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The role of perceived occupational stress on organizational effectiveness

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Abstract

Stress is considered as an involuntary response to a dangerous situation. In the present situation teaching profession is a stressful profession. Day by day the level of stress of this profession is on the increase. Many recent happenings in the country put teaching profession in morbid fear and danger. As a result the stress of daily living increases. This study attempts to explore the role of perceived occupational stress on organizational effectiveness. The Perceived Occupational Stress developed by Srivastava and Singh (1984) was used for the study. The study revealed significant association between organization effectiveness and designation, age and experience of the faculty. From the Analysis of Variance (ANOVA) it was observed that there is no significant difference in the organization effectiveness scores among different dimensions of perceived occupational stress among the faculty with different types of stress. Further the regression analysis revealed that the perceived occupational stress components are closely associated with the organization effectiveness.

Keywords: Perceived occupational stress, organization effectiveness, teaching profession, college faculty

Introduction

"Without stress, there would be no life ". - Hanse Selye.

The 21st century is also an era of stress. Individuals face stress in their organization and daily lives due to globalization, information technology revolution, and speed of life. The most important effects of these can be seen in the business world, and they can manifest themselves as changes that organizations make in their structures, strategies, activities and technologies.

Each profession causes a specific level of stress. However, teaching is among the professions that cause more stress compared to other professions (Hargreaves, 1999) [4]. Stress affects both the teacher and the learners in the teaching process. Kyriacou (1987) [5] who has carried out various studies on teacher stress, defines teacher stress as the experiencing of unpleasant feelings such as depression, anger, worry, irritableness and tension which are formed as a result of working as a teacher. Stress sources of teachers may be summarized as low motivation in students, discipline problems, the pressure of time and the work load, being assessed by others, colleague relationship, conflict and indefiniteness of roles, bad working conditions and self-respect, students' discipline problems, the inadequate support of colleagues, family and friends (Detert, Derosia, Caravella and Duquette, 2006; Kyriacou, 2001) [3, 6].

Teachers Stress

Teaching has been identified as one of the most stressful professions today. The reasons for that are quite similar to other stressful occupations in the world. By all definitions the profession of teaching has a very prestigious place in all professions. A teacher is a king pin in the entire system of education. Almost all cultures of the civilized world have considered their teachers in a very high esteem.

Times have changed and the societies and cultures have drastically diversified, but the tasks of a teacher are primarily the same, which is the transfer of knowledge to the next generation. With change in cultural norms and traditions in the societies there has been a drastic change in the expectations from a teacher. Some of these changes have limited the measures which a teacher in the past could exercise in disciplining a student and some have put additional

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burden on teachers in respect their preparation of lessons and adopting and maintaining their teaching styles.

Teaching has now become a very demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching

Statement of the Problem

In educational sector, stress is increasing day by day because teaching today's young people is not only arduous work, but can be dangerously stressful. Colleges are the base camp of society to cultivate talents and teachers shoulder the responsibility of cultivating talents. There is no denying fact that the quality of one college depends largely on the teacher's quality. But under current condition, the considerable mental pressure has showed its potential to endanger college teachers' initiative as well as their health. Teachers experienced significantly higher level of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion.

Scope of the Study

- The study helps to observe the occupational stress prevailing among college faculty.

Objectives of the study

- To find the effect of Perceived Occupational stress on Organizational Effectiveness.

Literature Review

In a study to find the degree of life stress and role stress experienced by professional women conducted by, on a sample of 180 women professionals belonging to six occupations found that the older person experience lower life stress and role stress. Younger people experience more stress as compared to older people. The greater number of years of services the greater life and role stress and lowers the income, greater stress experienced.

The stress levels in the women employees are over whelming since they need to strike a balance between their personal and professional lives Modekurti and chattopadhyay (2008) [8].

The study titled "A study on work stress among university Teachers: Gender and Position Differences," conducted by Ana Sliskovic *et al* (2011) [2], and reported that women have greater stress than men. Full Professors reported lower exposure to stress at work than associate professor and assistant professors.

The study titled "An Investigation of Gender Differences in Occupational Stress and General Well-being" conducted by Elizabeth *et al* found that the work stress among women was only slightly higher than among men. There were no gender differences in coping. Women handled work stress just as well as their male counter parts.

