

**Impact of Organizational Climate on Occupational Stress of
Teachers' Working In Public Sector Universities of Khyber
Pakhtunkhwa**

Khalid Saeed Akbar^{*}, Muhammad Shah[†] and Liaqat Hussain Shah[‡]

Abstract

The present study was conducted to investigate the impact of organizational climate on occupational stress of teachers' working in public sector universities. Statistical tool correlation and regression were used to find out the impact of organizational climate on occupational stress. The results of study show that organizational climate has significant impact on teachers' occupational stress. The heads of the universities may work in reducing teachers' occupational stress through seminars.

Key words: organizational climate, occupational stress, public sector universities,

Introduction

Human resources in an organization are important assets that mobilize the productivity and ensure quality of work. Human resources are an integral part of an organization providing talent, labor and creativity^[1]. Thus, human resources within an organization should be managed systematically and effectively, so that, they can contribute in organizational success. Organizational climate is perceptions of personal towards organization, job description and role of employee in organization^[2]. The role of individual is different in different organization; organizational climate emerges from relationships among the employee and administration of organization^[3]. The interaction among individuals, group of individuals which work in an organization give birth to organizational climate. Organizational climate depends upon components of organization namely leadership behavior, structure of administration, administrative system, academic system, culture, finance, workload and psychological needs of members^[3]. Leadership competencies, physical structure of organization, academic structure of organization, administrative structure of organization, employee liberty, punishment and reward system of organization, employee's

^{*}Khalid Saeed Akbar, PhD scholar Qurtuba University of Science and Information Technology Peshawar. Email: saeed_akbar81@yahoo.com

[†]Dr. Muhammad Shah, Dean Faculty of Education Qurtuba University of Science and Information Technology Peshawar

[‡] Dr. Liaqat Hussain Shah, Assistant Prof. Director IER Gomal University Dera Ismail Khan

job satisfaction, work burden, consideration by administration, leadership role of head, organizational effectiveness, leadership style, professional skills, employee's qualification, employee's professional skills, social norms, professional norms are different factor which ultimately affect organizational climate and students academic achievement ^[4,5]. The stress was developed due to organizational factors. The symptoms of stress are physical adversity, starvation, anguish and pain ^[6]. Occupational stress is universal phenomenon and produce negative effect on mind, health, job performance, behavior and overall well being of employees ^[6]. Colligan and Higgins (2005) defined occupational stress as complex scientific based term, it require initial understanding to parent construct which is known as stress ^[7]. Stress is common term and widely related to daily life. Stress concern to basic physiological and psychological reactions of human mind. This is occurring when administration demand exceeds to employees abilities ^[8,9]. The work stress within work area can negatively affect both organization and extra organizational outcomes. The poor performance of employees is related to punishment and reward regarding job performance ^[10]. Messersmith (2007) discussed that stress affect performance of individual ^[11]. The outcomes of stress are such as low morale, poor health, burnouts in the form of emotional exhaustion, depression, reduced work accomplishment task, absenteeism and negative feelings within organization ^[12]. The organizational climate has significant impact on the job satisfaction ^[13]. Chaudhry (2012) investigated that stress effect on level of satisfaction of employees but he did not investigate the impact of organizational climate on the instructor occupational stress ^[14]. Cephe (2010) has conducted research study regarding occupational stress of English instructors. The findings of study were that working conditions, improvement of educational system and lack of professional support by administration were causes of occupational stress. Cephe (2010) also recommended that new research study may be conducted about occupational stress and organizational climate ^[15]. In view of these concerns and facts, that there is a gap in literature regarding relationship among organizational climate and occupational stress. It is therefore, present study becomes an important study. The main purpose of present study was to investigate the impact of organizational climate on occupational stress of public sector universities.

Objectives of the Study

The present study was initiated, to determine the impact of organizational climate on occupational stress of teachers' working in public sector universities of Khyber Pakhtunkhwa.

Methodology

The survey technique was used to conduct present research study. The population of study comprised of all male and female teachers working in three faculties of public sector universities of Khyber Pakhtunkhwa. The population of study comprised of all teachers working in three faculties of fifteen public sector universities. Two instruments were used to collect data from respondents. Organizational Climate Scale (OCS) and Teachers' Occupational Stress Scale were used for purpose of data collection. The independent variable was organizational climate and dependent variable was teachers' occupational stress. The organizational climate scale was adapted from Raza (2010). Organizational climate scale was consist of 31 items with nine factors which were, Aloofness, Production emphasis, thrust, consideration, disengagement, hindrance, esprit and intimacy. The occupational stress scale was adapted from Kalita (2015) ^[18]. The scale was consisted of 30 items with twelve different factors. These factors were role of work burden, role of ambiguity, role of conflict, role of unreasonable grouping and political pressure, responsibility for other persons, under participation, powerlessness, poor relation with colleagues, low status, strenuous working conditions, unprofitably and inadequacy.

