational role stress, it was found that there was no difference between the Public and Private Sector bank employees in certain aspects like role expectation conflict, role isolation, and personal inadequacy and role ambiguity.

Sayeed & Kumar (2010) conducted a research on role, work perception & stress in a high reliability work environment. An empirical study of work attitude, role efficacy and stress experienced in a high reliability professional group was undertaken using a sample of 52 Indian Air Traffic Controllers (ATC) working in the Mumbai Airport. More specifically, the objectives of the study were to investigate the multivariate relationship between role stresses and the work attitude facets and to study the multivariate relationship between role efficacy dimensions and work attitude facets. The ORS scale (Pareek 1983); The Role Efficacy Scale (Pareek 1993); Hafeez and Subbaraya's (1988) Work Perception Questionnaire were used to measure organizational role stress, Role Efficacy and Work Perception respectively. Results showed that ATCs experienced role stress with regard to inter- role distance, role isolation, resource inadequacy, role erosion and role stagnation. ATCs maintained high confrontation or problem solving skills in their role followed by helping relationship, perceived integration with the job and managing well their inter-role linkages. Results further showed significant relationships between work attitude and role efficacy dimensions. Regression analysis within respective canonical variable sets revealed role stress being a significant predictor of attitude towards supervisors and management, while role efficacy dimensions (role making, role centring and role linking) showed significant explanatory power equally strongly with respect to attitude towards work, working conditions, co-workers, supervisors, and management.

Rajarajeswari (2010) studied Role Stress among the Aided and Self-financing College Teachers. She did a discriminant analysis to analyse the stress among teachers in aided and self-financing colleges. The objectives of the study

were (i) to identify the important organisational role stress factors among the teachers; (ii) to assess the validity and reliability of the variables in each factor and (iii) to identify the discriminant organisational role stress factors among the teachers working in self-financing and aided colleges. The sample consisted of 100 faculties of each government colleges; government aided colleges and self-financed colleges of Erode district. Out of 300, 243 questionnaires were usable. The data was analysed with the help of exploratory factor analysis, regression analysis and two group discriminant analyse. Organisational role stress developed by Pareek (1993) was used for collection of data. Results revealed that role stress among self-financing teachers was higher as compared to aided college teachers. The important discriminant role stress factors among the two group of teachers were role conflict and role overload. This implied that self-financing institutions were imposing more work load on the teaching faculties at a minimum pay.

OBJECTIVES

- To identify if there is any significant difference between the perceived organisational role stress of faculties belonging to different age groups.

- To identify if there is any significant difference between the perceived organisational role stress of faculties belonging to different genders.

- To identify if the perceived organisational role stress differs between faculties of UG colleges and PG colleges.

RESEARCH METHODOLOGY

Sample

Saurashtra Region was selected for the study as in Gujarat this region is emerging as the education hub. Rajkot which belongs to this region has more management colleges than any other citiy in Gujarat. Questionnaires were distributed to 325 faculties of management studies teaching in different UG and PG management colleges. Out of these 310 questionnaires were found to be complete useable.

Data Collection

The required data on organizational role stress among the faculties have been collected with the help of structured questionnaire. The questionnaire consists of two important parts. The first part covers the demographic details about the faculties whereas the second part of the questionnaire covers the ORS variables. The scale consisted of 50 items. The respondents were asked to rate those items on five-point Likert scale.

Hypotheses

Following are the hypothesis to be tested to fulfill our objectives:

H$_1$: There is a significant difference among the stress levels of academicians of different age groups (22-35, 35-45, >45 yrs.)

H$_2$: There is a significant difference among the organisational role stress levels of academicians of different gender.

H$_3$: There is a significant difference among the organisational role stress levels of academicians of different levels (UG vs. PG).

Data Analysis

The data was analysed using comparison of means and one way ANOVA. The analysis was done by using SPSS version 17.

Demographic Details

Out of the total sample of 310 respondents, 148 were males and 162 females. Out of the total 310 respondents 265 (85.5%) belonged to age group of 22-35 yrs.; 33 (10.6%) respondent were from the age group of 35-45 yrs. and only 12 (3.9%) respondents were of more that of 45 yrs. of age. The data was collected from both faculties of BBA and MBA courses. 50.6% of total respondents were teaching in BBA colleges, 48.1% were teaching in MBA colleges and 1.3% faculties were working in both departments of the same college.