The study titled study "Work Stress Experienced by the Teaching Staff of University of the Punjab, Pakistan: Antecedents and Consequences conducted by indicated that there is a positive and significant relationship between role stress i.e. role conflict, and role ambiguity and work stress is negatively and significantly associated with job satisfaction and organizational commitment of the teaching staff of the University.

The above studies have witnessed occupational stress; hence the present study with the support of prior studies attempts to test the hypothesis to prove the occupational stress. The Perceived Occupational stress was tested with these hypotheses.

H1: There is no significant difference in the organizational effectiveness scores among the different dimensions of perceived occupational stress among the faculty with different types of stress.

H.2: There is no significant association between faculty designation and organizational effectiveness.

H.3: There is no significant association between faculty gender distribution and organizational effectiveness.

H.4: There is no significant association between faculty age distribution and organizational effectiveness.

H.5: There is no significant association between faculty experiences and organizational effectiveness.

Research Methodology

The present research is a descriptive research. Coimbatore is purposively selected for this study. The population considered for the study includes all faculties working in Bharathiar University affiliated Government, Aided and Self-financing colleges. The sample size of the study consists of 502 college teachers working in Bharathiar University affiliated Colleges. Stratified random sampling is a type of probability sampling, which involves a process of stratification or segregation, followed by random selection of subjects from each stratum.

Tools for Data Collection

Section one of the questionnaire deals with the following details of faculty such as Department, Designation, Years of Experience, Age, Marital Status, Educational Qualification, Type of family, Number of dependents in the family, Mode of transport, Job Nature, Number of Awards and Recognitions, Number of Conferences attended, Total Monthly Income and Hobbies.

Section two of the questionnaire deals with the Perceived Occupational Stress developed by Srivastava and Singh (1984)

Statistical tools for Analysis

The descriptive and inferential statistics are computed with SPSS Package Version 17. The different statistical tools used for the present study includes Percentage Analysis, Chi-Square Test, ANOVA, Z -Test, Factor analysis, Regression and Uni-Variate Analysis.

Table 1: Dimension of perceived occupational stress on the faculty

S. No	Dimension of perceived occupational stress		No of faculty	%
1.	Role Overload	Low	282	56.2
		High	220	43.8
2.	Role Ambiguity	Low	235	46.8
		High	267	53.2
3.	Role Conflict	Low	332	66.1

		High	170	33.9
4.	Unreasonable group of political pressures	Low	326	64.9
		High	176	35.1
5.	Responsibility for persons	Low	209	41.6
		High	293	58.4
6.	Under participation	Low	184	36.7
		High	318	63.3
7.	Powerlessness	Low	188	37.5
		High	314	62.5
8.	Poor peer relations	Low	184	36.7
		High	318	63.3
9.	Intrinsic Impoverishment	Low	192	38.2
		High	310	61.4
10.	Low status	Low	180	35.9
		High	322	61.4
11.	Strenuous working conditions	Low	205	40.8
		High	297	59.2
12.	Unprofitability	Low	254	50.6
		High	248	49.4

The above table shows that 56.2% and 43.8% of the faculty are with low and high Role overload, 46.8% and 53.2% of the faculty are with low and high Role ambiguity 66.1% and 33.9% of the faculty are with low and high Role conflict, 64.9% and 35.1% of the faculty are with low and high Unreasonable group of political pressures, 41.6% and 58.4% of the faculty are with low and high Responsibility for persons, 36.7% and 63.3% of the faculty are with low and

high Under participation 37.5% and 62.5% of the faculty are with low and high Powerlessness, 36.7% and 63.3% of the faculty are with low and high poor peer relations 38.2% and 61.8% faculty are with low and high Intrinsic impoverishment, 35.9% and 61.4% of the faculty are with low and high Low status, 40.8% and 59.2% faculty are with low and high strenuous working conditions 50.6% and 49.4% of the faculty are with low and high unprofitability.

