CHAPTER V
SUMMARY AND CONCLUSION

5.1 INTRODUCTION

The age of innovation and technology has made our life easy but at the same time it is also true that human beings are caught in the network of frustration and conflicts. This is nothing but a feeling known as stress. Stress, a phenomenon which everyone feels from birth till death in every step of life. No person on this earth can deny the fact that his or her life is stress free. The term “stress” was first used by Selye (1936) in the literature on life sciences, describing stress as “the force, pressure, or strain exerted upon a material object or person which resist these forces and attempt to maintain its original state.”

According to Gold and Roth (1993) stress is a condition of disequilibrium within the intellectual, emotional and physical state of the individual; it is generated by one’s perception of a situation, which results in physical and emotional reactions. It can be either positive or negative depending upon one’s interpretation.

Stress can be understood in terms of a dynamic state in which an individual has to face the conflicts or opportunities and the result of this will be uncertain (Robbins, 2001). Robbins (2003) summarized stress as a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. The psychological condition of mind or body when one feels uneasiness is termed as stress. Stress can also be defined as an adverse reaction that people experience when external demands exceed their internal capabilities (Waters and Ussery, 2007).

Stress is found everywhere and educational setting is no exception. Teachers are the most valued assets of any country. Kyriacou and Sutcliffe (1978) revealed that among different professions, teachers had been identified as those who work under high stress. As stress has negative outcomes on teachers, so it is necessary that teachers are able to recognize stress so that teachers can take appropriate steps to deal in a positive manner. In teaching profession, the sources of stress are daily interaction with students, parents and co-workers (DeRabbio and Iwanicki, 1996; Brotheridge
and Grandly, 2002), inadequate administrative support, poor working conditions, lack of participation in decision making, burden of paper work, lack of resources, lack of social and recreational activities (Singh, 2005).

The stress generated due to role performed by an individual in an organisation is termed as organisational role stress. Organisational stress can be defined as the “harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources or need of the worker” (Sauter and Murphy, 1999). Pareek (1983) conceptualized organisational role stress in terms of ten different kinds of role stressors and these are inter-role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy role, self-role distance, role ambiguity and resource inadequacy. Srivastava and Pareek (2008) measured organisational role stress by including more role stressors named as role under-load, inter role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity and resource inadequacy.

Recent global changes in the current scenario resulted in creation of new challenges in terms of global competition, technological advancements, quality assurance and standardization and this hit every field and even the educational field. Teachers are under immense pressure to meet the expectations/demands of students, parents, or employers. In this process of meeting the expectations, the teachers are exposed to certain unwanted internal or external environmental factors, which hamper their routine abilities to develop feeling of exhaustion and strain. The feeling of exhaustion and strain decreased the overall productivity of education (Khan, Shah, Khan and Gul, 2012).

Organisational stress framework includes sources of work stress such as job factors, role conflict, role ambiguity, work overload, and insufficient control (Matteson and Ivancivich, 1989). In the teaching profession, organisational factors include curriculum demands, student recalcitrance, time demands, poor working conditions, poor school management and administration, and lack of parental support. Extra organisational factors include family, personal and social problems (Dua, 1994). Schabracq and Cooper (2000) stated that the combination of new technology,
globalized economies, new organisational products and processes and changed nature of organisations result in stressful working environments.

There are number of factors but the researcher for the present investigation selected thirteen stressors for the conceptualization of dimensions of organisational role stress in present educational scenario. These are inter-role distance (IRD), role stagnation (RS), role expectation conflict (REC), role erosion (RE), role overload (RO), role isolation (RI), personal inadequacy (PI), self-role distance (SRD), role ambiguity (RA), resource inadequacy (RIn) role under-load (Ru), technical explosion (Te) and career development (Cd).

