A Study to Identify the Organizational Role Stress Factors as Perceived by the College of Sciences and Humanities Teachers

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ABSTRACT: In the era of the cross-cultural and competitive environment, the role stress becoming a serious and alarming issue for the teachers at their workplace, impossible to avoid stress completely. The present paper was contemplated to examine the constituents of "Organizational role stress" amongst the teachers employing in the college of Sciences and Humanities in the "Kingdom of Saudi Arabia." Further, aimed of this investigation is to grasp the concept of ORS and explore the factors that are responsible for generating "organizational role stress" among teachers working in tertiary education sector in the Kingdom of Saudi Arabia. The inquisition comprised 158 teachers from two Colleges which have been selected randomly. The biographical information blank sheet and "Organizational role stress" scale was utilized in the investigation. With the help of factor analysis, the study identified six factors that the teachers perceived as influential factors responsible for generating role stress. It is advised to the higher leaders and strategists in the College/University to focus on such six factors and required urgent mechanisms to minimize these factors to overcome from role stress and enhance the competencies of the teachers to provide quality education, research, and community services. This study finding will spark new knowledge in the areas of organizational behavior and development to keep away their employees from role stress and make them healthy, contented, and competitive at the workplace.

Keywords: Stress, role isolation, organizational role stress, teachers, Saudi Arabia.

I. INTRODUCTION

The term, "stress" was often used in Physics and Engineering to denote "pressure". Later, [1] brought the word in biological sciences in the 1930's to denote the psychological stress of human beings. Nowadays, stress is prevailing in all the spheres of human beings life and globally it is accepted that nobody in this modern world can escape from the stress but in a varied degree [2-4] and prolonged stress may have effects on both the psychological & physical behavior of person [5-8]. "Organizational role stress" broadly gaining more attention in the management and social science literature at present; thereby, this term has become a significant concerned for the management in the organization. Workforce work-life becomes an important feature in their day-to-day life; might result in stress.

Everybody is more concern about the output of their work; worrying about the effect of it in the eyes of colleagues, subordinates, customers, and others directly or indirectly related to the person; might produce stress at the workplace.

Conceptualized the job stress by [9] as "something in the work environment, which may characterize individual's work experience, which may also induce feelings of overwhelmed." Whereas, it is noticed that when working demands, and excessive pressure given to workforce to complete the task within the stipulated period, but their skills & knowledge do not match with the required task; lead to role stress [10]. "Organizational role stress" (ORS) concept brought by [11] and he designed ten factors associated to understand the ORS such as:

Table 1.

S. No.	Stressors	Explanation
1.	Inter Role Distance (IRD)	This occurs when an individual must perform several roles in addition to his own role at the workplace.
2.	Role Stagnation (RS)	The stress that will occur due to the lack of opportunities for growth and development; stuck at any level
3.	Role Expectation Conflict (RES)	Conflict occurs when an individual role is differing from the expectations of organizational citizens.
4.	Role Erosion (RE)	Stress occurs when an individual has the feeling that his role has given to someone else to perform.
5.	Role Overload (RO)	Role overload is experienced when an individual role is become great, demanding or too big
6.	Role Isolation (RI)	Arises when an individual experienced isolation, no cooperation, and a linkage of communication between one's role, and other roles.
7.	Personal Inadequacy (PI)	Stress occurs when an individual possesses the lack of knowledge, skill, or adequate preparation to perform the role effectively.
8.	Self-Role Distance (SRD),	Arises when an individual role is not matching with their personality
9.	Role Ambiguity (RA)	An individual is experienced when completes information is not available for adequate performance.
10.	Resource Inadequacy (RIN)	Take place when individuals has a lack of resources to perform the role.

Moreover, it is crystal clear from varied concepts that ORS experienced by an individual due to negative circumstances at the workplace [6-8, 12,13]

II. REVIEW OF LITERATURE

Various management and social scientists expressed great concern on "Organizational role stress" and said that it might lead to lower productivity, lower commitment, increased absenteeism, high turnover, job disengagement, high work pressure, job dissatisfaction, low attachment, low level of loyalty, turn individual into the wrong behavioral pattern and diminishing quality of work-life [4, 8, 14-27].

It is noticed and contemplated an inquisition to understand the level of "organizational role stress" among teachers and observed a higher degree of stress among teachers working in a private college as compared to public college teachers [28]. Whereas, [29] also have the opinion that all the faculty working in the medical college experienced a greater degree of "organizational role stress" due to the role (expectation, inadequacy, overload & isolation) and resource inadequacy.

