



AN EMPIRICAL STUDY ON ROLE STRESS AND ROLE EFFICACY AMONG POST-GRADUATE STUDENTS.

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ABSTRACT

A sound educational system is considered as one of the substratum for any country specially for a developing country like India, thus educated youth as an opulence for the nation. The objective of this study is to assess the factors contributing towards Role Stress in students and its impact on Role Efficacy among Postgraduate students in Navsari, Gujarat. Descriptive-cross sectional research design and quantitative research with the help of well structured questionnaire was used to get responses from 300 Students at Post Graduate level. The test conducted to find out the results were Regression, Correlation and One way Anova through SPSS software. The study concluded proving there is a negative correlation between Role Stress and Role Efficacy which means an increase in Role Stress will result in decreased Role Efficacy and a decrease in Role Stress will result in increased Role Efficacy.

KEYWORDS : Role Stress, Role Efficacy.

INTRODUCTION:

Education is an important medium of acquiring skills and knowledge. Education brings positive changes in human life. It enhances the knowledge, skill, and intelligence of a person and enables him to lead a successful life and contributes immensely towards the national growth. Studies have shown that role stress among students are increasing in a very high phase which need to be curbed, Stress is often described as the result of demands exceeding resources. Role stress is the stress experienced by the persons because of their role, individual assume a role based on the expectation of the self and others, A nominal role stress is good and advised i.e. which can be handled by an individual both physically and mentally, but when stress in once role moves beyond once control it is harmful. Role Stress in students can lead to three types of strains: (1) Behavioral (e.g., absenteeism or poor performance) (2) Physical (e.g., headaches or coronary heart disease) (3) Psychological (e.g., anxiety or depressed mood), which impacts adversely on their Role Efficacy. Udai Pareek defines a Role as the position one occupies in a social system as defined by the functions one performs in response to the expectations of the 'significant' members of a social system, and one's own expectations from the position or office. Role Efficacy is the role that integrates a person with the role that ensures a person's effectiveness in an organization. If the role does not allow the person to use his competence, the effectiveness is likely to be low. Role efficacy is the potential effectiveness of an individual occupying a particular role in an organization

In this research, the researcher has analyzed many factors affecting Role Stress and Role Efficacy among the post graduate students and from all of them has included the following top rated factors for study purpose.

Factors affecting Role Stress

- **Role Overload:** Arises when there are too many or too high expectations from one's role.
- **Role Ambiguity:** Arises when the role occupant is not clear about expectations from his/her role.
- **Resource Inadequacy:** Results when the role occupant encounters inadequacy of resources for performing in his/her role
- **Personal Inadequacy:** Arises when the role occupant does not have the competence for performing in his/her role.
- **Role Expectation Conflict:** Arises when the role occupant encounters conflicting expectations from his/her role.

Factors affecting Role Efficacy:

- **Creativity:** An opportunity to try new and unconventional ways of solving problems or an opportunity to be creative.
- **Helping Relations:** A persons performing a particular role feel that they can get help from some source in the organization whenever the need arises.
- **Inter-role-linkage:** An individual's linkages of one's role with other roles in the organization, a joint effort in understanding problems, finding solutions.
- **Influence:** The capacity of the individual to have an effect on the people around
- **Growth:** The opportunity that an individual get to grow and improve in his role and beyond his role
- **Confrontation:** When people in an organization avoid problems or shift the problems to others or simply advises to consult the supervisor.

LITERATURE REVIEW:

ROLESTRESS:

- Kahn (1973) distinguished two components of role ambiguity, i.e. present ambiguity and future prospect ambiguity.
- Pareek (1983) pioneered research work on role stress by identifying as many as ten different types of organizational role stresses
- Mohd Kamel Idris (2011) studied Role Overload and Role Expectation Conflict was the factors contributing for Role Stress among Malaysian Public University Academics.
- Kahn et al. (1964) found that people who suffered from role ambiguity experienced low job satisfaction, high job-related tension, a sense of futility, and low self-confidence.
- Bernard. A. Kackey (1977) found out that there is a positive relation between Role Expectation Conflict and Role Stress.

ROLE EFFICACY:

- Goleman, (1995) found that individuals with higher role efficacy remain active and inter act with people and the environment, showed perseverance or higher level of emotional intelligence in solving problems. These individuals with higher role efficacy, showed growth orientation, attitudinal commitment, positive and approach behavior

- Chaudhary A. K, Jain N, (2014) in their study A Comparative Study on Dimensions of Role Efficacy between Middle and Lower Management of Universities in Rajasthan found out that Helping relationship has a direct effect on the Role Efficacy of Individual.
- Pandey, Anirudh (1995). Role efficacy is a combination of several factors and several aspects. These aspects are usually classified into three groups or dimensions. The first dimension is role making which encompasses the self role integration, proactivity, creativity and confrontation. The second dimension is role centering which consists of centrality, influence, personal growth. The third dimension is role linking that makes up inter role linkage, helping relationship, and super ordination.
- Escartí and Guzmán (1999) indicated that effective feedback and for that Inter role linkage is essential for the maintenance of role efficacy.
- Das (1984) found out that increased work related tension had overall negative relationship with role efficacy.

