A STUDY OF ORGANIZATIONAL ROLE STRESSES AMONG GOVERNMENT AND PRIVATE SCHOOL PRINCIPALS

Dr. B.P. Singh, *Associate Professor,*

M.L.R.S. College of Education, Ch. Dadri, (Bhiwani), Haryana

Abstract

It is beyond doubt that timing of school principals, political pressure, social pressure, management pressure, coordination between teaching and non-teaching members, change of attitude of students and community towards teachers has increased the level of stress among school principals. Every day we talk of improving quality of education. All these indicate the stress and strain among principals and leads to serious health consequences. 200 private and government school principals selected through stratified random sampling from Haryana were administered organization role stress scale (Pareek, 1983). Comparison between private and government school principals was worked on its 10 dimensions by applying t-test. The results revealed that private school principal experienced higher organization role stress in the dimensions of inter-role distance, role stagnation, role isolation, personal inadequacy self role distance, role ambiguity and resource inadequacy than their counterpart. The results were discussed in view of changing global education system. Finding indicates that there is a need of periodic assessment of these stresses on the principals and to evolve the education system which reduces stress among the principals.

Keywords: Organization role stress, principal.

Introduction

India is a diversified country. It has different economic, geographical, linguistic and service conditions. Their 70% population lives in villages. People are illiterate and are unable to guide their wards properly in latter's teaching. Teachings of these teachers are adversely affected due to non-conducive environment at home. Sometimes teachers are in-efficient to non-performance or unscrupulous selection of these teachers. Results of students are not good as expected by parents and higher authorities. Answers of these questions have to be given by

the principal of the school. The principal of the school is answerable to management, teachers, students, parents, management and society. Problems caused by teachers, students, parents and management; principal of school is responsible to solve or answerable to these problems.

In some school, non-teaching staff is not working well. The sanitation, fee record, scholarship record, bus pass, salary arrears, promotion, service record, court cases, record pertaining to board, govt. offices etc. are not maintained by the non-teaching staff of the College. Private school are generally maintained by the private management, later is giving less salary to their teaching and non-teaching staff members. Teaching and non-teaching staff members exert pressure to increase their salaries whenever the principal asked about the improving of standard of school.

Good teachers and non-teaching staff members leave their job in the school and opt. either the government job or other professions or other schools specifically in urban area with high perks. Shortage of staff, inadequate pay, involvement of teachers in partisan politics, no internal incentives, group conflicts, high stratification of the rank structure in education system, strain between senior officers of state education department and Indian administrative service, working conditions of principals, inadequate training of teaching and non-teaching staff members, deficiency in equipment and facilities result in stress, frustration, anger and anxiety in school principals. Principal of school are exposed to emotionally demanding interpersonal interaction, such as locking of school by gram-panchayat, violence, illness, noisy behaviour of parents and teachers misbehaviour by parents and teachers, impoliteness, poor attitude of staff towards school works, lack of motivation, apathy, low achievement, parental expectations, disruptive students, poor relation between teacher and student, change in attitude of schools and community towards teachers. **Otto (1986), Albertson (1987), Maslach (2006), Edward (2009) and Thoits (2010)** found that stresses on teachers are long lasting and it affects the mental and physical health of the teachers. There are three major area of stress as reported by **Pestongee (1983).** Areas are social sector (environment surrounding) intra- psychic sector (temperamental factors like abilities, health and value) and organizational sectors (working environment i.e. behaviour with colleagues, policies of organization), **Zafar and Rao (1997)** found that role stress occurs as an interaction within a role. It occurs when there is difference in own expectations and a set of social expectations. **Pareek (1983)** found out 10 different role stresses in Indian organization system. Organization role stress is associated with other dependant measures as job satisfaction **Jagdish and Srivastava 1983, Sharma 1990, Pestongee 1999, Khetarpal, 2006; job involvement (Zafar and Rao 1999);** human resources development **(Sumita 2004)** and mental health **(Asthana, 2009).** These studies reveal that stress occurs as a negative psychological factor in organizational settings. In view of this, present study is an attempt to find out organization role stress among government and private school principals.

Statement of the problem

A study of organizational role stresses among government and private school principals.

Objective

To study difference in organizational role stress among government and private schools principals.