Testing of Hypotheses

H_1: There is a significant difference among the stress levels of academicians of different age groups (22-35, 35-45, >45 yrs.)

H_{o1}: There is no significant difference among the stress levels of academicians of different age groups (22-35, 35-45, >45 yrs.)

To test the hypothesis one way ANOVA has been applied.

Table 1: Descriptive Statistics of Role Stress of Three Age Groups

Age Group	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
22-35	265	57.45	32.861	2.019	53.47	61.42	2	172
35-45	33	65.27	35.133	6.116	52.82	77.73	6	122
>45	12	46	32.153	9.282	25.57	66.43	6	87
Total	**310**	**57.84**	**33.147**	**1.883**	**54.13**	**61.54**	**2**	**172**

Table 2: ANOVA for Comparison of Organisational Role Stress of Three Age Groups

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3546.608	2	1773.304	1.62	0.199
Within Groups	335956	307	1094.319		
Total	339502.61	309			

Table 2 shows that there is no statistically significant difference between groups as determined by one-way ANOVA (F (2,307) = 1.620, p =.199). Thus we interpret that the perceived organisational role stress is not different among various age groups. Thus our hypothesis gets rejected.

H_2: There is a significant difference among the organisational role stress levels of academicians of different gender.

H_{o2}: There is no significant difference among the organisational role stress levels of academicians of different gender.

To test this hypothesis comparison of means of ORS of two genders has been done.

Table 3: Mean and S.D. of ORS of Two Gender

GENDER	Mean	N	Std. Deviation
Male	60.54	148	31.284
Female	55.36	162	34.674
Total	**57.84**	**310**	**33.147**

Table 4: Comparison of Mean ORS w.r.t. Gender

		Sum of Squares	df	Mean Square	F	Sig.
Total ROLE STRESS * GENDER	Between Groups (Combined)	2072.341	1	2072.341	1.892	0.17
	Within Groups	337430.27	308	1095.553		
	Total	**339502.61**	**309**			

Table 4 shows that there was no statistically significant difference between genders as determined by one-way ANOVA (F (1,308) = 1.892, p =.170). That means the academicians of two genders feel the same level of ORS.

H$_3$: There is a significant difference among the organisational role stress levels of academicians of different levels (UG vs. PG).

H$_{03}$: There is no significant difference among the organisational role stress levels of academicians of different levels (UG vs. PG).

Table 5: Descriptive Statistics of ORS at Three Levels

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1	149	63.02	34.41	2.819	57.45	68.59	3	172
2	157	53.2	31.379	2.504	48.25	58.14	2	152
3	4	46.75	30.456	15.228	-1.71	95.21	6	72
Total	**310**	**57.84**	**33.147**	**1.883**	**54.13**	**61.54**	**2**	**172**

Table 6: ANOVA for Comparison of Mean ORS of Three Levels of Faculties

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7874.041	2	3937.021	3.645	0.027
Within Groups	331628.57	307	1080.223		
Total	**339502.61**	**309**			

Table 6 shows that there was a statistically significant difference between perceived ORS of faculties of BBA and MBA colleges as determined by one-way ANOVA (F (1,308) = 3.645, p =.027). That means the academicians of two levels does not feel the same level of ORS. A look at the mean ORS scores shows that MBA faculties are facing more organisational role stress as compared to those teaching in BBA and both.

FINDINGS AND CONCLUSIONS

The major findings of the research were that the faculties of management education specifically in Saurashtra region are facing moderate level of organisational role stress. A comparison of means of the perceived organisational stress between male and female faculties revealed that as far as overall organisational stress is concerned, there is no significant difference between the levels of ORS. After analysing the means of perceived ORS of faculties of different age group with the help of one way ANOVA we found that perceived organisational role stress of faculties of different age group is not

different. One-way Anova applied on level of ORS of faculties of management teaching in BBA and MBA revealed that MBA faculties are facing more organisational role stress as compared to those of BBA and faculties teaching at both levels. It may be because of more mature students at higher PG level and also due to different universities. MBA in Saurashtra is under control of GTU while BBA falls under local universities i.e. Saurashtra University and Bhavnagar University. The past trend shows that it is difficult to pass in GTU as compared to Saurashtra University and Bhavnagar University. This affects the stress faced by students as well as faculties.

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