Table 2: Associations between Designations and Organization Effectiveness

		Effectiveness			
		Low	High	Total	
Designation	Assistant professor	Count	178	283	461
		% within designation	38.6%	61.4%	100.0%
		% within Effectiveness	96.75	89.0%	91.8%
	Associate professor	Count	4	13	17
		% within designation	23.55	76.5%	100.0%
		% within Effectiveness	2.2%	4.1%	3.4%
	Professor	Count	2.2%	22	24
		% within designation	8.3%	91.7%	100.0%
		% within Effectiveness	1.1%	6.9%	4.8%
Total	Count	184	318	502	
	% within designation	36.7%	63.3	100.0%	
	% within Effectiveness	100.1%	100.0%	100.0%	

In the above table Chi-square value 10.31 for the association between the designation of faculty and organization effectiveness is significant ($P < 0.006$). It reveals that faculty

with higher designations are more effective in their organization. Hence the null hypothesis H.2.1 is not accepted.

Table 3: Associations between Gender Distributions on Organisation Effectiveness

		Effectiveness			
		Low	High	Total	
Sex	Male	Count	25	58	83
		% within sex	30.1%	69.9%	100.0%
		% within Effectiveness	13.6%	18.2%	16.5%
	Female	Count	159	260	419
		% within sex	37.9%	62.1%	100.0%
		% within Effectiveness	86.4%	81.8%	83.5%
Total	Count	184	318	502	
	% within sex	36.7%	63.3	100.0%	
	% within Effectiveness	100.1%	100.0%	100.0%	

In the above table the Chi-square value 1.82 for the association between the gender and organization effectiveness is not significant ($P < 0.176$). It reveals that

both male and female faculty show similar performance in Organization. Hence the proposed null hypothesis H.2.2 is accepted

Table 4: Associations between Age and Organisation Effectiveness

		Effectiveness			
		Low	High	Total	
Age	Less than 25 years	Count	35	29	64
		% within Age	54.7%	45.3%	100%
		% within Effectiveness	19%	9.1%	12.7%
	Between 25-35 years	Count	109	199	308
		% within Age	35.4%	64.6%	100%
		% within Effectiveness	59.2%	62.6%	61.4%
	Between 35-45 years	Count	5	13	18
		% within Age	27.8%	72.2%	100%
		% within Effectiveness	2.7%	4.1	3.6
Total	Between 45-55 years	Count	34	76	110
		% within Age	30.9%	69.1%	100%
		% within Effectiveness	18.5%	23.9%	21.9%
	Above 55 years	Count	1	1	2
		% within Age	50%	50%	100%
		% within Effectiveness	0.5%	0.3%	0.4%
	Total	Count	184	318	502
		% within Age	36.7%	63.3%	100%
		% within Effectiveness	100%	100%	100%

In the above table the chi-square value 11.504 for the association between age of faculty and organization effectiveness is significant ($P < 0.021$). It reveals that faculty

with old age or more effective in their organization. Hence the proposed null hypothesis H.2.3 is rejected.

Table 5: Associations between Experiences on Organisation Effectiveness

		Effectiveness			
		Low	High	Total	
Experience	Less than 5 years	Count	100	115	215
		% within experience	46.5%	53.5%	100%
		% within Effectiveness	54.3%	36.2%	42.8%
	5-10 Years	Count	54	110	164
		% within experience	32.9%	67.1%	100%
		% within Effectiveness	29.3%	34.6%	32.7%
	10-15 years	Count	21	71	92
		% within experience	22.8%	77.2%	100%
		% within Effectiveness	11.4%	22.3%	18.3%
Total	15-20 years	Count	7	14	21
		% within experience	33.3%	66.7%	100%
		% within Effectiveness	3.8%	4.4%	4.2%
	Above 20 years	Count	2	8	10
		% within experience	20%	80%	100%
		% within Effectiveness	1.1%	2.5%	2%
	Total	Count	184	318	502
		% within experience	36.7%	63.3%	100%
		% within Effectiveness	100%	100%	100%

In the above table chi-square value 1.85 for the association between experience of faculty and organization effectiveness is significant ($P = 0.001$). It reveals that

faculty with higher experience performance similar in organization. Hence the proposed null hypothesis H.2.4 is rejected.

