

**Organizational Role Stress (ORS) and Life Satisfaction among teachers of Muslim  
minority managed school**

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**Abstract and Purpose -**

Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive effect, and negative effect (Diener, 1985). Role is the position occupied by a person as defined by the expectation of the other. In performance of that role, there are inherent problems due to which stress is inevitable. The successful implementation of duties depends upon the balance in between them. The paper studies the organization role stress and life satisfaction among teachers.

**Design/Methodology/Approach**

The researcher has used the ORS and LFS scale to collect the responses of the sample. The sample size comprises of the 100 respondents falling in the age bracket of 22-60 years. The sample universe is the minority educational institution and the population consists of the teachers of these minority educational institutions.

**Findings-**

Results indicates a negative and significant relationship between life satisfaction and ORS and its component among the teachers, i.e. higher the life satisfaction lower the stress related to the organization and vice-versa.

### ***Research Implication-***

The research would help the minority institutions to manage the stress level of their employees and to provide them a balance between Life satisfaction and role commencement.

Keywords-

Role Stress, Organizational Role stress, Life satisfaction, ORS Scale, LS Sacle

## **1. Introduction**

### **1.1. Concept of Life Satisfaction**

*Neugarten et al. (1961)*<sub>1</sub> calls Life Satisfaction “an operational definition of ‘successful aging’.

Life satisfaction for Sumner (1966)<sub>2</sub> is "A positive evaluation of the conditions of your life, a judgment that at least on balance, it measures up favorably against your standards or expectations."

Life satisfaction is an overall assessment of feelings and attitudes about one’s life at a particular point in time ranging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive effect, and negative effect (Diener, 1985)<sub>3</sub>.

Life satisfaction is a cognitive process by which an individual assesses his/her progress towards desired goals (George, 1981)<sub>4</sub>. *According to Erdogan, Bauer, Truxillo and Mansfield (2012)*<sub>5</sub>, life satisfaction is a global evaluation by an individual of the quality of life generally. It is a measure of wellbeing, since it embodies the satisfaction individuals have in the various domains of life. Life satisfaction is believed to have antecedents in the work domain, family domain, and personality traits. they also concluded that despite the strategic role of life satisfaction as a key indicator of well-being, it has received scanty attention in management studies.

### **1.2. Concept of Organisational Role Stress(ORS)**

Role is the position occupied by a person as defined by the expectation of the other. In performance of that role, there are inherent problems due to which stress is inevitable.

There are ten different role stresses identified by Pareek (1983)<sub>6</sub> Inter-role distance (IRD), Role stagnation (RS), Role expectations conflict (REC), Role erosion (RE), Role overload (RO), Role Isolation (RI), Personal inadequacy (PI), Self-role Distance (SRD), Role ambiguity (RA),

Resource inadequacy (RIn). Total Organizational Role Stress (TORS) is Combination of the entire above listed role stressors is called Total Organizational Role Stress (TORS).

## 2. Review of Literature

Srivastava (1991)<sup>8</sup> surveyed 300 workers of the Life Insurance Corporation and demonstrated significant positive correlation between different aspects of job stress and indications of psychologically poor health. Anxiety is related to stress due to role ambiguity and role stagnation. Richardson et.al (1991)<sup>8</sup>, examines the relationship among occupational stress, job satisfaction and stress outcomes. The results indicated that sources of stress was largely related to time pressure, however he ability to help patients and relationship with colleagues were major source of satisfaction. Dwivedi (1997)<sup>9</sup> found the extent of trust, distrust, and ORS to find degree of relationship between private and public sector institutes. The sample consisted of 62 executives from private and 55 from public sectors. Results revealed that level of stress was high in low level performance organizations and decrease in high performance institutes. In their research of Gadzella, (1990)<sup>10</sup>, found positive correlation between the degree and scope of occupational stress among private and public sector executives. Pelsma and Richard (1988)<sup>11</sup> in their study found that Job stress of teachers and job satisfaction were found to be strongly parallel. They also explained that quality of teacher's work life is shaped by the degree of their stress and job satisfaction. A Study by Verma, (2008)<sup>12</sup> says that occupational stress was found to be significantly related to job satisfaction; the greater the stress the lower the satisfaction. Correa and Ferreira (2011)<sup>13</sup> occupational stress such as role conflict, work overload, interpersonal difficulties, work-family conflict, work instability, lack autonomy and pressure of responsibility showed that the role conflict and work overload had a negative impact on job satisfaction. The role of conflict showed a negative impact on the positive emotions at work, while the pressure of responsibility interfered positively in it. The work overload interfered positively in negative emotions at work while the pressure of responsibility interfered negatively. Studying the relationships involving life satisfaction is beneficial, since it affects job performance (Jones 2006, Muhammad and Muhammad, 2012)<sup>14</sup>, commitment and withdrawal (Susskind, Borchgrevinck, Kacmar and Brymer 2000)<sup>15</sup>. The issues of stress and well-being both its positive (life satisfaction, Happiness and joy etc., Diener & Diener 2000)<sup>16</sup> and negative (anxiety, depression, anger etc.) indicators have received serious attention from researchers,

