



## ORIGINAL RESEARCH PAPER

## Education

### RELATIONSHIP BETWEEN ROLE STRUCTURE AND ROLE STRESS OF PRIMARY SCHOOL TEACHERS OF EAST DELHI

**KEY WORDS:** Peak Inspiratory Flow; Athletes; Sports; Respiratory function tests.

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#### ABSTRACT

This paper attempts to study the relationship between Role Structure and Role Stress among primary teachers of government and private schools of East Delhi. A sample of 200 teachers was randomly taken from different government and private schools of East Delhi. They were administered Role / Occupational Stress Questionnaire developed by By Samuel H. Osipow and Arnold R. Spokane and Role Structure Questionnaire developed by Dr. Parva Vig. To study the significance of relationship between Role Structure and Role Stress along with its all dimensions of primary school teachers of East Delhi, Pearson Product Moment Correlation Coefficient (r) was calculated. Results present the relationship among all the dimensions of role structure and role stress of primary teachers.

#### Introduction

The teacher has to help the child towards social mobility. He has to transmit personal standards, orientation, and ideals of attainment, which different from those, which are learned in the home. The teachers must extend the horizons of knowledge of the child, diversify his knowledge of opportunity, raise his threshold of aspiration and induce him to exercise his talents, so that he may find a place in the social structure and not contingent upon the roles of his parents. Wilson (1962) while considering the role of teacher pointed out that the teacher helps child to acquire new attitudes of mind, new values, new knowledge and new motivation. The concept of role-stress is one of the significant and interactive concepts ever developed in the social and biochemical sciences, its potential as a prime intellectual tool for not only understanding but also explaining the individual behavior and collective human behavior and disorders. The teacher and teaching profession is also not stress free. It may be physical or psychological; it may be more or less. Several researchers opined that teaching is more stressful. The main reason for conducting research on occupational stress in teaching has been found resulting in both mental or physical health, ultimately having electros effects on teachers professional efficiency (Claxton, 1989; French, 1972; Kyriacou and Pratt, 1985;). A lot of research work has been done on the teacher's occupational/role stress during the last two decades (Kaur K., 2000, Cooper, C. L., 2007, Christine C. A. 2012). Various studies had been conducted by researchers in respect to role-stress and role structure of teachers at different levels, but no study had been done before at primary teachers in East Delhi. So, it was felt that there was a need to work on role structure and role-stress of primary teachers of both government and private schools of East Delhi.

#### Method

Methods of research are generally determined by the theory of the topic under study, objectives of the study, resources of researchers etc. These considerations have led the investigator to use the Descriptive Survey method of research for the present study.

#### Population

The population in the present study was defined as the Primary Teachers of Government and Private Schools of East Delhi.

#### Sample

For the present study, 200 primary teachers of Government and Private Schools of East Delhi were taken. For this purpose, stratified random sampling technique was used.

#### Tools Used

For data collection in the present study, Role/Occupational Stress Questionnaire developed by Samuel H. Osipow and Arnold R. Spokane (1987) and Role Structure Questionnaire developed by

Dr. Parva Vig were used.

#### Results

To study the significance of relationship between Role Structure and Role Stress along with its all dimensions of primary school teachers of East Delhi, Pearson Product Moment Correlation Coefficient (r) was calculated. The results are presented in Table-1.

**Table – 1 Correlation between Role Structure and Role Stress**

	R.O.	R.I.	R.A.	R.B.	R.R.	P.E.	T.R.S.
P.C.	0.03	-0.13	-0.03	-0.09	0.07	0.00	-0.05
P.A.A.	-0.03	0.00	0.04	0.05	0.02	-0.10	0.00
J. S.	0.00	-0.12	0.00	-0.09	-0.01	-0.08	-0.09
MORL.	0.00	0.02	0.08	0.04	-0.02	-0.11	0.00
AUTH.	0.00	-0.06	0.05	0.00	0.05	-0.02	0.00
R.R.S.M.	0.08	-0.06	-0.08	-0.07	0.05	0.05	-0.01
A.B.C.	0.05	-0.02	-0.06	-0.02	0.08	0.05	0.01
P.S.A.	0.09	-0.09	-0.02	-0.02	0.20**	-0.05	0.01
R.S.T.	0.05	-0.16*	0.00	-0.06	0.14*	-0.10	-0.05

Table-1 shows the values of the Pearson product moment correlation co-efficient between the total role stress as well as dimensions of total role structure and role stress and its dimensions. The results of correlation coefficients are as follows- The coefficient of correlation of Role stress dimension role overload with total role structure and its dimensions professional commitment, professional aspiration and achievement, job satisfaction, morale, authoritarianism, relation with role-set members, attitude, behavior and communication, and professional and social awareness, were found to be 0.05, 0.03, -0.03, 0.00, 0.00, 0.00, 0.08, 0.05, and 0.09 respectively. It indicates the fact that the role overload of primary school teachers are positively related with total role structure and its dimensions professional commitment, relation with role-set members, attitude, behavior and communication and professional and social awareness. Role overload of primary school teachers is negatively related with professional aspiration and achievement. All the values of correlation coefficient are not significant. Further, role overload of primary school teachers is not related with job satisfaction, morale and authoritarianism as the values of correlation coefficient were found to be zero.

