

# Does Role Commitment and Occupational Stress is Corelated? A Study from the Perspective of Secondary School Teachers

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## Abstract

The present research was undertaken as part of completion of master's degree in psychology and is based on a assumption that like any other occupation, teaching and teacher's role are also impacted with occupational stress. The study aims at finding out the correlation between role commitment and occupational stress particularly among secondary school teachers of Delhi NCR. The research employs quantitative descriptive research design and uses standardised tools namely Occupational Stress Index (OSI) by Srivastava and Singh and Teacher's Role Commitment Scale (TRCS) by Dr. Meena Buddhisagar Rathod and Madhulika Varma. The sample of 120 secondary school teachers was collected using random sampling technique. karl pearson test of correlation was applied for finding the correlation between role commitment and occupational stress among teachers. The results show that there is no significant correlation between role commitment and occupational stress among secondary school teachers; the teacher's commitment towards their role doesn't get affected by occupational stress they corroborate.

**Keywords:** Role Commitment; Occupational Stress; Secondary Teachers

## Introduction

Teachers are the inspirer, motivator, nurturer and dedicated learners who not only teach students but bring out their best of abilities. Teaching as a profession more recently has become complex, demanding and challenging. As a part of school organization, teacher plays several roles as an employee, administrator, & leader. Like any occupation teaching also faces several occupational stress situations related to their performance; meeting of expectations of students, school, parents; time pressure; high workload; educational changes and reforms to name a few.

The occupational stressors are the main reason for damaging the occupational productivity, commitment and dedication of any individual towards their work. In short occupational stress and occupational commitment is corelated.

Studies on the Role Commitment and Occupational Stress have shown that the work and success of any organisation is highly influenced by the staff commitment to their role in the organization. Organisations today are witnessing more challenges than ever before. These challenges are not unique to any specific organisation or industry, but affect all organisations, regardless of their structure or size. Organisational climate in particular is constantly challenged by changes impacting organisations today (Nair, 2006). Educational institutions are no different and like any other organisation, the construct of the occupational stress among teachers might influence many factors wherein teachers' plays an important role. Therefore, educational institutions need to know how occupational stress affect employee

commitment to the organization. While going through the available literature, the investigator found that there is dearth of studies on the role commitment and occupational stress among secondary school teachers. The present study is also of importance as it will reflect on how the teachers perform their roles in a classroom and how they deal with regard to their occupation.

## Objective

To find out correlation between role commitment and occupational stress among secondary school teachers.

## Hypothesis

There is no significant correlation between role commitment and occupational stress of secondary school teachers.

## Research Methodology

The present study uses descriptive research design and the sample of 120 secondary teachers was selected by random sampling technique. The data from the sample was collected on two standardised tools namely Occupational Stress Index (OSI) by Srivastava and Singh and Teacher's Role Commitment Scale (TRCS) by Dr. Meena Buddhigar Rathod and Madhulika Varma.

Occupational Stress Index (OSI) consists of 46 items, each to be rated on the five- point scale. Out of 46 items, 28 are 'true- keyed' and rest 18 are 'false- keyed'. The items on the scale are divide in twelve occupational stressors namely Role Overload, Role Ambiguity, Role Conflict, Unreasonable Group and Political Pressures, Responsibility for Persons, Under Participation, Powerlessness, Poor Peer Relations, Intrinsic Impoverishment, Low status, Strenuous Working conditions, and Unprofitability. The reliability of the tool is determined by split half method and Cronbach's alpha-coefficient and found to be .935 and .90 respectively. The validity was determined by computing co-efficient of correlation between the scales on the O.S.I. and the various measures of job attitudes and job behaviour.

Teacher's Role Commitment Scale (TRCS) comprised of total 58 statements and has three-point rating scale ranging from most committed to least committed. The statements on the tool are designed from six aspects namely student, school, parent, society, nation, profession. Reliability of the tool was established through test-retest method and split-half method and found to be 0.843 and 0.879 respectively. The validity of the tool was determined by content and face validity.