However no attempt has been made yet to investigate the nature of relationship between organizational stress and life satisfaction as an indicator of subjective well-being among teachers of Muslim minority managed school. In view of this present study examined a group of teachers on organizational stress and life satisfaction.

### 3. Methodology

#### 3.1 Objectives of the study

The study is intended to determine the nature and magnitude of relationship of life satisfaction with organization role stress and its components [i.e. Inter Role Distance (IRD), Role Stagnation (RS), Role Expectation Conflict (REC), Role Erosion, (RE), Role Overload (RO), Role Isolation (RI), Personal Inadequacy (PIN), Self Role Distance (SRD), Role Ambiguity (RA) and Resources Inadequacy (RIn).] among teachers of Muslim minority managed school.

#### 3.2 Hypothesis

- There is a significant relationship between life satisfaction and organizational role stress and its components in case of teachers of Muslim minority managed school.

**3.3 SAMPLING:-**the researcher has used the simple convenience sampling to select the sampled units within the Muslims based minority educational institutions' for the study. 100 teachers of Muslim minority managed school were chosen as the sample.

#### 3.4 TOOL USED:-

- The organizational role stress (ORS) scale, developed and standardized by Pareek in the year 1981 to measure the role stress, has been used by the researcher in the study. The ORS scale is a 5 point scale (0-4) consisting of 50 statements which measures 10 role stressors (5 statements for each role stressor). Total organizational role stress obtained simply by adding scores on ten role stresses. This scale has accepted reliability and validity (Pareek, 1983).
- The researcher has used The Hindi Version of Life Satisfaction Scale (LSS) [O.G Alman and Ramji Srivastava, 1971]. Life Satisfaction Scale comprised of 60 items related to six

areas e.g. Health, Personal, Economic, Marital, Social and Job. The responses are to be given in Yes/No. Yes responses indicate the satisfaction.

**STATISTICAL TOOLS:** - Software package for social sciences (Spss-20) was used to carry out the statistical analysis of the data.

## 5 Data Analysis and result description

All the measures were administered individually to the respondents under standard instruction in the following sequence ORS Scale and LS Scale; standard scoring procedures were followed for obtaining scores on ten. Organizational Role Stresses and Total Role Stress (TRS) and Life Satisfaction. All the raw scores were converted into T-Scores. Thereafter Pearson Product Moment Correlation Coefficient was computed.

The researcher has computed the Person Product Moment Coefficient to find out the relationship of life satisfaction and organizational role stress and its components among teachers of Muslim minority managed school. The results of are given in the table 1 below-

Table No.1 Relationship of Life Satisfaction, Organizational Role Stress and its Components in teachers (N= 100)

	TORS	IRD	RS	REC	RE	RO	RI	PIN	SRD	RA	RIN
LSS	-.251*	-.258**	-.183	-.226*	-.032	-.307**	-.084	-.093	-.194	-.192	-.242*

\* $p < .05$ ; \*\* $p < .01$

Table 1 represents the relationship of life satisfaction, organization role stress and its components in among female Teachers.