Percieved school problems comprise of those problems present in school and percieved by teachers in his/her routine life. Kyriacou (2001) identified following problems for the teachers i.e. ten of the main sources of teacher stress which are as follows:

- Teaching pupils who lack motivation
- Maintaining discipline
- Time pressures and workload
- Coping with change
- Being evaluated by others
- Dealings with colleagues
- Self-esteem and status
- Administration and management
- Role conflict and
- Role ambiguity

Freudenberger (1974), a psychiatrist who was largely credited with first to use the term “Burnout”. Freudenberger described burnout as physical and emotional exhaustion due to the result of excessive demands on energy, strength and resources. The phenomenon of burnout conceptualized in terms of emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach, Jackson and
Leiter, 1996). This concept came into existence when people get to know about a proper instrument to measure burnout this that is M.B.I. or Maslach Burnout Inventory developed by Maslach and Jackson (1986). According to Spector (2000), “Burnout is a distressed psychological state; a person suffering from burnout is emotionally exhausted, low work motivation, it involves being depressed about work and having little energy and enthusiasm for the job.”

Teaching profession has become so much complex and demanding (Day, 2004; Elliot and Croswell, 2001) and has always been characterized by conflict, ambiguity, with heavy workload. In the modern age, stress is an unavoidable concept, so there is numerous stress reducing factors which are composed of external or internal strength of an individual. Ciarrochi, Chan and Caputi, 2000 stressed on internal strength to cope up with stress viz. optimistic attitude in stressful events, self-esteem, exercise and hardiness is one of them. The emergence of the term hardiness from the medical literature in early 1980’s as a resistant factor to mediate stress (Kobasa, 1982). According to Kobasa (1979) “Hardiness is a personality dimension that is believed to confer resistance against the effects of psychological stress”. The three aspects of hardiness viz. commitment, control and challenge provide a new outlook for a happy and healthy life (Kobasa, 1979).

5.2 RATIONALE OF THE STUDY

Teachers are the most valued assets of any country to provide knowledge and skills. But, the global changes raises new challenges i.e. global competition, technological advancements, quality assurance, standardization etc. which affect each and every sector throughout world even the educational sector. The effects of teacher’s stress on the performance have widely been recognized. Research studies like (Bakker, Demerouti and Verbeke, 2004; Akhlaq, Amjad, Mehmood, Seed-ul-Hassan and Malik, 2010; Tahir, 2011) showed that the stress has extreme negative effects in terms of low morale, absenteeism, poor teaching quality, less students satisfaction as well as the overall performance of teachers.

Technological revolution also brings stress among teachers in terms of lack of appropriate skills and their inability to use/ handle technology in classroom. Inability to use technology is also one of the cause of organisational role stress in teachers. A
A considerable number of studies showed that technological advancement increases stress (Harper, 2000). A considerable number of studies (Kyriacou, 1987; Travers and Cooper, 1996; Pithers and Soden, 1998; Kyriacou, 2001; Kafetsios, 2007) identify the causes of stress as being work pressure, job conditions, the ambiguities and conflicts of the educational role resulting from its complexity and from the administration’s conflicting demands, pressures exercised by educational leadership, professional growth, lack of resources, poor relations with colleagues, less pay, student behavior, relations with the students’ parents, teachers’ expectations, lack of communication etc.

Studies showed that organisational role stress is positively related with burnout which means teachers who are exhausted at the workplace exhibit stress (Schwab and Iwanicki, 1982; Pierce and Molloy, 1990; Watts and Robertson, 2011).

Personality hardiness is one of the coping technique to deal with stress. Hardy people are more effective in stressful situations as hardy people appraise stressful situations differently. It is often noted that hardy people see stressful situations as less threatening because they believe that they can control the situation and even learn from it (Kobasa, 1979).

A teacher is a person of great social status and prestige. Teachers are called the “Nation Builders”. If they experience stress in an organisation then how would they manage their job is an important question which this study seeks to answer.

5.3 STATEMENT OF THE PROBLEM
The statement of the problem thus read as:

**ORGANISATIONAL ROLE STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO PERCEIVED SCHOOL PROBLEMS, BURNOUT AND PERSONALITY HARDINESS**

5.4 OPERATIONAL DEFINITIONS OF THE VARIABLES

- **Organisational Role Stress:** Role stress is defined as the conflict and tension due to the roles being played by a person at any given point of time. Enacted in the problems of organisations, such role stresses are called organisational role stress. It includes inter role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-
role distance, role ambiguity, resource inadequacy, role under-load, technical explosion and career development.