## Results

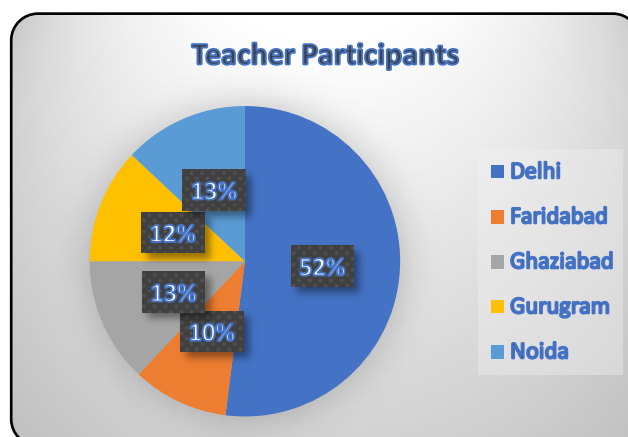


Figure1: Percentage of teacher participants from Delhi NCR

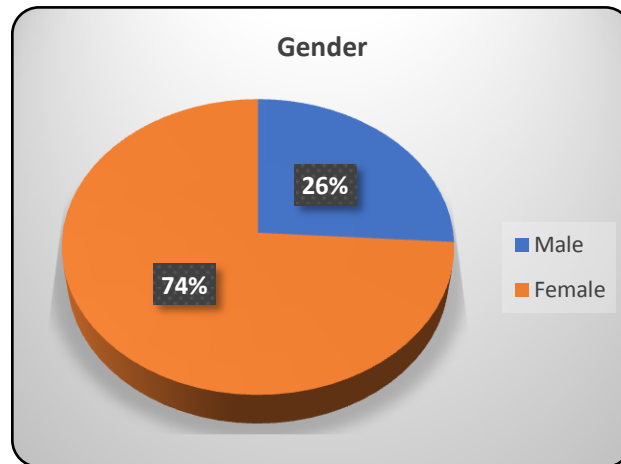


Figure2: Descriptive Statistics of the teachers on the basis of Gender

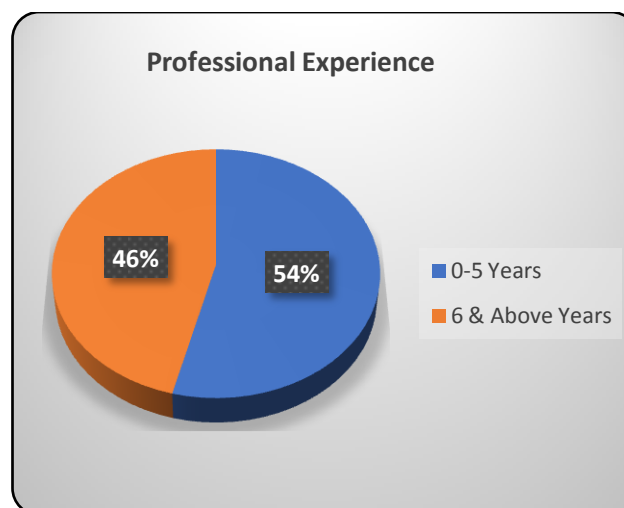


Figure3: Descriptive Statistics of teachers on the basis of Professional Experience

52% of the teachers were from Delhi (North, South, East, West and Central Delhi); 10% from Faridabad, 13% from Ghaziabad and Noida; whereas 12% from Gurugram (figure 1). There were 26% Male and 74% Female teacher participants in the study. This shows the demographic status of the secondary school teachers of Delhi NCR. When the participants were categorized on the basis of their professional experience, it was found that 54% participants have 5 or less years of experience and 46% participants have 6 or more years of experience. This highlights that almost equal number of old and new recruitments are there in schools.

**Table 1: Occupational Stress Index (OSI)**

S.No.	Dimensions	Mean	S.D.
1	Role Overload	17.73	4.05
2	Role Ambiguity	10.98	3.02
3	Role Conflict	15.52	3.06
4	Unreasonable Groups and Political Pressures	12.26	2.59

5	Responsibility of Persons	9.51	2.11
6	Under Participation	12.38	3.10
7	Powerlessness	9.87	2.04
8	Poor Peer Relations	11.51	2.40
9	Intrinsic Impoverishment	11.44	2.90
10	Low status	8.19	2.41
11	Strenuous Working conditions	9.57	2.38
12	Unprofitability	7.88	2.87

The data obtained on OSI shows that teachers find them overloaded with several roles and are stuck in role conflicts. Unreasonable groups and Political pressures along with under participation also contribute almost equally to occupational stress. Unprofitability and low status are the lowest occupational stress factors.

**Table 2: Teacher’s Role Commitment Scale (TRCS)**

S.No.	Dimensions	Mean	S.D.
1	Student	59.5	5.52
2	School	19.5	2.59
3	Parents	10	1.00
4	Society	14.5	2.05
5	Nation	10	1.90
6	Profession	29.55	3.40

The data on TRCS highlights that teachers are most committed towards their students followed by their profession. Their role commitment towards school and society comes after students and profession. However, commitment towards parents and nation is the last in the list.

**Table 3: Correlation between Role commitment and Occupational stress**

Correlation Variables	r Value	p Value @.05	Correlation	Significance
Occupational Stress and Role Commitment	0.061	0.54	Positive Correlation	Not Significant

For finding out the relationship between two independent variables i.e. Role Commitment and Occupational Stress Pearson Coefficient Correlation test is used as the research data meets its all assumptions. The results on relationship between the Role Commitment and Occupational Stress shows that there is no significant relationship between the two  $r=0.061$  and  $p= 0.54$  that is greater than  $.05$ . Hence, null hypothesis is accepted and there is no significant relationship between Role Commitment and Occupational Stress among Secondary School Teachers.

### Discussion

The findings of the study indicates that the secondary school teachers experience high work load and faces role ambiguity, role conflict and expresses their unhappiness with their seniors. When data was

compared for male and female participants, male teachers, group -conformity has been found to be associated with male teachers as compared to female teachers. The findings shows that teachers share great responsibility towards the progress of the organization. It has been established that the social status of secondary school teachers is not satisfactory and they are not paid as per the quantum of work they perform.

The findings of the study reveal that teachers perform their role as counsellors instead of showing authority. They are seen to encourage and inspire students to ask questions, and stimulate them to participate in teaching learning process. They are also observed to perform their roles as social reformers. They familiarize students about the advantages of physical work and their overall development. The teachers take interest to supervise the lunch breaks and library studies of their students. It is found that teachers in sequence are most committed towards their students followed by their profession, school, society, parents and nation. The study also highlights that the teachers Role Commitment and the stress that they face in their organisational climate are independent. The teacher's commitment towards their role don't get affected by occupational stress they corroborate.

### Conclusion

The investigation has attempted to find out the corelation between occupational stress and role commitment of secondary school teachers of Delhi NCR. However, it is suggested to carry an investigation on similar variables on the basis of rural urban dichotomy and also a comprehensive study is recommended to be carried out in other districts of the country in order to get a comprehensive data base about the occupational stress and role commitment of higher secondary and elementary school teachers. The future researchers should take a large sample in order to increase the generalization of the results.

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