The coefficient of correlation of Role stress dimension role insufficiency with total role structure and its dimensions professional commitment, professional aspiration and achievement, job satisfaction, morale, authoritarianism, relation with role-set members, attitude, behavior and communication, and professional and social awareness were found to be -0.16, -

0.13, 0.00, -0.12, 0.02, - 0.06, - 0.06, -0.02, and -0.09 respectively. It indicates the fact that the role insufficiency of primary school teachers is negatively correlated with total role structure and its all dimensions except professional aspiration and achievement and morale. The relationship with total role structure was found to be significant. Role insufficiency of primary school teachers is positively related with morale. Further, Role insufficiency of primary school teachers is not related with professional aspiration and achievement.

The coefficient of correlation of Role stress dimension role ambiguity with total role structure and its dimensions professional commitment, professional aspiration and achievement, job satisfaction, morale, authoritarianism, relation with role-set members, attitude, behavior and communication, and professional and social awareness were found to be 0.00, -0.03, 0.04, 0.00, 0.08, 0.05, -0.08, -0.06, and -0.02 respectively. Role ambiguity of primary teachers is negatively but not significantly related with the role structure's dimensions professional commitment, attitude, behavior and communication, and professional and social awareness. Also it is positively but again not significantly related with professional aspiration and achievement, morale, and authoritarianism.

The coefficient of correlation of Role stress dimension role boundary with total role structure and its dimensions professional commitment, professional aspiration and achievement, job satisfaction, morale, authoritarianism, relation with role-set members, attitude, behavior and communication, and professional and social awareness were found to be -0.06, - 0.09, 0.05, -0.09, 0.04, 0.00, - 0.07, - 0.02, and - 0.02 respectively. It indicates the fact that role stress dimension role boundary is negatively but not significantly correlated with total role structure and its all dimensions except morale and authoritarianism. It is positively but again not significantly related with role structure's dimension morale and is not related with the dimension authoritarianism.

The coefficient of correlation of Role stress dimension role responsibility with total role structure and its dimensions professional commitment, professional aspiration and achievement, job satisfaction, morale, authoritarianism, relation with role-set members, attitude, behavior and communication, and professional and social awareness were found to be 0.14, 0.07, 0.02, -0.01, -0.02, 0.05, 0.05, 0.08 and 0.20 respectively. It indicates the fact that the role stress dimension responsibility is positively and significantly correlated with total role structure and professional and social awareness. But it is positively but not significantly related with dimensions professional commitment, professional aspiration and achievement, authoritarianism, relation with role-set members, attitude, behavior and communication. Responsibility is negatively but again not significantly related with the dimensions job satisfaction, and morale.

The coefficient of correlation of Role stress dimension physical environment with total role structure and its dimensions professional commitment, professional aspiration and achievement, job satisfaction, morale, authoritarianism, relation with role-set members, attitude, behavior and communication, and professional and social awareness were found to be -0.10, 0.00, -0.10, - 0.08, - 0.11, - 0.02, 0.05, 0.05, and - 0.05 respectively. It indicates the fact that role stress dimension physical environment is negatively but not significantly correlated with total role structure and its all dimensions except professional commitment, relation with role-set members, and attitude, behavior and communication. It is not related with the dimension professional commitment. It is positively but not significantly related with relation with role set members and attitude, behavior and communication. It implies that there is not effect of physical environment of school on teachers role structure.

The coefficient of correlation of total Role stress with total role structure and its dimensions professional commitment, professional aspiration and achievement, job satisfaction, morale,

authoritarianism, relation with role-set members, attitude, behavior and communication, and professional and social awareness were found to be - 0.05, - 0.05, 0.00, - 0.09, 0.00, 0.00, - 0.01, 0.01 and 0.01 respectively. It indicates the fact that the total role stress is negatively but not significantly correlated with total role structure and its dimensions professional commitment, job satisfaction and relation with role-set members, while it is positively and not significantly related with attitude, behavior and communication, and professional and social awareness. Further, it was observed that total role stress is not related with professional aspiration and achievement, morale, and authoritarianism.

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