- **Perceived School Problems:** It comprises of those factors which increase stress among teachers in their workplace namely discipline problems, time pressure, relation with student’s parents, autonomy and supervisory support. *Discipline problem* is associated with the student’s misbehavior i.e. a kind of disobedience, nuisance, misbehave in the class or any kind of act which encourage stress in teachers. *Time pressure* means a minimum time is given to a teacher for a particular task. Teachers not only have a bonding with students but also with their parents. A cordial bonding gives fruitful result, but if the bonding is not proper it become a stress for teachers. *Autonomy* is defined as the degree to which the job provides substantial freedom, independence and discretion to the teacher in scheduling the work and in determining the procedures to be used in carrying it out, and fastly. *Supervisory support* means teachers’ feeling of having cognitive and emotional support from the school supervisor, that they could ask the school supervisor/ leadership for advice and that their relation to the school supervisor was one of mutual trust and respect.

- **Burnout:** Burnout is conceptualized as a job-related condition arising because of severe distress and occurred in those individuals who previously functioned at an adequate level. It is often described as a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment.

- **Personality Hardiness:** It is defined as that kind of personality by which a person has high hardy attitudes which help him to cope with stressful circumstances by facing them (rather than being on denial) and struggling to turn them from potential disaster into opportunities (rather than avoiding them or blaming others).

### 5.5 DELIMITATIONS

The study under investigation was delimited to the following:

1. The study was delimited to government and private secondary schools of Punjab state.
2. The study was confined to schools of five districts of Malwa region of Punjab.
3. The study was confined to the teachers of secondary schools only.
4. The study was further delimited to variables of organisational role stress, perceived school problems, burnout and personality hardiness.

5.6 OBJECTIVES

The study was designed to attain the following objectives:

1. To study the nature of variables under study viz. organisational role stress, perceived school problems, burnout and personality hardiness.
2. To study the relationship of dimensions of organisational role stress with dimensions of perceived school problems.
3. To study the relationship of dimensions of organisational role stress with dimensions of burnout.
4. To study the relationship of dimensions of organisational role stress with dimensions of personality hardiness.
5. To study the significance of difference between high and low perceived school problems on organisational role stress.
6. To study the significance of difference between high and low burnout on organisational role stress.
7. To study the significance of difference between high and low personality hardiness on organisational role stress.
8. To study the first order and second order interaction effect between / among the variables of perceived school problems, burnout and personality hardiness on organisational role stress.
9. To study the significance of difference between private and government secondary school teachers on organisational role stress.
10. To study the significance of difference between male and female secondary school teachers on organisational role stress.
11. To study the interaction effect of institutional types and gender on organisational role stress.
12. To find out the predictors of organisational role stress from among the dimensions of independent variables of perceived school problems, burnout and personality hardiness.
5.7 HYPOTHESES

On the behalf of above stated objectives, the investigator formulated following hypotheses for the study:

1. There exists significant relationship between inter-role distance dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

2. There exists significant relationship between role stagnation dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

3. There exists significant relationship between role expectation conflict dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

4. There exists significant relationship between role erosion dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

5. There exists significant relationship between role overload dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

6. There exists significant relationship between role isolation dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

7. There exists significant relationship between personal inadequacy dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

8. There exists significant relationship between self-role distance dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

9. There exists significant relationship between role ambiguity dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.
10. There exists significant relationship between resource inadequacy dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

11. There exists significant relationship between role under-load dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

12. There exists significant relationship between technical explosion dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

13. There exists significant relationship between career development dimension of organisational role stress and dimensions of perceived school problems of secondary school teachers.

14. There exists significant relationship between inter-role distance dimension of organisational role stress and dimensions of burnout of secondary school teachers.

15. There exists significant relationship between role stagnation dimension of organisational role stress and dimensions of burnout of secondary school teachers.

16. There exists significant relationship between role expectation conflict dimension of organisational role stress and dimensions of burnout of secondary school teachers.

17. There exists significant relationship between role erosion dimension of organisational role stress and dimensions of burnout of secondary school teachers.

18. There exists significant relationship between role overload dimension of organisational role stress and dimensions of burnout of secondary school teachers.

19. There exists significant relationship between role isolation dimension of organisational role stress and dimensions of burnout of secondary school teachers.
20. There exists significant relationship between personal inadequacy dimension of organisational role stress and dimensions of burnout of secondary school teachers.

21. There exists significant relationship between self-role distance dimension of organisational role stress and dimensions of burnout of secondary school teachers.