Table 6: Factor Analysis for the Components in the Perceived Occupational Stress
Variable with extracted communality factor value – Variables favored by stress

S. no.	Variable	Initial	Extraction
1.	Role overload	1	0.247
2.	Role ambiguity	1	0.571
3.	Role conflict	1	0.402
4.	Unreasonable group	1	0.474
5.	Responsibility for persons	1	0.538
6.	Under participation	1	0.414
7.	Powerlessness	1	0.508
8.	Poor peer relations	1	0.463
9.	Intrinsic impoverishment	1	0.345
10.	Low status	1	0.513
11.	Strenuous working Conditions	1	0.278
12.	Unprofitability	1	0.188

Extraction Method: principal component Analysis

Table 6 (b): Total Variance – Level of contribution

Component	Initial Eigen values			Extraction sums of squared loadings		
	Total	% of variance	Cumulative	Total	% of variance	Cumulative
1.	2.688	22.397	22.397	2.688	22.397	22.397
2.	2.253	18.774	41.171	2.253	18.774	41.171
3.	1.028	8.571	49.741			
4.	0.927	7.724	57.465			
5.	0.865	7.207	64.672			
6.	0.794	6.617	71.289			
7.	0.712	5.937	77.227			
8.	0.625	5.205	82.431			
9.	0.582	4.846	87.278			
10.	0.571	4.758	92.036			
11.	0.509	4.244	96.280			
12.	0.446	3.720	100.00			

Extraction Method: Principal component Analysis

(C) Component Matrix

S. No	Variable	Component	
		personal	Environmental
1.	Role overload	0.207	0.452
2.	Role ambiguity	0.394	0.645
3.	Role conflict	0.379	0.508
4.	Unreasonable group & political pressures	0.389	0.568
5.	Responsibility for persons	0.695	0.235
6.	Under participation	0.519	0.380
7.	Powerlessness	0.592	-0.398
8.	Poor peer relations	0.678	0.057
9.	Intrinsic impoverishment	0.450	-0.378
10.	Low status	-0.150	0.700
11.	Strenuous working Conditions	0.159	0.503
12.	Unprofitability	-0.21	0.433

Extraction Method: Principal component Analysis

To explore the factors that lead to Stress, the researcher administrated a questionnaire with 12 dimensions to the respondents. The two dimensions were explored and they were put for factor analysis. Factor analysis examines underlying pattern of relationship for a large number of variables and to determine whether the information can be condensed and summarized into smaller set of factors or components. The extraction principal is carried out by wrong principal component method and it is found that from the rotation of sum of squared loadings and the total sum of 12 variables has been extracted and the same has been grouped into 2 components which have Eigen value of more

than 2. It ranged into two principal components with the cumulative percentage from 22.397 to 41.17 percent. The percentage of variance ranges from 22.39 percent to 18.77 percent. For the 2nd component in the initial Eigen values, the total percentage of variance and the cumulative percentage values were 2.25 percent, 18.774 percent and 41.17 percent respectively. The extracted sum of squared loadings for the same were 2.253 percent, 18.774 percent and 41.171 percent respectively. From the above analysis, it can be inferred that the factor analysis has supported up to 41.171 percent for the present study

Factor 1: is the personal factors and factor2 is the environmental factors

S. No	Personal Factors	S. No	Environmental factors
1.	Responsibility for persons	1.	Role overload
2.	Under participation	2.	Role ambiguity
3.	Powerlessness	3.	Role conflict
4.	Poor peer relations	4.	Unreasonable group & political pressures
5.	Intrinsic impoverishment	5.	Low status
		6.	Strenuous working Conditions
		7.	Unprofitability

Table 7: Analysis Of Variance among the Factors in Perceived Occupational Stress

Variables	N	Mean	Std. Deviation	Std. Error
Nil	95	4.7684	4.67099	0.47923
Personal	112	5.0357	5.51971	0.52156
Environmental	97	6.2165	5.46052	0.55443
Personal and Environmental	198	5.4394	4.85149	0.34478
Total	502	5.3725	5.10359	0.22778

Table 7 (b)

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	117.352	3	39.117	1.506	0.212
Within groups	12931.989	498	25.968		
Total	13049.341	501			

In the above table the F value 1.506 for the mean difference in the organizational effectiveness scores of the faculties with occupational stress (Personal and Environmental) is not significant (P=0.212). It reveals that there is no significant

difference in the organizational effectiveness scores among the different dimensions of Perceived Occupational Stress among the faculty with different types of stress