The results show that there lies a negative correlation between the Life satisfaction and Total organization role stress. As the correlation between LSS & ORS is ( $r = -.251$ ), based on 100 observation with pair wise non missing values. The r value is negative which shows that there lies a negative relationship between the Life satisfaction and Role stress. With the decreasing role stress the life satisfaction increases and vice versa.

LSS & IRD- There also lays a negative correlation between the LSS and the Inter Role Dependence. The correlation between LSS & IRD is ( $r = -258$ ), based on 100 observation with pair wise non missing values. It shows that with less dependency upon other to perform the role increases the life satisfaction and vice versa.

LSS & RS- There also lays a negative correlation between the LSS and the Inter Role Dependence. The correlation between LSS & RS is ( $r = -183$ ), based on 100 observation with pair wise non missing values. It shows that with stagnation in role creates decreases the life satisfaction.

LSS & RS- There also lays a negative correlation between the LSS and the Inter stagnation. The correlation between LSS & RS is ( $r = -183$ ), based on 100 observation with pair wise non missing values. It shows that with stagnation in role creates decreases the life satisfaction.

LSS & REC- There also lays a negative correlation between the LSS and the REC. The correlation between LSS & REC is ( $r = -266$ ), based on 100 observation with pair wise non missing values.

LSS & RE- There also lays a negative correlation between the LSS and the Role expectancy. The correlation between LSS & RE is ( $r = -032$ ), based on 100 observation with pair wise non missing values. It shows that role expectancy and life satisfaction are negatively correlated. As the role expectancy decreases the life satisfaction increases.

LSS & RO- There also lays a negative correlation between the LSS and the Role overload. The correlation between LSS & RO is ( $r = -307$ ), based on 100 observation with pair wise non missing values. It shows that with overload in the role creates decreases the life satisfaction.

LSS & RI- There also lays a negative correlation between the LSS and the Role Interchange The correlation between LSS & RI is ( $r = -184$ ), based on 100 observation with pair wise non missing values..

LSS & PIN, SRD, RA, RIN- There also lays a negative correlation between the LSS and the other related variables.

Hypothesis testing-

The results revealed shows that there lies a negative relationship between the LSS and ORS. So the null hypothesis Stating that *there is a significant positive relationship between life satisfaction and organizational role stress and its components in case of teachers of Muslim minority managed school* is rejected.

## 6. Discussion

The results of the present study revealed that there was negative and significant relationship between life satisfaction and total organizational stress and stress related to linkage for example inter role distance, self-role distance and role isolation, related to inadequacy, role erosion, related to ambiguity for example, role expectation and conflict and stress related to stagnation. This indicated that higher the life satisfaction lower would be the total organizational stress and above mentioned components and vice versa among the teachers of Muslim minority managed school.

Researchers have focused more attention on the issues of the nature of relationship between stress and job satisfaction. Majority of these researchers have reported a negative relationship between them ( Adams, 1999<sup>17</sup>; Sankhyan, 2001<sup>18</sup>).

Gardiner (2006) found that perceived stress was negatively associated with life satisfaction, and showed that age and personality type contributed in having satisfaction. He also studied the relationship between stress and subjective well-being in relation to personality type (extroverted and neurotic). He further explored that as stress levels increase, levels of life satisfaction decrease. Overall these stresses may result in lack of satisfaction from life, as life satisfaction reflects an individual's global assessment of their present quality of life, based on personally chosen criteria

### 6.1 Conclusion

In any case findings of the present study supplement have various role stresses and its emotional consequences manifested in terms of life satisfaction needed to be taken care by organization as well as family. Effective interventions are needed to identify factors causing stress and

consequences of organizational role stress so that these teachers can effectively contribute to the growth of the schoolsto make students a good citizen and have a better quality of life as well as work life balance.

## 6.2 Limitation

1. The study does not claim to have established all the mediating variables that can affect organizational role stress and life satisfaction
2. The study is limited to teachers working in Muslim minority managed schools only.

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