22. There exists significant relationship between role ambiguity dimension of organisational role stress and dimensions of burnout of secondary school teachers.

23. There exists significant relationship between resource inadequacy dimension of organisational role stress and dimensions of burnout of secondary school teachers.

24. There exists significant relationship between role under-load dimension of organisational role stress and dimensions of burnout of secondary school teachers.

25. There exists significant relationship between technical explosion dimension of organisational role stress and dimensions of burnout of secondary school teachers.

26. There exists significant relationship between career development dimension of organisational role stress and dimensions of burnout of secondary school teachers.

27. There exists significant relationship between inter-role distance dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

28. There exists significant relationship between role stagnation dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

29. There exists significant relationship between role expectation conflict dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.
30. There exists significant relationship between role erosion dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

31. There exists significant relationship between role overload dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

32. There exists significant relationship between role isolation dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

33. There exists significant relationship between personal inadequacy dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

34. There exists significant relationship between self-role distance dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

35. There exists significant relationship between role ambiguity dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

36. There exists significant relationship between resource inadequacy dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

37. There exists significant relationship between role under-load dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

38. There exists significant relationship between technical explosion dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.

39. There exists significant relationship between career development dimension of organisational role stress and dimensions of personality hardiness of secondary school teachers.
40. There exists significant difference between high and low perceived school problems on organisational role stress.
41. There exists significant difference between high and low burnout on organisational role stress.
42. There exists significant difference between high and low personality hardiness on organisational role stress.
43. There exists significant interaction effect of perceived school problems and burnout on organisational role stress.
44. There exists significant interaction effect of perceived school problems and personality hardiness on organisational role stress.
45. There exists significant interaction effect of burnout and personality hardiness on organisational role stress.
46. There exists significant interaction effect of perceived school problems, burnout and personality hardiness on organisational role stress.
47. There exists significant difference between private and government secondary school teachers on the variable organisational role stress.
48. There exists significant difference between male and female secondary school teachers on the variable organisational role stress.
49. There exists significant interaction effect of institutional types and gender on organisational role stress.
50. Dimensions of independent variables of perceived school problems, burnout and personality hardiness would contribute significantly in predicting the organisational role stress both independently as well as conjointly for total sample of secondary school teachers.

5.8 SAMPLE

The quality of a piece of research stands or falls not only by the appropriateness of methodology and instrumentation but also by the suitability of the sampling strategy that has been adopted (Cohen, Manion and Morrison, 2007).

In the present study multistage random sampling technique was employed to choose the sample. The population for the present study was Punjab state. Punjab
state is divided into four regions i.e. Majha, Malwa, Powadh and Doaba and out of the four regions of Punjab Malwa region of the Punjab was selected randomly. In Malwa region there are thirteen districts namely: Fatehgarh Sahib, Bathinda, Ferozepur, Faridkot, Ludhiana, Moga, Fazilka, Mansa, Muktsar, Patiala, Nawan Shahar, Sangrur and Roapar. From these thirteen districts of Malwa region, five districts i.e. Patiala, Shri Muktsar Sahib, Fazilka, Faridkot and Sangrur were selected randomly. In the next stage list of government and private secondary schools of Patiala, Shri Muktsar Sahib, Fazilka, Faridkot and Sangrur districts were prepared. All the schools couldn’t form the subjects of the study by a researcher. Hence, it was decided to select a representative sample of thirty schools (fifteen government and fifteen private) on the basis of simple random sampling method (lottery method). Finally a sample of 524 secondary school teachers constituted the sample for the present study from government and private schools of Patiala, Shri Muktsar Sahib, Fazilka, Faridkot and Sangrur districts. The list of the names of government schools, private schools and total number of secondary school teachers (male and female) selected for data collection is shown in table 3.1, 3.2 and 3.3 of chapter III.

5.9 DESIGN

It is necessary to adopt a systematic procedure to collect the necessary data which helps to achieve the objectives and to test the hypotheses of the study. Research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of research project i.e. the sample or groups, measures, treatments or programs, methods of assignment-work together to address the central research questions (Trochim, 2007).

Research design is the conceptual structure within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2012).