Critically reviewed by [30] about various research papers about the role of gender to understand the workplace stress. They found that female was more prone to a higher level of stress as compared to male counterparts and the reasons were inconsistent in terms of lack of career progress, multiple tasks, stereotyping and unfair treatment. Initiated a study by [16] among management faculty members working in Pakistan and their findings pointed out that work pressures induced stress among them and further, stressed that high levels of pressures were observed more among female faculty in contrast to male faculty members. A study conducted by [20] among faculty members working in two types of universities i.e. public and private and they revealed that faculty members are afflicting from "Organizational role stress" and low level of organizational commitment. The "organizational role stress" stressed emerged because of role erosion, role isolation, personal inadequacy, inter role distance, and self-role distance. However, [31] conducted a study among two hundred teachers working in higher education and revealed that nine factors are responsible for teachers stress such as role conflict, non-academic, job security & remuneration, interpersonal relationship, recognition, work-family interaction, professional & competence development, autonomy, and work environment. Further, they suggested that management must resolve these nine factors to cope with the organizational stress among teachers.

Conducted a study by [7] among employees working in information technology and they used the ORS scale to gather the information from the respondents. They revealed that factors related to ORS such as role stagnation have a greater effect on stress among the employees. It is noticed that all other factors are also have an effect on stress among the employees but to a varying degree. In another study, role ambiguity emerged as the least influencing stressor and role overload & inter-role distance appeared as the most powerful stressors among the teachers of the university [32].

An investigation initiated by [33] among teachers working in the private and government universities and they found significant differences in ORS amongst these two sectors of teachers.

Role erosion, role overload, and inter-role distance identified as the major contributing factors of "organizational role stress" among the employees [34].

However, [4] conducted a study among employees intending to see the relationship of organizational stress with organizational commitment. Based on the findings, they revealed that positive relationships existed but in a weak form between organizational stress and normative commitment; between organizational stress and continuance commitment and overall organizational commitment. Further, they said that negative and weak relationships observed between organizational stress and affective commitment amongst the employees. However, [35] probed the impact of workload, role conflict, and role ambiguity on job performance among academic staff. They identified that role conflict adversely influences the job performance of the academic staff; role ambiguity observed major determinant that affects negatively on job performance, but no impact was observed in the case of workload on job performance amongst academic staff of the universities.

The objective of the study: However, the main objective of this investigation is to grasp the concept of ORS and explore the factors that are responsible for generating "organizational role stress" among teachers working in the tertiary education sector in the Kingdom of Saudi Arabia.

III. MATERIALS AND METHODS

Sample: The sample of the present inquisition included 158 faculty members, working in "Prince Sattam bin Abdulaziz University" selected randomly from the college of Sciences and Humanities. The respondents who participated in the investigation were diversified workforce in terms of age, social status, qualification, designation, and gender. The bifurcation of the participants is displayed in Table 2.

Scale: "Organizational role stress" questionnaire standardized and developed by [11] was utilized in the investigation. This questionnaire used to get the responses from the participants on a 5-point Likert scale, where 4 indicates maximum agreement and 0 reflects minimum agreement as given below.
"0: If you never or rarely feel this way"
"1: If you occasionally feel this way"
"2: If you sometimes feel this way"
"3: If you frequently feel this way"
"4: If you very frequently feel this way"
This scale has 50 items which have been divided into ten factors as presented below in Table 3.

Table 2: Demographic fragment of respondents.

Particulars		Number	Per cent
Age	less than 25 years	3	1.9
	25-35	42	26.6
	36-45	72	45.6
	46-55	30	19.0
	56 and above	10	6.3
	Not responded	1	.6
Social Status	Married	128	81.0
	Single	24	15.2
	Divorce	5	3.2
	Widower	1	.6
Qualification	Master	77	48.7
	Doctor	78	49.4
	Not responded	3	1.9
Designation	Lecturer	85	53.8
	Assistant Professor	64	40.5
	Associate Professor	4	2.5
	Professor	2	1.3
	Not responded	3	1.9
Gender	Male	49	31.0
	Female	109	69.0

Table 3: Particulars of the Questionnaire.

