



## Occupational Stress and Role Performance-expectation Gap Amongst Teachers of OUAT, Bhubaneswar

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### ABSTRACT

The study was conducted in two colleges of Odisha University of Agriculture and Technology, Bhubaneswar viz. College of Agriculture and College of Agricultural Engineering, Bhubaneswar in 2019 to measure occupational stress of teachers working in the university. Total hundred number of respondents viz. sixty from college of agriculture and forty from college of agricultural engineering were selected following complete enumeration method. Data was collected from the respondents by implementing personal interview method. Profile characteristics of respondents, distribution of respondents according to student's behaviour, distribution of respondents according to occupational stress, association of occupational stress with the profile characteristics of teachers, the gap between role performance and role expectation of teachers were measured. Educational qualification and present job experience found to be positively correlated with occupational stress of teachers. The maximum gap between the role expectation and role performance of teachers of OUAT was found for the factor; opportunity to earn money, wealth and property followed by delegation of authority, whereas minimum gap was observed in case of job security. Total deviation of 23.97 per cent was found between role expectation and role performance of teachers of OUAT.

### INTRODUCTION

University being a unique institution are engaged in exploring, generating, and transmitting knowledge where it calls for taking more responsibilities for students than before (Malik & Bjorkqvist, 2018). So, with respect to imparting agricultural education in the field of agricultural and allied sciences, the role of state agricultural universities becomes vital in this aspect. The state agricultural university possess a distinctive system of functioning owing to the diversity in their roles and responsibilities whereby there is elevation of faculties beyond the singular roles of scientists, trainers or teachers (Borah, 2019). According to Jayasingh et al., (2022), the stability of agri-education imparted by the State Agricultural Universities (SAUs) banks on the working rigours of the teachers and that is why it becomes inevitable not to be ignorant towards

the content and satisfaction derived from executing their roles assigned to their job, which forms an important component under human resource management of the concerned university as an organization.

Stress is a predicament of constriction that births from the behest for the accommodation or accumulative behaviour both really as well as perceptually (Win & Aung, 2020). With respect to teachers, it confers about the anti-pathetic mental state which are contemplated in the repugnant requisites to their vocation (Meng et al., 2018). The prevalence of work-related stress is increasing among academics (Tquabo et al., 2021). The manifestations of occupational stress were scaled by the contents mulled over prostration, stress affiliated health disorders, regarded work stress, efficiency, professional contentedness and pondering for job switch (Wang et al., 2020). Harmsen et al., (2019) pointed

that under the scope of general health point, occupational stress attributes to physiological disorders, reduced welfare and under incessant psycho-mental torment. Stress is explained as an interactive process which occurs between teachers and their teaching environment leading to excessive demands being placed on them and resulting in physiological and psychological distress (Malik et al., 2017). Rana & Soodan (2019) implied the prominent impact of personal as well as occupational stress on the contentedness and health of the teaching fraternity. Kaur & Kumar (2017) stated that the stress rising from the professions are of a great prominence amongst the school teachers of urban arena.

Now-a-days, the teaching and research organizations, particularly the Agricultural Universities and Research organizations are facing new challenges in the context of changing agricultural, social and economic scenario. In this context, a comprehensive study was undertaken with an objective to measure the relationship between profile characteristics and occupational stress and the gap between role expectation and role performance of the teachers of Orissa University of Agriculture and Technology, Bhubaneswar. The result of the study will be helpful in policy advocations for reducing the occupational stress of the teachers of the University.