The present research study employed a descriptive research method and aimed to determine the relationship of organisational role stress with perceived school problems, burnout and personality hardiness. The present study investigated the effect of the independent variables i.e. perceived school problems, burnout, personality
hardiness, institutional types and gender on organisational role stress. The variable percieved school problems was studied at two levels i.e. low and high percieved school problems. The variable burnout was studied at two levels i.e. low and high burnout. The variable personality hardiness was studied at two levels i.e. low and high personality hardiness. The variable institutional types was studied at two levels i.e. private and government schools. The variable gender was studied at two levels i.e. male and female. Therefore, the sample groups must be compared and statistically tested for their equivalence. The main dependent variable was organisational role stress. In order to analyze the data 2×2×2 and 2×2 analysis of variance was used. The study covered five independent variables.

A schematic layout of 2×2×2 and 2×2 factorial designs used in the study for the variables of percieved school problems, burnout and personality hardiness, institutional types and gender has been given in the figure 3.1 and 3.2 in chapter III.

The study was further designed to find out the significant predictors of organisational role stress from among the independent variables of percieved school problems, burnout and personality hardiness. For the present study descriptive survey method was employed.

5.10 TOOLS USED

The following research tools were used to collect the data for the present study:
1. Organisational Role Stress (ORS) developed by the investigator herself.
2. Percieved School Problems (PSP) developed by the investigator herself.
3. Maslach Burnout Inventory (MBI) by Maslach and Jackson (1986).
4. Personality Hardiness Scale (PHS) by Kobasa and Maddi (1982).

5.11 PROCEDURE

After the selection of the sample and prior to the administration of the composite booklets containing organisational role stress, percieved school problems, burnout and personality hardiness scales to secondary school teachers, the investigator sort permission and co-operation from the principals of the selected schools. A schedule was fixed to collect information from the respective teachers. On the schedule date informal introduction with the teachers was done to develop rapport. As it is necessary to reduce anxiety as well as subjects were assured that their responses
and the information given about them will be kept strictly confidential and used for research purpose only. After maintaining rapport with respondents, all the four questionnaires were administered to 600 teachers. While handling over the questionnaires of the scales to the subjects, they were requested to go through the printed instruction and understand them correctly before responding to the items of the tools. The investigator again emphasized the paramount need of genuine research i.e. the need to respond to the items of the research tools with utmost honesty and truthfulness. Sufficient time was given to the respondents for the appropriate responses. The data pertaining to the type of schools (private/government) and gender (male/female) of subjects were obtained from the particulars they were required to mention in the relevant columns of the title page of the scales used (or personal background data sheet). Out of 600 secondary school teachers, only 524 secondary school teachers filled the entire test completely and appropriately. Thus, 524 secondary school teachers were considered for the investigation of the study and comprised the final sample of the study. Scoring of all the scales was done as per the instructions given in the respective manuals for a sample of secondary school teachers under the study. Thereafter, the scores of the subjects pertaining to variables were tabulated on a proper code sheet which was used for statistical analysis.

5.12 STATISTICAL TECHNIQUES USED

For the analysis of data following statistical techniques were used:

1. Descriptive statistical techniques such as Mean (M), standard deviation (S.D.), skewness (Sk) and kurtosis (Ku) were worked out to ascertain nature of the distribution of the scores on the dimensions of dependent variables organisational role stress and dimensions of independent variables perceived school problems, dimensions of burnout and dimensions of personality hardiness.

2. Pearson’s Product Method was used to compute correlation of dimensions of organisational role stress with the dimensions of perceived school problems, dimensions of burnout and dimensions of personality hardiness.

3. Analysis of variance ($2 \times 2 \times 2$) and ($2 \times 2$) were employed to find out the main effects and interaction effects of different variables.
4. Step-wise Multiple Regression Analysis was done to find out the predictors (contributors) of criterion variable organisational role stress from among the independent variables of perceived school problems, burnout and personality hardiness.

5. For the analysis of data SPSS (Statistical Package for the Social Sciences) 16.0 version was used. SPSS is a software package used for statistical analysis.

5.13 FINDINGS

5.13.1 FINDINGS OF ANALYSIS OF DESCRIPTIVE STATISTICS

➢ For Total Sample of Secondary School Teachers

1. Secondary school teachers have high organisational role stress on dimensions of role erosion and role under-load. However, they had average level of stress on inter-role distance, role stagnation, role expectation conflict, role overload, role isolation, personal inadequacy, self-role distance and role ambiguity dimensions of organisational role stress. They had low level of stress on resource inadequacy, technical explosion and career development dimensions of organisational role stress.