ROLE STRESS AND ROLE EFFICACY:

- Dr. Diddi, (2014) concluded by showing that there is an impact of role stress on the role efficacy
- Sen, (1982); Surti, (1983) indicated that persons with high role efficacy experience less role stress, less anxiety, less work related tension.
- Sharma and Sharma (1984) attempted to relate role efficacy with job anxiety and tension. They found that there is a negative correlation between these two variables.
- Pestonjee (1992) said that role efficacy reduces role stress.
- Sayeed (1985) has written that personal attributes like age, gender and marital status and job demographics like experience and job type were found to have impact on role efficacy along with role stress.

RESEARCH METHODOLOGY:

CONCEPTUAL FRAMEWORK FOR THE STUDY:

As per literature review studied, total five dimensions for Role Stress and six dimensions for Role Efficacy were considered to be appropriate and taken up for this correlation study between Role Stress and Role Efficacy among different postgraduate students in Navsari region, Gujarat, India.

OBJECTIVES OF THE STUDY:

1. To study Role Stress and Role Efficacy among postgraduate students in Navsari District.
2. To identify the relationship between Role Stress with respect to Role Efficacy.
3. To study the effect of demographic factors on Role Stress and Role Efficacy of postgraduate students in Navsari.

HYPOTHESIS:

H0: There is no significant relationship between Role Efficacy and Role Stress.

H1: There is significant relationship between Role Efficacy and Role Stress.

SAMPLING AND METHOD OF ANALYSIS:

The population of the study is postgraduate students of Navsari region. The students have been selected by simple random sampling technique through structured questionnaire. The questions are measured by using Likert Five Point Scale. The data &

Information have been collected from 300 post graduate students of Navsari region, Gujarat, INDIA and limited to year 2016-2017.

DATA ANALYSIS AND INTERPRETATION:

- From Pie Chart we can find out that majority of the students at postgraduate level are 23 years of age and majority of them are unmarried female with Commerce specialization during their graduation.
- From Mean Chart we can find out the factor contributing majorly towards Role Stress is Role Expectation Conflict followed by Personal Inadequacy and the least contributing factor is Role Ambiguity, and that of Role Efficacy is Influence followed by Inter Role Linkage and the least contributing factor is Helping Relationship. Role Stress and Role Efficacy are both more than the Mid-Point which means there is more Role Stress and more Role Efficacy among Postgraduate students in Navsari
- As per Correlation Test we can find out that there exists a negative relationship between Role Efficacy and Role Stress.
- As per Regression Test we can find out that Role Efficacy is significantly influence by Role Stress level of postgraduate students.
- As per Anova Test we can find out there is no significant variance between Role Efficacy and Role Stress when compared to any of the demographic factors i.e. age, gender, marital status and education among postgraduate students.

SUGGESTIONS:-

FOR INSTITUTIONS:

1. Identify student's stress as soon as possible and provide adequate support.
2. Incorporate career development programs in to formal curriculum.
3. Ensure that the workload is in line with student's capabilities and resources.
4. Design academic study to provide meaning, stimulation, and opportunities for students to use their skills.
5. Clearly define students' roles and responsibilities.
6. Design general curriculum on stress and stress coping strategies.
7. To reduce role stress, mentors may monitor the workload given to the students, also while they are being trained they should let students understand and be notified of role stress awareness.
8. Give students opportunities to participate in decisions and actions affecting their academics.
9. Conduct parents meeting once half yearly to know whether students are performing upto their parent's expectations.
10. Improve communications-reduce uncertainty about career development and future employment prospects.
11. Provide opportunities for social interaction among students.
12. Establish study schedules that are compatible and include demands and responsibilities outside the campus.
13. Combat discrimination (based on race, gender, national origin, religion or language).
14. Bringing in an objective outsider such as a consultant to suggest a fresh approach to persistent problems.

15. Introducing a participative leadership style to involving as many students as possible to resolve role stress-producing factors.

FOR STUDENTS

1. Increase stress management abilities and learn to seek support.
2. Make use of family support and release stress-reduced emotions.
3. Effectively manage emotions and develop an optimistic view of life.
4. Get involved with campus activities.
5. Manage Time Wisely just to complete your assignment before last date.
6. Get organized keep a calendar, a schedule, and a filing system for your school assignments, and you'll find it prevents a significant amount of stress.
7. A regular stress management practice can reduce your overall stress level and help you to be prepared for whatever comes.
8. Develop optimism that will lead you away from role stress.
9. Encourage work-life balance through family-friendly benefits and policies
10. Understand your duties clearly and plan your activities accordingly.

CONCLUSION:

Here, the researcher has put an effort to examine the relationship between Role Efficacy and Role Stress among postgraduate students in Navsari region. The findings of the research found to be in consistent with many literatures in which it was believed that there is a negative co-relation between Role Stress and Role Efficacy which means when Role Efficacy increases Role Stress among the students decreases and when Role Stress increases Role Efficacy decreases. In addition to that it was found that dependent independent relationship between Role Stress and Role Efficacy were not significant, so there may be other factors than Role Efficacy which are influencing the Role Stress among postgraduate students.

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