**METHODOLOGY**

For the investigation all the faculties working in the main campus of the OUAT i.e., total of 100 respondents comprising 60 from College of Agriculture and 40 from College of Agricultural Engineering were taken by complete enumeration for measuring occupational stress following procedures by Cooper et al., (1988). A structured schedule was developed based on the literature reviews, consultation with experts, supervisor’s guidance and the results yielded from a conducted pilot study to evaluate the occupational stress of the faculties of the University. The response of respondents was appraised on seven-point continuum namely, Very Much Satisfaction (VMS), Much Satisfaction (MS), Some satisfaction (SS), Undecided (U), Some Dissatisfaction (SD), Much Dissatisfaction), Very Much Dissatisfaction (VMD) respectively. The score for all statements were added to get occupational stress scores of teachers. Mean and standard deviation was calculated. The classification of respondents into ‘no stress’, ‘mild stress’ and ‘severe occupational stress’ were done by following cumulative square root frequency method and the percentage of respondents belonging to each level of stress was calculated. Personal interview method was implemented for the purpose of data collection from the respondents. Association of socio-personal profile of teachers with their occupational stress were calculated by using Pearson’s product moment correlation.

To analyze such differences, a method was employed to detail out the role performance and role expectation related to their particular occupation of the teaching respondents. 14 statements were taken to measure relationship between role expectation and role performance of respondents. Role expectation of the respondents was indicated by 14 number of statements and role performance of respondents was measured by using a four-point continuum indicating ‘always’, ‘moderate’, ‘seldom’ and ‘never’ where the scores assigned to those are 3, 2, 1 and 0 respectively. As the total number of respondents were 100 and the highest

score on the continuum was 3, the maximum score expected for a single statement was (100\*3=300) and for 14 number of statements the maximum score expected was (14\*300=4200). In the procedure of analyzing deviations, for example with respect to statement-1, 83 respondents belonged to ‘always’ and 17 respondents belonged to moderate level of role expectation; as the score of always was 3, so role performance score for always category was (83\*3=249) and as the score of moderate category was 2, so the role performance score for moderate category was (17\*2=34) and the total score obtained (a) was (249+34=283). Likewise, the role performance scores for all the 14 statements were calculated and summated to obtain the total score of role performance for the 14 number of statements which was 3193.

The deviation of role performance from the role expectation for statement-1 = Maximum score expected - score obtained = 300-283 = 17

Total deviation of role performance from the role expectation = Expected Maximum Score (total) -Total Score Obtained = 4200-3193 = 1007

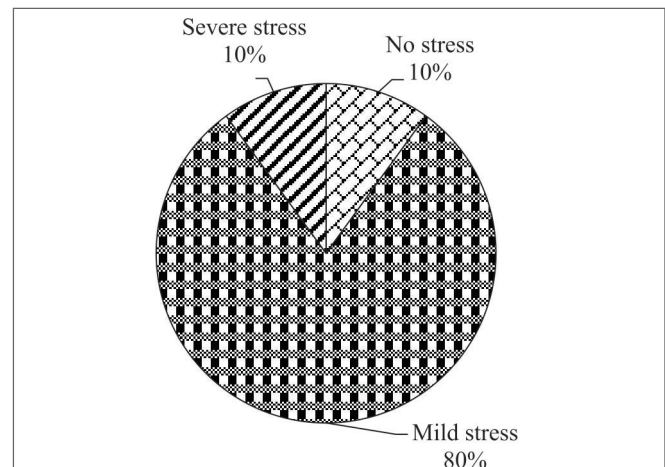
The percentage of total deviation of role performance from the role expectation = Expected Maximum Score (total) -Total Score Obtained / Expected Maximum Score (total) = 23.97%

Likewise, the deviation from the role expectation is calculated for all the 14 statements by heeding to the steps followed in the procedure above mentioned indicating to the point that the more is the deviation, more is the occupational stress of the teachers.

**RESULTS AND DISCUSSION**

**Occupational stress of the teachers of the University**

The data presented by the Figure 1 revealed that only 10 per cent of the respondents do not face any kind of stress whereas mild level and severe level of stress faced by the teachers were 80 per cent and 10 per cent respectively while performing their duties. The existence of such levels of stress as opined by major section of the respondents can be attributed to various range of factors comprising of status accrued to job sphere, work freedom,



**Figure 1.** Distribution of respondents according to occupational stress

job security, opportunities for promotion, incentives and many more. These results were in the lines of the findings of Reddy & Poornima (2012) along with Praveen Kumar et al., (2022).