2. Secondary school teacher’s perceived high school problems related with parents. They perceive average level of school problems on discipline problem, time pressure, autonomy and supervisory support dimensions of perceived school problems.

3. Secondary school teachers have high burnout on depersonalization dimension. They have average burnout on emotional exhaustion and personal accomplishment dimensions of burnout.

4. Secondary school teachers have average coping strategy on commitment, control and challenge dimensions of personality hardiness.

➢ For Government Secondary School Teachers

1. Government secondary school teachers have high organisational role stress on dimensions of role erosion. However, they had average level of stress on inter-role distance, role stagnation, role expectation conflict, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity and role
under-load dimensions of organisational role stress. They had low level of stress on resource inadequacy, technical explosion and career development dimensions of organisational role stress.

2. Government secondary school teacher’s perceived high school problems related with parents. They perceive average level of school problems on discipline problem, time pressure, autonomy and supervisory support dimensions of perceived school problems.

3. Government secondary school teachers have high burnout on depersonalization dimension. They have average burnout on emotional exhaustion and personal accomplishment dimensions of burnout.

4. Government secondary school teachers have average coping strategy on commitment, control and challenge dimensions of personality hardiness.

➢ **For Private Secondary School Teachers**

1. Private secondary school teachers have high organisational role stress on dimensions of inter-role distance, role erosion, self-role distance and role under-load. However, they had average level of stress on role stagnation, role overload, role isolation, personal inadequacy, role ambiguity and resource inadequacy dimensions of organisational role stress. They had low level of stress on role expectation conflict, technical explosion and career development dimensions of organisational role stress.

2. Private secondary school teacher’s perceived high school problems related with parents. They perceive average level of school problems on discipline problem, time pressure, autonomy and supervisory support dimensions of perceived school problems.

3. Private secondary school teachers have high burnout on depersonalization dimension. They have average burnout on emotional exhaustion and personal accomplishment dimensions of burnout.

4. Private secondary school teachers have average coping strategy on commitment, control and challenge dimensions of personality hardiness.

➢ **For Male Secondary School Teachers**

1. Male secondary school teachers have high organisational role stress on dimensions of role erosion and role ambiguity. However, they had average
level of stress on inter-role distance, role expectation conflict, role overload, role isolation, personal inadequacy, self-role distance, resource inadequacy, role under-load and technical explosion dimensions of organisational role stress. They had low level of stress on role stagnation and career development dimensions of organisational role stress.

2. Male secondary school teachers perceived high school problems related with parents. They perceive average level of school problems on discipline problem, time pressure, autonomy and supervisory support dimensions of perceived school problems.

3. Male secondary school teachers have high burnout on depersonalization dimension. They have average burnout on emotional exhaustion and personal accomplishment dimensions of burnout.

4. Male secondary school teachers have average coping strategy on commitment, control and challenge dimensions of personality hardiness.

➢ **For Female Secondary School Teachers**

1. Female secondary school teachers have high organisational role stress on dimensions of role erosion. However, they had average level of stress on inter-role distance, role stagnation, role overload, personal inadequacy, self-role distance, role ambiguity, resource inadequacy, role under-load and technical explosion dimensions of organisational role stress. They had low level of stress on role expectation conflict, role isolation and career development dimensions of organisational role stress.

2. Female secondary school teacher’s perceived high school problems related to discipline problems and related to parents. They perceive average level of school problems on time pressure, autonomy and supervisory support dimensions of perceived school problems.

3. Female secondary school teachers have high burnout on depersonalization dimension. They have average burnout on emotional exhaustion and personal accomplishment dimensions of burnout.

4. Female secondary school teachers have average coping strategy on commitment, control and challenge dimensions of personality hardiness.
5.13.2 FINDINGS OF ANALYSIS OF CORRELATION OF DIFFERENT VARIABLES

- Correlation of Organisational Role Stress with Perceived School Problems

1. Significant and positive correlation was found between inter-role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity, resource inadequacy and role under-load but significant and negative correlation with technical explosion and career development dimensions of organisational role stress with discipline problem dimension of perceived school problems of secondary school teachers.