Table 1 Description Of Population

Faculty of Science		Faculty of Arts		Faculty of Management Science		Grand total
Male	Female	Male	Female	Male	Female	
955	291	487	260	250	65	2308

The population of study was comprised of 2308 teachers working in three faculties. The population comprising of 2308 teachers, consisted upon 955 male and 291 female teachers of faculty of science, 487 male and 260 female teachers of faculty of arts and 250 male teacher and 65 female teachers of faculty of management sciences. Hence the population of study was comprised of 1692 male and 616 female teachers' of three faculties of public sector universities. Multi stage sampling technique was used for collection of data. The sample was taken with sampling rules given by Krejcie and Morgan (1970) ^[16]. On basis of Krejcie and Morgan, the description of sample is given below,

Table 2 Description Of Sample

Faculty of Science		Faculty of Arts		Faculty of Management Science		Grand Total
Male	Female	Male	Female	Male	Female	
210	64	160	86	125	33	678

Table 2, shows that sample size for faculty of science was comprised of 210 male 64 female teachers which were 22.0 % of population size. The sample size for faculty of arts was comprised of 160 male 86 female teachers which was 33 % of the population size. The sample size for faculty of management sciences was comprised of 125 male 33 female teachers which was 50 % of the population size. Hence, the sample size was comprised of 678 teachers which were 29.3 % of population of public sector university teachers' strength. The response received from the respondents was 84 % of the sample size.

Results and Analyses

Table 3

Correlation between organizational climate and occupational stress of public sector universities

Variables	Occupational Stress	
Organizational Climate	Pearson correlation	-0.343**
	Sig. (2-tailed)	.000
	N	572

Correlation is significant at the 0.01 level (2-tailed).

Table 3, shows that $r = -0.343$, $p = 0.000 < 0.05$ which revealed that there is negative correlation between organizational climate and occupational stress of teachers working in public sector universities of Khyber Pakhtunkhwa. So it is concluded that medium negative correlation present between organizational climate and teacher's occupational stress.

Table 4 Impact of Organizational Climate on Teacher's Occupational Stress Of Public Sector Universities

R	R ²	Unstandardized Coefficients		Standardized Coefficients	t	Sig
		β	Std. Error	β		
.343	11.8	.384	.044	.343	8.716	.00

Dependent variable: occupational stress

Table 4, shows the impact of organizational climate on teacher's occupational stress of public sector universities. It is clear from the above table that the organizational climate ($p = 0.000 < 0.05$) has

significant impact on the occupational stress. The variation in the dependent variable occupational stress, predicted by the independent variable organizational climate was 11.8 %. The positive beta value in column 1 of “coefficients” table shows that for every unit increase in the independent variable (organizational climate) there is 0.384 unit increases in the dependent variable (occupational stress).

Table 5 Gender wise impact of organizational climate on teacher's occupational stress

Gender	R	R ²	Unstandardized Coefficients β	Std. Error	Standardized Coefficients β	t	Sig
Male	.389	.151	1.926	.126	.345	15.2	.00
Female	.475	.225	2.063	.243	.275	8.49	.00

Table 5, shows that organizational climate ($p = 0.000 < 0.05$) for male and female teachers' of public sector universities has significant impact on teachers' occupational stress. The variation in dependent variable occupational stress was predicted by independent variable organizational climate was 15.1 % for male and 22.5% for female teachers. The positive beta value in table shows that for every unit increase in independent variable (organizational climate) there is 1.926 unit increases in dependent variable (teacher's occupational stress) of male teachers' and 2.063 unit for female teachers of public sector universities.

Conclusion

The core purpose of study was to determine the impact of organizational climate on teachers' occupational stress of public sector universities of Khyber Pakhtunkhwa. The correlation between organizational climate and teachers' occupational stress was negative showing that organizational climate has inverse relation with occupational stress. The organizational climate inversely affects occupational stress. Good organizational climate produce low occupational stress in teachers and vice versa ^[19].

It was also found that the organizational climate has significant impact on the teachers' occupational stress. The gender wise analyses show significant impact regarding impact o organizational climate on occupational stress. Gender wise analyses show that male and female teachers were in occupational stress. The variation of occupational stress due to organizational climate in female teachers is more as compared to male teachers. Female are more sensitive as compare to male teachers. Therefore, female are more responsible as compare to male teachers. Therefore,

occupational stress on female teachers is more as compared to the male teachers ^[14]. The head of universities may arrange seminars for coping of stress among teachers.

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