Hypothesis

There is no significant difference in organizational role stress among government and private school principals.

Sample

The population of this study was principals who were working at senior secondary level of government and private school of Bhiwani and Jhajjar district of Haryana. The sample of study consists of 100 government (male, female and urban, rural) 100 private school principals.

Tool used

Organization Role Stress (ORS) scale developed and standardized by Udai Pareek (1983) was administered to collect the data. The scoring of the data was done strictly according to the guidelines and instructions provided in the manuals and keys of the respective items. Scale was used to assess organizational role stress in terms of its ten different sub-scales. Each of these role stressors contain 5 items each. The total organization role stress score in the range of 0-200.

Analysis of Data

The data collected underwent analysis by using different statistical techniques such as mean, S.D. and 't' values.

Organizational role stress among private and Govt. school principals

Table 1: Mean, S.D. and 't' value of organizational role stress among govt & private school principals

Sr. No.	Dimensions of ORS	Principal	Mean	S.D.	S_{ED}	't'
1.	Inter-role distance	Govt. Private	5.29 8.39	4.75 6.75	.761	4.07
2.	Role stagnation	Govt. Private	5.07 7.89	2.98 4.33	.524	5.38
3.	Role expectation conflict	Govt. Private	6.02 7.3	3.28 4.57	.547	2.34
4.	Role erosion	Govt. Private	6.58 7.29	4.21 4.58	.60	1.18
5.	Role overload	Govt. Private	6.27 6.89	3.31 3.80	.48	1.29
6.	Role isolation	Govt. Private	3.5 5.81	3.01 4.5	.53	4.35
7.	Personal Inadequacy	Govt. Private	4.87 6.75	3.21 3.85	.48	3.91
8.	Self role distance	Govt. Private	5.38 7.2	3.20 3.80	.48	3.72
9.	Role ambiguity	Govt. Private	3.86 5.87	4.03 4.89	.62	3.24
10.	Resource inadequacy	Govt. Private	6.12 3.96	3.8 3.09	.488	4.42
11.	Total Organization Role Stress	Govt. Private	52.96 67.35	14.94 16.7	2.22	6.48

Value to be significant at .05 level = 1.97

Value to be significant at .01 level = 2.60

Results:

It is revealed from table 01 that total mean score of organizational role stress of private school principal is higher than govt. school principal. Total organizational role stress is 6.48 and it is significant at .01 levels. Three dimensions i.e. role erosion ('t' value is 1.18); role overload (t value 1.29) and role expectation conflict (t value 2.34) which are insignificant. While all the others seven dimensions have significant't' values. Difference in liabilities and responsibilities are observed in government and private school principals. Private schools principals have to perform extra duty in the school as compare to government school principal. Private school principals have to manage the complete detail of fee, attendance of teachers, dossier of each and every student and teacher, control over co-curricular activities, general administration of transport, discipline among teachers and students, laboratories computer lab, NCC, NSS, Sport facilities, music, crafts, participation of parents in school, general dealing with board of school education, district administration, management of the school and various social awareness programmes in the society. Only a few schools provide good salary and perk while most of the private schools pay less and demands more work from the principals. It indicates more work stress on private school principals than their government school colleagues. Hence, the hypothesis, "There is no significant difference in organization role stress among government and private school principals" is rejected.

Educational Implications

Following steps should be kept in mind while reducing the organizational role stress among private school teachers.

(i) Management of the private and govt. schools should make provision to provide enrich administrative training to the principals from IIM, NIEPA, HIEPA, IBM, CBSE, NCERT, SCERT and advanced training from foreign countries.

(ii) Principal of school should be allowed to draw attractive pay and perks. Free lodging, transportation, electricity, mobile, water and services of fourth class should be provided by the management to the principals.

(iii) Management of schools should provide democratic, conductive and peaceful environment so that principal give maximum time to resolve various issues related to discipline, academic, social, cultural and financial problems of the school.

(iv) Allow the principals to participate in various meeting organized by board, district administration, seminar, conference and other administrative programmes.

(v) Motivate them to participate in sport activities yoga & meditation. Give respect to the teacher in the society.

(vi) Discuss stressful problems with other principals, friends, members of management, family etc.

(vii)   Principals should be motivated to accept new ideas and feelings freely without any biased ideas.

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