2. Significant and positive correlation was found between inter-role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity, resource inadequacy and role under-load but significant and negative correlation with career development dimensions of organisational role stress with time pressure dimension of perceived school problems of secondary school teachers.

3. Significant but negative correlation was found between inter-role distance, role stagnation, role expectation conflict, role overload, self-role distance, role ambiguity, resource inadequacy and role under-load but significant and positive with career development dimensions of organisational role stress related with relation with parent dimension of perceived school problems of secondary school teachers.

4. Significant and negative correlation was found between inter-role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity, resource inadequacy and role under-load but significant and positive correlation with technical explosion dimensions of organisational role stress with autonomy dimension of perceived school problems of secondary school teachers.

5. Significant and negative correlation was found between inter-role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity, resource inadequacy and role under-load but significant and positive correlation with
career development dimensions of organisational role stress with supervisory support dimension of perceived school problems of secondary school teachers.

- **Correlation of Organisational Role Stress with Burnout**
  1. Significant and positive correlation was found between inter-role distance, role stagnation, role expectation conflict, role erosion, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity, resource inadequacy and role under-load but significant and negative correlation with career development dimensions of organisational role stress with emotional exhaustion dimension of burnout of secondary school teachers.
  2. Significant and positive correlation was found between inter-role distance, role stagnation, role expectation conflict, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity and role under-load dimensions of organisational role stress with depersonalization dimension of burnout of secondary school teachers.
  3. Significant and positive correlation was found between inter-role distance, role stagnation, role expectation conflict, role overload, self-role distance, resource inadequacy and role under-load dimensions of organisational role stress with personal accomplishment dimension of burnout of secondary school teachers.

- **Correlation of Organisational Role Stress with Personality Hardiness**
  1. Significant and negative correlation was found between inter-role distance dimension of organisational role stress with commitment dimension of personality hardiness of secondary school teachers.
  2. Significant and negative correlation was found between inter-role distance dimension of organisational role stress with control dimension of personality hardiness of secondary school teachers.
  3. Significant and negative correlation was found between inter-role distance, role stagnation, role expectation conflict, role overload, role isolation, personal inadequacy, self-role distance, role ambiguity, resource inadequacy and role under-load but significant and positive correlation with career development dimensions of organisational role stress with challenge dimension of personality hardiness of secondary school teachers.
5.13.3 FINDINGS OF ANALYSIS OF VARIANCE OF DIFFERENT VARIABLES

- **Percieved School Problems, Burnout and Personality Hardiness on Organisational Role Stress**

1. Organisational role stress scores of secondary school teachers exhibiting high percieved school problems and low percieved school problems differ significantly.
2. Organisational role stress scores of secondary school teachers exhibiting high burnout and low burnout differ significantly
3. Organisational role stress scores of secondary school teachers exhibiting high personality hardiness and low personality hardiness differ significantly.
4. The percieved school problems (high and low) and burnout (high and low) interact significantly to yield difference on the scores of organisational role stress of secondary school teachers.
5. The percieved school problems (high and low) and personality hardiness (high and low) interact significantly to yield difference on the scores of organisational role stress of secondary school teachers.
6. The burnout (high and low) and personality hardiness (high and low) interact significantly to yield difference on the scores of organisational role stress of secondary school teachers.
7. The interaction among percieved school problems, burnout and personality hardiness interact significantly to yield difference on the scores of organisational role stress of secondary school teachers.

- **Institutional Types and Gender on Organisational Role Stress**

1. The mean organisational role stress scores of government secondary school teachers are higher as compared to private secondary school teachers. Thus, secondary school teachers working in government sector have more stress as compared to secondary school teachers working in private sector.
2. The mean organisational role stress scores of male secondary school teacher’s female secondary school teachers do not differ on their organisational role stress scores.
3. The type of institute (private and government) and gender (male and female) differ significantly to yield difference on the scores of organisational role stress of secondary school teachers.
5.13.4 FINDINGS OF ANALYSIS OF REGRESSION
➢ For Total Sample of Secondary School Teachers
- Dimensions of independent variable i.e. discipline problem and supervisory support of perceived school problems, dimensions of burnout (i.e. emotional exhaustion, depersonalization and personal accomplishment) and challenge dimension of personality hardiness were all significant predictors of the criterion variable organisational role stress. They contributed both independently as well as conjointly towards the prediction of organisational role stress.