S. No.	Dimensions	No. of items
1.	Inter Role Distance (IRD)	10
2.	Role Stagnation (RS)	10
3.	Role Expectation Conflict (REC)	10
4.	Role Erosion (RE)	10
5.	Role overload (RO)	10
6.	Role Isolation (RI)	10
7.	Personal Inadequacy (PIN)	10
8.	Self-Role Distance (SRD)	10
9.	Role Ambiguity	10
10.	Resource Inadequacy (RIN)	10

The consistency of the test was found to be 0.73. In addition to this scale, demographical variables also administered to obtain the information from the respondents with the help of biographical information blank sheet.

Statistics: Keeping the objective in mind the factorial analysis, mean, s.d. and correlation was applied to analyze the data to get scientific results related to "Organizational role stress" among teachers.

IV. RESULTS AND DISCUSSION

KMO and Bartlett's test of sphericity used to measure the sample adequacy and the results indicate that Kaiser-Meyer-Olkin measure of sampling adequacy is .822, which is high as required and globally accepted index is over 0.6 [36] and Bartlett's test of sphericity value is 1.462 which is considered to be significant at 0.000 level.

Table 4: KMO and Bartlett's Test.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.822
Bartlett's Test of Sphericity	Approx. Chi-Square	1.462E3
	df	276
	Sig.	.000

It is observed from the result that six factors play crucial role in identifying the "Organizational role stress" among teachers in varying degree with Eigenvalue is more than 1. It reflects and described 30.611, 10.804, 6.808, 5.311, 4.943, and 4.408 of the total % of variances respectively. Thereby, these six components described 62.886 % of the total variance of the variables taken into the study.

Table 5: Showing total variance explained.

Component	Initial Eigen values		
	Total	% of Variance	Cumulative %
1	7.347	30.611	30.611
2	2.593	10.804	41.415
3	1.634	6.808	48.223
4	1.275	5.311	53.534
5	1.186	4.943	58.478
6	1.058	4.408	62.886

Table 6: Showing the reliability of data.

Component	Cronbach's Alpha (α)	No. of items
1	.810	6
2	.849	4
3	.753	5
4	.716	3
5	.693	4
6	.609	2

Cronbach's alpha is applied to check the reliability of the scale and it is observed from the results that out of six dimensions, four dimensions have more than .7 alpha value which is considered as a good indicator of the reliability of the scale [37-40]. Whereas, two components of "Organizational role stress" having Cronbach's alpha between .6 to .699 which is considered as acceptable reliability value level [41].

It is evident from the aforesaid table that twenty-four items were again repeated to know the clarity and do changes as required. It can be seen from the table that there are significant correlations existed between all the variables which were taken in the investigation. So, the next step instigated in the study was emphasized in factor analysis.

Table 7: Mean, SD and Item to item correlation.

Item No.	Mean	SD	R	Item No.	Mean	SD	R
1.	1.08	1.280	.626**	13.	.85	1.217	.553**
2.	1.28	1.299	.593**	14.	1.20	1.204	.620**
3.	1.65	1.400	.568**	15.	.82	1.169	.636**
4.	1.71	1.419	.644**	16.	1.25	1.294	.208**
5.	1.12	1.280	.638**	17.	1.98	1.430	.291**
6.	1.03	1.144	.668**	18.	1.43	1.330	.467**
7.	1.81	1.521	.522**	19.	1.10	1.217	.621**
8.	1.68	1.415	.536**	20.	.68	1.155	.468**
9.	1.60	1.454	.609**	21.	.82	1.073	.637**
10.	1.71	1.578	.633**	22.	.82	1.056	.453**
11.	.54	.871	.436**	23.	1.20	1.209	.438**
12.	.84	1.203	.506**	24.	.92	1.284	.606**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 8: Rotated Component Matrix of the items.

S. No.	Dimension	Components					
		1	2	3	4	5	6
1.	Factor 1	.536					
2.		.588					
3.		.746					
4.		.611					
5.		.747					
6.		.521					
7.	Factor 2		.694				
8.			.749				
9.			.860				
10.			.830				
11.	Factor 3			.762			
12.				.506			
13.				.707			
14.				.574			
15.				.431			
16.	Factor 4				.785		
17.					.740		
18.					.721		
19.	Factor 5					.734	
20.						.428	
21.						.423	
22.						.744	
23.	Factor 6						.812
24.							.563

Notes: Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization.
Rotation converged in 7 iterations.

The method of correlation was used to see the relationship between the factors and found a significant relationship between most of the items at 0.01 levels. Also, it is imperative to point out that those items were less than .40 values obtained were excluded in the factor analysis [42]. Twenty-four items were thrived to load on factor analysis in determining the "Organizational role stress" among the employees working in the tertiary education sector in the Kingdom.