Table 8: Regression for the Perceived Occupational Stress on Organizational Effectiveness

Model 1	R	R. Square	Adjusted R. Square	Std. Error of the estimate
1	.329	.108	0.86	5.07423

a. **Predictors:** (constant), unprofitability, poor peer relation, role overload, under participation, role conflict, intrinsic impoverishment, strenuous working conditions,

unreasonable group and political pressures, responsibility for persons, low status, powerlessness, role ambiguity

Model	Sum of Square	df	Mean Square	F	Sig
Regression	1530.341	12	127.528	4.953	.001
Residual	12590.671	489	25.748		
Total	14121.12	501			

a. **Predictors:** (constant) unprofitability, poor peer relations, role overload, under participation, role conflict, intrinsic impoverishment, strenuous working conditions,

unreasonable group and political pressure, responsibility for persons, low status, powerlessness, role ambiguity.

b. **Dependent variable:** Organization Effectiveness.

Model	Un Standardized coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(Constant)	22.515	2.838		7.933	.000
Role overload	-1.496	0.538	-0.128	-2.782	.006
Role ambiguity	-0.047	0.440	-0.06	-0.108	0.914
Role conflict	-0.0288	0.475	-0.030	-0.606	0.545
Unreasonable group and political pressures	-0.0427	0.450	-0.048	-0.949	0.343
Responsibility for persons	-0.389	0.364	-0.054	-1.070	0.285
Under participation	-0.180	0.515	-0.017	-0.348	0.728
Powerlessness	-1.450	0.363	-0.204	-3.994	0.001
Poor peer relations	0.139	0.441	0.016	0.315	0.753
Intrinsic Impoverishment	-0.972	0.468	-0.099	-2.0755	0.039
Low status	-0.382	0.385	-0.051	-0.993	0.321
Strenuous working conditions	-0.017	0.470	-0.002	-0.036	0.972
Un profitability	-0.219	0.213	-0.046	-1.027	0.305

Interpretation

The regression analysis was performed to predict the stress factors that affect the faculties in their organizational effectiveness. In the above table the R is the value of the multiple correlation coefficients between the predictors and the outcome. Here the correlation between stress factors that affect organizational effectiveness is 0.329. The R-Square, which is a measure of how much of the variability in the outcome, is accounted by the predictors. In this model, the Square value is 0.108 which means that stress factors accounts for 32.9% of the variation in organizational effectiveness. The adjusted R-square shows how well the model generalizes and the value of the adjusted R-Square 0.86 is close to the value of R-Square.

In ANOVA table, the F-ratio 4.953 reveals that the model is significant (P<0.001) and is very unlikely to have happened by change and the model significantly improves the ability to predict the outcome variable. The beta value tells about the relationship between stress and each predictor. In this model the t-test associated with the beta value of the

predictor (Powerlessness, (P<0.001); Role overload (P<0.001); intrinsic impoverishment (P<0.039)) is making a significant contribution to the model. Hence regression analysis showed the above mentioned Perceived Occupational Stress components are closely associated with organization effectiveness

Findings

The Chi – Square test reveals that faculty with higher designation are more effective in their organization, both male and female show similar performance, and age old faculty are more effective in their organization. Regarding the Factor Analysis, the model supported up to 41.17% in the Perceived Occupational Stress. Further Anova revealed that there is no significant difference in the organization effectiveness among the faculties with different types of perceived occupational stress. The results of the Regression for the perceived occupational stress on organizational effectiveness shows that perceived occupational components are closely associated with organizational effectiveness.

Suggestions

- College faculties should upgrade their comprehensive quality continuously, learn new Knowledge and adapt themselves to the new teaching concepts
- College should make a comprehensive appraisal of college teacher's physical and mental health, moral standards and political knowledge. This evaluation system can ensure the overall development of college teachers and meet the need of cultivating students.
- The faculty having good interpersonal relations can focus on doing scientific research

Conclusion

To excel in today's competitive environment, colleges need people who are more than academically intelligent. They need people who are "smart", creative, have initiative, team leadership, cooperation, persuasiveness, resilience, and optimism which are essential for success. These attributes may contribute more to individual and organizational effectiveness than general intelligence. The perceived occupational stress has no boundaries and has effect on output of college faculties ultimately affecting the achievement of students.

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