5.14 EDUCATIONAL IMPLICATIONS OF THE FINDINGS
1. It was found from the study that the stress due to the different roles played by the teachers at the workplace must be handled with the enrichment of new and innovative roles. Also attention must be given to analyzing and redesigning of the eroded roles of secondary school teachers. There must be appropriate linkage or initiation of new roles with the clubbing up of eroded roles or abolition of eroded roles which can’t be enriched.
2. Certain measures should be taken to incorporate necessary and enriched policies of the organisation with positive attitude/intent to reduce the unwanted stress in the secondary school teachers.
3. The findings of the study showed that the teachers not only experienced stress due to different roles in the organisation but also perceived stress from daily school problems due to misbehaviour and indiscipline of students. Thus, it is necessary that school authorities must develop well planned strategies to control school problems and to make school environment stress free for the smooth conduct of teaching-learning process.
4. From the findings, it is suggested that the core concept of a healthy and sound organisation has roots in the redefinition and clarification of relationships, expectations, obligations and interaction between faculty members and the organization.
5. The present study revealed that to reduce stress level in teachers necessary measures should be taken for role enrichment and enlargement which includes analysis and redesigning of the roles with appropriate strategies.
6. The result of the study revealed that the authorities must show interest in the welfare of teachers. There is need to conduct collaborative workplace and job redesign to enhance person/employee environment match.

7. Topics such as stress management could be included in the continuous education programme of teachers.

8. The teachers must have their job description which integrates the organisation goal, mission and vision.

9. Management could create a positive work environment by refocusing responsibilities among teachers by opening up communication channels and conducting staff satisfaction surveys to monitor stress levels, needs and stressors in the work environment.

10. Result of the present study also throw light that teacher’s perceived stress due to relation with parents of children. Thus, school authorities must plan necessary efforts for the smooth and good relation between teachers and student’s parent.

11. The result of the study showed that the teachers must have provision in context of decision making responsibilities in the school.

12. Present study revealed that as the teachers become exhausted or frustrated from job, it leads to burnout among them. Measures should be taken to reduce burnout among teachers and dissatisfaction from their teaching profession. Innovative planning methods must be developed to reduce burnout among teachers.

13. Findings of the study showed that educationist, policy-makers and stakeholders must conduct and encourage self-audit for the burnout teachers to reduce their level of stress among them. Result showed that if the positive and healthy environment at the workplace is provided, this reduces burnout among teachers.

14. Study revealed that the teachers who have ability to face challenges have less organisational role stress. These teachers are committed for their work and believe that change rather stability is the necessary requirement for the enrichment and progress of life. Teachers must have courage and ability to accept the new challenges of life rather to feel helpless in stressful environment with open heart.
15. School representatives or authorities must organize enrichment activities for the professional development of teachers. They should also keep in mind the best practices for teachers and to brush up their talents, proper utilization of resources and development of supportive congenial environment at the workplace.

16. In addition to this, to set new heights in the education system, there is an urgent need to reframe educational policies to reduce stress level among teachers with the introduction of innovative career opportunities to uplift their profession.

5.15 SUGGESTIONS FOR FURTHER RESEARCH

Research in any field is never a closed book. There is always a persistent need for finding solution to the new problems and testing the variety of solutions to other problems. For further research some suggestions are listed below:

1. The present study was conducted on secondary school teachers. This study may also be replicated at senior secondary, college and university level.

2. The present study may be replicated on a large and more representative sample for greater validation and generalization of results.

3. Organisational role stress may be studied in relation to other variables like social maturity, locus of control etc.

4. The similar study can also be conducted on the other regions of Punjab.

5. The present study was conducted on secondary teachers from Punjab state. This study may also be replicated in other states like Haryana, Himachal Pradesh, Rajasthan, Jammu-Kashmir etc.

6. A comparative study may be done to find out the difference between two states on organisational role stress.

7. An experimental study may also be conducted on a sample of teachers having severe organisational role stress with use of psychotherapy.

8. A comparative study may also be carried out to find the difference between rural and urban area school teachers and also on the different streams of teachers on organisational role stress.