Table 9: Exhibiting of the level of Organizational Role Stress (ORS).

Level of ORS	No. of Respondents	Per cent
High	49	31.01
Moderate	54	34.18
Low	55	34.81

It can be seen in the table that one-third of the population taken into investigation were having moderate (N=54, 34.18%) to the low level (N=55, 34.81%) of "organizational role stress". Further, it is also observed that a high level of "organizational role stress" constituted 31.01 per cent which indicates that they have stress pertaining to their role at the workplace. Albeit, [43] observed a high level of "Organizational role stress" and this might lead to a low level of commitment at the workplace and such findings have been supported by [44].

Factor 1: There are six items loaded on this factor. These items reflect the lack of time & opportunity to prepare for the future, higher expectations from seniors, lack of involvement in resolving the issues, not clear about the roles & responsibility, and lack of freedom to discharge the role. Therefore, the item loaded on this factor is known as "role ambiguity". This finding is having support from various earlier researchers [7, 24, 45, 46]. They were having the opinion that role ambiguity creates a lot of problems among the employees including job stress.

Factor 2: This factor loaded on four items. These four items were denoting about the roles performing at the workplace: not able to get proper time to spend with family & friends; and hamper the family life. The same factor exists in the original scale and known as inter-role distance. Inter-role distance is one of the major facets of organizational role distance & findings supported by [34, 46].

Factor 3: There are five items loaded on this factor. These items attribute that not getting adequate resources to enhance skills such as training and people's expectations. Therefore, this factor designated as "resource inadequacy". This finding is in line with the earlier investigation of [47].

Factor 4: There are three items loaded on this factor which indicates about to take more responsibility, challenging tasks, and expecting more work. Thus, the item loaded on this factor termed "role erosion". This is in line with earlier studies of [24, 46]. But [7] carried out an investigation and revealed that role erosion one of the factors of ORS have little impact on employees in terms of stress.

Factor 5: There are four items loaded on this factor. These items reflect the unable to satisfy the demands of various people, role reduction, not able to satisfy the colleagues and subordinates and my role has been assigned to some other people in the organization. Therefore, this factor has been classified as "role expectation" and [34,46] supported this finding.

Factor 6: It is observed that two items loaded in this factor. These two items reflect the lack of skills and not have more training to perform the duties. However, these two items are very closely related to lack of skills and abilities required for adequate performance; hence it is termed as "personal inadequacy" as already designated by Pareek in own original scale. Such findings were supported by [11, 20, 44] but contradictory results observed by [34] where they pointed out that personal inadequacy is a source of "Organizational role stress" but their degree is limited.

V. CONCLUSION

The present era is considered "An age of anxiety and stress". Globally it is observed that "Organizational role stress" emerged in all the professions especially among teachers; whose role & responsibility is to build the nation and instill culture. "Organizational role stress" is broadly gaining more attention in management and social science. Everybody in this competitive era is more concerned about output or better performance. To achieve this, all are striving hard but sometimes due to varied negative circumstances; unable to accomplish. [8, 12, 13, 48] have their opinions that stress leads to many unhealthy relationships within the organization and dissatisfaction at the workplace.

"Organizational role stress" has many consequences in the form of psychological, physiological, and economical. The present investigation explored six important factors related to "Organizational role stress" among teachers working in two different colleges of a Prince Sattam Bin Abdulaziz University of the Kingdom of Saudi Arabia. Although. the factors identified from this investigation might be very much helpful to the strategists to make a cognizant plan to minimize the role stress of the workforce at the workplace and built a healthy nation. Moreover, [49] opined that role ambiguity affects the performance of the employees and found an inverse relation with performance. Further, emphasized that role ambiguity engenders more stress compared to other variables. Albeit, [31] revealed that nine factors are responsible for teacher's stress such as role conflict, non-academic, job security & remuneration, interpersonal relationship, recognition, work-family interaction, professional & competence development, autonomy and work environment. Therefore, they suggested that management must resolve these nine factors to cope with the organizational stress among teachers. Further, [3, 24, 50-52] suggested that a propitious working environment, work-life balance, fair HRM practices, and proper training must be provided to manage the role stress to enhance the performance among varied professionals.

VI. FUTURE SCOPE

At a glance, this small piece of investigation has certain flipside that would certainly trigger academicians and researchers to explore further study in this area with different samples and tools to have more scientific results and comprehensive understanding of the concept in a divergent analogy.

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