**Association of occupational stress with the profile characteristics of the teachers**

From the Table 1 it was observed that, there exists a positive and significant association between the educational qualification, present job experience of respondents and their occupational stress level. It means the respondents having Ph.D. degree have more occupational stress than respondents having M.Sc. degree and the respondents having more job experience have more occupational stress than the respondents having less job experience. Again, it is noted that there is a significant but negative association between the family background of the teachers and their occupational stress. It means the respondents having urban family background have less occupational stress than the respondents having rural family background. The other variables i.e. age, family type, family size has no significant association with the occupational stress of teachers.

Being in the educational qualification of PhD by majority, it's pretty obvious the weight of professional burden would be eventually more on them owing to their capabilities and job experience. With the shouldering of more responsibilities at both personal and professional level would automatically invite the stress in the way proportionally. The results displayed analogy to the findings of Kabito & Wami (2020); Valkov & Peeva (2020) & Praveen Kumar et al., (2022).

**Table 1.** Association of socio-personal profile of teachers with their occupational stress

S.No.	Independent Variables	'r' value
1	Age (X <sub>1</sub> )	0.114 <sup>NS</sup>
2	Family type (X <sub>2</sub> )	0.125 <sup>NS</sup>
3	Family size (X <sub>3</sub> )	-0.044 <sup>NS</sup>
4	Family background (X <sub>4</sub> )	-0.616*
5	Educational qualification (X <sub>5</sub> )	0.789**
6	Present job experience (X <sub>6</sub> )	0.574*

\*\*Significant at 1%; \*Significant at 5%; NS=Non-significant

**Role expectation-performance of the teachers of the University**

From the Table 2 the maximum gap between the role expectation and role performance was found for the factor opportunity to earn money, wealth and property followed by delegation of authority. Whereas minimum gap was observed in case of job security. Gap was also existed in less magnitude in other areas like opportunity for higher study, scope to show merits and excellence and freedom from risk. However, it was observed from the table that total deviation from the role expectation was only about 23.97 per cent. So, we may conclude that although there existed a gap between role expectation and role performance of the respondents but the gap was not so severe.

It is quite evident from the profile characteristics that belonging to large family size into joint family structure, it was quite obvious the burden of responsibilities of them eventually falls on them to fulfill their basic amenities for their nourishment and development yet restricted by the professional duties in the University system does restricts them to go for more of wealth acquirement opportunities which are quite limited in the university premises. Along with that the slow snail pace of the career advancement scheme of the faculties also pours oil to the heat of the occupational stress too. This stress gets successively added with the delegation of authority as under the constraints of limited resources, they have to manage their all assignments at all costs. These finding were quite analogous to that of Sliskovic & Maslic Sersic (2011).

**CONCLUSION**

The teachers experienced occupational stress. The profile characteristics contributed significantly to the stress level of teachers. The maximum gap between the role expectation and role performance of teachers of OUAT was found for the factor; opportunity to earn money, wealth and property followed by delegation of authority, whereas minimum gap was observed in case of job security. Gap was also existed in less magnitude in other areas like opportunity for higher study, scope to show merits and excellence and freedom from risk. The consequences of the study would be supportive to the policy formulations for the betterment of the teachers to reduce their stress levels. The

**Table 2.** Role expectation and role performance of the respondents

S.No.	Role Expectation	Total score obtained	Deviation from the role expectation
1.	Status, respect and prestige as a person	283	17
2.	Scope to show merits and excellence	290	10
3.	Freedom of work	285	15
4.	Job security	299	1
5.	Participation in decision making	198	102
6.	Freedom from external pressure	184	116
7.	Delegation of authority	192	108
8.	Praise and recognition for good work	194	106
9.	Freedom for writing scientific papers	204	76
10.	Opportunity to earn money, wealth and property	7	293
11.	Opportunity for mental and physical comfort	196	104
12.	Freedom for risk	288	12
13.	Opportunity for higher study	292	8
14.	Opportunity for future promotion	281	19

important step in organizational level stress management is to conduct a needs diagnosis which is the prevalence of stress among employees. The next phase of needs diagnosis is to establish corrective managerial action goals.

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